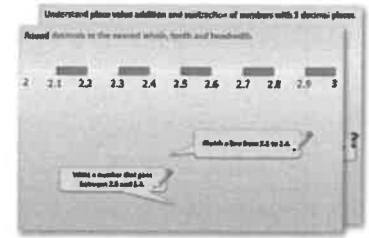


Year 5: Week 3, Day 1

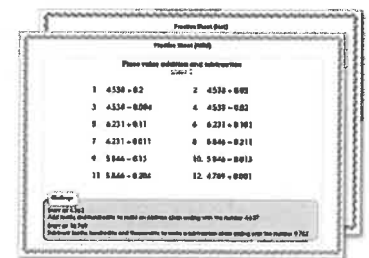
Multiples and factors

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



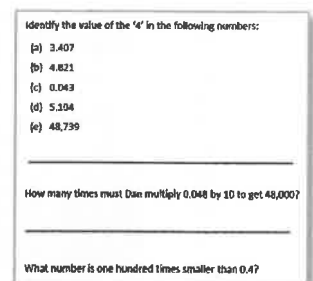
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



5. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the Investigation...

Learning Reminders

Find lowest common multiples.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Multiples of 2 are yellow on this grid.
Multiples of 3 are pink.

Which numbers are shaded pink and yellow on the grid?
These are the common multiples of 2 and 3.

Which of these common multiples is the lowest?

6 is the lowest common multiple of 2 and 3.

Learning Reminders

Find highest common factors.

32 16 24

List some numbers which are factors of all three of these numbers.

1 2 4 8

Which is the biggest number that goes exactly into all these numbers?
We call this the highest common factor.

?

Practice Sheet Mild

Finding common factors and multiples

Find the highest common factor of these pairs of numbers:

1. 24 and 36
2. 14 and 28
3. 16 and 20
4. 18 and 27
5. 12 and 24

Find the lowest common multiple of these pairs of numbers:

6. 2 and 5
7. 4 and 5
8. 6 and 9
9. 4 and 6
10. 4 and 8

Challenge

Choose any three consecutive numbers between 2 and 9.
Can you find the lowest common multiple of the numbers?
Repeat for another three numbers.

Practice Sheet Hot

Finding common factors and multiples

Find the highest common factor of these sets of numbers:

1. 24, 36 and 48
2. 14, 28 and 35
3. 16, 20 and 32
4. 18, 24 and 27
5. 12, 24 and 33

Find the lowest common multiple of these sets of numbers:

1. 2, 3, 5
2. 2, 4, 5
3. 3, 6, 9
4. 3, 5, 6
5. 4, 6, 8

Challenge

Choose any four consecutive numbers between 2 and 9.
Can you find the lowest common multiple of the four numbers?
Repeat for another four numbers.

Practice Sheet Answers

Finding common factors and multiples (mild)

The highest common factors are:

1. 12
2. 14
3. 4
4. 9
5. 12

The lowest common multiples are:

6. 10
7. 20
8. 18
9. 12
10. 8

Challenge

Lowest 2, 3, 4 = 12

3, 4, 5 = 60

4, 5, 6 = 60

5, 6, 7 = 210

6, 7, 8 = 168

7, 8, 9 = 504

Finding common factors and multiples (hot)

The highest common factors are:

1. 12
2. 7
3. 4
4. 3
5. 3

The lowest common multiples are:

6. 2, 3, 5 = 30
7. 2, 4, 5 = 20
8. 3, 6, 9 = 18
9. 3, 5, 6 = 30
10. 4, 6, 8 = 24

Challenge

2, 3, 4, 5 = 60 and 3, 4, 5, 6 = 60 are lowest.

4, 5, 6, 7 = 420

5, 6, 7, 8 = 840

6, 7, 8, 9 = 504

A Bit Stuck? Array or disarray?

Work in pairs

Things you will need:

- 50 counters or other similar small objects, e.g. coins, raisins, sugar cubes
- A pencil and paper



What to do:

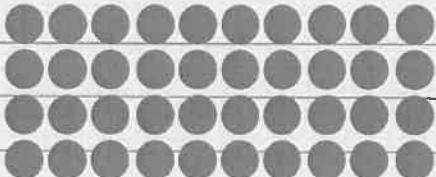
16, 40, 12, 15, 25, 41, 48, 36, 50

- Choose a number.
Take this number of counters.
Arrange the counters into an array (rectangle).
Write the matching multiplication.
- Now rearrange them into as many different arrays as you can.
Write the matching multiplication each time.
- Score one point for each multiplication you write.
- Choose another number and do the same.
Try to score as many points as you can.
- Carry on choosing different numbers and making as many arrays as you can.
Write the matching multiplication each time.
- Which numbers do you think will score lots of points?
Which number do you think won't score many points?

40

$4 \times 10 = 40$

8×5



S-t-r-e-t-c-h:

Find the number between 40 and 50 with the greatest number of factors, i.e. the greatest number of possible arrays.

Learning outcomes:

- I can make different arrays for a given number and write the matching multiplications.
- I understand that multiplication works both ways, e.g. $4 \times 6 = 6 \times 4$.
- I am beginning to identify pairs of factors.

Check your understanding

Questions

Is the lowest common multiple of 6 and 4 smaller than the highest common factor of 30 and 45?

- Write common factors of 24 and 48.
- Write common multiples of 3 and 5 up to 60.

Are any numbers in both sets?

True or false?

- There are exactly four, 2-digit, common multiples of 3 and 7.
- 4 and 5 are common factors of all 2-digit multiples of 10.
- 15 is a factor of 100.

Fold here to hide answers

Check your understanding

Answers

Is the lowest common multiple of 6 and 4 smaller than the highest common factor of 30 and 45? Yes.

The lowest common multiple of 6 and 4 is 12.

The highest common factor of 30 and 45 is 15.

- Write common factors of 24 and 48. 1, 2, 3, 4, 6, 8, 12 and 24, i.e. all the factors of 24 are also factors of 48 (but not vice versa).
- Write common multiples of 3 and 5 up to 60. 15, 30, 45 and 60.

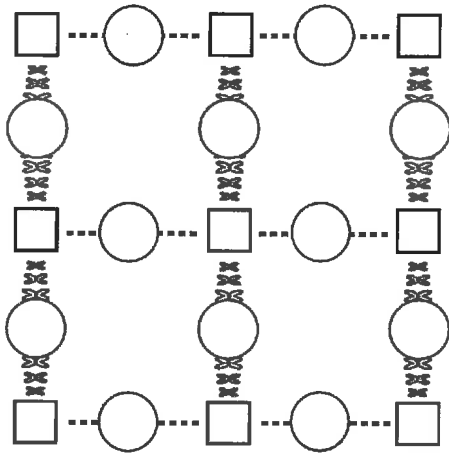
Are any numbers in both sets? No.

True or false?

- There are exactly four, 2-digit, common multiples of 3 and 7. True – 21, 42, 63 and 84.
- 4 and 5 are common factors of all 2-digit multiples of 10. False - they are common factors of 20, 40, 60 and 80 but not of 30, 50, 70 or 90.
- 15 is a factor of 100. False.

Investigation LCM squares

1. Use this grid.



- Write the numbers 2, 3, 4, 5, 6, 8, 9, 10 and 12 in the squares, one number in each square.
- In the circles between each pair of squares, write the LCM (lowest common multiple) of the two numbers.
- Add all your circled numbers, first adding pairs and crossing them out, and then adding pairs of those totals and finally adding the last three numbers.
- Start with a new grid.
- Re-arrange your numbers and repeat.

6, 12, 18, 24...

9, 18, 27...

FIND THE SMALLEST TOTAL POSSIBLE!

What do you notice? Are some numbers used more than others are?
Which numbers are used least? Where is it best to put the 12?

Challenge

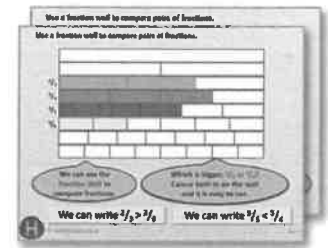
Demonstrate that you have found the smallest possible total.

Year 5: Week 3, Day 2

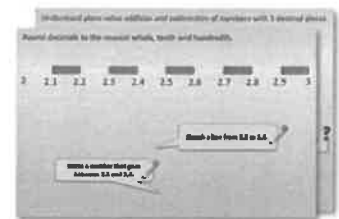
Short multiplication

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the PowerPoint presentation with a teacher or another grown-up.



OR start by carefully reading through the Learning Reminders.



2. Tackle the questions on the Practice Sheet.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

| Practice Sheet 2 | |
|-------------------|-------------------|
| Mild (easier) | |
| 1. $4.56 + 0.2$ | 2. $4.56 + 0.05$ |
| 3. $4.56 - 0.04$ | 4. $4.56 - 0.02$ |
| 5. $0.25 + 0.11$ | 6. $0.25 + 0.08$ |
| 7. $0.25 + 0.09$ | 8. $0.44 + 0.21$ |
| 9. $0.44 - 0.12$ | 10. $0.44 - 0.12$ |
| 11. $0.44 - 0.24$ | 12. $4.56 - 0.05$ |

3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding.
Fold the page to hide the answers!

Identify the value of the '4' in the following numbers:

(a) 3.407
(b) 4.821
(c) 0.043
(d) 5.104
(e) 48.739

How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

Learning Reminders

Use short multiplication to multiply 3-digit by 1-digit numbers.



1. Multiply the 1s: 5×3
2. Multiply the 10s: 30×3
3. Multiply **the** 100s: 200×3

Don't forget to add any 'carry' digits!

$$\begin{array}{r}
 \downarrow \downarrow \downarrow \\
 235 \\
 \times \quad 3 \\
 \hline
 11 \\
 705
 \end{array}$$

| | | | |
|----------|-----|----|-----|
| \times | 200 | 30 | 5 |
| 3 | 600 | 90 | 15 |
| | | | 705 |

Learning Reminders

Use short multiplication to multiply 4-digit by 1-digit numbers.

$$3 \times 4235$$

| | | | | |
|----------|--------|-----|----|--------|
| \times | 4000 | 200 | 30 | 5 |
| 3 | 12,000 | 600 | 90 | 15 |
| | | | | 12,705 |

Add the four numbers.

We need an extra column!

$$\begin{array}{r} 4235 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \hline 12705 \end{array}$$

Multiply the 1s first, then the 10s, then the 100s, then the 1000s. Remember to leave a line for any 'carry' digits during addition.

Learning Reminders

Use short multiplication to multiply 4-digit by 1-digit numbers; Use rounding to approximate.

Use the grid method or
short multiplication to work
out 6×3241 .
First, *estimate* the answer.

Does **your** answer look
sensible?

$$6 \times 3241 = 19,446$$

The answer must be **more** than 18,000
(6×3000) but **quite** a bit less than 24,000
(6×4000). Knowing the range of the answer helps
us see if we've made a mistake with place value.
Now go ahead and **calculate** the answer...

Use the grid method or
short multiplication to work
out 5734×4 .
First, *estimate* the answer...

Does **your** answer look
sensible?

$$5734 \times 4 = 22,936$$

The answer must be between 20,000
(4×5000) and 24,000 (4×6000).
Now **go** ahead and calculate **the** answer.

Practice Sheet Mild Multiplication Challenge

Estimate before doing the calculations!

1. Which of these gives the closest answer to 2000?
a) 431×5 b) 678×3 c) 473×6
2. Which of these gives the closest answer to 4000?
a) 842×4 b) 851×5 c) 654×7
3. Which of these gives an answer between 5000 and 6000?
a) 787×6 b) 925×5 c) 723×8

Challenge

Make up a puzzle like this for a partner or classmate to solve.

Practice Sheet Hot Multiplication Challenge

Estimate before doing the calculations!

1. Which of these gives the closest answer to 20,000?
a) 4361×5 b) 7036×3 c) 2973×6
2. Which of these gives the closest answer to 40,000?
a) 9892×4 b) 8051×5 c) 5754×7
3. Which of these gives the closest answer to 60,000?
a) 9451×7 b) 7444×8 c) 7023×9
4. Which of these gives an answer between 25,000 and 30,000?
a) 5137×6 b) 6205×4 c) 3629×8

Challenge

Make up a puzzle like this for a partner or classmate to solve.

Practice Sheet Answers

Multiplication challenge (mild)

1. b
2. b
3. c

Multiplication challenge Sheet 2 (hot)

1. b
2. b
3. b
4. c

A Bit Stuck? Multiplication splits

Try this activity with a partner, but record your calculations on your own sheet.

What to do:

- Use the grid method to work out the answers to these multiplications.

$$3 \times 125$$

| | | | | |
|---|-----|----|---|--|
| x | 100 | 20 | 5 | |
| 3 | | | | |

$$5 \times 323$$

| | | | | |
|---|-----|----|---|--|
| x | 300 | 20 | 3 | |
| 5 | | | | |

$$4 \times 435$$

| | | | | |
|---|-----|----|---|--|
| x | 400 | 30 | 5 | |
| 4 | | | | |

- Next choose at least two multiplications and draw your own grids to keep track of your steps.

$$7 \times 123$$

$$6 \times 214$$

$$8 \times 142$$

$$5 \times 415$$

S-t-r-e-t-c-h:

Which of these multiplications will have the biggest answer?

Which will have the smallest answer?

$$8 \times 243$$

$$6 \times 411$$

$$2 \times 534$$

Learning outcomes:

- I can use the grid method to multiply 3-digit numbers by 1-digit numbers.
- I am beginning to estimate the answers.



Check your understanding

Questions

Does 2340×8 give the same answer as 4320×4 ?

Explain how you are certain that your answer is correct.

Choose a strategy for each of these three multiplications.

Explain why it is not sensible to use the same method for all three.

(i) $340 \times 5 =$

(ii) $421 \times 7 =$

(iii) $350 \times 9 =$

\times

Using the digits 3, 5, 6, 7 and 9, how close can you get to an answer of 20,000?

Fold here to hide answers

Check your understanding

Answers

Does 2340×8 give the same answer as 4320×4 ?

Explain how you are certain that your answer is correct.

Answers are 18,720 and 17,280 respectively.

You need to double 2340 and multiply by 4 to get the same answer as 2340×8 ; $4680 \times 4 = 18,720$.

Choose a strategy for each of these three multiplications.

Explain why it is not sensible to use the same method for all three.

(i) $340 \times 5 = 1700$ Solve by partitioning: multiply 300 by 5, then 40 by 5, and add.

(ii) $421 \times 7 = 2947$ Solve as short multiplication.

(iii) $350 \times 9 = 3150$ Multiply by 10, then subtract 350.

Other strategies possible, these are examples. The important thing is that children make a sensible choice based upon reviewing the numbers to be multiplied.

\times

Using the digits 3, 5, 6, 7 and 9, how close can you get to an answer of 20,000? $6597 \times 3 = 19,791$

Children could use a 'trial and improvement' (not trial and *error*) strategy.

Use short multiplication to multiply 3-digit by 1-digit numbers.

Use the grid method
or short multiplication
to calculate 3×235 .

| | | | |
|----------|-----|----|-----|
| \times | 200 | 30 | 5 |
| 3 | 600 | 90 | 15 |
| | | | 705 |

$$\begin{array}{r}
 235 \\
 \times 3 \\
 \hline
 705
 \end{array}$$

Use short multiplication to multiply 4-digit by 1-digit numbers.

$$3 \times 4235$$

| | | | | |
|----------|--------|-----|----|--------|
| \times | 4000 | 200 | 30 | 5 |
| 3 | 12,000 | 600 | 90 | 15 |
| | | | | 12,705 |


Add the four numbers.

We need an extra column!

$$\begin{array}{r} 4235 \\ \times 3 \\ \hline 12705 \end{array}$$

Multiply the 1s first, then the 10s, then the 100s, then the 1000s. Remember to leave a line for any 'carry' digits during addition.


Use short multiplication to multiply 4-digit by 1-digit numbers; Use rounding to approximate.




Use the grid method or short multiplication to find 6×3241 .
First, *estimate* the answer.

Does your answer look sensible?

$$6 \times 3241 = 19,446$$




The answer must be more than 18,000 (6×3000) but quite a bit less than 24,000 (6×4000). Knowing the range of the answer helps us see if we've made a mistake with place value.
Now go ahead and calculate the answer...



Use the grid method or short multiplication to find 5734×4 .
First, estimate the answer...

Does your answer look sensible?

$$5734 \times 4 = 22,936$$



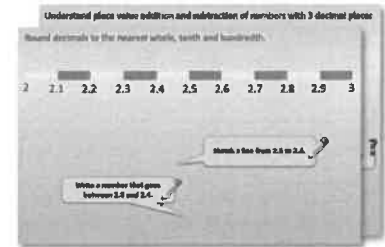
The answer must be between 20,000 (4×5000) and 24,000 (4×6000).
Now go ahead and calculate the answer.

Year 5: Week 3, Day 3

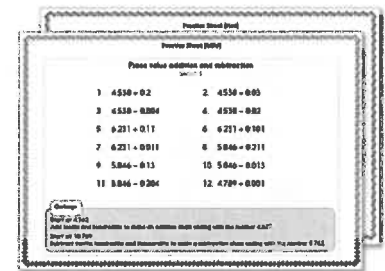
Short multiplication (money)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



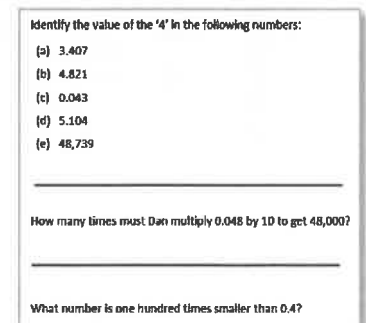
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders

Use short multiplication to multiply 4-digit amounts of money by 1-digit numbers.

A shop sells 6 hoodies, each priced £25.79.

We are going to find the total amount.

6 x £25.79

| x | £20 | £5 | 70p | 9p |
|---|------|-----|-------|---------|
| 6 | £120 | £30 | £4.20 | 54p |
| | | | | £154.74 |

6 x 70p = £4.20

£25.79

9
x

Take special care with place value when multiplying with money. It is particularly helpful to estimate first...

Add the pounds, then the pence.

345
—
£154.74

$$(6 \times 70p) + 50p = £4.70$$

Learning Reminders

Use short multiplication to multiply 4-digit amounts of money by 1-digit numbers.

A shop sells 7 pairs of jeans, each priced £34.45.

We are going to find the total amount.

7 x £34.45

| x | £30 | £4 | 40p | 5p |
|---|------|-----|-------|---------|
| 7 | £210 | £28 | £2.80 | 35p |
| | | | | £241.15 |

What would be a good estimate?

7 x 40p = £2.80

Add the **pounds**, and
then the **pence**.

Does this answer look about right?

$$\begin{array}{r} \text{£}34.45 \\ \times \quad 7 \\ \hline \text{£}241.15 \end{array}$$

$$7 \times 40p + 30p = \text{£}3.10$$

Practice Sheet Mild

Multiplying money

1. Which of these multiplications do you think will have the greatest answer?

$$3 \times \text{£}4.28$$

$$5 \times \text{£}5.17$$

$$4 \times \text{£}8.32$$

$$6 \times \text{£}2.51$$

Calculate each to check.

2. A shop sells the following items. Calculate how much they take for each item:

4 beanies at £7.24 each

6 water bottles at £3.65 each

8 wristbands at £2.78 each

Practice Sheet Hot Multiplying money



£46.55



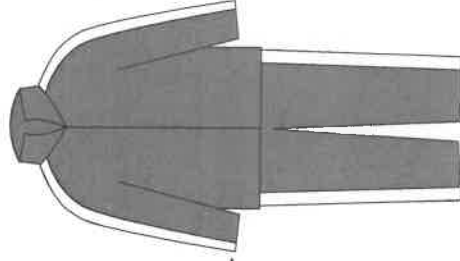
£24.60



£31.66



£19.49



£38.75

1. Which of these would cost more than £200? Estimate each then calculate the costs.

- a) 5 pairs of trainers
- b) 4 tracksuits
- c) 7 footballs
- d) 8 sports bags
- e) 7 tennis rackets

2. Which do you think would cost more?
Estimate each then calculate the costs.

- a) 6 pairs of trainers or 7 tracksuits?
- b) 9 sports bags or 6 footballs?
- c) 6 tennis rackets, 4 tracksuits or 3 pairs of trainers?

Challenge

Five children each buy a sports bag, a tennis racket and pair of trainers. How much do they spend altogether?

Practice Sheet Answers

Multiplying money (mild)

Which of these multiplications do you think will have the greatest answer?

$$4 \times £8.32$$

Rounding each amount to the nearest pound helps children to see which will have the greatest answer

$$3 \times £4.28 = £12.84$$

$$5 \times £5.17 = £25.85$$

$$4 \times £8.32 = £33.28$$

$$6 \times £2.51 = £15.06$$

A shop sells the following items. Calculate how much they take for each item:

$$4 \text{ beanies at } £7.24 \text{ each} \quad £28.96$$

$$6 \text{ water bottles at } £3.65 \text{ each} \quad £21.90$$

$$8 \text{ wristbands at } £2.78 \text{ each} \quad £22.24$$

Multiplying money (hot)

1.
 - a) £232.75
 - b) £155
 - c) £221.62
 - d) £155.92
 - e) £172.20

2.
 - a) $\frac{6 \text{ pairs of trainers} = £279.30}{7 \text{ tracksuits} = £271.25}$

 - b) $9 \text{ sports bags} = £175.41$
 $\frac{6 \text{ footballs} = £189.96}{}$

 - c) $6 \text{ tennis rackets} = £147.60$ 4
 $\frac{\text{tracksuits} = £155}{3 \text{ pairs of trainers} = £139.65}$

Challenge

$$\text{Sports bag} + \text{tennis racket} + \text{trainers} = £19.49 + £24.60 + £46.55 = £90.64$$

$$\text{If 5 children all buy the same 3 items total cost} = £453.20$$

A Bit Stuck? Multiplication splits (money)

Try this activity with a partner, but record your calculations on your own sheet.

What to do:

- Use the grid method to work out the answers to these multiplications.

$$3 \times \text{£}3.25$$

| | | | |
|---|----|-----|----|
| x | £3 | 20p | 5p |
| 3 | | | |

$$5 \times \text{£}4.23$$

| | | | |
|---|----|-----|----|
| x | £4 | 20p | 3p |
| 5 | | | |

$$4 \times \text{£}6.35$$

| | | | |
|---|----|-----|----|
| x | £6 | 30p | 5p |
| 4 | | | |

- Next choose at least two multiplications and draw your own grids to keep track of your steps.

$$7 \times \text{£}1.32$$

$$6 \times \text{£}2.17$$

$$8 \times \text{£}1.31$$

$$5 \times \text{£}4.18$$

S-t-r-e-t-c-h:

Which of these multiplications will have the biggest answer?

Which will have the smallest answer?

$$8 \times \text{£}2.36$$

$$6 \times \text{£}5.21$$

$$2 \times \text{£}6.33$$

Things you will need:

- A pencil



Learning outcomes:

- I can use the grid method to multiply 3-digit amounts of money by 1-digit numbers.
- I am beginning to estimate the answers.

Check your understanding

Questions

A shop sells 6 boxes of chocolates at £12.79 a box and 8 chocolate bunnies at £5.38 each. How much did they take in total?

Which of these multiplications will have an answer greater than £100? How do you know?

4 x £24.78

6 x £18.45

5 x £16.48

7 x £15.27

Write three multiplications with answers between £150 and £200.

Fold here to hide answers

Check your understanding

Answers

A shop sells 6 boxes of chocolates at £12.79 a box and 8 chocolate bunnies at £5.38 each. How much did they take in total? £76.74 + £ 43.04 = £119.78

Which of these multiplications will have an answer greater than £100? How do you know?

4 x £24.78 (£99.12) 6 x £18.45 (£110.70) 5 x £16.48 (£82.40) 7 x £15.27 (£106.89)

Does children's reasoning make sense? E.g.

4 x £24.78 is less than 4 x £25, which is £100. Therefore 4 x £24.78 < £100.

6 x £18 is £108, therefore 6 x £18.45 > £100.

Rounding up, 5 x £17 = £85, so 5 x £16.48 < £100

7 x £15 = £105, so 7 x £15.27 > £100.

Write three multiplications with answers between £150 and £200.

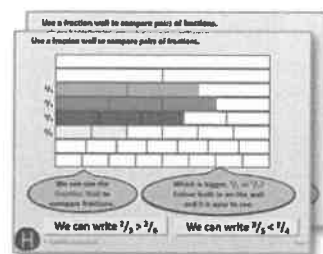
Any multiplications with answers in this range. Did children use rounding to help?

Year 5: Week 3, Day 4

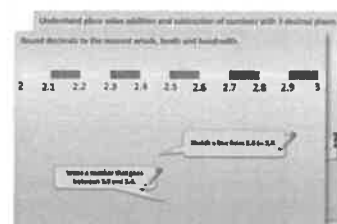
Short division (3-digit numbers)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

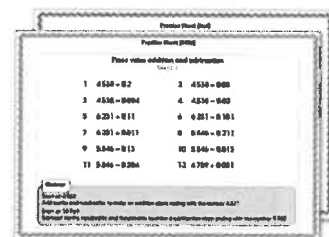
1. If possible, watch the PowerPoint presentation with a teacher or another grown-up.



OR start by carefully reading through the Learning Reminders.



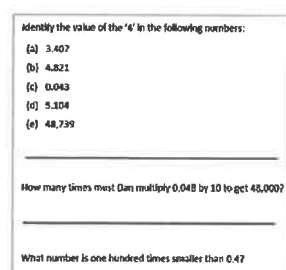
2. Tackle the questions on the Practice Sheet.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding.
Fold the page to hide the answers!



Learning Reminders

Use short division to divide 3-digit numbers by 1-digit numbers.

$$546 \div 3$$

$$\begin{array}{r} 3 \overline{) 546} \end{array}$$

We are going to move a sticky note along to hide and reveal each column in turn.

$$\begin{array}{r} 1 \\ 3 \overline{) 546} \end{array}$$

? How many 3s in 5?

1, and 2 left over.

We write 1 in the 100s column as we are dividing the 100s, then 2 tens in front of the 10s digit.

Learning Reminders

Use short division to divide 3-digit numbers by 1-digit numbers.

8. We write 8 in the 10s column as we are dividing the 10s.

18

$$\begin{array}{r} 3 \overline{) 524} \end{array}$$

?

How many 3s in 24?

Learning Reminders

Use short division to divide 3-digit numbers by 1-digit numbers.

2. We write 2 in the 1s column.

$$\begin{array}{r} 182 \\ 3 \overline{) 546} \end{array}$$

? How many 3s in 6?

The answer is 182.

Practice Sheet Mild
Division practice

1. $369 \div 3$ 2. $448 \div 4$ 3. $575 \div 5$ 4. $378 \div 3$

5. $672 \div 6$ 6. $898 \div 8$ 7. $791 \div 7$ 8. $643 \div 3$

9. $857 \div 4$ 10. $563 \div 5$ 11. $691 \div 6$ 12. $936 \div 9$

Challenge

Without working them out, which of these do you think will have a remainder? Does your partner agree?

$$933 \div 4$$

$$801 \div 3$$

$$696 \div 8$$

$$676 \div 5$$

Now try them out! Were you right?

Practice Sheet Hot

Division problems

Set out and solve these calculations:

1. $233 \div 4$ 2. $547 \div 8$ 3. $451 \div 7$ 4. $628 \div 9$

Solve these word problems:

5. Some pizzas are cut into 8 slices. How many pizzas are needed for 572 slices?
6. 7 children fit into a minibus. How many minibuses are needed to take 322 children on a trip?
7. 9 friends share out 534 marbles. How many marbles does each child get? How many are left over?
8. Stickers come in packets of 6. If I need 370 stickers to give out at my party how many packets should I buy?

Now make up two problems, each involving one of these calculations:

9. $546 \div 6$

10. $428 \div 8$

Challenge

Which numbers between 1 and 12 will NOT divide evenly into 504 (i.e. with no remainder)?

Practice Sheet Answers

Division practice (mild)

- | | | |
|-----------------------------------|-----------------------------------|----------------------------------|
| 1. $369 \div 3 = 123$ | 2. $448 \div 4 = 112$ | 3. $575 \div 5 = 115$ |
| 4. $378 \div 3 = 126$ | 5. $672 \div 6 = 112$ | 6. $898 \div 8 = 112 \text{ r}2$ |
| 7. $791 \div 7 = 113$ | 8. $643 \div 3 = 214 \text{ r}1$ | 9. $857 \div 4 = 214 \text{ r}1$ |
| 10. $563 \div 5 = 112 \text{ r}3$ | 11. $691 \div 6 = 115 \text{ r}1$ | 12. $936 \div 9 = 104$ |

Challenge

$933 \div 4 = 233 \text{ r}1$ and $676 \div 5 = 135 \text{ r}1$

Division problems (hot)

- | | |
|---|---------------------------------|
| 1. $233 \div 4 = 58 \text{ r}1$ | 2. $547 \div 8 = 68 \text{ r}3$ |
| 3. $451 \div 7 = 64 \text{ r}3$ | 4. $628 \div 9 = 69 \text{ r}7$ |
| 5. 72 pizzas | |
| 6. 46 minibuses | |
| 7. 59 marbles per child. Three are left over. | |
| 8. 62 packets | |

Challenge

5, 10 and 11 will not divide evenly into 504.

A Bit Stuck? Any left?

Things you will need:

- A pencil



'Chunking' on a number line is an important stepping-stone when learning to divide. Look at the example at the bottom of the page for $68 \div 5$. See how we hop in large 'chunks' of 5 (the divisor) along the line to get as close as possible to 68...

What to do:

- Choose a division to work out - some will give remainders but a few won't!
- Calculate the answer using 'chunking' on a number line.
- Repeat at least four more times.
- Score 1 point for each correct answer but 10 points for each remainder!

$$68 \div 5$$

$$48 \div 3$$

$$65 \div 4$$

$$92 \div 5$$

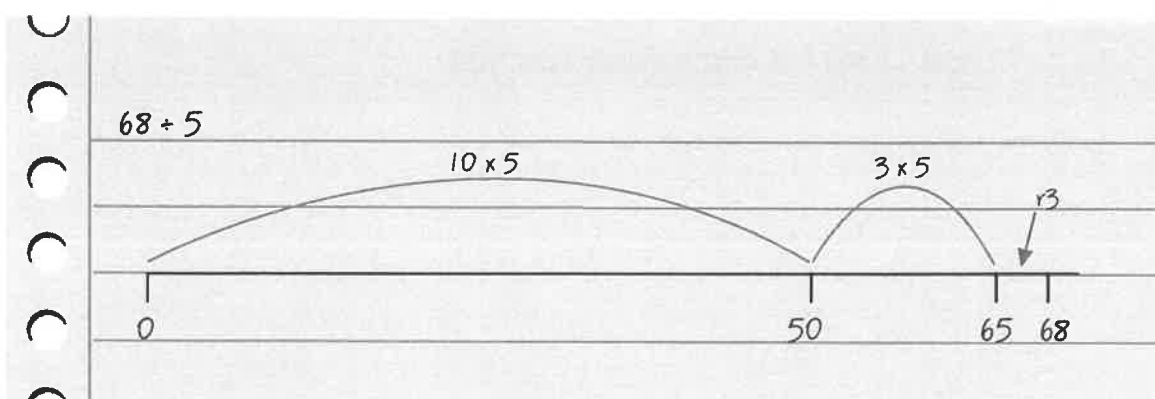
$$68 \div 4$$

$$50 \div 3$$

$$71 \div 4$$

$$80 \div 5$$

$$51 \div 3$$



S-t-r-e-t-c-h:

Work out $67 \div 3$, $92 \div 4$ and $107 \div 5$. Hint: the answers are bigger than 20!

Learning outcomes:

- I can use chunking to divide, giving answers between 10 and 20, with remainders.
- I am beginning to use chunking to divide, giving answers between 20 and 30, with remainders.

Check your understanding

Questions

(i) Is the answer to $234 \div 3$ three times the answer to $234 \div 9$?

(ii) Use short division to answer both calculations.

Was your answer to (i) correct?

Which of these divisions will have answers less than 100? How can you tell?
Use short division to calculate the answers to each.

$536 \div 4$

$367 \div 5$

$629 \div 7$

$545 \div 3$

Fold here to hide answers

Check your understanding

Answers

(i) Is the answer to $234 \div 3$ treble the answer to $234 \div 9$?

(ii) Use short division to answer both calculations.

Answers are 78 and 26 respectively.

Was your answer to (i) correct? It was if you said yes – since 3 is a third of 9, dividing the same number by 3 **does** give an answer 3 times as big.

Which of these divisions will have answers less than 100? How can you tell?
Use short division to calculate the answers to each.

$536 \div 4 = 134$

$367 \div 5 = 73 \text{ r } 2$

$629 \div 7 = 89 \text{ r } 6$

$545 \div 3 = 181 \text{ r } 2$

$367 \div 5$ and $629 \div 7$ will have answers less than 100, because the divisor does not 'go into' the first digit.

Use short division to divide 3-digit numbers by 1-digit numbers.

$$546 \div 3$$

$$\begin{array}{r} 3 \overline{) 546} \end{array}$$



Use short division to divide 3-digit numbers by 1-digit numbers.

1, and 2 left over.

We write 1 in the 100s column as we are dividing the 100s, then 2 tens in front of the 10s digit.

We are going to move a sticky note along to hide and reveal each column in turn.

$$\begin{array}{r} 1 \\ 3 \overline{) 52} \end{array}$$

? How many 3s in 5?

? How many 3s in 24?

Day 1: Use short division to divide 3-digit numbers by 1-digit numbers.

8
We write 8 in the 10s
column as we are dividing
the 10s.

$$\begin{array}{r} 18 \\ 3 \overline{) 54 \square} \end{array}$$

? How many 3s in 6?

Day 1: Use short division to divide 3-digit numbers by 1-digit numbers.

2. We write 2 in the 1s column.

$$\begin{array}{r} 182 \\ 3 \overline{) 546} \end{array}$$

The answer is 182.

Use short division to divide 3-digit numbers by 1-digit numbers, including where the first digit is less than the divisor.

$$281 \div 6$$

Estimate how many 6s
are in 281.

?

$40 \times 6 = 240$ and
 $50 \times 6 = 300$, so the
answer must lie
between 40 and 50.

Use short division to divide 3-digit numbers by 1-digit numbers, including where the first digit is less than the divisor.

We are going to move a sticky note along to hide and reveal each column in turn...

$$\begin{array}{r} \\ 6 \overline{) 2 } \end{array}$$

How many 6s in 2? None, so move the sticky note.

How many 6s in 28?

Use short division to divide 3-digit numbers by 1-digit numbers, including where the first digit is less than the divisor.

4, and 4 left over.

We write 4 in the 10s column as we are dividing the 10s, then 4 tens in front of the 1s digit.

$$\begin{array}{r} 4 \\ 6 \overline{) 28} \end{array}$$

?

How many 6s in 41?

Use short division to divide 3-digit numbers by 1-digit numbers, including where the first digit is less than the divisor.

$$\begin{array}{r} 46 \text{ r } 5 \\ 6 \overline{) 281} \end{array}$$

$$281 \div 6 = 46 \text{ r } 5$$

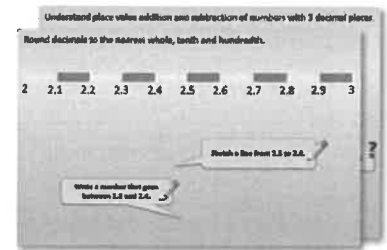
How does this compare
with your estimate?

Year 5: Week 3, Day 5

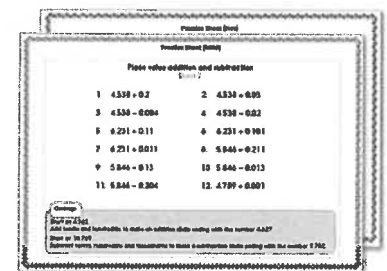
Short division (4-digit numbers)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the Investigation...

Learning Reminders

Use short division to divide 4-digit numbers by 1-digit numbers.

$$2537 \div 3$$

$$\begin{array}{r} 3 \overline{) 2537} \end{array}$$

We are going to move a sticky note along to hide and reveal each column in turn.

$$\begin{array}{r} 3 \overline{) 2} \end{array}$$

? How many 3s in 2? None, so move the sticky note.

Learning Reminders

Use short division to divide 4-digit numbers by 1-digit numbers.

8, and 1 left over.

We write 8 in the 100s column as we are dividing the 100s, then 1 in front of the 10s digit.

8

3 2 5 1

?

How many 3s in 25?

Learning Reminders

Use short division to divide 4-digit numbers by 1-digit numbers.

4, and 1 left over.

We **write 4** in the 10s column as we are dividing the 10s, then one 10 in front of the 1s digit.

84

3 $\overline{) 2513}$ 1

?

How many 3s in 13?

Learning Reminders

Use short division to divide 4-digit numbers by 1-digit numbers.

5, and 2 left over.
We write 5 in the 1s column.

$$\begin{array}{r} 845r2 \\ 3 \overline{) 2517} \end{array}$$

?

How many 3s in 17?

The exact answer is $845\frac{2}{3}$.

Practice Sheet Mild

Division problems (4-digits)

Set out and solve these:

1. $3426 \div 3$

2. $4168 \div 4$

3. $6471 \div 5$

Solve these problems:

4. The Headteacher shares 1824 multilink cubes between 4 classes. How many cubes does each class get?
5. 2636 sweets are put into packets of 5. How many packets will there be? How many sweets are left over?
6. 2234 marbles are shared between 3 children. How many does each child get? How many are left over?

Challenge

A woman has £1700 pounds. She wants to give $\frac{1}{2}$ to the cat's home, $\frac{1}{3}$ to the dog's home and $\frac{1}{9}$ to the Woodland Trust.

To the nearest £1, how much money will she have left?

Practice Sheet Hot

Division problems (4-digits)

Set out and solve these:

1. $5133 \div 4$

2. $1249 \div 8$

3. $7412 \div 6$

4. $5268 \div 9$

Solve these word problems:

5. The Headteacher shares 2506 multilink cubes between 7 classes. How many cubes does each class get?
6. 3923 sweets are put into packets of 6. How many packets will there be? How many sweets are left over?
7. 8 friends share a restaurant bill of £93.44. How much should they each pay?
8. 5 tennis rackets cost £94.75. How much does each one cost?

Challenge

A woman has £1700 pounds. She wants to give $\frac{1}{2}$ to the cat's home, $\frac{1}{3}$ to the dog's home and $\frac{1}{9}$ to the Woodland Trust.

To the nearest 10p, how much money will she have left?

Practice Sheet Answers

Division problems (4-digits) (mild)

1. $3426 \div 3 = 1142$
2. $4168 \div 4 = 1042$
3. $6471 \div 5 = 1294 \text{ r}1$
4. 456 cubes
5. 527 packets. One is left over.
6. 744 marbles. Two are left over.

Challenge

$$£1700 \div 2 = £850.00$$

$$£1700 \div 3 = £566.67$$

$$£1700 \div 9 = £188.89$$

£1605.56 donated, which is £1606 to the nearest £1, so she has £94 left

Division problems (4-digits) (hot)

1. $5133 \div 4 = 1283 \text{ r}1$
2. $1249 \div 8 = 156 \text{ r}1$
3. $7412 \div 6 = 1235 \text{ r}2$
4. $5268 \div 9 = 585 \text{ r}3$
5. 358 cubes.
6. 653. Five are left over.
7. £11.68
8. £18.95

Challenge

$$£1700 \div 2 = £850.00$$

$$£1700 \div 3 = £566.67$$

$$£1700 \div 9 = £188.89$$

£1605.56 donated, which is £1605.60 to the nearest 10p,
so she has £94.40 left.

A Bit Stuck? Any left?

Things you will need:

- A pencil



What to do:

- Choose a division to work out - some will give remainders but a few won't!
- Calculate the answer.
- Repeat at least four more times.
- Score 1 point for each correct answer but 10 points for each remainder!

$$637 \div 5$$

$$336 \div 3$$

$$429 \div 4$$

$$545 \div 5$$

$$844 \div 4$$

$$623 \div 3$$

$$448 \div 4$$

$$518 \div 5$$

$$426 \div 3$$

S-t-r-e-t-c-h:

Write two more divisions in the form $\square\square\square \div 5$ that have a remainder.

Learning outcomes:

- I can divide 3-digit numbers with remainders.

Investigation

Division remainder patterns

- Divide 1262 by 3, 4, 5 and 6.
Record each division and the remainder.
- Divide 1562 by 3, 4, 5 and 6.
Record each division and the remainder.
- Divide 1862 by 3, 4, 5 and 6.
Record each division and the remainder.
- Divide 2162 by 3, 4, 5 and 6.
Record each division, and the remainder.

Invent other divisions of four-digit numbers by 3, 4, 5 and 6 that will give the same type of answers.
Try 1322 and 1622.

Can you explain how you know what digits to choose in your four-digit number?

Is there a rule?

Challenge

Think of four-digit numbers which when divided by 3, 4, 5 and 6 give a remainder of 1.

- 420 r 2
- 3 | 1262
- 4 | 1262

Try 1322 and 1622.

Is there a rule?

Think of four-digit numbers which when divided by 3, 4, 5 and 6 give a remainder of 1.

Commas



Commas are used to clarify meaning

To separate some clauses or phrases, e.g. a fronted adverbial

To separate items in a list or several words in a description

Commas separate clauses or phrases



We need a comma when...

the extra clause or phrase is at the front of the sentence

the clause or phrase is embedded within the sentence

Punctuate this sentence.

when she heard the news the local MP Maria Caulfield tweeted that she was very disturbed

When she heard the news, the local MP, Maria Caulfield, tweeted that she was very disturbed.



Commas separate items in a list

Our uniform consists of...



white shirts

navy blue sweatshirts with the school logo

grey trousers

dark shoes

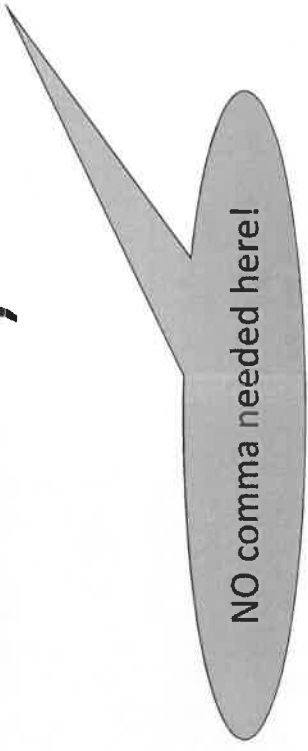
grey skirts




Make a sentence from this list.

Commas separate items in a list

Our uniform consists of navy blue sweatshirts with the school logo, grey trousers or skirts, white shirts and dark shoes.



NO comma needed here!



Commas separate the items
No comma is needed before 'and'

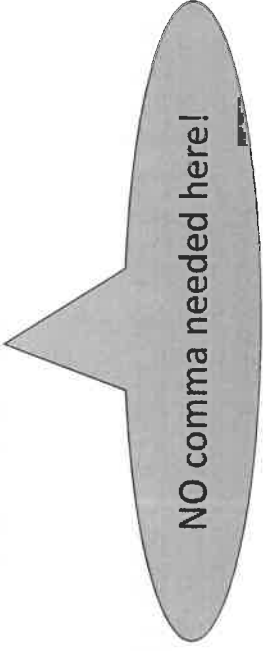


Punctuate this sentence.

No jewellery earrings or watches may be worn for PE.

Commas separate items in a list

No jewellery, earrings or watches may be worn for PE.



NO comma needed here!

Commas keep things clear!



Children eat paint and play in protective aprons.

Children eat, paint and play in protective aprons.

Children eat paint?
That's disgusting.

Oh! Now I see.

Expanded noun phrases to convey information concisely

Joseph Coelho's Poetry



Making Words Work Harder



Poets tend to use **less words** than writers of prose.
They are often limited by features such as line length, rhythm and form.
Poets use less words so **their words have to work harder!**

Instead of writing,

I think that Golden Time is very valuable and each minute is like a precious jewel.

A poet might write,

Golden Time - jewelled minutes

These words are more powerful because the
image is condensed into few words.

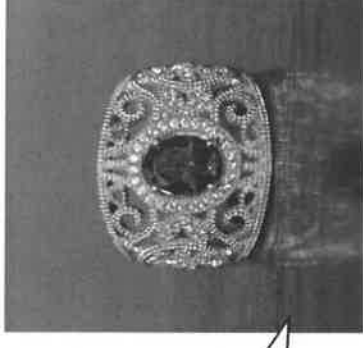
Nouns and Noun Phrases create Powerful Images

The precious, ruby ring was hidden.

I found a rather unusual gem.



You can check which words are part of the noun phrase by replacing them with a **pronoun**.



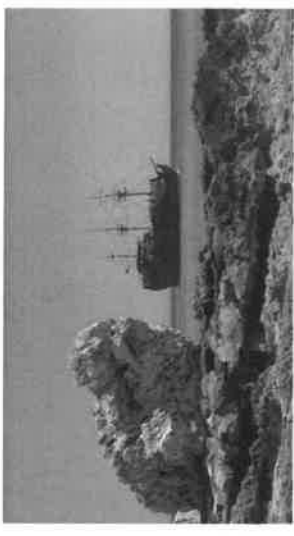
What is the head noun in each noun phrase?

Which words make up the noun phrase?

The words in the noun phrase depend on the head noun and build on its meaning.

How to build Noun Phrases

rocks



Add words before the head noun:

The rocks surrounded the beach.

The horribly craggy rocks surrounded the beach.

Add words after the noun:

The rocks, with sharp points and deep grooves, surrounded the beach.

The rocks, like ancient sleeping trolls, surrounded the beach.

Or you can do both at once:

The horribly craggy rocks, with a sharp points and deep grooves, surrounded the beach.



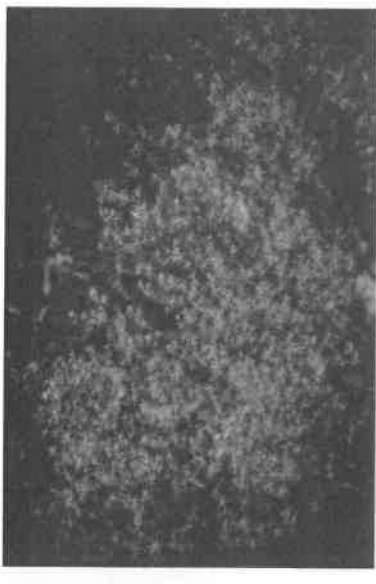
How to build Expanded Noun Phrases

Different types of words, phrases and clauses can all be used in an expanded noun phrase.

determiner adverb adjectives

The rather tangled slimy weeds tickled my toes.

weeds



The weeds like an underwater forest swaying in the waves tickled my toes.

Prepositional phrase

The weeds, which were creating dark shadows in the water, tickled my toes.

Relative clause

Expanded Noun Phrases

You can develop an **expanded noun phrase** by adding a prepositional phrase.

a diamond clock

a diamond clock in my imagination

a diamond clock with gleaming hands

a diamond clock from my dreams

The prepositional phrase
modifies the **noun**...

and expands the image of the noun.



noun phrase

a diamond clock

Try adding your own
prepositional phrase.

Prepositions

with, of, by, from, on, under, below,
between, inside, next to, over, by, in

Expanded Noun Phrases

You can develop an **expanded noun phrase** by adding a relative clause.

a diamond clock

a diamond clock that counts each minute

a diamond clock which lives in my head

a diamond clock whose numbers are magical

The relative clause modifies
the **noun**...

and expands the image of the noun.



noun phrase

a diamond clock

Try adding your own
relative clause.

Relative Pronouns (& Relative Adverbs)

who, which, when, whose, that
(where, when)

Spotting Expanded Noun Phrases



Spiders have

them

The body is

it

A web is

them

The test: Which pronoun could replace each noun phrase? Does the sentence still work?

Identify the head nouns.

Which other words make up the noun phrase?

Hint: Can you replace them with a pronoun?

ANSWERS

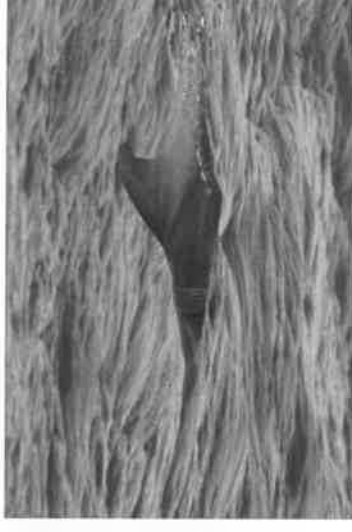
Noun Phrases to Convey Information Concisely

I held onto the fin.

I held onto a scarred fin.

I held onto a scarred, firm fin.

I held onto a scarred, firm fin of a breaching whale-shark.



What do we know about the fin?

There is a lot of information contained in this expanded noun phrase.

It is one of a number of fins.
It is scarred.
It is firm.
It belongs to a whale-shark.
The shark is breaching.

Noun Phrases to Convey Information Concisely

The cat is a cushion.

The cat is a warm purring cushion.

The cat is a tightly curled, warm purring cushion.

The cat is a tightly curled, warm purring cushion like a furry spiral.



Try combining this information
to create an expanded noun
phrase.

The information is
concisely combined.

*It purrs.
It is warm.
It curls round tightly.
It is like a spiral.
It is furry.*

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read the poem: I am a writer

- Read the poem, '*I am a writer*'. Read it in your head first and then try reading it out loud. What rhythms and patterns can you hear when you read it aloud?
- Choose your favourite three images from the poem. Why do you like these images in particular?

2. Reflect on the poem

- Read the *Reflection Prompts* and think about your answers for each.
- Write a reflection on the poem, by writing some of your answers as sentences.

3. Prepare a performance

- Watch the poet Joseph Coelho talk about how to perform a poem.
<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm> This is really brilliant – you may want to watch it more than once!
- Make notes about Joseph Coelho's tips.
- Practise a performance of '*I am a writer*'

Try these Fun-Time Extras

- Share your performance with someone else. Could they film it and send it somebody?
- Watch Joseph Coelho perform the poem. What do you notice in particular about the way that he performs it?
<https://vimeo.com/129644553>

I am a writer

Joseph Coelho

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all the colours.

I am the blood in a pen
because I ink arteries.

I am the blade in a sharpener
because I make nibs vanish.

I am the edge of a rubber,
rounded, worn and softened by mistakes.

I am the conversation of notes,
discussing melodies.

I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.

Reflection Prompts

Read the questions and think about your answers to them.

What is the poem
about?

What is the **tone** of the poems?

*Is it serious, or funny or
thoughtful?*

Does it **remind** you of anything
or anyone?

How are they similar?

How are they different?

Who do you think this
poem is written for?

Can you guess anything
about the **poet** from reading
this poem?

What can you guess?

Do you **like** this poem?
*What do you like about this
poem?*

*Is there anything that you
dislike about it?*

*Can you explain why you
think this?*

Reflection on 'I am a Writer'

Write some of your thoughts about the poem as sentences.

A large rectangular box with a decorative border. The border consists of a repeating pattern of small dots and zig-zags. Inside the box, there are 20 horizontal lines for writing, providing a space for the student to reflect on the poem.

Poetry Performance Notes

Watch Joseph Coelho's tips about performing poetry. Make notes about some of them.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm>

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read the poem 'Golden Time'

- 'Golden Time' is another poem by Joseph Coelho. Read it in your head first and then read it out loud.
- Use the *Reflection Prompts* to help you think about the poem. Read the questions and think about your answers to each one.

2. Revise Noun Phrases

- Use the *Revision Card* to remind you about Noun Phrases.
- Read the poem, 'Red Ruby Rings'.
- Complete *Expanded Noun Phrases*, spotting and writing how nouns in the poem have been expanded.

When you have finished show what you have found to a grown-up. Show them where in the poem you found the expanded noun phrases and show them the head noun in each one.

3. Prepare a performance of one of the poems.

- Read *Preparing to Perform*. If you didn't watch it yesterday, watch <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm> It is really amazing!
- Choose either of the poems and practise a performance of it. Can you learn any lines off-by-heart?

Try these Fun-Time Extras

- Share your performance with somebody else.
- Make illustrations for your five, favourite noun-phrases from the poems.

Golden Time

Joseph Coelho

Golden time -
jewelled minutes
and silvered seconds?

Golden time
a diamond clock
with ruby numbers?

Golden time -
a free hour
doing what I please?

Golden time -
hands clasped on mouth
catching laughter with a new friend.

Golden time -
the inhale of breath
as the idea chimes.

Golden time
a room of beaming faces,
every heart in sync.

p. 47 *Werewolf Club Rules* by Joseph Coelho

Reflection Prompts

Read the questions and think about your answers to them.

What is the
poem **about**?

What is the **tone** of the poems?
*Is it serious, or funny or
thoughtful?*

Does it **remind** you of anything
or anyone?
*How are they similar?
How are they different?*

Who do you think this
poem is written for?

*Can you explain **why**
you think this?*

Can you guess anything
about **the poet** from
reading this poem?
What can you guess?

Do you **like** this poem?
*What do you like about this
poem?*
*Is there anything that you
dislike about it?*

Revision Card – Using Noun Phrases

Making Words Work Harder



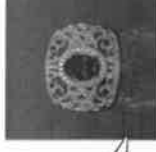
Poets tend to use **less words** than writers of prose.
They are often limited by features such as line length, rhythm and form.
Poets use **less words** so their **words have to work harder!**

Instead of writing,
I think that Golden Time is very valuable and each minute is like a precious jewel.

A poet might write,
Golden Time - jewelled minutes

These words are more powerful because the image is condensed into few words.

Nouns and Noun Phrases create Powerful Images



The precious, ruby ring was hidden.

I found a rather unusual gem.

You can check which words are part of the noun phrase by replacing them with a pronoun.

What is the head noun in each noun phrase?

Which words make up the noun phrase?

The words in the noun phrase depend on the head noun and build on its meaning.

How to build Noun Phrases

Add words before the head noun:

The rocks surrounded the beach.

The horribly craggy rocks surrounded the beach.



Add words after the head noun:

The rocks, with sharp points and deep grooves, surrounded the beach.

The rocks, like ancient sleeping trolls, surrounded the beach.

Or you can do both at once:

The horribly craggy rocks, with a sharp points and deep grooves, surrounded the beach.

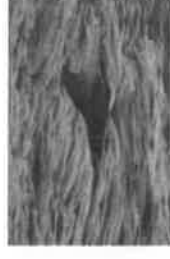
Noun Phrases to Convey Information Concisely

I held onto the fin.

I held onto a scarred fin.

I held onto a scarred, firm fin.

I held onto a scarred, firm fin of a breaching whale-shark.



What do we know about the fin?

There is a lot of information contained in this expanded noun phrase.

It is one of a number of fins.
It is scarred.
It is firm.
It belongs to a whale-shark.
The shark is breaching.

Red Ruby Rings

Joseph Coelho

I crept along the ribs
of a sea dragon's skeleton
I ran through the fronds
of an underwater forest.

I climbed up the ridges
over giant crabs' claws.
I clung to the feathers
of a pink albatross.

I skipped along the crests
of the crashing blue waves.
I sneaked through the cabins
of a pirate's dark ship.

I prised open the lock
of the dowager's chest.
I slipped on 3 rings
of the deepest ruby red.

I hid amongst the skeletons
dangling in the dungeon.
I slid down the rope
tide to the barnacled anchor.

I held onto the fin
of the breaching whale-shark
I rolled in the surf
of the whispering tide.

I crawled along the rocks
of the boat graveyard beach.
I undid the clasps
of my three red ruby rings.

And...

p. 76 *Werewolf Club Rules* by Joseph Coelho

Expanded Noun Phrases

Find how each of these nouns has been expanded in the poem.

| | |
|----------|--|
| ribs | the <u>ribs</u> of a sea dragon's skeleton |
| fronds | |
| feathers | |
| cabins | |
| rings | |
| fin | |
| surf | |
| rocks | |

Preparing to Perform



1. Read your poem aloud several times, listening to how it **sounds**.
2. Decide on a good **performance space** – make sure you all agree.
3. What is the **tone** of the poem? *Is it sad, funny, scary, thoughtful? Does the tone change? How will you show this when you perform it?*
4. What sort of **character** will tell the poem? *Are they cheeky, lively, sentimental etc.? How will you show this with voice and gestures?*
5. Which words should be **emphasised**? Underline them and decide how this will be done.
6. Read through the poem deciding who will say which parts. Vary who says what.
7. Build in **actions and gestures**.
8. Keep practising, aiming to **perform from memory**.

Expanded Noun Phrases - Answers

Find how each of these nouns has been expanded in the poem.

| | |
|----------|--|
| ribs | the <u>ribs</u> of a sea dragon's skeleton |
| fronds | The fronds of an underwater forest |
| feathers | The feathers of a pink albatross |
| cabins | The cabins of a pirate's last ship |
| rings | The rings of deepest, ruby red |
| fin | The fin of the breaching whale shark |
| surf | The surf of the whispering tide |
| rocks | The rocks of the boat graveyard beach |

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Make up some noun-phrases about a favourite place

- Think of a place that you love to be. It can be indoors or outdoors. Write it in the middle of a sheet of paper.
- Try to think of six or more things that this place is for you. Why is it special? Look at *Bedroom Example* for ideas.
- Write each of your images as a descriptive expanded noun phrase.

2. Make notes about playing with words

- Watch a video of Joseph Coelho explaining about playing with words.
- Make notes about some of his ideas. They will be useful to you when you are writing your poem.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetry-playing-with-words/zmxf8xs>

3. Now for some writing

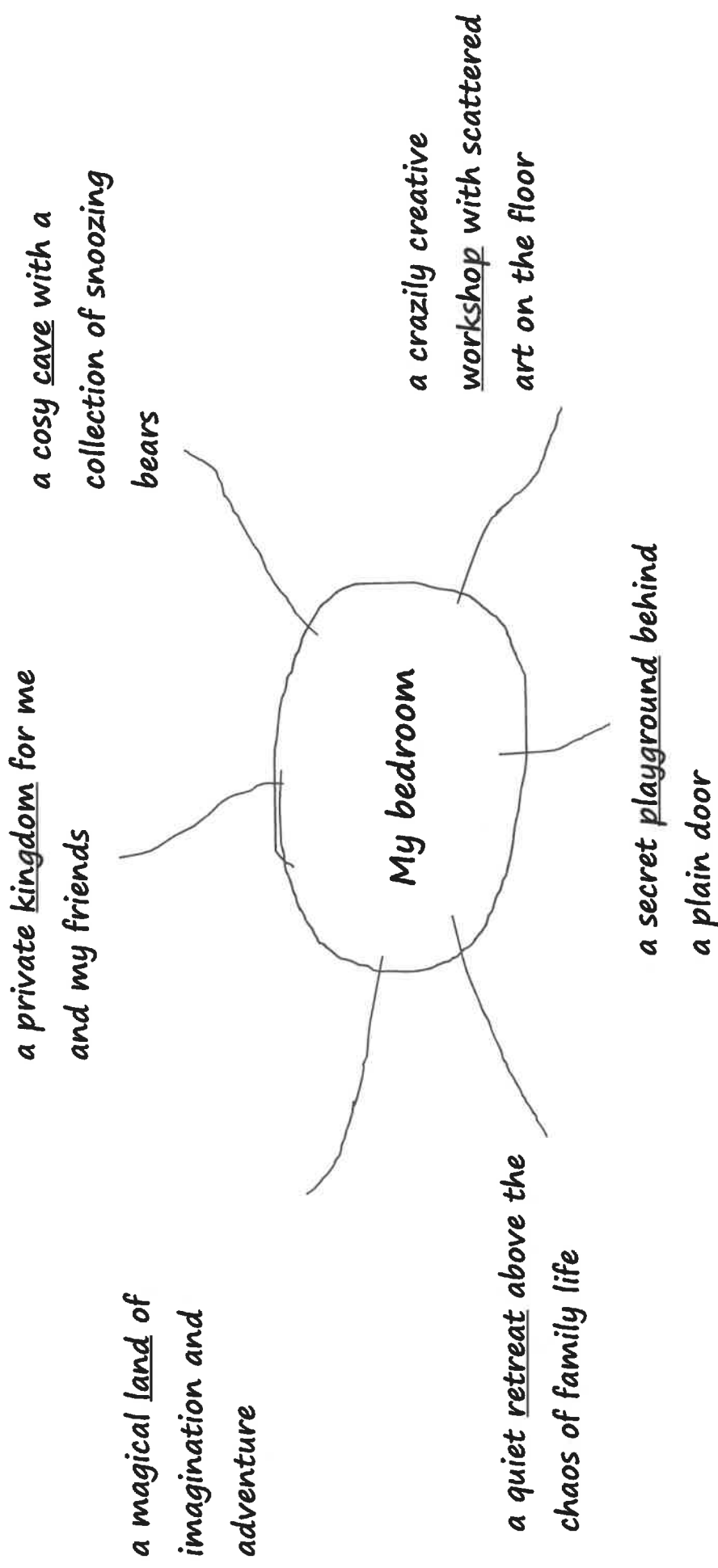
- Follow the stages on **Developing a Poem**.
- When you have a poem, write it out carefully.

Try these Fun-Time Extras

- Can you send your poem to somebody else?
- Can you interview people in your house to find out about their favourite place? Can they tell you six reasons that they like it?
- Find 'Watch and Listen' on Joseph Coelho's website and watch him perform some of his poems.

<https://www.thepoetryofjosephcoelho.com/>

Bedroom Example



Notes about Playing with Words

Watch Joseph Coelho explain about playing with words. Make notes about some of his ideas.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetry-playing-with-words/zmxf8xs>

Developing a Poem

1. Read all of your special place ideas.
2. Look for ways to improve your **expanded noun phrases** (think poetry techniques: alliteration, onomatopoeia, powerful adjectives, verbs and adverbs).
3. Look for words that are not working hard enough – replace, remove or combine.
4. Choose the best 5-6 images and number them – think about impact: keep a surprise for the last stanza.
5. Write your poem using the structure of ***Golden Time***.

Golden Time

Joseph Coelho

Golden time -
jewelled minutes
and silvered seconds?

Golden time
a diamond clock
with ruby numbers?

Golden time -
a free hour
doing what I please?

Golden time -
hands clasped on mouth
catching laughter with a new friend.

Golden time -
the inhale of breath
as the idea chimes.

Golden time
a room of beaming faces,
every heart in sync.

Poem



A decorative rectangular frame with a repeating geometric pattern, containing 20 horizontal lines for writing a poem.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet – especially the last link.

1. Read a Newspaper Article

- Read the Newspaper Article: *Pupils Protest Over New Uniform Rules*.
- Write notes about the article, to answer the questions *Who, When, Where, What and Why*.

2. Revise using commas to separate clauses or phrases

- Use the *Revision Card* to remind you about using commas to separate phrase and clauses.
- Complete *For and Against School Uniform 1 and 2*, practising using commas to separate phrase or clauses.

3. Now for some writing

- Read the *Writing Brief* and try writing two paragraphs: one to argue for school uniform and one to argue against it.

Try the Fun-Time Extra

- Research the different school uniforms of schools in your area (Primary and Secondary). Which have the biggest differences? Which do you think is best? Why?
- If your parent or carers says you may, watch this about the top ten strangest school uniforms:
https://www.youtube.com/watch?v=6t6_CaeN2OQ

Pupils Protest Over New Uniform Rule

On the 6th September, police were called to Priory School in Lewes, East Sussex, after around 150 parents and pupils protested against a new school-uniform rule.

What is the new rule?

The rule requires all students, whether they are girls or boys, to wear trousers. Skirts are not allowed. This had previously only applied to students who had joined the school since 2017, but now it applies to all pupils. In a statement, Priory School said any students who didn't follow the new rule would be sent home and asked to change, before returning to school. One pupil, called Nina Cullen, wasn't allowed into the building after she arrived wearing a skirt.

Why was the rule introduced?

Priory School said it introduced the rule in response to concerns that the girls' skirts were too short. The school also said it was brought in to make the uniforms gender neutral, which means students wouldn't be expected to wear a certain uniform based on whether they are boys or girls. A spokesperson for Priory School said that the new rule would also help students focus on their school work.

What are the arguments against it?

Some students say it is unfair on girls because they now have to buy new uniforms. Others argue that it is wasteful because pupils in their final year of school will have to buy a brand-new uniform, which they'll only wear for a few months. It's also been argued that the new uniforms aren't actually gender neutral, because the school isn't allowing boys to wear skirts. Libby Murray, a student at Priory School, told the BBC, "To make it gender neutral they have to let everyone wear skirts or trousers and have that choice".

What has the response been?

Around 150 parents and students gathered outside the school gates with signs such as: "A new uniform for nine months is not sustainable". The police attended the protest, but no arrests were made. The Member of Parliament (MP) for Lewes, Maria Caulfield, tweeted that she was "very disturbed" to see girls turned away for choosing to wear a skirt.

From **The Week Junior** – 14th September 2019

Who, Where, When, What and Why?

Read the newspaper article and make notes about the answers to the questions here.

| | |
|---------------|--|
| Who? | |
| Where? | |
| When? | |
| What? | |
| Why? | |

Revision Card – Commas separating clauses or phrases

Commas

Commas are used to clarify meaning

To separate some clauses or phrases, e.g. a fronted adverbial

To separate items in a list or several words in a description

Commas separate clauses or phrases

Remember!

A clause has an active verb.

A phrase does not!

We need a comma when...

Although police attended the protest, no arrests were made.

In a statement, Priory school said pupils who didn't follow the rule would be sent home.

the extra clause or phrase is at the front of the sentence

the clause or phrase is embedded within the sentence

One pupil, called Nina Cullen, was not allowed in the building.

Commas separate clauses or phrases

We need a comma when...

the extra clause or phrase is at the front of the sentence

the clause or phrase is embedded within the sentence

when she heard the news the local MP Maria Caulfield tweeted that she was very disturbed ✗

When she heard the news, the local MP, Maria Caulfield, tweeted that she was very disturbed. ✓

For and Against School Uniform 1

The clauses and phrases in these argument points have been marked with colour.

Sort them into For/Against and write them out, using commas to mark the clauses and phrases.

1. Since uniform is smarter it creates a good working ethos.
2. To be independent children should choose their own clothes.
3. When out of school school uniform helps children to be recognised.
4. In the real world very few jobs require a uniform.
5. Uniforms because they restrict choice save parents money.
6. Some uniform items such as blazers can be expensive to buy and difficult to wash.

For and Against School Uniform 2

- Decide where in the sentence to put the extra clause or phrase.
- Write your new sentence out in a For/Against column
- Make sure you punctuate your sentence properly.

1. a uniform emphasises similarities between students

because it is the same for everyone

2. schools can still insist on certain standards of dress

even without a uniform

3. the sense of pride means students work harder

which is created by a uniform

4. children are prepared for being smart at work

by wearing uniform

5. children should be allowed to express themselves

since they are individuals

6. children will need other clothes.

in the evenings and at weekends

Writing Brief

Here are some bullet point notes about points for and against school uniform.

- might increase student safety
- restrict freedom of expression
- may deter crime
- focus pupils on school not clothes
- prevent students from expressing individuality
- do not stop bullying
- enhance pride and community spirit
- might improve attendance and discipline
- are not popular with students
- parents have to buy expensive items

Extend these clauses and phrases into sentences and organise them into For/Against.

- Make some of your sentences include extra clauses or phrases
- You might add an adverbial at the beginning. (e.g. Incredibly, Amazingly, Surprisingly, Clearly, Sadly etc)
- You could combine two or more facts into one sentence
- Remember to use commas to keep the meaning clear

Writing – For and Against School Uniform



A large rectangular writing area with a decorative border. The border is composed of a repeating pattern of small dots and zig-zags. Inside the border, there are 20 horizontal lines, providing a structured space for writing.

For and Against School Uniform - Answers

FOR

1. Since uniform is smarter, it creates a good working ethos.
2. When out of school, school uniform helps children to be recognised.
3. Uniforms, because they restrict choice, save parents money.

AGAINST

1. To be independent, children should choose their own clothes.
2. In the real world, very few jobs require a uniform.
3. Some uniforms, such as blazers, can be expensive to buy and difficult to wash.

FOR

1. Because it is the same for everyone, a uniform emphasises similarities between students.
2. The sense of pride, which is created by a uniform, means students work harder.
3. By wearing a uniform, children are prepared for being smart at work.

AGAINST

1. Even without a uniform, schools can still insist on certain standards of dress.
2. Since they are individuals, children should be allowed to express themselves.
3. In the evenings and at weekends, children will need other clothes.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read 'Uniform Examples'

- Read about the three different school uniforms.
- Which of these uniforms would you prefer to wear? Why?

2. Revise Commas in Lists

- Use the *Revision Card* to remind you about using commas to separate items in lists.
- Complete *Commas in Lists*, practising separating items using commas.

3. Now for some writing.

- Read the *Writing Brief*.
- Imagine and write about a school uniform that you have designed.

When you have finished share your writing with a grown-up. Explain to them where you have used commas to separate items in lists and where you have used commas to separate clauses or phrases.

Try these Fun-Time Extras

- Draw the school uniform that you have designed. The **Uniform Templates** might help.
- Watch this presentation about using commas to clarify meaning:

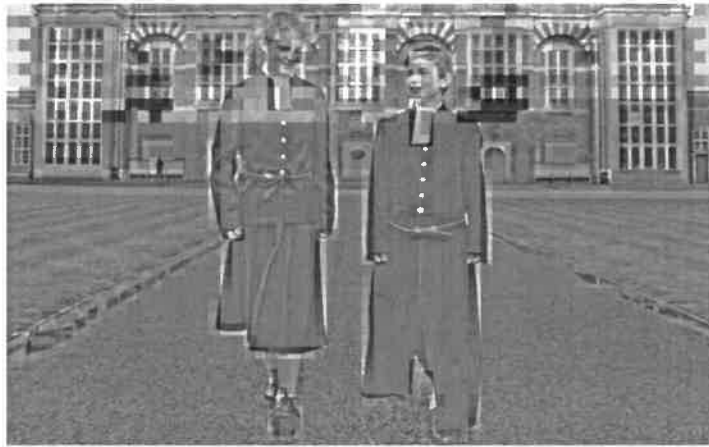
<https://www.youtube.com/watch?v=mjv5Vp7tHsU>

Uniform Examples



Larkrise Primary School

There is no specified school uniform but there is a dress code. Children should be comfortable, neat and tidy in appearance.



Christ's Hospital School

All pupils wear the outer blue coat, breeches (boys), pleated skirts (girls), white shirt with 'bands', yellow socks (for all boys and junior girls) and leather belts.



Arden Primary School

- White shirt or white polo shirt
- Grey trousers, skirt or pinafore dress
- Burgundy sweat shirt or burgundy cardigan
- Grey plain socks or grey leggings

Revision Card – Commas in Lists

Commas separate items in a list

Our uniform consists of...

white shirts



navy blue sweatshirts with the school logo

grey trousers

dark shoes

grey skirts

Make a sentence from this list.

Commas separate items in a list

Our uniform consists of navy blue sweatshirts with the school logo, grey trousers or skirts, white shirts and dark shoes.

NO comma needed here!

Commas separate the items
No comma is needed before 'and'

Commas keep things clear!

Children eat paint and play in protective aprons.

Children eat, paint and play in protective aprons.

Children eat paint?
That's disgusting.

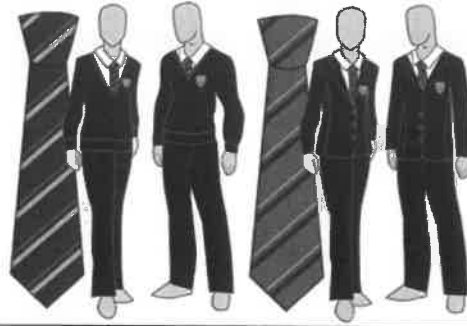
Oh! Now I see.

Commas in Lists

Write out the sentences again. Use commas to separate the items in each list.

1. You should wear a black jumper grey shirt and grey trousers.
2. Our uniform consists of a blue sweatshirt plain trousers and a white shirt.
3. The required dress code is top hat black jacket short trousers and wellington boots.
4. You should wear a diving-mask yellow t-shirt orange kaftan and flip-flops.
5. All pupils must wear army trousers and jackets hiking boots and a beret.
6. All items of the uniform must be white: tops trousers socks accessories and shoes.

Uniform Writing Brief



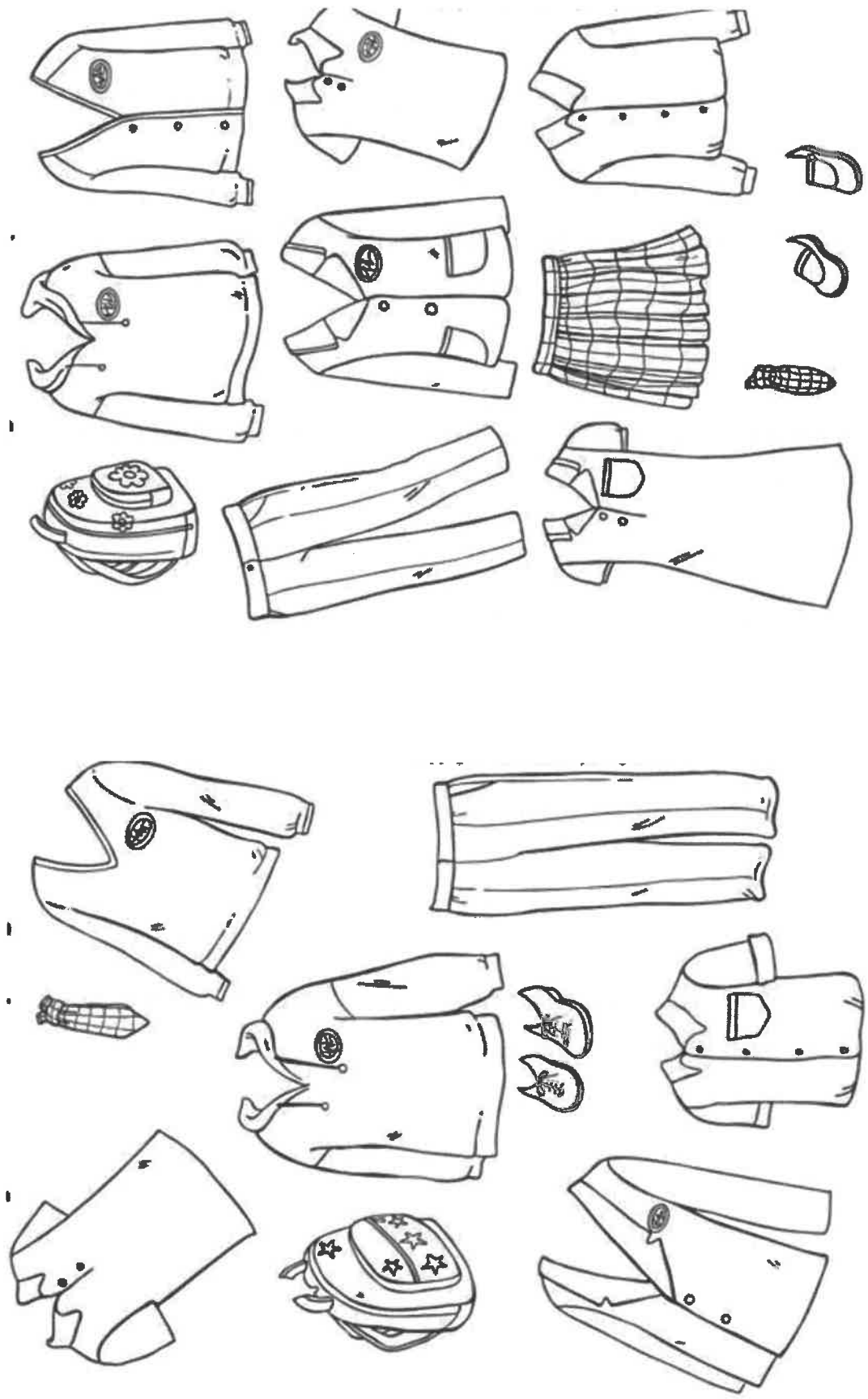
Imagine that you have been asked to design a uniform or dress code for your school.

Write information for parents and children about your uniform/clothing guidelines.

- First use sentences with commas in lists to describe what is in the uniform or what your guidelines are.
- Then write three points arguing that your uniform/clothing guidelines are a good idea.
- Write sentences that include extra clauses or phrases for your argument.
- You might add an adverbial at the beginning of your sentence.
- You might embed a phrase or clause with extra information within your sentence.
- Remember to use commas to keep the meaning clear.

This image shows a single sheet of white paper with horizontal ruling lines. The paper is framed by a decorative border consisting of a repeating geometric pattern of small squares and dots. The lines are evenly spaced and extend across the width of the page. There are no markings or text on the paper.

Uniform Templates



Commas in Lists - Answers

1. You should wear a black jumper, grey shirt and grey trousers.
2. Our uniform consists of a blue sweatshirt, plain trousers and a white shirt.
3. The required dress code is top hat, black jacket, short trousers and wellington boots.
4. You should wear a diving-mask, yellow t-shirt, orange kaftan and flip-flops.
5. All pupils must wear army trousers and jackets, hiking boots and a beret.
6. All items of the uniform must be white: tops, trousers, socks, accessories and shoes.