Magpies and Cuckoos' Feedback

Make sure that you try to keep up with the tasks that you have been set each day. That way, when we return to school, you will feel more confident about where we are up to.

The feedback here describes what the class did well and how we can make our work even better.

Maths

We hope that you felt more confident completing your second day of problem solving. It's great to see that lots of you are carefully reading the questions and underlining some key parts to help you answer them. Make sure that you are happy with the sentences you have written before you mark your work. Have you answered the question and used mathematical vocabulary?

Use the answers on the next page to mark your work and make any corrections.

Learning Adventure

You have produced some fantastic writing in today's lesson. We could tell that you were excited by Jim's escape and had understood the mix of emotions that he would have been feeling. Lots of you had made sure that you had varied your sentence openers to avoid starting every sentence with 'I'. Below we have written a few questions you might wish to think about as you carefully edit your work.

⇒ Have I used capital letters for the names of people and places?

⇒ Is my writing in the past tense all the way through? Have I accidently slipped into writing in present tense at any point?

⇒ Have I separated my clauses with a comma to make them clear?

⇒ Are my ideas organised into paragraphs?

⇒ Have I challenged myself to use my best vocabulary?

If you spot anything that you have missed, add it into your writing in another colour. Remember that editing and improving is an important part of writing.

Maths Answers 21.01.21

Jack is calculating 2,240 ÷ 7 He says you can't do it because 7 is larger than all of the digits in the number. Do you agree with Jack? Explain your answer.	Jack is incorrect. You can exchange between columns. You can't make a group of 7 thousands out of 2 thousand, but you can make groups of 7 hundreds out of 22 hundreds. The answer is 320

Rosie writes, $85 ÷ 3 = 28 \text{ r } 1$ She says 85 must be 1 away from a multiple of 3 Do you agree?	I agree, remainder 1 means there is 1 left over. 85 is one more than 84 which is a multiple of 3

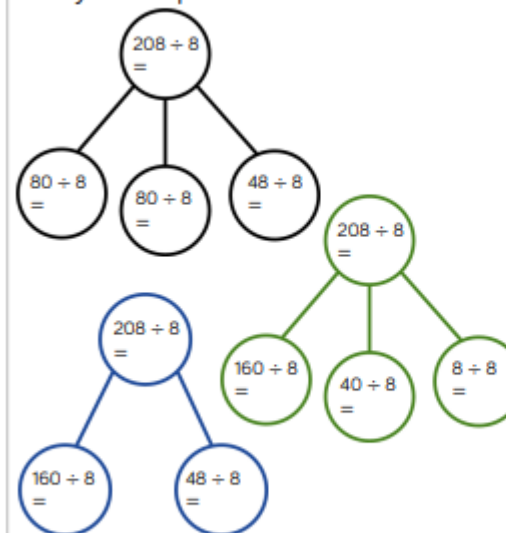|	
37 sweets are shared between 4 friends. How many sweets are left over? Four children attempt to solve this problem. • Alex says it's 1 • Mo says it's 9 • Eva says it's 9 r 1 • Jack says it's 8 r 5 Can you explain who is correct and the mistakes other people have made?	Alex is correct as there will be one remaining sweet. Mo has found how many sweets each friend will receive. Eva has written the answer to the calculation. Jack has found a remainder that is larger than the divisor so is incorrect.

Dexter is calculating 208 ÷ 8 using part-whole models. Can you complete each model? How many part-whole models can you make to calculate 132 ÷ 4?	$208 ÷ 8 = 26$ $80 ÷ 8 = 10$ $48 ÷ 8 = 6$ $160 ÷ 8 = 20$ $40 ÷ 8 = 5$ $8 ÷ 8 = 1$ Children can then make a range of part-whole models to calculate 132 ÷ 4 e.g. $100 ÷ 4 = 25$ $32 ÷ 4 = 8$

6. Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

135

If you have the wrong answer and cannot spot your mistake, ask an adult to email your work to your teacher and they will be able to help you out.