

1 <input type="text"/> - 7 = 20	10 $\frac{70}{100} = 0.$	19 $3 \times 7 \times 5 =$
2 $8 \times 4 =$	11 $\frac{7}{10} - \frac{3}{10} =$	20 $2,478 + 3,741 =$
3 $27 \times 100 =$	12 $4 \times 12 =$	21 $726 - 179 =$
4 $\frac{4}{6} + \frac{1}{6} =$	13 $0 \times 18 =$	22 $1,732 - 1,232 =$
5 $7 \times 8 =$	14 $67 \div 10 =$	23 $8 \times 36 =$
6 $160 \div 10 =$	15 $1 \times 127 =$	24 $330 \times 8 =$
7 $421 - 20 =$	16 <input type="text"/> $\times 7 = 56$	25 $222 \div 3 =$
8 $\frac{1}{2} \times 70 =$	17 $\frac{80}{10} = \frac{\text{input}}{100}$	26 $666 \div 6 =$
9 $90 \times 20 =$	18 $6 \times 20 =$	27 $2\frac{1}{2} \times 16 =$

1 $\boxed{27} - 7 = 20$	10 $\frac{70}{100} = 0.7$ or <b>0.70</b>	19 $3 \times 7 \times 5 = \mathbf{105}$
2 $8 \times 4 = \mathbf{32}$	11 $\frac{7}{10} - \frac{3}{10} = \frac{4}{10}$ or $\frac{2}{5}$	20 $2,478 + 3,741 = \mathbf{6,219}$
3 $27 \times 100 = \mathbf{2,700}$	12 $4 \times 12 = \mathbf{48}$	21 $726 - 179 = \mathbf{547}$
4 $\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$	13 $0 \times 18 = \mathbf{0}$	22 $1,732 - 1,232 = \mathbf{500}$
5 $7 \times 8 = \mathbf{56}$	14 $67 \div 10 = \mathbf{6.7}$	23 $8 \times 36 = \mathbf{288}$
6 $160 \div 10 = \mathbf{16}$	15 $1 \times 127 = \mathbf{127}$	24 $330 \times 8 = \mathbf{2,640}$
7 $421 - 20 = \mathbf{401}$	16 $\boxed{8} \times 7 = 56$	25 $222 \div 3 = \mathbf{74}$
8 $\frac{1}{2} \times 70 = \mathbf{35}$	17 $\frac{80}{10} = \frac{\boxed{800}}{100}$	26 $666 \div 6 = \mathbf{111}$
9 $90 \times 20 = \mathbf{1,800}$	18 $6 \times 20 = \mathbf{120}$	27 $2\frac{1}{2} \times 16 = \mathbf{40}$

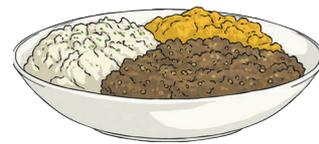
# Burns Night



Burns Night is a festival that is celebrated every year on 25<sup>th</sup> January in Scotland and around the world. It is a time when Scottish people remembers the life and works of Robert Burns.

Robert Burns was a famous Scottish poet. He was born in Alloway, Scotland on 25<sup>th</sup> January 1759 and grew up living and working on a farm with his parents. Life was not easy for them and, in his writing, Burns praised his country and its people, especially the poor and hard-working. Burns always had a love of reading and writing and when he grew up, he wrote many of Scotland's most famous and popular poems and songs. Sadly, Burns died at the young age of 37 on 21<sup>st</sup> July 1796.

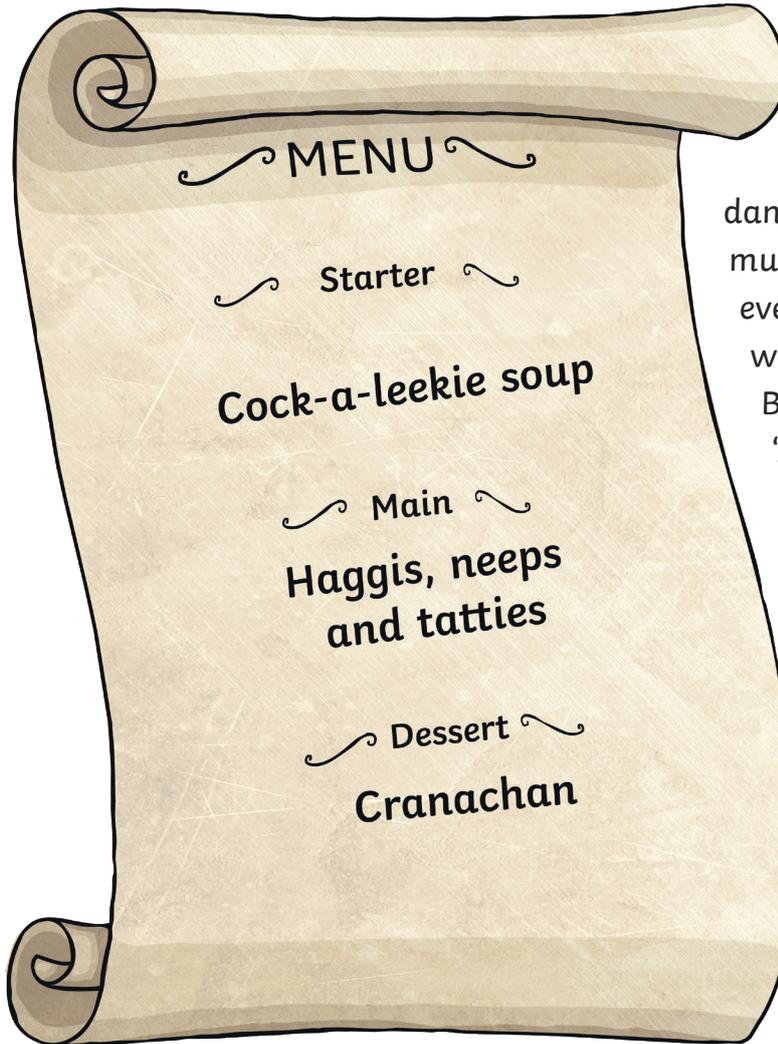
On Burns Night, people host or attend a Burns supper. This is a gathering of friends and family and can be a small, relaxed meal or a larger, more organized event. There are certain proceedings that take place in a particular order during a Burns supper. Firstly, guests might be welcomed in by a bagpiper. Then, the Selkirk Grace is read aloud, usually by the host. Everyone then stands as the haggis is presented on a silver platter and laid at the main table. 'Address to a Haggis' (one of Burns' poems) is read aloud before guests finally begin eating their meal.



'Neeps' is Scottish for turnips and 'tatties' means potatoes. These are served mashed alongside the haggis.

## Did You Know...?

Haggis is a mixture of meats, spices and oatmeal which traditionally, would have been cooked inside a sheep's stomach. Today however, it is more commonly cooked inside an artificial casing, much like a sausage.



Once the meal has finished, the entertainment begins. This is usually a variety of Scottish dancing, poetry readings and music performances. The evening most likely will end with guests singing one of Burns' most famous songs, 'Auld Lang Syne'. This is traditionally sung around the world on New Year's Eve to say farewell to the old year and welcome the new one in. Guests link arms and shake hands whilst singing. Burns Night celebrations are loud and joyous and an important date in Scotland's calendar.



The traditional drink served at a Burns Supper is whisky. Burns talks about whisky in some of his poems and was clearly a fan of the drink!

# Questions

1. Who is celebrated on the 25<sup>th</sup> January every year in Scotland?

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2. Where was Robert Burns born? Tick **one**.

- Aberdeen, Scotland.
- Galloway, Scotland.
- Alloway, Scotland.
- Edinburgh, Scotland.

3. Explain in your own words why Burns wrote about and praised the poor and hard-working in his works.

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4. When did Robert Burns die? Tick **one**.

- 25<sup>th</sup> January 1759
- 21<sup>st</sup> July 1796
- 21<sup>st</sup> January 1796
- 25<sup>th</sup> July 1759

5. Draw lines to match the different foods with their Scottish name.

neeps	a traditional Scottish dessert
haggis	soup
tatties	turnips
cranachan	meats, spices and oatmeal
cock-a-leekie	potatoes

6. Which of Burns' poems is read once the haggis has been laid on the table?

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7. Why do you think that whisky is served at a Burns Supper? Explain your answer fully.

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8. Which of Burns' poems is traditionally sung around the world on New Year's Eve? Tick **one**.

- The Selkirk Grace
- Tam o' Shanter
- A Red, Red Rose
- Auld Lang Syne

# Answers

1. Who is celebrated on the 25<sup>th</sup> January every year in Scotland?

**Robert Burns**

2. Where was Robert Burns born? Tick **one**.

- Aberdeen, Scotland.
- Galloway, Scotland.
- Alloway, Scotland.**
- Edinburgh, Scotland.

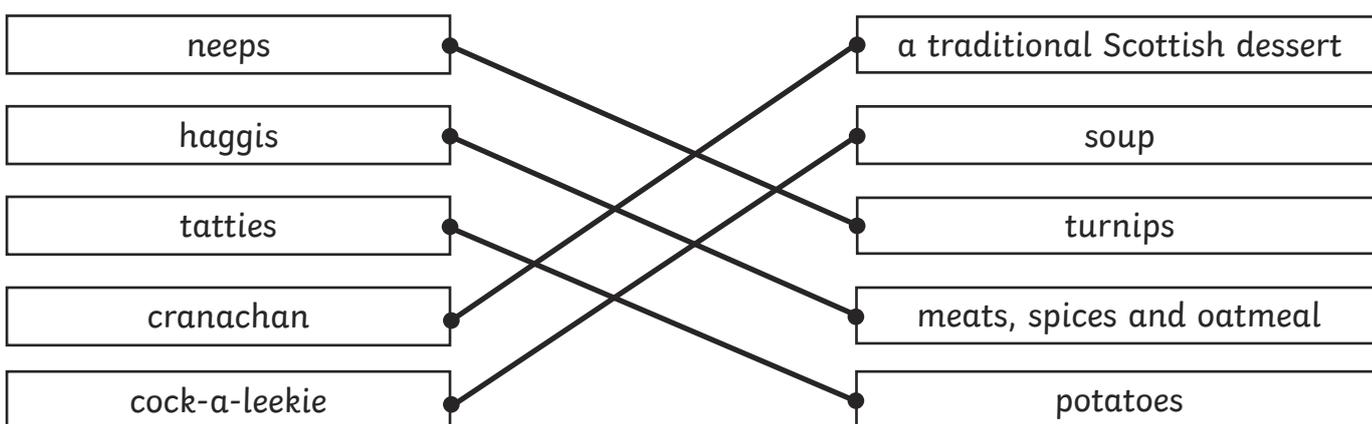
3. Explain in your own words why Burns wrote about and praised the poor and hard-working in his works.

**Pupil's own response, such as: I think that Burns wrote about and praised the poor because it says that his parents were farmers and that life was not easy for them which suggests that they were not wealthy and that Burns understood what it meant to have to work hard.**

4. When did Robert Burns die? Tick **one**.

- 25<sup>th</sup> January 1759
- 21<sup>st</sup> July 1796**
- 21<sup>st</sup> January 1796
- 25<sup>th</sup> July 1759

5. Draw lines to match the different foods with their Scottish name.



6. Which of Burns' poems is read once the haggis has been laid on the table?

**Address to a Haggis**

7. Why do you think that whisky is served at a Burns Supper? Explain your answer fully.  
**Pupil's own response, such as: I think that whisky is served at a Burns Supper because people are remembering Burns and he spoke about it in some of his works and he obviously enjoyed it.**
8. Which of Burns' poems is traditionally sung around the world on New Year's Eve? Tick **one**.
- The Selkirk Grace
  - Tam o' Shanter
  - A Red, Red Rose
  - Auld Lang Syne**

## English – Monday

Look at the opening image to the book 'The Tinderbox' (see below).

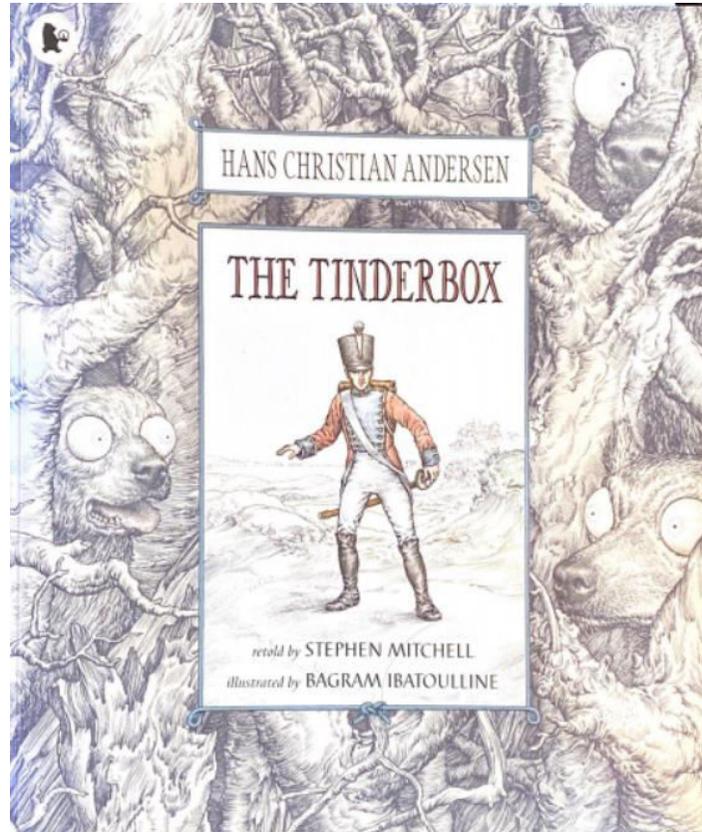
Write a prediction about the story. Use the picture to think about when or where the story takes place? Think about the setting. What kind of story it might be? Who do you think the character is? Where might he be going and where has he been?



**Computer Option:** You could choose to write your prediction on Purple Mash (see 2Do – Prediction) or write it on paper and try uploading to Seesaw.

## English – Tuesday

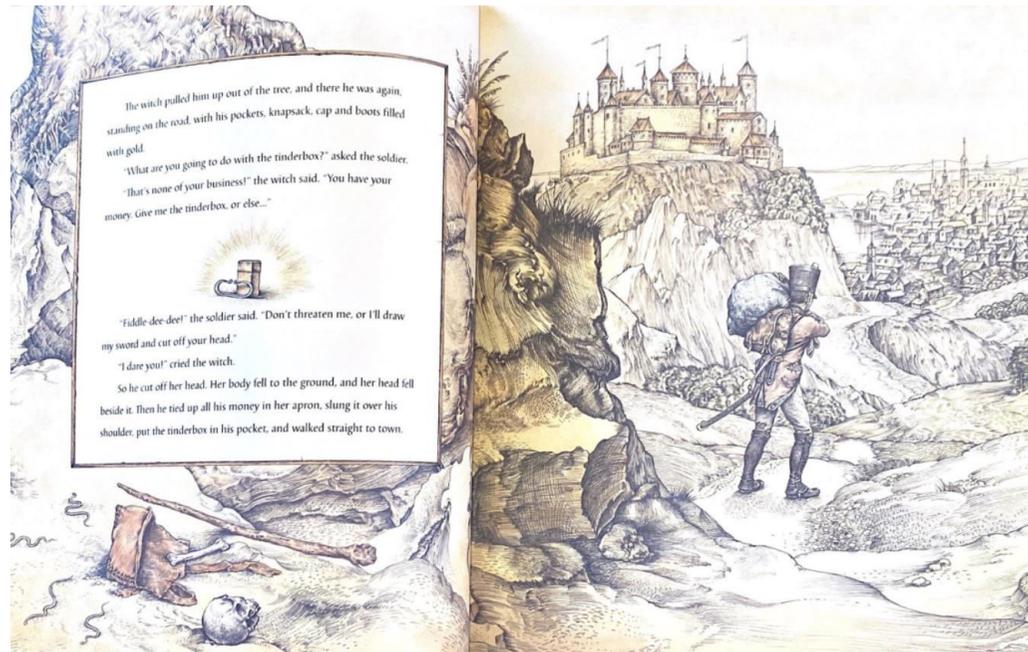
Watch the YouTube video on the school channel of the story of The Tinderbox (or read the story from your pack). Take notes about the soldier as you listen and then use these notes to write a character description of the soldier.



**Computer Option:** You could choose to write your description on Purple Mash (see 2Do – Character Description) or write it on paper and try uploading to Seesaw.

## English – Wednesday

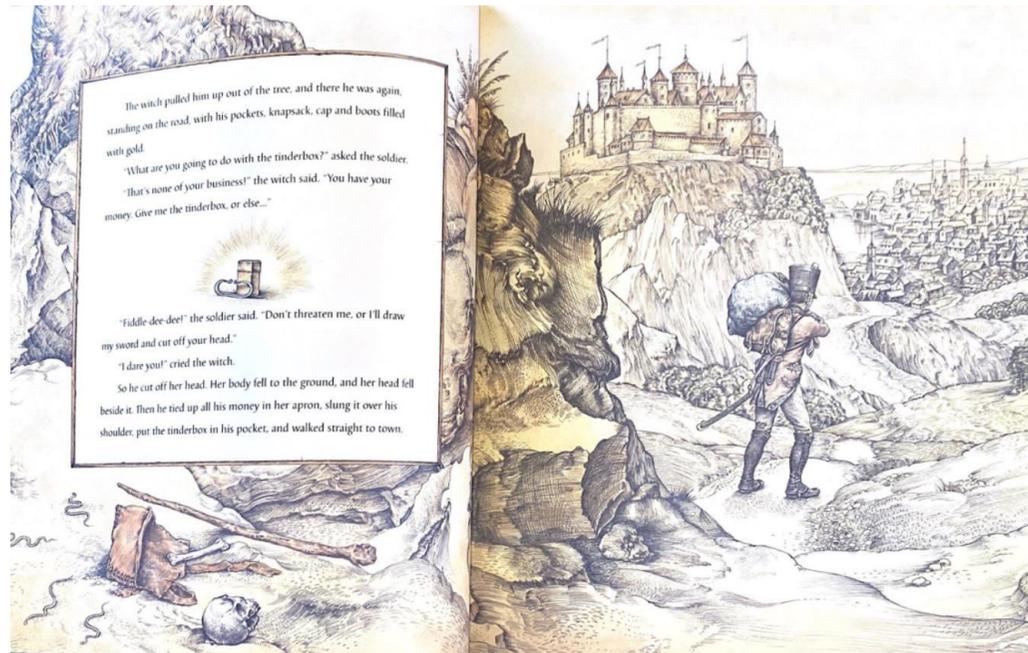
Watch YouTube lesson (Wednesday 28<sup>th</sup> January) to support this learning or reread the section where the soldier kills the witch and sets off on his journey. Think about his decision to kill her. Should he kill her? Was this the right or best thing to do? Why did he make this choice? What else could he have done? Think about reasons for killing her and reasons not to. Create a table to consider his choices.



**Computer Option:** You could choose to write your ideas on Purple Mash (see 2 x 2Do's – 1. Yes - he should have killed the witch 2. No – he shouldn't have killed the witch) to share your ideas on some 2Connect diagrams or write it on paper and try uploading to Seesaw.

## English – Thursday

Watch YouTube lesson (Thursday 29<sup>th</sup> January) to support this learning. Using your ideas from yesterday about the two sides of the argument on the dilemma ‘Should he have killed the witch?’, write in a letter in role as the soldier. Imagine he is writing to a friend explaining what he has done and how he feels. He has mixed feelings and can see both sides of the argument. He is hoping for a reply from his friend. Has he done the right thing or not? Remember to imagine you are the soldier, so you are writing from his perspective (I).



**Computer Option:** You could choose to write your letter on Purple Mash (see 2Do – Letter) or write it on paper and try uploading to Seesaw.

## Joe Wicks: 5-Minute Move Workout 1

### Marching on the Spot

1. Stand with your feet hip-width apart.
2. Lift one foot and then the other.
3. Stay on the same spot.
4. Lift your knees up high, keeping your back straight.
5. Pump your arms as well.



## Joe Wicks: 5-Minute Move Workout 1

### Star Jumps

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.



# Joe Wicks: 5-Minute Move Workout 1

## Low Sprint Shuffle

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.



# Joe Wicks: 5-Minute Move Workout 1

## Squat

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.



# Joe Wicks: 5-Minute Move Workout 1

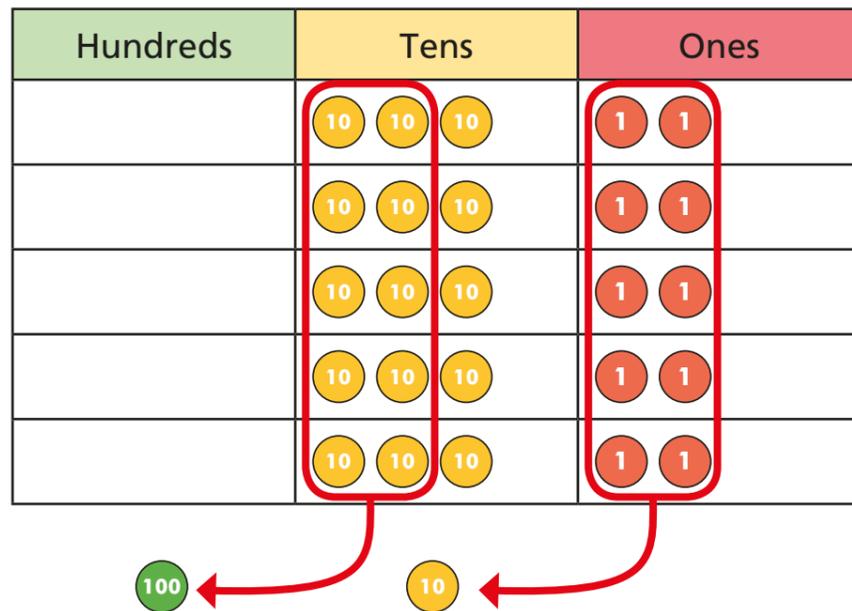
## Climb the Rope

1. Pretend to climb a rope!
2. Reach your hands above your head one at a time and pull the rope down.
3. Lift your knees high and climb on the spot.



# Multiply 2-digits by 1-digit

1 Brett uses a place value chart to work out  $5 \times 32$



Talk about Brett's method with a partner.

Complete the multiplication.

$$5 \times 32 = \boxed{160}$$

Use Brett's method to work out  $6 \times 34$

$$6 \times 34 = \boxed{204}$$

2 Rosie works out  $4 \times 37$  using a written method.

	H	T	O				
		3	7				
x			4				
		2	8		(7 x 4)		
	1	2	0		(30 x 4)		
	1	4	8				

Talk about Rosie's method with a partner.

Use Rosie's method to work out  $6 \times 28$

		2	8				
x			6				
		4	8		(8 x 6)		
	1	2	0		(20 x 6)		
	1	6	8				

**168**

3 Dani uses a different written method to work out  $8 \times 42$

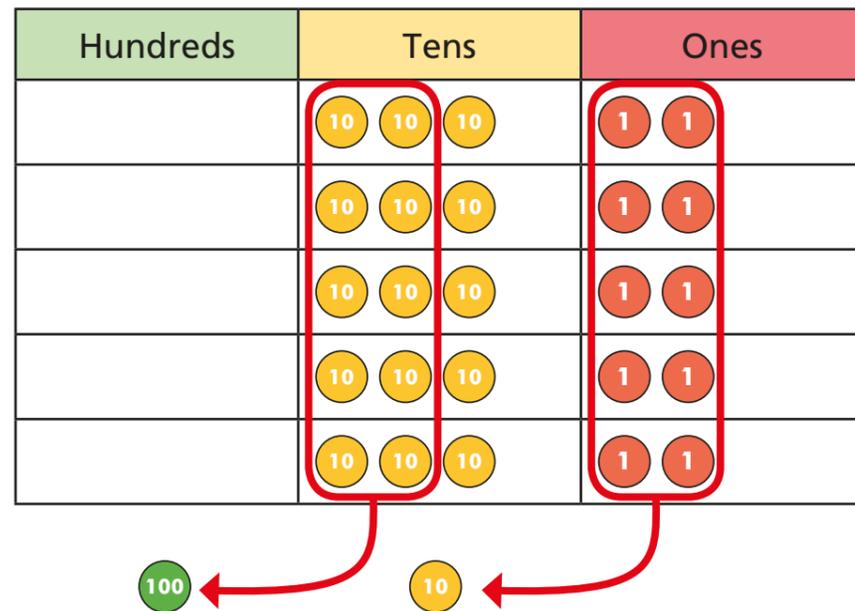
	H	T	O		
		4	2		
x			8		
		3	3	6	
			1		

Talk about Dani's method with a partner.



# Multiply 2-digits by 1-digit

1 Brett uses a place value chart to work out  $5 \times 32$



Talk about Brett's method with a partner.

Complete the multiplication.

$$5 \times 32 = \square$$

Use Brett's method to work out  $6 \times 34$

$$6 \times 34 = \square$$

2 Rosie works out  $4 \times 37$  using a written method.

		H	T	O					
			3	7					
	x			4					
			2	8			(7 x 4)		
		1	2	0			(3 0 x 4)		
		1	4	8					

Talk about Rosie's method with a partner.

Use Rosie's method to work out  $6 \times 28$


3 Dani uses a different written method to work out  $8 \times 42$

		H	T	O	
			4	2	
	x			8	
			3	3	6
			1		

Talk about Dani's method with a partner.



# Planet Earth

We all live on Earth...why? Well, Earth is the only planet in our solar system that has all the things we need to survive: 21% oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun. Its name comes from the Old English word 'ertha' and the Anglo-Saxon word 'erda' which means ground or soil.

## The Blue Planet:

Earth, the third planet from the Sun, is referred to as 'The Blue Planet' because of how it looks from space – blue. This is due to the fact that over  $\frac{2}{3}$  of the Earth's surface is covered in water.



## Did you know?

**Age:** approximately 4.54 billion years

**Diameter:** 13,000 km

**Distance to Sun:** 150,000,000 km

**Surface Temperature:** 15°C

**Highest point:** Mount Everest 8.8 km

**Lowest point:** Challenger Deep 10.9 km below sea level

## I'm Spinning Around:

The Earth spins on its axis once every 24 hours – that's what gives us day and night as we spin to face the Sun and then away from it again. You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting The Sun, which takes  $365 \frac{1}{4}$  days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – this is our winter. All in all, it's a pretty amazing planet and I, for one, am glad to call it home.

Photo courtesy of (Kevin M. Gill@flickr.com) - granted under creative commons licence - attribution

# Questions About Planet Earth

1. What percentage of Oxygen is in the air we breathe?

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2. What is the highest thing on Earth?

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3. How long does it take the Earth to spin once on its axis?

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4. Will the Earth always spin at this speed? If not, how will it change?

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5. How many planets are between us and the Sun and can you name them?

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6. Why do we experience summer around one side of the Sun?

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7. Why is Earth also called 'The Blue Planet'?

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8. What 3 things make it possible for us to survive on Earth?

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9. Why do we need to add an extra day to our year every 4 years?

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10. Which fact or piece of information has amazed you the most and why?

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# Questions About Planet Earth

## Answers

1. What percentage of Oxygen is in the air we breathe?

**21%**

2. What is the highest thing on Earth?

**A mountain (the question asks 'what thing')**

3. How long does it take the Earth to spin once on its axis?

**24 hours/1 day**

4. Will the Earth always spin at this speed? If not, how will it change?

**No – it is slowing down**

5. How many planets are between us and the Sun and can you name them?

**2 (Mercury and Venus)**

6. Why do we experience summer around one side of the Sun?

**The Earth is tilted towards The Sun**

7. Why is Earth also called 'The Blue Planet'?

**Water makes up 2/3 of the surface so it looks blue from space.**

8. What 3 things make it possible for us to survive on Earth?

**Water, air (or oxygen), warmth**

9. Why do we need to add an extra day to our year every 4 years?

**Due to the fact we have an extra ¼ day every year we orbit the Sun**

10. Which fact or piece of information has amazed you the most and why?

**Open ended to discuss.**





**Join them up** - Write this week's spellings in purple in your sentences.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) with a red top line and a red bottom line. Each set is separated by a larger gap, providing space for writing.

## This week's spellings:

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_

## This week's spelling pattern is:

Large empty rectangular box for writing the spelling pattern.

## Learning your spellings

In the Learning @ Home resource pack, use the weekly booklet as we would in class and the 'Look Say Cover Write Check' sheet to help you to learn your spellings. Then test yourself using the spelling quiz on Purple Mash.

Week beginning 25<sup>th</sup> January:

Group 1: List 24 – Challenge words (your words have no rule this week!)

Group 2: List 15 - The long /a/ vowel sound spelled 'ey.'

**Computer Option:** Complete the spelling quiz for your spelling group on Purple Mash (set as 2Do)



Stage: 3	Spelling Rules: The long /a/ vowel sound spelled 'ey.'
List: 15	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
obey			
prey			
convey			
survey			
grey			
osprey			
disobey			
they			
surveyor			
conveyor			

Stage: 3

**Challenge Words**

List: 24

Name:



**Spelling Shed**

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
address			
arrive			
certain			
experience			
history			
mention			
occasionally			
probably			
reign			
sentence			

**The Tinderbox by Hans Christian Anderson**  
**Retold by Stephen Mitchell**

A soldier came marching along the high road: *Left, right! Left, right!* He had his knapsack on his back and a sword at his side because he had been to the war and now he was on his way home.

As he marched along, he met an old witch on the road. She was very ugly, and her lower lip hung down to her breast.

“Good evening, soldier,” she said. “What a fine sword you have, and what a big knapsack! You look just the way a soldier should. Now I’ll show you how to get as much money as you could ever want.”

“Thank you, old witch,” said the soldier.

“Do you see that big tree over there?” the witch said, pointing. “It’s completely hollow inside. If you climb to the top, you’ll see a hole, and you can crawl through the hole and lower yourself down to the bottom. I’ll tie a rope around your waist, and I’ll pull you up again when you tell me to.”

“But what am I supposed to do down there in the tree?” the soldier asked.

“Get money,” said the witch. “When you reach the bottom, you’ll find yourself in a large hall. It will be very bright, with hundreds of lamps burning. Then you’ll see three doors. The keys are in the locks, so you’ll be able to open them. When you enter the first room, you’ll see a large chest in the middle of the floor, and on it will be a dog with eyes as big as clocks. But don’t worry about him. I’ll give you my blue-checked apron. Spread it on the floor, then grab the dog, put him on my apron, open the chest and take as much money as you want. The coins are just copper.

“If you’d rather have silver coins, you’ll have to go into the second room, where you’ll find a dog with eyes as big as dinner plates. But don’t worry about him. Put him on my apron, and then take as much money as you want.

“But if you’d rather have gold, then you can have that too, as much as you can carry. Just go into the third room, where there’s another chest full of gold. But the dog on this chest has eyes as big as cartwheels. He is quite a dog, believe me! But don’t be scared. Put him on my apron, and he won’t hurt you. Take as much gold as you want.”

“That’s not a bad deal,” said the soldier. “But what am I supposed to give you? You’re not telling me all this for nothing.”

“No,” the witch said, “but I won’t ask you for a single penny. Just bring me the old tinderbox that my grandmother forgot the last time she went down there.”

“All right,” the soldier said. “Now tie the rope round my waist.”

“Here it is,” said the witch, “And here’s my blue-checked apron.”

The soldier climbed up the tree, went through the hole, then lowered himself down to the bottom, and found himself, just as the witch had said, in a large hall where hundreds of lamps were burning.

Then he opened the first door. Oh! There sat the dog with the eyes as big as clocks, staring at him.

"*You're* a fine fellow!" said the soldier. He grabbed the dog, put him on the witch's apron, took as many copper coins as he could stuff into his pockets, closed the chest, put the dog back on it, and walked into the next room.

Oh! There sat the dog with eyes as big as dinner plates.

"You'd better not stare at me that way," said the soldier, "or you'll strain your eyes." And he put the dog on the witch's apron. But when he saw the piles of silver coins in the chest, he threw away all the copper coins he'd taken, and he filled his pockets and his knapsack with silver.

Then he walked into the third room. What a hideous sight! The dog here really did have eyes as big as cartwheels, and they turned around and around in his head.

"Good evening," said the soldier, and he saluted because never in his life had he seen a *dog* like this one. But after he'd let the dog stare at him for a while, he said to himself, *Enough of that!* and he put him on the apron and opened the chest. Oh! Dear God, what a lot of gold there was inside! Enough to buy the whole city of Copenhagen and all the sweets in it, and all the tin soldiers and hoops and rocking horses in the whole world. So the soldier threw away all the silver coins he'd taken, and he replaced them with gold. He filled his pockets and his knapsack and his cap and his boots so full that he could hardly walk. Now he was really rich! He put the dog back on the chest, closed the door, and shouted up through the tree, "Pull me out now, old witch."

"Do you have the tinderbox?" asked the witch.

"Oh, I completely forgot it," the soldier said. So he went back and found it.

The witch pulled him out of the tree, and there he was again, standing on the road with his pockets, knapsack, cap and boots filled with gold.

"What are you going to do with the tinderbox?" asked the soldier.

"That's none of your business," the witch said. "You have your money. Give me the tinderbox or else..."

"Fiddle-dee-dee!" the soldier said, "Don't threaten me, or I'll draw my sword and cut off your head."

"I dare you!" cried the witch.

So he cut off her head. Her body fell to the ground, and her head fell beside it. Then he tied up all his money in her apron, slung it over his shoulder, put the tinderbox in his pocket, and walked straight to town.

It was splendid town, and he went to the best inn, and stayed in the best room and ordered his favourite dishes, because he was so rich now that he could afford anything he wanted.

The servant who had to clean his boots, said to himself that for such a rich gentleman, this was an awfully shabby pair of boots (the soldier hadn't had time to buy new ones). The next day, though, the soldier bought himself new boots and some elegant clothes. Now that he had become a fine gentleman, the people told him about all the sights of their town, and about their king and what a lovely princess his daughter was.

"Where can I see her?" asked the soldier.

"She can't be seen at all," they said. "she lives in a big copper castle, surrounded by walls and towers. No one but the king is allowed to see her because a fortune-teller once predicted that she'd marry a common soldier, and kings don't like to hear things like that."

“I really want to see her,” the soldier thought, but there was no way to do it.

His life was very pleasant now. He was always going to the theatre or riding in the park, and he gave lots of money to the poor, which was very kind of him (he remembered how hard it had been in the old days, when he was poor himself). He had beautiful clothes and many friends, who all said that he was an excellent fellow- a true gentleman – which the soldier loved to hear.

But since he spent a lot of money every day and didn't make any to replace it, the moment soon came when he had just two coins left. So he had to leave his beautiful rooms and live in a cramped little attic under the roof. He had to clean his own boots and mend them with a darning needle, and none of his friends ever came to see him (there were too many stairs to climb).

One dark evening, when he couldn't even afford to buy a candle, he suddenly remembered that there was a little piece of a candle in the tinderbox that the witch had asked him to bring from the old tree. He got out the tinderbox and the piece of candle, but the moment he struck a spark from the flint and steel, the door flew open and the dog with eyes as big as clocks stood before him, and said, “Master, what is your command?”

“My, my,” thought the soldier, “this is quite a tinderbox if it gets me whatever I want.”

“Bring me some money,” he said to the dog, and whooshhh! The dog was gone, and whooshhh! He was back again, carrying a large bag of copper coins in his mouth.

Now the soldier realised what a marvellous tinderbox it was. When he struck the flint twice, the dog who sat on the chest of silver coins appeared; three times, the dog who sat on the chest of gold coins; four times, all the dogs together.

The soldier lost no time in moving back to his beautiful rooms, and changing back into his fine clothes, and all his friends recognised him straight away and were as fond of him as before.

One day he said to himself, it's awfully strange that no one's allowed to see the princess. People say she's very beautiful, but what good is that if she always has to stay in the copper castle surrounded by all those towers? There must be some way I can see her. Wait a minute! Where's my tinderbox? Then he struck a light, and whooshhh! There stood the dog with eyes as big as clocks.

“I know it's the middle of the night,” said the soldier, “But I would really like to see the princess, if only for a moment.”

In a flash the dog was out of the door, and before the soldier had time to think, the dog returned with the princess. She was lying asleep on the dog's back, and she was so lovely, that anyone could see she was a real princess. The soldier couldn't help it – he leaned over and gave her a kiss (that's what soldiers are like).

Then the dog took the princess and ran back to the castle. But in the morning, at breakfast with the king and queen, the princess said that she'd a very strange dream, about a dog and a soldier. She had ridden on the dog's back, and the soldier had kissed her.

“What a peculiar story!” said the queen.

---

SO THE NEXT NIGHT, the king and queen had one of the old ladies-in-waiting sit up all night by the princess's bed, to find out if it had really been a dream or not.

The soldier longed to see the beautiful princess again, so that night the dog came, took her, and ran as fast as he could. But the old lady-in-waiting put on her boots and ran just as fast after them. When she saw them disappear into a big house, she thought, *Now I know where it is*, and with a piece of chalk she drew a large cross on the door. Then she went home to bed, and the dog came back with the princess. But when the dog saw that some had made a cross on the door where the soldier lived, he took another piece of chalk and made crosses on every door in the town. That was very clever of him, because now the old lady-in-waiting wouldn't be able to find the right door, since there were crosses on all of them.

Early the next morning, the king and queen, the old lady-in-waiting and all the court officials went out to see where the princess had been.

"Here it is," the king said when they came to the first door with a cross on it.

"No, my dear, this must be the one," said the queen, pointing to a second door with a cross.

"But here's another, and there's another!" they all kept saying, because whichever way they turned every door had a cross on it.

So they realised that it would be pointless to look any further.

But the queen was an extremely clever woman; she could do more than just ride in a carriage. She took her big gold scissors, cut a piece of silk into squares, and sewed them into a pretty little bag, which filled with the finest buckwheat flour. She fastened the bag to the princess's back and then punched a small hole in the bag so that the flour would be scattered along whatever path the princess took.

That night the dog came again, took the princess on his back, and ran off with her to the soldier, who loved her very much and wished he were a prince so that he could marry her.

The dog never noticed that the flour left a trail from the castle wall all the way to the soldier's house. So in the morning, the king and queen could easily see where their daughter had been, and they had the soldier arrested and put in prison.

There he sat. It was dark and dreary, and the jailer kept saying to him, "Tomorrow they're going to hang you." That wasn't very pleasant news, and besides, he had left the tinderbox at the inn.

In the morning, through the iron bars of his little window, he watched people hurrying out of the town to see him hanged. He heard the drums and saw the soldiers marching past. Everyone was going out to see the hanging. Among the crowd there was a shoemaker's boy in a leather apron and slippers, who galloped by so fast that one of his slippers flew off and hit the wall where the soldier sat looking through the iron bars.

"Hey! No need to be in such a hurry," the soldier said. "They can't start without me. Listen now: if you'll run over to my inn and bring me my tinderbox, I'll give you four pennies. But you'll have to be very quick about it." The shoemaker's boy was glad to earn four pennies, so he ran and got the tinderbox and gave it to the soldier. And now you'll hear what happened.

Outside the town, a high gallows had been built, and all around it stood the king's guards and thousands and thousands of people. The king and the queen sat on splendid thrones opposite the judges and all the councillors.

The soldier was already standing on the ladder, but as they were about to put the rope around his neck, he reminded them that a criminal is always entitled to one last request and that *his* request was to smoke a pipe, one last time.

The king couldn't refuse him, so the soldier took out a pipe and took out his tinderbox and struck the flint —once, twice, three, four times— and there stood all three dogs, the one with eyes like clocks, the one with eyes like dinner plates and the one with eyes like cartwheels.

“Save me from being hanged!” said the soldier. And the dogs leaped onto the judges and councillors. They grabbed some by their legs, and others by their noses, and tossed them up into the air so high that when they came down, their bones broke into many pieces and they all died.

“I will not be tossed!” cried the king, but the biggest dog grabbed him, as well as the queen, and tossed them into the air like the others. Then the king's guards became frightened, and the people cried out, “Dear soldier, you shall be our king and marry the beautiful princess.”

So they put the soldier in the king's carriage and they took him to the palace, and the three dogs jumped up and down and cried “Hooray!” and the little boys whistled through their fingers, and the soldiers presented arms. The princess came out of the copper castle and was made queen, which delighted her. The wedding feast lasted for a whole week, and the dogs sat at the table and stared with all their eyes.

# Divide 2-digits by 1-digit (1)

1 Rosie is working out  $93 \div 3$  using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Complete the division.

$$93 \div 3 = \boxed{31}$$

2 Use place value counters to complete the divisions.

a)  $66 \div 3 = \boxed{22}$

d)  $48 \div 4 = \boxed{12}$

b)  $86 \div 2 = \boxed{43}$

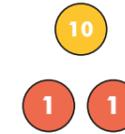
e)  $\boxed{13} = 39 \div 3$

c)  $50 \div 5 = \boxed{10}$

f)  $84 \div 4 = \boxed{21}$

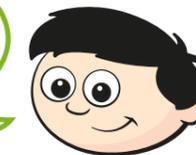
3 Dexter is working out  $56 \div 4$  using a place value chart.

T	O
10	1
10	1
10	1
10	1



a)

I can't do it because I have counters left over.



Do you agree with Dexter? No

Explain your answer.

He can exchange 1 ten for 10 ones.

b) Work out  $56 \div 4$  using place value counters.

$$56 \div 4 = \boxed{14}$$

4 Use place value counters to complete the divisions.

a)  $72 \div 3 = \boxed{24}$

d)  $48 \div 6 = \boxed{8}$

b)  $92 \div 4 = \boxed{23}$

e)  $\boxed{15} = 45 \div 3$

c)  $65 \div 5 = \boxed{13}$

f)  $64 \div 4 = \boxed{16}$

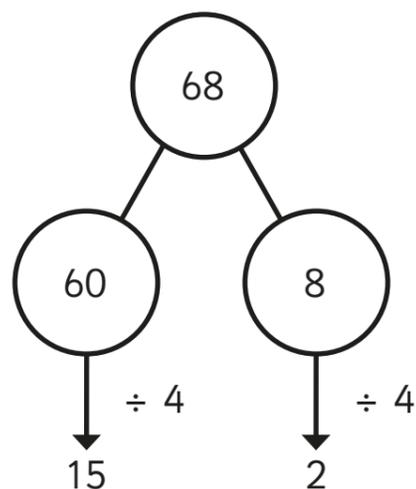
- 5 Teddy is working out  $57 \div 3$



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out  $68 \div 4$



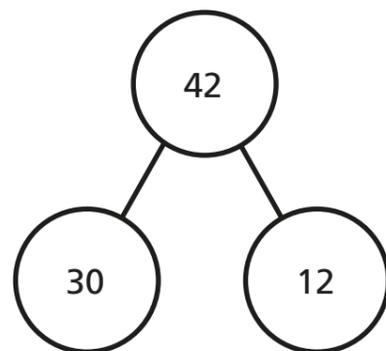
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

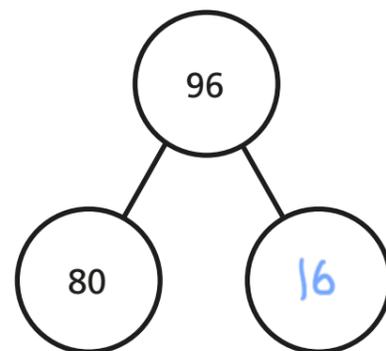


- 7 Use Amir's method to complete these calculations.

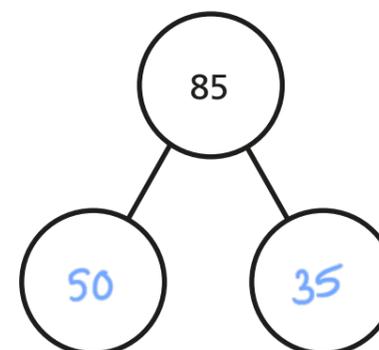
a)  $42 \div 3 =$  14



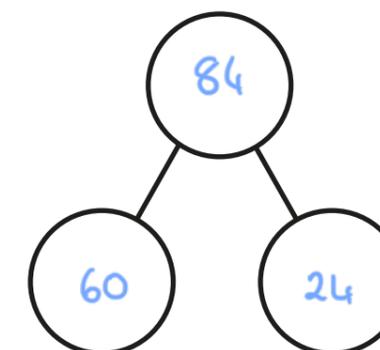
b)  $96 \div 4 =$  24



c)  $85 \div 5 =$  17



d)  $84 \div 6 =$  14



- 8 Kim has 92 beads.  
She wants to share them equally between 4 friends.  
How many beads will each friend get?

23

- 9 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

$96 \div 8$  =  $72 \div 6$

$95 \div 5$  <  $63 \div 3$

$51 \div 3$  >  $64 \div 4$

$98 \div 7$  <  $95 \div 5$



# Divide 2-digits by 1-digit (1)

1 Rosie is working out  $93 \div 3$  using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Complete the division.

$$93 \div 3 = \square$$

2 Use place value counters to complete the divisions.

a)  $66 \div 3 = \square$

d)  $48 \div 4 = \square$

b)  $86 \div 2 = \square$

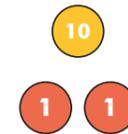
e)  $\square = 39 \div 3$

c)  $50 \div 5 = \square$

f)  $84 \div 4 = \square$

3 Dexter is working out  $56 \div 4$  using a place value chart.

T	O
10	1
10	1
10	1
10	1



a)

I can't do it because I have counters left over.



Do you agree with Dexter? \_\_\_\_\_

Explain your answer.

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b) Work out  $56 \div 4$  using place value counters.

$$56 \div 4 = \square$$

4 Use place value counters to complete the divisions.

a)  $72 \div 3 = \square$

d)  $48 \div 6 = \square$

b)  $92 \div 4 = \square$

e)  $\square = 45 \div 3$

c)  $65 \div 5 = \square$

f)  $64 \div 4 = \square$

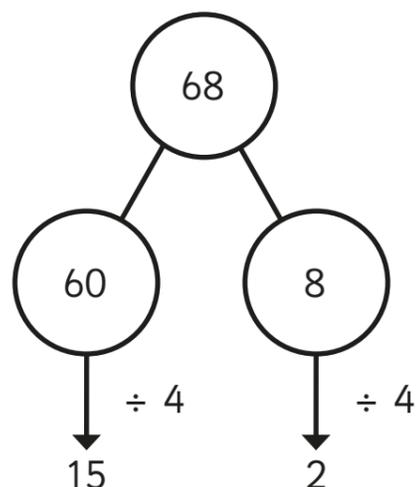
- 5 Teddy is working out  $57 \div 3$



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out  $68 \div 4$



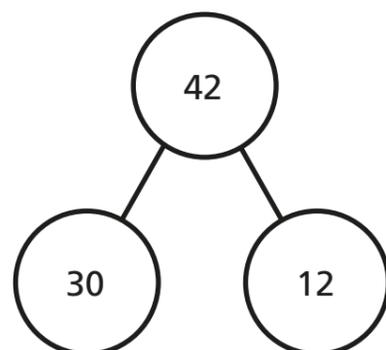
$68 \div 4 = 17$

Talk about Amir's method with a partner.

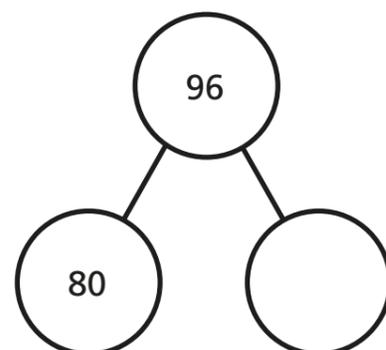


- 7 Use Amir's method to complete these calculations.

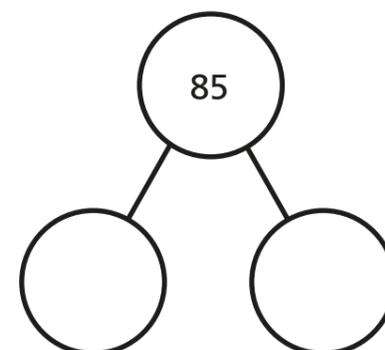
a)  $42 \div 3 = \square$



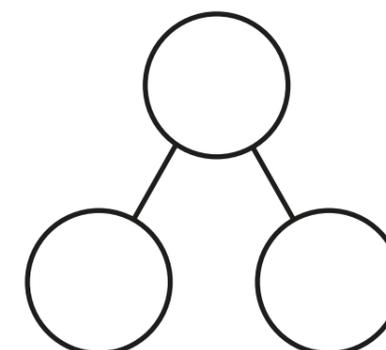
b)  $96 \div 4 = \square$



c)  $85 \div 5 = \square$



d)  $84 \div 6 = \square$



- 8 Kim has 92 beads.  
She wants to share them equally between 4 friends.  
How many beads will each friend get?

- 9 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

$96 \div 8$    $72 \div 6$

$95 \div 5$    $63 \div 3$

$51 \div 3$    $64 \div 4$

$98 \div 7$    $95 \div 5$



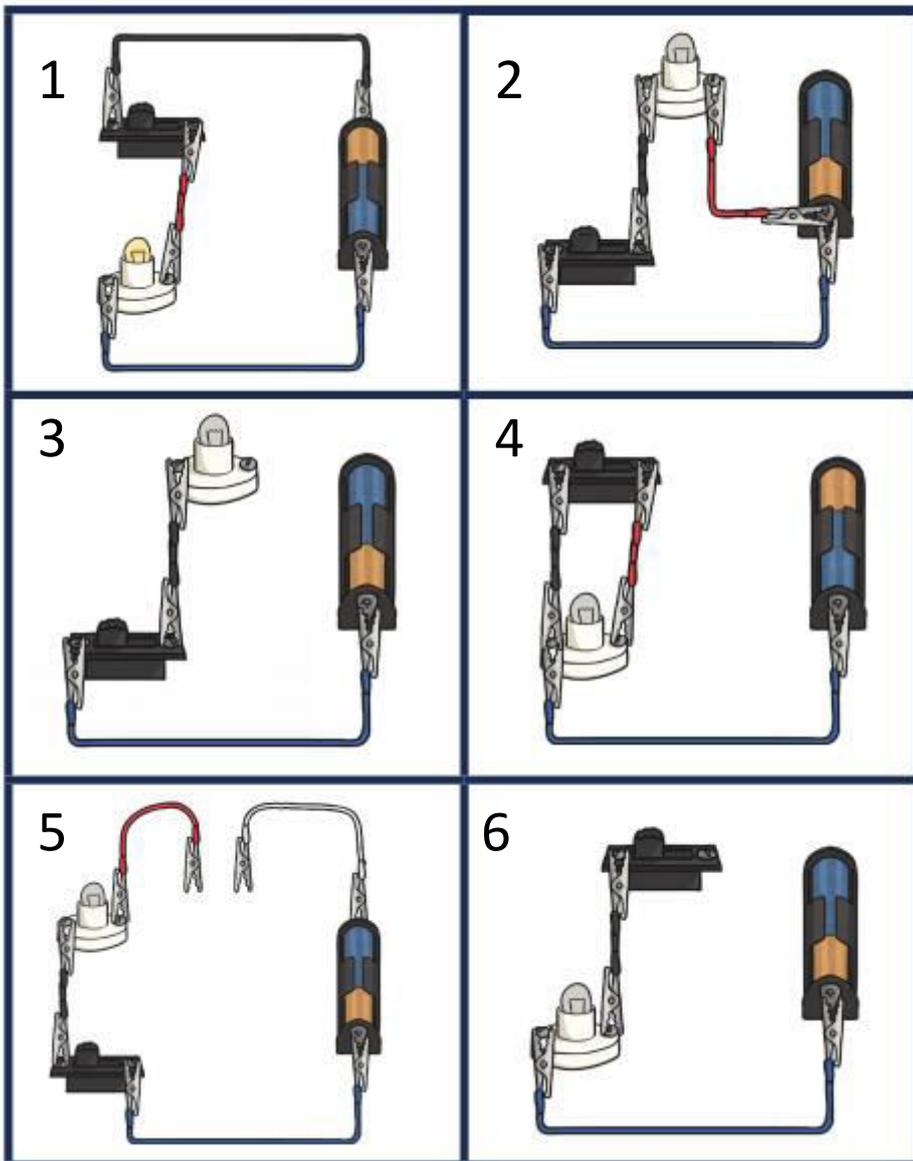
## Topic – Thursday

Watch the clips from BBC bitesize which explain how circuit works, including switches.

[How an electric circuit works - KS2 Science - BBC Bitesize](#)

[How can you change a circuit? - BBC Bitesize](#)

Look at the circuits and switches below. Which circuits would work and which won't? Explain your thinking.



**Computer Option:** You could choose to write these circuits on Purple Mash (see 2Do – Circuits- write about each of the circuits) or use Seesaw.

### Topic –Friday

Imagine visiting one of the Scandinavian countries to see the Northern Lights. Write an email to a friend (or use email template below) to tell them about your experience in that country – describe places you may have visited and your sighting of the Northern Lights. Make sure you explain your feelings.

**Computer Option:** You could choose to write your email on Purple Mash (see 2Do – Email on 2PublishPlus)

 **Purple Mash Mail**

To	friend@made-up.co.uk
From	
Subject	



# Multiply 3-digits by 1-digit

1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

a) What multiplication is Filip working out?

$$\boxed{124} \times \boxed{3}$$

b) What is the answer to Filip's multiplication?

$$\boxed{372}$$

2 Use place value counters to complete the multiplications.

a)  $3 \times 213 = \boxed{639}$

d)  $6 \times 106 = \boxed{636}$

b)  $4 \times 216 = \boxed{864}$

e)  $4 \times 209 = \boxed{836}$

c)  $5 \times 106 = \boxed{530}$

f)  $317 \times 3 = \boxed{951}$

3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

	H	T	O
	2	1	5
x			3
	6	4	5
		1	

4 Complete the multiplications.

a)

	H	T	O
	2	1	7
x			4
	8	6	8
		2	

c)

	H	T	O
	1	0	8
x			6
	6	4	8
		4	

b)

	H	T	O
	4	3	9
x			2
	8	7	8
		1	

d)  $163 \times 5$

	H	T	O
	1	6	3
x			5
	8	1	5
	3	1	

e)  $3 \times 240$

		H	T	O	
		2	4	0	
	x			3	
		7	2	0	
		1			

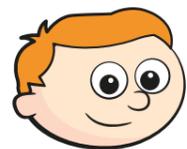
f)  $7 \times 131$

		H	T	O	
		1	3	1	
	x			7	
		9	1	7	
		2			

- 5 A lorry driver travels 156 km per day.  
How many kilometres will the lorry driver have travelled after 3 days?

468km

- 6 Ron and Teddy are working out  $5 \times 245$



Ron

I know the answer will be greater than 1,000 because I know  $5 \times 200$  is 1,000

I know the answer should end in 5 because I know  $5 \times 5$  is 25



Teddy

- a) Who is correct? Circle your answer.

Ron

Teddy

both

neither

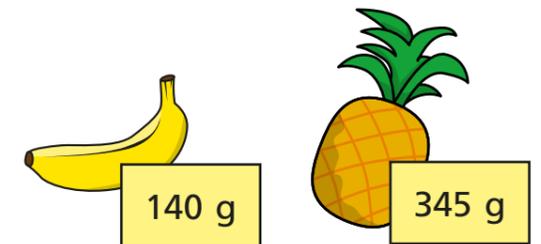
- b) Use a written method to work out  $5 \times 245$

1,225

- 7 There are 7 year groups in a school.  
There are 112 children in each year group.  
How many children are there in the whole school?

784

- 8 A banana weighs 140 g  
A pineapple weighs 345 g



- Bag A contains 8 bananas and bag B contains 3 pineapples.  
Which bag weighs more and by how much?  
Show your working.

Bag A weighs 85 g more than bag B.

# Multiply 3-digits by 1-digit

1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

a) What multiplication is Filip working out?

$$\square \times \square$$

b) What is the answer to Filip's multiplication?

2 Use place value counters to complete the multiplications.

a)  $3 \times 213 =$

d)  $6 \times 106 =$

b)  $4 \times 216 =$

e)  $4 \times 209 =$

c)  $5 \times 106 =$

f)  $317 \times 3 =$



3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

		H	T	O	
		2	1	5	
	x			3	
		_____			
		_____			

4 Complete the multiplications.

a)

		H	T	O	
		2	1	7	
	x			4	
		_____			
		_____			

c)

		H	T	O	
		1	0	8	
	x			6	
		_____			
		_____			

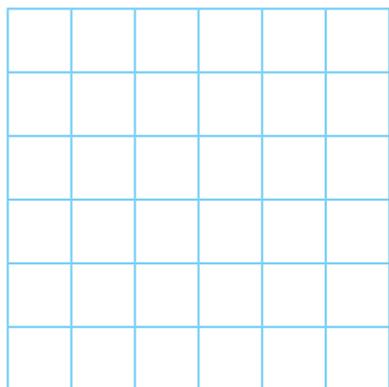
b)

		H	T	O	
		4	3	9	
	x			2	
		_____			
		_____			

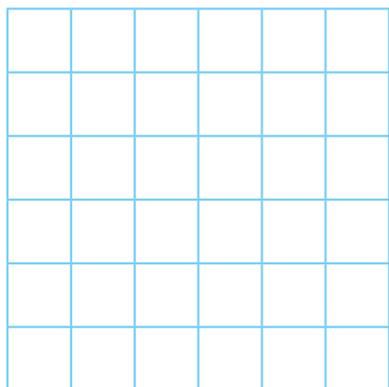
d)  $163 \times 5$




e)  $3 \times 240$

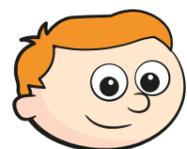


f)  $7 \times 131$



- 5 A lorry driver travels 156 km per day.  
How many kilometres will the lorry driver have travelled after 3 days?

- 6 Ron and Teddy are working out  $5 \times 245$



Ron

I know the answer will be greater than 1,000 because I know  $5 \times 200$  is 1,000

I know the answer should end in 5 because I know  $5 \times 5$  is 25



Teddy

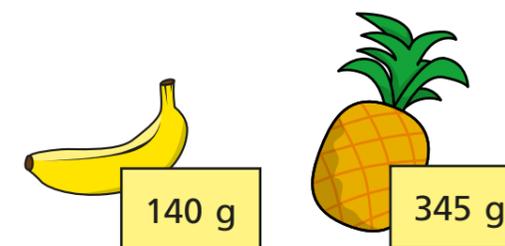
- a) Who is correct? Circle your answer.

Ron      Teddy      both      neither

- b) Use a written method to work out  $5 \times 245$

- 7 There are 7 year groups in a school.  
There are 112 children in each year group.  
How many children are there in the whole school?

- 8 A banana weighs 140 g  
A pineapple weighs 345 g



- Bag A contains 8 bananas and bag B contains 3 pineapples.  
Which bag weighs more and by how much?  
Show your working.

Bag \_\_\_\_\_ weighs  g more than bag \_\_\_\_\_.

# Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones
	• • • •
	• • • •
	• • • •
	• • • •

c) How many pencils are in each pot?

14

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1

b) How much money does each person get?

£14

3 Divide 72 by 3



Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

Use the place value counters to help you.

$72 \div 3 = 24$





4 Use base 10 or counters to work out the divisions.

a)  $45 \div 3 = 15$

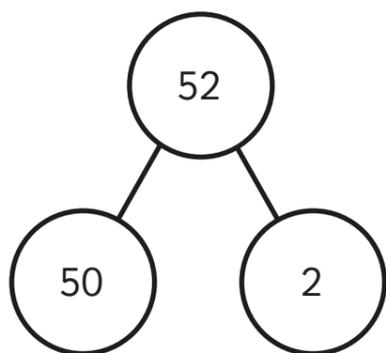
b)  $57 \div 3 = 19$

c)  $92 \div 4 = 23$

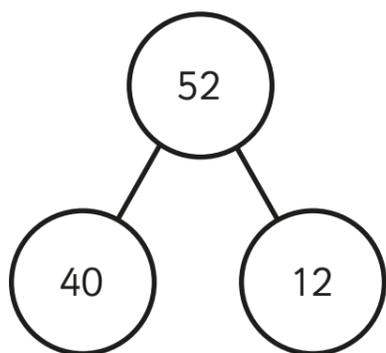
5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

Tommy

How do you know?

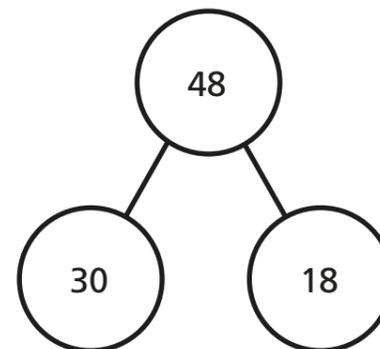
40 and 12 are both divisible by  
4

b) Use a part-whole model to work out  $52 \div 4$

$13$

6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 = 16$

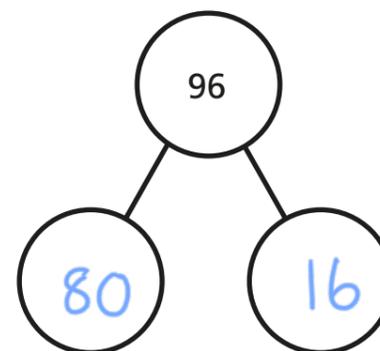


$30 \div 3 = 10$

$18 \div 3 = 6$

$48 \div 3 = 16$

b)  $96 \div 4 = 24$



c)  $65 \div 5 = 13$

d)  $75 \div 3 = 25$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = 12$

$96 \div 4 = 24$

$96 \div 2 = 48$

c) What do you notice? Talk about it with a partner.

# Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?

2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$72 \div 3 =$



4 Use base 10 or counters to work out the divisions.

a)  $45 \div 3 = \square$

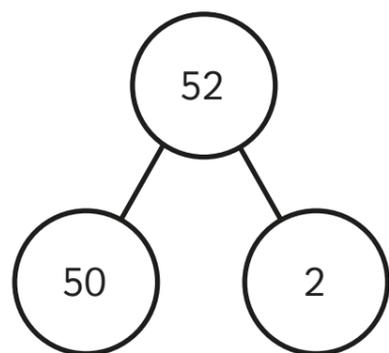
b)  $57 \div 3 = \square$

c)  $92 \div 4 = \square$

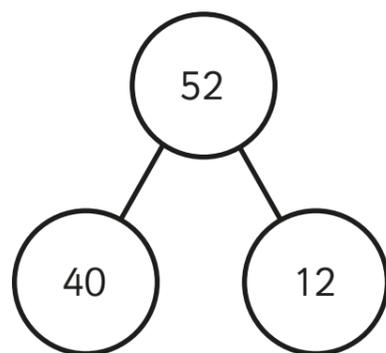
5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

\_\_\_\_\_

How do you know?

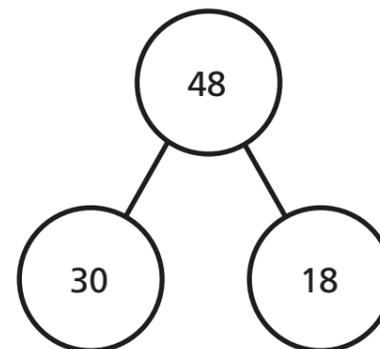
\_\_\_\_\_

\_\_\_\_\_

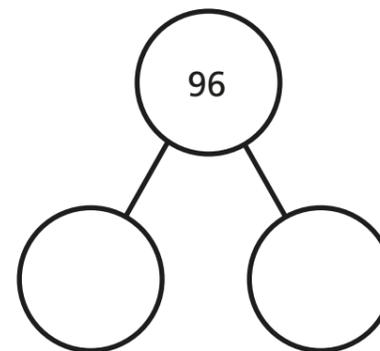
b) Use a part-whole model to work out  $52 \div 4$

6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 = \square$



b)  $96 \div 4 = \square$



$30 \div 3 = \square$

$18 \div 3 = \square$

$48 \div 3 = \square$

c)  $65 \div 5 = \square$

d)  $75 \div 3 = \square$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = \square$

$96 \div 4 = \square$

$96 \div 2 = \square$

c) What do you notice? Talk about it with a partner.