

## Monday

### The Elves and the Shoemaker

Once upon a very long time ago, there lived a kind-hearted shoemaker and his wife. Unfortunately, the couple had become so poor that at last they had nothing left but the leather to make one pair of shoes.

One night, after a supper of bread and jam, the shoemaker shuffled to his workshop with his head hung down and his shoulders hunched. As he cut out the shoes from the last piece of leather, his wife appeared, "Try not to worry. Everything will soon be all right. Leave that tonight. You can finish the shoes tomorrow," she said softly.

Little did they know but three little elves, Clary, Pepper and Jas, heard the shoemaker's wife. They felt sorry for the kind man and decided to help. Working through the night, they cut, sewed and decorated until they had made a beautiful pair of shoes!

In the morning, the shoemaker and his wife were amazed to see the delightful, little shoes on the workbench. "Where have these come from? Who made them?" they wondered. Soon, a merchant saw the shoes in the shop window and bought them immediately. He was so impressed by the shoes that he gave the shoemaker enough money to buy leather for two pairs of shoes.

That night, too, the shoemaker cut out the shoes and left them on the workbench. Again, the three little elves returned.

Working through the night, they cut, sewed and decorated until they had made two beautiful pairs of shoes!

This continued for many more nights, until the shoemaker and his wife were no longer poor. One night, the couple decided that they wanted to know who was making the shoes so that they could thank them for their kindness. After a hearty supper, they laid out the leather, hid in the workshop and waited to see who their helpers were.

Clary, Pepper and Jas crept into the workshop and by the light of the moon, cut, sewed and decorated until they had made several beautiful pairs of shoes!

"How lucky we are! We must return their kindness!" declared the shoemaker's wife.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

By the light of the moon, Clary, Pepper and Jas danced a jig of happiness on the workbench. Dressed in their brand-new hats, suits and shoes they left the shoemaker's workshop, not ever to return.

The shoemaker and his wife lived happily ever after, never forgetting the three little elves who helped them in their time of need.

# Comparing statements

Rose  
Maths

1 Complete the number sentences to describe the pictures.

a)



$$4 \times 5 = \square$$

$$20 \div 5 = \square$$

b)



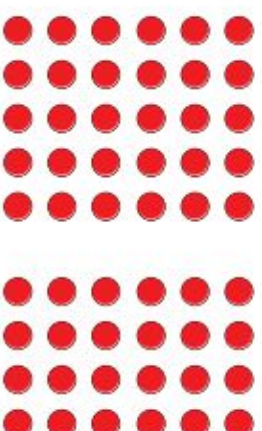
$$5 \times 4 = \square$$

$$20 \div 4 = \square$$

What is the same and what is different in parts a) and b)?

2 Write  $<$ ,  $>$  or  $=$  to compare the arrays.

a)



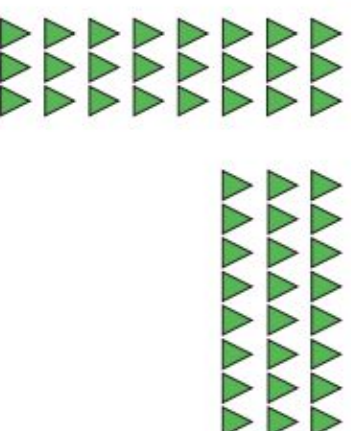
$$5 \times 6 \bigcirc 6 \times 4$$

b)



$$3 \times 6 \bigcirc 6 \times 3$$

c)



$$8 \times 3 \bigcirc 3 \times 8$$

# Lesson 3 – Advanced Mode and Coordinates

## Aim

- To introduce the Advanced mode of 2Calculate.
- To learn about describing cells using their coordinates.

## Success criteria

- Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.
- Children can find specified locations in a spreadsheet.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 3.3 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [Advanced Mode example 1](#).
- [Advanced Mode example 2](#); you will need to save this as a 2Do for your class.
- [Advanced Mode example 3](#). Set this as a 2Do for the class.

## Activities

1. Show children how to switch to the Advanced mode of 2Calculate by clicking on the mode switch button at the top of the screen:



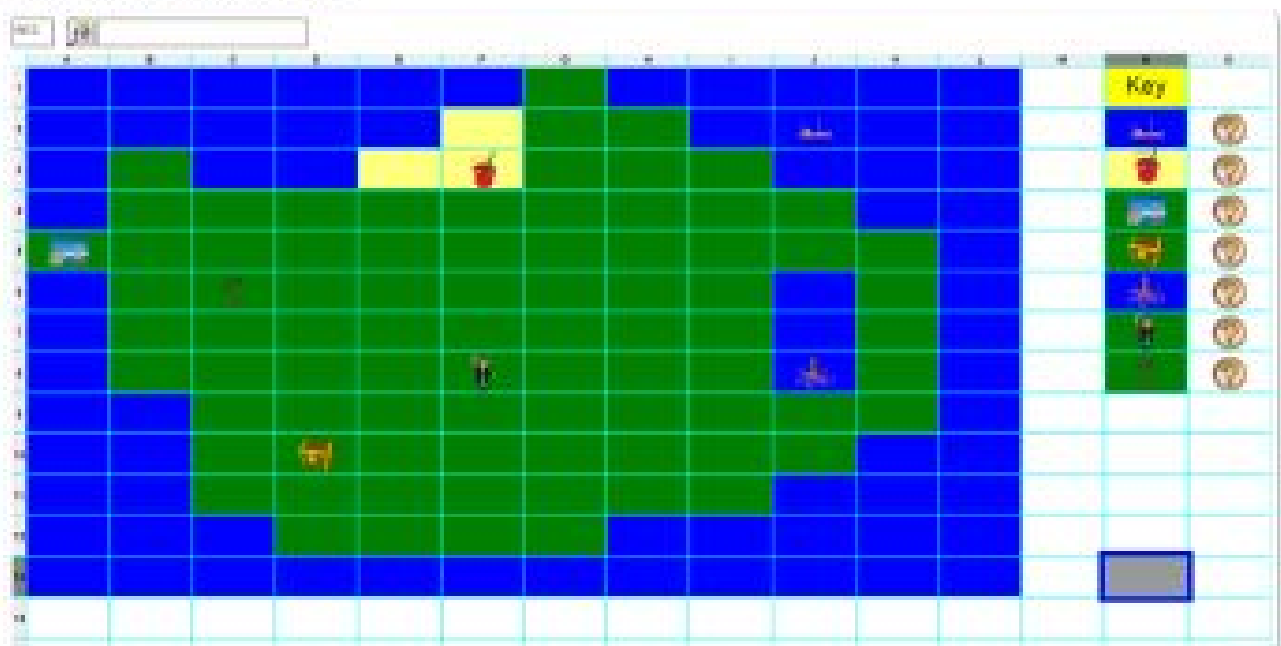
2. Notice that in Advanced mode, the rows are numbered, and the columns have letters to label them.
3. Spend a few minutes asking children to tell you which cell you have clicked on, clicking on a different cell each time.
4. Open the first example spreadsheet. On this sheet, the key to the right-hand side shows which cells should be which colour. As a class, colour the cells; you should end up with a picture of a tree.





5. Children can now open example 2; make sure that they are in Advanced mode and try to work out what the image is.
6. Any children who finish quickly could try making their own key to an image and seeing if a friend can solve it.
7. When children have had time to finish, bring the class back together and open the Treasure Map example file. Children have to click on the Quiz tool cells and enter the coordinates of the item. If they enter correctly, their answer will replace the Quiz tool.
8. Children can complete the activity at their computers and then create their own treasure maps to swap with a partner using the Quiz tool to hide the locations.
9. Alternatively, they could fill in the map key with the objects and locations and their partner should put the correct items in the correct locations. They can use copy and paste to do this (Ctrl + C to copy, Ctrl + V to paste).

#### Treasure Map example file



Tuesday

## Abandoned

I remember when he bought me. It doesn't seem like ten minutes ago when my creator, Bernard Crib, handed me over and said goodbye. At the time, I was over the moon. I'd been sat in the back of his workshop for nearly a fortnight by that point. I'd watched other robots be built and purchased in that time, and I was lonely. Little did I know, that would be the high point of my life so far.

The first few days were good. Andy played with me every day and even showed me off to his friends. That's where it started to go wrong, really. Sandy, the annoying friend with the spiteful voice, had laughed when he'd seen me for the first time. He'd told Andy that I was out of date and rubbish compared to his own robot pal. I could see how deflated Andy was; he'd been so excited for everyone to see me and then he'd had it taken away.

Obviously, I tried my best to perform for him, but there's only so much a robot can do. My thrusters aren't as fast as Sandy's RoboBlaster S+. It doesn't matter how hard I try, I can't pull loop-the-loops in the air. I can shoot as high at the clouds and parachute to safety, and that used to be enough, but robots nowadays are so advanced. Poor Mr Crib is too old to keep up. He tries his hardest, but he's just an outdated model. Like me, I guess.

After the incident with Sandy, it was all downhill. First, Andy passed me on to his sister, but even she didn't want me. To be fair to her, she's too young for a robot and just wants to play with mud. Good for her. Then, he sold me to one of his other friends. I don't think he realised how insulting it is for a robot to be sold on so soon. We have pride, just like humans!

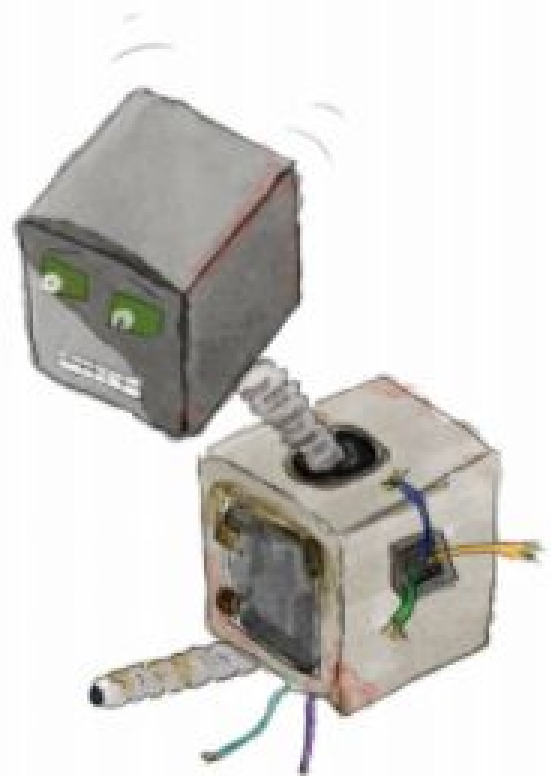
This new kid is worrying. He shoved me in a dark room at the back of his basement along with hundreds of other robots. The scary thing is, none of them has all of their parts. Every now and then, he'll come downstairs with a screwdriver, and one of them will be left missing a piece. Upcycling, he calls it. Making new things out of old parts. Old parts! He dared to call us *old parts*! How would he like it if somebody came and took some of his parts to make a better human?

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Once again, I'm left feeling lonely. Some of the other 'bots can talk, but I wish they couldn't. All they talk about is the pain of their missing parts or how long they've been here. I can't bear the thought of being in this bot-forsaken room for any longer. Tonight, I think I'm going to make a run for it. That's the only choice I have. I'm set on it.

Oh great, he's here again. Hopefully, he'll pass me over, I need all of my parts for tonight.

Why is he heading towards me? Go away! Leave me alone...



- 3 Rosie and Tommy each have 12 slices of melon.

- a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

- b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

- c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

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- 4 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

a)  $4 \times 3$    $2 \times 6$       c)  $5 \times 3$    $3 \times 4$

b)  $8 \times 3$    $4 \times 6$       d)  $3 \times 4$    $4 \times 5$



e)  $20 \div 4$    $20 \div 5$       g)  $30 \div 10$    $30 \div 6$

f)  $24 \div 2$    $36 \div 3$       h)  $18 \div 2$    $18 \div 3$

How did you work this out? Talk about it with a partner.

- 5 Here are some calculation cards.

$30 \div 6$	$4 \times 6$	$27 \div 3$	$4 \times 8$
$8 \times 3$	$12 \times 2$	$5 \times 6$	$18 \div 3$

Write each calculation in the table.

Less than $6 \times 4$	Equal to $6 \times 4$	Greater than $6 \times 4$

Write one more calculation in each column.

Did you have to work out all the calculations?

- 6 Complete the statements.

a)  $7 \times 3 >$    $\times 3$       c)  $30 \div$    $=$    $\times 5$

b)  $24 \div$    $< 2 \times 2$       d)  $12 \times$    $> 12 \div$

How many different ways can you complete the statements?





## Wednesday



### Jas's word game

Jas really likes playing, especially with words. Can you help to sort out these words from the story? First, see if you can spot and highlight these words in the story, then match the word to the definition. The first one has been done for you.

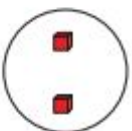
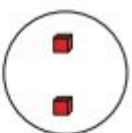
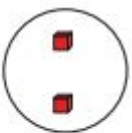
kind-hearted	walked without lifting your feet properly
supper	a type of dance
shuffled	friendly, helpful, gives things
hunched	fills you up, filling
wondered	kind and caring
merchant	announced, said
workbench	a meal eaten in the evening
workshop	leant forwards with your shoulders up
hearty	a room or building where things are made
declared	thought about
generous	heavy, wooden table for working on
jig	a person who buys or sells things

## Related calculations

Maths

1 Complete the number sentences.

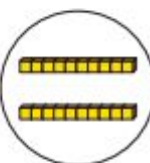
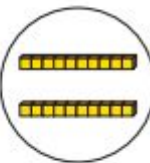
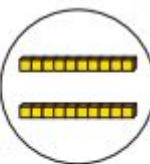
a)



$$3 \times 2 \text{ ones} = \square \text{ ones}$$

$$3 \times 2 = \square$$

b)



$$3 \times 2 \text{ tens} = \square \text{ tens}$$

$$3 \times 20 = \square$$

2 Use base 10 to represent the multiplications.

Complete the number sentences.

a)  $2 \times 4 = \square$

$$2 \times 40 = \square$$

b)  $5 \times 3 = \square$

$$5 \times 30 = \square$$

c)  $5 \times 2 = \square$

$$5 \times 20 = \square$$

d)  $2 \times 8 = \square$

$$80 \times 2 = \square$$

3 Nijah makes these arrays.



Complete the number sentences.

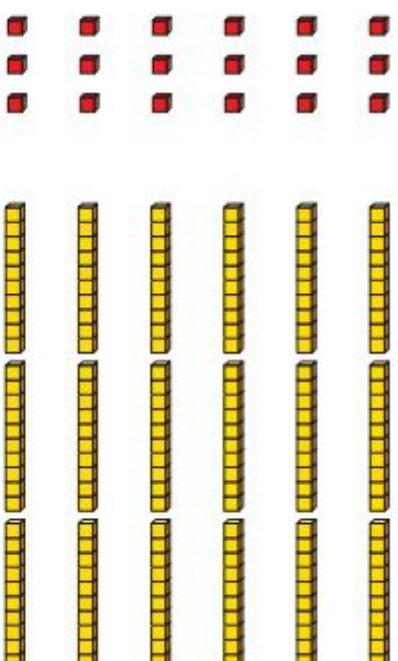
$$4 \times 3 = \square$$

$$4 \times 30 = \square$$

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

Use the base 10 to complete Scott's calculations.

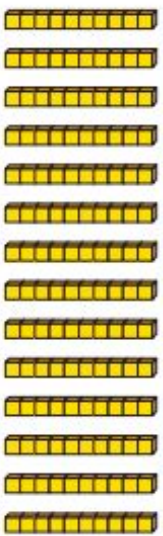


$$63 \times 3 = \square$$

$$630 \times 3 = \square$$

How does the answer to the first calculation help you work out the second calculation?

- 5 Use these pieces of base 10 to complete the divisions.



$$14 \div 2 = \square$$

$$140 \div 2 = \square$$

6



I know  
 $5 \times 7 = 35$

Use Dorá's fact to complete the calculations.

a)  $5 \times 70 = \square$

d)  $35 \div 5 = \square$

b)  $7 \times 5 = \square$

e)  $350 \div 5 = \square$

c)  $50 \times 7 = \square$

f)  $350 \div 7 = \square$

7

Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

Each jug costs

How did you work this out?



- 8 Complete the number sentences.

a)  $3 \times \square = 210$

c)  $4 \times 90 = \square$

b)  $240 \div 6 = \square$

d)  $120 \div \square = 2$

9

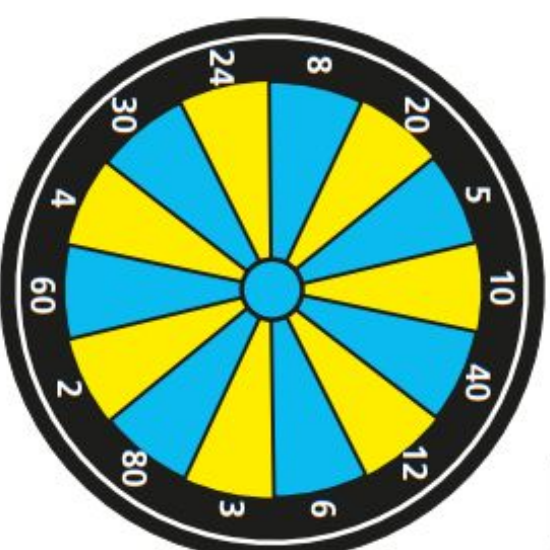
Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?

and



How many different answers can you find?

## Thursday



- ★ Now Jas wants to sort the words out into the job each one does in a sentence. Can you help?
- ★ Can you spot five more verbs, adjectives or nouns in the story and add them to your table?

They **felt** sorry for the **kind** **man** and **decided** to help.  
verb                      adjective      noun                      verb

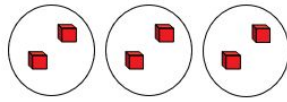
★ Sort the words from the box below into this table:

Verb (doing or being word)	Adjective (describing word)	Noun (naming word - person, place, thing)
<b>felt</b>	<b>kind</b>	<b>man</b>

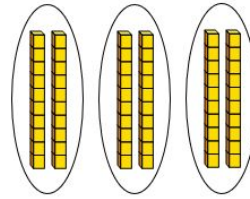
kind-hearted	supper	shuffled	
wondered	merchant	workbench	
workshop	hearty	declared	generous



1) Complete the calculations



$$3 \times 2 =$$



$$3 \times 20 =$$

2) Complete the calculations

$$1 \times 4 = \quad 1 \times 40 =$$

$$2 \times 4 = \quad 2 \times 40 =$$

$$3 \times 4 = \quad 3 \times 40 =$$

3) Complete the number track

30	60	90		150		210	240		
----	----	----	--	-----	--	-----	-----	--	--

Calculate

Have a think



$$3 \times 21 =$$

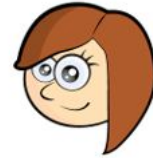
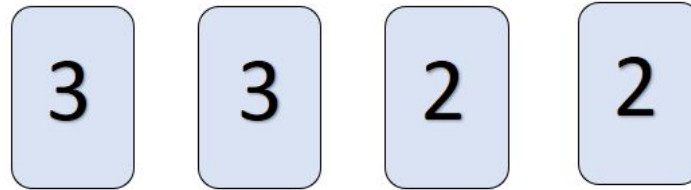
$$4 \times 22 =$$

$$34 \times 2 =$$

$$13 \times 3 =$$



Arrange 3 of the digit cards into the calculation below.



$$\square \times \square \square$$

Have a think



What is the largest total you can make?

What is the smallest?

How many different totals can you make?

Use 3 digit cards to complete the calculation below.

$$\square \square \times \square = 84$$



Have a think



Which 3 cards could you use?

Can you find more than one solution?

## Friday

Title		
Opening	Main characters (MC) are introduced	
Build Up	MC are sad/have a problem but get some surprise help	
Dilemma	MC notices a problem with their helpers	
Resolution	MC solve the problem	
Ending	MC situation has now changed from the beginning of the story	

# Multiply 2-digits by 1-digit (1)



- 1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$

$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are  $\square$  marbles in total.



- 2 Use the place value chart to work out  $2 \times 24$

Complete the multiplication sentences.

Tens	Ones

$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

- 3 Annie works out  $43 \times 2 = 86$

Tens	Ones

	T	O
	4	3
$\times$	2	
	8	6

Talk about Annie's methods with a partner.

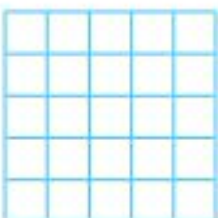
What is the same? What is different?

- 4 Complete the multiplications.

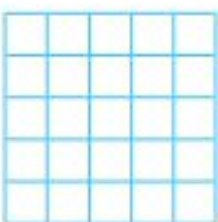
a)							
			T	O			
			2	4			
		$\times$		2			

b)							
			T	O			
			4	4			
		$\times$		2			

c)  $31 \times 3$



d)  $42 \times 2$

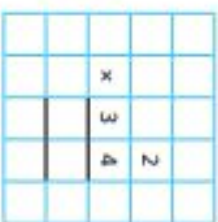


Compare answers with a partner.

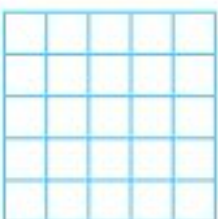
- 5 Jack is trying to work out  $34 \times 2$  using the column method.



I'm not sure what to do.



Show how Jack could improve his column method and work out the answer.



- 6 One toaster costs £32

How much do 3 toasters cost?



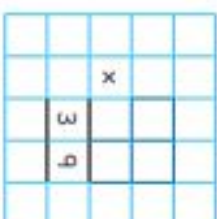
- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do  $30 + 9 = 39$  to get my answer.

What numbers is Whitney multiplying?

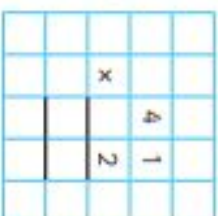
Fill in the missing digits.



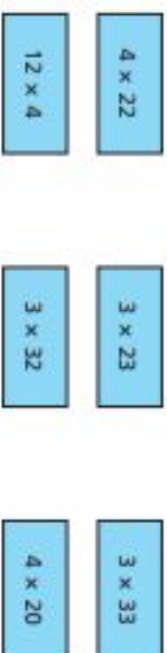
- 8 Filip used the column method to work out  $41 \times 2$



I can work this multiplication out in my head.



- a) How do you think Eva will work this out in her head?  
b) Tick the multiplications that you can work out in your head.



## Jesus Forgives and Heals a Paralyzed Man

**2** A few days later, when Jesus again entered Capernaum, the people heard that he had come home. **2** They gathered in such large numbers that there was no room left, not even outside the door, and he preached the word to them. **3** Some men came, bringing to him a paralyzed man, carried by four of them. **4** Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on. **5** When Jesus saw their faith, he said to the paralyzed man, "Son, your sins are forgiven."

**6** Now some teachers of the law were sitting there, thinking to themselves, **7** "Why does this fellow talk like that? He's blaspheming! Who can forgive sins but God alone?"

**8** Immediately Jesus knew in his spirit that this was what they were thinking in their hearts, and he said to them, "Why are you thinking these things? **9** Which is easier: to say to this paralyzed man, 'Your sins are forgiven,' or to say, 'Get up, take your mat and walk'? **10** But I want you to know that the Son of Man has authority on earth to forgive sins." So he said to the man, **11** "I tell you, get up, take your mat and go home." **12** He got up, took his mat and walked out in full view of them all. This amazed everyone and they praised God, saying, "We have never seen anything like this!"