Good Shepherd Catholic Primary & Nursery School
Dunley Drive, New Addington CR0 0RG
Tel: 01689 841771
Fax: 01689 843341
Email: office@goodshepherd.croydon.sch.uk
www.goodshepherdprimaryschool.co.uk

Head Teacher: Mrs Fernandes
Deputy Head Teacher: Miss Milmoe
Assistant Head Teacher: Ms Townsley

2nd March 2018

Dear Children

I hope you are keeping warm and safe during the cold, icy weather and I hope it will not be too long before we are back at school enjoying learning.

Owing to the fact that school is closed I thought it best to write to you with information about homework tasks so you can continue with your learning at home. So please read the lists of tasks carefully and do your best to complete them to a high standard.

The homework set on Monday, 26th February to do with 'Safety week' will now be due in on Wednesday to give you some extra time. The new homework is also due in by Wednesday

NURSERY & RECEPTION

- Read every day with an adult and keep going over your phonics, number bonds to 10 and handwriting
- Create a poster on 'how to keep safe in the snow'

KS1 & KS2

- **READING** - Read daily and write a brief summary of what you have read in your reading record book.

- **WRITING – Title:** ' EMMA A BEAST FROM THE EAST'
  Use the above title and choose from any one of the following genres: Story (narrative) , poem, newspaper report or an explanation.

  Make sure you apply excellent writing skills to make your work interesting. Remember to use clear punctuation, exciting vocabulary and organise your writing into clear paragraphs that link. Please write your name and year group clearly on your work. You may email your work to the school office if you wish.

- **MATHS**
  Keep learning your times tables for a test next week

  Challenge question – See the attached sheets for your year group – Choose one or more task to complete

  If you are in Year 6 you need to continue with the work Miss Milmoe set for you earlier on in the week and keep revising your Maths and English skills.

  I look forward to seeing you next week and remember to keep warm safe.

  Yours sincerely

  Mrs Fernandes

KS1 TAKS

Mastery

Write the numbers in order of size.

15	16	5	71	50

What is one more than…?

What is one less than…?

Complete:

19		21	22		

Write 25 in the correct place on the number grid.

8	9	10	11	12	13
14	15	16	17		

Write the numbers missing from these sequences.

11		13	14	15
		33		
		43		

Mastery with Greater Depth

2	3	4	5	6

Use two of the digit cards to make a number greater than 50.
Use two of the digit cards to make a number less than 30.
Use two of the digit cards to make an odd/even number.
Use two of the digit cards to make a number between 47 and 59.
What is the smallest 2-digit number you can make?
What is the largest 2-digit number you can make?
Explain your reasoning.

Which number could be the odd one out? Why?

40	71	65

Pupils suggest their own reasoned ideas, for example 71 might be the odd one out because it's not a multiple of 5.

Sam says 40 is the odd one out. What reasons did she give?

Pupils suggest their own reasoned ideas, for example 40 might be the odd one out because it's not an odd number.

What's the same? What's different?

45	54

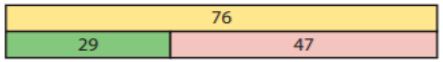
If Sam places these 5 numbers in order, starting with the smallest number, which number will be in fourth position?

46	64	24	42	50

smallest largest

Mastery

Pupils use a bar model to explore addition and subtraction facts and the relationship between them.



Using the bar model complete the four number sentences.

□ + □ = □

□ + □ = □

□ − □ = □

□ − □ = □

Mastery with Greater Depth

Fill in the missing numbers. What do you notice?

27	
15	?

12	15
?	

37	
15	?

23	14
?	

13	14
?	

57	
15	?

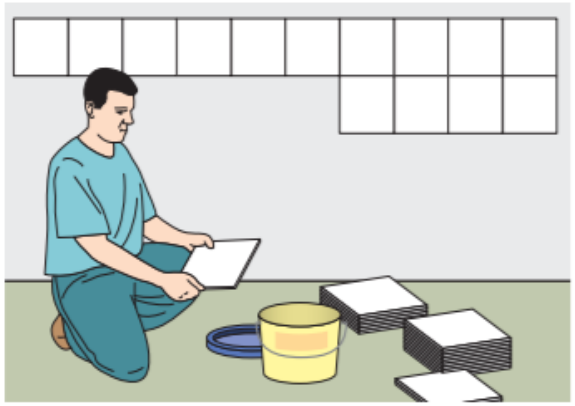
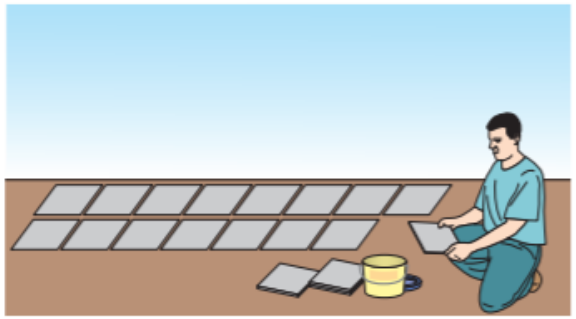
Dan needs 80 g of sugar for his recipe. There are 45 g left in the bag. How much more does he need to get?

The temperature was 26 degrees in the morning and 11 degrees colder in the evening. What was the temperature in the evening?

A tub contains 24 coins. Saj takes 5 coins. Joss takes 10 coins. How many coins are left in the tub?

Together Jack and Sam have £12.
Jack has £2 more than Sam.
How much money does Sam have?
A bar model can be very helpful in solving these types of problems.

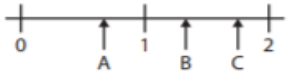
£12 − £2 = £10
£10 ÷ 2 = £5
Sam has £5

Mastery	Mastery with Greater Depth
What is 3×4? What is 13×4? *Asking 'How did you get that?' can help you decide whether children are working efficiently with questions like 13×4 by, for example, calculating 10×4 and adding 3×4, and that 3×4 is not obtained by counting in 1s.*	Make up a problem for 13×4 and solve it. Write a story for $18 \div 3$.
 Roger is laying tiles. He has 84 tiles altogether. How many complete rows of tiles can he make?	 Roger has 96 patio slabs. Using all of the slabs find three different ways that he can arrange the slabs to form a rectangular patio.
Complete the following: $3 \times \square = 12$ $4 \times \square = 20$ $\square \times 3 = 15$ $8 \times \square = 24$	$\square\square \times \square = ?$ Putting the digits 1, 2 and 3 in the empty boxes, how many different calculations can you make? Which one gives the largest answer? Which one gives the smallest answer?
Use a column method to calculate the following: 123×3 324×4 234×8	Find the missing digits. $2\square \times 8 = 176$ $2\square \times \square = 112$ $1\square 4 \times \square = 736$

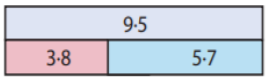
Y3 & Y4

Mastery	Mastery with Greater Depth
Three children calculated 7×6 in different ways. Identify each strategy and complete the calculations. **Annie** $7 \times 6 = 7 \times 5 + \square$ $= \square$ **Bertie** $7 \times 6 = 7 \times 7 - \square$ $= \square$ **Cara used the commutative law** $7 \times 6 = \square \times \square$ $= \square$ Now find the answer to 6×9 in three different ways.	Multiply a number by itself and then make one factor one more and the other one less. What happens to the product? E.g. $4 \times 4 = 16$ $\quad 6 \times 6 = 36$ $5 \times 3 = 15$ $\quad 7 \times 5 = 35$ What do you notice? Will this always happen?
Tom ate 9 grapes at the picnic. Sam ate 3 times as many grapes as Tom. How many grapes did they eat altogether? *The bar model is a useful scaffold to develop fluency in this type of question.*	Sally has 9 times as many football cards as Sam. Together they have 150 cards. How many more cards does Sally have than Sam? *The bar model is a useful scaffold to develop fluency in this type of question.*

Y5 & Y6

Mastery	Mastery with Greater Depth
Put the following numbers on a number line: $\frac{3}{4}$, $\frac{3}{2}$, 0·5, 1·25, $3 \div 8$, 0·125	Suggest a fraction that could be at point A, a decimal that could be at point B and an improper fraction that could be at point C on this number line. 
On Monday I ran $1\frac{2}{3}$ km and on Tuesday I ran $2\frac{2}{5}$ km. How far did I run altogether on these two days? On Wednesday I ran $1\frac{2}{3}$ km and my sister ran $2\frac{2}{5}$ km. How much further did my sister run than I did?	Altogether on Monday and Tuesday I ran $3\frac{1}{2}$ km. On neither day did I run a whole number of km. Suggest how far I ran on Monday and how far on Tuesday. On Wednesday I ran some km and my sister ran $1\frac{1}{6}$ km further than I did. Altogether we ran $4\frac{1}{2}$ km. How far did I run on Wednesday?

Y5 & Y6

Mastery	Mastery with Greater Depth
Write four number facts that this bar diagram shows.  □ + □ = □ □ + □ = □ □ − □ = □ □ − □ = □	Use this number sentence to write down three more pairs of decimal numbers that sum to 3: 1·6 + 1·4 = 3
Captain Conjecture says, 'When working with whole numbers, if you add two 2-digit numbers together the answer cannot be a 4-digit number.' Do you agree? Explain your reasoning. 	Captain Conjecture says, 'If you keep subtracting 3 from 397 you will eventually reach 0.' Do you agree? Explain your reasoning. 

Mastery	Mastery with Greater Depth
Three children calculated 7 x 6 in different ways. Identify each strategy and complete the calculations. **Annie** 7 x 6 = 7 x 5 + □ = □ **Bertie** 7 x 6 = 7 x 7 - □ = □ **Cara used the commutative law** 7 x 6 = □ x □ = □ Now find the answer to 6 x 9 in three different ways.	Multiply a number by itself and then make one factor one more and the other one less. What happens to the product? E.g. 4 x 4 = 16 6 x 6 = 36 5 x 3 = 15 7 x 5 = 35 What do you notice? Will this always happen?
Tom ate 9 grapes at the picnic. Sam ate 3 times as many grapes as Tom. How many grapes did they eat altogether? *The bar model is a useful scaffold to develop fluency in this type of question.*	Sally has 9 times as many football cards as Sam. Together they have 150 cards. How many more cards does Sally have than Sam? *The bar model is a useful scaffold to develop fluency in this type of question.*

Mastery	Mastery with Greater Depth
Which of the following statements do you agree with? Explain your decisions. ■ The value 5 satisfies the symbol sentence $3 \times \square + 2 = 17$ ■ The value 7 satisfies the symbol sentence $3 + \square \times 2 = 10 + \square$ ■ The value 6 solves the equation $20 - x = 10$ ■ The value 5 solves the equation $20 \div x = x - 1$	Which of the following statements do you agree with? Explain your decisions. ■ There is a whole number that satisfies the symbol sentence $5 \times \square - 3 = 42$ ■ There is a whole number that satisfies the symbol sentence $5 + \square \times 3 = 42$ ■ There is a whole number that solves the equation $10 - x = 4x$ ■ There is a whole number that solves the equation $20 \div x = x$
I am going to buy some 10p stamps and some 11p stamps. I want to spend exactly 93p. Write this as a symbol sentence and find whole number values that satisfy your sentence. Now tell me how many of each stamp I should buy. I want to spend exactly £1·93. Write this as a symbol sentence and find whole number values that satisfy your sentence. Now tell me how many of each stamp I should buy.	I am going to buy some 11p stamps and some 17p stamps. I want to spend exactly 95p. Write this as a symbol sentence and find whole number values that satisfy your sentence. Now tell me how many of each stamp I should buy. I want to spend exactly £1·95. Write this as a symbol sentence and find whole number values that satisfy your sentence. Now tell me how many of each stamp I should buy. I want to spend exactly £1·59. Write this as a symbol number sentence. Can you convince yourself that you can't find whole number values that satisfy your symbol sentence? Explain your reasoning.