

Good morning Tulane!

I hope you all had a great day yesterday and thank you to those people who have sent in their work. You are all working so hard and I am very proud of you!

Please check the timetable on our class page on the website for what the activities are for this week.

1. **Baddesley bag or Spellings** – test yourself on this weeks spellings.
2. Get moving and do some exercise!
3. **Maths** – Follow the link to the worksheet and learning video of the day. These are below and also on Learners Pool. We are a week behind the White Rose programme so please make sure you go to the correct one!

Year 3 – Summer Term Week 3, lesson 4

<https://whiterosemaths.com/homelearning/year-3/>

Year 4 - Summer Term, Week 3, lesson 4

<https://whiterosemaths.com/homelearning/year-4/>

1. **Topic** – Timelines and the Stone Age – there is a power point in Learners Pool.
5. There is a mindfulness activity below if you would like to do it.

Oxford Owl login for new books.

(My class login - User: tulane password: Baddesley1) <https://home.oxfordowl.co.uk/books/free-ebooks/>

Have a great day everybody and please upload any of the work that you are doing as I love to see it! You can also see the comments that I leave for you!

If you have any questions please do email me on l.fairlie@southbaddesley.hants.sch.uk

Have a great weekend,

Miss Fairlie

Note to parents – Please don't feel like you have to get through everything every day. Everybody is doing a fantastic job and the most important thing is that you are all happy and healthy. Do what you can and that is all everyone can do. No child is ahead or behind, they are exactly where they need to be, safe and at home with you.

The 3 times-table



1 Complete the multiplications.



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



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

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

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

3 Complete the number sentences.

a) $6 \times 3 = \square$ d) $\square + 3 = 5$

b) $3 \times \square = 27$ e) $12 \times 3 = \square$

c) $\square + 11 = 3$ f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$ b) $6 = 3 \times \square$

$4 \times 3 = \square$ $12 = 3 \times \square$

$8 \times 3 = \square$ $18 = 3 \times \square$

What patterns do you notice?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $33 \div 11 \bigcirc 3$ d) $6 \times 3 \bigcirc 6 + 3$

b) $27 \bigcirc 30 \div 3$ e) $3 \times 6 \bigcirc 18 \div 3$

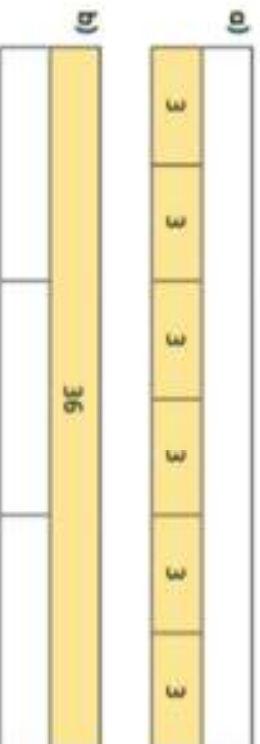
c) $9 \div 3 \bigcirc 3 \times 6$ f) $0 \times 3 \bigcirc 3 \div 3$

- 6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

- 7 Work out the missing values in each bar model.



- 8 Mo has 7 pockets of 3 stickers.
Eva has 3 pockets of 9 stickers.
Who has the greatest number of stickers? _____



- 9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

odd even

$1 \times 3 = 3$

$2 \times 3 = \square$

$3 \times 3 = \square$

$\square \times 3 = 12$

- b) What would the next multiplication be?

$\square \times 3 = \square$

- c) What do you notice about the products?

- d) Will the product of 11×3 be odd or even? _____

- 10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$13 \times 3 = \square$

$3 \times 15 = \square$

$14 \times 3 = \square$

$24 \times 3 = \square$

How did you work this out?

Did you find the answers in the same way as your partner?

Divide 3-digits by 1-digit



- 1 Jock is working out $844 \div 4$ using a place value chart.

H	T	O
800 100 100	40 10 10	4 1 1
800 100 100	40 10 10	4 1 1
800 100 100	40 10 10	4 1 1

- a) Talk about Jock's method with a partner.
b) Complete the division.

$$844 \div 4 = \square$$

- 2 Use Jock's method to work out these divisions.

a) $525 \div 5 = \square$

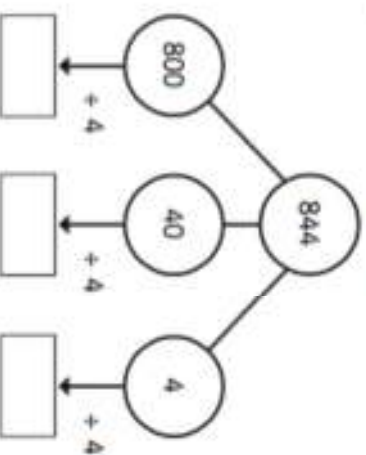
c) $840 \div 8 = \square$

b) $636 \div 6 = \square$

d) $903 \div 3 = \square$



- 3 Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

$$844 \div 4 = \square$$

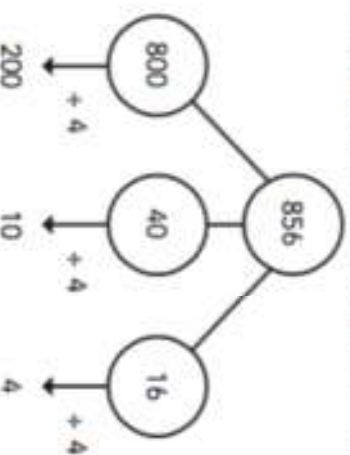
- 4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?



- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

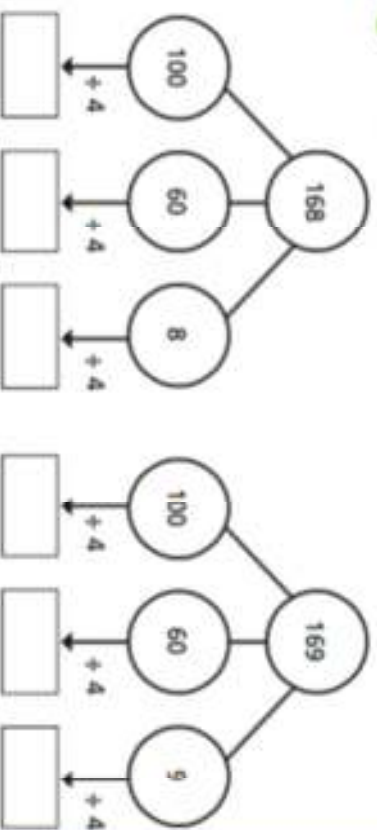
a) $585 \div 5 = \square$

c) $648 \div 4 = \square$

b) $672 \div 6 = \square$

d) $847 \div 7 = \square$

6 Complete the part-whole models and divisions.



$168 \div 4 = \square$

$169 \div 4 = \square$

What is the same and what is different about the calculations?
Talk about it with a partner.

7 Complete the divisions.

a) $258 \div 6 = \square$

c) $864 \div 4 = \square$

b) $623 \div 5 = \square$

d) $824 \div 3 = \square$



8 Eva has a piece of ribbon.



The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9 Use 15 counters and a place value chart.

a) Make a number that is divisible by 3

b) Make a number that has a remainder of 1 when divided by 3

c) Make a number that has a remainder of 2 when divided by 3

Create your own problem like this for a partner.



Problems of the Day 2020

Day
20

1 Complete these number sentences.

$$25 + 25 + 25 + 25 = \square \times 25$$

$$10 + 10 + 10 + 10 = \square \times 5$$

$$25 + 25 + 25 + 25 = \square \times 5$$

$$25 + 25 + 25 + 25 = \square \times 100$$

$$25 + 25 - 25 - 25 = \square \times 25$$

2 Louise is thinking of a 4-digit number. Here are some clues to the number.

The number lies between 4,000 and 5,000

All the digits are different

The digit in the tens place is twice the digit in the thousands place

The sum of the digits is 24

The number is odd

What could Louise's number be?

Mindfulness Activity



that says how it is for you -
what songs would be on it?

Make sure that the songs are sensible and you could bring them into school to help start your very own class playlist!