

Wednesday 3rd March 2021



Here is your plan for the day. We are going to continue with our focus on the Mr Men for English today.

This afternoon, I have put in some more DT for you. You are going to be investigating some different types of packaging as part of that lesson.

Have a good day.

Miss Clark

Overview of the day

EMW	Fitness	Reading	English	Maths skills	Maths	Reading	Multiplication menu	Spellings	DT
Y3 spellings	Joe Wicks	Reading	Mr Men storyboard	Recognising number	Multiplication and division	The Ickabog	Times Tables Rockstars	Y4 spellings	Packaging

EMW

Here are your spellings for EMW today. Copy them out once.

**sadly, closely, completely, quickly, likely, lately,
usually, finally, comically**

From the suffix '-ly' can you work out the word class of these words?

Can you work out why I have put the last three words in blue? What is different about the spelling of these words with the '-ly' suffix? Can you explain why they are spelt differently?

Fitness

Here is a link to the Joe Wicks live workout at 9am, if you would like to join in:

<https://www.youtube.com/playlist?list=PLyCLOPd4VxBuS4UeyHMccVAjpWaNbGomt>

Reading

Again, I would like you to find somewhere nice and quiet to read and then just read for 15 minutes.



I have started to read for about 30 minutes every night before I go to bed, this I am really enjoying (although the last book was a little too scary for me and I had to stop reading it at night)!

English

Wednesday 3rd March

To start today, I would like you to watch an episode of the Mr Men. Here is the story of Mr Tickle, from the television programme that I remember watching when I was young: <https://www.youtube.com/watch?v=gPC3MmdTb-E>

Did you notice that 'tickles' featured the whole way through the story.

Here are some of the other Mr Men:



The first Mr Men book that I owned was Mr Small, can you see him on this image? Let me know what colour he is. I wonder who will be the first to let me know.

Today, you can pick one of these Mr Men and write your own story about them. Remember that tickles featured a lot in Mr Tickle meaning that the word linked to the Mr Man must feature in your story.

Here are some of the ways that you might want to use to create your story:

- Create your own small Mr Men book (illustrations on one page and writing on the opposite page)
- Write your story in Purple Mash. Go to home/tools/English/2Create a story
- Create some Mr Men puppets and retell your story with the puppets
- Any other way that you can think of!



As you know, these are books that I remember really well from my childhood. I can't wait to read or see some of yours.

If you want to do some more illustrating, when you have finished your story, here are the links again:

Mr Tickle <https://www.youtube.com/watch?v=1LZK-YZw98>

Mr Strong <https://www.youtube.com/watch?v=uNrwTYZbL68>

Mr Funny <https://www.youtube.com/watch?v=X8ht4UEVsZk>

Mr Grumpy https://www.youtube.com/watch?v=l_jrOzvsZPU

Mr Bump <https://www.youtube.com/watch?v=IMbp2k8FVmY>

Break



Maths skills



There are a couple of videos on Class Dojo for you to watch today for your maths skills. Now have a go at answering the following questions, remember

to time yourself to see how quickly you can answer them. Also, remember that we are focusing on the skill of subitising so you won't need to count the dots, you should be able to just see the totals.

Write the number of dots.

Example

	6		

Maths

26.2.21

WALT: Divide using known facts

Warm-up

Today, we are going to warm-up by counting backwards and forwards in 100s from 0 to 1,000. Send me over a video on Class Dojo so I can see how you are getting on.

Main

Yesterday, we looked at how we can use the commutative law to help us find the product of two factors because:

The order of the factors does not affect the product.

$$\begin{array}{c} \text{factor} \quad \text{factor} \\ \nearrow \quad \nwarrow \\ 7 \times 2 = 14 \end{array} \leftarrow \text{product}$$

AND

$$\begin{array}{c} \text{factor} \quad \text{factor} \\ \nearrow \quad \nwarrow \\ 2 \times 7 = 14 \end{array} \leftarrow \text{product}$$

The product stays the same even if the factors are swapped around.

Today, we are going to make some links between our multiplication and division. As we know the multiplication fact, we can make a link to the two related division facts.

Here is a video link to remind you of the relationship:

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-the-relationship-between-multiplication-and-division/zdqb47h>

Now that you have watched the video, you have probably been reminded of the relationship between multiplication and division. They are the inverse of each other (they do the opposite to each other).

Here are some linked multiplication and division facts. Read through them and look for the relationships between them:

A. $3 \times 5 = 15$

$5 \times 3 = 15$

$15 \div 5 = 3$

$15 \div 3 = 5$

B. $6 \times 2 = 12$

$2 \times 6 = 12$

$12 \div 2 = 6$

$12 \div 6 = 2$

C. $50 \div 5 = 10$

$50 \div 10 = 5$

$5 \times 10 = 50$

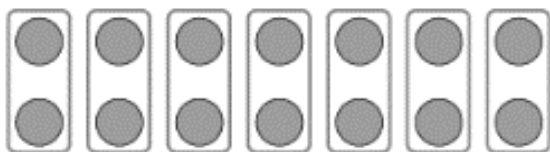
$10 \times 5 = 50$

D. $100 \div 10 = 10$

$10 \times 10 = 100$

Now have a look at the arrays and bar models below:

Worded problem: I need 14 ping-pong balls. There are 2 ping-pong balls in a pack. How many packs do I need? I need 7 packs of ping-pong balls.



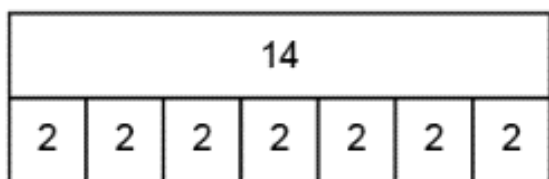
$$14 \div 2 = 7$$

This array and bar model show that 14 divided into groups of 2 is equal to 7.

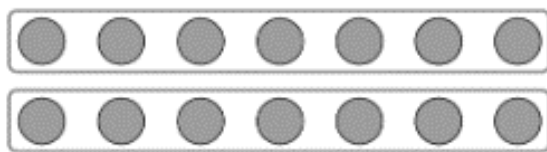
Language focus (say this out loud):

"7 times 2 is 14, so 14 divided by 2 is 7."

"14 divided into groups of 2 is equal to 7."



Worded problem: £14 is shared between 2 children. How much money does each child get? Each child gets £7.



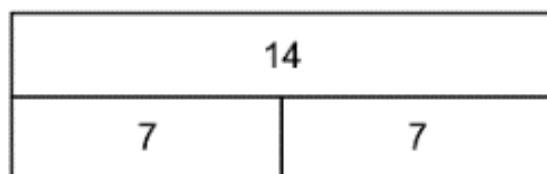
$$14 \div 2 = 7$$

This array and bar model show that 14 shared between 2 is equal to 7.

Language focus (say this out loud):

"7 times 2 is 14, so 14 divided by 2 is 7."

"£14 shared between 2 is equal to £7 each."



Today, I want you to find all multiplication and division facts that are linked to each other.

TIP:

- Choose the times table that you are more confident in to find the product of the two factors.
- The order of the factors does not affect the product.

Example: $2 \times 9 = \dots$ so $9 \times 2 = \dots$. This means that $\dots \div 9 = 2$ and $\dots \div 2 = 9$

I am more confident in my two times tables so I have worked out 9×2 (12 groups of 2) rather than 2×9 (2 groups of 9).

1. $4 \times 2 =$

4. $10 \times 9 =$

7. $3 \times 8 =$

2. $8 \div 2 =$

5. $5 \times 7 =$

8. $20 \div 5 =$

3. $60 \div 10 =$

6. $36 \div 3 =$

9. $11 \times 5 =$



There is a short video on Class Dojo that explains the next part of your learning.

How many multiples of 100 are in each of the following 4-digit numbers? Answer the following questions:

Example: 3,400 is made of 34 hundreds.

10. 5,600

12. 7,900

14. 3,200

11. 2,500

13. 1,400

15. 8,200

Lunch



Reading



The next chapter of The Ickabog is on our Class Dojo page for you to enjoy.

Multiplication menu

It is Wednesday on our multiplication menu so it is time to get logged onto Times Tables Rockstars. This week, the focus is on the 3 times table and further building on our quick recall of both multiplication and division facts. Our learning this week (during our main maths lessons) has reminded us that we can multiply in any order because the order of the factors does not affect the product. I will be on Times Tables Rockstars between 1.15pm and 1.30pm with the children who are in school, if you would like to challenge us!

Spellings

Here are your spelling words for the week again.

Today, you need to write some rainbow words to practise the spellings. Remember to use a different colour for each letter in the word.

fiction, fraction, direction, attention invention, injection,
action, completion, intention, mention, position, question

DT

Wednesday 3rd March

WALT: Investigate packaging

For today's DT, I would like you to investigate a piece of cardboard packaging that you may have at home. You will need a box to take apart and look at how it is made.

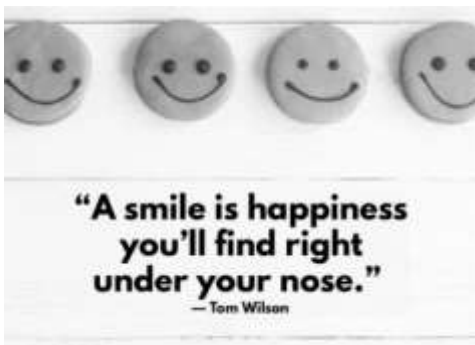
Here is a Cheerios box before and after being flattened:



Take your box and complete the following:

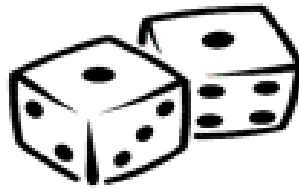
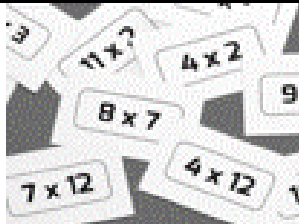

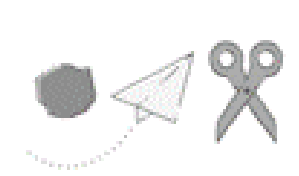

1. Draw a picture of your 3D box.
2. Carefully undo the tabs sticking the box together.
3. Flatten your box.
4. Have a go at drawing the net of your box.

Reflection



What has made you happy today and put a smile on your face. Go and tell someone at home!

Multiplication Menu

Day		Activity	Resources
Monday		Dice games Roll two dice and multiply them by the times table of the week. How many can you complete in 3 minutes? Write out the questions and the answers then check against your multiplication grid.	Dice
Tuesday		<div> What's the product? Get times tables cards. Set 1 minute timer, how many questions can you answer in 1 minute? Check the answer on the card. Log your score. </div> <div> What's the question? Get times tables cards. Set 1 minute time, how many questions can you match to the product in 1 minute? Check question on card. Log your score. </div>	Times tables cards 1 minute timer
Wednesday		Times Tables Rockstars 5 pupils to use iPads to access Times Tables Rockstars Garage: Single player (linked to x table of the week) Arena: Multi-player (linked to x table of the week) Remainder of class to write answers on small whiteboards as 5 pupils compete.	Tablet/laptop https://trockstars.com/
Thursday		Rock, paper, scissors Play with a partner. Countdown 3, 2, 1 and show fingers on one hand clearly to a partner. Add the two hands together and multiply by the times table of the week. Call out the answer to the multiplication.	
Friday		Playing cards Work with a partner. Take it in turns to look at a card (one at a time) and multiply by the times table of the week. (Jack and Queen = 11, King = 12) How many can you get as a pair in 3 minutes?	Playing cards 3 minute timer