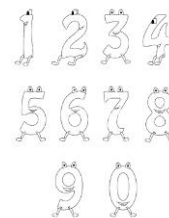


Parents in
Partnership

Number Task : Autumn Week 4

Name

(Y6)



Division

This week in maths we have been recapping on short and long division. We have also extended our knowledge by dividing decimal numbers by integers.

Task 1

Lots of what is holding the children back in division is their confidence applying times tables knowledge to division questions. Because of this, this week's maths homework is encouraging the children to recall tables facts to support their division. The children could choose their task. The options included:

Inverse operations fact recall:

Using times tables knowledge to recall division facts. E.g. $4 \times 5 = 20$ so $20 \div 5 = 4$.

Challenge activity:

Using division question triangles to make a hexagon by matching the division sum to the answer.

Literacy and Topic

Literacy

In Literacy we have continued to read our class text *Cloud Tea Monkeys* and have used this for reading comprehension activities. We have also looked at persuasive letter writing techniques and are writing our own letters to Indian government officials trying to persuade them to reassess their rules on child labour. Just like Tashi is our class book, many Indian children miss out on an education because they have to work.

Topic

In our topic lessons we are looking at Divali and how many Indians decorate their homes with Rangoli patterns to attract the goddess of wealth, Lakshmi who will bring them good fortune. We are also designing our own Rangoli patterns for display.

Task 2

Choose another task from the *Cloud Tea Monkeys/India* homework grid and bring in on Wednesday.

Spelling and Grammar

This week we have revised the ible/able and -fer suffix rules. We have also spent some time recapping on some of the tricky Y3/4 words from the statutory curriculum spelling list.

The main part of our spelling lessons has been practising general suffix rules that the children have been confusing in their writing.

These include:

- Past tense 'ed' verb endings
- Doubling consonants before adding suffixes
 - *short vowel sound + 1 consonant e.g. stop, double the consonant - e.g. stopping
 - *long vowel sound + 1 consonant e.g. shout, do not double the consonant - e.g. shouting
 - * short vowel sound + 2 consonants - e.g. click do not double the consonant - e.g. clicking
- Dropping the 'e' before adding suffixes
- Changing the 'y' to an 'i' before adding suffixes.

We have also spent time revisiting commonly misused homophones:

- There, they're and their
- Hear and here
- Where, wear and near homophone were

My child's response to the tasks.