WB 1.3.21

Maths Lesson 1

<mark>**Learning Intention: I can add two-digit numbers using column addition.**</mark>

Complete Maths Objective:

OBJECTIVE
Adding 2 Digit numbers

Learn

During this lesson you will learn about using the column method of addition to add together two-digit numbers. The column method of addition is a formal written method of addition, this means you can write it down and don't need to work out the whole sum in your head just parts of the sum at a time.

Watch this video to learn how to the column method of addition works. Keep watching the video right until the end where you are shown how to work out missing numbers in a column method sum. **https://www.nagwa.com/en/videos/898189645461/**
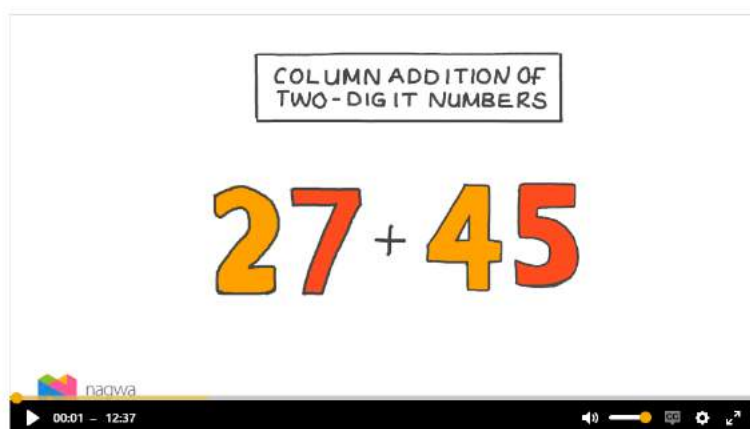
Remember for column addition, **we start with the ones THEN add the tens.**

Your Task

You have two parts of the task for this lesson. The first part is to practice using the column method of addition. The second part is to solve the column addition challenge questions.

Part 1

The task sheets for part 1 are in the lesson folder, choose which challenge you want to complete. Remember the best challenge for you is the one where you have think and you might a few wrong:

- Bell Pepper Task, two digit addition with no regrouping (this means you will practice your skills using the column method without having to carry a one into the tens column). Please

use the video link from White Rose Maths to help you work through your worksheet. https://vimeo.com/467781234

- Jalapeno Task, two digit addition with regrouping (this means in some of your questions you will have to carry a one into the tens column). Please use the video link from White Rose Maths to help you work through your worksheet. https://vimeo.com/468518962

- Scotch Bonnet Task, two digit addition with grouping beyond 100. For this task in some of the questions you might have to exchange ten of the tens for one hundred and carry the hundred to the hundreds column. See the examples below.
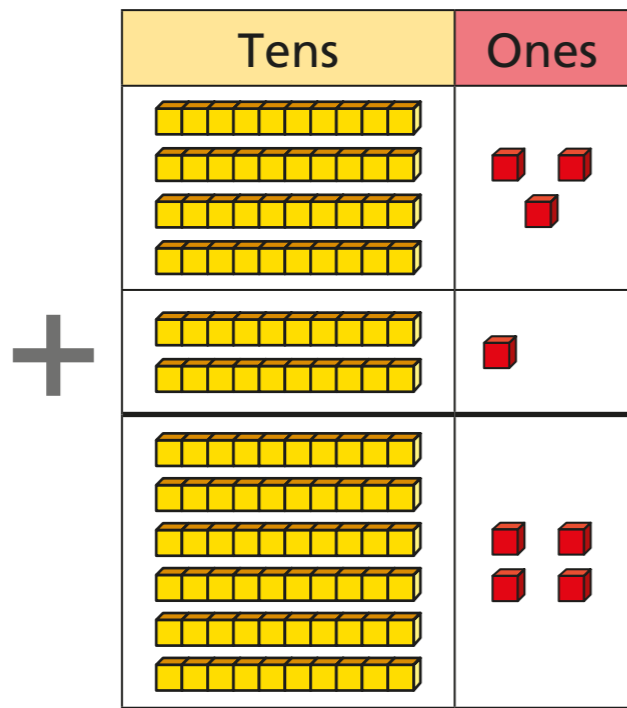

Part 2

On task sheet part 2 (in the lesson folder) please select your challenge and answer the three questions for each challenge. Your teacher will go over the answers to these questions at your Tuesday Afternoon Live Session.

Please upload a photo of your completed task part 1 and task part 2 to either this document or the lesson 1 folder.

Add 2-digit numbers (1)

1 What calculation is represented?

Tens	Ones

[ ] + [ ] = [ ]

2 Use base 10 to complete the additions.

a) 7 + 2 = [ ]

b) 10 + 30 = [ ]

c) 17 + 32 = [ ]

d) 37 + 12 = [ ]

e) 21 + 13 = [ ]

f) 48 + 11 = [ ]

g) 17 + 22 = [ ]

h) 13 + 61 = [ ]

i) 11 + 22 = [ ]

j) 34 + 43 = [ ]

3 Write the addition.

	T	O
	4	6
+	1	3
	5	9

[ ] + [ ] = [ ]

4 Complete the additions.

a)

	T	O
	5	1
+	1	2

b)

	T	O
	1	2
+	1	5

c)

	T	O
	1	7
+	8	2

d)

	T	O
	6	3
+	1	2

b) How many sweets do they have altogether?

They have ☐ sweets altogether.

5 Ron has 42 marbles.

10 **10** **10** **10** ⊙ ⊙
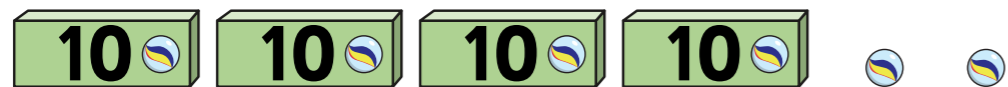
Whitney has 23 marbles.

10 **10** ⊙ ⊙ ⊙

How many marbles are there altogether? ☐

7 Fill in the missing digits to complete the number sentence.

$$\_2 + \_3 = 65$$

Compare answers with a partner.

Are there any other answers?

6 a) Amir has 11 sweets.

Esther has 14 more sweets than Amir.

How many sweets does Esther have?

Esther has ☐ sweets.

8 Write <, > or = to compare the additions.

17 + 52 ◯ 15 + 54

31 + 14 ◯ 42 + 14

23 + 45 ◯ 13 + 45

Add 2-digit numbers (2)

1 Count the ones and complete the sentences.

a)

$\boxed{}$ ones = $\boxed{}$ ten

b)

$\boxed{}$ ones = $\boxed{}$ ten and $\boxed{}$ ones

c)
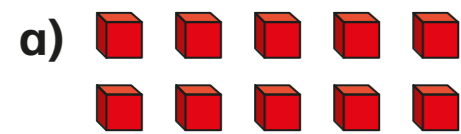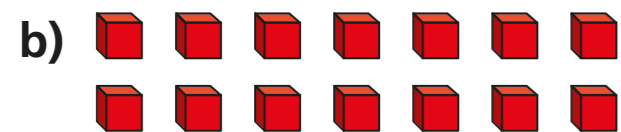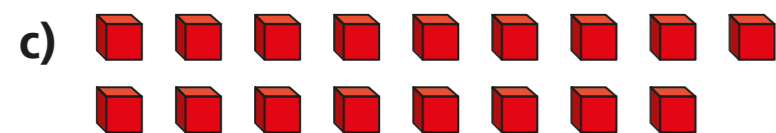
$\boxed{}$ ones = $\boxed{}$ ten and $\boxed{}$ ones

2

Tens	Ones

Add the ones.

$\boxed{}$ ones + $\boxed{}$ ones = $\boxed{}$ ones

$\boxed{}$ ones = $\boxed{}$ ten + $\boxed{}$ ones

Add the tens.

$\boxed{}$ tens + $\boxed{}$ tens = $\boxed{}$ tens

Complete the addition.

$\boxed{}$ + $\boxed{}$ = $\boxed{}$

3 Use base 10 to complete the additions.

a) 7 + 4 = ☐

b) 10 + 30 = ☐

c) 17 + 34 = ☐

d) 19 + 21 = ☐

e) 18 + 64 = ☐

f) 37 + 14 = ☐

g) 22 + 19 = ☐

h) 48 + 19 = ☐

i) 33 + 29 = ☐

j) 39 + 47 = ☐

Can you represent these additions on a number line?

4 Write the addition.

	T	O
	4	6
+	1	5
	6	1
	1	

☐ + ☐ = ☐

What does the little 1 represent?

Talk to a partner.

5 Complete the additions.

a)

	T	O
	5	7
+	1	5

b)

	T	O
	1	8
+	1	9

c)

	T	O
	1	7
+	7	3

d)

	T	O
	6	3
+	1	9

6 Fill in the missing digits to complete the number sentence.

$$\_9 + \_3 = 62$$

Compare answers with a partner.

How many different answers can you find?

Adding Two 2-Digit Numbers Beyond 100

Add together these two digit numbers:

1.
```
   4 5
 + 8 5
 ─────
```

2.
```
   6 3
 + 7 3
 ─────
```

3.
```
   5 6
 + 4 4
 ─────
```

4.
```
   3 2
 + 6 9
 ─────
```

5.
```
   4 9
 + 9 2
 ─────
```

6.
```
   5 7
 + 6 5
 ─────
```

7.
```
   8 3
 + 8 9
 ─────
```

8.
```
   7 2
 + 7 0
 ─────
```

9.
```
   1 8
 + 8 7
 ─────
```

10.
```
   7 7
 + 6 6
 ─────
```

11.
```
   6 9
 + 7 8
 ─────
```

12.
```
   7 1
 + 9 2
 ─────
```

13.
```
   3 9
 + 8 6
 ─────
```

14.
```
   7 9
 + 6 9
 ─────
```

15.
```
   5 8
 + 7 8
 ─────
```

16.
```
   9 3
 + 9 6
 ─────
```

17.
```
   8 5
 + 8 2
 ─────
```

18.
```
   5 6
 + 9 9
 ─────
```

19.
```
   7 8
 + 7 1
 ─────
```

20.
```
   6 8
 + 5 6
 ─────
```

21.
```
   8 3
 + 7 6
 ─────
```

Task Part 2 What is the value of the question mark?

Bell Pepper

```
   5 8        2 3        ? 2
+  2 ?      + ? 2      + 4 1
  ───        ───        ───
   7 9        6 5        8 3
```

Jalapeno

```
   4 7        5 6        3 ?
+  3 ?      + ? 9      + 4 8
  ───        ───        ───
   8 2        7 5        8 6
```

Scotch Bonnet

```
   7 4        8 7        6 ?
+  ? 5      + 3 ?      + 7 8
  ───        ───        ───
 1 2 9      1 2 2      1 4 4
```
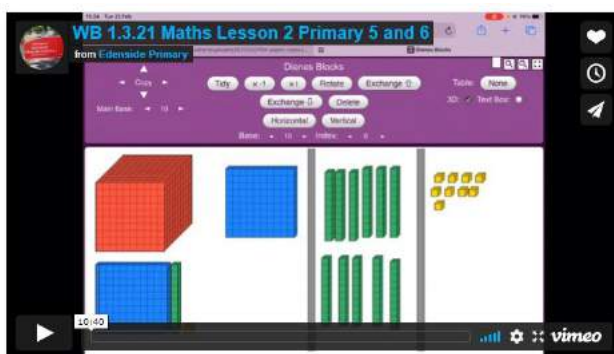
WB 1.3.21

Maths Lesson 2

Learning Intention: I can add 2 digit and 3 digit numbers together using the column method of addition

Complete Maths Objective:

OBJECTIVE

Adding 2 Digit and 3 Digit Numbers

Learn

During this lesson you will be continuing to learn how to use the column method of addition. Watch the video from Miss McManus where she will explain adding 2 digit and 3 digit numbers together.

WB 1.3.21 Maths Lesson 2 Primary 5 and 6

https://vimeo.com/515767123/b4518db804

Your Task

For this lesson your task is to practice using the column method of addition. Choose your challenge, remember and push yourself if you can. Please complete every question on the worksheet.

- Bell Pepper, 2 digit add 3 digit numbers with no regrouping.
- Jalapeno, 2 digit add 3 digit numbers with some regrouping
- Scotch Bonnet, 3 digit add 3 digit add 3 digit numbers with some regrouping.

Upload a photo of your completed task to either this document or the lesson 2 file.

841	432	755	828	783	221
+ 14	+ 33	+ 12	+ 11	+ 16	+ 56

781	548	411	747	218	525
+ 14	+ 21	+ 17	+ 21	+ 31	+ 72

710	858	273	516	462	713
+ 12	+ 11	+ 11	+ 22	+ 32	+ 34

863	717	164	526	571	161
+ 36	+ 32	+ 22	+ 72	+ 16	+ 21

254	630	565	674	456	184
+ 12	+ 12	+ 14	+ 14	+ 12	+ 14

665	939	952	444	419	257
+ 85	+ 29	+ 70	+ 79	+ 66	+ 56

706	551	882	560	519	862
+ 49	+ 70	+ 93	+ 49	+ 90	+ 43

433	139	418	333	364	211
+ 33	+ 89	+ 76	+ 73	+ 12	+ 23

539	337	607	438	511	425
+ 77	+ 10	+ 38	+ 49	+ 89	+ 16

378	431	355	233	822	682
+ 12	+ 62	+ 29	+ 32	+ 61	+ 12

747	910	875	220	223
518	457	913	233	513
+ 186	+ 266	+ 776	+ 559	+ 613

993	709	750	810	743
565	743	431	301	121
+ 795	+ 677	+ 244	+ 146	+ 567

614	160	205	823	481
342	544	322	107	637
+ 918	+ 509	+ 616	+ 148	+ 881

995	174	182	373	843
608	135	546	797	160
+ 717	+ 754	+ 273	+ 995	+ 819

666	931	958	717	177
748	946	400	938	555
+ 199	+ 332	+ 984	+ 127	+ 717

WB 1.3.21

Maths Lesson 3

Complete Maths Objective:

OBJECTIVE
Adding 3 Digit Numbers

Learn

Watch the video where Miss McManus explains how to solve column addition missing number questions. You can either watch the whole video or start it at the task you think you might want to try. Remember be your own epic encourager and encourage yourself to try a new challenge.
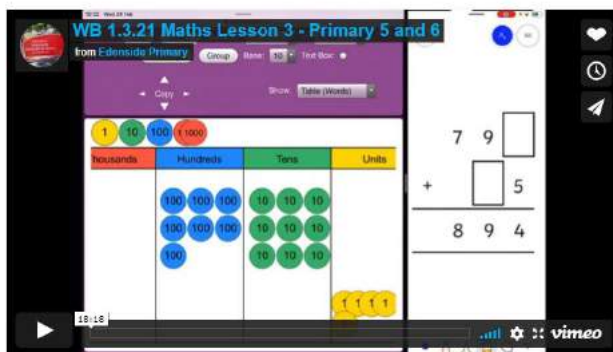
WB 1.3.21 Maths Lesson 3 - Primary 5 and 6

https://vimeo.com/516262071/bd05d8a673

The video includes:

- Bell Pepper challenge question examples (start)
- Jalapeno challenge question examples (3.34)
- Scotch bonnet challenge question examples (9.23)

Your Task

Choose your challenge! **Complete questions 1-30 (page 1)** of the task sheet for your challenge. All the tasks involve either 2-digit or 3-digit add 3-digit column addition questions. If you wish to complete all 120 questions please do but **you are only required to submit the first page**.

- Bell pepper, one missing number no regrouping
- Jalapeno, one missing number some regrouping
- Scotch Bonnet, two missing numbers some regrouping

Please upload a photo of your completed task to this document or the lesson 3 file.

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

1.
```
  3 5 ☐
+   4 2
-------
  3 9 5
```

2.
```
  7 ☐ 0
+   3 3
-------
  7 6 3
```

3.
```
  4 6 ☐
+   0 3
-------
  4 6 6
```

4.
```
  7 2 1
+   5 ☐
-------
  7 7 3
```

5.
```
  5 8 1
+ ☐ 2
-------
  5 8 3
```

6.
```
  2 7 ☐
+   1 2
-------
  2 8 7
```

7.
```
  7 8 0
+   0 ☐
-------
  7 8 4
```

8.
```
  3 ☐ 5
+   4 2
-------
  3 9 7
```

9.
```
  1 6 9
+ ☐ 0
-------
  1 8 9
```

10.
```
  7 5 ☐
+   2 2
-------
  7 7 9
```

11.
```
  7 0 5
+   3 ☐
-------
  7 3 7
```

12.
```
  2 ☐ 7
+   1 1
-------
  2 4 8
```

13.
```
  5 5 ☐
+   3 7
-------
  5 8 8
```

14.
```
  4 4 6
+   0 ☐
-------
  4 4 9
```

15.
```
  5 5 9
+ ☐ 0
-------
  5 5 9
```

16.
```
  1 0 ☐
+   3 2
-------
  1 3 5
```

17.
```
  5 2 4
+ ☐ 1
-------
  5 8 5
```

18.
```
  1 1 ☐
+   6 0
-------
  1 7 2
```

19.
```
  6 7 3
+   2 ☐
-------
  6 9 9
```

20.
```
  2 1 ☐
+   1 8
-------
  2 2 8
```

21.
```
  8 ☐ 3
+   7 6
-------
  8 8 9
```

22.
```
  5 1 2
+ ☐ 0
-------
  5 1 2
```

23.
```
  3 2 1
+   5 ☐
-------
  3 7 3
```

24.
```
  2 8 ☐
+   1 3
-------
  2 9 6
```

25.
```
  3 ☐ 5
+   2 1
-------
  3 3 6
```

26.
```
  7 ☐ 4
+   1 2
-------
  7 5 6
```

27.
```
  3 0 ☐
+   1 3
-------
  3 1 4
```

28.
```
  8 4 0
+   2 ☐
-------
  8 6 0
```

29.
```
  1 8 3
+ ☐ 0
-------
  1 8 3
```

30.
```
  1 7 ☐
+   0 1
-------
  1 7 7
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

31.
```
    5  4  6
+      3  ☐
─────────────
    5  7  7
```

32.
```
    5  ☐  8
+      3  1
─────────────
    5  5  9
```

33.
```
    4  1  6
+   ☐     3
─────────────
    4  8  9
```

34.
```
    6  8  ☐
+      0  0
─────────────
    6  8  7
```

35.
```
    7  7  2
+      2  ☐
─────────────
    7  9  7
```

36.
```
    5  ☐  4
+      5  0
─────────────
    5  7  4
```

37.
```
    1  4  ☐
+      1  0
─────────────
    1  5  8
```

38.
```
    3  7  4
+      2  ☐
─────────────
    3  9  6
```

39.
```
    5  5  2
+   ☐     0
─────────────
    5  9  2
```

40.
```
    2  6  ☐
+      2  6
─────────────
    2  8  6
```

41.
```
    3  6  6
+   ☐     2
─────────────
    3  7  8
```

42.
```
    2  1  ☐
+      7  3
─────────────
    2  8  6
```

43.
```
    7  4  7
+      5  ☐
─────────────
    7  9  8
```

44.
```
    7  8  ☐
+      0  0
─────────────
    7  8  8
```

45.
```
    8  ☐  7
+      0  2
─────────────
    8  7  9
```

46.
```
    2  5  4
+   ☐     1
─────────────
    2  9  5
```

47.
```
    3  8  2
+      0  ☐
─────────────
    3  8  2
```

48.
```
    4  4  ☐
+      1  2
─────────────
    4  5  9
```

49.
```
    4  ☐  9
+      5  0
─────────────
    4  8  9
```

50.
```
    3  ☐  7
+      0  2
─────────────
    3  4  9
```

51.
```
    3  3  ☐
+      4  0
─────────────
    3  7  8
```

52.
```
    1  2  8
+      1  ☐
─────────────
    1  3  8
```

53.
```
    7  8  7
+   ☐     2
─────────────
    7  9  9
```

54.
```
    1  8  ☐
+      0  6
─────────────
    1  8  8
```

55.
```
    5  2  7
+      1  ☐
─────────────
    5  3  7
```

56.
```
    8  ☐  3
+      1  6
─────────────
    8  9  9
```

57.
```
    8  8  9
+   ☐     0
─────────────
    8  8  9
```

58.
```
    4  7  ☐
+      1  2
─────────────
    4  8  9
```

59.
```
    5  1  8
+      1  ☐
─────────────
    5  2  9
```

60.
```
    4  ☐  2
+      1  5
─────────────
    4  2  7
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

61.
```
  3 5 □
+   4 2
-------
  3 9 5
```

62.
```
  □ 5 6
+   2 □
-------
  2 7 7
```

63.
```
  □ 1 8
+   □ 0
-------
  2 3 8
```

64.
```
  □ 7 □
+   0 4
-------
  7 7 8
```

65.
```
  □ 7 8
+   □ 0
-------
  2 8 8
```

66.
```
  □ 2 □
+   4 0
-------
  4 6 3
```

67.
```
  □ 1 4
+   2 □
-------
  6 3 4
```

68.
```
  □ 9 □
+   0 5
-------
  3 9 8
```

69.
```
  □ □ 4
+   0 3
-------
  2 8 7
```

70.
```
  □ 7 9
+   □ 0
-------
  2 9 9
```

71.
```
  □ 8 7
+   1 □
-------
  6 9 8
```

72.
```
  □ 2 □
+   6 0
-------
  7 8 9
```

73.
```
  □ □ 5
+   5 2
-------
  2 7 7
```

74.
```
  □ □ 8
+   2 0
-------
  6 4 8
```

75.
```
  □ 7 □
+   2 0
-------
  2 9 0
```

76.
```
  □ 4 5
+   0 □
-------
  1 4 9
```

77.
```
  □ 3 1
+   □ 4
-------
  8 7 5
```

78.
```
  □ 1 □
+   8 3
-------
  7 9 4
```

79.
```
  □ 1 9
+   1 □
-------
  3 2 9
```

80.
```
  □ □ 0
+   0 5
-------
  3 8 5
```

81.
```
  □ 4 4
+   □ 4
-------
  2 5 8
```

82.
```
  □ 2 □
+   5 3
-------
  4 7 4
```

83.
```
  □ 9 7
+   0 □
-------
  7 9 9
```

84.
```
  □ □ 3
+   0 3
-------
  3 7 6
```

85.
```
  □ 5 □
+   2 0
-------
  2 7 7
```

86.
```
  □ 6 6
+   3 □
-------
  7 9 8
```

87.
```
  □ 2 9
+   □ 0
-------
  8 9 9
```

88.
```
  □ 9 □
+   0 2
-------
  1 9 8
```

89.
```
  □ 5 5
+   □ 0
-------
  7 5 5
```

90.
```
  □ 8 □
+   0 5
-------
  8 8 9
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

91.
```
  □ 7 2
+   0 □
─────────
  7 7 2
```

92.
```
  □ 8 □
+   0 0
─────────
  2 8 8
```

93.
```
  □ □ 4
+   0 2
─────────
  6 8 6
```

94.
```
  □ 2 9
+ □   0
─────────
  7 9 9
```

95.
```
  □ 4 4
+   3 □
─────────
  3 7 6
```

96.
```
  □ 6 □
+   0 4
─────────
  2 6 9
```

97.
```
  □ □ 7
+   0 1
─────────
  7 4 8
```

98.
```
  □ □ 8
+   0 1
─────────
  3 7 9
```

99.
```
  □ 6 □
+   0 2
─────────
  4 6 6
```

100.
```
  □ 5 7
+   3 □
─────────
  8 8 8
```

101.
```
  □ 2 1
+ □   4
─────────
  7 6 5
```

102.
```
  □ 2 □
+   6 0
─────────
  5 8 6
```

103.
```
  □ 5 5
+   1 □
─────────
  3 6 7
```

104.
```
  □ □ 5
+   0 0
─────────
  7 4 5
```

105.
```
  □ 1 0
+ □   2
─────────
  4 7 2
```

106.
```
  □ 6 □
+   2 6
─────────
  3 8 8
```

107.
```
  □ 6 7
+   0 □
─────────
  6 6 9
```

108.
```
  □ □ 9
+   1 0
─────────
  7 4 9
```

109.
```
  □ 6 □
+   2 4
─────────
  7 8 8
```

110.
```
  □ 5 7
+   2 □
─────────
  6 7 7
```

111.
```
  □ 0 9
+ □   0
─────────
  4 6 9
```

112.
```
  □ 4 □
+   0 2
─────────
  2 4 6
```

113.
```
  □ 1 9
+ □   0
─────────
  4 2 9
```

114.
```
  □ 6 □
+   0 3
─────────
  5 6 8
```

115.
```
  □ 6 5
+   1 □
─────────
  1 7 6
```

116.
```
  □ 8 □
+   0 6
─────────
  4 8 7
```

117.
```
  □ □ 8
+   3 1
─────────
  7 4 9
```

118.
```
  □ 6 0
+ □   7
─────────
  5 8 7
```

119.
```
  □ 3 5
+   2 □
─────────
  7 5 8
```

120.
```
  □ 1 □
+   6 2
─────────
  7 7 5
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

1.
```
   5 □ 0
 +   5 2
 -------
   5 5 2
```

2.
```
   3 5 □
 +   6 2
 -------
   4 1 5
```

3.
```
   3 9 3
 +   8 □
 -------
   4 8 1
```

4.
```
   5 8 0
 + □ 6
 -------
   6 4 6
```

5.
```
   2 3 □
 +   1 5
 -------
   2 4 9
```

6.
```
   2 2 5
 +   3 □
 -------
   2 5 7
```

7.
```
   6 □ 8
 +   1 9
 -------
   6 6 7
```

8.
```
   3 5 6
 + □ 4
 -------
   3 7 0
```

9.
```
   3 2 □
 +   6 6
 -------
   3 8 9
```

10.
```
   3 3 4
 +   1 □
 -------
   3 4 7
```

11.
```
   1 □ 7
 +   1 0
 -------
   1 7 7
```

12.
```
   1 9 □
 +   5 6
 -------
   2 5 2
```

13.
```
   2 4 7
 +   4 □
 -------
   2 8 9
```

14.
```
   1 0 1
 + □ 2
 -------
   1 4 3
```

15.
```
   5 0 □
 +   1 2
 -------
   5 1 3
```

16.
```
   2 2 5
 + □ 5
 -------
   2 4 0
```

17.
```
   7 4 □
 +   2 5
 -------
   7 7 4
```

18.
```
   1 1 4
 +   1 □
 -------
   1 2 4
```

19.
```
   1 3 □
 +   1 9
 -------
   1 5 1
```

20.
```
   3 □ 9
 +   3 5
 -------
   4 1 4
```

21.
```
   4 5 8
 + □ 2
 -------
   4 8 0
```

22.
```
   1 9 7
 +   5 □
 -------
   2 4 8
```

23.
```
   2 2 □
 +   3 5
 -------
   2 5 8
```

24.
```
   3 □ 0
 +   1 5
 -------
   4 0 5
```

25.
```
   1 □ 5
 +   1 2
 -------
   1 9 7
```

26.
```
   2 1 □
 +   4 0
 -------
   2 5 4
```

27.
```
   4 6 3
 +   1 □
 -------
   4 7 7
```

28.
```
   1 3 2
 + □ 5
 -------
   1 9 7
```

29.
```
   2 0 □
 +   1 6
 -------
   2 1 8
```

30.
```
   2 6 2
 +   3 □
 -------
   2 9 9
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

31.
```
    2 □ 6
  +   4 4
  ───────
    2 6 0
```

32.
```
    1 9 3
  + □ 6
  ───────
    2 1 9
```

33.
```
    7 0 □
  +   2 8
  ───────
    7 3 6
```

34.
```
    2 8 8
  +   3 □
  ───────
    3 2 3
```

35.
```
    1 □ 3
  +   3 7
  ───────
    2 1 0
```

36.
```
    3 1 □
  +   5 5
  ───────
    3 7 1
```

37.
```
    2 0 9
  +   5 □
  ───────
    2 6 2
```

38.
```
    3 7 6
  +   □ 1
  ───────
    4 2 7
```

39.
```
    4 7 □
  +   1 9
  ───────
    4 9 7
```

40.
```
    2 4 1
  +   □ 3
  ───────
    3 1 4
```

41.
```
    2 0 □
  +   5 4
  ───────
    2 5 6
```

42.
```
    4 6 3
  +   2 □
  ───────
    4 8 4
```

43.
```
    4 2 □
  +   2 6
  ───────
    4 5 5
```

44.
```
    2 □ 2
  +   1 9
  ───────
    2 9 1
```

45.
```
    2 5 6
  + □ 2
  ───────
    2 6 8
```

46.
```
    1 1 3
  +   1 □
  ───────
    1 2 4
```

47.
```
    1 1 □
  +   1 3
  ───────
    1 2 8
```

48.
```
    1 □ 3
  +   1 0
  ───────
    1 6 3
```

49.
```
    2 □ 4
  +   2 7
  ───────
    2 5 1
```

50.
```
    2 0 □
  +   1 1
  ───────
    2 2 0
```

51.
```
    2 3 4
  +   1 □
  ───────
    2 4 8
```

52.
```
    3 2 4
  +   □ 1
  ───────
    3 3 5
```

53.
```
    1 3 □
  +   2 1
  ───────
    1 5 3
```

54.
```
    7 1 8
  +   1 □
  ───────
    7 3 1
```

55.
```
    5 □ 0
  +   1 3
  ───────
    5 6 3
```

56.
```
    4 9 3
  + □ 3
  ───────
    5 5 6
```

57.
```
    3 9 □
  +   2 5
  ───────
    4 1 8
```

58.
```
    1 4 3
  +   1 □
  ───────
    1 5 3
```

59.
```
    1 □ 0
  +   3 7
  ───────
    2 0 7
```

60.
```
    4 7 □
  +   1 0
  ───────
    4 8 4
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

61.
```
  □ 4 1
+   2 □
-------
  3 6 9
```

62.
```
  □ 9 7
+   □ 7
-------
  2 1 4
```

63.
```
  □ 3 □
+   5 1
-------
  1 8 6
```

64.
```
  □ 6 0
+   □ 3
-------
  2 9 3
```

65.
```
  □ 6 □
+   7 8
-------
  2 4 5
```

66.
```
  □ 5 5
+   2 □
-------
  2 8 3
```

67.
```
  □ 7 □
+   7 5
-------
  2 5 1
```

68.
```
  □ □ 1
+   2 4
-------
  3 9 5
```

69.
```
  □ 0 1
+   □ 0
-------
  3 1 1
```

70.
```
  □ 3 2
+   1 □
-------
  1 4 2
```

71.
```
  □ 5 □
+   2 5
-------
  3 8 4
```

72.
```
  □ □ 8
+   1 6
-------
  1 6 4
```

73.
```
  □ □ 6
+   4 0
-------
  2 3 6
```

74.
```
  □ 7 □
+   1 3
-------
  6 8 4
```

75.
```
  □ 5 4
+   2 □
-------
  1 8 1
```

76.
```
  □ 5 2
+   □ 8
-------
  5 7 0
```

77.
```
  □ 3 □
+   7 2
-------
  5 0 2
```

78.
```
  □ 1 5
+   1 □
-------
  3 2 9
```

79.
```
  □ □ 3
+   7 1
-------
  5 2 4
```

80.
```
  □ 8 4
+   □ 9
-------
  5 0 3
```

81.
```
  □ 6 □
+   1 3
-------
  3 8 0
```

82.
```
  □ 9 1
+   1 □
-------
  3 0 1
```

83.
```
  □ □ 8
+   4 4
-------
  4 8 2
```

84.
```
  □ 1 □
+   4 3
-------
  4 5 4
```

85.
```
  □ 9 4
+   3 □
-------
  2 3 2
```

86.
```
  □ 9 8
+   □ 9
-------
  3 2 7
```

87.
```
  □ 6 □
+   3 8
-------
  2 0 3
```

88.
```
  □ 5 1
+   □ 6
-------
  5 7 7
```

89.
```
  □ 1 □
+   2 3
-------
  4 3 6
```

90.
```
  □ 2 5
+   2 □
-------
  3 5 0
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

91.
```
  □ 6 □
+   2 6
-------
  1 8 6
```

92.
```
  □ □ 2
+   1 6
-------
  6 9 8
```

93.
```
  □ 6 2
+   □ 2
-------
  1 7 4
```

94.
```
  □ 6 6
+   1 □
-------
  2 7 6
```

95.
```
  □ 9 □
+   6 7
-------
  2 6 4
```

96.
```
  □ □ 8
+   1 5
-------
  1 8 3
```

97.
```
  □ □ 4
+   2 8
-------
  1 6 2
```

98.
```
  □ 8 □
+   3 7
-------
  7 2 0
```

99.
```
  □ 6 1
+   2 □
-------
  8 8 9
```

100.
```
  □ 7 3
+   □ 8
-------
  3 1 1
```

101.
```
  □ 4 □
+   2 7
-------
  1 6 7
```

102.
```
  □ 7 7
+   1 □
-------
  1 9 2
```

103.
```
  □ □ 5
+   4 9
-------
  6 9 4
```

104.
```
  □ 6 2
+   □ 0
-------
  2 1 2
```

105.
```
  □ 9 □
+   4 7
-------
  3 4 1
```

106.
```
  □ 9 1
+   1 □
-------
  2 0 9
```

107.
```
  □ □ 9
+   2 7
-------
  6 6 6
```

108.
```
  □ 9 □
+   4 5
-------
  8 3 8
```

109.
```
  □ 3 0
+   3 □
-------
  1 6 1
```

110.
```
  □ 6 0
+   □ 4
-------
  1 9 4
```

111.
```
  □ 1 □
+   2 2
-------
  2 3 8
```

112.
```
  □ 5 0
+   □ 0
-------
  2 6 0
```

113.
```
  □ 9 □
+   1 2
-------
  3 0 7
```

114.
```
  □ 2 4
+   8 □
-------
  2 0 4
```

115.
```
  □ 2 □
+   6 9
-------
  1 8 9
```

116.
```
  □ □ 9
+   2 1
-------
  4 1 0
```

117.
```
  □ 5 3
+   □ 8
-------
  4 3 1
```

118.
```
  □ 2 3
+   4 □
-------
  5 7 0
```

119.
```
  □ 8 □
+   6 0
-------
  5 4 0
```

120.
```
  □ □ 0
+   1 2
-------
  1 3 2
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

1.
```
  4 □ 1
+   9 □
  5 0 5
```

2.
```
  9 7 □
+   □ 2
1 0 0 3
```

3.
```
  1 □ 4
+   5 □
  2 2 4
```

4.
```
  3 □ 7
+   6 □
  4 4 5
```

5.
```
  1 7 □
+   □ 4
  1 9 4
```

6.
```
  6 4 □
+ □ 9
  7 2 6
```

7.
```
  4 □ 9
+   5 □
  5 2 4
```

8.
```
  3 □ 8
+   4 □
  3 6 1
```

9.
```
  3 □ 6
+   8 □
  4 4 9
```

10.
```
  3 6 □
+ □ 6
  4 0 0
```

11.
```
  1 5 □
+ □ 7
  1 9 0
```

12.
```
  5 □ 6
+   7 □
  5 9 1
```

13.
```
  2 □ 7
+   2 □
  3 1 6
```

14.
```
  6 3 □
+ □ 0
  6 5 9
```

15.
```
  5 □ 1
+   4 □
  5 8 8
```

16.
```
  5 0 □
+ □ 0
  5 7 5
```

17.
```
  9 □ 9
+   5 □
  9 7 9
```

18.
```
  4 5 □
+ □ 8
  5 5 0
```

19.
```
  8 □ 5
+   8 □
  9 1 1
```

20.
```
  1 5 □
+ □ 6
  2 3 8
```

21.
```
  6 4 □
+ □ 8
  7 1 4
```

22.
```
  3 2 □
+ □ 9
  3 7 2
```

23.
```
  5 □ 7
+   5 □
  6 5 0
```

24.
```
  6 7 □
+ □ 3
  7 6 9
```

25.
```
  8 □ 3
+   2 □
  8 5 0
```

26.
```
  7 □ 6
+   6 □
  8 6 2
```

27.
```
  5 1 □
+ □ 1
  5 4 0
```

28.
```
  7 8 □
+ □ 1
  8 3 6
```

29.
```
  5 3 □
+   2 □
  5 4 8
```

30.
```
  6 9 □
+ □ 6
  7 5 6
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

31.
```
    9  2  □
 +     □  6
 ─────────────
  1  0  1  7
```

32.
```
    8  □  7
 +     5  □
 ─────────────
     8  9  8
```

33.
```
    1  9  □
 +     □  1
 ─────────────
     2  4  8
```

34.
```
    1  □  9
 +     4  □
 ─────────────
     1  4  9
```

35.
```
    5  9  □
 +     □  3
 ─────────────
     6  3  6
```

36.
```
    6  □  9
 +     9  □
 ─────────────
     7  7  3
```

37.
```
    4  7  □
 +     □  9
 ─────────────
     5  1  6
```

38.
```
    9  □  9
 +     9  □
 ─────────────
  1  0  2  4
```

39.
```
    1  9  □
 +     □  7
 ─────────────
     2  5  3
```

40.
```
    1  □  1
 +     6  □
 ─────────────
     2  2  6
```

41.
```
    3  1  □
 +     □  1
 ─────────────
     4  0  7
```

42.
```
    9  6  □
 +     □  4
 ─────────────
     9  7  9
```

43.
```
    2  □  9
 +     6  □
 ─────────────
     3  4  7
```

44.
```
    5  □  5
 +     4  □
 ─────────────
     5  9  7
```

45.
```
    2  2  □
 +     □  4
 ─────────────
     2  7  0
```

46.
```
    2  4  □
 +     □  9
 ─────────────
     2  5  9
```

47.
```
    3  □  1
 +     3  □
 ─────────────
     4  1  7
```

48.
```
    1  2  □
 +     □  6
 ─────────────
     1  8  3
```

49.
```
    4  □  3
 +     9  □
 ─────────────
     5  7  7
```

50.
```
    5  2  □
 +     □  0
 ─────────────
     5  9  8
```

51.
```
    2  □  8
 +     1  □
 ─────────────
     2  5  8
```

52.
```
    8  8  □
 +     □  1
 ─────────────
     9  2  2
```

53.
```
    4  □  1
 +     8  □
 ─────────────
     5  6  0
```

54.
```
    3  8  □
 +     □  0
 ─────────────
     4  7  2
```

55.
```
    8  □  1
 +     8  □
 ─────────────
     8  9  0
```

56.
```
    7  9  □
 +     □  5
 ─────────────
     8  9  4
```

57.
```
    4  5  □
 +     □  3
 ─────────────
     5  2  0
```

58.
```
    4  □  8
 +     5  □
 ─────────────
     5  3  7
```

59.
```
    1  6  □
 +     6  □
 ─────────────
     2  3  6
```

60.
```
    1  7  □
 +     □  9
 ─────────────
     2  7  4
```

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

61.
$$\begin{array}{r} \square\ \square\ 4 \\ +\quad 4\ \square \\ \hline 6\ 2\ 4 \end{array}$$

62.
$$\begin{array}{r} \square\ \square\ 1 \\ +\quad 5\ \square \\ \hline 2\ 1\ 3 \end{array}$$

63.
$$\begin{array}{r} \square\ 6\ \square \\ +\quad \square\ 7 \\ \hline 5\ 9\ 1 \end{array}$$

64.
$$\begin{array}{r} \square\ \square\ 3 \\ +\quad 4\ \square \\ \hline 7\ 8\ 9 \end{array}$$

65.
$$\begin{array}{r} \square\ 6\ \square \\ +\quad \square\ 1 \\ \hline 6\ 8\ 7 \end{array}$$

66.
$$\begin{array}{r} \square\ \square\ 7 \\ +\quad 1\ \square \\ \hline 8\ 4\ 4 \end{array}$$

67.
$$\begin{array}{r} \square\ 1\ \square \\ +\quad \square\ 9 \\ \hline 5\ 6\ 1 \end{array}$$

68.
$$\begin{array}{r} \square\ \square\ 7 \\ +\quad 1\ \square \\ \hline 9\ 2\ 0 \end{array}$$

69.
$$\begin{array}{r} \square\ \square\ 4 \\ +\quad 8\ \square \\ \hline 6\ 4\ 7 \end{array}$$

70.
$$\begin{array}{r} \square\ 6\ \square \\ +\quad \square\ 5 \\ \hline 1\ 8\ 5 \end{array}$$

71.
$$\begin{array}{r} \square\ 0\ \square \\ +\quad \square\ 5 \\ \hline 5\ 8\ 9 \end{array}$$

72.
$$\begin{array}{r} \square\ \square\ 3 \\ +\quad 4\ \square \\ \hline 5\ 4\ 8 \end{array}$$

73.
$$\begin{array}{r} \square\ 9\ \square \\ +\quad \square\ 8 \\ \hline 1\ 0\ 3\ 5 \end{array}$$

74.
$$\begin{array}{r} \square\ \square\ 7 \\ +\quad 1\ \square \\ \hline 5\ 2\ 6 \end{array}$$

75.
$$\begin{array}{r} \square\ 7\ \square \\ +\quad \square\ 9 \\ \hline 4\ 0\ 5 \end{array}$$

76.
$$\begin{array}{r} \square\ \square\ 0 \\ +\quad 5\ \square \\ \hline 3\ 7\ 1 \end{array}$$

77.
$$\begin{array}{r} \square\ 2\ \square \\ +\quad \square\ 3 \\ \hline 3\ 9\ 6 \end{array}$$

78.
$$\begin{array}{r} \square\ 3\ \square \\ +\quad \square\ 4 \\ \hline 4\ 1\ 3 \end{array}$$

79.
$$\begin{array}{r} \square\ \square\ 4 \\ +\quad 7\ \square \\ \hline 6\ 4\ 8 \end{array}$$

80.
$$\begin{array}{r} \square\ \square\ 8 \\ +\quad 7\ \square \\ \hline 5\ 7\ 6 \end{array}$$

81.
$$\begin{array}{r} \square\ 2\ \square \\ +\quad \square\ 3 \\ \hline 7\ 7\ 6 \end{array}$$

82.
$$\begin{array}{r} \square\ \square\ 9 \\ +\quad 7\ \square \\ \hline 8\ 5\ 5 \end{array}$$

83.
$$\begin{array}{r} \square\ \square\ 9 \\ +\quad 8\ \square \\ \hline 6\ 0\ 8 \end{array}$$

84.
$$\begin{array}{r} \square\ 4\ \square \\ +\quad \square\ 9 \\ \hline 4\ 9\ 1 \end{array}$$

85.
$$\begin{array}{r} \square\ 3\ \square \\ +\quad \square\ 2 \\ \hline 7\ 4\ 2 \end{array}$$

86.
$$\begin{array}{r} \square\ 7\ \square \\ +\quad \square\ 7 \\ \hline 7\ 6\ 3 \end{array}$$

87.
$$\begin{array}{r} \square\ \square\ 1 \\ +\quad 4\ \square \\ \hline 9\ 2\ 2 \end{array}$$

88.
$$\begin{array}{r} \square\ \square\ 6 \\ +\quad 4\ \square \\ \hline 7\ 3\ 7 \end{array}$$

89.
$$\begin{array}{r} \square\ 2\ \square \\ +\quad \square\ 5 \\ \hline 5\ 3\ 7 \end{array}$$

90.
$$\begin{array}{r} \square\ \square\ 0 \\ +\quad 9\ \square \\ \hline 2\ 3\ 1 \end{array}$$

Missing Numbers 3-Digit Addition (1)

Calculate the missing digits in these calculations.

91.
```
  □ 6 □
+   □ 5
-------
  3 8 6
```

92.
```
  □ 1 □
+   □ 2
-------
  9 4 0
```

93.
```
  □ □ 6
+   1 □
-------
  5 6 0
```

94.
```
  □ 6 □
+   □ 9
-------
  1 8 1
```

95.
```
  □ 6 □
+   □ 0
-------
  2 0 2
```

96.
```
  □ □ 8
+   9 □
-------
  5 0 9
```

97.
```
  □ □ 0
+   7 □
-------
  5 2 8
```

98.
```
  □ 1 □
+   □ 2
-------
  2 8 2
```

99.
```
  □ 5 □
+   □ 5
-------
  1 7 9
```

100.
```
  □ □ 3
+   4 □
-------
  5 1 0
```

101.
```
  □ □ 2
+   5 □
-------
  2 8 3
```

102.
```
  □ 7 □
+   □ 9
-------
  3 6 7
```

103.
```
  □ 0 □
+   □ 5
-------
  5 2 6
```

104.
```
  □ □ 2
+   9 □
-------
  7 6 1
```

105.
```
  □ □ 0
+   6 □
-------
  9 7 3
```

106.
```
  □ 8 □
+   □ 7
-------
  6 7 2
```

107.
```
  □ 0 □
+   □ 0
-------
  4 7 5
```

108.
```
  □ □ 4
+   7 □
-------
  6 0 4
```

109.
```
  □ □ 3
+   5 □
-------
  6 3 3
```

110.
```
  □ 7 □
+   □ 8
-------
  4 4 2
```

111.
```
  □ □ 3
+   8 □
-------
  2 4 8
```

112.
```
  □ 3 □
+   □ 8
-------
  9 0 8
```

113.
```
  □ □ 0
+   7 □
-------
  9 4 5
```

114.
```
  □ 2 □
+   □ 6
-------
  3 0 0
```

115.
```
  □ 8 □
+   □ 1
-------
  4 3 0
```

116.
```
  □ □ 0
+   3 □
-------
  5 8 7
```

117.
```
  □ □ 3
+   7 □
-------
  6 3 8
```

118.
```
  □ 9 □
+   □ 9
-------
  7 7 7
```

119.
```
  □ □ 5
+   5 □
-------
  4 4 9
```

120.
```
  □ 3 □
+   □ 4
-------
  7 1 5
```

★ ★ ★

twinkl.co.uk

WB 1.3.21

Maths Lesson 4

World Book Day Maths

Learning Intention: I can conduct a maths investigation on a book!
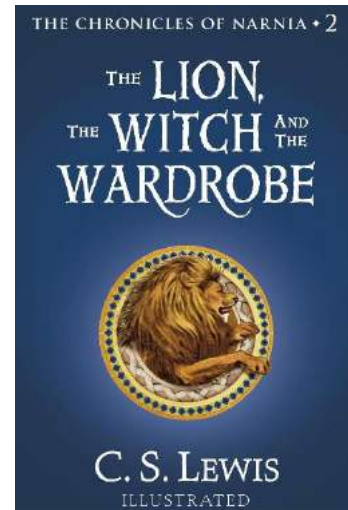
Learn

Have a look and read this extract from The Lion, The Witch and The Wardrobe:

Lucy felt a little frightened, but she felt very inquisitive and excited as well. She looked back over her shoulder as there, between the dark tree trunks; she could still see the open doorway of the wardrobe and even catch a glimpse of the empty room from which she had set out. (She had, of course, left the door open, for she knew that is is a very silly thing to shut oneself into a wardrobe.) It seemed to be still daylight there. "I can always get back if anything goes wrong," thought Lucy. She began to walk forward, crunch-crunch over the snow and through the wood towards the other light. In about ten minutes she reached it and found it was a lamp-post. As she stood looking at it, wondering why there was a lamp-post in the middle of a wood and wondering what to do next. She heard a pitter patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamp-post.

Task

1. Investigate how many of each letter of the alphabet there is in the extract. You may wish to use the table on the next page to make a tally chart.

2. Choose your favourite part of a book you have and do the same. Make sure the extract has 178 words to ensure your investigation is fair and equal. What did you notice was similar/different? Did you discover some letters of the alphabet are more commonly used than others?

3. Why not find a magazine or another book in your house and compare a third text. Have you discovered what the most popular letters of the alphabet are?

My Maths Alphabet Investigation			
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

WB 1.3.21

Literacy 1 – Books We Love

Learning Intention: I can reflect on books I have read and create questions about them: using Who, What, When, Where, How, Why starters.

Learn

https://vimeo.com/515901438 Watch this video which will:
- Introduce World Book Day & why we celebrate it
- Give you a little book quiz to get you thinking
- Introduce your task
- Review the kind of questions which go into a quiz

Task

Think of one or some of your favourite books. They may be books you have read in class, books you enjoyed when you were younger or a book you have read yourself. It would be useful if they are books that you know others in the class have read.

Create 5 book questions that could be used in our Big Book Quiz on Friday.

Question Starters that will be useful – **Who, What, When, Where, Why, How…..?**

REMEMBER: these should be thin questions with only 1 possible correct answer, please make sure you provide this! You might want to provide 3 possible options to choose from like the quiz in your video (remember only 1 should be correct)

Questions (& possible options)	Answers
1)	
2)	
3)	
4)	

5)	

Email your 5 questions **and the answers** to your teacher **by the end of Wednesday**
gw10mcmanusheather2@glow.sch.uk

WB 1.3.21

Literacy 2 – Books We Love

Learning Intention: I can learn about the author David Walliams and adopt his style of writing to create a text of my own.

Learn

David Walliams is a favourite with us Edenside Learners. He has written 17 children's books – and I think some of you have read them all! But how did he get started?

Watch the following Author's Live interview with David Walliams where he talks about his life, his inspiration and process for writing stories as well as reading an extract from his book Gangsta Granny.

David Walliams - Scottish Book Trust

**We did watch this in Primary 4, so if you fancy something different watch the authors live event from Cressida Cowell *How To Train Your Dragon author*. https://www.scottishbooktrust.com/authors-live-on-demand/cressida-cowell **

Task
Can you take inspiration from Cressida Cowell or David Walliams & the fabulous illustrator Tony Ross and create a story about a character you have invented.

You might want to use the template on the next page to help you create a character.

Write a story that you find funny or scary or exciting. As David Walliams says, write something you would like to read & let your imagination run free!

So that readers can also enjoy your story, please take care to:
- Use punctuation
- Use neat handwriting
- Take care with your spelling

You can add your writing into to this document or take a photo of your writing and add it to this document or the Literacy folder.

Optional Extra for Superfans!

A quiz on the world of David Walliams is also available in your file for Literacy 2 – how will you score?

WB 1.3.21

Literacy 3 – Book Recommendations

Learning Intention: I can persuade others to read a book I have loved.

Learn

https://vimeo.com/516153808

Watch this video which will:

- Investigate why we recommend books to one another?
- Reflect on how we usually give and get recommendations?
- Go over your task & success criteria
- Provide you with a WAGOLL

Task
Think about a book that you have loved reading which you feel others in the class would also enjoy. It could be a book you have read in school or at home. Create your own book recommendation for a book that you would like to recommend to others.

Success Criteria
Your recommendation should include:
- Title and author of the book
- Genre of the book (adventure/fantasy/comedy etc)
- Overview of the book's plot (no spoilers!)
- Include information on **why** you enjoyed the book
- Use positive & persuasive language to convince others to give it a try

Like Mrs Bryce, you might want to make a short recording of you speaking about your favourite book. Alternatively, you could make a written recommendation.

Please share a photo or video of your recommendation on the Task Sharing thread on teams. I wonder if you will influence someone to try out a book you recommend?

Optional Extra
If you are looking for inspiration for something new to read or you want to tell a wide audience about a book you would recommend, you might want to check out this book review site. Children's Book Reviews | Toppsta

WB 1.3.21

Literacy 4 – Vegetepal

Learning Intention: I can create a "Vegetepal" that looks like a character from a book I have read and share stand out qualities about their personality.

Learn

What is a Vegetepal?!

A vegetepal is a vegetable which has been "added to" to make it look like a character. It could be drawn on, painted, carved or have things added to it!

The following Vegetepals are famous book characters! Can you tell who they are? The answers are at the bottom of this document.

1)

2)

3)	4)
5)	6)

Task

Create your own fruit or vegetable character from a book.

Create a character profile for the character with details about the character, their loves, hates, fears, hopes. Feel free to use the template below or create your own profile.

Share a photo of your creation and its accompanying profile on the Vegetepal Thread on our class Teams Task sharing page to share your creations with the class.

It might be fun to hide your character's name when you post and challenge others to guess the character.

Character Profile

1. What is your character's name?

2. My character loves...
😍

3. My character hates...
😫

4. My character's greatest fear is...
😱

5. In the future, my character hopes to...
🤞

6. Write down six (6) adjectives that describe your character. Be imaginative!

7. Complete the following character questionnaire by circling the description which applies.

My character is:

male	female
old	young
confident	scared
tall	short
rude	polite
human	superhuman
poor	rich
sad	happy
popular	unpopular
respected	not respected
energetic	lazy
smart	dumb
caring	selfish

Vegetepal Answers

1) The Lorax
2) Gangsta Gran
3) Supertato
4) Captain Underpants
5) The Twits
6) The BFG

WB 1.3.21

HWB 1 The Questionator

Learning Intention: I can generate my own thick and thin questions on an unfamiliar topic.

Learn

In this lesson we are building on the skills we learned last week recognising the difference between a thick (fat) and thin question. This week we will be focussing on generating our own thick and thin questions about a given subject. Watch the video to learn more about when and how you would ask a thick or a thin question.
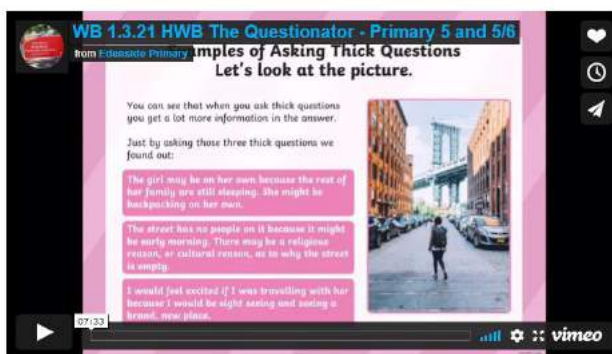
WB 1.3.21 HWB The Questionator - Primary 5 and 5/6

https://vimeo.com/516645917/6ebcc36593

Task

There are two parts to your task please complete both parts 1 and 2.

Part 1

1. Look at these three pictures. Can you come up with two thick questions and two thin questions of your own based on the content of the picture.

| Thin Question 1 | | Thick Question 1 |
| Thin Question 2 | | Thick Question 2 |

| Thin Question 1 | | Thick Question 1 |
| Thin Question 2 | | Thick Question 2 |

| Thin Question 1 | | Thick Question 1 |
| Thin Question 2 | | Thick Question 2 |

Part 2

This week we are celebrating World Book Day.

On our Teams Task Sharing Thread can you share a picture of the cover of your favourite book (you can use google images if you don't have the book at home). Then ask somebody else in the class a thick question about their favourite book. Use the @ to tag the person you are asking your thick question to.

See the example below (my book is The Horse and His Boy and I am asking Henry a question about his book Harry Potter).
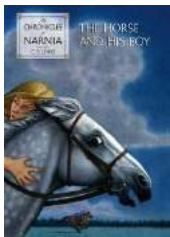
 @Henry why have chosen the third Harry Potter book The Prisoner of Azkaban to be your favourite book out of the seven?

Remember to keep asking thick (fat) questions over the next week. I will still be looking to recognise questionators in our Friday live session.

WB 1.3.21

HWB 2 Kindness

Learn

Last week, we started thinking about compassion and what that means. We know that we all have a responsibility to be considerate towards other people and that there are many ways in which this can be achieved. Let's begin our lesson by reminding ourselves of what it means to be kind.

Kindness, by definition, is a type of behaviour recognised by acts of generosity, compassion or concern for others without the expectation of praise or reward. It is witnessed every day by the words we use and the actions we take. If we are kind to others, we have the potential to have a positive, lasting impact on their life. However, if we are unkind, we can have a significant negative effect on them instead.

If someone is unkind to you, it can make you feel a range of negative emotions. You may experience sadness, annoyance, anxiety or even loneliness. Unkindness may involve:

- Insulting someone.
- Calling someone names.
- Being rude to people.
- Not offering help when others need it.
- Excluding someone from a game or conversation.
- Mocking or making fun of another person.
- Laughing at someone when they talk or make a mistake.

Often, people say things they don't mean because they are angry. However, it is important to remember that anger eventually disappears, but hurt feelings may not. What individuals choose to do after they have been unkind is what truly matters.

Being kind to other people can make a difference to how they feel, but it can also change how you feel, too. If you show compassion to someone, you become more hopeful when you are feeling worried or uncertain. We should always offer to help people in need, even if we are not the person responsible for causing them distress. If you are kind to someone, it encourages them to be kind to those around them, too. How many lives would be affected in a positive way if we all chose to perform one small act of kindness every day?

Use the following link to watch a video about the science of kindness:
https://vimeo.com/516332558

Watch this video to understand the impact kindness can have:
https://vimeo.com/516346045
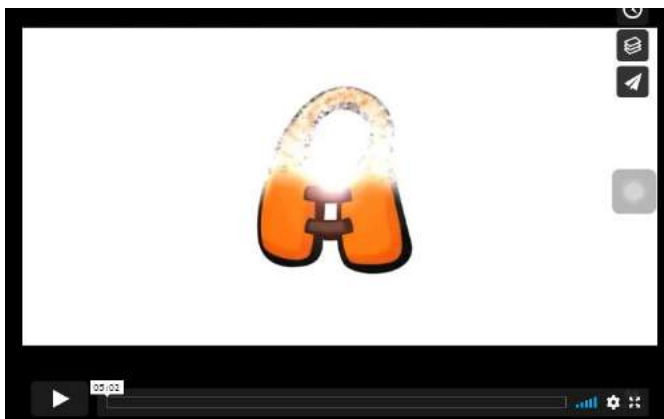
Your Task

Put what you have learned to the test by providing answers for the four scenarios below. If you saw someone being unkind to another person, what would you do to help? Read each of the suggestions and use the text boxes beside the images to record your answers.

Unkind Behaviour Scenario Cards

Lily walks to school by herself every day. Each morning she walks past the same group of girls from the other Year 6 class and every morning they shout unkind names at her.

Unkind Behaviour Scenario Cards

Ayesha has been invited to a football game by Claude who has invited four other friends.

Ayesha can't go and now the group of friends going to the football match aren't talking to her and walk away every time she comes near them.
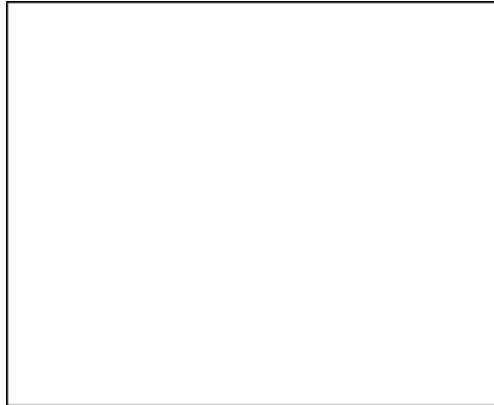
Unkind Behaviour Scenario Cards

Dapo always lines up on time with his class. Recently, Ben has lined up directly behind him every time and poked him very hard in the ribs. Dapo has told him that it hurts and asked him to stop but he continues to do it.
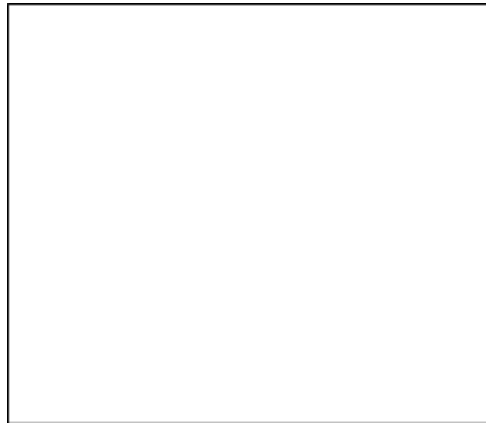
Unkind Behaviour Scenario Cards

Someone gave Juno's number to all the children in the other year 6 class and one girl has sent her a message every day saying that she has no friends.
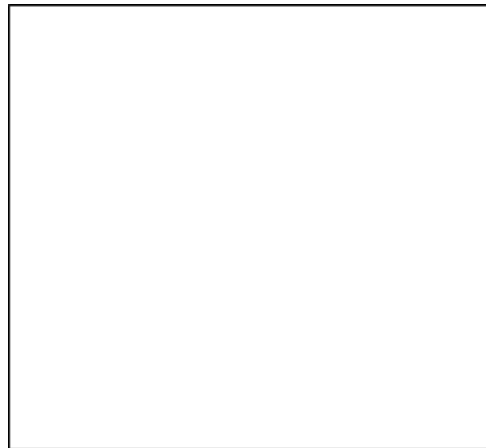
WB 1.3.21

IDL Lesson 1

<mark>**Learning Intention: We are learning about the Ancient Greek Gods and Goddess.**</mark>

Learn

The Ancient Greeks believed that gods and goddesses watched over them.

These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves.

The Greeks thought the gods lived high above **Mount Olympus**, in a palace in the clouds. From here, they kept an eye on life below. From time to time, they would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars. Sometimes they even played tricks on humans too.

Watch the video from Mr Wood on Ancient Greek God and Goddesses

https://vimeo.com/515934474
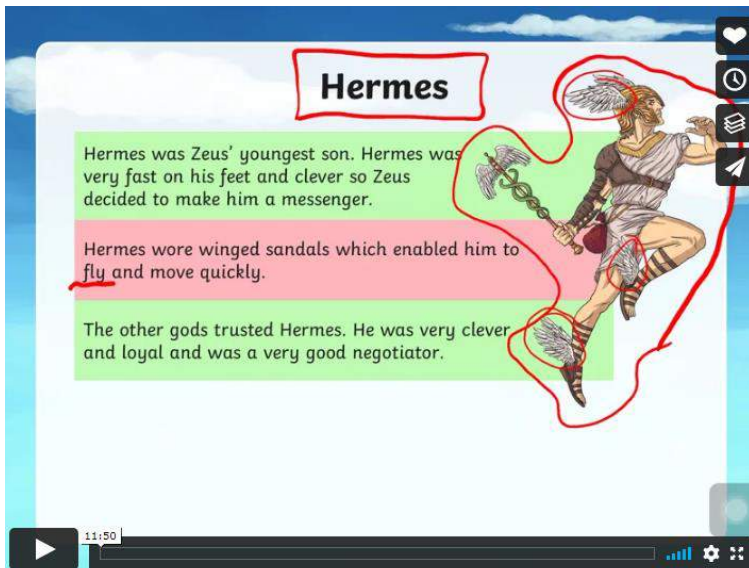
Task

Please complete parts 1 and 2 of the task.

Watch the video from Mr Wood where he explains how to complete the tasks. https://vimeo.com/515966404

Part 1 – Getting to know the Gods a bit better.

Use the table below to match the correct Greek God or Goddess to their description. <mark>Complete the table on the document or upload a photo of the completed document.</mark>

Name of God/ Goddess	What do you think describes them best- use the blue letter.	Answer- the correct answer is already in the box below- it's just written in white! So- **when you've completed the task** select the whole box and change the colour of the text to black to reveal the answer.
EXAMPLE *DEMETER*	*EXAMPLE* *N*	*EXAMPLE* *N*
ZEUS	D	D
POSIEDON		
ARES		
APHRODITE		
HERMES		
HADES		
ATHENA		
HERA		
DIONYSUS		
HESTIA		
APOLLO		
ARTEMIS		
HEPHAESTUS		

Zeus

Poseidon

Ares

A

The goddess of love and beauty.

She is shown as a beautiful woman and often with her symbols, which include doves, apples, scallop shells and mirrors.

B

The messenger of the gods.

He was the fastest god and wore special winged shoes. He was also known to be a trickster among the gods.

C

The god of the underworld.

The brother of Zeus and Poseidon. He wore a helmet that could make him invisible and had a three-headed dog called Cerberus, who guarded the entrance to the underworld.

Aphrodite

Hermes

Hades

D

The most powerful of all the gods and the king of Olympus.

His temper affected the weather and he threw thunderbolts when he was unhappy. He was also able to transform his shape.

E

The god of the sea.

He was the brother of Zeus and lived in a beautiful palace under the sea. He caused earthquakes when angry.

F

The god of war.

The son of Zeus and Hera. His symbols included the vulture and the dog and he is often shown carrying a spear.

Athena

Hera

Demeter

G

The god of the sun, music, poetry and art.

He was the son of Zeus and twin brother of Artemis. He played music for the other gods on a golden lyre. He also taught mankind the art of medicine.

H

The goddess of the hunt and wild animals.

The daughter of Zeus and twin sister of Apollo. She used her bow to hunt alongside her hunting dogs. Bears and stags were her sacred animals and it was believed she would punish people for hurting them.

I

The god of metal, fire and sculpture.

The son of Zeus and Hera and married to Aphrodite. He was the blacksmith for the gods on Olympus and had a forge underneath a volcano. When volcanoes erupted, it was thought he was working.

Part 2 – Creating your Top Trump card

Create a TOP TRUMP card of your favourite God or Goddess; save a copy here and add one to your class TEAMS page.

Blank 'Top Trumps' card for your favourite Ancient Greek God or Goddess.

God or Goddess
ZEUS

WB 1.3.21
IDL Lesson 2 <mark>P5-7 Challenge</mark>

Learning Intention: I am developing my understanding of Greek temples and can create my own temple in a way of my choosing.

Learn
The Greeks built temples to worship their gods and goddesses. Some temples were small, while others were very grand and beautiful with amazing decorations. Every city in Greece had a **'patron' god or goddess.** People believed patron gods protected them from harm.

When people needed help from the gods, they went to the temple to pray. They might go if they were feeling sick, going on a journey or worried about the harvest on the farm.

The most famous temple in Greece was the Parthenon in Athens. Inside stood a giant statue of Athena, the patron goddess of the city.

Play the Argo Odyssey game where you have to solve the mystery while answering questions about Greek gods, temples, myths and culture.
https://www.bbc.co.uk/bitesize/topics/z7nrydm/articles/z2ngf82

Task
Create your own Greek Temple in whatever way you would like (Minecraft, Lego, junk modelling, clay etc.) and share your creation on our class Teams Task Sharing page.

The examples below may give you inspiration:

WB 1.3.21

IDL Lesson

Learning Intention: I know what Mount Olympus is and what the myths are that surround it.

Learn

From your lesson earlier in the week about the Greek Gods you will have learned that Mount Olympus was the home of the Ancient Greek Gods and Goddesses. Did you know it is also a real place too?

Watch this video to introduce you to Mount Olympus. **https://video.link/w/eXdVb**
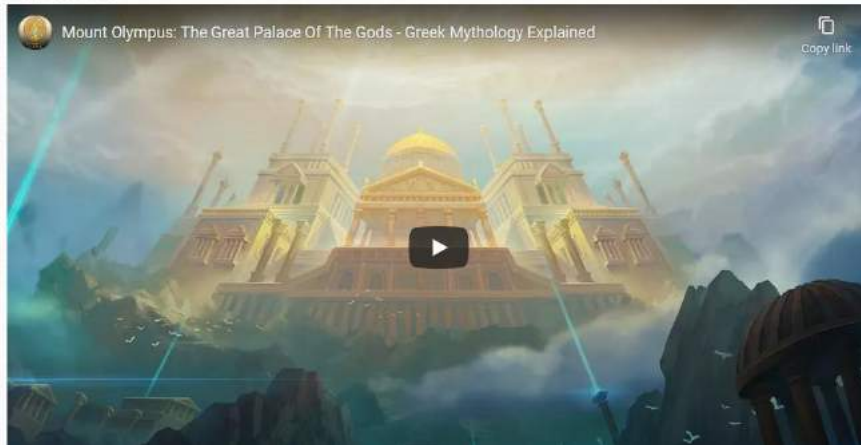
For more information and to help you with your task there is lots more information on these websites:

- **https://greece.mrdonn.org/greekgods/mountolympus.html**
- **https://kids.britannica.com/students/article/Mount-Olympus/276183**
- **https://kids.kiddle.co/Mount_Olympus**
- **https://easyscienceforkids.com/mount-olympus/**

Task

Your task for this lesson is to answer the questions about the real Mount Olympus and the mythical Mount Olympus on the next page. You might need to do some research to find the answers to some of the questions. Use the information from the video, the websites listed above or websites you find to help you.

The Real Mount Olympus	The Mount Olympus of Greek Mythology
Insert a picture of what Mount Olympus looks like.	Draw or insert a picture of how Greek Mythology perceives Mount Olympus.
Where is Mount Olympus? Mark on the map where Mount Olympus is 	How many Olympian Gods was there and who were they?
How high is Mount Olympus?	What were the God's homes like on Mount Olympus?
How many peaks does Mount Olympus have?	Did anybody else live on Mount Olympus with the Gods?
Share something else you found interesting about Mount Olympus	Why do you think the Ancient Greek Gods choose to make the top of a mountain their home?

Can you think of one similarity and one difference between the real Mount Olympus and the mythical Mount Olympus?

WB 1.3.21
IDL Lesson 4

Learn

Throughout history, myths have played a significant role across the world. They are unique to each country and are passed from generation to generation, intertwining to form a rich tapestry of culture. *Myths* are sacred tales created to teach people about something important and meaningful. They answer timeless questions and are often used to teach people about events they do not always understand such as illness, earthquakes and floods. They are as relevant to us today as they were to ancient civilisations.

Ancient Greek mythology was centred around gods and goddesses who, they thought, had control over every part of people's lives. The Greeks believed that they had to pray to them for help and protection and they had a different god for almost everything. They did not view them as a perfect entity, but rather as people. Although Greek myths focussed heavily on these, they also featured unique creatures and brave heroes. One such character was Hercules.

Hercules was the son of Zeus, king of the gods, and the mortal woman Alcmene. A half-god of superhuman strength, Hercules was famed for his bravery in the ancient world, which he protected from various monsters and villains. He is undoubtedly one of the most influential and iconic figures in Greek mythology.

Use the following link to learn more about Hercules:

https://video.link/w/Fi1Vb

The Twelve Labours of Hercules | Kill the Nemean Lion & Kill the Lernean Hydra | Greek Mythology

Hercules was know for completing the '12 labours' which saw him:
- Defeating the Nemean lion who terrorised the Greek people.
- Defeating the nine-headed venomous snake.
- Capturing the stag of Arcadia.
- Capturing the wild boar of Mount Erymanthus.
- Cleansing the cattle stables of King Augeas of Elis in a single day.
- Defeating the man-eating birds of the Stymphalian marshes.
- Capturing the mad bull that terrorised the island of Crete.
- Defeating the man-eating mares of the Bistones.
- Seizing an item of clothing from Hippolyte, queen of the Amazons.
- Capturing the cattle of the three-bodied giant, Geryon.
- Rescuing the golden apples kept by the Hesperides.
- Rescuing the triple-headed dog Cerberus.

To read more about Hercules, please use this website:
https://www.ducksters.com/history/ancient_greece/hercules.php

Task

Put your knowledge to the test by completing **one of the following** challenges:
- 12 New Labours
- Creating a Greek crown

12 New Labours

Hercules was a strong and brave half-god, famous for completing the 12 labours above. In doing so, he protected the Ancient Greeks from harmful monsters. If Hercules were alive today, what impossible tasks would you ask him to do? Use the table below to invent 12 new labours, recording your answers in each of the boxes. Remember, Hercules was incredibly strong and he fought mythological beasts, so be creative!

Labour 1	Labour 2
Labour 3	Labour 4
Labour 5	Labour 6
Labour 7	Labour 8
Labour 9	Labour 10
Labour 11	Labour 12

Creating a Greek Crown

Ancient gods and goddesses wore traditional Greek clothing, including a headpiece. Design a crown for Hercules and take a picture of you modelling your wonderful creation. To complete this task, you could use coloured paper and glue. Alternatively, you could source some natural materials on your next walk. Share your ideas with your class by uploading your image to your Teams page. Use the following link to watch a video which explains how this can be done: https://vimeo.com/516680341

Here are some examples of a Greek crown:
Share a photo of your crown on our task sharing page if you wish or upload a photo to this document.