

**MONDAY 18<sup>TH</sup> MAY**

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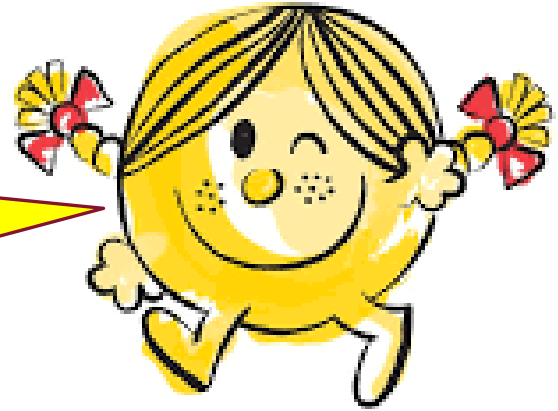
**BEECH CLASS**

# GOOD MORNING EVERYONE. TODAY'S SUBJECTS ARE AS FOLLOWS...

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1. Maths
2. English
3. Comprehension
4. Spelling test
5. PE
6. ICT

Remember; if you cannot access any of today's activities, you can always choose a task from the teacher's suggestions.



*A smile is the  
curve that sets  
everything straight*

# LO: MULTIPLY BY A 1 DIGIT NUMBER USING A FORMAL WRITTEN LAYOUT

- 1) Complete the warm up on the next slide
- 2) Read through the following 3 slides to refresh your memory about the method we use in school.



# QUICK WARM UP:

When we multiply, it does not matter which order we place digits – so  $2 \times 6 = 12$  and  $6 \times 2 = 12$  also. They both reach the same PRODUCT. This is the law of commutativity.

Can you make factor families, like the example, for the following groups of numbers: There should be 4 number sentences for each set - check with someone in your family

- 1) 5, 6, 30
- 2) 4, 7, 28
- 3) 3, 8, 24
- 4) 8, 2, 16
- 5) 9, 4, 36

Example...

<b>2, 3, 6</b>
<b>2</b> x <b>3</b> = <b>6</b>
<b>3</b> x <b>2</b> = <b>6</b>
<b>6</b> ÷ <b>2</b> = <b>3</b>
<b>6</b> ÷ <b>3</b> = <b>2</b>

# Short Multiplication

We are going to learn how to multiply using a faster method.



# Short Multiplication

H	T	O
	5	1
×		9
4	5	9

First set your calculation out correctly with one number in each square. Use a ruler to draw your lines.

Calculate the ones digit.  
Multiply 1 by 9.  
 $1 \times 9 = 9$  ones.  
Write this in the ones column.

Now calculate the tens digit.  
Multiply 5 tens by 9.  
 $5 \times 9 = 45$  tens = 450.  
Write the tens digit in the tens column.

Write the hundreds digit in the hundreds column.

# Regrouping (carrying over)

H	T	O
	4	6
×		8
<hr/>		
3	6	8
<hr/>		
	4	

First set your calculation out correctly with one number in each square. Use a ruler to draw your lines.

We need to regroup the 40 ones into 4 tens. These go into the tens column. Write 4 under the line.

Now calculate the tens digit.  
 $4 \text{ tens} \times 8 = 32 \text{ tens} = 320$ .  
We need to add on the 4 tens that we wrote under the line. This makes 36 tens.  
Write 6 in the tens column.

This leaves us with 30 tens, or 3 hundreds.  
Write 3 in the hundreds column.



1.				2.			3.			
		3	2			4	2		7	1
	x		4		x		3		x	5
	1	2	8							
4.				5.			6.			
		6	0			7	2		8	3
	x		6		x		4		x	3
7.				8.						
		9	2			8	0			
	x		4		x		9			

If you can, you may print the slide out, but knowing how to correctly set out a calculation like this is important.





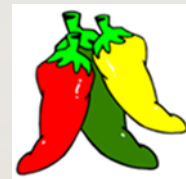
1.			2.			3.			
	8	6		4	4		7	2	
×		6	×		3	×		9	
5	1	6							
	3								
4.			5.			6.			
	6	9		7	8		8	3	
×		6	×		4	×		8	
7.			8.			9.			
	9	4		8	2		9	9	
×		4	×		9	×		3	

10.			11.			12.			
	4	8		6	7		7	9	
×		6	×		4	×		3	



1.			2.			3.			
	8	6		4	4		7	2	
×		6	×		8	×		9	
5	1	6							
	3								
4.			5.			6.			
	6	9		7	8		8	3	
×		6	×		7	×		9	
7.			8.			9.			
	9	4		8	2		9	9	
×		8	×		6	×		4	

10.				11.			12.		
	4	8			6	7		7	9
×		9		×		8	×		7





1.  $32 \times 4 = 128$
2.  $42 \times 3 = 126$
3.  $71 \times 5 = 355$
4.  $60 \times 6 = 360$
5.  $72 \times 4 = 288$
6.  $83 \times 3 = 249$
7.  $92 \times 4 = 368$
8.  $80 \times 9 = 720$



1.  $86 \times 6 = 516$
2.  $44 \times 3 = 132$
3.  $72 \times 9 = 648$
4.  $69 \times 6 = 414$
5.  $78 \times 4 = 312$
6.  $83 \times 8 = 664$
7.  $94 \times 4 = 376$
8.  $82 \times 9 = 738$
9.  $99 \times 3 = 297$
10.  $48 \times 6 = 288$
11.  $67 \times 4 = 268$
12.  $79 \times 3 = 237$



1.  $86 \times 6 = 516$
2.  $44 \times 8 = 352$
3.  $72 \times 9 = 648$
4.  $69 \times 6 = 414$
5.  $78 \times 7 = 546$
6.  $83 \times 9 = 747$
7.  $94 \times 8 = 752$
8.  $82 \times 6 = 492$
9.  $99 \times 4 = 396$
10.  $48 \times 9 = 432$
11.  $67 \times 8 = 536$
12.  $79 \times 7 = 553$

# LO: TO IDENTIFY SIMILES

- Everyone...

- Watch the two videos to help you understand similes and metaphors

Complete activities 1, 2, 3 and 4 ONLY

- <https://www.bbc.co.uk/bitesize/articles/zk68wty>



- Extension for Year 5

- Watch the two videos to help you further understand similes and metaphors

- Complete the quiz

- <https://www.bbc.co.uk/bitesize/articles/zkygrj6>



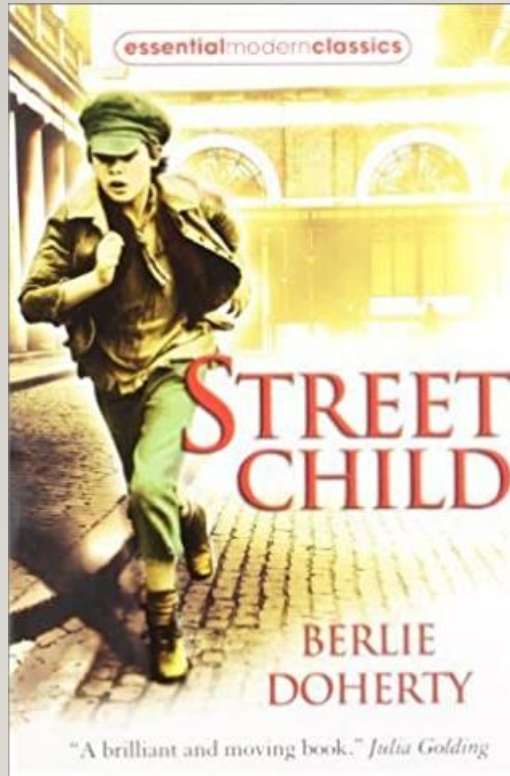
**EXTENSION: CAN YOU WRITE 3 SIMILES TO DESCRIBE THIS IMAGE.**

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# READING COMPREHENSION

LO: N/A



Read from pages 59 - 63

Monday: Ask a grown up or older brother / sister to test you on last weeks spellings. You can do this in your writing book - use the LO: spelling test



If you have made any mistakes, copy the correct spelling out neatly 10x in your writing book (or use one of the other spelling practise strategies we use in school) - then at the end of today's work, ask to be tested again 😊

# PE WITH JOE WICKS

Click on the link below  
and choose today's date  
(or another if you  
prefer!)



[https://www.youtube.com/watch?v=Z42mwuX\\_Xj8](https://www.youtube.com/watch?v=Z42mwuX_Xj8)



ICT: DO A GOOGLE SEARCH FOR 'HOUR OF CODE'  
JUST LIKE THE 'MINECRAFT' CODING WE DID IN SCHOOL, WORK  
YOUR WAY THROUGH THE DANCE PARTY CODING ACTIVITIES



## Dance Party

Code.org

Grades 2+ | Blocks

Code a Dance Party to share with your friends. Featuring Katy Perry, Shawn Mendes, Lil Nas X, Panic! At The Disco, Jonas Brothers, and many more!

Start

As this was so popular, I've put it in again – can you improve on what you did last week?





# Bournebrook

Church of England Primary School

# ChildLine

0800 1111



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If nobody is listening to your worries or there is nobody to talk to, you can call **Childline** on **08001111** - adults at Childline are used to talking to children with worries and can help you.



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.