

# FRIDAY 3<sup>RD</sup> APRIL

## GOOD MORNING!

Maths: Solving a money sweet shop problem.

Arithmetic: Missing number calculations.

English: Writing a newspaper report.

Spellings: prefix game

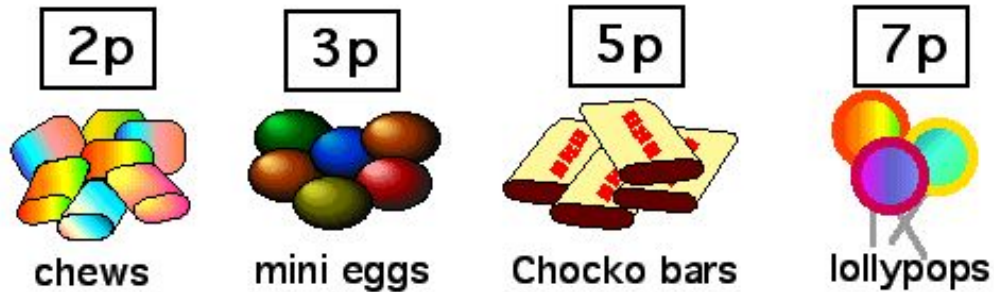
Suggested afternoon activities -

Music - Clapping rhythms and creating a drum

# THE PUZZLING SWEET SHOP

Rosie went into the sweet shop with 10p to spend.

There were chews for 2p, mini eggs for 3p, Chocko bars for 5p and lollypops for 7p.



What could she buy if she wanted to spend all her money?

Alice, James, Katie and Henry went into the shop too. They each had 20p to spend and they all spent all of their money.

Alice bought at least one of each kind of sweet. Which one did she have two of?

James spent his money on just one kind of sweet, but he does not like chews. Which sweets did he buy?

Katie bought the same number of sweets as James but she had 3 different kinds. Which sweets did she buy?

Henry chose 8 sweets. What could he have bought?

## ARITHMETIC:

Today we will look at when you have a missing number to fill in to make two calculations equal. This looks a bit like this:

$$? \times 8 = 26 - 2$$

In this kind of calculation you need to find the missing number that is shown by ?

The first step is to look at the side we can do,  $26 - 2$

This would equal 24. Now we know the other side needs to equal 24 too.

$$\text{So } 8 \times ? = 24$$

We can count in our 8s 3 times – 8, 16, 24

So our missing number would be 3.  $\longrightarrow 3 \times 8 = 26 - 2$

# TRY SOME OF YOUR OWN:

1.)  $4 \times ? = 6 \times 2$

2.)  $30 - 9 = ? \times 3$

3.)  $12 - 3 = ? \times 3$

4.)  $15 \div 3 = 10 - ?$

# ENGLISH:

- Your task today is to turn your comic strip into a newspaper report.
- Look at the example template on the next slide to help you set out your report. I have also written a paragraph plan you can follow if you like giving suggestions for the kind of things you might put in each paragraph.
- Remember the first thing you will need is a catchy heading!
- **Paragraph 1 – what, where, when who?**
- **Paragraph 2 – more detail – why did this happen? Maybe some quotations from people involved (use what you have practiced with inverted commas (speech marks) here.**
- **Paragraph 3 – Maybe some more extra information and quotations from different people involved.**
- **Paragraph 4 – What is expected to happen next/rounding off the report.**

The diagram shows a newspaper page layout. At the top is a banner for the newspaper name. Below it is a heading box. To the left of the main text column is a picture box with a caption box below it. The main text column is filled with horizontal lines representing text.

Name of your newspaper

Heading (short, snappy,  
to do with your story)

Picture with a caption in the  
box below explaining in two or  
three words what the picture  
shows.

# Spelling

Try this prefix and suffix game:

<http://www.funenglishgames.com/grammargames/prefixsuffix.html>

# MUSIC: TRY SOME OF THE CLAPPING GAMES BELOW TO IMPROVE YOUR UNDERSTANDING OF RHYTHM.

## 1. 'Don't Clap This One Back'

Learning objective: To listen with attention to detail and recall sounds with increasing aural memory.

How to Play: The teacher claps a rhythm and the children (in unison or individually) copy the rhythm. If the teacher plays the agreed 'forbidden rhythm' however, the children must not copy the teacher.

## 2. 'Two in a Row'

Learning objective: To listen with attention to detail and recall sounds with increasing aural memory.

How to Play: The teacher claps a rhythm. The children copy. This continues until the teacher claps the same rhythm twice in succession. The object of the game for these children is to spot repeated rhythmic phrases and not copy the teacher when these occur.

Could you use your D.T skills to build a drum out of household items to play the rhythms you have practiced on? If you have real drums you could try to play the clapping rhythm games using them.

On the next slide I will put some examples!



# HOMEMADE DRUMS



Useful materials: empty tin cans, cling film (pulled tight!), balloons, lamp shade, jam jars, elastic bands, masking tape.



*Do you notice anything that happens if you pull the drum skin tighter? Does this affect the sound that is created? Take pictures of your drum and make notes on this question in your book under the heading 'Music' if you would like*