Maths outline plan for parents - Spring Term 1 2021

Year Group: 4 (Classes 4KL and 4KB)	Date: 11.1.21-15.1.21 Week 2	Year group email address for questions and completed work: year4@eastbrook.w-sussex.sch.uk
Learning focus this week: Multiplication		

<table>
<tr><td rowspan="2">Monday</td><td>Learning objective:</td><td>Learning activities:</td></tr>
<tr><td>To multiply 2-digit by 1-digit number</td><td>Show children 23 x 3. Ask what methods they can think of to solve the calculation? Remind children of nearly number (mental method) and partitioning using the grid method.

Watch video on website explaining different methods.

Task: Answer Day 1 questions using either partitioning using the grid method or mental method</td></tr>
<tr><td rowspan="2">Tuesday</td><td>Learning objective:</td><td>Learning activities:</td></tr>
<tr><td>To use grid method to multiply 3-digit by 1-digit number</td><td>Show video explaining grid method to multiply 3-digit by 1-digit number for working out questions.

Refer to video on methods to help with solving calculations.

Task: Answer Day 2 questions multiplying 3-digit numbers by 1-digit numbers using grid method.

*If your child is finding the numbers too challenging please only multiply a 2-digit number by a 1-digit number using the method they feel comfortable with.</td></tr>
<tr><td rowspan="2">Wednesday</td><td>Learning objective</td><td>Learning activities:</td></tr>
<tr><td>To use compact method for multiplying 3-digit by 1-digit numbers</td><td>Show children 249 x 6
Show how to use compact method to answer. (Refer to video on methods to help)
Introduce compact method for multiplying

Task: Answer Day 3 questions using compact method
*If your child is finding the numbers too challenging please only multiply a 2-digit number by a 1-digit number using the method they feel comfortable with.</td></tr>
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Learning objective:	Learning activities:
Use reasoning to solve multiplication problems	Reasoning Questions. For an extra challenge children should be able to explain their answers and working out by writing a sentence showing their understanding. Spot the mistake Beth and Natasha have both completed the same multiplication. Who has the correct answer? What was the misconception that caused the error? Beth Natasha $\begin{array}{r} 2\,3\,4 \\ \times \quad 6 \\ \hline 1{,}2\,0\,4 \end{array}$ $\begin{array}{r} 2\,3\,4 \\ \times \quad 6 \\ \hline 1{,}4\,0\,4 \end{array}$ Charlie and his mum were having a reading competition. In one month, Charlie read 814 pages. His mum read 4 times as many pages as Charlie. • How many pages did they read altogether? • How many less pages than his Mum did Charlie read? **All the Digits** Age 7 to 11 This represents the multiplication of a 4-figure number by 3. ✱✱✱✱ × 3 ✱✱✱✱✱ The whole calculation uses each of the digits 0 – 9 once and once only. The 4-figure number contains three consecutive numbers, which are not in order. The third digit is the sum of two of the consecutive numbers. The first, third and fifth figures of the five-digit product are three consecutive numbers, again not in order. The second and fourth digits are also consecutive numbers. Can you replace the stars in the calculation with figures? **Task: Children to work through reasoning questions.** *If your child is finding the numbers too challenging please only multiply a 2-digit number by a 1-digit number using the method they feel comfortable with.
Learning objective	Learning activities:
Recall times tables	Children will need to work on their individual times table. We have attached all the times tables tests on the website. They can have time to revise and practice their times tables before completing the test. They are given 5 minutes only to work through the test and are only allowed to get two times tables wrong in order to move onto the next times table. The times tables are numbered in the order they must be completed. **Task: Individual times table practice and Sumdog challenges**

The left column is labelled **Thursday** for the first row and **Friday** for the second row.