HWB – Being Kind to Others

Learning Intention: I am learning about the importance of being kind to myself

Learn

Over the last few weeks, we have been learning about kindness. More specifically, we have been focusing on how we can be kind to other people. We have discovered that our actions can have a lasting impact on a person's life, so it is essential that we treat those around us with compassion and respect. However, it is also important for us to care for ourselves in the same way.

Often, we are our own worst critics and can find it hard to recognise and appreciate our positive attributes. Nevertheless, it is just as important for us to show compassion towards ourselves as it is to respect other people. '***Self-kindness***' generates feelings of care and comfort, so instead of being self-critical we learn to accept our flaws and imperfections. We also begin to appreciate that it is completely acceptable to fail and make mistakes.

To be compassionate towards ourselves we must remember to:

- Do something we love and enjoy every day.
- Stop being so critical of ourselves and what we are capable of.
- Remind ourselves of what we are good at.
- Turn negative experiences into positive opportunities.

- See failures as opportunities for growth.
- Remember that it is never too late to learn and make changes.
- Be your own best friend. ***There is no-one else in this world like you!***

To understand what self-kindness looks like, watch this video: https://video.link/w/YRXXb

Watch this video to discover 'How to Feel Awesome About Being You: https://video.link/w/jQXXb

Task

Ten Things I Love About Me

Often, we are extremely critical of ourselves and our abilities. We rarely take the time to appreciate our unique qualities. What makes you, YOU? What do you admire about yourself?

Reflect on what you have learned about self-kindness and compassion. You are going to recognise your strengths by listing 'ten things you love about you.'

You could complete this task in one of three ways:

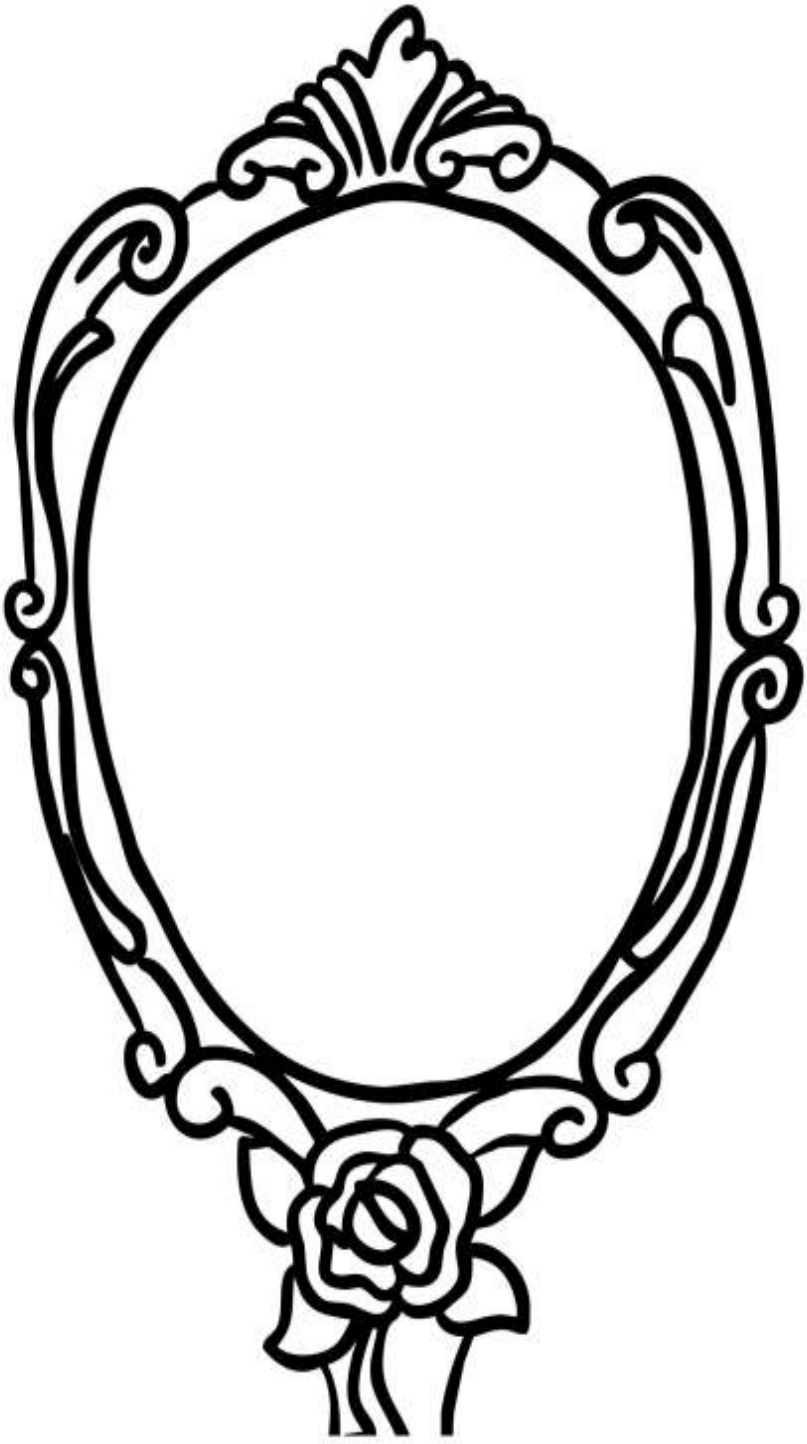
- Draw a picture of yourself and list ten of your admirable qualities.
- Attach a selfie to the template provided and use the space surrounding the image to record ten things you love about yourself.
- Use the Clips app on your iPad to make a poster showing why you are so amazing!

Once you have finished the task, take a photo of your work and save it in your personal file in Teams.

Things I Like About Me

Mirror, mirror on the wall, who's the nicest child of all?

Can you write or draw as many things as you can that you like about yourself. For example, you might write: I like my hair; or I like my brown eyes; or I am funny.



Week beginning 8th March 2021 HWB – Edenside Learner

Learning Intention: I can reflect on my Remote Learning journey & identify skills that I have developed.

Learn

Because of Covid 19, we had to quickly change the way we learned. Everyone has had to quickly adapt their way of working and, at times, it has been very challenging. However, there have been wonderful consequences too. All of our learners have grown throughout this experience and have learned skills and attitudes as a result of the process.

Below are pictures of our Edenside Learner Superheroes. Remind yourself of their names, look at their pictures & read their slogans.

Task

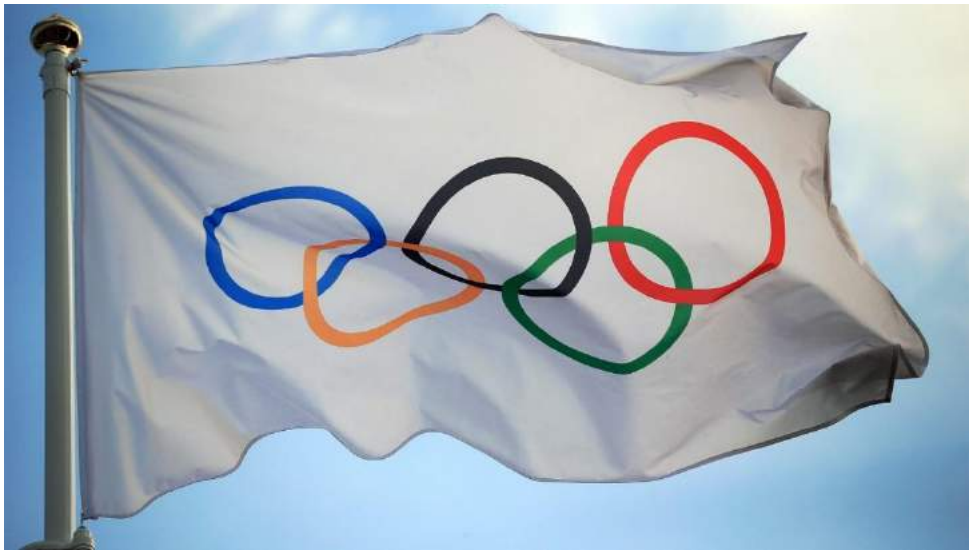
Reflect on this period of Home Learning. Identify a time when you showed the qualities / skills / attitudes of each Superhero.

Superhero	When I displayed these qualities
Mistake Magician	
Ozzie Organiser	
The Questionator	
DIY Doctor	
Percy Perseverance	
Epic Encourager	

Find the Edenside Learner Thread on the HWB Channel. Post the name of the Superhero which you feel bests sums up your development as a learner during this period of Remote Learning & why.

IDL 1 – The Olympic Games

Learning Intention: I am learning about the origins of the Olympic Games



Learn

The first Olympic games started in the year 776 BC and were held every four years until 393AD. The Greeks loved competitions of all varieties, especially sporting ones. ***The Olympics were not the only contests*** held in ancient Greece, but they were the most popular.

The competitions were hosted in the city state of Olympia and they were created to honour the mighty god, Zeus. Women were not allowed to enter the contests, so the only participants were young, athletic, Greek men.

The Greeks took the games quite seriously. Nearly all the cities sent teams to participate in the ancient Olympics. If two or more city-states were at war with each other when they began, the conflict was halted for the duration of the competition.

The winners of the games were considered heroes, so everyone wanted their city-state to be victorious. Successful competitors were given olive branches to wear on their heads and often received large sums of money for their hometowns.

At first, the games were made up of foot races. However, other sports were gradually added. The competitions included:

- Foot races
- Horse races
- Chariot races
- Boxing
- Wrestling
- Running
- Long Jump
- Discus

- Javelin

Use the following link to watch a video about the origins of the Olympic Games:
https://video.link/w/7oeYb

Use the following link to learn more about the sporting events at the ancient games. Simply click on the athletes to read information about the different competitions.
https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty

To learn more about the Olympic Games in Ancient Greece, use the following websites:

https://www.ducksters.com/history/ancient_greek_olympics.php

https://greece.mrdonn.org/olympics.html

https://www.historyforkids.net/ancient-greek-olympics.html

https://kids.nationalgeographic.com/history/article/first-olympics

Task

Host your own Olympic Games! Use resources you have at home to create competitions for all the family. You could include:

- Obstacle courses
- Discus contests (using paper plates)
- Running races
- High jump contests
- Long jump contests
- Foot races

You could also think about having a mascot, opening and closing ceremonies, a medal presentation and even food!

Please try to take photos of your day and share them to your class Teams page.
Remember to ask permission to share images if someone else has been included in these.

Access this website for hints and tips about opening ceremonies and medal presentations:

https://www.activityvillage.co.uk/holding-your-own-olympic-games


Make your own Olympics hoop game

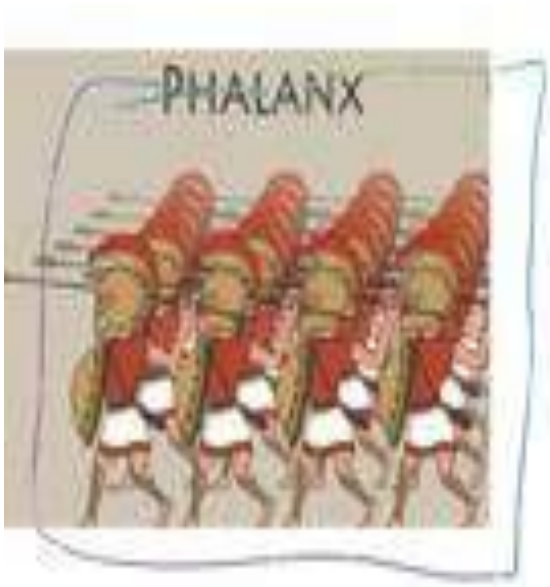
IDL 2 - Government & Democracy

LI: We are learning that how we organise and govern ourselves has been shaped by the Ancient Greeks.

Learn

Watch the lesson by following the link: [The Example of Democracy from Ancient Greece.]

Please note - we do currently have a 'Queen' in our country, but she has no power to tell us what to do.



Read this text about Democracy in Ancient Greece

Democracy in Ancient Greece served as one of the first forms of self-rule government in the ancient world. The system and ideas used by the ancient Greeks has had a big impact on how our democracy developed.

The Ancient Greeks were the first to create a democracy. The word "democracy" comes from two Greek words that mean people (*demos*) and rule (*kratos*). Democracy is the idea that the citizens of a country should take an active role in the government of their country and manage it directly or through elected representatives.

The first known democracy in the world was in Athens. Athenian democracy developed around the fifth century B.C. The Greek idea of democracy was different from present-day democracy because,

in Athens, all adult men were required to take an active part in the government. If they did not fulfil their duty, they would be fined and sometimes marked with red paint. NOTE: Women, children, and slaves were not considered citizens and therefore could not vote.

Each year 500 names were chosen from all the citizens (men) of ancient Athens. Those 500 citizens had to actively serve in the government for one year. During that year, they were responsible for making new laws and controlled all parts of the political process. When a new law was proposed, all the citizens of Athens had the opportunity to vote on it. To vote, citizens had to attend the assembly on the day the vote took place. This form of government is called **direct democracy**.

The United Kingdom has a representative democracy. **Representative democracy** is a government in which citizens vote for representatives who create and change laws that govern the people rather than getting to vote directly on the laws themselves.

Then: The place where anyone could stand up and talk to people who were going to vote in Athens (Note it's outdoors- but the weather is often dry!) DIRECT DEMOCRACY	**Now:** The place where a few people that have been elected talk about and then vote on things like our laws. REPRESENTATIVE DEMOCRACY
	

Tasks

Part 1

➔ **Match up the correct form of government to correct description:**

Use 'mark up' to draw a line between them.

Name of government	Description
Oligarchy/ Aristocracy	All adults get to vote on the laws and how people live.
Direct Democracy	A child is born into a family and eventually becomes a King or Queen and gets to rule over everyone else.
Representative Democracy	A small group of rich and powerful people get to make all the rules and decide what happens.
Monarchy	All the adults vote for a few people who then take the time to discuss and decide on how things should be run on behalf of everyone.

➔ **Answer the following questions:**

Green for a hot challenge.

Green and Orange for a Spicy challenge.

Green, Orange and Red for a 'blow your head off' Chilli challenge.

What Ancient country gave the world the example of democracy?

In Ancient Greece could everybody vote?

What groups of people were required to vote in Ancient Greece?

What groups of people were not allowed to have a say in Ancient Greece?

Name the form of democracy in Ancient Greece and the form of democracy we have now in the U.K.?

Which form of democracy do you think is best- Direct or Representative?

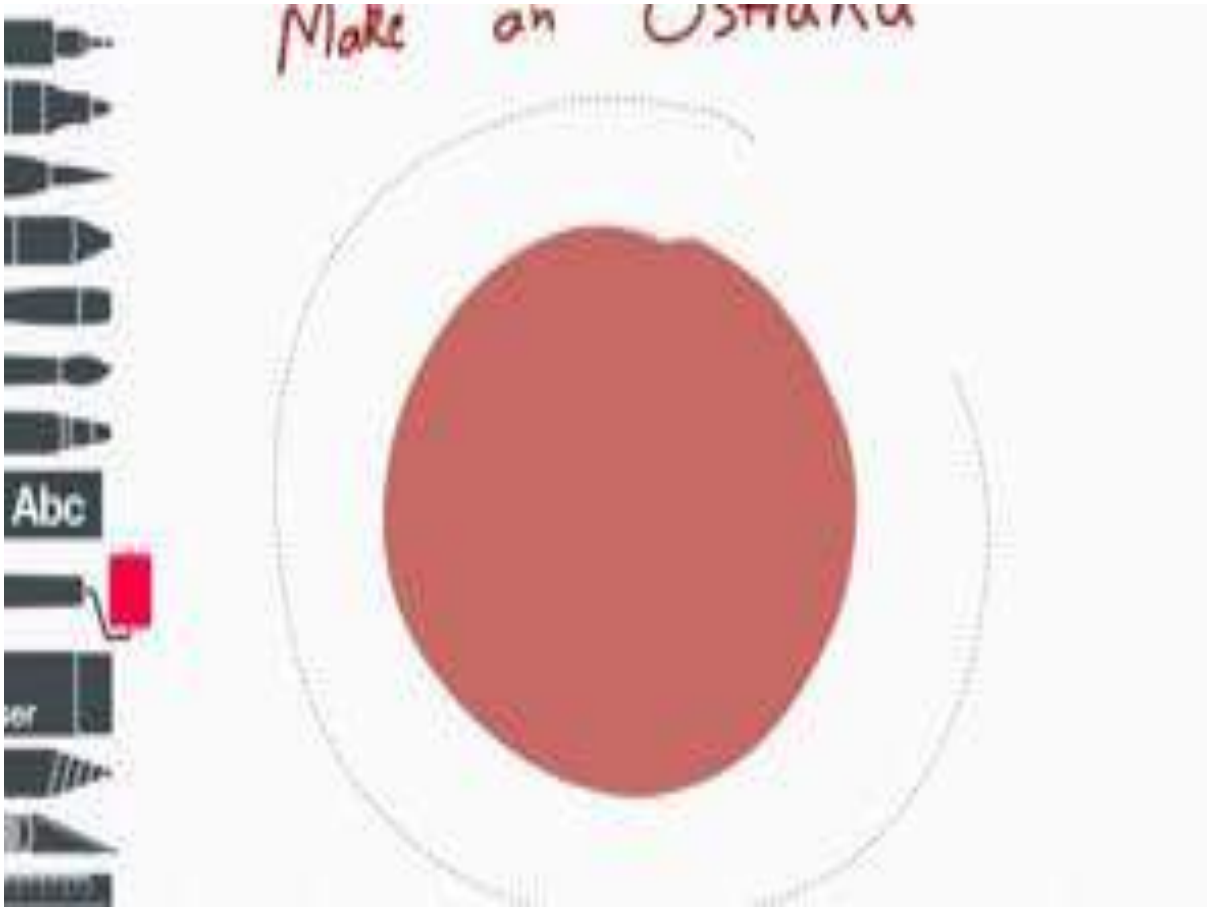
Why do you think we tend not use Direct democracy in the U.K.?

If you were to make up a new law for how things were run at Edenside primary: What would the law be? List three positive things you would tell others about it so that they would vote for it.

Task

Part 2 – Make an Ostraka!

Look at the video what an ostraca is and how to make one yourself: One way to vote in Ancient Greece- an Ostraka



WAGOLL:

You'll need to use the Greek alphabet below:

Share your Ostraka in your personal file in Teams.

The Greek Alphabet

α	Α	Alpha	a	as in father
β	Β	Beta	b	as in baby
γ	Γ	Gamma	g[1]	as in gate
δ	Δ	Delta	d	as in door
ε	Ε	Epsilon	e	as in egg
ζ	Ζ	Zeta	z[2]	as in maze
η	Η	Eta	e	as in prey
θ	Θ	Theta	th	as in think
ι	Ι	Iota	i	as in fatigue
κ	Κ	Kappa	k	as in kite
λ	Λ	Lambda	l	as in light
μ	Μ	Mu	m	as in moon
ν	Ν	Nu	n	as in note
ξ	Ξ	Xi	x	as in fox
ο	Ο	Omicron	o	as in pot
π	Π	Pi	p	as in paint
ρ	Ρ	Rho	r	as in rat
σ or ς	Σ	Sigma	s[3]	as in sun
τ	Τ	Tau	t	as in tap
υ	Υ	Upsilon	u	as in tune
φ	Φ	Phi	ph	as in photo
χ	Χ	Chi	ch	as in Bach
ψ	Ψ	Psi	ps	as in caps
ω	Ω	Omega	o	as in phone

IDL - 3

Learning Intention: I am learning about the legacy of Ancient Greek educational discoveries.

Learn

Watch the video about Ancient Greek mathematical discoveries https://video.link/w/09KXb

The Greek Legacy: How the Ancient Greeks shaped modern mathematics

Read the information about Ancient Greek science and technology discoveries on the ducksters website.
https://www.ducksters.com/history/ancient_greece/science_and_technology.php


Ancient Greece

Science and Technology

History >> Ancient Greece

The Ancient Greeks made many advancements in science and technology. Greek philosophers began to look at the world in different ways. They came up with theories on how the world worked and thought that the natural world obeyed certain laws that could be observed and learned through study.

Mathematics

The Greeks were fascinated with numbers and how they applied to the real world. Unlike most earlier civilizations, they studied mathematics for its own sake and developed complex mathematical theories and proofs.

One of the first Greek mathematicians was Thales. Thales studied geometry and discovered theories (such as Thale's theorem) about circles, lines, angles, and triangles. Another Greek named Pythagoras also studied geometry. He discovered the Pythagorean Theorem which is still used today to find the sides of a right triangle.

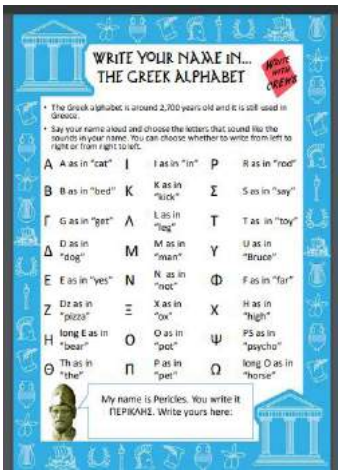
Perhaps the most important Greek mathematician was Euclid. Euclid wrote several books on the subject of geometry called *Elements*. These books became the standard textbook on the subject for 2000 years. Euclid's *Elements* is sometimes called the most successful textbook in history.

Astronomy

Once you've read the information try the quiz to see how much you can remember.

https://www.ducksters.com/history/ancient_greece/science_and_technology_questions.php

Task



1. The Ancient Greeks also had their own alphabet system. Use the poster to write your name using the Ancient Greek alphabet. (A copy of this is saved in the lesson file) Remember the Greek alphabet doesn't translate exactly to English so you might have a few letters missing, try and select sounds that make your name to get as close as possible to the Greek version.

2. Write the symbol for the Greek Letter name in the box next to the word on the table below. Use the alphabet song to help you.

https://video.link/w/CjeYb

Share your Ancient Greek name in the IDL-thread in Teams.

The Greek Alphabet					
Alpha		Iota		Rho	
Beta		Kappa		Sigma	
Gamma		Lambda		Tau	
Delta		Mu		Upsilon	
Epsilon		Nu		Phi	
Zeta		Xi		Chi	
Eta		Omicron		Psi	
Theta		Pi		Omega	

WRITE YOUR NAME IN... THE GREEK ALPHABET

WRITE WITH CREWS

- The Greek alphabet is around 2,700 years old and it is still used in Greece.
- Say your name aloud and choose the letters that sound like the sounds in your name. You can choose whether to write from left to right or from right to left.

Α	A as in “cat”	Ι	I as in “in”	Ρ	R as in “rod”
Β	B as in “bed”	Κ	K as in “kick”	Σ	S as in “say”
Γ	G as in “get”	Λ	L as in “leg”	Τ	T as in “toy”
Δ	D as in “dog”	Μ	M as in “man”	Υ	U as in “Bruce”
Ε	E as in “yes”	Ν	N as in “not”	Φ	F as in “far”
Ζ	Dz as in “pizza”	Ξ	X as in “ox”	Χ	H as in “high”
Η	long E as in “bear”	Ο	O as in “pot”	Ψ	PS as in “psycho”
Θ	Th as in “the”	Π	P as in “pet”	Ω	long O as in “horse”

My name is Pericles. You write it ΠΕΡΙΚΛΗΣ. Write yours here:

IDL 4 – Summary Challenge

Learning Intention: I can summarise my learning about Ancient Greece and give my reflections.

Learn

Over the last few weeks we have been learning about Ancient Greece. We have travelled back in time to learn where Greece is in the world, its city states, Alexander the Great and how the Greeks won the Trojan War.

We have also learned about life in Ancient Greece including the entertainment, fashion, food and temples. Last week we thought about Greek Gods and the Myths and Legends of Ancient Greece.

Look back on your learning from the last few weeks. You may also want to look back at some videos the teachers have created.

Geography of Greece: https://video.link/w/x9MWb
What did the Greeks do for us? https://vimeo.com/164710802
City States of Greece: https://vimeo.com/508763884
Alexander the Great: https://video.link/w/fFMWb
The Trojan War: https://www.bbc.co.uk/teach/school-radio/history-ks2-ancient-greece-the-trojan-war-troy/zhbdd6f
Ancient Greek's philosophers: https://vimeo.com//507996393
Housing in Ancient Greece: https://vimeo.com/510424443
Ancient Greek theatre: https://vimeo.com/164710800
The Diet of Ancient Greece: https://video.link/w/3JMWb
Greek fashion: https://vimeo.com/511084712/ce4282a30e
Greek Gods: https://vimeo.com/515934474
Mount Olympus: https://video.link/w/eXdVb
Hercules: https://video.link/w/Fi1Vb

WHAT HAVE YOU LEARNED ABOUT ANCIENT GREECE?

Task

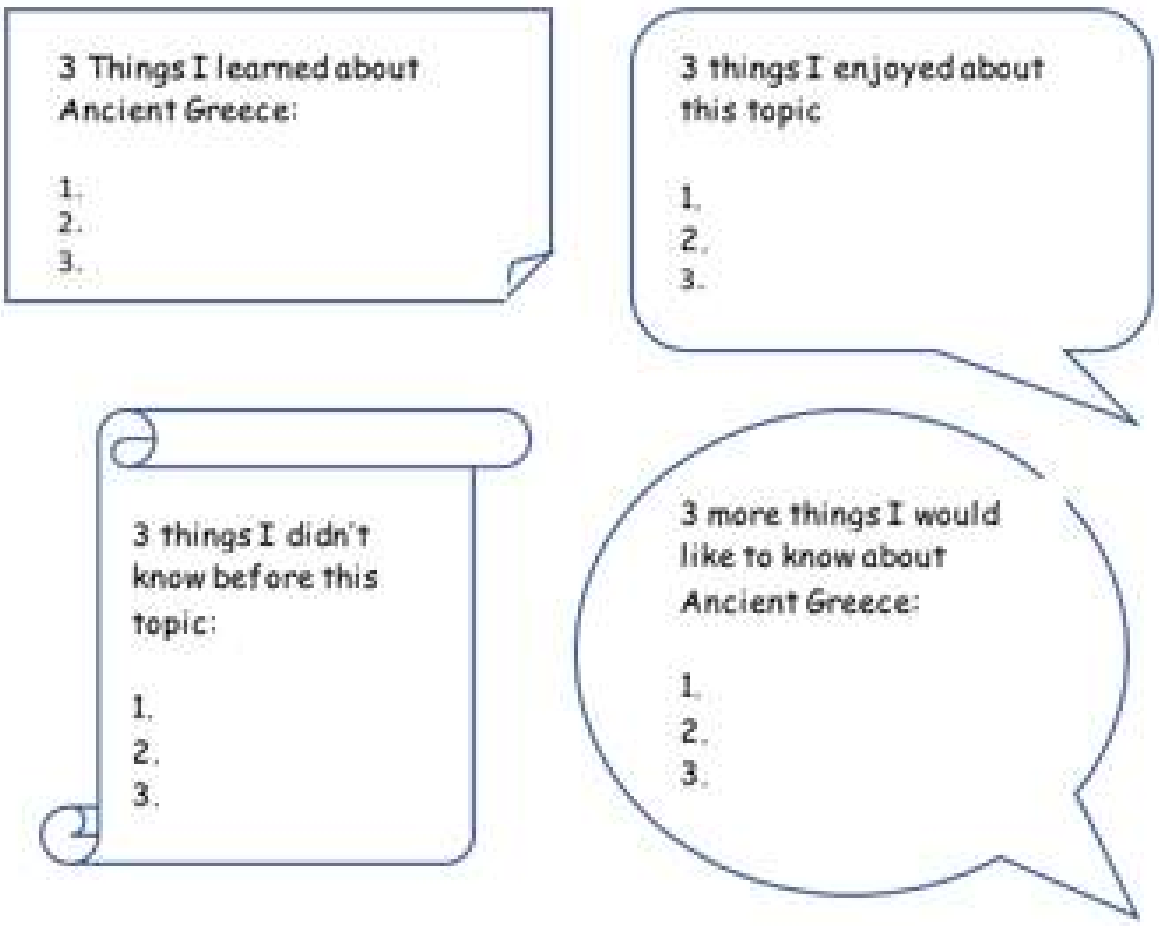
You are challenged to summarise your learning from the past few weeks. We want you to get your creative juices flowing and present your learning in any way you choose. Some suggestions include:

- Using Book Creator to make a book about Ancient Greece
- Use iMovie to create a movie/trailer about your learning
- Use Keynote to create an interactive/animated presentation
- Create a Clips movie using posters/text/post-its/images etc
- Create a poster using Sketches/Whiteboard app

- Use Flipgrid to create an interactive summary video

What should be included?
In your summary try to answer all of the following questions:

What should be included?
In your summary try to answer all of the following questions:



Please share your presentation in the IDL-thread in Teams.

Lit 1 - Spelling task – Spelling Rules

Learning Intention: I am learning to use the correct endings for plural nouns

Learn

In our last spelling lesson, we learned about ‘s’ and ‘es’ plural endings. Today, we will continue to look at plurals, only this time we will be focusing on words that end with ‘f’ or ‘fe.’

Firstly, let’s remind ourselves of the difference between a singular and a plural.

A singular word proves that there is only one of something, but a plural shows us that there is more than that. For example:

flower (***singular***) ⟶ flowers (***plural***)

To create a plural, we add letters to the end of a word. These are known as plural endings. Not all words will end with the same letters, so there are rules we must follow to ensure we spell these correctly.

For most plurals, we simply add an ‘s’ to the noun. For example:

dog → dog***s***

For words that end in ‘f’ or ‘fe’ we must begin by changing the ‘f’ or ‘fe’ to a ‘v’ Once we have done that, we then add our plural ending ‘es’. For example:

wolf → wol*ves*

shelf → shel*ves*

calf → cal*ves*

half → hal*ves*

leaf → lea*ves*

knife → kni*ves*

loaf → loa*ves*

Use the following link to watch a video which explains these plural endings:
https://video.link/w/DCgYb

Task

Complete the worksheet by converting the singulars to plurals. *Please note that you will need to use your knowledge of ‘es’ and ‘ves’ endings to answer these questions.*

Singular & Plural Nouns

Name: _____ Date: _____

Convert each of these singular nouns to plural.

(1)	beach	(16)	bus
(2)	tax	(17)	dish
(3)	trench	(18)	fax
(4)	match	(19)	church
(5)	scarf	(20)	glass
(6)	leaf	(21)	bush
(7)	hex	(22)	thief
(8)	fox	(23)	shelf
(9)	wish	(24)	loaf
(10)	roof	(25)	half
(11)	sheaf	(26)	dwarf
(12)	nose	(27)	gas
(13)	hoof	(28)	kiss
(14)	branch	(29)	life
(15)	wife	(30)	lunch

Week beginning 8th March 2021 Literacy 2 – Reading

Learning Intention: I can create a timeline to show the main events of a story.

Learn

Myths and Legends have been passed down between generations over many years. You usually find more than one version of each story as they originally would not have been written and read. They would have been told from the head, with different story tellers adding in their own details.

Listen to the following audio clip to hear a version of the Greek Myth- Theseus & The Minotaur 3. Theseus and the Minotaur - BBC Teach

Task

Part 1 – As you listen, try to imagine Theseus in you head. What does he look like to you?

Post a picture or description of how you imagine Theseus to look on the Literacy 2 Thread. Are everyone's pictures the same? Why do you think this is?

Part 2

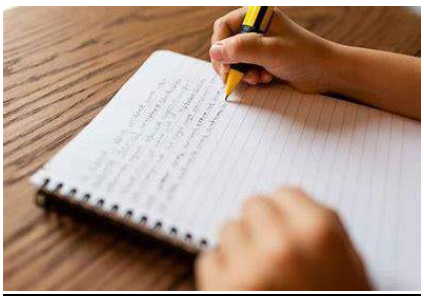
Create a timeline to show the main events in the story of Theseus & the Minotaur. You can choose how you want to layout your timeline but, as we do in school, please make sure your timeline:

- Is in chronological order
- Summarises only the main events in the story (does not contain descriptions or too much detail)
- Is clear & easy to read and follow

Make sure your timeline is uploaded to your personal file

Week beginning 8th March 2021 Literacy 3 – Writing

Learning Intention: I can write a descriptive & action packed paragraph which links to a story I know.



Learn

Think back to the myth of Theseus & The Minotaur. Jog your memory by reading over your timeline from the literacy 2 lesson or by reading the following version.

The Story of Theseus and the Minotaur

King Minos was the king of Crete. He was angry and enjoyed attacking the city of Athens when they weren't expecting it. King Aegeus, who was the king of Athens, wanted to stop the attacks so he struck a deal with Minos. In return for peace, Aegeus would send over seven girls and seven boys to be offered to King Minos's terrifying beast – the Minotaur.

Theseus was fed up. Minos had been telling Athens what to do for nine years now and, tomorrow, 14 more children would be shipped off to meet the Minotaur. He went over the plan in his head and knocked on the door of his father's study.

Before Aegeus could even stand up to meet his son, Theseus had started talking. "This deal with Minos has gone on for too long. Families are terrified that their children will be picked next. We should be protecting our people – not feeding them to the Minotaur! Tomorrow, when the boat comes, I am going to take the place of one of the boys. Then, I will defeat the Minotaur and we can live in peace."

Aegeus was shocked. He knew that his son was strong and brave but the Minotaur was huge and fierce. In fact, it was so fierce that it had to be locked inside a complex maze. Aegeus begged Theseus to find another way but he had already made up his mind. Eventually, Aegeus had to agree.

"I will not be happy until I know that you are safe," he told Theseus. "The moment that I can see your ship, I want to know that you have won. If you have defeated the beast, replace your ship's black sails with white ones. Then, I will know that you are coming home safely." Theseus nodded and promised his father that his sails would be white.

Later that day, Theseus climbed into the ship alongside 13 shivering children. When the boat arrived in Crete, they were met by Minos and his daughter, Ariadne. As Minos led the children to the palace, Ariadne pulled Theseus to one side. She explained that she wanted to escape from her father and his unfair laws. As a result, she told Theseus that she would help him if he promised to take her away from Crete.

Theseus and the Minotaur

Agreeing to help, Theseus and Ariadne went to see Daedalus. He had invented the labyrinth that the Minotaur was being kept in. Wanting to be a hero, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Holding out a ball of string, Daedalus explained his plan. "This labyrinth has been designed to be so complicated that I can't even escape it. However, if you unravel this string behind you, you will be able to use it to find the entrance again. Ariadne and I will stay here to make sure that nobody else comes in. Good luck."

With that, the doors to the labyrinth closed and Theseus set off to find the Minotaur. Leaving the string behind him, he searched through the narrow passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and smarter. After a long battle, Theseus emerged victorious. The Minotaur had been defeated.

Theseus immediately made his way to the ship with Ariadne. He had done it! No more children would ever have to meet the Minotaur. Feeling tired but happy, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.

Task

Can you write a paragraph that describes how Theseus defeated the Minotaur. The only detail we have here is the "Theseus was quicker and smarter" and it was "a long battle" – the rest is up to you…. How did he manage to defeat a Beast so big?

Use the Literacy 3 Thread on Teams to share some ideas of how Theseus managed to defeat the Minotaur.

Part 1

Before you start your paragraph, plan out some descriptive language you might use & plot out events:

Adjectives, verbs, adverbs, similes to describe Theseus & his actions	Adjectives, verbs, adverbs, similes to describe The Minotaur & its actions
Adjectives, similes to describe the scene of **where** the battle look place (we only know that it was in the middle of a labyrinth, the details are up to you)	How did the battle end?

How did the battle end?	How did Theseus feel / react when he knew he had defeated the Minotaur?

Part 2

Write the action packed battle scene.

Success Criteria:

- Make the paragraph exciting to read
- Make sure the action scene fits into this myth – Theseus must defeat the Minotaur, its up to you how he does it
- Include lots of descriptive language to help the reader imagine the characters, setting & action
- Use punctuation so that you reader can understand the text
- Take care to vary your sentence openers
  Time openers eg. The next minute…., Straight away…, Eventually
  Place Openers eg. In the distance… Just behind his left shoulder…. From out of nowhere….
  Adverb openers eg. Surprisingly… Strangely… Luckily…..

When you are finished, use the Success Criteria to give yourself a "Green - good to be seen" comment & a "Pink - stop & think" comment.

Upload your finished paragraph to your personal file.

Lit 4 – Reading Wise

Learning Intention: I am learning to develop my decoding and comprehension skills

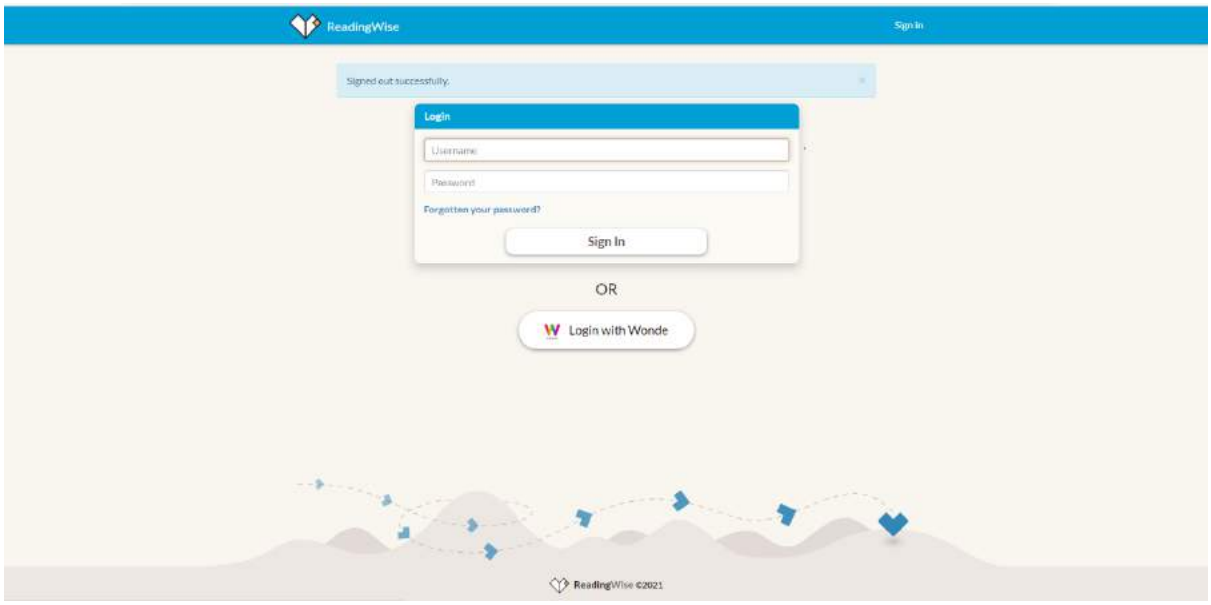
Task

Login to your Reading Wise account and spend one hour working through the programme assigned to you. ***You do not need to submit anything for this lesson. Your teacher will be able to see your progress.***

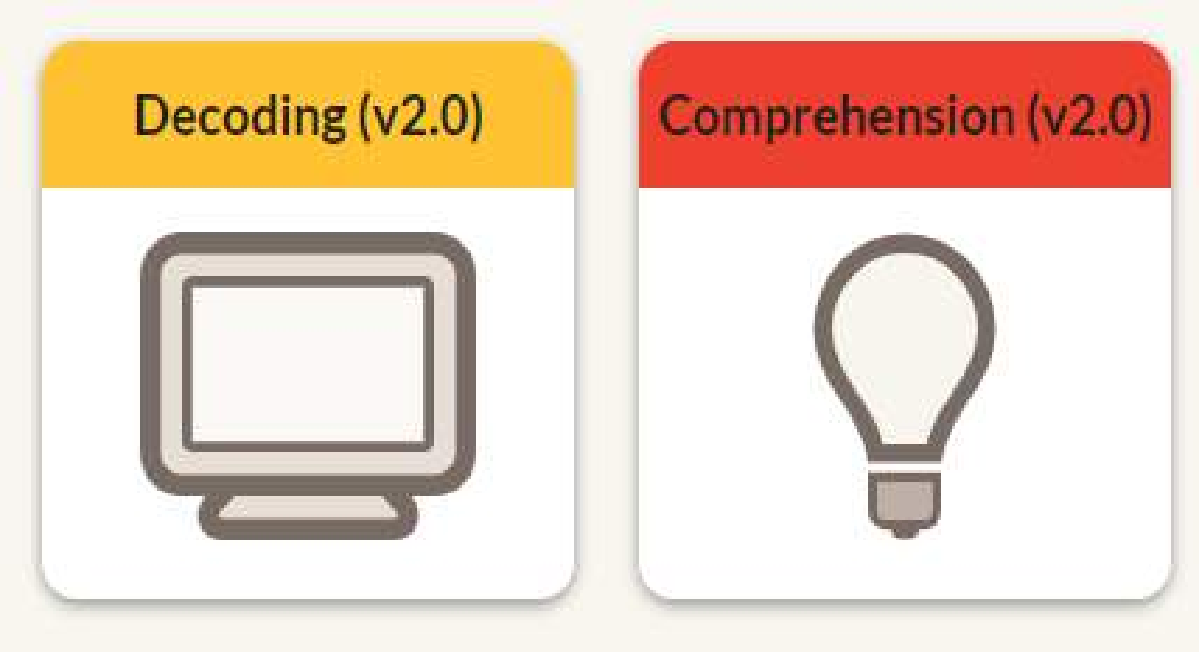
1. Use the following address to access Reading Wise: https://readingwise.com.

This is an image of the correct website:

2. Enter your login details to access your account.



3. Select from the decoding or comprehension options to begin your session. ***If you are unsure which one you should choose, please ask your teacher.***



Solving Two-Step Addition and Subtraction Word Problems

No.	Question	Calculation required (Do brackets first!)	Method	Answer
e.g.	The cinema has 700 seats – 113 adults and 276 children come to see the film. How many empty seats are there?	700 – (113 + 276)	113 + 276 = 389 700 − 389 = 311	311 empty seats
1.	Dorothy is saving her money for a new bike costing £286. If she has already saved £39 and is then given £59 for her birthday, how much more does she need to save?			
2.	A study of 900 people found that 687 were right handed, 174 were left handed and the remainder were ambidextrous (could use either hand). How many were ambidextrous?			

3.	The crisp factory needs to make 875 bags an hour. If a machine breaks down and the factory only makes 323 bags in one hour, how many does it need to make in the next hour to catch up?			
4.	Dave earns £1485 a month as a bus driver and his wife earns £1760 as a teacher. If Dave gets a pay rise of £217 a month how much less than his wife does he earn?			
5.	If William Shakespeare was born in 1564 and lived to be 52 years old, how many years ago did he die?			

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Maths Lesson 1

Learning Intention: I can subtract two-digit numbers using column subtraction.

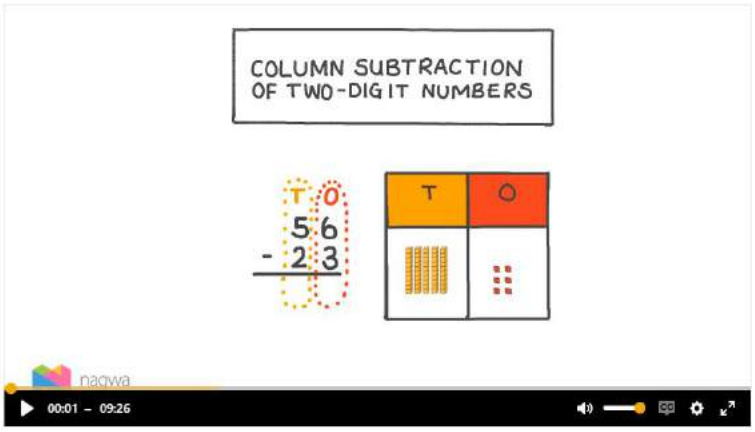
Complete Maths Objective:

OBJECTIVE
Subtracting with 2-digit Numbers

Learn

This week your maths will focus on column subtraction. Remember subtraction is the inverse of addition (the opposite) so your answer will always be smaller than the number you started with. Like with addition, written subtraction can be completed using the column method too.

Watch this video to learn how to the column method of subtraction works.
https://www.nagwa.com/en/videos/203153184780/



Remember for column subtraction, like with our addition, **we start with subtracting the ones THEN move onto the tens.**

There are few key words we've heard this week and last week

Exchange – this is where you change 1 ten into 10 ones. Or 1 hundred into 10 tens.

Regrouping – this is where you change 10 ones into 1 ten. Or 10 tens into 1 hundred.

Carrying – this is how you show you have either exchanged or regrouped on your written addition and subtraction. It is written as a small 1.

Your Task

- Bell Pepper Task, two digit subtraction no exchanging. Please use the video link from White Rose Maths to help you work through your worksheet. https://vimeo.com/468561808

- Jalapeno Task, two digit subtraction with exchange. Please use the video link from White Rose Maths to help you work through your worksheet. https://vimeo.com/468562834

- Scotch Bonnet Task, two digit with exchange. This task includes a missing number challenge at the end. (In Maths lesson 2, how to work out missing numbers will be explained to help you with the last three questions.)

Please upload a photo of your completed task in your personal file in Teams.

Optional Extra

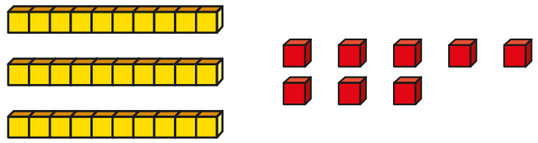
Please note this is an optional extra you do not have to do this task.

If you want an extra challenge using your two digit addition and subtraction skills have a try at these word problems. The problem have two steps. That means you will need to do two separate sums before you have your answer. Use the completed example to help you.

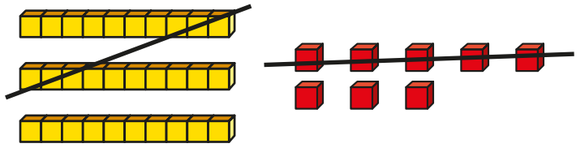
No.	Question	Calculation required (Do brackets first!)	Method	Answer
e.g.	The cinema has 700 seats – 113 adults and 276 children come to see the film. How many empty seats are there?	700 – (113 + 276)	113 + 276 = 389 700 − 389 = 311	311 empty seats

Subtract 2-digit numbers (1)

1 Complete the sentences to describe each step of the subtraction.



First the number is ☐



Then ☐ is crossed out.

Now the number is ☐

☐ – ☐ = ☐

2 Draw base 10 to represent the number 35

Now cross out 12

What number is left?

35 – 12 = ☐

3 Use base 10 to complete the subtractions.

a) 7 – 2 = ☐

b) 30 – 10 = ☐

c) 37 – 12 = ☐

d) 47 – 12 = ☐

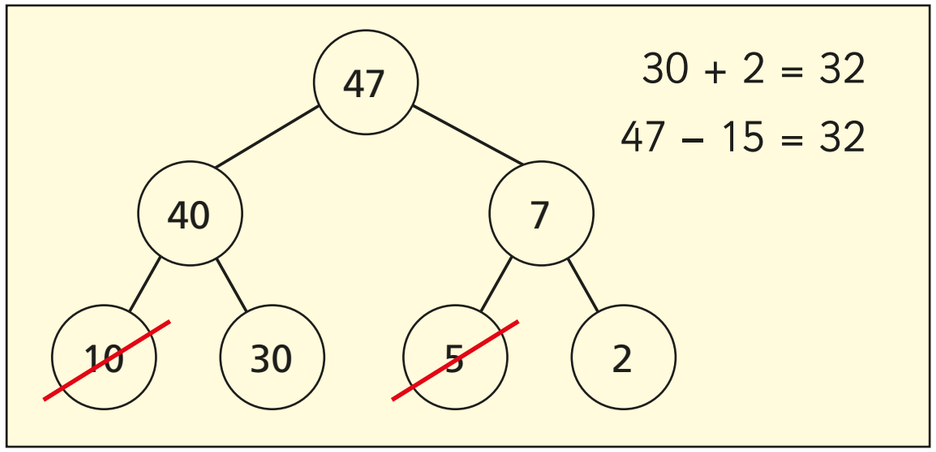
e) 48 – 11 = ☐

f) 27 – 16 = ☐

g) 63 – 61 = ☐

h) 45 – 33 = ☐

4 Jack is working out 47 – 15



Talk about Jack's method with a partner.

Use Jack's method to complete the calculations.

a) 47 – 16 = ☐

b) 36 – 22 = ☐

c) 37 – 15 = ☐

d) 57 – 31 = ☐

5 Complete the subtractions.

a)

		T	O	
		5	2	
	–	1	1	

b)

		T	O	
		1	5	
	–	1	2	

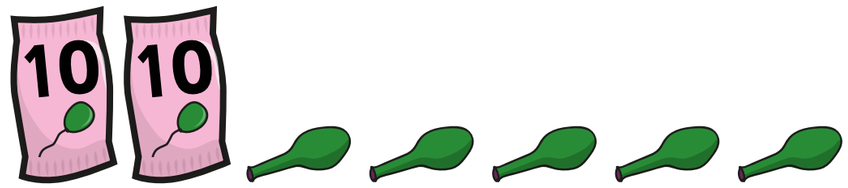
c)

		T	O	
		8	7	
	–	3	4	

d)

		T	O	
		6	3	
	–	5	2	

6 Rosie has 25 balloons.



Scott has 11 fewer balloons than Rosie.

How many balloons does Scott have?

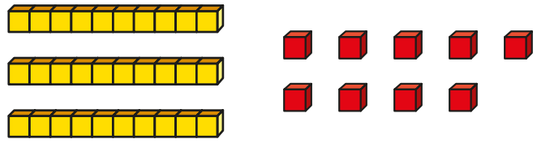
☐

How many balloons do they have altogether?

☐

Subtract 2-digit numbers (2)

1 **a)** What number is represented?

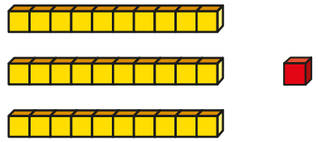


Subtract 12

What number is left?

____ – 12 = ____

b) What number is represented?



Subtract 12

What number is left?

____ – 12 = ____

What is the same about your answers?

What is different?

2 Use base 10 to complete the subtractions.

a) 23 – 6 = ____

b) 33 – 7 = ____

c) 33 – 17 = ____

d) 45 – 26 = ____

e) 63 – 35 = ____

f) 82 – 24 = ____

3 Tommy is working out 43 – 5

		T	O	
		$^{3}\not{4}$	$^{1}3$	
	–		5	
		3	8	

Talk about Tommy's method with a partner.

4 Complete the subtractions.

a)

		T	O	
		2	3	
	–		6	

b)

		T	O	
		3	3	
	–		7	

c)

		T	O	
		3	3	
	–	1	7	

d)

		T	O	
		4	5	
	–	2	6	

e)

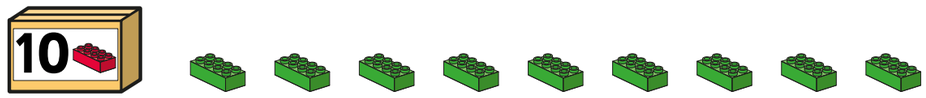
		T	O	
		6	3	
	–	3	5	

f)

		T	O	
		8	2	
	–	2	4	

5 Dexter has 33 bricks.

Rosie has 19 bricks.



a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?

Subtracting 2-Digit Numbers from 2-Digit Numbers - with Exchanging

LO: To use column addition and subtraction.

Calculate the answer to the following:

75 - 16 _____	41 - 25 _____	72 - 57 _____	73 - 38 _____
20 - 16 _____	62 - 44 _____	41 - 33 _____	82 - 67 _____
31 - 26 _____	82 - 55 _____	64 - 47 _____	91 - 53 _____

Challenge: Complete the following calculations:

_2 - 3_ 16	7_ - _4 49	_1 - 6_ 24

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Maths Lesson 2

Learning Intention: I can subtract with 2-digit and 3-digit numbers using the column method of subtraction.

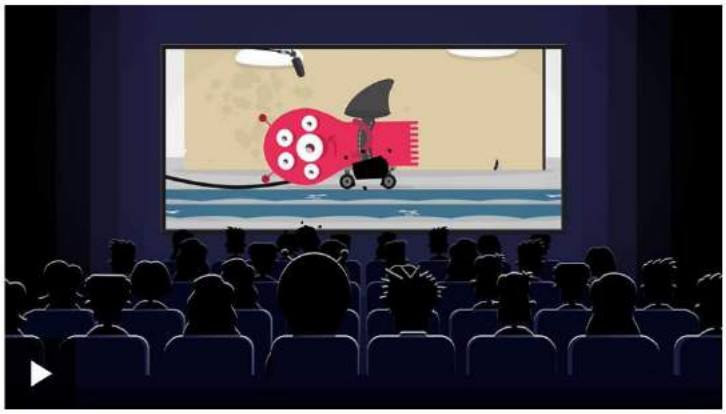
Complete Maths Objective:

OBJECTIVE

Subtracting with 2-digit and 3-digit Numbers

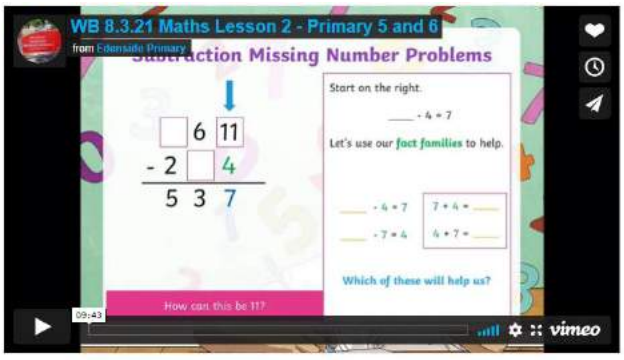
Learn

Watch this video to remind yourself how to do the column method of subtraction.
https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd



Next watch this video to learn how to work out missing numbers in a subtraction column sum.

https://vimeo.com/518589407/c1bb495f16



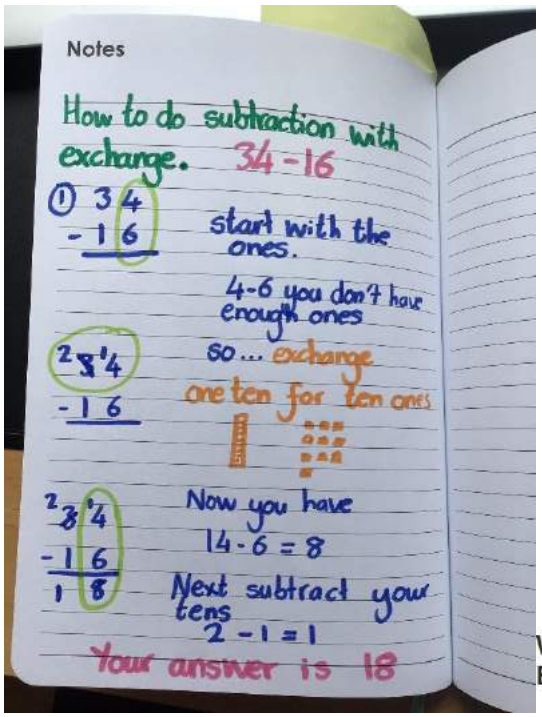
WB 8.3.21 Maths Lesson 2 - Primary 5 and 6

Your Task

Part 1

For part 1 can you make a video or a poster explaining to your classmates how they can use the column method of subtraction to work out 55-38.

Look at the two examples below from Miss McManus using the sum 34-16 for ideas on how to do this. You will need to click this link to watch the example video. (Top tip, balance your iPad on something to keep it steady.) https://vimeo.com/518548005/37d5964430



WB 8.3.21 Maths Lesson 2, Task Part 1 Example - Primary 5 and 6

Share your poster or video on the Teams Maths Channel for the Maths Lesson 2 thread.

Part 2

Select your chilli challenge and try to solve the missing number questions. You will need to screen shot the page and use mark up to fill in your answers or write the questions down on a piece of paper.

- Bell Pepper 2-digit subtract 2-digit numbers a few exchanging.
- Jalapeno 2-digit subtract 2-digit numbers some more exchanging.
- Scotch bonnet 3-digit subtract 3-digit numbers with exchanging.

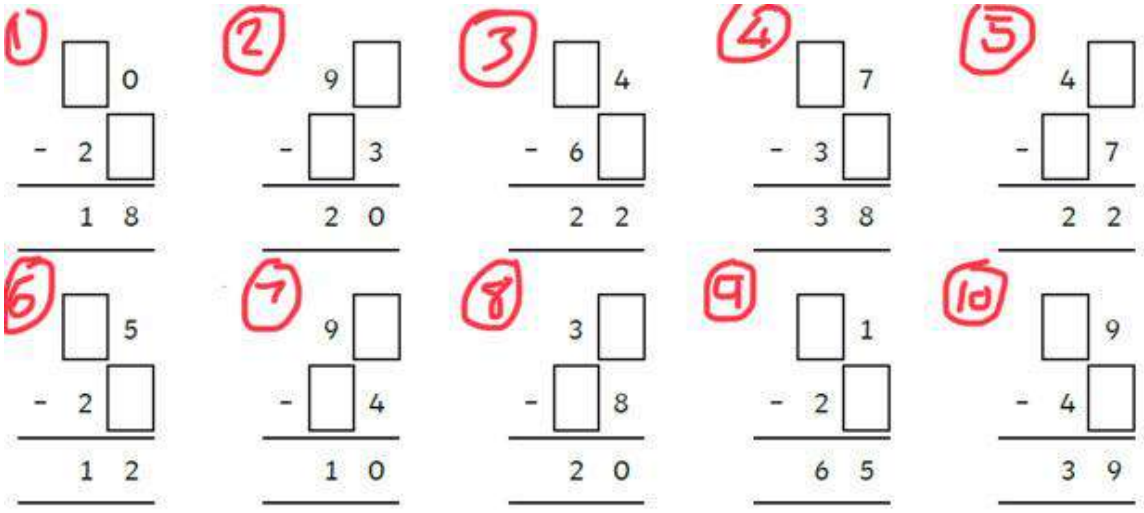
Upload a photo of your completed task to your personal file in Teams.

WB 8.3.21

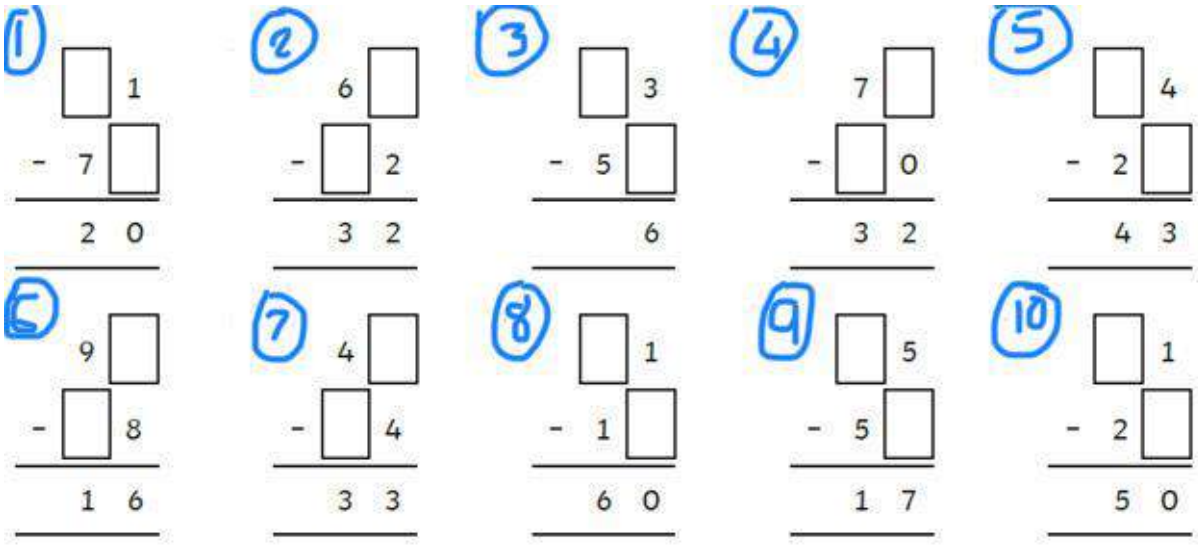
Maths 2 - Task Part 2

Calculate the missing digits in these calculations.

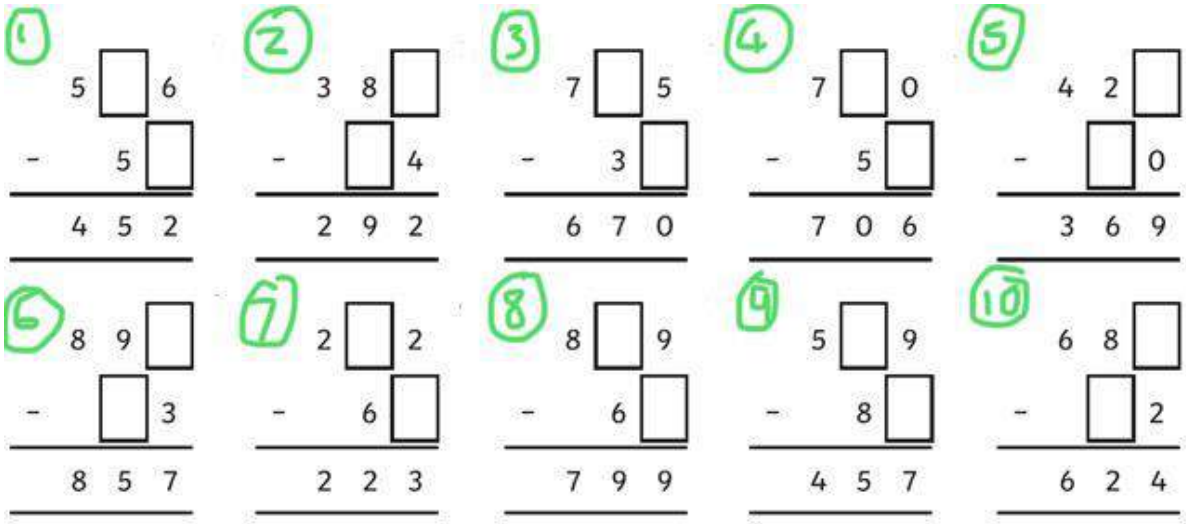
Bell Pepper



Jalapeno



Scotch Bonnet



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Maths Lesson 3

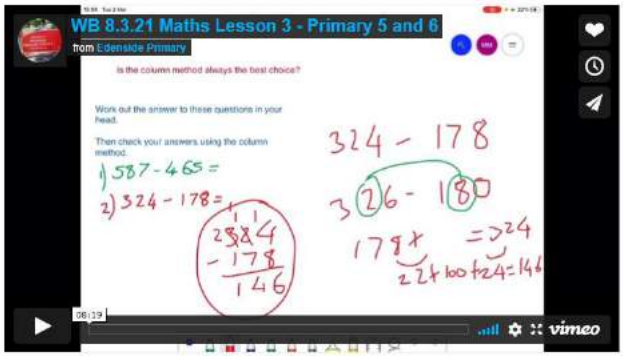
Learning Intention: I can subtract with 3-digit numbers.

Complete Maths Objective:

OBJECTIVE
Subtracting with 3-digit Numbers

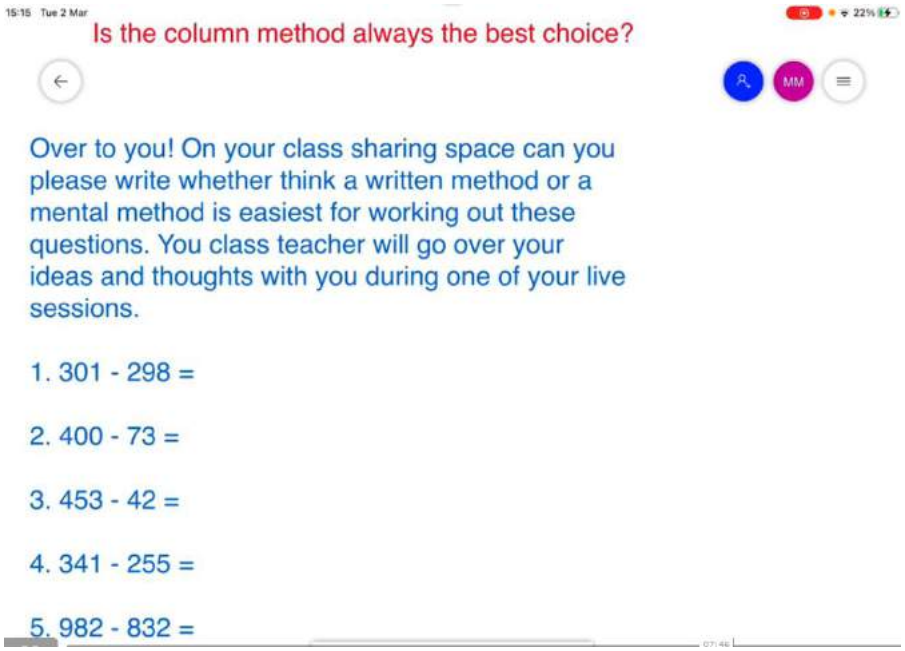
Learn

Lots of us, once we get into the habit and ways of using column subtraction, find it is often the easiest method for us. But is column subtraction always the easiest option? Watch the video from Miss McManus to find out more. https://vimeo.com/518637983/3b67ec4a85



WB 8.3.21 Maths Lesson 3 - Primary 5 and 6

Share your answers to the 'over to you' challenge on our class teams task sharing page WB 8.3.21 Maths Lesson 3. Miss McManus will go over the answers on Thursday Morning's live session.



TASK

Choose your challenge! For today's lesson task, you are going to be practising your written and mental subtraction. For some of your tasks the questions are set out as a written column subtraction but don't be afraid to look at the sum as a whole and decide if that really is the easiest way to work out the answer.

- Bell Pepper 3 digit subtraction with no exchanging. You can use the White Rose Maths video to help you work through the worksheet. https://vimeo.com/466580214

- Jalapeno 3 digit subtraction with exchanging. You can use the White Rose Maths video to help you work through the worksheet. https://vimeo.com/466609834

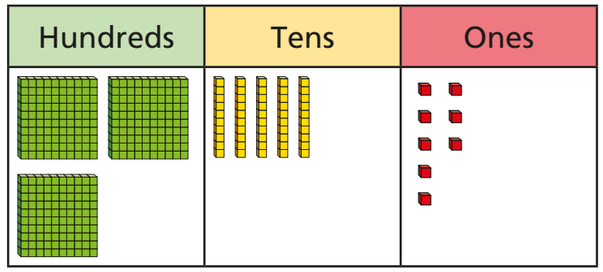
- Scotch Bonnet 4 digit subtraction with exchanging.

Please upload a photo of your completed work to your personal folder in Teams.

Subtract 3-digit numbers from 3-digit numbers – no exchange

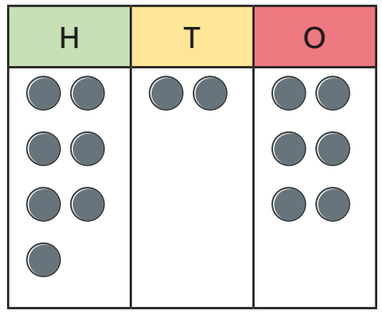
1 Complete the column subtractions.

a) 358 – 226



		H	T	O	
		3	5	8	
	–	2	2	6	

b) 726 – 303



		H	T	O	
		7	2	6	
	–	3	0	3	

2 Complete the subtractions.

a)

		H	T	O	
		6	7	2	
	–	4	7	1	

b)

		H	T	O	
		5	6	3	
	–	1	5	1	

3 Ron is working out 785 – 257

		H	T	O	
		2	5	7	
	–	7	8	5	

Do you agree with the way Ron has set out the subtraction?

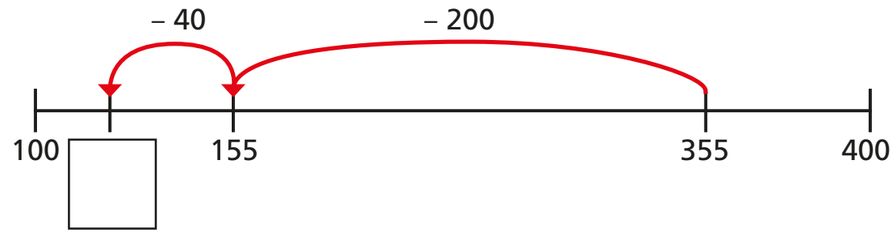
Why?

_____

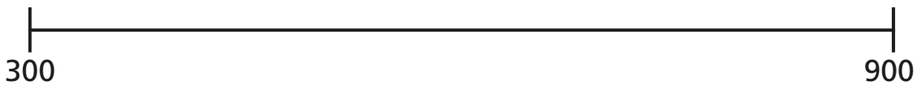
_____

4 Use the number line to work out the subtraction.

a) 355 – 240 = ☐



b) 835 – 501 = ☐



5 A TV costs £120 less than this computer.

How much does the TV cost?

6 There are 849 people at a concert.

There are 625 adults at the concert.

a) How many children are at the concert?

b) How many more adults than children are at the concert?

7 What are the values of each of the shapes?

a)

	6	★	8
−	★	▲	▲
	●	1	5

★ = ▲ =

● =

b)

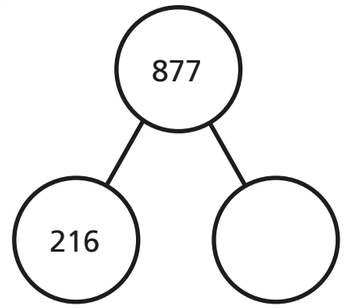
	9	✚	◆
−	✚	4	⬠
	◆	⬠	◆

✚ = ⬠ =

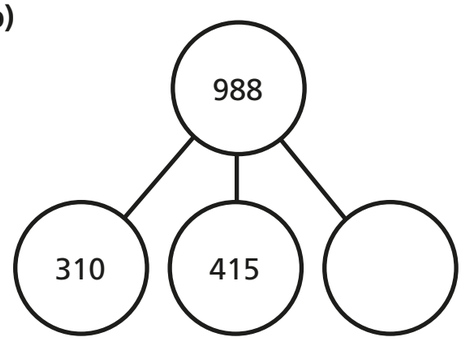
◆ =

8 Complete the part-whole models.

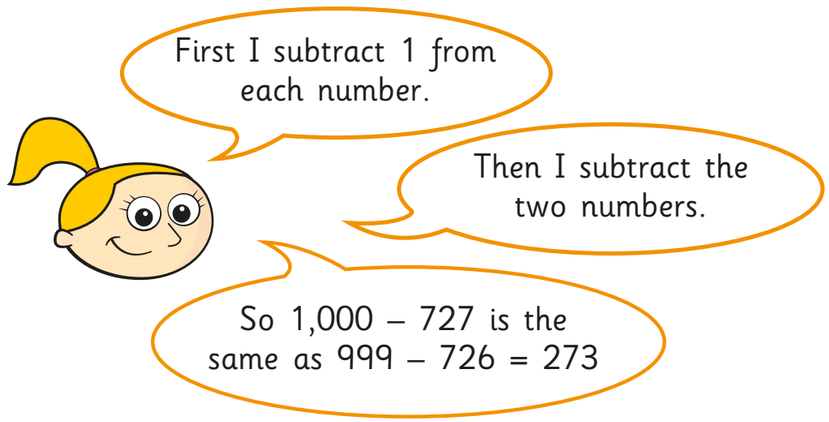
a)



b)



9 Eva is subtracting 727 from 1,000



Why does Eva's method work?

Talk about it with a partner.

Use Eva's method to complete the subtractions.

1,000 – 285 =

800 – 636 =

Subtract a 3-digit number from a 3-digit number – exchange

1 Complete the column subtractions.

a) 254 – 126

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

		H	T	O	
		2	5	4	
	–	1	2	6	

What exchange did you have to make?

b) 532 – 281

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

		H	T	O	
		5	3	2	
	–	2	8	1	

What exchange did you have to make?

2 Which of these calculations need an exchange?

Tick your answers.

		H	T	O	
		6	5	8	
	–	1	4	4	

		H	T	O	
		3	2	3	
	–	1	1	7	

		H	T	O	
		4	2	9	
	–	1	7	2	

How do you know?

3 Work out the subtractions.

a) 735 – 218

		H	T	O	
		7	3	5	
	–	2	1	8	

c) 415 – 179

		H	T	O	
		4	1	5	
	–	1	7	9	

b) 428 – 163

		H	T	O	
		4	2	8	
	–	1	6	3	

d) 382 – 194

		H	T	O	
		3	8	2	
	–	1	9	4	

4 Talk about the mistake that has been made.

$$\begin{array}{r} 546 \\ -\ 283 \\ \hline 343 \end{array}$$

5 Complete the subtractions.

a)

		H	T	O	
		7	0	0	
	–	5	4	6	

b)

		H	T	O	
		8	0	5	
	–	1	7	9	

6 Work out the missing digits in these subtractions.

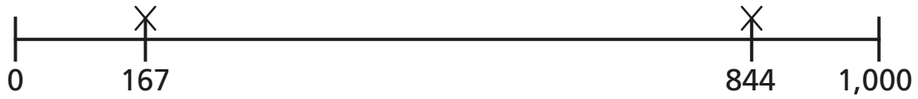
a)

		H	T	O	
		7		5	
	–	3	4		
			7	3	

b)

		H	T	O	
			2	0	
	–	1		8	
		2	9		

7 Two points are marked on a number line.



What is the difference between the two points?

8 Fill in the missing numbers.

a) 179 + ☐ = 595

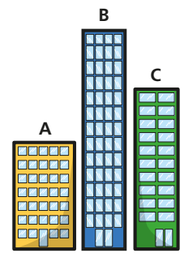
b) 718 – ☐ = 348

c) 95 + ☐ + 138 = 870

d) ☐ – 446 = 503

9 Here are 3 buildings.

- A is 150 m tall
- B is 317 m taller than A
- C is 223 m shorter than B



How much taller is C than A?

10 Aisha buys these items.

How much change does she have from £1,000?

4-Digit Subtraction Activity Sheet

a) 4 7 6 4
− 2 6 3 0

b) 5 8 2 3
− 1 6 1 1

c) 9 3 7 6
− 2 2 5 4

d) 8 7 5 9
− 3 7 2 6

e) 7 5 3 9
− 5 4 1 8

f) 8 6 2 5
− 3 5 1 5

g) 6 9 7 9
− 4 6 2 1

h) 6 9 7 9
− 6 8 5 7

a) 9572 - 4461 = _____

b) 7491 - 6350 = _____

c) 9576 - 8451 = _____

d) 8849- 6313 = _____

e) 8462 - 8251 = _____

f) 9375 - 1272 = _____

g) 9869- 2537 = _____

h) 6893 - 2681 = _____

i) 9559 - 8415 = _____

4-Digit Subtraction Activity Sheet

a) 6 ~~8~~ 3 9
− 3 7 4 9
= □□□□

b) ~~5~~ 8 9 ~~2~~
− 2 9 7 3
= □□□□

c) 7 8 ~~4~~ 2
− 3 9 3 3
= □□□□

d) ~~7~~ ~~5~~ ~~3~~ 6
− 5 9 3 3
= □□□□

e) 6 8 □ 4
− 2 □ 1 □
= □ 3 2 1

f) 8 4 □ □
− □ 2 5 1
= 3 □ 4 1

g) 7 □ ~~8~~~~9~~ ¹1
− □ 3 7 □
= 2 1 □ 9

h) ~~7~~~~8~~ ~~16~~7 ~~1~~3 8
− □□□□
= 2 9 7 1

a) A shop assistant buys 8572 chocolate bars for the week. At the end of the week, 1683 chocolate bars are left. How many chocolate bars were sold?

b) At a rugby match, 5726 people support the blue team and 2967 people support the yellow team. What is the difference in the number of supporters?

WB 8.3.21

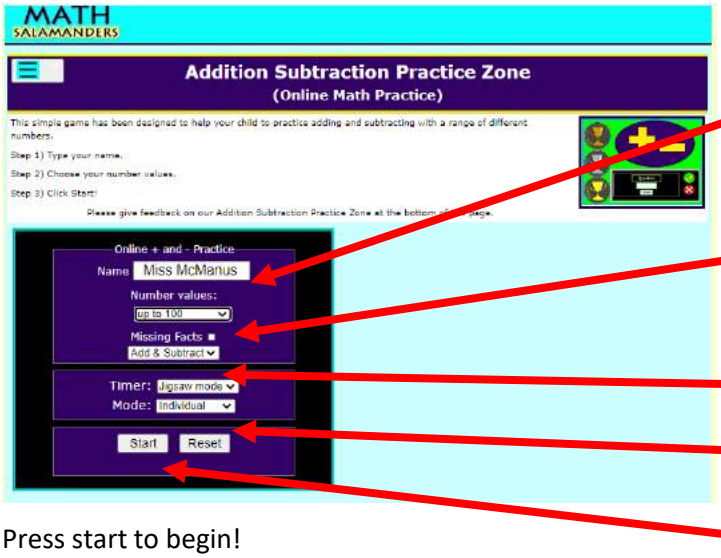
Maths Lesson 4

Learning Intention: I can improve my accuracy through practising addition and subtraction.

Learn

For the last 4 weeks we have been working on our addition and subtraction skills. Fast and accurate recall of our number facts help to give us confidence solving questions using larger numbers. The best way to become fast and accurate is to regularly practice your addition and subtraction skills.

Today we are going to use the addition and subtraction practice zone on Math Salamanders to help us learn. https://www.math-salamanders.com/addition-subtraction-practice.html#zoneArea1



To set your game up, type your first name in the name part.

Select the number values 'up to 100'.

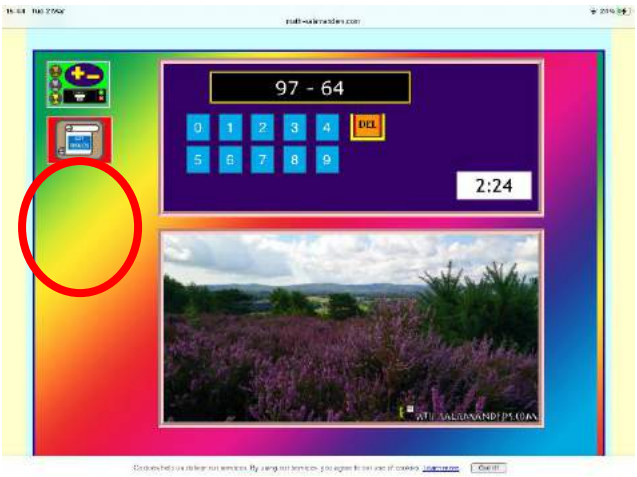
Ensure add & subtract are selected.

Check you are on jigsaw mode and individual.

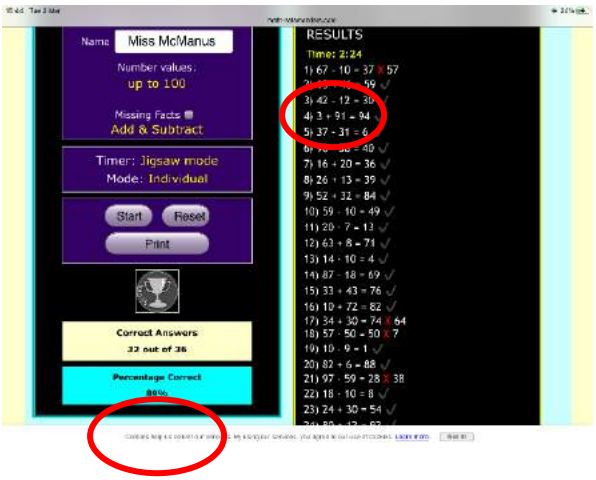
Press start to begin!

Your Task

Your task for this lesson is to complete the jigsaw at least twice. The first time will give you the time and accuracy percentage you are aiming to try and beat on your next goes. You are working to reduce the time it takes you to complete the puzzle or improve your accuracy.



When you finish the puzzle you will need to click on get results to get your time and accuracy.



Take a screen shot like this of the results page. Make sure the time and accuracy can be seen on your photo.

Upload a photo of your first go at the jigsaw then your best improvement. You can have as many goes as you like to try and beat your first score.

Share your photos in the Maths Channel thread Maths 4. Remember to mention 'first go' and 'best improvement'!

1. My first go

2. My best improvement