20.4.20

Literacy

L.I. To read for information

Please read the text for the comprehension task allocated to you on Studyladder and answer the questions. Your teacher can see your score online so there is no need to submit it separately.

Simile – Sun safety

Personification - Ants

Alliteration and **Metaphor** - Reptiles

Please let Miss Hesp or Miss Melrose know if you do not have your Studyladder details.

Numeracy

L.I. To identify and continue a pattern of equal steps

Please complete your workbook page in your green jotters.

Have a go at the Guess my pattern game, you could play it with someone in your house.

Game

Guess my pattern

2–4 players

mini-whiteboards

Aim: To work out the rule for steps in a sequence

- One player says the first four numbers in a sequence. The steps in the sequence must be the same size.

  For example, 7, 10, 13, 16.

- The other players work out the rule of the sequence and write it on their mini-whiteboards.

  For example, *add on 3*.

- All show your written rule at the same time.

- If you are correct you win 1 point.

- Keep taking turns until everyone has had three turns to give the numbers in a sequence.

- The winner has the most points at the end.

Numeracy Ninjas and Maths Magicians

Name ....

Stepping stones

1. Roll your dice and say the number.

Count on in steps of the number rolled until
you complete the last stepping stone.

What rule does your
pattern follow?

Start at:

10

Rule

2. Roll the dice again and write your new sequence
    on these stones.
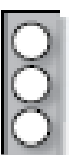
15

Rule

3. Choose a step size for these sequences.

25

Rule

30

Rule

50

Rule

4. Now make up two sequences of your own. You could choose your step
    sizes, or use two dice and use the total.

4

I can make a pattern which goes up in equal steps

Algebraic thinking: Experiencing

Mathletes

Move that table!

You will need: 0–50 number line, different coloured pencils or pens

Choose a colour and circle the numbers of the 5 times-table on a number line.

Add 2 to every number and circle these numbers on the number line in a different colour. Talk about what you notice.

We can say that this is the 5 times-table shifted by 2.
Here are some other shifted tables. Which tables are they and how far have they shifted? Remember: the times-tables can shift forwards or backwards.

1.   7, 15, 23, 31 _____

2.   9, 12, 15, 18 _____

3.   7, 27, 47, 67 _____

4.   13, 22, 31, 40 _____

5.   66, 116, 166, 216 _____

6.   8, 20, 32, 44 _____

Explain how you worked out the table and the shift each time, and why your method will always work.

Here are some numbers from times-tables that have been shifted. Some of the numbers in the tables are missing. Work out each time which times-table it is and how far it has been shifted.

7.   21, 36, _____, 66, 81 _____

8.   234, _____, 434, 534, _____, 734 _____

What do you notice if the numbers are all odd or all even? Both odd and even?

What do you notice if the units digits are all the same?
If the numbers have two different units digits?

Algebros

Number sequences

Find the difference between the numbers in each sequence. Write the missing numbers, and the next five numbers in each sequence.

1 100, 89, 78, ☐, 56, ...

2 $4\frac{1}{3}$, ☐, $3\frac{2}{3}$, ...

3 $5\frac{1}{2}$, ☐, ☐, ☐, $6\frac{1}{2}$, ☐, 7, ...

4 3.3, ☐, ☐, 3.6, ...

5 $1\frac{3}{4}$, ☐, $3\frac{1}{4}$, ☐, $4\frac{3}{4}$, ...

6 4.2, ☐, ☐, 7.8, ...

7 $4\frac{2}{3}$, ☐, ☐, $5\frac{2}{3}$, ...

8 3.05, ☐, ☐, 3.08, ...

Invent two missing number sequences, one using fractions, the other using decimals.

These number sequences have been made by adding on 2-digit numbers. The unit digits are the only numbers still showing. What could the step size be in each sequence?

9. Step size 25.
16, 41, 66, 91, ...

9 ☐6, ☐1, ☐6, ☐1, ...

10 ☐3, ☐7, ☐1, ☐5, ☐9,
☐3, ☐7, ☐1, ☐ ...

11 ☐8, ☐8, ☐8, ☐8, ...

12 ☐9, ☐5, ☐1, ☐7, ☐3,
☐9, ☐5, ☐ ...

There is more than one answer for these questions. Write 2 more possible step sizes for each sequence.

I can describe the rule of a number sequence which goes up or down in equal steps

7

HWB

L.I. To identify calcium-rich foods

Calcium is essential for strong healthy bones. Do some research to find out which foods are rich in calcium. How many do you currently eat and how many would you like to try?

Make a note of your findings in your green jotter.