Year 5/6 Autumn 2 – Isolation Timetable (Week beginning 9th Nov)

	Session 1	Session 2	Session 3	Session 4	Session 5
Mon	Grammar	Literacy Conjunctions	Maths	RE - Epiphany	Geography - UK Mountains
Tue	Grammar	Literacy Shared Write	Maths	PSHE	Music – practice singing 'Snow is fallin' https://www.youtube.com/watch?v=amcIgN3VA3o
Wed	Grammar	Literacy 1st Draft	Maths	French – Can you find all the colours in French?	Science - Fossils
Thur	Grammar	Literacy Edit & Redraft	Maths	Computing – Can you research Stonehenge?	DT - Animals
Fri	Grammar	Literacy Write	Maths	PE – Can you do something active? Just Dance?	

Lesson 1

Mar 8-20:15

Year 5 - To use a range of determiners to specify a noun.

Year 6 - To use hyphens

Mar 8-20:15

Year 5 - To use a range of determiners to specify a noun.

The report shows that many children travel to their local primary school in a car.

This school is introducing two new schemes to encourage our pupils to walk to school.

Some parents will be helping us to set up these schemes.

What words are underlined?

Can you circle the determiners?

Known / Unknown

Mar 8-20:15

Year 6 - To use hyphens

What's the difference?

Katie is my fun loving sister.
Katie is my fun-loving sister.

Dad teaches seven year-old children.
Dad teaches seven-year-old children. → ?

Mum's going to recover the old chair.
Mum's going to re-cover the old chair.

Get the chair back or put a new cover on?

Mar 8-20:15

In the fridge, she found some water, two jars of jam and an empty bottle of milk. There was no bread. "I can't just eat that jam," she said to herself.

Can you underline all the nouns and circle the determiners?

Here are today's headlines: Man finds twenty one-pound coins; Man-eating shark spotted in ocean; Bargain-hunters camp outside department store.

Can you choose the most likely means for each headline?

Mar 8-20:15

Can you create a set of instructions on how to make a jam sandwich?

six spoonfuls... both tins...

Can you write an advert for a theme park using hyphens?

eg: child-friendly fun-filled

Mar 8-20:15

Lesson 2

Mar 8-20:15

Year 5 - To use expanded noun phrases

Year 6 - To recognise impersonal writing

Mar 8-20:15

Year 5 - To use expanded noun phrases

Almost all squirrels in this area are grey squirrels. They have dense silvery grey fur with a brown tinge along the back. They have a bushy, grey tail and ears without tufts.

They are tree squirrels. Their long, muscular hind legs and short front legs help them to leap. Sharp claws are used for gripping bark and the long tail helps them to balance.

What are the nouns?

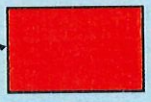
Noun phrases describe the noun

Mar 8-20:15

Year 6 - To recognise impersonal writing

We have organised a talent show for younger pupils. We hope to raise funds for the new playground equipment. We will give all entrants a certificate.

A talent show has been organised for younger pupils. It will raise funds for the new playground equipment. All entrants will be given a certificate.



Which sounds the more formal? Why?

Mar 8-20:15

In a small wooden house by the shore of the lake, there lived a rich widow with three sons. To the east of the lake, there stood a great mountain with snow on the top.

Can you underline the noun phrase around 'house', 'widow' and 'mountain'?

A visit to the library was organised for Monday morning. The librarian showed the children how to use the library. The children were encouraged to select books to read at home.

Can you underline the sentence not written in the passive voice?

Mar 8-20:15

Can you create a character description about this creature using expanded noun phrases?

two big round pale eyes in his thin face

Can you write a news report on something that has happened in school using an impersonal writing to make it formal?

Mar 8-20:15

Lesson 1

Mar 8-20:15

Year 5 - To understand and apply relative clauses.

Year 6 - To understand the structure of formal writing

Mar 8-20:15

Year 5 - To understand and apply relative clauses.

Once, there was a king who had a threadbare cloak.

The crown that he wore was made of tin.

He had a wonky throne, which had a broken seat.

He was the only king whose castle was for sale.

What are the words highlighted? What are they followed by?

Mar 8-20:15

Year 6 - To understand the structure of formal writing

We're having a party on Saturday. Our Ellie's 18th. Buffet, disco, the lot. Quite a do! You will come, won't you?

Mr and Mrs Atkins request the pleasure of your company at a party to celebrate the eighteenth birthday of their daughter Ellie. Formal dress is required.

What's the same/different?

Mar 8-20:15

The house that we lived in was in James Street. Mum always liked to talk to the woman who lived across the road. She was the lady whose husband was in the army.

Can you underline the relative clauses and circle the pronouns?

Keep your eyes open when you cross the road. Pedestrians should remain vigilant when crossing the road.

What is the formal version of the sentence?

Mar 8-20:15

Can you create your own relative clauses in a non-fiction text? Eg:

A reptile is an animal (that)..

You have just been given a knighthood for your services to... Can you write a letter from the Queen inviting you to her service?

eg: It is with great honour...

Mar 8-20:15

Lesson 2

Mar 8-20:15

Year 5 - To use and apply brackets

Year 6 - To understand colons in clauses

Mar 8-20:15

Year 5 - To use and apply brackets

Jesse Owens (1913–1980) won four gold medals at the 1936 Olympics.

Jesse Owens (an American athlete) won four gold medals at the 1936 Olympics.

Jesse Owens (my dad's sporting hero) won four gold medals at the 1936 Olympics.

What extra information is added?

Mar 8-20:15

Year 6 - To understand colons in clauses

The mill workers' demands were clear: they wanted better working conditions.

Current working conditions were inhumane: some workers were dying.

Mar 8-20:15

Robert Louis Stevenson 1850-1894 wrote both stories and poems. His famous book Treasure Island an exciting tale of pirates and villains was first published in 1883.

Can you add in where the brackets should go?

Andrew had concerns before they set off the weather seemed to be closing in.
Andrew insisted on one rule they muststay in radio contact at all times.

Where should the colons go? Why?

Mar 8-20:15

Can you create a mini biography based on Donald Trump and add brackets in? If you don't know details make it up!

Can you write a few sentences about Donald Trump using a colon between two clauses?

Mar 8-20:15

Wonderful Writers

Ben Jack Robbie

Perfect Presenters

Ella T

Ethan

Joel

Ella C

Mar 8-20:15

Look at yesterday's maths work andcomplete any Think for pink or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

= My answer is correct

Think Pink = Think again about your answer

= Think again about this part

Mar 8-20:15

LO: To use coordinating conjunctions correctly in a sentence

Prior Learning:

Which conjunction best fits this sentence?

I really don't want to do my homework tonight, _____ I have to.

and but

or so

Mar 25-18:52

LO: To use coordinating conjunctions correctly in a sentence

My Turn:

Coordinating conjunctions are often referred to as FANBOYS...

for and nor but or yet so

F A N B O Y S

Mar 25-18:52

LO: To use coordinating conjunctions correctly in a sentence

My Turn:

Coordinating conjunctions are often referred to as FANBOYS...

I like to paint _____ draw in art class

Which conjunction best fits this sentence?

Mar 25-18:52

LO: To use coordinating conjunctions correctly in a sentence

Our Turn:

Coordinating conjunctions are often referred to as FANBOYS...

I am going to music lessons _____ I can learn the piano.

Which conjunction best fits this sentence?

Mar 25-18:52

LO: To use coordinating conjunctions correctly in a sentence

Your Turn:

Underline the coordinating conjunction:

Mrs Andrews wanted to play football but the field was too wet.

Add in a coordinating conjunction:

1. Blade was feeling really hot _____ he jumped in the swimming pool.

Merge the sentences with a coordinating conjunction:

It was a sunny day. They went for a walk.

Mar 25-18:52

LO: To use coordinating conjunctions correctly in a sentence

Your Turn:

Add in a coordinating conjunction:

1. We can have apples _____ bananas at snack time.
2. Mrs Baxter liked to play the guitar _____ she wished she was better at it!

Merge the sentences with a coordinating conjunction:

Robin Hood went in the river. Robin Hood caught a fish.

We waited for Caitlin. She didn't turn up.

Mar 25-18:52

Wonderful Writers

Finn Olivia

Perfect Presenters

Hannah

Iona

Mar 8-20:15

Look at yesterday's maths work and complete any 'Think for yourself' or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

= My answer is correct

Think Pink = Think again about your answer

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Mar 8-20:15

LO: To create a character description in a narrative.

Your Turn:

What senses can you use to describe this character?

Mar 25-18:52

LO: To create a character description in a narrative.

My Turn:

The Creature in the Sand

Five children - Robert, Anthea, Jane, Cyril and the Baby - explore a gravel pit near their new home. When they dig a hole in the sand they are surprised to find a strange creature.

The children stood round the hole in a ring, looking at the creature they had found. It was worth looking at. Its eyes were on long horns like a snail's eyes, and it could move them in and out like telescopes; it had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur; its legs and arms were furry too, and it had hands and feet like a monkey's.

Can you find:
Show not tell
Short sentences
Punctuation
Empty words
Similes
Description of:
Setting (where are they?)
eyes, ears, body,
legs, arms, hands, feet

Mar 25-18:52

LO: To create a character description in a narrative.

Your Turn:

The Creature in the Sand

Five children - Robert, Anthea, Jane, Cyril and the Baby - explore a gravel pit near their new home. When they dig a hole in the sand they are surprised to find a strange creature.

1. Start with an adverb
2. Use a question
3. Use an expanded noun phrase.
4. Use at least one simile
5. Use a short sentence
6. Use a fronted adverbial
7. Use parenthesis

Can you create your own title and overview/blurb about what is happening in the story?

Can you include:

1. Parenthesis (brackets/dashes)
2. Fronted adverbial
3. Feelings/emotions
4. Relative clause

Mar 25-18:52

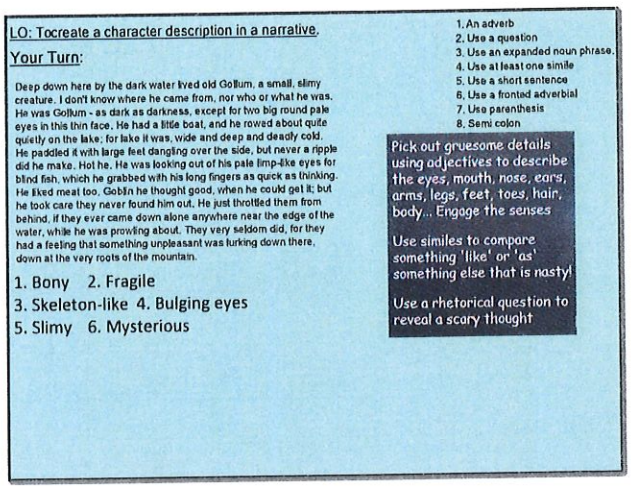
LO: To create a character description in a narrative.

My Turn:

Deep down here by the dark water lived old Gollum, a small, slimy creature. I don't know where he came from, nor who or what he was. He was Gollum - as dark as darkness, except for two big round pale eyes in this thin face. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but never a ripple did he make. Hot he. He was looking out of his pale limp-like eyes for blind fish, which he grabbed with his long fingers as quick as thinking. He liked meat too. Goblin he thought good, when he could get it; but he took care they never found him out. He just throttled them from behind, if they ever came down alone anywhere near the edge of the water, while he was prowling about. They very seldom did, for they had a feeling that something unpleasant was lurking down there, down at the very roots of the mountain.

1. Start with an adverb
2. Use a question
3. Use an expanded noun phrase.
4. Use at least one simile
5. Use a short sentence
6. Use a fronted adverbial
7. Use parenthesis

Mar 25-18:52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1. Bony 2. Fragile
3. Skeleton-like 4. Bulging eyes
5. Slimy 6. Mysterious
1. An adverb
2. Use a question
3. Use an expanded noun phrase.
4. Use at least one simile
5. Use a short sentence
6. Use a fronted adverbial
7. Use parenthesis
8. Semi colon
Pick out gruesome details using adjectives to describe the eyes, mouth, nose, ears, arms, legs, feet, toes, hair, body... Engage the senses
Use similes to compare something 'like' or 'as' something else that is nasty!
Use a rhetorical question to reveal a scary thought

Mar 25-18:52

Wonderful Writers

Finn Olivia

Perfect Presenters

Hannah

Iona

Mar 8-20:15

Look at yesterday's maths work and complete any 'Think for mark' or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

= My answer is correct

Think Pink

= Think again about your answer

= Think again about this part

Mar 8-20:15

LO: To write a short dialogue

Your Turn:

This is taken from Stig of the Dump, what is being said?

How do you know?

Mar 25-18:52

LO: To write a short dialogue

My Turn:

'What on earth is it?' Jane said. 'Shall we take it home?'
The thing turned its long eyes to look at her and said -
'Does she always talk nonsense, or is it only the rubbish on her head that makes her silly?'
It looked scornfully at Jane's hat as it spoke.
'She doesn't mean to be silly,' Anthea said gently; 'none of us do, whatever you may think! Don't be frightened; we don't want to hurt you, you know.'

Can you find:
Show not tell
Short sentences
Punctuation
Empty words
Reported clause
Adverbial in speech

Mar 25-18:52

LO: To write a short dialogue

Your Turn:

Can you create your own first part of speech?

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The thing turned its long eyes to look at her and said -
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Either two characters talking or talking to the creature for the first time?

1. Speech
2. Use a question
3. Use a reported clause
4. Show some emotions
5. Use a short sentence
6. Use an adverbial phrase
7. Use parenthesis
8. Semi colon
9. Expanded noun phrase

Mar 25-18:52

LO: To write a short dialogue

My Turn:

'Hurt me!' it said. 'Me frightened? Upon my word! Why, you talk as if I were nobody in particular.' All its fur stood out like a cat's when it is going to fight.
'Well,' said Anthea, still kindly, 'perhaps if we know who you are in particular we could think of something to say that wouldn't make you angry. Everything we've said so far seems to have done, so, who are you?'
'You don't know?' it said. 'Well, I knew he world had changed - but - well, really - do you mean to tell me seriously you don't know a Psammead when you see one?'
'A Sammyadd? That's Greek to me.'
'So it is to everyone,' said the creature sharply. 'Well in plain English, then, a Sand-fairy. Don't you know a Sand-fairy when you see one?'
It looked so grieved and hurt that Jane hastened to say, 'Of course I see you are, now. It's quite plain no one comes to look at you.'

1. Speech
2. Use a question
3. Use a reported clause
4. Show some emotions
5. Use a short sentence
6. Use an adverbial phrase
7. Use parenthesis
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9. Expanded noun phrase

Mar 25-18:52

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'What on earth is it?' Jane said. 'Shall we take it home?'
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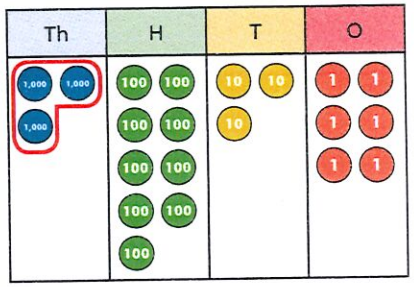
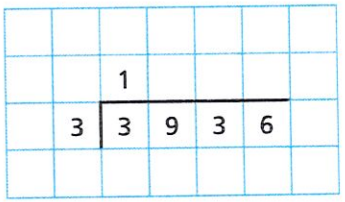
It looked so grieved and hurt that Jane hastened to say, 'Of course I see you are, now. It's quite plain no-one comes to look at you.'
'You came to look at me, several sentences ago,' it said crossly, beginning to curl up again in the sand.
'Oh - don't go away again! Do talk some more,' Robert cried. 'I didn't know you were a Sand-fairy, but I knew directly I saw you that you were much the magnificent thing I'd ever seen.'
The Sand-fairy seemed a shade less disagreeable after this.
'It isn't talking I mind,' it said, 'as long as you're reasonably civil. But I'm not going to make polite conversation for you. If you talk nicely to me, perhaps I'll answer you, and perhaps I won't.'
Of course no one could think of anything to say, but at last Robert thought of 'How long have you lived here?' and he said it at once.
'Oh, ages - several thousand years,' replied the Psammead.
'Tell us about it. Do.'
'It's all in books.'
'You aren't!' Jane said. 'Oh, tell us everything you can about yourself! We don't know anything about you, and you are so nice.'
The Sand-fairy smoothed his long rat-like whiskers and smiled between them.
'Do please tell!' said the children all together.

Divide 4-digits by 1-digit

1 **a)** Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.





There is [1] group of 3 thousands.

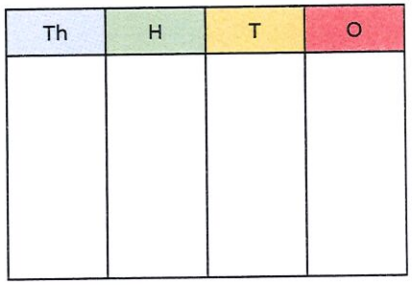
There are [ ] groups of 3 hundreds.

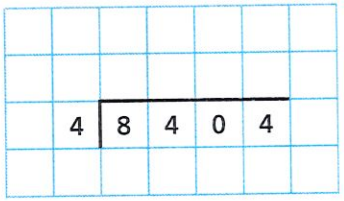
There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

3,936 ÷ 3 = [ ]

b) Use the place value chart to work out 8,404 ÷ 4

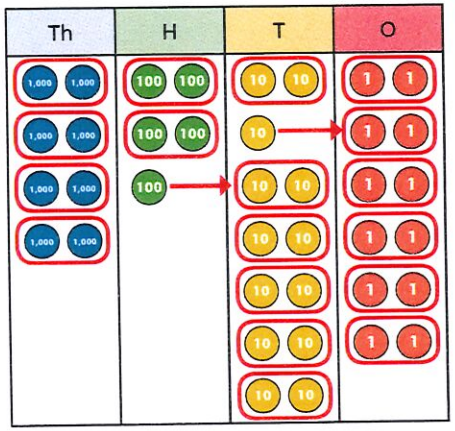


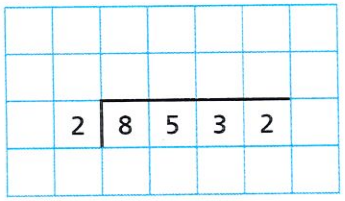


8,404 ÷ 4 = [ ]

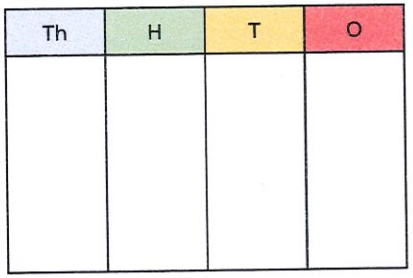
2 Use the place value charts to work out the divisions.

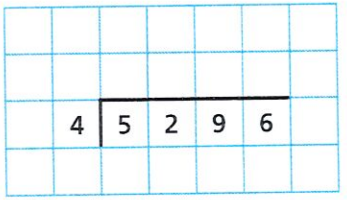
a) 8,532 ÷ 2 = [ ]



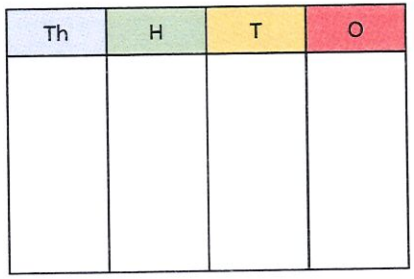


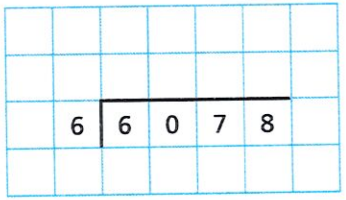
b) 5,296 ÷ 4 = [ ]





c) 6,078 ÷ 6 = [ ]





3 Complete the divisions.

a)

	5	3	5	6	0

b)

	9	2	7	3	6

c)

	4	6	5	2	4

d)

	6	9	7	8	6

e)

	3	4	6	8	3

f)

	1	2	0	7	9

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a, b and c.

9,415						
a	a	a	a	a	a	a

$a =$ ☐

b	b	b	b	b	b	b	b
5,328							

$b =$ ☐

120		120		120		120	
c	c	c	c	c	c	c	c

$c =$ ☐

5 Find the missing digits.

a)

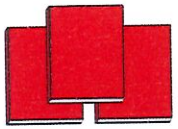
	2	2		1
	8	9	6	

b)

	3		6	
	6	5		4

6 Books are available to buy in three different deals.

Deal A

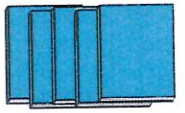


£12.99

Deal B

£38.16

Deal C



£25.60

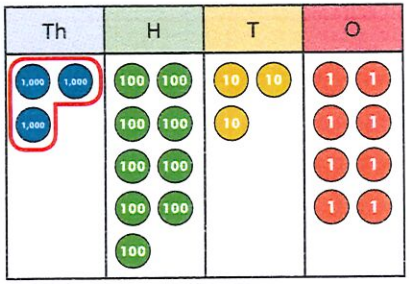
Which is the best deal?

Show your workings.

Divide with remainders

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



		1				
	3	3	9	3	8	

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [ ] remainder [ ]

b) Use place value counters to work out 8,407 ÷ 4

Th	H	T	O

	4	8	4	0	7	

8,407 ÷ 4 = [ ] remainder [ ]

2 **a)** Complete the divisions.

Use place value counters to help you.

	3	7	5	9	5	

	4	8	5	6	7	

	5	6	5	6	2	

	3	3	9	3	5	

b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

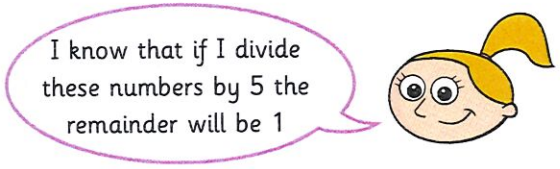
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? _____

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2	3	4	5

□ □ □ ÷ □

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Order of operations

1 Represent each calculation. Draw your answers.

a) (3 + 2) × 3

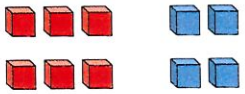
b) 3 + (2 × 3)

c) 2 + 3 × 3

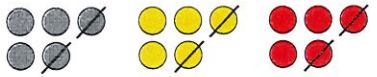
d) 3 × (2 × 3)

2 Complete the calculations.

a) (3 + ☐) × 2

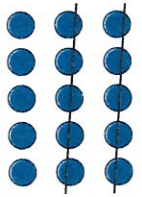


c) (☐ − ☐) × 3



b) ☐ + 2 × ☐

d) 15 − (☐ × ☐)



3 Draw a representation to match each calculation.

One has been done for you.

4 × (1 + 2) 	4 × 2 + 1
(10 − 3) × 2	10 − 3 × 2

4 Insert brackets to correctly complete the calculations.

$5 + 5 \times 5 = 50$	$100 - 100 \div 10 = 0$
$75 = 20 + 5 \times 1\frac{1}{2} + 1\frac{1}{2}$	$10 - 10 \times 10 = 50 + 50 - 100$

5 Insert operations and brackets to make as many different numbers as you can.

One has been done for you.

$(4 + 4) \times 4 = 32$ $\quad$ 3 3 3 3 = ☐

4 4 4 = ☐ $\quad$ 3 3 3 3 = ☐

4 4 4 = ☐ $\quad$ 3 3 3 3 = ☐

4 4 4 = ☐ $\quad$ 3 3 3 3 = ☐

4 4 4 = ☐ $\quad$ 3 3 3 3 = ☐

4 4 4 = ☐ $\quad$ 3 3 3 3 = ☐

4 4 4 = ☐ $\quad$ 3 3 3 3 = ☐

6 Dora saves £100 and is given £25 by her gran.

She buys 7 books, each costing £5 and 7 pens each costing £2

Write a calculation with brackets to work out how much money Dora has left.

7 King Lear owned 48 counties.

He shared them equally between his three daughters.

One of the daughters gave 15 of her counties away.

Write a calculation to show how many counties she kept.

8 Write a story problem for each calculation.

$(1{,}000 - 250) \div 5$

$1{,}000 - 250 \div 5$

Long division (1)

1 Use these multiples of 13 to complete the long divisions.

13	26	39	52	65	78	91	104	117

13 | 2 7 3

13 | 4 4 2

13 | 7 9 3

13 | 8 7 1

2 **a)** Complete the number track with multiples of 23

23	46	69						

b) Calculate 943 ÷ 23 = ☐

c) Calculate 345 ÷ 23 = ☐

d) Calculate 621 ÷ 23 = ☐

3

		2	3
	3	9	1
	3	4	
		5	1
		5	1
			0

What is the missing number in Teddy's division? ☐

4 Tick the cards that give the same answer.

2,730 ÷ 35	2,088 ÷ 24	2,418 ÷ 31
☐	☐	☐

5 Amir is making flags. He sews 19 stars and 31 hearts onto each flag.
He has 589 stars and 899 hearts.

How many flags can he complete?

6 a) Complete the calculation.

$168 \times 5 = \square \times 35$

b) Describe two different ways to find the answer to part a).

7 Here are some of the multiples of 41

1 x 41 = 41	6 x 41 = 246
2 x 41 = 82	7 x 41 = 287
3 x 41 = 123	8 x 41 = 328
4 x 41 = 164	9 x 41 = 369
5 x 41 = 205	10 x 41 = 410

Use these multiples of 41 to complete the calculations.

a) $861 \div 41 = \square$

b) $943 \div \square = 41$

c) $\square \div 41 = 697$

Long division (2)

1 **a)** What method would you use to solve each of these divisions?

4,080 ÷ 10 4,080 ÷ 24

4,080 ÷ 4 4,080 ÷ 34

Talk about it with a partner.

b) Complete the calculations.

4,080 ÷ 10 = ☐ 4,080 ÷ 4 = ☐

4,080 ÷ 24 = ☐ 4,080 ÷ 34 = ☐

2 Use these multiples of 37 to complete the long divisions.

37	74	111	148	185	222	259	296	333

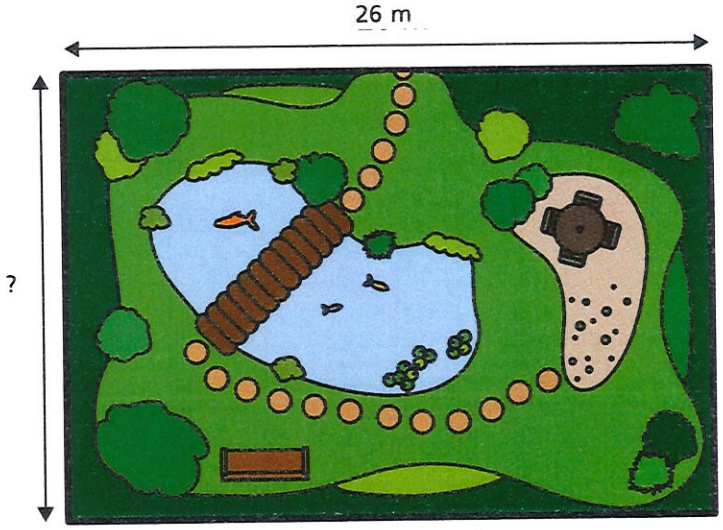
37 | 4 0 7 0

37 | 3 9 5 9

37 | 7 5 4 8

37 | 4 0 3 3

3



area = 6,500 m²

What is the width of this garden?

4 Complete the divisions.

a) ☐ = 4,301 ÷ 23

b) 9,867 ÷ 33 = ☐

c) 7,138 ÷ 43 = ☐

5 A bag of guinea pig food holds 2.375 kg of food.

It needs to last for 19 days.

How much food can the guinea pig have each day?

6 75 = 6,600 ÷ ☆

9,251 ÷ ☾ = 29

What is the value of ☆ × ☾?

☐

Create your own problem like this for a friend.

Long division (3)

1 Complete the number track with the multiples of 15

15									

Use the multiples of 15 to complete the divisions.

15	7	6	0

15	1	6	3

15	9	4	6

15	7	4	0

2

I am trying to complete this using long division, but it doesn't seem to help.

	0	0	
15	1	$^{1}3$	$^{13}6$

Look at Dexter's working.

What problem is he facing? Talk about it with a partner.

3 Work out the divisions.

a) 764 ÷ 14

b) 1,840 ÷ 18

4 A school has 380 pupils, 24 staff and 9 governors.

Everyone is invited to a special meal.

Each table seats 12 people.

a) How many tables are needed?

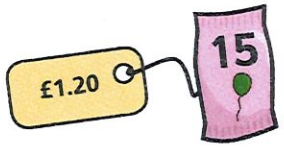
b) How did you work this out? Did you use the same method as your partner?

5 Tick the calculation cards that leave a remainder greater than 10

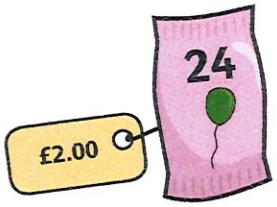
899 ÷ 30	899 ÷ 8	899 ÷ 11	899 ÷ 24	899 ÷ 99

6 Tommy needs to buy 650 balloons for a festival.

Party Supplies



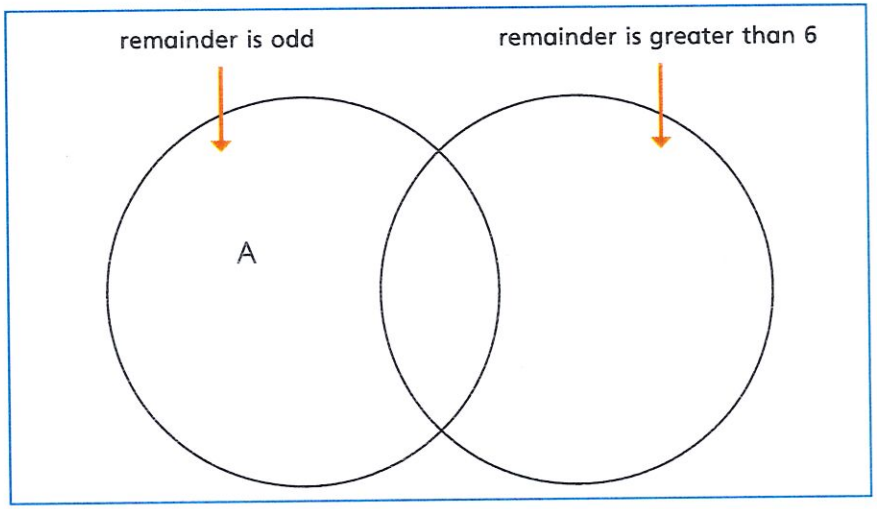
Fun Stores



How much would it cost to buy the balloons from each shop?

Party Supplies: ☐ Fun Stores: ☐

7 Label the sorting diagram with the divisions. The first one has been done for you.



A 901 ÷ 16	C 910 ÷ 16	E 901 ÷ 17	G 910 ÷ 17
B 902 ÷ 16	D 920 ÷ 16	F 902 ÷ 17	H 920 ÷ 17

8

1	2	3	4	5

Use each digit card once to complete the division in different ways.

☐☐☐ ÷ ☐☐

Experiment to find divisions that give:

a) the smallest possible remainder

b) the largest remainder

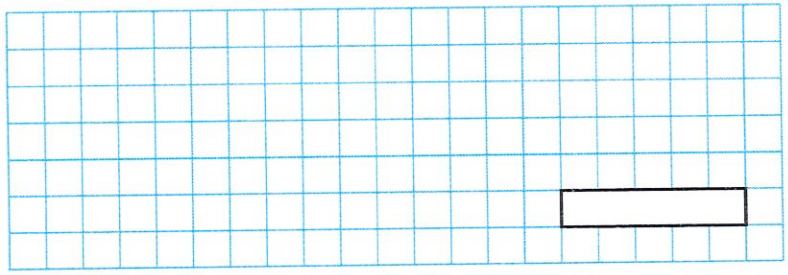
c) a remainder that is a multiple of 5

Talk about your answers with a partner.

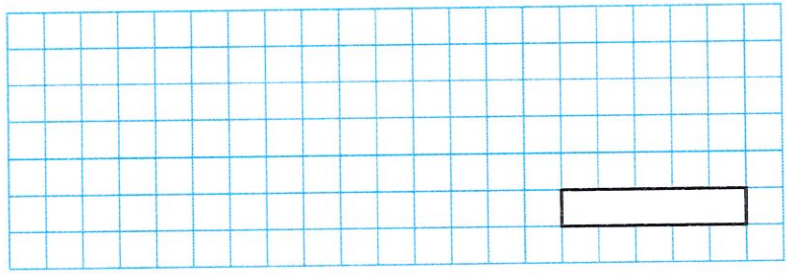
Long division (4)

1 Complete the divisions.

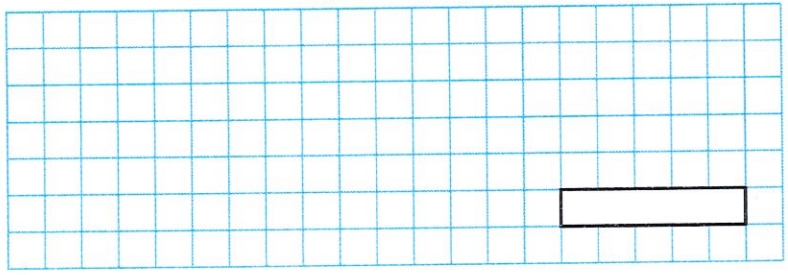
a) 2,500 ÷ 18 = ☐



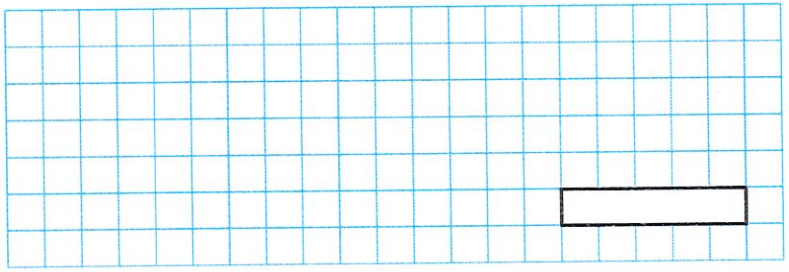
b) 5,000 ÷ 18 = ☐



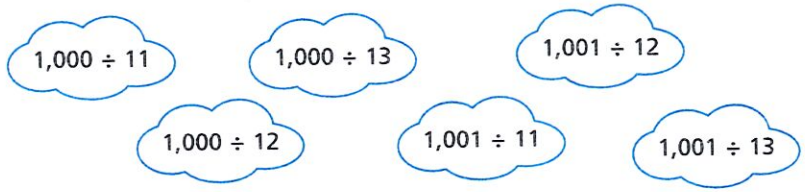
c) 7,500 ÷ 18 = ☐



d) 7,500 ÷ 36 = ☐

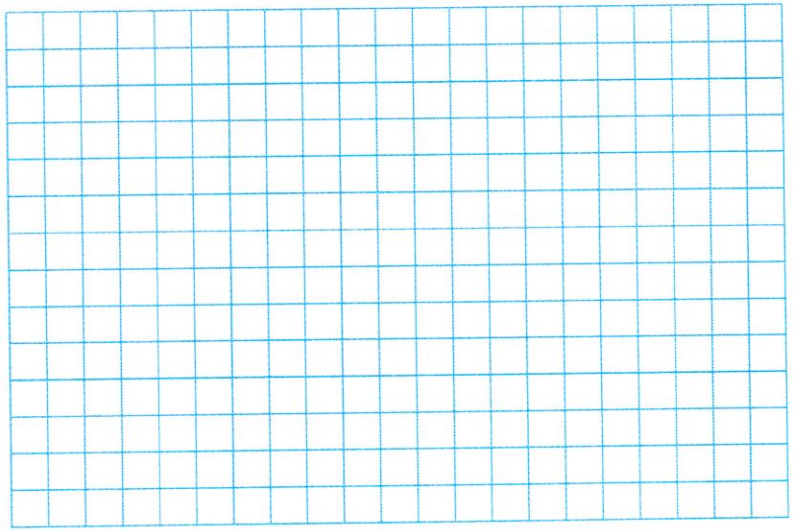


2 a) Predict which of these divisions will have the greatest remainder.

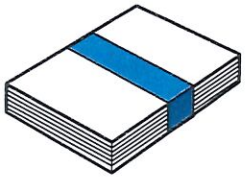


Talk about your predictions with a partner.

b) Complete the divisions from part a), and check if your predictions were correct.



3 Ms Smith is printing the school newspaper.



Each newspaper has 32 pages.

Paper comes in packets of 250 sheets.

How many newspapers can Ms Smith print with the following numbers of packets?

a) 1 packet

b) 2 packets

c) 4 packets

d) 10 packets

4 8,200 lorries need to travel across the channel from Dover to Calais.
The ferry can transport 79 lorries in one journey.

How many journeys will it take to transport all 8,200 lorries?

It will take ☐ journeys to transport all 8,200 lorries.

5 9,890 ÷ ★ = 99 r89

What is the value of ★?

★ = ☐

Week 2 (Division)

Monday

Mar 8-20:15

Counting

Count in 4s:

Count from 0

Count from 1,000

Mar 8-20:15

Fluent in 5

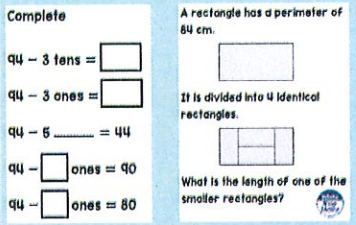
#stemsentence

382022 + 63839 =
38292 - 8362 =
33 x 9 =
267 x 18 =
364.3 divided by ___ = 3.643
Round 2348 to the nearest 10, 100 and 1000

Mar 8-20:15

1. Problem:

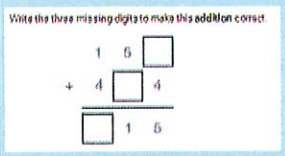
How do you know?



Mar 8-20:15

2. Problem:

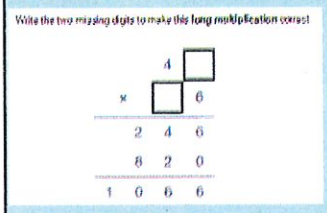
How do you know?



Mar 8-20:15

3. Problem:

How do you know?



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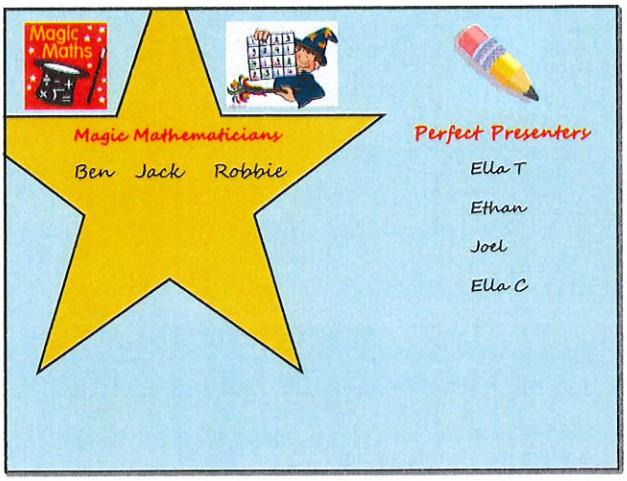

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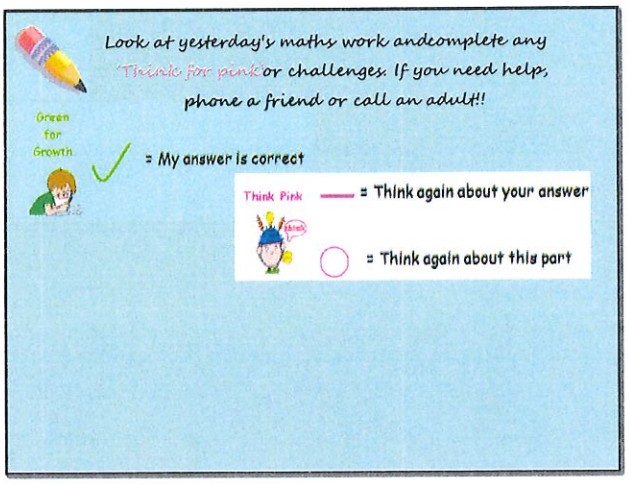

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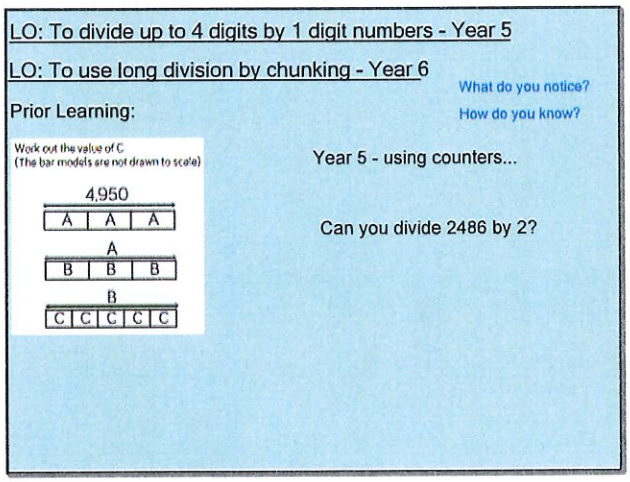

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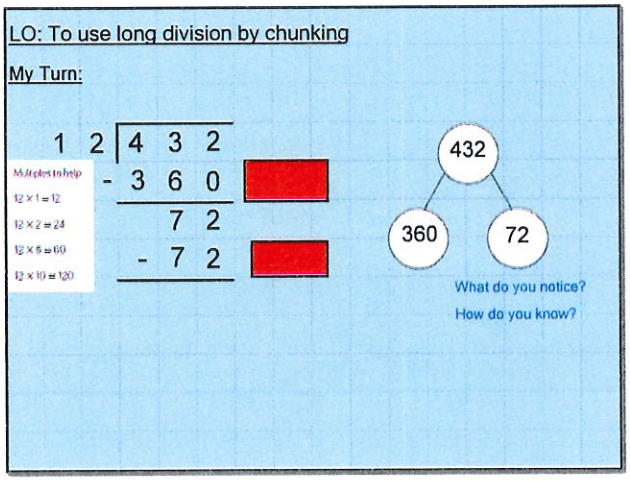

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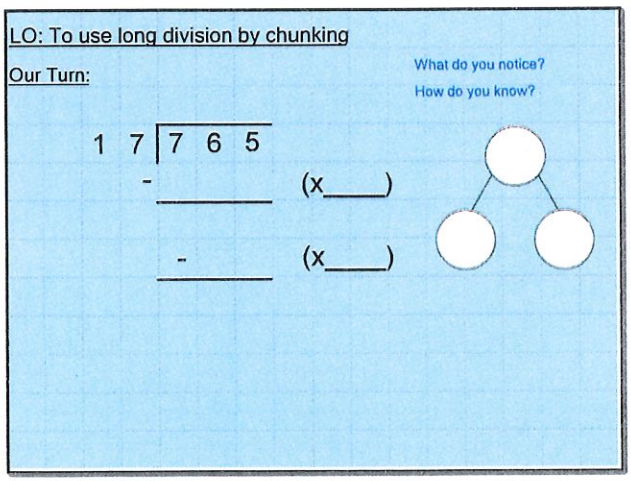

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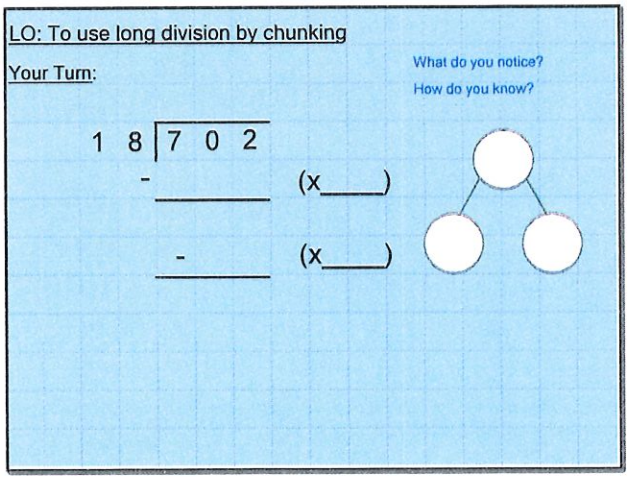


Mar 8-20:15

LO: To use long division by chunking

Your Work:

#explainit

#partpartwhole

#stemsentence

1 5 | 4 5 0

- _____ (x____)

- _____ (x____)

5. 195 divided by 13 =

6. 350 divided by 14 =

836 ÷ 11 =
798 ÷ 14 =
608 ÷ 19 =

Mar 8-20:15

LO: To use long division by chunking

Problem Solving - My Turn:

#explainit

#stemsentence

Which calculation could be the odd one out below?

- 612 ÷ 16 =
- 672 ÷ 21 =
- 928 ÷ 29 =
- 792 ÷ 24 =

Explain why.

Mar 8-20:15

LO: To use long division by chunking

Problem Solving - Your Turn:

#explainit

#stemsentence

Explain the mistake

746 ÷ 16 =

```
   41
16|746
 - 64 | (x4)
  106
 - 106 (x10)
    0
```

Mar 8-20:15

Tuesday

Mar 8-20:15

Counting

Count in 9s:

Count from 0

Count from 108

Mar 8-20:15

Fluent in 5

#barmodel

28392 + 47330 =
28183 - 1932 =
27 x 4 =
172 x 28 =
1828 divided by 8 =
___ divided by 100 = 65.32
Round 3683 to the nearest 10, 100 and 1000

Mar 8-20:15

1. Problem: How do you know?

Amy has 20 cubes.

She makes towers of 3 cubes.

She makes 6 towers.

How many cubes has she left?

Leo has £25

He buys the following items.

He has €12.50 left.

How much does the pizza cost?

Mar 8-20:15

2. Problem: How do you know?

Large pizzas cost £8.50 each

Small pizzas cost £6.75 each

Five children together buy one large pizza and three small pizzas

They share the cost equally

How much does each child pay?

Mar 8-20:15

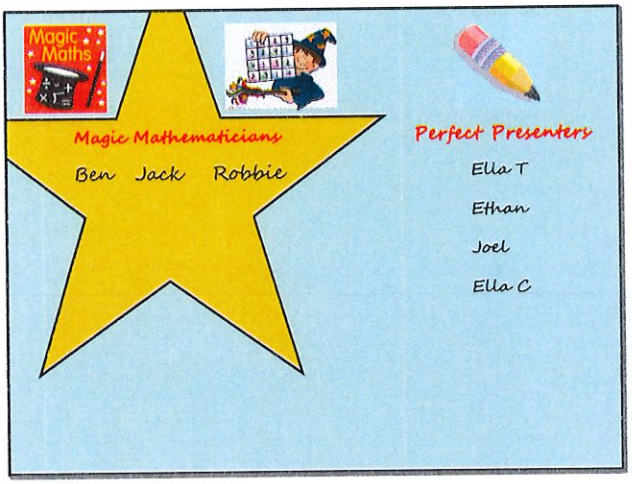
3. Problem: How do you know?

The area of a rugby pitch is 6 108 square metres

A football pitch measures 112 metres long and 82 metres wide

How much larger is the area of the football pitch than the area of the rugby pitch?

Mar 8-20:15



Mar 8-20:15

Look at yesterday's maths work andcomplete any 'Think for pink'or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

= My answer is correct

Think Pink = Think again about your answer

= Think again about this part

Mar 8-20:15

LO: To use representations to understand short division - Year 5

LO: To use long division - Year 6 How do you know?

Prior Learning:

Round to the nearest 10, 100 and 1000:

36,049 -

28,634 -

736,026 -

Mar 8-20:15

LO: To use long division

How do you know?

My Turn:

$$12 \overline{)432} = 36$$

-36

72

-72 (x6)

Multiples to help

$12 \times 1 = 12$

$12 \times 2 = 24$

$12 \times 5 = 60$

$12 \times 10 = 120$

Mar 8-20:15

LO: To use long division

How do you know?

Our Turn:

$$16 \overline{)608} = 16$$

-48

$-$ _____

Mar 8-20:15

LO: To use long division

How do you know?

Your Turn:

$$12 \overline{)612} = 12$$

$-$ _____

$-$ _____

Mar 8-20:15

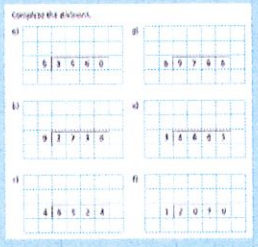
LO: To use long division

#explainit

#inverse

#stemsentence

Year 5:



Year 6: $12 \overline{)612}$

$-$ _____

$-$ _____

2. 493 divided by 17 =
3. 285 divided by 15 =
4. 2208 divided by 16 =
5. 1755 divided by 45 =

Mar 8-20:15

LO: To use long division

#explainit

#inverse

#stemsentence

Problem Solving - My Turn:

There are 2,028 footballers in tournament. Each team has 11 players and 2 substitutes. How many teams are in the tournament?

Mar 8-20:15

LO: To use long division

#explainit

#inverse

#stemsentence

Problem Solving - Your Turn:

Class 6 are completing this calculation

$3{,}636 \div 12$

Violet

I know there will be a remainder before I start

Is she correct?

Explain how you know

Mar 8-20:15

Wednesday

Mar 8-20:15

Counting

Count in 7s:

Count from 0

Count backwards

Mar 8-20:15

Fluent in 5 #partpartwhole

37291 + 4839 =
863849 - 64837 =
83 x 7 =
278 x 23 =
2718 divided by 3 =
___ x 10 = 728.6
Round 46,282 to the nearest 10, 100, 1000 and 10,000

Mar 8-20:15

1. Problem: How do you know?

A circle is divided into 8 equal parts.

Shade $\frac{1}{2}$ of the parts red.

Shade $\frac{1}{4}$ of the remaining parts blue.

Alysha and Beth go on a bike ride.

- In the morning Alysha cycles 3 times as many km as Beth.
- In the afternoon Alysha cycles 14 km and Beth cycles 48 km.
- They have now cycled the same distance.

How many km did Alysha cycle in the morning?

Mar 8-20:15

2. Problem: How do you know?

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80

How much more does one orange cost than one lemon?

Mar 8-20:15

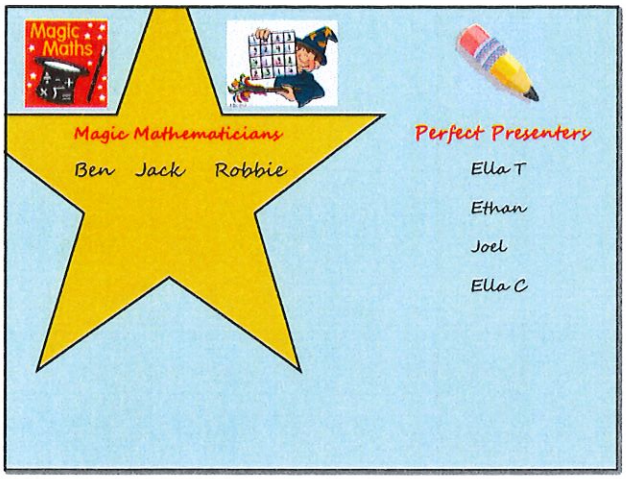
3. Problem: How do you know?

A pack of paper has 150 sheets

4 children each take 7 sheets

How many sheets of paper are left in the packet?

Mar 8-20:15



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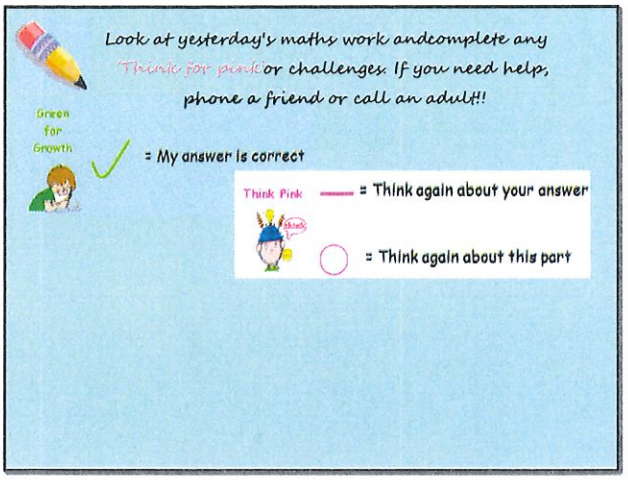

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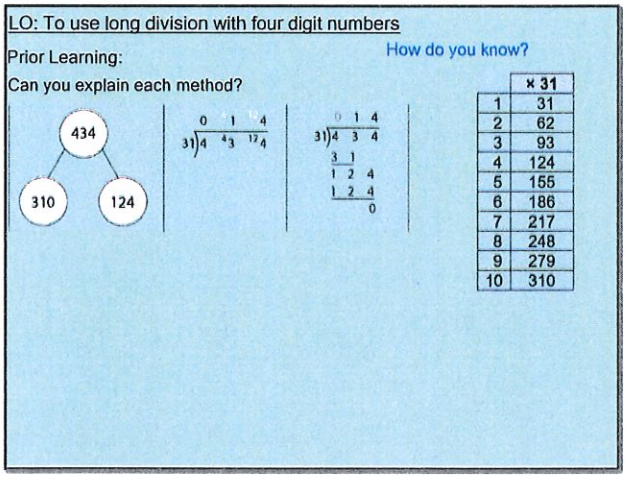
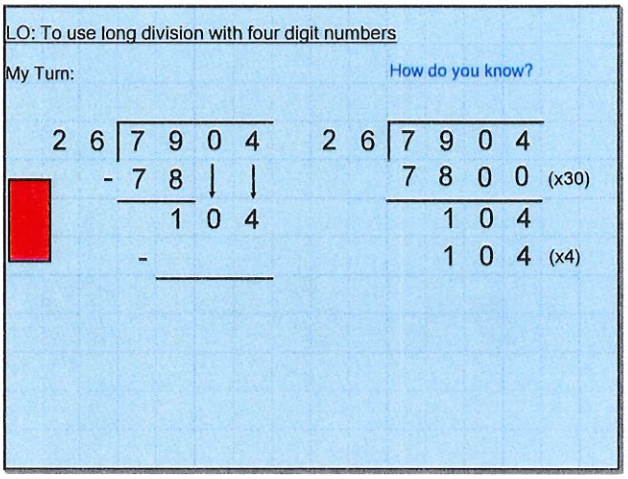


Mar 8-20:15



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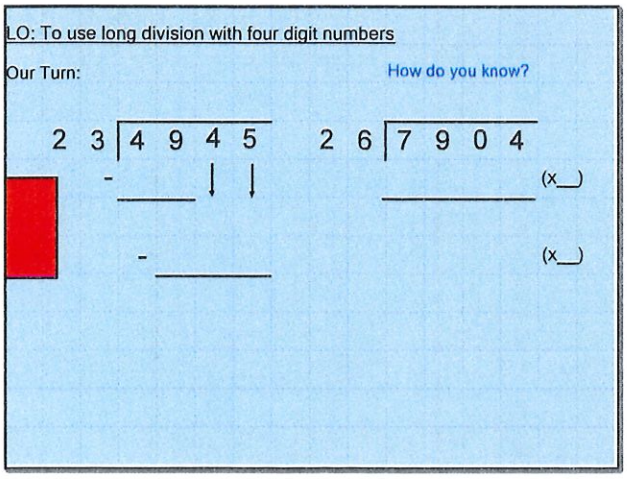

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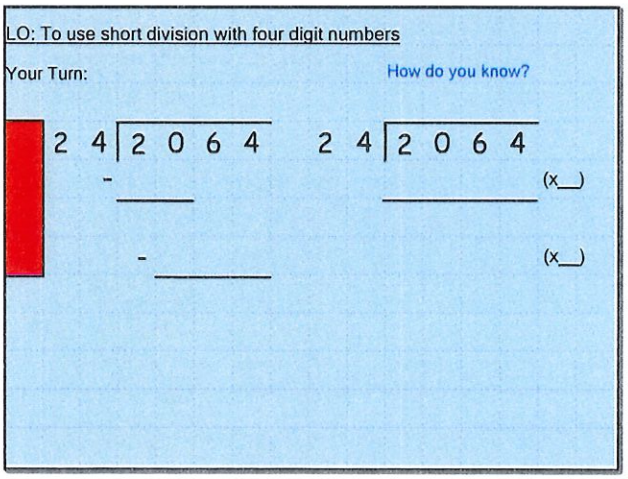

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LO: To use short division with four digit numbers

Your Turn: #explainit #partpartwhole

24 5088 24 5088

2. 4230 ÷ 18 =
3. 5650 ÷ 25 =
4. 6168 ÷ 24 =
5. 6020 ÷ 28 =
6. 1785 ÷ 35 =

Mar 8-20:15

LO: To use short division with four digit numbers

Problem Solving - My Turn: #explainit #partpartwhole

A school needs to buy 1632 biscuits to pass around at parents' evening. They come in packets of 24. How many packets will the school need to buy?

#partpartwhole

#differentrepresentations

Mar 8-20:15

LO: To use short division with four digit numbers

Problem Solving - Your Turn: #explainit #partpartwhole

2538 people applied to be in a T.V. show audience. 14 people were invited to each show. How many shows did they make with full audiences and how many people were not invited?

#partpartwhole

#differentrepresentations

Mar 8-20:15

Thursday

Mar 8-20:15

Counting

Count in 100s:

Count from 0

Count from 100,000

Mar 8-20:15

Fluent in 5 #drawit

37291 + 27383 =
372921 - 3781 =
12 x 9 =
271 x 27 =
522 divided by 9 =
___ divided by 1000 = 0.0783
Round 67,291 to the nearest 10, 100, 1000 and 10000

Mar 8-20:15

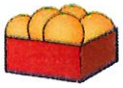
1. Problem: How do you know?

There are 12 people on a bus.

- At the first stop 3 people get off the bus.
- At the second stop 5 people get off the bus and 8 people get on.

How many people are on the bus now?

A box of 5 oranges cost £1.80



How much do 80 oranges cost?
Show your method.

Mar 8-20:15

2. Problem: How do you know?

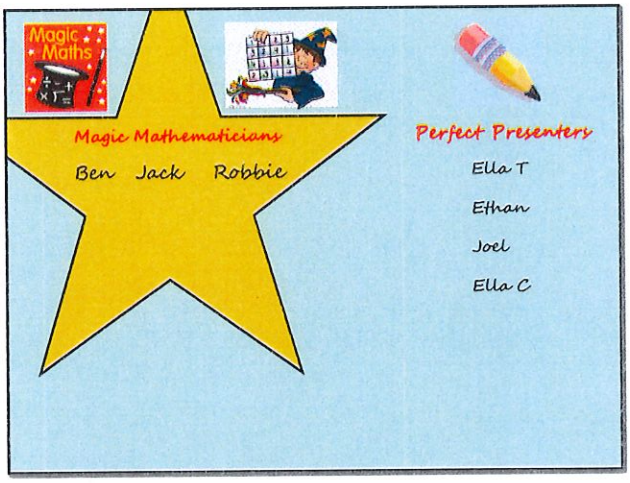
Mar 8-20:15

3. Problem: How do you know?

$5,542 \div 17 = 326$

Explain how you can use this fact to find the answer to 18×326

Mar 8-20:15



Mar 8-20:15

Look at yesterday's maths work andcomplete any 'Think for pink'or challenges. If you need help, phone a friend or call an adult!!

Green for Growth

= My answer is correct

Think Pink = Think again about your answer

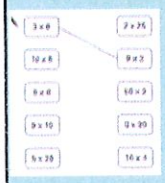
= Think again about this part

Mar 8-20:15

LO: To use long division with remainders

Prior Learning: How do you know?

Can you match the following?



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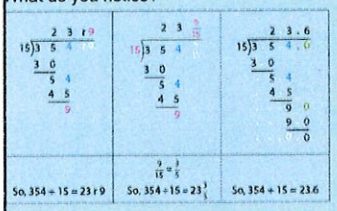
LO: To use long division with remainders

Discuss:

What do you notice?

How do you know?



Mar 8-20:15

LO: To use long division with remainders

My Turn:

1 5 | 4 5 3 7

\-

_____

\-

_____

remainder -

fraction -

decimal -

How do you know?

Mar 8-20:15

LO: To use long division with remainders

Our Turn:

2 6 | 3 5 2 9

\-

_____

\-

_____

remainder -

fraction -

decimal -

How do you know?

Mar 8-20:15

LO: To use long division with remainders

Your Turn:

1 8 | 2 7 3 5

\-

_____

\-

_____

remainder -

fraction -

decimal -

How do you know?

Mar 8-20:15

LO: To use long division with remainders

Your Work:

1 7 | 2 7 1

2. 623 divided by 21 =

3. 842 divided by 32 =

4. 3828 divided by 28 =

5. 8362 divided by 32 =

6. 3523 divided by 15 =

#explainit

#representation

There are 7,849 people going to a concert. Each coach holds 64 people. How many coaches are needed to transport all the people?

remainder

fraction

decimal

Mar 8-20:15

LO: To use long division with remainders

Problem Solving - My Turn:

#explainit

#representation

remainder

fraction

decimal

Mar 8-20:15

LO: To use long division with remainders

Problem Solving - Your Turn:

#explainit

#representation

remainder

fraction

decimal

Mar 8-20:15

Friday

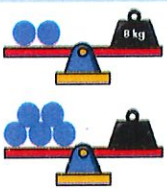
Mar 8-20:15

Arithmetic

Mar 8-20:15

1. Problem:

How do you know?



What is the mass of the weight on the second scale?

Jane reads a book.

- On Monday she reads 26 pages.
- On Tuesday she reads $\frac{2}{5}$ of the remaining pages.
- On Wednesday she reads the final 36 pages.

How many pages are in the book?

Mar 8-20:15

2. Problem:

How do you know?

Jacob cuts 4 metres of ribbon into three pieces

The length of the first piece is 1.28 metres

The length of the second piece is 1.65 metres

Work out the length of the third piece

Mar 8-20:15

3. Problem:

How do you know?

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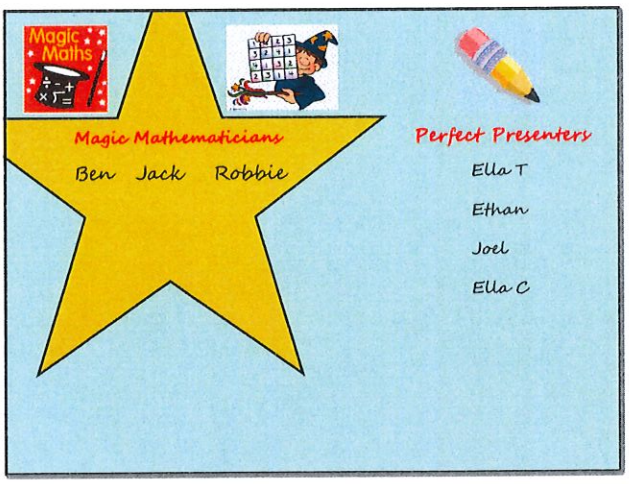

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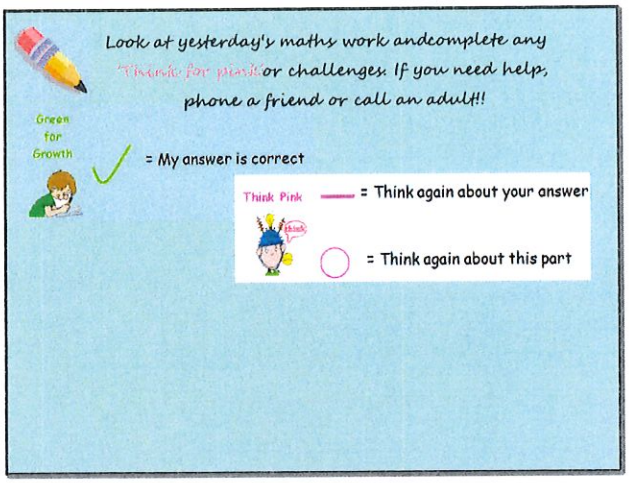


Mar 8-20:15

LO: To understand the order of operations

Prior Learning: How do you know?

Work out the missing number:

6 x 35 = _____ x 5

4 x 24 = _____ x 6

10 x 30 = _____ x 3

Mar 8-20:15

LO: To understand the order of operations

Discuss: How do you know?

How many different ways can you calculate this:

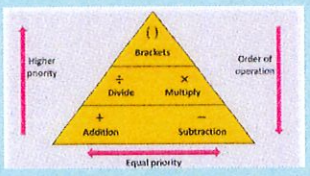
3 + 5 x 8 = _____

Mar 8-20:15

LO: To understand the order of operations

Discuss: How do you know?

We use BIDMAS to help us solve calculations:



Brackets
Indices
Division
Multiplication
Addition
Subtraction

Mar 8-20:15

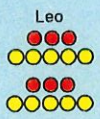
LO: To understand the order of operations

Discuss: How do you know?

3 + 5 x 2 =

Brackets
Indices
Division
Multiplication
Addition
Subtraction

Leo



Lexi

Who is correct?

Mar 8-20:15

LO: To understand the order of operations

My Turn:

3 x 5 - 2 =

Who is correct?

How do you know?

Leo

3 x 5 - 2

3 x 3 = 9

Lexi

3 x 5 - 2

15 - 2 = 13

Brackets
Indices
Division
Multiplication
Addition
Subtraction

Mar 8-20:15

LO: To understand the order of operations

Our Turn:

3 + (3 x 6) =

How do you know?

Brackets
Indices
Division
Multiplication
Addition
Subtraction

Mar 8-20:15

LO: To understand the order of operations

Your Turn:

2 - (3 x 4) =

How do you know?

Brackets
Indices
Division
Multiplication
Addition
Subtraction

Mar 8-20:15

LO: To understand the order of operations

Your Work:

#explain it

#represent it

Match each calculation to a representation:

3 x 2 + 6

3 + 2 x 6

3 x 6 + 2

2. 26 - (2 x 8) =

3. 12 ÷ 4 + 6 =

4. 6 x (13 - 2) =

5. 12 - 4 ÷ 2 =

Brackets
Indices
Division
Multiplication
Addition
Subtraction

Mar 8-20:15

LO: To understand the order of operations

Problem Solving - My Turn:

#explain it

#represent it

5a. Cian is completing this calculation:

12 x 3 + 27 ÷ 9

The answer is 7.
I did 12 x 3 = 36,
36 + 27 = 63,
then 63 ÷ 9 = 7.

Cian

Is he correct? Explain how you know.

Brackets
Indices
Division
Multiplication
Addition
Subtraction

Mar 8-20:15

LO: To understand the order of operations

Problem Solving - Your Turn:

#explain it

#represent it

Write different number sentences using the digits 3, 4, 5 and 8 before the equals sign that use:

- One operation
- Two operations, no brackets
- Two operations with brackets

Brackets
Indices
Division
Multiplication
Addition
Subtraction

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