



Starlings'



Ask Me About

Spring 1

14th February 2025

Maths – again a long one!!

For both Year 4 and 5 we have looked at multiplication, division and fractions. For Year 5 these topics in particular are a big step up from Year 4 – for that reason I have included lots of examples below.

Year 4

In multiplication the new learning has been the column method as set out below. The children multiply 3 digits by 1 digit.

T	1s
1	3
x 4	

5	2

1	

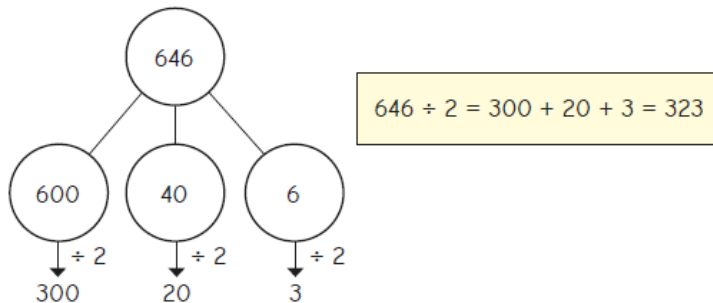
H	T	1s
1	3	3
x 4		

5	3	2

1	1	

In division they are not yet using a formal method but have been using partitioning to divide.

Mo uses a part-whole model to work out $646 \div 2$



Use Mo's method to work out the divisions.

$428 \div 2$	$963 \div 3$	$840 \div 4$	$399 \div 3$
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Fractions

Year 4 have been introduced to mixed numbers (where there is a whole number and a fraction $3\frac{1}{4}$) and improper fractions (where the numerator is greater than the denominator $\frac{6}{4}$) and have been converting between the two. Here are some examples:

Whitney is converting $\frac{17}{5}$ to a mixed number.

Here are her workings.



$$\begin{aligned} 15 \div 5 &= 3 \\ 17 \div 5 &= 3 \text{ r}2 \\ \frac{17}{5} &= 3\frac{2}{5} \end{aligned}$$

Use Whitney's method to convert the improper fractions to mixed numbers.

$$\frac{19}{6} \quad \frac{23}{4} \quad \frac{39}{9}$$

$3\frac{1}{6} = \frac{19}{6}$

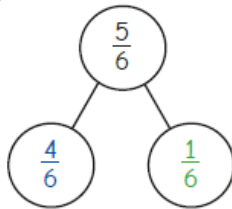
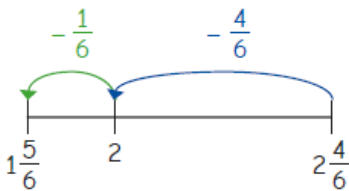
$3 \times 6 = 18$

$+ 1 = 19$

Denominator stays the same

They have also been adding and taking away fractions where the denominators are the same. The hardest part of this is subtraction where they need to break the whole, they have used numberline and part-whole models to help with this (see below).

Jack has partitioned $\frac{5}{6}$ to work out $2\frac{4}{6} - \frac{5}{6}$



Use Jack's method to work out the subtractions.

$$3\frac{2}{7} - \frac{5}{7} \quad 2\frac{3}{5} - \frac{4}{5} \quad 5\frac{3}{10} - \frac{7}{10}$$

Year 5

In multiplication we have learnt use to use long multiplication for multiplying 4-digit numbers by 2-digit numbers. This builds on multiplying by 1 digit numbers that they learnt in Year 4. The crucial element is to remember the 0 place holder for the second row of calculations (highlighted below).

Long multiplication

Th H T 1s

$$\begin{array}{r} 1 \quad 3 \quad 2 \quad 4 \\ \times \quad \quad \quad 2 \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 9 \quad 4 \quad 4 \\ \pm \quad \pm \quad \pm \end{array}$$

$$+ \quad \underline{2 \quad 6 \quad 4 \quad 8 \quad 0} \quad \leftarrow \text{Place holder}$$

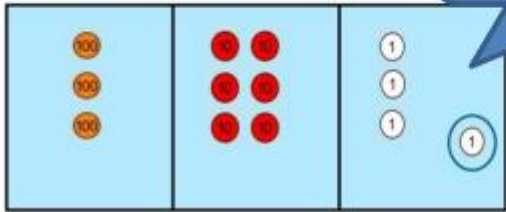
$$\begin{array}{r} \underline{3 \quad 4 \quad 4 \quad 2 \quad 4} \\ \pm \quad \pm \quad \pm \end{array}$$

In division, the children have been introduced to the formal written method for short division (also known as the bus stop method). To begin with we introduced this with place value counters alongside the written method.

$$364 \div 3 =$$

$$\begin{array}{r} 121 \text{ rem } 1 \\ 3 \overline{) 364} \end{array}$$

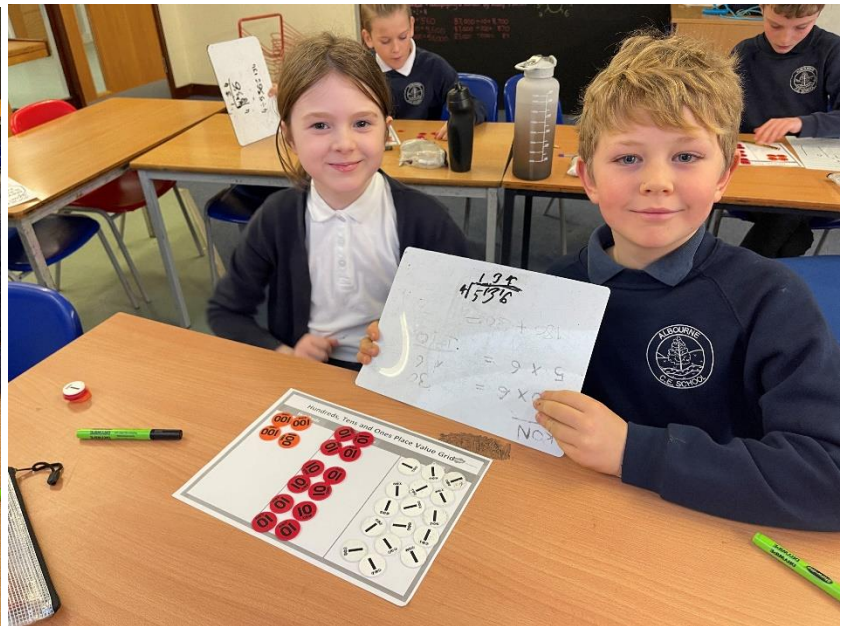
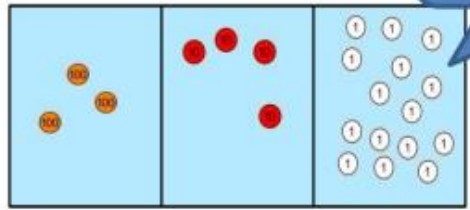
How many 3 hundreds in 300?
How many 30s in 60? How many 3s in 4?



$$345 \div 3 =$$

$$\begin{array}{r} 115 \\ 3 \overline{) 345} \end{array}$$

How many 3 hundreds in 300?
How many 30s in 40? How many 3s in 15?



Year 5 Fractions

The fractions work this half-term has built up to the children learning how to add fractions where the denominators are not the same but are multiples of each other. The week after half-term we will be doing the same with subtraction. Below are some examples of the hardest calculations the children have been working on. You can see there are lots of steps to remember. For any children you found this tricky, we will be providing opportunities to recap this as a whole class.

Adding Fractions

$$1 \frac{2}{3} + 2 \frac{7}{9} =$$

First, the mixed numbers can be partitioned into a whole part and a fractional part.

$$1\frac{2}{3} + 2\frac{7}{9} =$$

$$1 + 2 \quad \frac{2}{3} + \frac{7}{9}$$

Next, make the denominators the same by converting one of the fractions.

$$1\frac{2}{3} + 2\frac{7}{9} =$$

$$1 + 2 \quad \frac{2}{3} + \frac{7}{9}$$

$$3 + \frac{6}{9} + \frac{7}{9}$$

Then the whole number and the fractions can be added together.

$$3 + \frac{6}{9} + \frac{7}{9} = 3\frac{13}{9}$$

But we are not finished because the fractional part of the number is an improper fraction, so needs converting to a mixed number.

$$1\frac{2}{3} + 2\frac{7}{9} = 3\frac{13}{9} = 4\frac{4}{9}$$

Subtracting Fractions

$$9\frac{2}{7} - 7\frac{6}{14} =$$

1. Convert the fraction with the smaller denominator to be the same as the larger (what you do to the top you do to the bottom)
2. If the numerator of the first fraction is smaller than the second, repartition the first fraction by taking 1 from the whole number and adding it to the fraction to make it an improper fraction
3. Subtract the whole numbers
4. Subtract the fractions

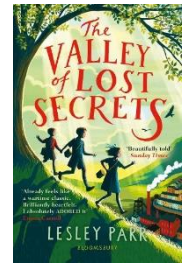
$$9\frac{2}{7} - 7\frac{6}{14} = 1\frac{6}{7}$$

$$9\frac{4}{14} - 7\frac{6}{14} = 8\frac{18}{14} - 7\frac{6}{14} = 1\frac{12}{14} = 1\frac{6}{7}$$

English

Reading

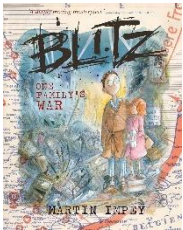
We are about half way through *The Valley of Lost Secrets* by Lesley Parr. The main characters have been evacuated to Wales at the start of WWII. They have just found a skull in a tree and are trying to find out how it got there and who it might have belonged to.



The children have been really inspired by the new reading challenge and several children are onto their second or third book already! It has been great to see such enthusiasm for reading and the children discussing the books they are reading with each other.

Writing

In writing, we have been using our WWII topic to inspire us in our writing. We started by using **Tail End Charlie** and writing about Charlie's experience during the war. We then used **Blitz One Family's War**. We wrote about Martin's experience of being in the bunker during the Blitz. We used direct speech and reporting clauses to make our writing exciting. We also wrote a formal persuasive letter to Winston Churchill about ending the ration using persuasive openings and justifying our thoughts. We also included rhetorical questions.



Using our guided reading text, we wrote an informal letter from Jimmy to his parents. We included conjunctions, similes and adjectives. We also used show not tell to convey feeling and emotions and focused on making sure our tenses were correct.

Science

In science this term, we have been exploring electricity. We started by recognising where electricity is used and the different types. We learned that there is a scientific way of drawing diagrams to represent circuits. We looked at complete and incomplete circuits and the reasons why it is incomplete. We then looked at the different variations within circuits. We ended the term by planning an experiment on voltage where we looked at independent, dependent and controlled variables. We then conducted the experiment and evaluated our findings.

History

We have completed our first enquiry question about World War II: 'Why did Britain win the Battle of Britain?' and the children have written explanation texts about this in English this week. Next half-term we will focus on the home front and look at how WWII affected people in our locality.

Below are photos from WWII day where all the children got to have an active part in the session if they wanted to! We have a trip booked to **visit Newhaven Fort on Tuesday 18th March**. A letter about this will be going out shortly.



Computing

The children have been continuing with the Espresso coding programme that they started in Year 1. Year 4 have been completing the Year 4 units and Year 5 have been completing the Year 5 units. This will continue next half-term.

Art

We have been looking at the sculptures and art work of Henry Moore – particularly the drawings he did of people sheltering in underground stations in WWII. We took photos of the children in their own compositions as if they were in the shelters. They then used tracing paper and grids to draw and scale up these pictures and add colour to it in the style of Moore.

German

This half-term the children have been learning about animal names. Here are the animals they can now name.



Have a great half-term,
Mrs Atkins and Ms Miah

Homework

Homework	
Reading	Please read 5 times a week and write this in your Reading Diary. Reading diaries are checked on Mondays.
Topic	The next topic grid will be sent out after half-term. At least one piece of homework need to be brought in during the last week of term.
Spellings	The spellings for the week will be stuck in reading diaries each Monday. The spelling test will be on Friday each week.
Times Tables	Mighty Multiples will be completed in school every Friday. Any practise you can do on your focus times tables at home will help. One way to do this is on Times Tables Rock Stars https://trockstars.com/