

# Wednesday 18th March

## Maths Booster

Each card on the left matches one on the right.

Draw lines to match the cards which are **equal** in value.

One has been done for you.



$3 \times 6$

$2 \times 25$

$10 \times 5$

$9 \times 2$

$5 \times 8$

$50 \times 2$

$9 \times 10$

$3 \times 30$

$5 \times 20$

$10 \times 4$

$$a_0 = 1 [a_0]$$

# 10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

# Wednesday 18th March

## TBAT: retrieve information from the text.

Words we will find in the text -

**Ominous** - giving the worrying impression that something bad is going to happen.

**Kindertransport** - an organised rescue effort of children from Nazi-controlled territory.

**Mulling it over** - to think about something deeply, carefully, and thoroughly.



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TBAT: retrieve information from the text.

Read Chapter 13.

1. Where did Ephraim disappear to?
2. Why was it strange that Ephraim had not laid the breakfast table?
3. Identify three things Olive and Cliff found in Ephraim's cupboards.

# Times Tables

The number **20** goes in **two** of the squares of this multiplication grid.

Tick (✓) the two squares where 20 goes.



×	1	2	3	4	5
1					
2					
3					
4					
5					

18.03.26

[Daily 10 - Mental Maths](#)  
[Challenge - Topmarks](#)

TBAT: use long division.

3 in 3

1.  $3442 \times 14 =$

2.  $\frac{5}{6} + \frac{3}{12} =$

3. Rewrite the fractions in **ascending** order.

$\frac{3}{10}$	$\frac{2}{100}$	$\frac{4}{5}$	$\frac{7}{20}$
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**Challenge** - Explain why a number which ends in '5' cannot be a multiple of 8.

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TBAT: use long division.

**Explain what a factor is.**

**Explain what a multiple is.**

**Challenge – What is the highest common factor of 24 and 36?**

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TBAT: use long division.

**Model** -  $326 \div 18 =$

**Partner work** -  $539 \div 22 =$

**Independent** -  $2575 \div 15 =$

**Challenge** – A class is raising money for the school by selling lemonade for 32p a cup. How many cups could the headteacher buy for the staffroom with £9? How much money will be left over?

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TBAT: use long division.

Find the multiples and answer to complete the long division calculation.

<b>1</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>4</b>	
	<b>-</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>(x )</b>
		<b><del>1</del>2</b>	<b><sup>1</sup>2</b>	<b>4</b>	
	<b>-</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>(x )</b>
		<b>0</b>	<b>8</b>	<b>4</b>	
			<b>8</b>	<b>4</b>	<b>(x )</b>
				<b>0</b>	

**Key facts**

**2 x 14 = 28**

**5 x 14 = 70**

**10 x 14 = 140**

**20 x 14 = 280**

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TBAT: use long division.

Partner discussion -  
True or false?

		<b>1</b>	<b>0</b>	<b>6</b>	
<b>1</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>8</b>	
	<b>-</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>(x10)</b>
		<b>1</b>	<b>0</b>	<b>8</b>	
	<b>-</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>(x6)</b>
				<b>0</b>	

<b><u>Key facts</u></b>					
<b>2</b>	<b>x</b>	<b>1</b>	<b>8</b>	<b>=</b>	<b>3 6</b>
<b>5</b>	<b>x</b>	<b>1</b>	<b>8</b>	<b>=</b>	<b>9 0</b>
<b>1 0</b>	<b>x</b>	<b>1</b>	<b>8</b>	<b>=</b>	<b>1 8 0</b>
<b>2 0</b>	<b>x</b>	<b>1</b>	<b>8</b>	<b>=</b>	<b>3 6 0</b>

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TBAT: use long division.

Partner discussion -

Two children have been asked to solve  $2422 \div 14$ .

Jia



I don't think that there will be a remainder because 2422 will be a multiple of 14 as it is divisible by 2 and 7.

I think that this will leave a remainder because 2422 is not a multiple of 4 or a multiple of 10.

Bartek



Who is correct? Prove it.

# 18.03.26

## TBAT: use long division.

1.  $623 \div 19 =$

2.  $856 \div 23 =$

3.  $2568 \div 16 =$

4.  $4365 \div 25 =$

### RP -

### True or false?

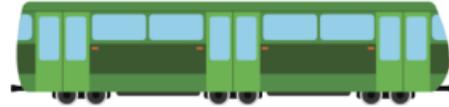
			2	4		
1	4	3	6	4		
	-	1	4	0	(x 10)	
		<u>1</u> 2	<u>1</u> 2	4		
	-	1	4	0	(x 10)	
		0	8	4		
			8	4	(x 4)	
			0			

				7		
1	6	4	3	2		
	-	3	0	0	(x 0)	
		<u>1</u>	1	2		
	-	0	0	0	(x 5)	
			3	2		
		-	3	2	(x 0)	
			0			

### Challenge -

Each day, 990 train carriages travel on a train track. Each train has 15 carriages. Using long division, work out many trains there are altogether. If the trains had 18 carriages each, how many trains would there be now?

Key facts	
$2 \times 15 =$	30
$5 \times 15 =$	75
$10 \times 15 =$	150
$20 \times 15 =$	300



### Mastery Challenge -

8a. Work out which numbers or digits have been covered by the splats.

### Mastery Challenge with Greater Depth -

Investigate which numbers could match each statement. Find all possible answers.

Amrit



This 3-digit number is less than 300. If I divide it by 15, my remainder is 3.

This number is between 200 and 300. If I divide it by 19, the remainder is 2.

Elias



Abi



I have a 3-digit even number that is less than 350. When I divide it by 32, the remainder is 4.

# Wednesday 18th March

## TBAT: explore the features of a persuasive letter.

### 3 in 3

Insert a **comma** and a **dash** in the correct places in the sentence below.

Before we leave school our class wants to start a vegetable garden the first in our school's history.

Circle the **relative pronoun** in the sentence below.

The mountain, which could be seen in the distance, had snow on top of it.

What is the **subject** of the sentence below?

On Tuesday, Mary plans to meet Aidan in Liverpool.

Tick **one**.

Tuesday

Mary

Aidan

Liverpool

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TBAT: explore the features of a persuasive letter.

**What is a persuasive letter?**

**What does it mean to persuade someone?**

**Can you think of any examples where you might need to write a persuasive letter?**

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TBAT: explore the features of a persuasive letter.

Features of a persuasive letter:

- Formal address and sign off
- Formal conjunctions
- Ordering conjunctions
- Exaggeration
- Evidence to back up your point of view
- Relative clause
- Flattery
- Presumption

**How many formal conjunctions can you think of?**

<b>and</b>	<b>but</b>
In addition,	Although,

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TBAT: explore the features of a persuasive letter.

The Lighthouse  
Budmouth Point  
Devon  
D45 7WT

19th March 1941

Dear Ministry of Defence,

I am writing to express my serious concerns about the proposed demolition of Budmouth Point Lighthouse. My name is Olive Bradshaw, and although I am a temporary resident - having been evacuated here from London - I already care deeply about the safety and history of this village. When I heard that you plan to destroy the lighthouse, I felt compelled to contact you because I believe this would be a damaging and unnecessary decision.

Firstly, the lighthouse is not just a tall building standing by the sea; it is a treasured home and an important part of local heritage. I currently live with a long-standing member of the community whose family has cared for the lighthouse for generations. If you destroy it, you will not only remove a historic structure, but you will also take away a home that has been loved for hundreds of years. At a time of war and uncertainty, surely protecting people's homes should be a priority?

Furthermore, the coastline around Budmouth Point is extremely dangerous. Already this year, seven boats have been wrecked—even with the support of the lighthouse. Without its guiding light, the number of accidents could rise dramatically, placing even more lives at risk. I am certain you will agree that preventing unnecessary deaths must be more important than removing a building that continues to save lives every day.

**Challenge – Write an introductory paragraph using two of the features you found.**

Feature

Example in text

Purpose of feature

# Wednesday 18th March

## Maths Intervention PM - conversion

- 1) 300 seconds =  minutes
- 2) 420 minutes =  hours
- 3) 120 hours =  days
- 4) 40 hours =  days  hours
- 5) 400 seconds  minutes  seconds
- 6) 450 minutes =  hours  minutes
- 7) 155 hours =  days  hours
- 8) 368 hours =  days  hours

2 Write these times in order, starting with the shortest.

34 days	15 weeks		
	3 months	96 hours	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Shortest

# Wednesday 18th March

## Maths Intervention **PM** - conversion

The **table** below shows the opening times of the park

Park timings	
Monday	7am to 2pm 4pm to 7pm
Tuesday	7am to 2pm 4pm to 7pm
Wednesday	7am to 2pm 4pm to 7pm
Thursday	7am to 9pm
Friday	7am to 9pm
Saturday	6am to 10pm
Sunday	6am to 10pm

How many **hours** is the park open on **Wednesday**?

hours

1 mark

On which days is the park open for **longest hours**?

1 mark

Write the **missing** numbers.

$$144 \text{ months} = \boxed{\phantom{000}} \text{ years}$$

$$96 \text{ hours} = \boxed{\phantom{000}} \text{ days}$$

$$56 \text{ days} = \boxed{\phantom{000}} \text{ weeks}$$

Alice's watch shows seventeen minutes past seven.

The watch is twenty-three minutes fast.

What is the **correct time**?

Sachi hires a car for 80 minutes.

She takes the car at 3:40pm.

By what **time**, she must return the Car?

# Wednesday 18th March

## Maths Intervention PM

Here are five pairs of measurements.

For every pair, circle the **largest** measurement.

The second one has been done for you.

20 kilometers

20 miles

10 centimeters

5 inches

4 liters

4 pints

7 grams

7 pounds

6 meters

6 kilometers

Jim has listed the following ingredients to make a pastry.

Once the pastry is made using the given ingredients, it weighs 20% less than combined weight of the given raw ingredients.

Calculate the **weight** of the pastry?

250g Dried fruit

1.5 kg Flour

950 g Sugar

Milk weighing 1.25 kg

50 g Baking powder

A plastic container has a capacity of 0.45 litres

The plastic container will be filled using an ice-cube jug whose capacity is 22.5 millilitres.

How many **jugs** of water are required to fill the plastic container?

Put the following values in numerical order.

**smallest** number should be first.

0.98mm    98m    98cm

# Wednesday 18th March

## Maths Intervention PM

Alice buys five packets of candy



She pays with a £5 coin

This is her change.



What is the cost of **one** packet of candy?

£5.40

£0.65

72p

£10

£2.88

Write these amounts of money in **order of size**, starting with the **smallest** amount.

Write these prices in **order**, starting with the smallest.

54p   £4.50   £0.45   £5.40   £4.05

smallest

Maria bakes cookies and sells them in packets. She uses this formula to work out how much to charge for one bag of cakes.

**Cost = number of cookies x 20p + 35p for the packet**

How much will a packet of 15 cookies cost?

Sharon buys a packet of cookies for £8.75

Use the formula to calculate how many cookies are in the packet.

# Wednesday 18th March GPS Intervention **PM**

CGP Books

10minute test

Book 2

