

Additional resources

Week 5 (Week beginning 04/05/20)



Suggested Weekly timetable for core subjects

	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Reading (20 mins) Spelling activity	 Grammar Focus work	 Comprehension story and questions	 Writing activity	Spelling test Handwriting practice (continue joined script)
Maths	Mental maths A Topic work on weekly focus	Mental maths B	Mental maths C	Revision of addition and subtraction (HTU)	Revision of multiplication facts and division (focus on x3,5,6,9) Speed challenges, x and divide (topmarks - hit the button game) https://www.topmarks.co.uk/maths-games/hit-the-button

If you have any questions, please contact me dkelly273@c2ken.net

Continue to send pictures of work or the children learning at home so we can upload these to the school website. Koneill580@c2kni.net

We love to see what you have been getting up to!

Maths Week 5

Weekly focus: Division by 3,6,9

Please refer to the document *Tips for parents when teaching multiplication and division* (shared 27/04/20) for guidance about this weeks focus.

Success criteria

- I can recall individual division facts in my 3 times-table
- I can recall individual division facts in my 6 times-table
- I can recall individual division facts in my 9 times-table
- I can use the links between the 3,6,9 times-tables to help me recall my facts

Key learning points:

1. Dividing is the same as sharing

Example: Divide 6 bananas between 3 monkeys.

Split the bananas into 3 groups.

There are 2 bananas in each group.

So each monkey gets 2 bananas. $6 \text{ divided by } 3 = 2$

2. Dividing is the opposite of multiplying

Example: Multiply 2 by 5 and you get 10

Divide 10 by 5 and you get 2.

You can use your times tables to help you divide.

Dividing is the Opposite of Multiplying

Multiply 2 by 5 and you get 10. $2 \times 5 = 10$

Divide 10 by 5 and you get 2 again. $10 \div 5 = 2$

You can use your times tables to help you divide.

EXAMPLE: Find $12 \div 4$

You want to divide by 4.
So look at the 4 times table.

This number tells you the times table you need.

$1 \times 4 = 4$
$2 \times 4 = 8$
$3 \times 4 = 12$
$4 \times 4 = 16$

You know that $3 \times 4 = 12$

So $12 \div 4 = 3$



Before your child can begin to practice division problems, they first need to understand the concept of division. Explain it to them by relating the idea of division to the idea of sharing. Help them picture it by explaining how a number of items can be shared equally between groups, and give them examples. You might show them how six cookies can be given to three children so each of them has two, or how someone with eight apples could give four each to two friends. **By creating practical examples with visual references, you can ensure your children will have an easier time grasping the concept of division.**

3. Each division sum comes from a **fact family of numbers**. Three 'related' numbers allow the children to complete four number sentences to show how the numbers can be used to make a set of four correct \times/\div statements.

This reinforces the idea that if you know one number fact, you can use it to make at least three related statements - 'Know one, get three free'

A big focus this week will be on ICT games to help the children with division. Click on the links below to have a go.

Game 1:

<https://www.arcademics.com/games/demolition>



Demolition Division – point the arrow at the racing car showing the correct answer to your division sum. How many cars can you hit in one minute?

Game 2:

<https://www.ictgames.com/mobilePage/doggyDivision/index.html>

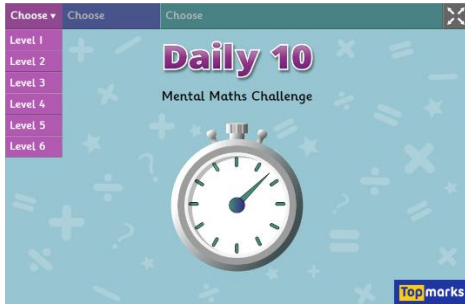


Feed the hungry dogs by sharing out bones for them. Make sure each dog gets the same number of bones each or they will fight!

Game 3:

<https://www.topmarks.co.uk/maths-games/daily10>

Select division, divide by 9. How many questions can you answer in 1 minute?



Worksheets to complete: Division revision, Dividing by splitting (PPM 135) - Both sheets show basic division by 2,3,5

Workbook pages 53 (division by 9), Nines (MD1,7C), Fact families

Literacy Week 5

Grammar focus for week 5 - Conjunctions.

A conjunction is used to help join two short sentences together. For example:

I went into Ballymoney BECAUSE I needed to buy milk.

Children can't come to school UNTIL the virus has passed.

Worksheets to complete: Simple construction, Coordinating Conjunctions 2

Writing Activity - Write about one new activity / hobby that you have tried or would like to try during Lockdown. You can email your ideas to me if you like or record your work in your yellow exercise book. Tell me your reasons for starting this activity or for wanting to give something new a go. Remember to paragraph your work and to include emotion words to describe your feelings.

coordinating conjunctions 2

and or for
 nor yet so
 but



Complete the sentence with the correct conjunction:

1. I know the answer, _____ I can't tell you.
2. Should we go by train, _____ take the bus?
3. I am allergic to cats, _____ I have two of them.
4. She did not study, _____ she failed the test.
5. I will be late for the party, _____ I will be having dinner with my parents first.
6. Can you stay here _____ wait for him?
7. She does not like apples, _____ does she like oranges.
8. He has a small house, _____ it feels very spacious.
9. You can pay with cash, _____ you can use your credit card.
10. He was driving too fast, _____ he missed the turn.
11. We bathed the dog, _____ we could not get him clean.
12. He was supposed to study, _____ he played games instead.

Sentence construction

Conjunctions

Using **conjunctions** to join together short sentences is one of the easiest ways to improve your writing. For example:
I spent a long time choosing a book. There are thousands of books in our library.

I spent a long time choosing a book because there are thousands of books in our library.

Here are some useful conjunctions:

and but so because although though after for
until yet as or when while so



A Write down the conjunction used in each sentence.

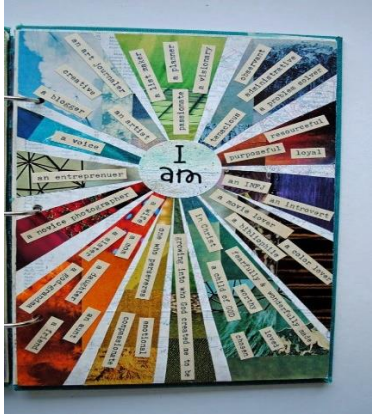
- 1 The books are sorted on the shelves so all the books by an author are put together.
- 2 All the books by Roald Dahl should be next to each other, and all the books by Leila Berg will be together.
- 3 Leila Berg's books will come before Roald Dahl's because B comes before D in the alphabet.

B Write each pair of sentences as a single sentence. Use a different conjunction to join each pair of sentences.

- 1 Non-fiction books are sorted by subject. The subjects are more important than the authors.
- 2 I don't read many books. I do like reading a good story when I go on holiday.
- 3 The bookshelves are full. The librarian keeps buying new books.
- 4 Will you choose a book about volcanoes? Would you prefer a book about dinosaurs?

WAU Week 5

Our Topic "Wonderful Me" continues in May working towards the sacrament of First Holy Communion. This week we look at the concept that each child in P4 is special and unique.



Using old newspapers, magazines, books or the internet, allow the children to create their own "I am.." poster. They should include adjectives which focus on the positive aspects of their character. If you have paint or crayons at home, the children can decorate the background of their poster in brightly coloured sections before gluing on their words. If the children can't find a word that they wish to use, they can write this word on themselves.



To Login:

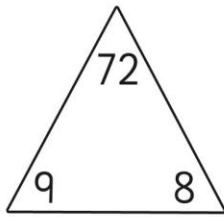
Your child's username + 3 numbers

Password: ballymoney2020A

(any issues, contact dkelly273@c2ken.net)

Remember to visit Newsdesk using your MySchool password.

Number Families

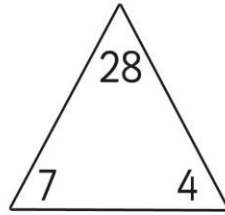


$$\square \times \square = \square$$

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

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

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

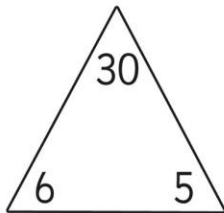


$$\square \times \square = \square$$

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

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

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

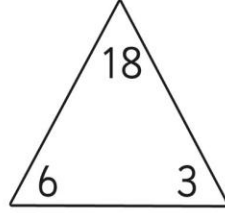


$$\square \times \square = \square$$

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

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

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



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

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

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

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

Dividing by splitting

Half of 48 is the same as saying $48 \div 2$. To solve $48 \div 2$, you can add half of 40 and half of 8. This would give $20 + 4$. So, $48 \div 2$ (or half of 48) is 24. Complete the table in this way.

Find half of	Split and divide by 2	Answer
46	$40 \div 2 = 20$ $6 \div 2 = 3$	$20 + 3 = 23$
86		
38		
52		
76		
89	$80 \div 2 = 40$ $9 \div 2 = 4 \text{ r } 1$	44 r 1
45		
79		
63		
59		



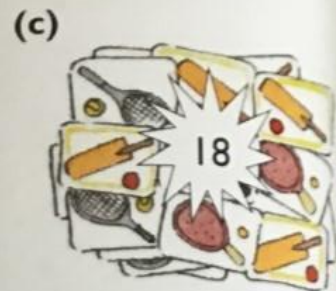
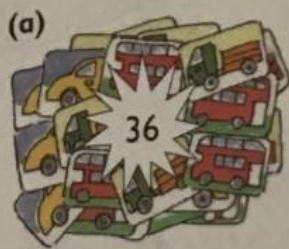
I can find halves of numbers by splitting into tens and units and dividing by two

Multiplication and division: Applying and using





1 Each player needs 9 Snap cards.
How many children can play?

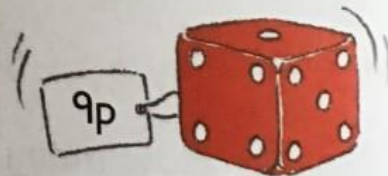


- 2 (a) 81 divided by 9
(c) Divide 27 by 9.
(e) Divide 0 by 9.
(g) 36 divided by 9

- (b) 9 shared equally among 9
(d) How many groups of 9 are there in 90?
(f) How many nines make 45?
(h) Divide 72 equally among 9.

3 How many dice can you buy
when you spend

- (a) 18p (b) 63p (c) 54p



(d) 81p?

4 (a) $9 \div 9 = \blacksquare$
(d) $\blacksquare \div 9 = 5$

(b) $90 \div 9 = \blacksquare$
(e) $\blacksquare \div 9 = 8$

(c) $27 \div 9 = \blacksquare$
(f) $\blacksquare \div 9 = 0$

Nines

MD1.7c

Write out the 9 times-table. Use it to help you complete these.

1 $\square \times 9 = 18$

2 $3 \times 9 = \square$

3 $72 \div 9 = \square$

4 $\square \div 9 = 10$

5 $4 \times 9 = \square$

6 $9 \times \square = 9$

7 $\square \div 9 = 9$

8 $\square \div 5 = 9$

9 $\square \times 9 = 72$

10 $54 \div \square = 9$

11 $\square \times 9 = 63$

12 $36 \div \square = 9$

True or false?

13 In a multiplication fact where one number is 9, the answer has digits that add up to 9.

14 Three nines is an even number.

15 When a number is multiplied by 9, the answer is always odd.

16 If an even number is multiplied by 9 the answer is always odd.

17 Seven nines is a number that ends in 9.

18 If an odd number is multiplied by 9 the answer is always even.



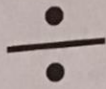
I can recall multiplication facts in the 9 times-table

Division

Revision ①

Look and learn

This is the division sign



4 twos

$$8 \div 2$$

How many twos in 8?

Practice

How many twos in 10?

$$10 \div 2 = \square$$



How many twos in 14?

$$14 \div 2 = \square$$



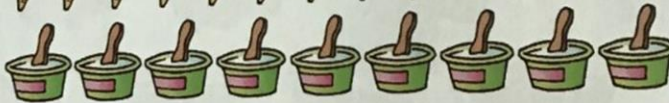
How many fives in 15?

$$15 \div 5 = \square$$



How many threes in 9?

$$9 \div 3 = \square$$



Challenge

How many twos in 11?

$$11 \div 2 = \square \text{ remainder? } \square$$



How many fives in 12?

$$12 \div 5 = \square \text{ remainder? } \square$$



How many threes in 11?

$$11 \div 3 = \square \text{ remainder? } \square$$

