

# Monday

## The River Unicorn (Fluvis unicornis)

The River Unicorn is a shy, solitary creature that has been seen only three times in the wild.



been seen only

### Appearance

River Unicorns can be identified by their sandy-brown sea foam, and a transparent horn that seems to ripple light catches it. The River Unicorn has the body of a horse and is the same size as a Shetland pony.

coat, a mane like and flow when the

### Habitat

Most River Unicorns live along the banks of rivers, streams and lakes. But you might be surprised to learn that these animals are reluctant swimmers. Occasionally, they have been spotted sleeping in dens under the roots of ancient willow trees, curled up amongst soft, grassy ferns or nestled in the nook of a river bank. It is thought that the power of the water flows through the River Unicorn and enhances its magic.

### Magical Powers

Much has been written about the River Unicorn's magic. Typically, the River Unicorn's power lies in its horn. When ground into powder and mixed with the correct ingredients, the horn can heal almost all human ailments. In addition to this, legends tell us that one drop of the unicorn's blood can make a human immortal.

### Diet

River Unicorns have a fairly limited diet. They mostly live on the grassy plants near the rivers and small fish from the waters. However, they can be tempted by apples, pears and juicy oranges.

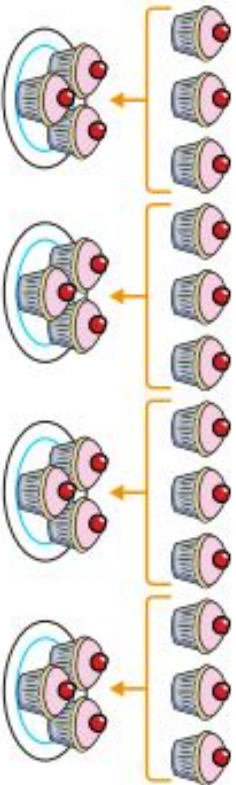
### Interesting Facts

Another interesting feature of the River Unicorn is its ability to disappear instantly. Just like water, it can slip through your fingers and seem to be everywhere, and nowhere, at the same time. Therefore, it is often viewed as the most extraordinary of all the unicorn species.

## Divide by 4



- 1 Here are 12 cakes.



Complete the sentences.

There are  plates.

Each plate has  cakes.

12 shared into  equal groups is

- 2 Circle groups of 4 flowers.



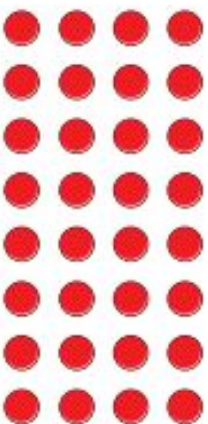
a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are  groups of 4 in 16



- 3 Eva makes an array with 32 counters.



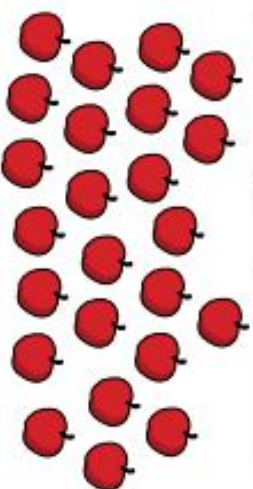
a) How many groups of 4 are in the array?

b) Use this to complete the division sentence.

$$32 \div 4 = \square$$

- 4 A farmer has 24 apples.

He wants to pack the apples equally into 4 bags.



How many apples will be in each bag?

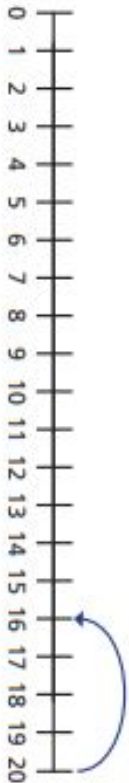
$$\square \div \square = \square$$

There will be  apples in each bag.

- 5 There are 20 muffins.

4 muffins fit in 1 box.

Use the number line to work out how many boxes can be filled.



☐ boxes of muffins can be filled.

- 6 Alex is trying to divide 48 by 4



To multiply by 4, you can double the number and double again.

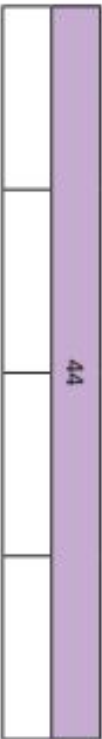
To divide a number by 4, I think you can halve the number and halve it again.

Divide the array to show that Alex's method works.



Does Alex's method always work?

- 7 Complete the bar model.



Complete the division statement to match the bar model.

$44 \div \square = \square$

- 8 Mo is working out whether numbers divide equally by both 2 and 4

Complete the table and continue the pattern.

The first one has been done for you.

Number	Divided equally by 2 is . . . .	Divided equally by 4 is . . . .
2	1	does not divide equally
4		
6		
8		
10		
12		

What do you notice?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 2 – Using the $\Leftrightarrow$ and Spin Button Tools

### Aim

- To introduce the 'more than', 'less than' and 'equals' tools.
- To introduce the 'spin' tool and show how it can be used to count through times tables.

### Success criteria

- Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.
- Children can use the 'spin' tool to count through times tables.

### 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.

- [Tool Example 1](#)
- [Tool Example 2](#)

### Activities

1. Open the Example 1 file and show children the first number line. Ask them if they recognise any of the symbols below the number line and discuss the meaning of  $<$ ,  $>$  and  $=$ .





2. Show how dragging the red numbers affects the display of the tool. Put the numbers in ascending order and see how the tool makes it clear that they are correctly located. What about descending order?



Purple Mash Computing Scheme of Work Unit 3.5  
Spreadsheets – Lesson 2






3. Show children how to insert the 'more than', 'less than' and 'equal' tools into a cell by clicking on one of the empty blue cells and then clicking the tool in the controls toolbox.
4. Also, remind children how to make the numbers movable (by highlighting  the blue numbers and then clicking on the 'move cell' tool).
5. Can children recreate a number line in their own spreadsheet? Children should be encouraged to create number lines that stretch their ability, using, for example, negative numbers or decimals to provide an extra challenge.
6. Once children have had time to try this out, bring them back together and open the second example file.

	Can you	make all	of the	signs show	=	?	
98	x	8					
12	x	66					
14	x	23					
135	x	898					

7. The challenge here is to use estimation and the indications from the tool to work out the correct answers. Feel free to alter the numbers if they are too hard/easy for your class.

For example, children could suggest that, as 98 is nearly 100, then the answer to the first

question should be a bit less than 800. Try entering 750 and the  will indicate that the answer is higher than the entered answer, so try a number between 750 and 800 and continue to use the tool until the equals sign is highlighted, meaning the answer is correct.

8. The rest of this activity could be completed as a class or by children copying the calculations and using the tool to work out the answer. Emphasise that children should make educated estimations, in the first instance.
9. Once children have had time to explore this tool, bring them back together to introduce the 'spin' tool. Click on a free cell on the left-hand side of the spreadsheet, then click on  the 'spin' tool from the controls toolbox on the right-hand side . Enter the number 1 in the cell to the immediate right of it. Show how clicking on the up and down arrows increases or decreases the number by 1.
10. Can children think of a way to use the spin button to display the numbers in the 2 X table?

Purple Mash Computing Scheme of Work Unit 3.5  
Spreadsheets – Lesson 2



Here is a suggestion:

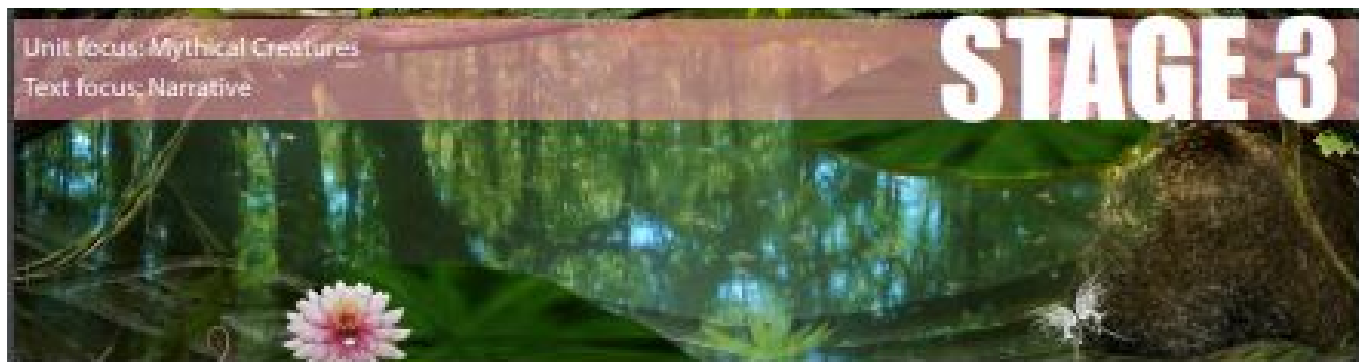
		2 X table	machine				
		3	x	2	=	6	

11. See if children can use the 'spin' tool to create table machines for the other times tables. Remind them about using copy and paste (Y2, Lesson 1). How quickly can they work out answers to questions using their tables tools?

Times	Table	Machines										
2 X table	machine							6 X table	machine			
3	x	2	=	6				3	x	6	=	18
3 X table	machine							8 X table	machine			
3	x	3	=	9				7	x	9	=	63
4 X table	machine							10 X table	machine			
10	x	4	=	40				8	x	10	=	80
5 X table	machine							11 X table	machine			
4	x	5	=	20				11	x	11	=	121
6 X table	machine							12 X table	machine			
5	x	6	=	30				7	x	12	=	84
7 X table	machine											
2	x	7	=	14								



# Tuesday



## Fairy Lake

The first time I saw Fairy Lake, I wasn't much older than you. My mother and father had just moved us to a new house in the middle of the countryside. It was the first time I'd seen anything outside of the city. The house itself was grand, but it was the gardens that surrounded it that captivated me.

Fairy Lake wasn't its proper name, of course. The adults were far too "sensible" and grown up to believe anything like faeries. I had always believed in the Fey folk - it seemed obvious to me that there must be an invisible world that crosses over with ours. My friends called me foolish. My teachers laughed when I dared to mention it. I was told to mind my own business and to get on with the war effort.

The war had finished by the time we moved to the new house. Hitler, and the bombs back in London, seemed a distant memory. The thing that struck me most about the gardens was the silence. I would wander down the garden path and disappear behind the hedgerows and towering ashes and be in another world. The woodland lay just beyond the hedges. It was more of a forest, I suppose. The trees went on forever.

I found Fairy Lake on my first day. I'd been wandering between the forked shadows of the trees for hours when I stumbled upon a clearing of sorts. It was surrounded on all sides by the white spokes of silver birches. It wasn't deep by any means. I could see lumps and bumps in the middle where the water level was too low to cover them. I think I could probably have walked all the way across to the middle without wetting any higher than my knees.

A soft yellow glow hovered just above the water. When I approached it, I saw that it was a small ball of light, like a firefly. I realised at once that it was a fairy. It was small, like an insect, but looked more like a grumpy old man. It was floating in the air with its legs crossed and its eyes closed. I approached it cautiously. One eye opened and it began to grin.

My heart leapt and I knew I had been tricked. This wasn't any old fairy, it was a bogan. Bogan are

particularly tricky fey who love to play pranks on unwitting humans. They hide things around the house and tie shoelaces together. This one was acting as a decoy. I turned to run away but tripped over the thin rope that had been tied around my ankles by another two impish sprites.

I sat up and crossed my arms in anger. My mouth opened ready to scold them, but another fairy popped out from behind a bush and sent them scurrying away.

"My name is Blossom Fey," she said in a delicate voice. "I must apologise for my brothers." She raced over and cut the rope around my ankles.

"I am Daphne," I said. I knew that I still sounded angry, but I didn't want to scare Blossom Fey away.

We talked until the sun began to set. Blossom Fey told me all about the fairies that lived around the lake. She also told me about the grave danger that was threatening the hidden world. Of course, I offered to help in any way I could, but that is a story for another time!



## The 4 times-table

1 Complete the multiplication.



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

b)



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

2 Complete the number sentences.

a)  $6 \times 4 = \square$

g)  $24 \div 4 = \square$

b)  $4 \times 3 = \square$

h)  $8 \div 4 = \square$

c)  $\square = 7 \times 4$

i)  $0 \div 4 = \square$

d)  $4 \times \square = 48$

j)  $\square \div 11 = 4$

e)  $0 \times 4 = \square$

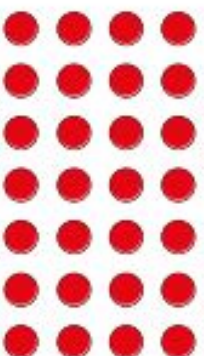
k)  $\square \div 4 = 5$

f)  $4 \times 9 = \square$

l)  $1 \times 4 = \square$

3 What multiplication and division statements does the array represent?

Complete the statements.



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

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

$$\square \div \square = \square$$

$$\square \div \square = \square$$

4 Complete the number sentences.

a)  $2 \times 4 = \square$

c)  $3 \times 4 = \square$

$4 \times 4 = \square$

$3 \times 8 = \square$

$8 \times 4 = \square$

$3 \times 12 = \square$

b)  $8 = 4 \times \square$

$16 = 4 \times \square$

$32 = 4 \times \square$

What patterns do you notice?

5 Write <, > or = to compare the statements.

a)  $48 \div 12$   4

d)  $4 \div 4$    $4 \times 4$

b) 36   $40 \div 4$

e)  $1 \times 4$    $4 \times 1$

c)  $16 \div 4$    $4 \times 4$

f)  $4 \times 2$    $32 \div 4$

6 A paper clip is 4 cm long.



How long are 6 of these paper clips?

7 Dexter buys 10 mugs and 4 key rings.

How much money does he spend in total?



8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat		
dog		28
bird		
mouse		

= 4 animals

9



Some of the numbers in the 4 times-table are even, but not all of them.



All numbers in the 4 times-table are even.

Who is correct? \_\_\_\_\_

How do you know? Talk about it with a partner.



Carrot



Celery



Radish



Lettuce



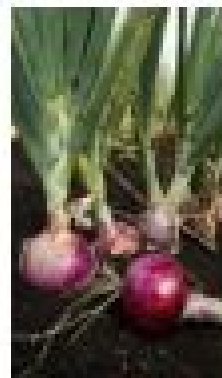
Potato



Asparagus



Beetroot



Onion



Spinach



Herbs



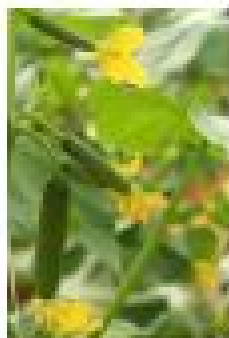
Rhubarb



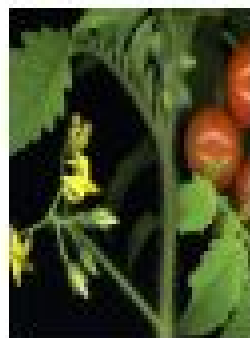
Cabbage



Broccoli



Cucumber



Tomato

# Wednesday

## The Kraken

"Listen, lad, can you hear that?" The captain's voice was unusually quiet. Normally, he'd be barking orders at us. Now, he stood at the bow of the ship and said little.

"I can't hear anything," I said.

"Exactly!"

There was something about the excitement in the captain's voice that worried me. What was so special about silence? Then, it struck me. He was right, it was as silent as a graveyard. Even on the darkest night, there is the sound of the waves crashing against the side of the ship. There's the groaning of the masts in the wind. Tonight, there was nothing.

Salt-spray whipped against my face and stung my lips, and the boat rocked with the action of the waves, but there was no sound. It was as though all noise was being sucked away into the inky ocean.

"Land, ahoy!" came the cry from the top of the mast. We all spun around. The captain hollered back up to the man that this was impossible. We were miles from land. The lookout was adamant. He could see land.

We all raced to the port-side of the deck and strained our eyes to see further into the darkness. We could all see it now. There was the glint of a speck of moonlight bouncing back from a towering rock. It seemed to rise up out of the water, taller than our highest mast. Suddenly, the rocky island opened an eye, and the silence was shattered by a deep bellow of anger.

A long, tentacled beast slithered slowly out of the surf and curled in the air above us. Enormous suckers the size of a man's head covered the underside. One giant eye blinked slowly and so close to our boat that I could see the glistening moisture around the pupil.

"Kraken!" yelled one of the men somewhere on the deck. I didn't have time to figure out who it was, the snake-like limb of the beast was crashing down towards me.

I threw myself to the side just in time. I heard the wood splinter behind me. Fresh waves crashed over the side of the boat and soaked me to my skin. I shivered and stood up. Several of the monster's arms were wrapped around the ship by this point. It had us ensnared. I glanced around for any sign of the captain. He wasn't on the deck, but then I spotted his deep blue jacket and red hat in the water. He'd abandoned ship and was swimming for it! The coward! As I watched, one of the tentacles slapped down into the ocean and dragged him under.

For a moment, I stood frozen to the spot. Wood cracked and splintered around me as the kraken tried to tear the boat in half. I watched in a dream as an empty barrel rolled past me. An idea struck.

Quickly, I grabbed the barrel and rolled it towards the far side of the deck, as far away from the Kraken as possible. Once I was sure I was alone, I clambered inside and pulled the lid tightly back on to the top. I rocked my body until I felt the strange sensation of falling, followed by the heavy smack as I hit the water. The barrel bobbed for a moment before righting itself like a cork. All I had to hope now was that the tide took me somewhere friendly.

<u>Title</u>	
<u>Appearance</u>	
<u>Habitat</u>	
<u>Magical Powers</u>	
<u>Diet</u>	
<u>Interesting Facts</u>	



## Multiply by 8

White Rose Maths

1 Complete the sentences.

a)



There are  bags of apples.

There are  apples in each bag.

There are  apples in total.

b)



There are  octopuses.

There are  arms on each octopus.

There are  arms in total.

2

Use counters to represent  $2 \times 8$

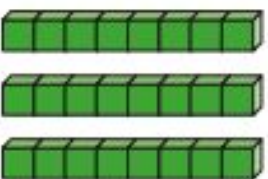
Draw your representation.

3

Work out how many cubes there are in total.

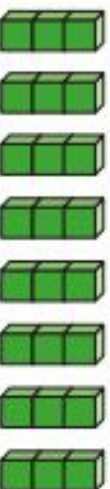
Complete the multiplication sentences.

a)



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

b)



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

What is the same about your answers? What is different?

- 4 How many dots are there in total?



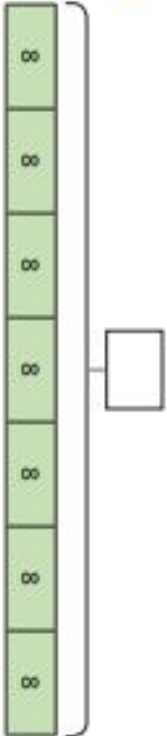
×  =

How many different ways can you work this out?

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- 5



- a) What multiplication is represented by the bar model?  
 ×
- b) Label the bar model with the whole.
- c) Draw a bar model to represent  $3 \times 8$

- 6 Whitney has 10 pockets of seeds.



- a) How many seeds does Whitney have in total?

- b) Ron has 4 fewer packets than Whitney.  
How many seeds does he have?

- 7 Jack and Annie are practising their 8 times-table.



To multiply any number by 8, you can multiply it by 4 and then double it.

Jack



To multiply any number by 8, you can double the number 3 times.

Annie

- a) Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

- b) Use both methods to work out these multiplications.

$8 \times 4 =$        $8 \times 9 =$        $11 \times 8 =$

# Thursday

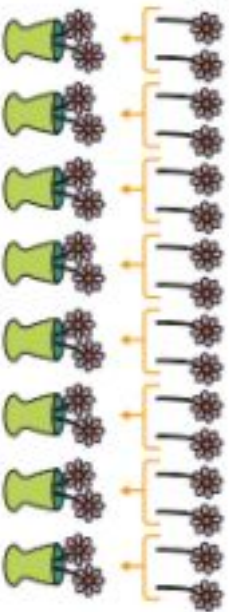


Divide by 8

1

Complete the sentences.

a)



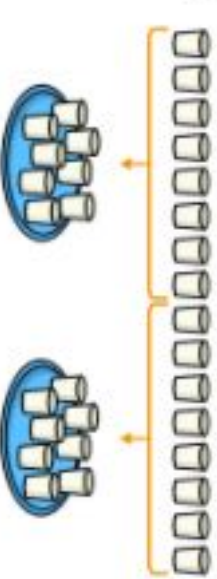
There are  flowers.

There are  vases.

Each vase has  flowers.

16 shared into  equal groups is

b)



There are 16 glasses of milk.

There are  glasses of milk on each tray.

There are  trays.

16 shared into  equal groups is

2

Use the arrays to help you complete the divisions.

a)



$$40 \div 8 = \square$$

b)



$$40 \div 5 = \square$$

1

32 coins are shared between 8 people.

How many coins does each person get?



Complete the division.

$$\square \div \square = \square$$

4 Complete the bar models and division statements.

a)

24			

÷  =

b)

24			

÷  =

c)

24							

÷  =

What do you notice?

5 40 kg of potatoes are packed into 8 kg bags.  
How many 8 kg bags can be filled?



6 a) Match the number story to the bar model.

56 sweets are shared equally between 8 party bags.

<input type="text"/>							

56 sweets are put into party bags. There are 8 sweets in each bag.

<input type="text"/>							

b) Complete the bar models.

c) Think of a number story to match this bar model.

<input type="text"/>							
8	8	8	8	8	8	8	8

7 Circle the numbers that divide by 8 exactly.

23	28	32	64	65
----	----	----	----	----

How did you work this out?



### Land mark

The Acropolis of Athens can be seen as a symbol for the Ancient Greek World, the classical period of the Hellenic civilization



### Major Cities

The most important of all Greece cities is Athens, the capital of the country, which concentrates more than one third of the population. The second largest city is Thessaloniki on the North and the third is Patra on the south west.

**Population:** 11,295,002. Languages: Greek 99% Turkish, others. Albanian is spoken by approximately 700,000 Albanian immigrants. English is the predominant second language.

**Religions:** Greek Orthodox, with Muslim, Jewish, Catholic, Protestant.

### What about Greece?

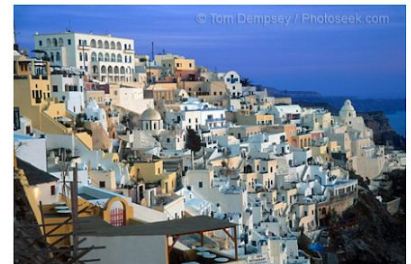
Greece is located at the southeast end of Europe and it is the southernmost country of the Balkan Peninsula. Greece is also located between several countries and seas.

Greece was inhabited as early as the Paleolithic period and by 3000 BC had become home, in the Cycladic Islands, to a culture whose art remains among the most evocative in world history.

Greece adopted the euro as its currency in January 2002. The adoption of the euro provided Greece with access to competitive loan rates and also to low rates of the Eurobond market. This led to a dramatic increase in consumer spending, which gave a significant boost to economic growth.

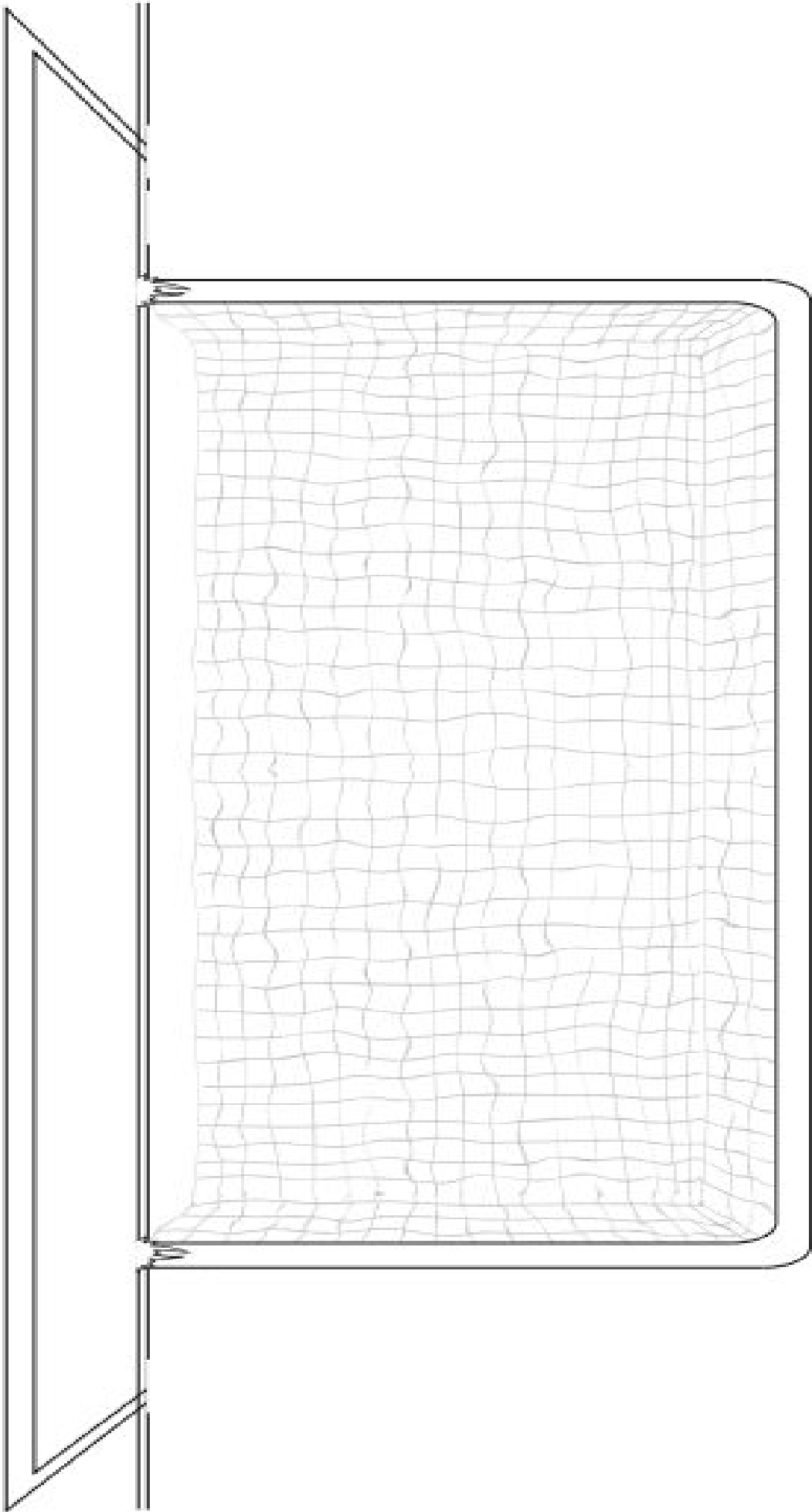
Greece is a parliamentary republic and last amended its constitution in May 2008. There are three branches of government.

# Greece



Desiree Wheeler  
EDUN 321



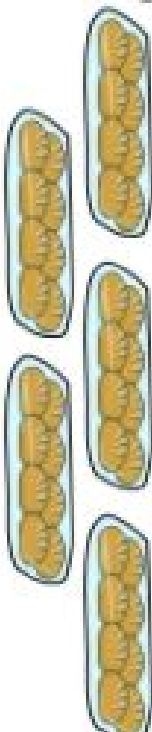


The 8 times-table




1 How many are there in total?  
Complete the multiplications.

a)



$\times$   =

b)



$\times$   =

2 Complete the number tracks.

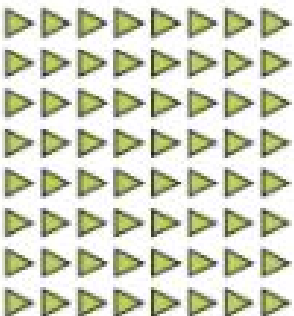
a)

0	8	16	24				
---	---	----	----	--	--	--	--

b)

96	88	80					
----	----	----	--	--	--	--	--

3 Here is an array made up of triangles.



a) What multiplication sentence can you see?  
  $\times$   =

b) What division sentence can you see?  
  $\div$   =

4 Complete the calculations.

Try to do the calculations in your head.

a) $6 \times 8 =$ <input type="text"/>	e) $72 \div 8 =$ <input type="text"/>
b) $8 \times$ <input type="text"/> = 56	f) <input type="text"/> $\div 11 = 8$
c) $10 \times 8 =$ <input type="text"/>	g) <input type="text"/> $\div 8 = 5$
d) <input type="text"/> = $8 \times 4$	h) $8 \times 1 =$ <input type="text"/>

5 What multiplication can you see?



6 Complete the multiplications.

a)  $2 \times 8 = \square$

b)  $8 = 8 \times \square$

$4 \times 8 = \square$

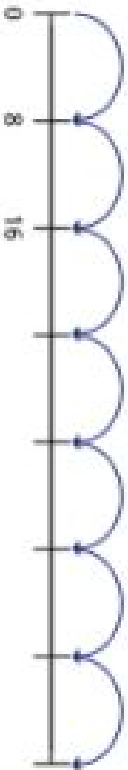
$16 = 8 \times \square$

$8 \times 8 = \square$

$32 = 8 \times \square$

What patterns do you notice?

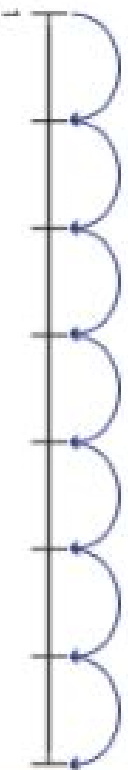
7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?  $\square$

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time?  $\square$

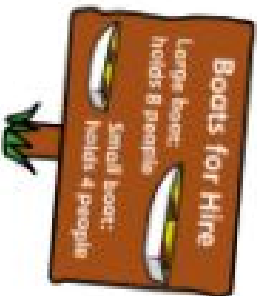
Explain how you know.

8 Boats can be hired on a lake.

There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?



9 Put the numbers into the sorting diagram.

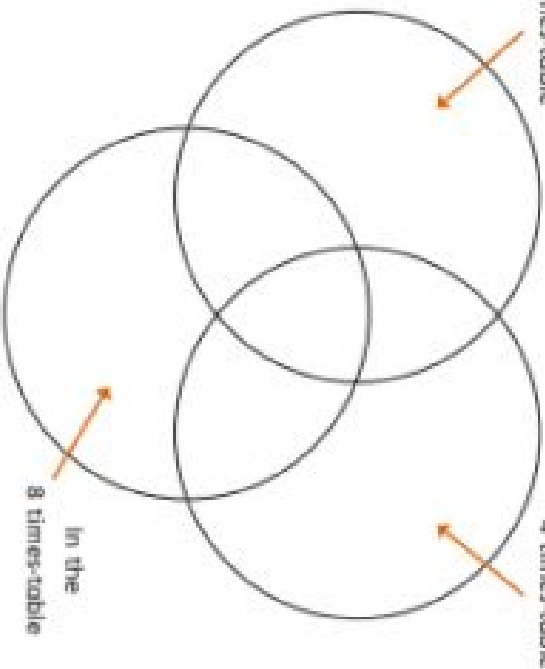
2   4   16   32   48   36   12   6

In the

2 times-table

In the

4 times-table



Are any of the parts empty? Why?

Talk about it with a partner.

## **The 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!"