

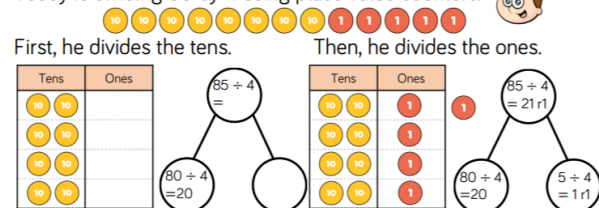
### Year Four 15/6/20

## Maths

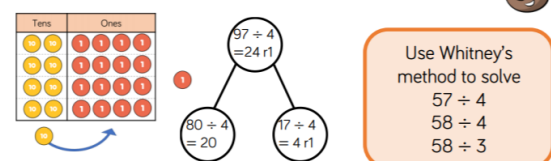
We are going to recap our written methods for division this week to help us divide larger numbers. Remember when we divide, we start with the greatest column (not like when we multiply and we always start with the ones). Today we are using 2-digit numbers so the greatest column is the tens. If the digit in the column divides exactly by the number we are dividing by, then we do not need to exchange. However, if it does not divide equally, then we need to take the remaining counters (tens in these examples) and exchange them for ones (eg 1 ten left over exchanges for 10 ones, 2 tens left over exchanges for 20 ones). If we are dividing by 4 then we need to have 4 rows of counters, if we are dividing by 6 then we need 6 rows of counters. Look carefully at the examples in the questions, to see how to set it out.

### Fluency

Teddy is dividing 85 by 4 using place value counters.



Whitney uses the same method, but some of her calculations involve an exchange.



### Reasoning

37 sweets are shared between 4 friends. How many sweets are left over?

Four children attempt to solve this problem.

- Alex says it's 1
- Mo says it's 9
- Eva says it's 9 r 1
- Jack says it's 8 r 5

Can you explain who is correct and the mistakes other people have made?

### Mastery

Whitney is thinking of a 2-digit number that is less than 50

When it is divided by 2, there is no remainder.

When it is divided by 3, there is a remainder of 1

When it is divided by 5, there is a remainder of 3

What number is Whitney thinking of?

## English

We know that one of the features of Greek myths are the strange creatures and monsters that are included in them. Today we're going to look more closely at some of them. You know the importance of description when there are things in stories that are unfamiliar- we have to add a lot of adjectives and similes (where we compare something to another) to help the reader to picture these strange things in their heads.

I've included some examples of some of the beasts from Greek mythology. What I'd like you to do today is to choose one and write a description of it. Think about the **adjectives** you choose to use, as well as the **similes** ('as \_\_\_\_\_ as a \_\_\_\_\_') so that you can help the reader to picture the creature for themselves. Here's mine as an example. I've chosen one I haven't given to you to give you a chance to think of your own.

### Scylla

The Scylla was a **terrifying** beast that lived in a **narrow** part of the sea that was bordered on either side by **huge white** cliffs that stretched up towards the sky. Scylla haunted the rocks on one side while an **immense** whirlpool was on the opposite side. The Scylla was **twenty feet** tall and had six **dog shaped** heads that sat at the end of **long** necks which twisted and writhed **like hungry snakes**. Each neck was the width of a tree trunk and each of her heads had long **shark-like** teeth that were **as thick and as sharp as swords**. Sailors passing by had to choose: do they face being eaten alive by the Scylla or do they choose to be sucked down to the depths of the ocean by the whirlpool on the other side?



### **Foundation Subject – Art**

This week for our Art, I would like you to think about the Greek vases you looked at last week and design your own Greek vase. Greek vases are usually black and red and often show pictures of things important to the Greeks – Olympic games, Greek Gods etc. When designing your vase, you need to think about what you will have on it. You might choose to show an Ancient Olympic sport, or a Greek God or even one of your favourite Greek myths! I have attached some vases templates which you could use or you can just draw it on some paper. Think carefully about how you are going to draw the pictures. Look back at some other vases to give you some ideas.

Optional – If you can, you could have a try at making your vases using clay (if you can get hold of it) and then decorating them when are dry! Another option could be to buy a ready-made terracotta plant pot (ask your grown up first) and paint your design onto the pot.

Please share your designs and creations (if you get to make your own) on our home learning post on Facebook.