

Numeracy

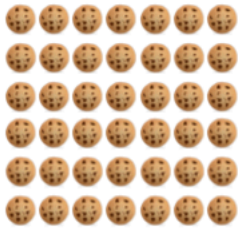
Monday

Please remember to complete these questions in your exercise book. Write the question and then complete the answer.

Complete the questions below.

Use the array to complete the number sentences:


$6 \times 7 = \square$
 $7 \times 6 = \square$
 $\square \div 7 = \square$
 $\square \div 6 = \square$



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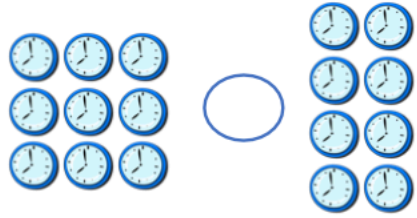
Use the array to complete the number sentences:

$3 \times 4 = \square$
 $4 \times 3 = \square$
 $\square \div 3 = \square$
 $\square \div 4 = \square$



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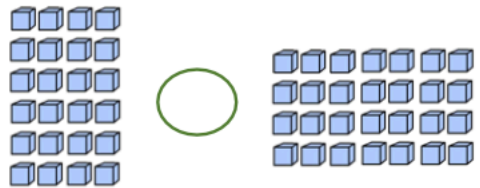
Use $<$ $>$ or $=$ to complete the question.



$\square \times \square = \square$ $\square \times \square = \square$

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Complete the fact family.



$\square \times \square = \square$ $\square \times \square = \square$

Use $<$ $>$ or $=$ to complete the question.

8×9 \bigcirc 10×7
 4×6 \bigcirc 8×3

Use $<$ $>$ or $=$ to complete the question.

8×6 \bigcirc 7×7
 6×3 \bigcirc 2×9

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Complete the number sentences:

$8 \times 7 > \square \times \square$
 $3 \times 3 = \square \div 4$
 $9 \times 5 < \square \times \square$

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Complete the number sentences:

$2 \times 5 = \square \div \square$
 $4 \times 9 = \square \times 6$
 $4 \times 10 = 8 \times \square$

Monday – reasoning and problem-solving

Tia says,



6×10 is less than
three lots of 2×10 .

Do you agree?
Can you prove your answer?

True or False?

$$4 \times 6 > 4 + 4 + 4 + 4 + 4 + 4 + 4$$

$$8 \times 6 < 6 \times 6 + 6 \times 4$$

$$4 \times 6 + 4 = 7 \times 4$$

Can you find a way
to complete each number sentence?

$$\underline{\quad} \times 2 + \underline{\quad} \times 2 < \underline{\quad} \div 3$$

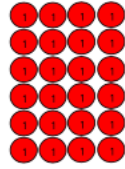
$$\underline{\quad} \div 3 < \underline{\quad} \div 3 < \underline{\quad} \times 3$$

$$\underline{\quad} \times 8 > \underline{\quad} \div 8 > \underline{\quad} \times 8$$

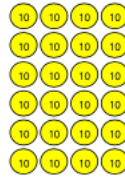
Tuesday

Complete the questions below.

Complete the multiplication fact:

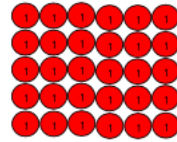


Use this to help you solve:

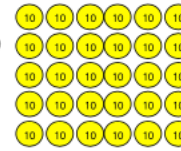


___ x ___ = ___ ___ x ___ = ___

Complete the multiplication fact:



Use this to help you solve:

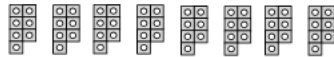


___ x ___ = ___ ___ x ___ = ___

Complete the sentence.

The number pieces represent

$8 \times \underline{\quad} = \underline{\quad}$

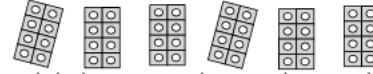


If each hole was worth ten, what would the pieces represent?

Complete the sentence.

The number pieces represent

$6 \times \underline{\quad} = \underline{\quad}$



If each hole was worth ten, what would the pieces represent?

Complete the multiplication fact:



Use this to help you solve:



___ x ___ = ___ ___ x ___ = ___

Complete the multiplication fact:



Use this to help you solve:



___ x ___ = ___ ___ x ___ = ___

Use your known facts to calculate the answers.

$8 \times 30 = \square$

$\square = 2 \times 40$

$120 \div 4 = \square$

Use your known facts to calculate the answers.

$9 \times 60 = \square$

$\square = 3 \times 20$

$180 \div 3 = \square$

Tuesday – reasoning and problem-solving



I know that when multiplying 6 by 40, 40 is ten times bigger than 4, so my answer will be ten times bigger than 6×4 .

Is Zach correct?
Explain your answer.

True or False?

$$5 \times 30 = 3 \times 50$$

Prove it.

Wednesday

Complete the questions below.

Complete the fact family for this calculation:

If we know that $2 \times 9 = 18$,
we also know that:

$2 \times 9 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $7 \times 6 = 42$,
we also know that:

$7 \times 6 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $8 \times 9 = 72$,
we also know that:

$8 \times 9 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $5 \times 7 = 35$,
we also know that:

$5 \times 7 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $4 \times 7 = 28$,
we also know that:

$4 \times 7 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $8 \times 6 = 48$,
we also know that:

$8 \times 6 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $3 \times 6 = 18$,
we also know that:

$3 \times 6 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Complete the fact family for this calculation:

If we know that $9 \times 5 = 45$,
we also know that:

$9 \times 5 = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Wednesday – reasoning and problem-solving



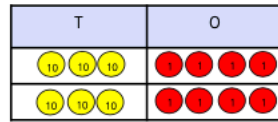
Leanna has 180 cakes to sell.
She puts the same number of cakes in each
box and has no cakes left over.
Which of these boxes could she use?



Thursday

Answer the multiplication questions.

Complete the following calculations using place value counters:

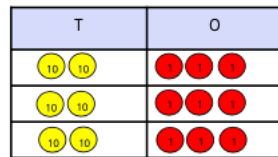


T	O

$21 \times 3 = \underline{\quad}$

T	O

Complete the following calculations using place value counters:



T	O

$43 \times 2 = \underline{\quad}$

T	O

Fill in the blanks and solve the calculation:

T	O

T	O

$32 \times 3 = \square$

Fill in the blanks and solve the calculation:

T	O

T	O

$22 \times 4 = \square$

Fill in the blanks and solve the calculation:

T	O

T	O

$13 \times 3 = \square$

Fill in the blanks and solve the calculation:

T	O

T	O

$31 \times 3 = \square$

Thursday – reasoning and problem-solving

Zach completes the calculation:

$$34 \times 2$$

Can you spot his mistake?



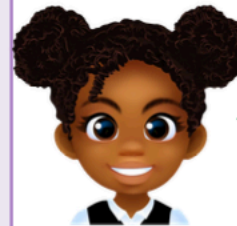
	T	O
	3	4
×		2
		8
+		6
		1 4

Malachi completes the same calculation as Zach.
Can you spot and explain his mistake?

	T	O
	3	4
×		2
6	0	8

Leanna says,

$$6 \times 11 = 3 \times 22$$



Is Leanna correct?

Friday

Complete the questions below.

There are 18 gummy bears in a sweet jar.
How many gummy bears will there be in 8 sweet jars?



There are 44 candies in a candy machine.
How many candies will there be in 4 candy machines?



There are 57 flowers in a bouquet.
How many flowers will there be in 3 bouquets?



There are 38 coins in a box.
How many coins will there be in 4 boxes?



There are 34 dresses in a wardrobe.
How many dresses will there be in 8 wardrobes?



There are 95 pieces of popcorn in a box.
How many pieces of popcorns will there be in 3 boxes?



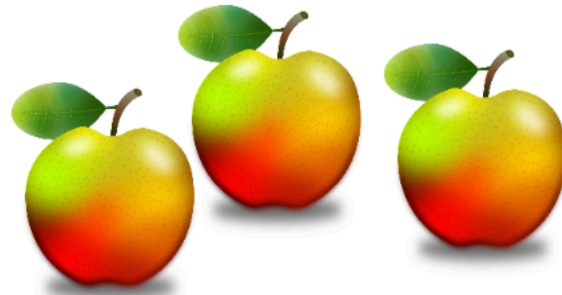
Friday – reasoning and problem-solving

Solve!

Tia put more than 15 but less than 25 apples into 7 baskets.

Each basket has the same number of apples.

If the total number of apples that Tia put is a three-digit number ending in 7, how many apples did Tia put in each basket?



Literacy

Monday

LO: To identify features of a letter.

What is the purpose of writing a letter? What are the differences between letters and emails/texts?

Common features of a letter:

- 'to' and 'from'
- An address
- Date
- Information written to a specific person

Task:

Read the letters and fill in the table comparing the features. Focus on the structure and language used.

Similar features	Differences

Letter Example – Sprouts

64 Brown Lane,
Foxhole,
Devon,
TQ9 7NJ
27th May 2012

Dear Mr. Smith,

I am writing to complain about the sprouts I bought from your shop last week. I came into your shop on Tuesday morning and bought 500g of fresh sprouts with a sell by date of 03.06.12 which, as you know, is next week.

When I tried to cook the sprouts, I found they were rotten inside. I had peeled the sprouts and cooked them with chestnuts. It was not until I tried to eat them that I found they were rotten.

This was disappointing, as I had nothing else to eat. Following the disappointment I was forced to go out and buy other food. As it was late at night the choice of shops was not very good and I had to settle for a tin of soup. I would like a full refund. I paid in cash and I enclose the receipt. Please contact me at the above address if you need to me come into the shop to pick up the refund, other please send me a cheque.

Yours sincerely,

Miss. F. Gardener.

Letter Example – Family

64 Brown Lane,
Foxhole,
Devon,
TQ9 7NJ

Monday 13th June 2011

Dear Natalie,

How are you? Although I had a cold recently, I am fine now. The cold only lasted for a few days. Mum gave me some medicine that helped relieve the symptoms. My little brother got a cold too.

Did you have a nice half term? I went to stay with my grandma Josie. I hadn't been to see her for a long time. We had lots of fun and she taught to how to cross stich. We also went shopping and made cakes. I am very glad I went to stay.

I am back at school now and we are learning about the Egyptians. So far we have found out how they built the pyramids. I'm really looking forward to finding out how they made people into mummies. My teacher is really cool. What is your school like? What are you learning at the moment?

Dad told me today that we're going to Wales summer holiday. I am excited. I haven't been there before. We are going to West Wales and will stay in a static caravan near Towyn. Are you going on holiday this year?

I better go and do my homework. My teacher wants me to do well at school and so do, so I better try my hardest!

Lots of love,
Francine

Tuesday

LO: To compare formal and informal letters.

What does formal and informal mean? What is the purpose of a formal letter and who would you send it to? What is the purpose of an informal letter and who would you send it to? What makes a letter formal or informal?

Task 1:

What phrases are formal and what are informal? Make a list using these phrases.

I want to tell you...

It's going to be great!

This event will be memorable

I wish to advise you that...

I need you to...

Thank you very much

Thanks a lot!

I've just noticed that...

It has come to my attention...

It would be a great help if
you would...

Task 2:

Read the informal and formal letters, pick out phrases that make the letter either formal or informal and add them to you lists.

Formal letter

64 Brown Lane,
Foxhole,
Devon,
TQ9 7NJ

Monday 13th June 2011

Dear Mr. Smith,

I am writing to complain about the sprouts I bought from your shop last week. I came into your shop on Tuesday morning. I bought 500g of fresh sprouts. When I tried to cook them, I found they were rotten inside. This was disappointing, as I had nothing else to eat. I would like a full refund. I paid in cash and I enclose the receipt.

Yours sincerely,

Miss. F. Gardener.

Informal letter

32 Sander Close,
Foxhole,
Devon,
TQ8 3RM

Monday 13th June 2011

Dear Natalie,

How are you? Although I had a cold recently, I am fine now. Did you have a nice half term? I went to stay with my grandma Josie. I hadn't been to see her for a long time. We had lots of fun and she taught to how to cross stich. I am very glad I went to stay.

I am back at school now and we are learning about the Egyptians. So far, we have found out how they built the pyramids.

I am going to see Kung Fu Panda 2 next weekend. My mum is taking me; I'm looking forward to it. Have you been to the cinema? Dad told me today that we're going to Wales summer holiday. I am excited. I haven't been there before.

Lots of love,
Francine
xxx

Wednesday

LO: To use the structure of a letter.

Recap the features of a letter and use this knowledge to unscramble the parts of this letter.

Task:

Order the parts of the letter.

Challenge:

Change the middle section of the letter (where it tells you the information) creating a letter that is informing Mrs. Briggs of a sighting of the Gruffalo.

Yours sincerely

Thank you again for such a wonderful meal. I will recommend your café to all my friends, and you will definitely be seeing us again soon!

I recently ate lunch in your café, and I wanted to tell you what a good time my friend and I had. It was one of the most enjoyable lunches I have eaten in town.

The Horseshoe Cafe
89 Flounder Street
Trent
Nottinghamshire
NG1 4BU

Mrs Lorraine Harrold

We were in "The Horseshoe Café" last Saturday lunchtime, and even though it was busy we were served immediately by a very pleasant young man. After ordering our meals, we were able to relax with the delightful view of the River Trent.

Dear Mrs. Briggs,

The food was the most delicious I have ever had. I chose the salmon and my friend chose the beef. We were thrilled with every aspect of our experience.

Thursday

LO: To write a letter to an author.

Recap everything that you have learnt this week on letters: features, structure, formal and informal.

Task:

Write a letter to Sally Smith and David Connolly (authors of the books 'Jampires') , giving them information on a new story idea that they have (e.g. fudginsteins or marshmallow monkeys). You choose whether the letter is formal or informal and remember to use the appropriate language. Be creative!

Friday

LO: To finish off any tasks from this week.