



*The
Wellington Herald
Junior Edition
December 2019*



All of us at Wellington Primary School wish you a very happy holiday and New Year. We look forward to seeing you at the start of the Spring Term on the 6th January 2020.



This term we have continued to develop our curriculum to ensure that the school is a fun and exciting place to learn. The revised curriculum helps pupils build on what they already know. Our school's metacognition focus underpins all our efforts on developing the teaching of the foundation subjects as well as the core subjects. The recent Geography and Rights Respecting awards demonstrate our commitment to developing the whole child and striving to provide the best education possible for our children.

We continue to put reading at the heart of the school curriculum. Teachers prioritise the development of early reading skills. We were proud of our reading and phonics results this year as we continue to expand the school. Our children enjoy songs and rhymes to learn their phonics quickly. Pupils are enthusiastic about reading and love learning through their class stories. Staff read pupils engaging novels which capture pupils' imaginations. In a Year 6 class recently, pupils told me that they could not wait to find out what happened next in their class novel. We will be developing the junior library next term, so that we can promote high-quality texts and staff can sit with their whole class to make story time magical, helping motivate pupils to read often.

The mathematics curriculum continues to be demanding and pupils enjoy it. Teachers across the school make sure that pupils understand the key methods of calculation and use these to work out problems. If a pupil does need specific help, teachers are quick to act and our SENDCO has worked tirelessly with her team to develop an inclusive provision. Leaders have ensured that there is a strong focus on early mathematics and this was highlighted in our outcomes at the end of EYFS this year.

Our recent Ofsted and external visitors have noted that children in the early years thrive as a result of well-planned activities. The curriculum is not limited to academic subjects. Staff ensure that there are many real and exciting opportunities to learn. Pupils enjoy extra-curricular experiences to add to their learning. Pupils continue love our school trips and you help us enrich the curriculum for them each term, thank you for supporting us with this. We have visited a variety of places and experienced different workshops linked into their curriculum provision such as; Chertsey museum, Tate Britain, Sky, Space workshops, African drumming workshop, Great Fire of London Workshop, Brain Busters Maths workshop, Anglo Saxon Workshop and Anti-bullying workshops.



Thank you all for your continued support this year.

Mrs Norton

MESSAGE FROM GOVERNORS



The Governing Body for Wellington Primary works in partnership with the school to ensure that it is effective, providing a good education for your children, in a safe and happy environment.

Our role is not the day to day management of the school. That is the responsibility of Mrs Norton and school leadership team. We work with them to identify key strategic priorities to develop and maintain the educational success of the school, making sure that the finances available are wisely and effectively used and that the school is compliant with all legal duties. We also ensure that the culture of the school is inclusive and offers an equality of opportunity for all pupils and staff.

The Governors are drawn from four areas, elected parents and teachers, local education authority nominees and people co-opted from the local community. We meet twice each term, when we monitor and evaluate the progress the school is making. We support the Head Teacher and the school leadership team, but we may also question and challenge them, holding them to account for the management of the school.

Please visit the school website to find out more about the members of the Governing Body here at Wellington Primary and keep an eye out for our reports in the termly newsletters.

Henny Pearmain
Co-opted Governor
Chair of the Governing Body



Year 3

Welcome to Sapphire and Topaz Class

This autumn term has been exciting and started with a move to the junior school building. We have learnt a lot this term and we have been lucky enough to have visited Chertsey Museum for a Workshop on the Stone Age . We performed our first class assemblies on the Christmas story and Diwali which were a great success!

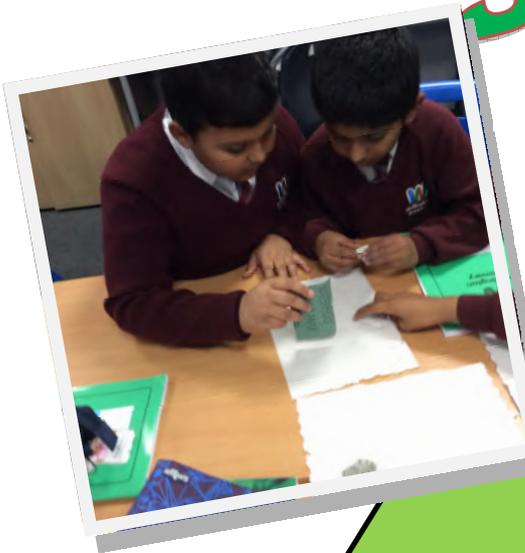
We also took part in a virtual reality anti-bullying workshop.

Topic and more...

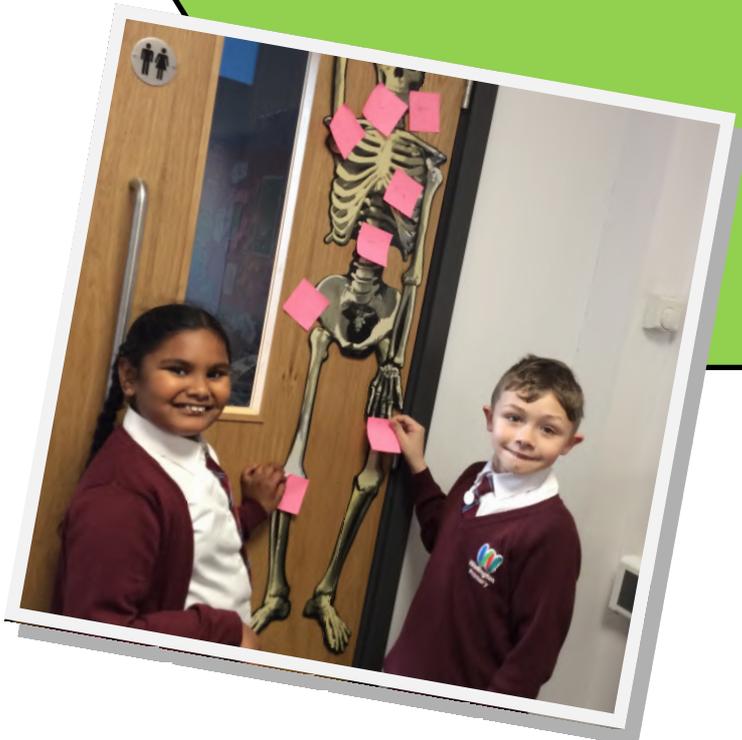
We have also experienced so many new and exciting activities this term, including learning Spanish numbers and greetings; and learning how to play the recorder with Mr Aston. We have been looking at local maps and exploring aerial views of the school.



Science



In Science, we have been learning about animals including humans. We had a lot of fun trying to learn the names of all the major bones and muscles in our bodies. Recently, we have been learning about rocks and we know lots of interesting facts about them. We learned about permeability and durability, as well as the difference between how sedimentary, igneous and metamorphic rocks are formed.



Some of the body's main muscles

You've successfully identified which muscles are needed for different activities

Abdominal (s. chest muscles)
thigh muscles
calf muscles

Jaw muscle
shoulder muscle
Triceps
Biceps
Forearm muscles

Complete the table by identifying the main muscles used when carrying out the following everyday household activities and jobs:

EXERCISE/ACTIVITY	MUSCLES USED
walking up stairs	*thigh muscles, Biceps
drinking	*Jaw muscles, Biceps
washing the dishes	*Forearm muscles
vacuum cleaning	*Chest muscles
brushing your teeth	*Jaw muscles, Forearm muscles
flushing the toilet	*Biceps
getting out of bed	*thigh muscles
opening a door	*Biceps

Answer the following questions by typing each answer in the text box.

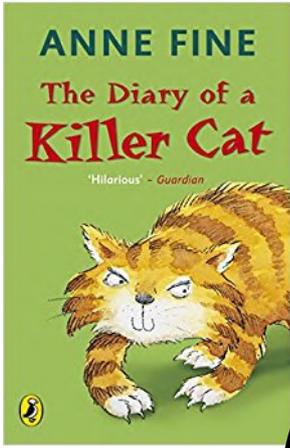
1) What happens to a muscle when it contracts?

*The one that's under the bone relaxes and the other contracts

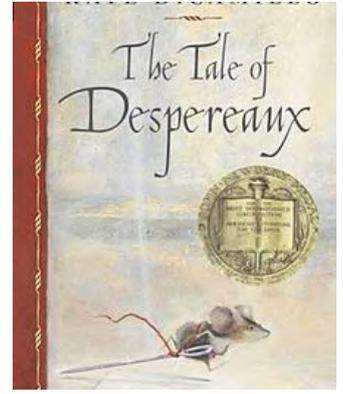
2) What are all of our muscles attached to?

*our muscles are attached to our bones

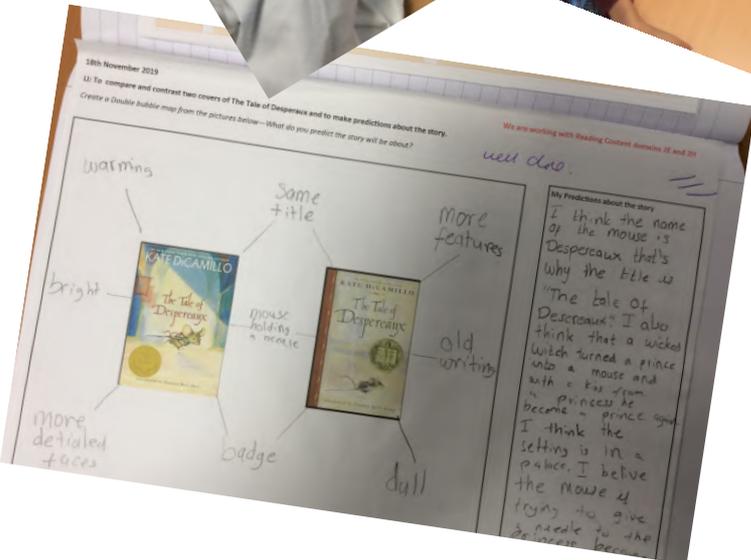
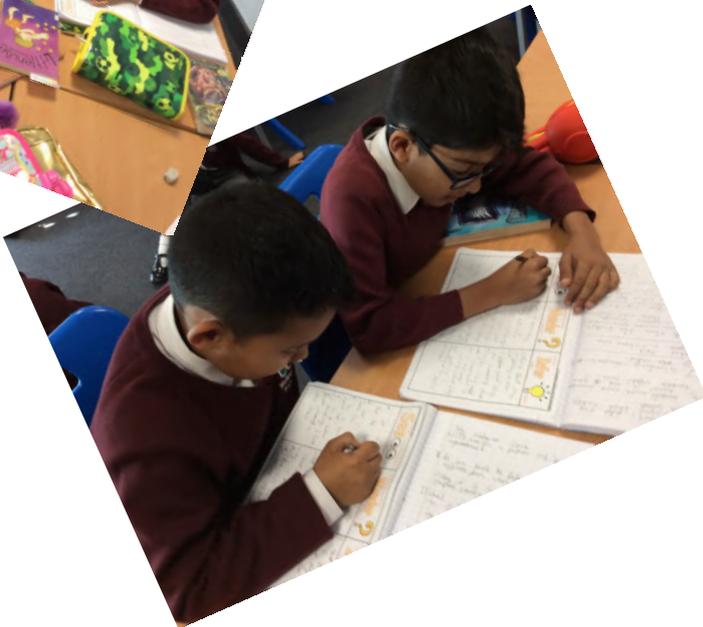
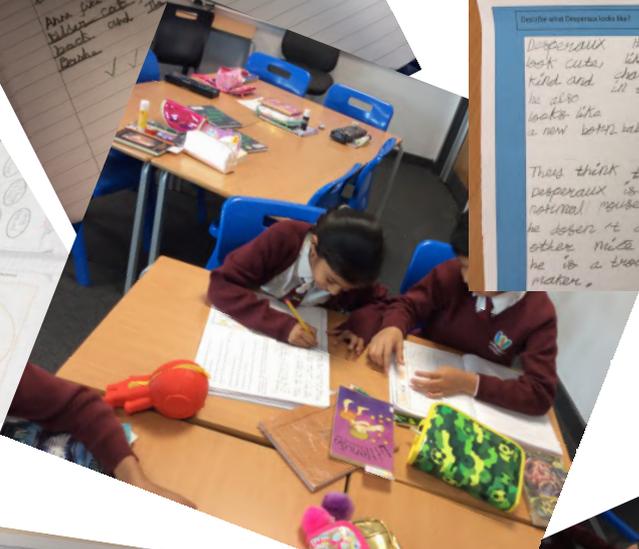
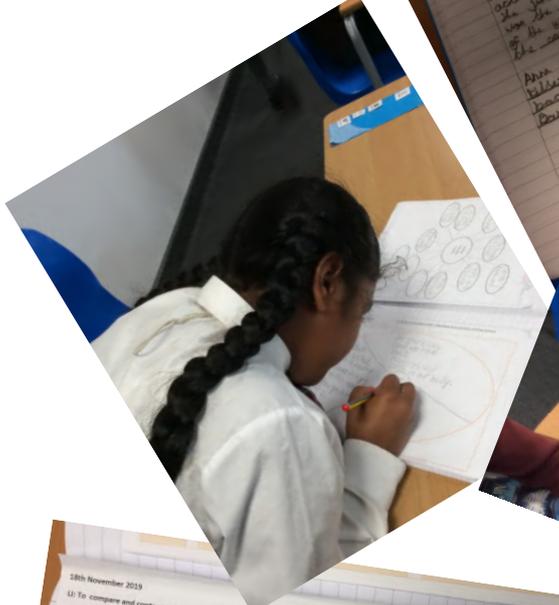
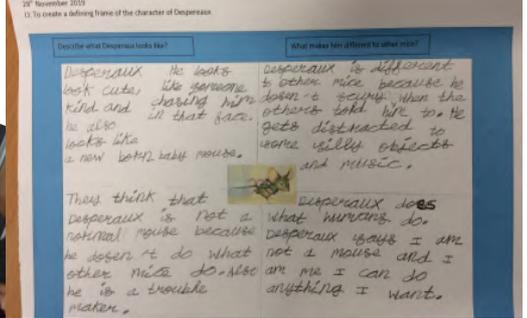
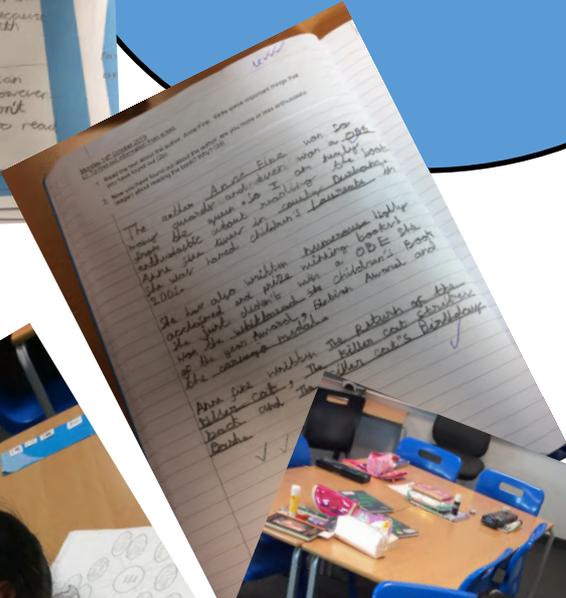
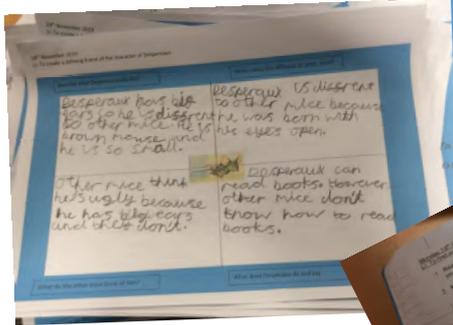
3) Explain two ways by which we can keep our muscles fit



English



In English we have been focusing on animals in literature. First with the humorous 'Diary of a Killer Cat' and more recently we have looked at 'The Tales of Despereaux' the story of a mouse that lives in a castle. We have been developing our reading skills through learning all

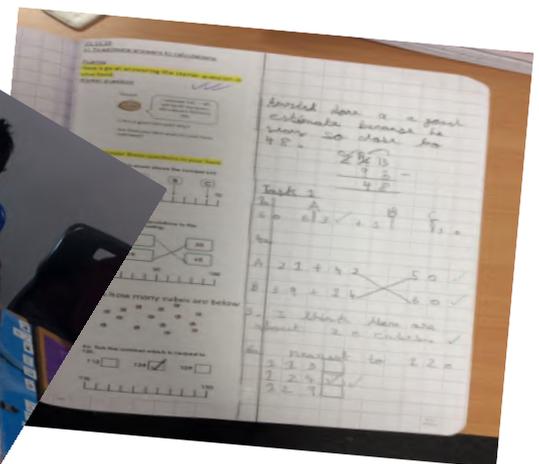
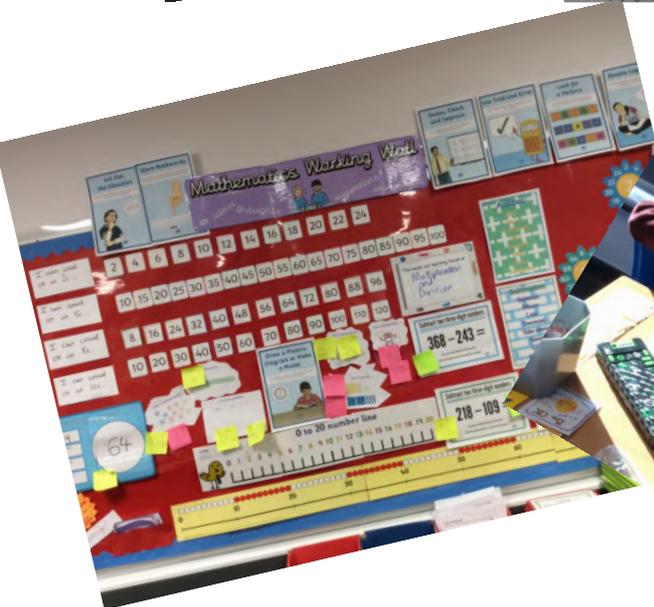
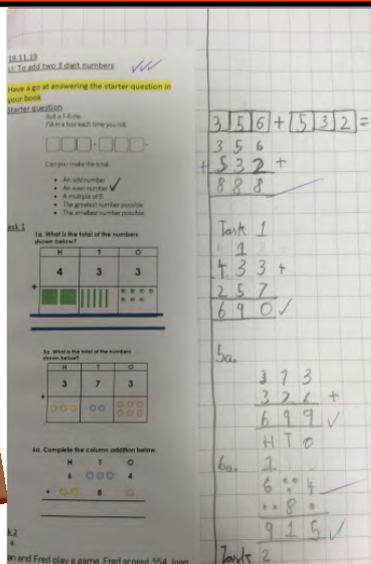


Mathematics

This term we've been learning about place value and different written methods of addition and subtraction as well as multiplication and division.

We have been learning about representing numbers and calculations in a range of ways including part whole models and bar models. We have also used equipment, such as base ten and digit cards to help us understand problems.

We have continued to work on our mental maths skills on a daily basis and have developed new



Year 4 Autumn

This Autumn Term, we have been very busy with our learning, building on our existing skills and learning new ones. We took part in an Anglo Saxon workshop, an anti bullying workshop, we raised money for Children in Need and so much more. Obsidian Class have been learning to swim, they have made excellent progress in that time. We also visited the Tate Britain to see our Year 3 class picture which was part of a huge exhibition curated by the artist Steve McQueen.

I am from the year 650 AD and my name is Alris. My homeland is Denmark and I have come to England to make my home and farm.



We learnt new facts, compared, analysed, and applied our knowledge in many different ways. Our workshop was great because we got to dress up and take on different Anglo Saxon roles, such as monks, farmers, blacksmiths and warriors.



Artifacts are very useful for telling us what life was like during the Anglo Saxon period. Here are some replicas.



A solid mask was used in battle. This helmet was very heavy.



The Anglo Saxons wrote using Runes. Have a look at our class display to see if you can work out our messages written using runes.

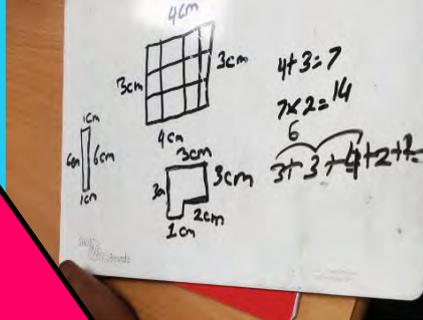
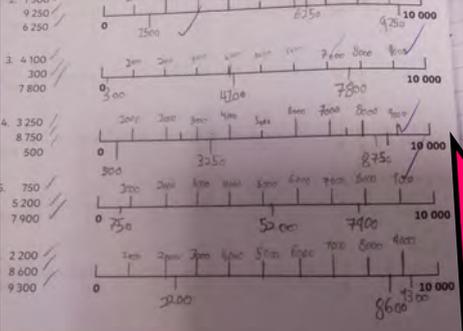


Mathematics - In lessons, Year 4 have been working very hard to ensure they are confident with place value and the number system, as this forms the basis of all they will learn in Year 4. Using mathematical vocabulary, they have been able to reason and problem solve within addition, subtraction, multiplication and division.

7a. What number is represented by the place value counters? Write your answer on the place value chart.

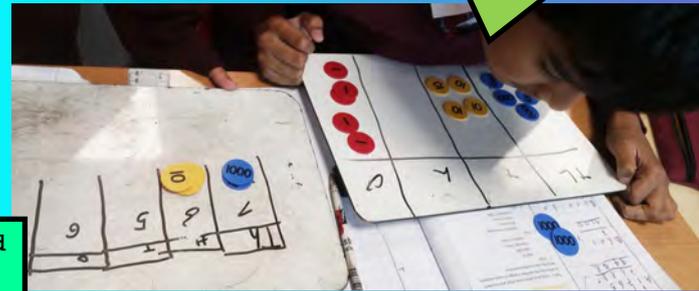


We have used a range of images, models and manipulatives to demonstrate our learning. Here we used unifix cubes to make shapes with a certain perimeter. We really enjoyed this work as we were able to keep creating new shapes and we were able to see which model worked and which did not.



Here we learnt about plotting numbers on a number line. This will help us with understanding reading intervals and reading scales.

To support our learning of place value, we used our place value charts and counters to help with multiplication and division. This really helped us with our understanding of the numbers system.



We really enjoyed taking part in the mathematics workshop, we worked in teams to build towers, move a ball from one end of a pipe to another. We really worked hard developing our teamwork and problem solving skills.

We have been using Times Table Rock Star every week to help us learning our recall and application of multiplication and division facts.

I have used a place value chart to support my learning when subtracting 2 four digit numbers and to better understand exchanging.



We went on a trip to **The Tate Britain** to see our picture on display as part of a national exhibition put on by the artist Steve McQueen. We had our picture take in Year 3 and then we created our new ones for year 4 while there.



When we were at the Tate Britain, we spent some time analyzing and sketching very interesting paintings and sculpture.

In our **Science** unit called Animals and Humans, we have been investigating the digestive system, comparing human and animal teeth and food chains . We conducted an investigation to explore how the digestive system works, we then wrote up our findings as a report using scientific vocabulary.

All animals have teeth which are used to have food: Carnivores have sharp teeth which are used to eat meat: Herbivores have teeth which are blunt to chew nature/plants. Carnivores have to chew up and down, however Herbivores go all around in circles.



We investigated the effect of different drinks on enamel. We used egg shells to replace enamel on our teeth. Which drink do you think made the egg shell softest?

4. To identify the different parts of a tooth and their function.

Task : Write a paragraph explaining the different parts of a tooth

Vocabulary
 Enamel, dentin, gum, pulp, cementum, blood vessels and nerves, bone, blood, oxygen, many

On the top is a crown that is visible above the gums. The crown is covered with enamel. Enamel is the hardest part of the body. Under the enamel is the dentin. The pulp is under the dentin and is much more delicate. Inside the pulp are nerves, veins and blood vessels. Under is the root. The root hooks into the gums.

We have learnt about creating food chains. We also investigated the cause and consequence of human and environmental effects on them and how we can prevent such damaging effects.

Grass → Grasshopper → Frog → Python → Eagle

The producer in this food chain is the grass the grass hopper eats this grass then the grasshopper gets eaten by a frog, and then the frog get's eaten by a python and the python is a get's eaten by the eagle, so the grass is a producer, the grasshopper is a primary consumer, the frog is a secondary consumer, the python is a carnivore and a consumer, and the eagle is a carnivore and a consumer.

In Art we learnt how to carve from soap using a variety of equipment.



We experimented with mixing primary colours to create secondary colours.



Using just one colour, we experimented with different drawing techniques using sketching, blending and outlining to create different effects.

In English we have watched El Caminente and wrote different types of recounts. We also read The Selfish Giant and wrote a play script based on this story. We enjoyed role playing different characters in our lessons. We then read Leon and the Place Between where we learnt to write diary entries and fantasy stories.

Is magic even real?

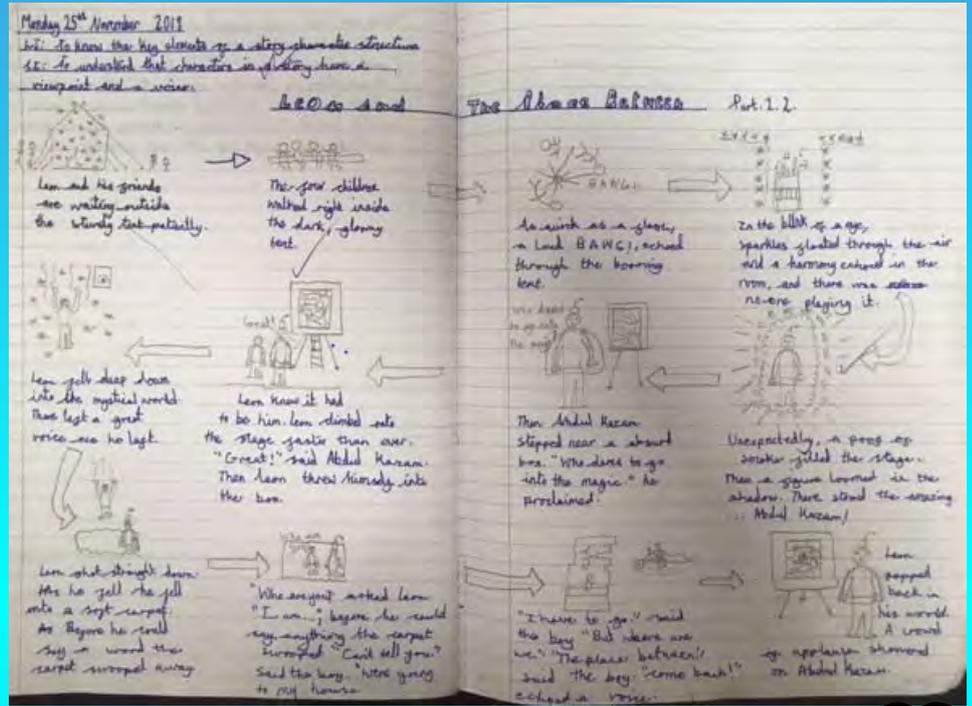


We used drama techniques to investigate emotions and desires. This then helped us to write character descriptions and understand how authors create characters.



My soft, delicate tale swirled as a flashback of memories came popping back in my head. It was an amazing day with Leon but let me introduce myself. I am the white rabbit I saved young Leon from danger and this is my tale.

In PSHCE we have been focusing on All About Me and Celebrating Differences. We also had a virtual anti bullying workshop where we discussed the behaviours of the different characters.



We worked as a team to make a tower, learning to listen to each other.



Remember to proof read your writing!

Class Charter		
Rights	Pupil Actions	Adult Actions
Article 28 - You have the right to an education.	All children attending school every day	Teachers coming to school to teach exciting lessons and helping children learn.
Article 14 - You have the right to think and believe what you want, and to practise your religion.	Children talking about their own religion.	Adults let children express their views and opinions about their religion.
Article 16 - You have the right to privacy.	To not share passwords and stay protected	Teachers help children to keep their passwords safe. Teachers to remind children about PANTS .
Article 19 - You have the right to be protected from being hurt or mistreated, in body or mind.	If you are sad then to inform an adult who can help.	Keep children protected.
Article 26 - Your education should help you use and develop your talents and abilities.	Children enjoying a range of activities and lessons in school.	Encourage children to work at their best and to their best abilities. Listen to children.
Article 17 - You have the right to get information that is important to your well-being. This could be: money, health, information and other resources. Adults should make sure that the information you are getting is not wrong.	Use different media safely and share with others. Children to visit the school library.	Making sure media is available to use in a safe and secure environment.

Everybody will feel happy and nobody would be harmed. The people who usually get treated badly will be fine. Also the class will be very safe. The children will not get harmed and passwords would stay safe. Everyone would be getting fantastic happy and...

We also celebrated European Day of Languages, where we learnt more about Denmark, used ICT to create presentations and also learnt a few Danish words.



Did you know Lego is Danish?

Winter

Year 5

magazine



Science workshop



The Vikings are coming!

Merry Christmas

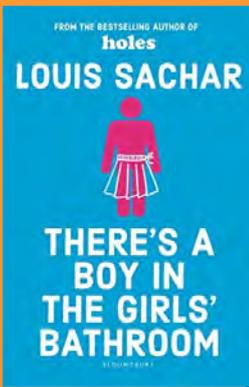
Mr Laming, Mrs Pintili, Mrs Kahlon, Mrs Tarring and Mrs Ratcliff wish you a warm and cheerful Merry Christmas and a wonderful Happy New Year to you.



Dressing up as Vikings!



The Viking Raid on Lindisfarne



We have been reading 'There's a Boy in the Girls Bathroom' and we created some amazing diary entries, flashbacks and some excellent persuasive arguments based on this book.

We also really enjoyed our Vikings project and created newspaper reports all about the Raid on Lindisfarne.

Finally, we have created our own poems and read 'The Highwayman'.



Monday 14th October 2019
To write a newspaper report on the Viking Raid of 793AD

A vicious Viking attack!
The ship but it didn't. Eventually the Vikings got past the waves and were getting close to Lindisfarne!

When it all began!
Some brutal Vikings sailed across the sea in their long ships to raid Lindisfarne. These barbarians were chopping through the sea from morning, but eventually across the waves and were prepared to march in Lindisfarne. The peaceful monks were just doing their holy things and didn't expect these vicious Vikings to attack them. In the Vikings' point of view the massive point were attempting to stop

THE BATTLE
As the Vikings arrived at Lindisfarne, the battle began. The ruthless heathens started murdering the poor defenceless monks. They slaughtered many monks by chopping their heads off. This was a horror movie!

While at Lindisfarne, they were short of silver armour and to bring long swords and spears. They had burning spears to stop the monks and throwing axes to swing and hit the monks on the head so they would die.

The battle of Lindisfarne
In the battle, the peaceful monks had gathered together that they were fighting against the brutal Vikings. To addition, the monks only had a cloth to wear unlike the Vikings who were sleek armour.

BLOOD and DEAD Monks
At this time, the Vikings sliced every single monk. The poor, helpless monks were screaming to die and they tore up. It was a horrific day for the monks. They were dead and they had lost Lindisfarne. There is no more Lindisfarne.

Bradley Chalmers's horrific behaviour,
Raging with fury, his face is always red,
And talking to his animal toys is so bewildering,
Downtrodden for his parents:
Losers he hates, Losers he rates!
Everyone thinks he is a monster, who smirks like a madman,
Yes, he wants to show the positive inside.
Changing his fingernails to blue,
Humming, prickly murrers, we all he hears,
Always leader up by girls,
Least seat, lead you is where he always sits,
Keeping up with his positive inside.
Every single person has no pride for Bradley,
Racing around is all he needs to do,
School counselors see his face through their own heads, imagining his sweet running down his rear.

Thursday 21st November 2019
To explore character's actions and motives

To begin with, I believe that Carla should not be transferred to another school. Don't you think she is very helpful? Here are my reasons for this judgement.

Firstly, Carla should not leave because she helps children to change their behaviour. When the school didn't have Carla Bradley was very rude but after seeing Carla there has been a change in Bradley. She was also helping him to make progress within his studies.

Secondly, Carla Davis always helps and she can help children better than other teachers. She encourages to be a better person and helps people to be calmer when they have bad behaviour problems. For example, she counts people to be good and after she can help the children to solve their problems if they have any.

My final reason is she made the school much better now. Surely a school needs to take good care of a child and help them succeed. Carla provides support for all the children. She should stay so she could help the school to be so much better. Please Carla is very useful to help children.

Talk about their personal issues and they normally keep quiet and be afraid to tell others about it. Even though if Carl left we would have enough money to put computers in every classroom but Carl can help like Carla?

To conclude, I think I have obviously told you why the council should stay. Carla helps pupils to succeed in their job. My opinion Carla should not leave so we can get rid of MEG that could be the biggest mistake the school has made.

Success criteria for a Persuasive Argument

Features
Introduction
Give a hook to grab your reader's attention
Background facts
Opinion
Reasons (logical) - 'because' - 'since' - 'as' - 'due to' - 'owing to' - 'in view of' - 'on account of' - 'inasmuch as' - 'inasmuch as'
Logical clear structure
Persuasive language
Clear use of language words - e.g. 'I think', 'I believe', 'I am convinced', 'I am sure', 'I am certain', 'I am definite', 'I am sure', 'I am certain', 'I am definite', 'I am sure'
Power of 3
Conclusion to summarise your argument
Reiteration
Reiteration
Concluding statement
Useful to your reader
Useful to your reader
Useful to your reader

You have really made through your persuasive argument to support

1st November 2019
I drafted my flashback of Bradley

Bradley, I'm very disappointed with you, please don't copy the work next to you! complained Mrs Howks. Tears swelled up his eyes as he looked around the classroom at the children laughing at him and gasping in shock. Ignoring the other classmates, he tried to concentrate on the test, however many thoughts circled around in his head about being told off. These thoughts were stopping him to concentrate and he began to shiver in fear like he was locked outside in the cold.

Unexpectedly, Mrs Howks announced, 'Time's up, put your pens down!' Bradley's eyes swelled up and his face turned bright red. The time was up and he did not finish. A shiver went down his spine as he feared of what trouble he would be in. He always finished his work and always got good marks in tests! How could this happen? What had he done? This was the worst day of school!



15.10.19

••• L1 To understand and apply a formal written method to subtract whole numbers with more than 4 digits (column method).

1) Work out:

45536 - 8426

10k	k	H	T	O
4	5	5	3	6
0	0	0	0	0

2) Complete these subtraction calculations:

9	0	5	4
-	5	6	1

3	4	0	2	3
-	8	7	1	8

3) Calculate:

a) 49 385 - 22 542 =

b) 26 400 - 15 293 =

4) Fill in the gap with the correct symbol: < > =

5 481 - 2 367 < 7 285 - 4 687

9 543 - 4 221 = 7 8178 - 2 856

5) There are 83,065 fans at a football match. 45,927 fans are male. How many fans are female?

6) Rosie completes this subtraction incorrectly. Explain the mistake to Rosie and correct it for her

$$\begin{array}{r} 28701 \\ - 7621 \\ \hline 21180 \end{array}$$

$$\begin{array}{r} 34'5,536 \\ - 8,426 \\ \hline 37110 \end{array}$$

$$\begin{array}{r} 9'8'54 \\ - 5671 \\ \hline 3383 \end{array}$$

$$\begin{array}{r} 28'8'0'2'3 \\ - 8718 \\ \hline 25305 \end{array}$$

$$\begin{array}{r} 3a) 49585 \\ - 22542 \\ \hline 27043 \end{array}$$

$$\begin{array}{r} 3b) 2643890 \\ - 15293 \\ \hline 11107 \end{array}$$

$$\begin{array}{r} 5) 878'085 \\ - 45927 \\ \hline 37138 \end{array}$$

L1 Identify and solve problems using squares and cube numbers.

1) How many squares are there in a 4x4 grid? Explain what you have noticed.

2) Doris is thinking of a two-digit number that is both a square and a cube number. What number is she thinking of?

3) Teddy's age is a cube number. Next year his age will be a square number. How old is he now?

4) The sum of a cube number and a square number is 150. What are the two numbers?

5) The sum of a cube number and a square number is 150. What are the two numbers?

6) A number cubed is a number squared. What are the two numbers?

7) A number cubed is a number squared. What are the two numbers?

8) A number cubed is a number squared. What are the two numbers?

9) A number cubed is a number squared. What are the two numbers?

10) A number cubed is a number squared. What are the two numbers?

1. I do not agree because 2^2 means 2 x 2, so 6^2 means 6 x 6, not 6 x 8 which is twelve and the answer should be 6 x 6 which is 36. What I have noticed that Amir has done 6 x 2 not 6 x 6.

2. Doris could be thinking of the number 64 because it is a square and a cube number. 8^2 = 64, 4^3 = 64.

3. Square numbers are 4, 9, 16, 25, 36, 49, 64, 81, 100. Teddy's age is 8 because 8 is a cube number and 9 is 3 squared. Also, 8 is a cube number and 9 comes after 8.

1. 1, 2, 5, 1, 2, 5 = 1, 5, 0

2. 6 x 8 = 48

3. 6 x 8 = 48

4. 3 x 4 = 12

5. 1 x 8 = 8

6. 1 x 8 = 8

7. 1 x 8 = 8

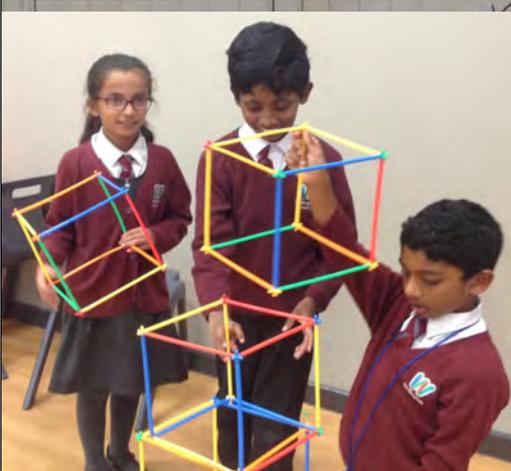
8. 1 x 8 = 8

9. 1 x 8 = 8

10. 1 x 8 = 8

- A. False
B. True
C. True
D. False
E.
- A. Never
B. Always
C. Never
D. Sometimes
1. To calculate factors of integers.
1. 8 = 1, 2, 4, 8
2. 12 = 1, 2, 3, 4, 6, 12
3. 20 = 1, 2, 4, 5, 10, 20
4. 30 = 1, 2, 3, 5, 6, 10, 15, 30
5. 6 = 1, 2, 3, 6
6. 12 = 1, 2, 3, 4, 6, 12

MATHEMATICS



21.11.19

••• L1 To be able to multiply and divide whole numbers by 10, 100 and 1,000.

REMEMBER! When you multiply your digits move left and when you divide your digits move right.

The distance they move depends on the amount of zeros in your number. If you are multiplying by 100 they move left 2 spaces because 100 has 2 zeros.

1. (a) 4 x 100 = 400
(b) 75 x 10 = 750
(c) 21 x 1000 = 21000
(d) 100 x 33 = 3300
(e) 60 x 10 = 600

2. (a) 2400 - 100 = 2300
(b) 88 - 10 = 78
(c) 350 + 1000 = 1350
(d) 9 + 10 = 19
(e) 9 - 1000 = -991

3. Work out
(a) 15 x 10 = 150
(b) 6 - 100 x 1000 = -994

4. Use <, > or = to complete the statements
71 x 1,000 > 71 x 100
100 x 32 < 16 x 1,000
48 x 100 < 48 x 10 x 10 x 10

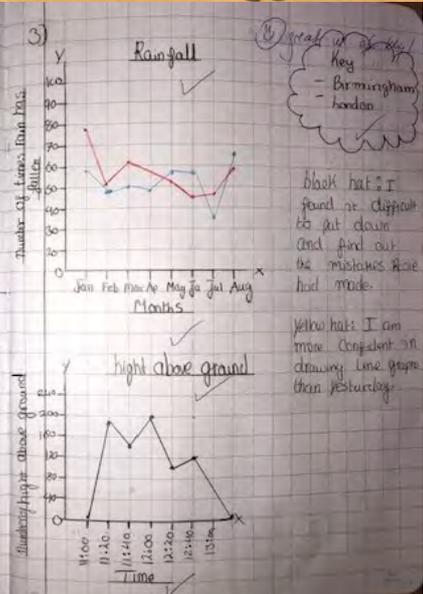
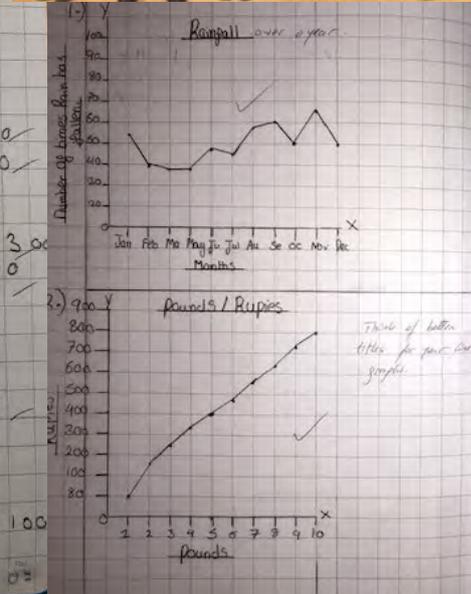
5. Divide these numbers by 10, 100 and 1,000
80,000 / 10 = 8,000
300,000 / 100 = 3,000
547,000 / 1,000 = 547

6. Calculate 45,000 ÷ 10 = 4,500
How else could you calculate this?
a) 4 x 10,000 = 40,000
b) 75 x 1,000 = 75,000
c) 21 x 10,000 = 210,000
d) 100 x 33 = 3,300
e) 60 x 1,000 = 60,000

7. a) 2400 ÷ 100 = 24
b) 68 ÷ 10 = 6.8
c) 350 ÷ 1000 = 0.35

8. a) 9 ÷ 10 = 0.9
b) 0.009

9. a) 1.5 x 10 ÷ 100 = 0.15
b) 6 ÷ 100 ÷ 1000 = 0.0006



Year 6 Magazine - Autumn Term 2019

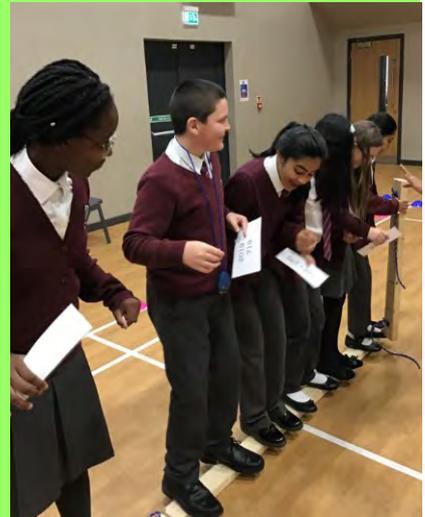


In September we visited Chertsey Museum as part of our World War 2 topic. The children learnt more about evacuation, rationing, air raids and the need for gas masks.



Maths

BrainBusters Maths Workshop.



In Maths we have recently started our unit on Fractions.

22.11.18

11. To add and subtract fractions

12. Shade in the diagram to show that $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$

13. Draw your own diagram to show that $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$

14. $\frac{1}{2} + \frac{1}{11} = \frac{6}{11}$
 $\frac{1}{2} + \frac{1}{10} = \frac{7}{10}$

15. Fill in the circle with the correct symbol $<$, $>$, $=$
 $\frac{2}{3} + \frac{1}{12} \text{ () } \frac{5}{6} - \frac{1}{12}$

16. Use addition and subtraction to complete the number pyramid. Remember: each pair of blocks totals the block above.

Work

17. Complete the part whole model

18. Emma uses $\frac{1}{4}$ of her tin of paint on Friday and $\frac{1}{8}$ on Saturday. How much paint does she have left?

19. Sheldon subtracted $\frac{1}{4}$ from a fraction and the answer was $\frac{2}{11}$. What was the original question?

20. $\frac{2}{3} + \frac{1}{4} = \frac{11}{12}$

21. $\frac{2}{3} + \frac{1}{4} = \frac{11}{12}$

22. $\frac{2}{3} + \frac{1}{4} = \frac{11}{12}$

$6 \frac{1}{4} \times 3 = \frac{57}{4}$
 $\frac{31}{4} + \frac{26}{4} = \frac{57}{4}$
 $57 = \frac{57}{1} = \frac{57 \times 4}{4} = \frac{228}{4}$
 $\frac{228}{4} + \frac{260}{4} = \frac{488}{4} = 122$

$\frac{5}{4} \times 7 = \frac{35}{4}$
 $\frac{53}{8} - \frac{10}{8} = \frac{43}{8}$
 $\frac{43}{8} = 5 \frac{3}{8}$
 Ans: $5 \frac{3}{8}$ miles ✓

Challenge
 Calculate the perimeter of the rectangle

24 cm
 36 cm

$\frac{3}{8} \times 3 = \frac{9}{8}$
 $\frac{69}{24} + \frac{69}{24} = \frac{138}{24}$
 $\frac{140}{24} + \frac{140}{24} = \frac{280}{24}$
 $\frac{138}{24} + \frac{280}{24} = \frac{418}{24}$
 $\frac{418}{24} = \frac{209}{12} = 17 \frac{5}{12}$
 Ans: $17 \frac{5}{12}$ ✓

Challenge
 On Thursday, Sam drove $1 \frac{1}{2}$ miles. On Friday, $2 \frac{1}{2}$ miles. Altogether on Thursday, Friday, he drove for a total of $4 \frac{1}{2}$ miles. How far did he drive on Saturday?
 Draw a bar model to inspect the problem.

12 | 69 | 24

$\frac{2}{3} \times 2 = \frac{4}{3}$
 $\frac{4}{3} - \frac{5}{3} = -\frac{1}{3}$

The autumn term has also entailed lots of other activities, including Bikeability, the Heathrow Cargo Challenge and the Soap Carving workshop.



Wellington Primary School Planner 2020-2021

September							October							November							December						
M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	1	2	3	4	5	6				1	2	3	4							1		1	2	3	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30													
January							February							March							April						
M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31								29	30	31				26	27	28	29	30			
May							June							July							August						
M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	
31																				30	31						
5	INSET Days																										
	Holidays																										
	Bank Holidays																										