

Guidance for Parents/Carers

This week's pack supports the [Week 9 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Subtracting – Same Decimal Places (page 2)

A **decimal place** is the number of digits after the decimal point. For example 2.34 has 2 digits after the decimal point, so there are 2 decimal places.

A **calculation** is a way to determine an amount. It may involve addition, subtraction, multiplication or division.

Question 1 – This question asks children to put an 'X' next to the correct **calculations**, and correct any that are incorrect. To do this, your child will need to complete each calculation.

Put an 'X' in the box next to the calculations where the answers are correct and write the correct answers next to those that are incorrect. The correct answers are: **A. 2.45, B. correct, C. 0.9, D. correct.**

Question 2 – This question asks children to use the **digit cards** to complete the missing numbers in the calculations. They can only use each card once. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers. To do this, children will need to use their knowledge of subtraction, including when exchanges are needed. They should start at the hundredths column (the right hand side of each calculation below).

Use the digit cards and your subtraction knowledge to complete the missing numbers in the calculations. The correct answers are:

A.
$$\begin{array}{r} 6 . \boxed{4} \boxed{1} \\ - 1 . 0 9 \\ \hline \boxed{5} . 3 2 \end{array}$$

B.
$$\begin{array}{r} 3 . \boxed{9} 4 \\ - 3 . 0 \boxed{6} \\ \hline \boxed{0} . 8 8 \end{array}$$

Question 3 – This question asks children to calculate the missing numbers in the models to crack the code and find the word. To do this they will need to complete 5 subtraction calculations and write the letter they found in the box under the correct answer. This will then spell a word.

Calculate the missing numbers on the models, using subtraction, to crack the code and find the word. The correct answer is: **spear**

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Tuesday

Maths – Subtracting – Different Decimal Places (page 4)

To refresh your memory on **decimal places** or **calculations**, please refer to page 2.

Question 1 – This question asks children to fill in the missing digits in the calculations to make them correct. They will need to use their knowledge of subtraction and place value to complete the question.

Use your knowledge of place value and subtraction to fill in the missing digits in the calculations. The correct answers are: **A. $8.33 - 6.128 = 2.202$ B. $9.216 - 3.31 = 5.906$**

Question 2 – This question asks children to circle the group of counters that represent the answer to the calculation given. Each group of counters need to be added together to find the total that the group represents. They will then need to complete the subtraction calculation to see which group of counters matches the answer they get.

Complete the subtraction and match it to the group of counters that have the same value as the answer you get. The correct answer is: **B**

Question 3 – This question asks children to solve the word problems given. There are three to complete, which children need to read carefully, so they can take in the important information in the question.

Solve the word problems below. The correct answers are: **A. 1.663°C ; B. 0.133kg ; C. 0.74km**

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Wednesday

Maths – Multiply by 10, 100 and 1,000 (page 6)

To refresh your memory on **calculations**, please refer to page 2.

A **representation** refers to a number that has been shown in different ways. This number may have been shown in numerals, words or using mathematical equipment such as Base 10 or a place value chart.

A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent ones, tens, hundreds, thousands, ten thousands, and so on. It can also represent decimal numbers such as tenths, hundredths, thousandths and so on.

Question 1 – This question asks children to match the calculations to the correct representations to reveal the odd one out. To do this they will need to complete each calculation and identify the numbers that the representations are showing to be able to match them. This will then reveal the odd one out.

Complete the calculations and match them to the representations to reveal the odd one out. The correct answer is: **B = 51,650, it is the odd one out.**

A. 51.65×10

B. 516.5×100

C. $5.165 \times 1,000$

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500 16 0.5

Question 2 – This question asks children to put an 'X' in the box to show whether the calculations are true or false. If they are false, they are required to write the correct answer in the space provided. To do this, they will need to complete each calculation themselves, and compare their answers with the one given.

Complete each calculation to find out whether they are true or false. Write down any corrections that are needed. The correct answers are: **A is true; B is false, the answer is 65,030; C is false, the answer is 49,305; D is true.**

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Wednesday

Maths – Multiply by 10, 100 and 1,000 – continued (page 6)

Question 3 – This question asks children to state and explain whether Steph is correct. To do this, they will need to complete the **calculation** (page 2) themselves, and compare their answer to the number shown in the **place value chart** (page 7).

Complete the calculation to find out whether Steph is correct and explain your answer. The correct answer is: **Steph is incorrect because she has moved the digits three place value columns so that each digit becomes 1,000 times bigger. The correct answer is 435.**

English – If I Were Elected Prime Minister... (page 7)

This writing prompt asks children to write about what they would do if they were Prime Minister. They are asked to write about three policies they would introduce and explain why they have chosen them. This writing prompt is designed to encourage children to use **conjunctions** (words that are connect **clauses** (page 5) or sentences together. They have been provided with a conjunction word bank, which they can use to help them.

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Thursday

Maths – Divide by 10, 100 and 1,000 (page 8)

Multiples of ten are numbers which are in the ten times table. They end in a 0. For example, 10, 20, 30, 40 and so on.

To refresh your memory on **digit cards**, please refer to page 2.

Question 1 – This question asks children to use the digit cards to find different starting numbers for the table. These starting numbers need to also match the following clues: they should be between 5 and 90; two of them should be **multiples of ten** and they should all have a different tens digit. They are only allowed to use the digit cards once for each starting number. Once they have completed the starting number, they need to divide the number by 10, 100 and 1,000 to complete the table.

Use the clues to find the starting numbers, then divide them by 10, 100 and 1,000 to complete the table. There are various answers for this question. An example answer is:

Original Number	$\div 10$	$\div 100$	$\div 1,000$
6	0.6	0.06	0.006
8	0.8	0.08	0.008
14	1.4	0.14	0.014
28	2.8	0.28	0.028
40	4	0.4	0.04
69	6.9	0.69	0.069
71	7.1	0.71	0.071
80	8	0.8	0.08