



Maths this week:

SPRING TERM 1

WEEK 2

18/01/2019

In Year 3...

Year 3 have been learning the written method for multiplication. See below the grid method:

Can your child show you they know how to do it by completing:

$45 \times 8 = ?$

$35 \times 4 = ?$

Eg. $23 \times 8 = 184$

X	20	3
8	160	24

Next week, the year 3 children are going to learn the short division method.

See below for the method:

$$\begin{array}{r} 32 \\ 3 \overline{) 96} \end{array}$$

$$\begin{array}{r} 18 \\ 4 \overline{) 72} \end{array}$$

If the children's times tables are weak they will struggle with both methods.

Any extra practise over the weekend will really help them:

$5 \times 8 = ?$

$2 \times ? = 16$

$? \times 5 = 25$

$6 \times 3 = ?$

$8 \times ? = 32$

$? \times 4 = 20$

In Year 4...

In year 4, the children have been choosing efficient methods for multiplication.

They still need more practise with the 12x table:

$1 \times 12 = 12$

$2 \times 12 = 24$

$3 \times 12 = 36$

$4 \times 12 = 48$

$5 \times 12 = 60$

$6 \times 12 = 72$

$7 \times 12 = 84$

$8 \times 12 = 96$

$9 \times 12 = 108$

$10 \times 12 = 120$

$11 \times 12 = 132$

$12 \times 12 = 144$

Next week, year 4 are learning the written methods for multiplication. And division:

$$\begin{array}{r} 327 \\ \times \quad 4 \\ \hline 1308 \end{array}$$

$$\begin{array}{r} 037 \\ 5 \overline{) 185} \end{array}$$

In Year 5...

This week, year 5 have been working on multiplication methods. Most of the children are now confident up to TH H T U x H T U. See below for this method:

$$\begin{array}{r}
 1234 \\
 \times \quad 16 \\
 \hline
 7404 \\
 12340 \\
 \hline
 19744
 \end{array}$$

Next week, year 5 are rehearsing the short division method from years 3 and 4. They will be using larger numbers and remainders:

$$\begin{array}{r}
 0663r5 \\
 8 \overline{)5350^29}
 \end{array}$$

If the children are weak on their times tables they will struggle with short division next week. Any extra practise over the weekend will really help them:

Ask your child to show you they can do this tricky method.

$12 \times 4 = ? \quad 8 \times 7 = ? \quad ? \times 8 = 64$

$9 \times ? = 36 \quad ? \times 7 = 49 \quad 5 \times 6 = ?$

In year 6, the children have been learning how to convert fractions to decimals. Although tricky, the children have managed extremely well.

In Year 6...

Next week, year 6 will be rehearsing finding percentages of amounts before converting fractions and decimals to percentages:

Easy percentages		
Percentage	Fraction	How to find it...
50%	$\frac{50}{100} = \frac{1}{2}$	Divide by 2
25%	$\frac{25}{100} = \frac{1}{4}$	Divide by 4
75%	$\frac{75}{100} = \frac{3}{4}$	Find 25%, then multiply by 3
10%	$\frac{10}{100} = \frac{1}{10}$	Divide by 10
20%	$\frac{20}{100} = \frac{1}{5}$	Divide by 5, or double 10%
5%	$\frac{5}{100} = \frac{1}{20}$	Divide by 20, or half 10%
1%	$\frac{1}{100}$	Divide by 100

Arithmetic challenge:

- $2/5 + 2/3 =$
- $56 \times 23 =$
- $6646 \div 9 =$
- $1142 \div 6 =$
- $3/5 - 1/4 =$
- $1/5 = ?/100$
- $33.33 + 27 =$
- $200 - 19 =$
- $5494 \times 32 =$
- $2/4 \times 1/6 =$
- 23% of 40 =
- 57% of 80 =

Using the table above, can your child find 23% of 800?

