Timestables to 12 x 12 and related inverses.

6 x ___ = 66

___ x 4 = 20

15 ÷ 3 = ___

40 ÷ ___ = 8

Can you find three different ways to complete each number sentence?

___ × 3 + ___ × 3 < ___ ÷ 3

___ ÷ 4 < ___ × 4 < ___ × 4

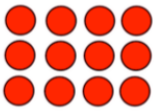
Use the array to complete the number sentences:

3 × 4 = ☐

4 × 3 = ☐

☐ ÷ 3 = ☐

☐ ÷ 4 = ☐



True or false

- 6 × 7 < 6 + 6 + 6 + 6 + 6 + 6 + 6
- 7 × 6 = 7 × 3 + 7 × 3
- 2 × 3 + 3 > 5 × 3

Complete the number sentences:

5 × 1 < _____ × _____

4 × 3 = _____ ÷ 3

<u>Number- Fractions</u>

To recognise and show (using diagrams) equivalent fractions with small denominators.
To compare and order fractions and fractions with the same denominators.
Add and subtract fractions with the same denominators (with the answer less than 1 whole)
Solve problems involving fractions

$\frac{3}{5}$ ← numerator ← denominator

$\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$ $\quad \frac{3}{7} - \frac{2}{7} = \frac{1}{7}$

$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ $\quad \frac{5}{6} - \frac{3}{6} = \frac{2}{6}$

$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$ $\quad \frac{4}{5} - \frac{1}{5} = \frac{3}{5}$

To order fractions of the same denominator we need to look at the numerator.

$\frac{6}{8}$ $\frac{1}{8}$ $\frac{4}{8}$ $\frac{3}{8}$ $\frac{7}{8}$

Smallest to largest

$\frac{1}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{6}{8}$ $\frac{7}{8}$

Number- Fractions continued

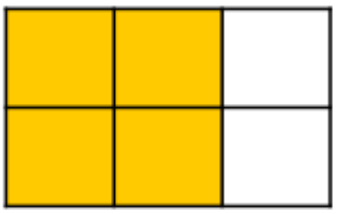
The pink rod is worth 1

Which rod would be worth $\frac{1}{4}$? Which rods would be worth $\frac{2}{4}$?
Which rod would be worth $\frac{1}{2}$?
Use the Cuisenaire to find rods to investigate other equivalent fractions.

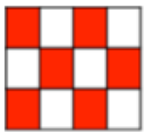
Use two strips of equal sized paper. Fold one strip into quarters and the other into eighths. Place the quarters on top of the eighths and lift up one quarter, how many eighths can you see? How many eighths are equivalent to one quarter? Which other equivalent fractions can you find?

Using squared paper, investigate equivalent fractions using equal parts. e.g. $\frac{\square}{4}=\frac{\square}{8}$. Start by drawing a bar 8 boxes along. Underneath compare the same length bar split into four equal parts.

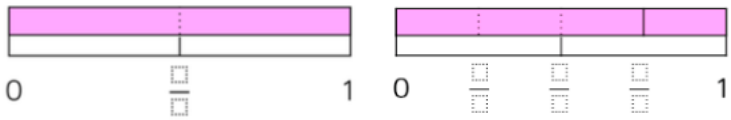
Explain how the diagram shows both $\frac{2}{3}$ and $\frac{4}{6}$



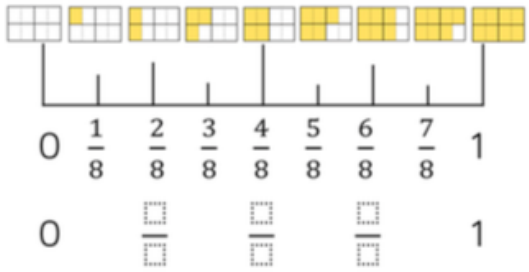
Which is the odd one out? Explain why.



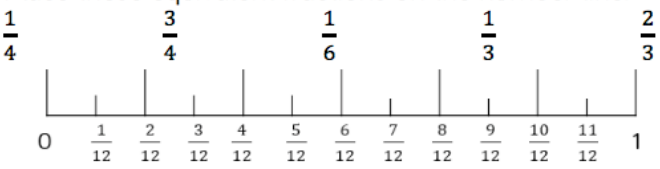
Use the models on the number line to identify the missing fractions. Which fractions are equivalent?



Complete the missing equivalent fractions.

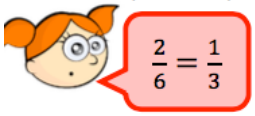


Place these equivalent fractions on the number line.

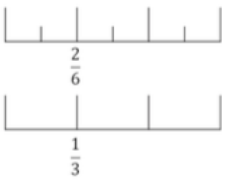


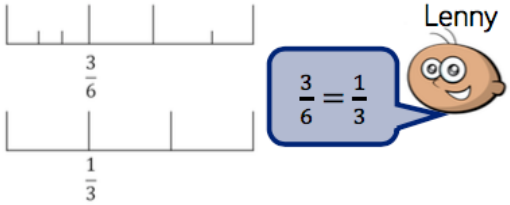
Are there any other equivalent fractions you can identify on the number line?

Tamzin and Lenny are using number lines to explore equivalent fractions.



Tamzin





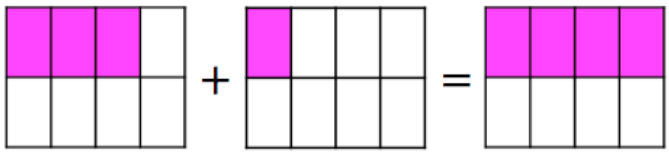
Who do you agree with? Explain why.

Always, sometimes, never.

To find an equivalent fraction you can just double the numerator and the denominator.

Prove it.

Number- Fractions continued 2



We can use this model to calculate $\frac{3}{8}+\frac{1}{8}=\frac{4}{8}$

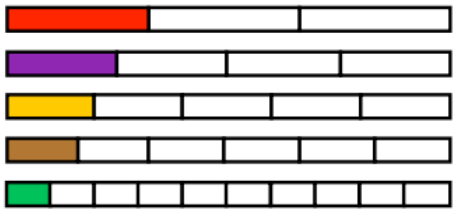
Draw your own models to calculate

$\frac{1}{5}+\frac{2}{5}=\frac{\square}{5}$ $\frac{2}{7}+\frac{3}{7}+\frac{1}{7}=\frac{\square}{\square}$ $\frac{7}{10}+\frac{\square}{\square}=\frac{9}{10}$

Order the fractions in descending order.

$\frac{3}{8}$ $\frac{5}{8}$ $\frac{1}{8}$ $\frac{8}{8}$ $\frac{7}{8}$

Using the fraction strips below, use the >, < or = symbol to compare the fractions.



$\frac{1}{10}\bigcirc\frac{1}{4}$ $\frac{1}{3}\bigcirc\frac{1}{6}$ $\frac{1}{5}\bigcirc\frac{1}{4}$

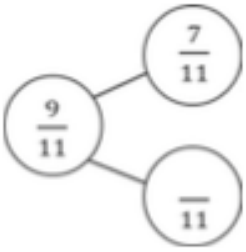
When the numerators are the same, the _____ the denominator, the _____ the fraction.

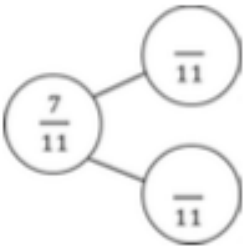
Find the missing fractions:

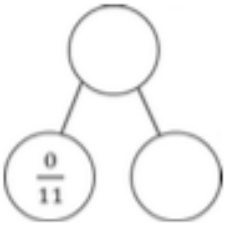
$\frac{7}{7}-\frac{3}{7}=\frac{2}{7}+\frac{\square}{7}$

$\frac{\square}{9}-\frac{5}{9}=\frac{4}{9}-\frac{2}{9}$

Complete the part whole models. Use equipment if needed.

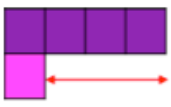






Use the models to help you subtract the fractions.

$\frac{5}{7}-\frac{\square}{7}=\frac{\square}{7}$



$\frac{4}{8}-\frac{\square}{8}=\frac{\square}{8}$

$\frac{\square}{9}-\frac{\square}{9}=\frac{4}{9}$

Complete the statements.

Use practical equipment or strips to help you.

$\frac{1}{2}=\frac{\square}{6}=\frac{\square}{12}$ $\frac{\square}{2}=\frac{2}{4}=\frac{\square}{8}$ $\frac{1}{4}=\frac{\square}{8}=\frac{\square}{16}$

Time

Practice telling the time with your child from an analogue clock. Encourage your child to wear an analogue watch and ask them the time on a regular basis.
When they are able to tell the time with the 12 hour clock, introduce them to the 24 hour clock.

Children should be able to convert between seconds, minutes and hours to allow them to compare units of time. Eg. Which is the greater time 180 seconds or 2 minutes? Which is shortest time 3 hours or 240 minutes?

Children should be able to use the terminology:
o'clock
a.m./p.m.
morning
afternoon
noon
midnight.

Children should know the number of seconds in a minute and the number of days in each month, year and leap year.

They should be able to compare the duration of events Eg. The film starts a 3pm, it lasts 1 hour 30, what time does it finish? Children should use a blank number line to do this.

Children should spend time exploring a real calendar, looking at the number of months in a year and days in each month. Compare with a calendar from a leap year (2016) What is the same? What is different?

Use the numbers to fill in the gaps in the sentences.

There are _____ days in a year.
There are _____ months in a year.
There are _____ days in a leap year.
There are _____ days in a week.
Leap years happen every _____ years.

7 365 4 366 12

Put the times/events into the correct place on the diagram.

Morning	Afternoon	Evening	Night

Breakfast | Midnight | Midday/ Noon | 2 o'clock | Supper | Bedtime | Assembly | Brushing teeth

Fill in the gaps in the sentence stems.
There are _____ days in a whole week.
There are _____ days in a school week.
There are _____ hours in a day.
There are _____ hours in a school day.

Is Ralph correct?
Prove it.

If the time has an 8 in it, it has to be 8 o'clock.

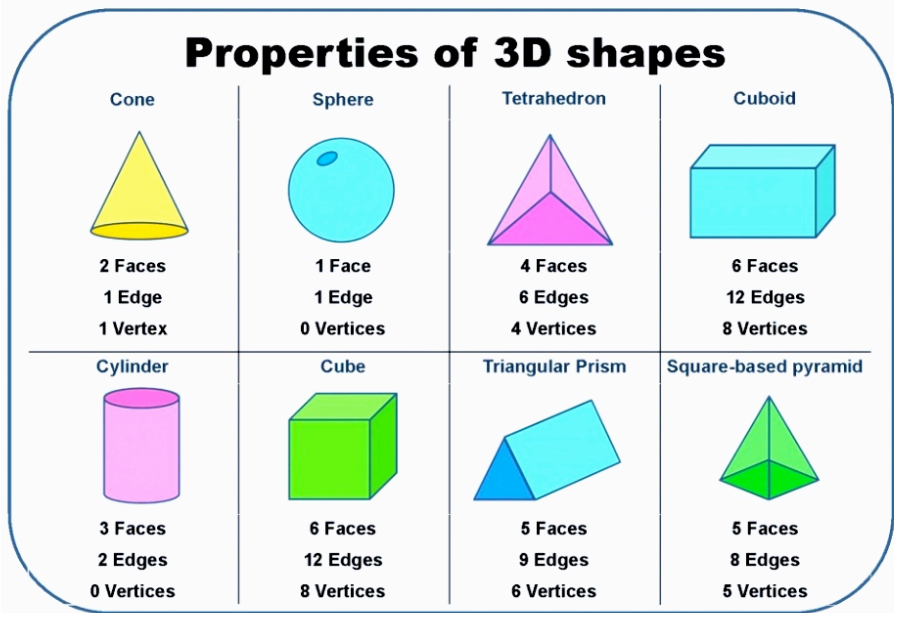
Draw the hands on the clock to show the time:

25 minutes to 6

Properties of shape continued…

Children should be able to draw 2-D shapes and make 3- D shapes using modelling materials.

Recognise 3-D shapes in different orientations and describe them.



Mass and Capacity

Children should be able to measure, compare, add and subtract units of mass and capacity. They should be able to convert between the different units of measure. Measuring at home with your child will deepen their understanding of measure. This could be done through cooking.

10mm = 1 cm
100cm =1 meter

1000g = 1kg

1000ml = 1 litre

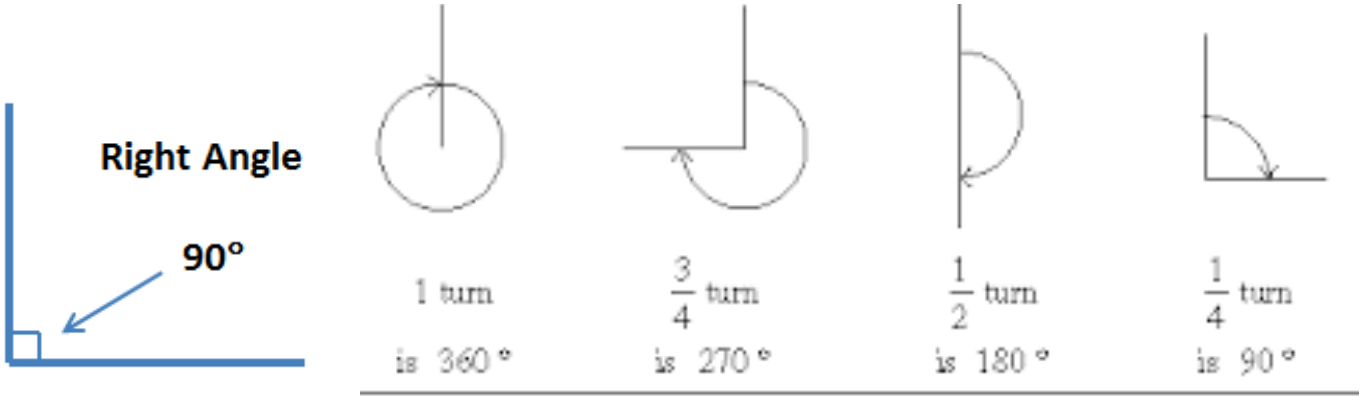
Eg. 1 litre – 750ml =

65cm + 30mm =

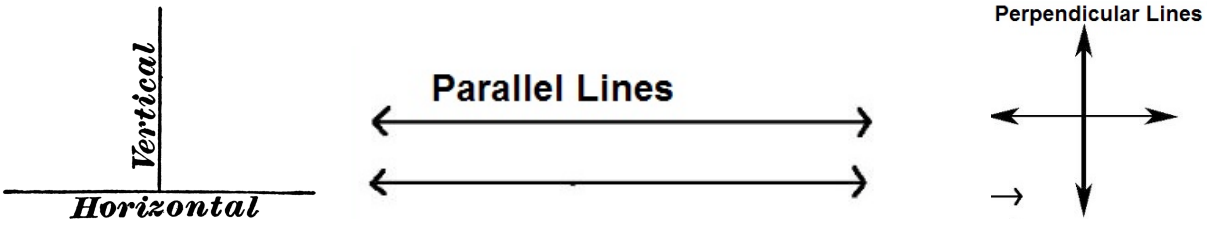
Properties of shape

Children should know angles are part of a shape and they describe a turn. Children should be familiar with 90, 180, 170 and 360 degree turns.

Children should be able to identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.



Children should be able to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.



These are some websites that could help your child:

Addition
https://www.topmarks.co.uk/Flash.aspx?f=bingoaddition

Subtraction
https://www.topmarks.co.uk/maths-games/subtraction-grids

Timetables and number bonds- Hit the Button
https://www.topmarks.co.uk/maths-games/hit-the-button

Timetables- Shooting bubbles
http://www.mad4maths.com/4_x_multiplication_table_math_game/

Timetables- Fishy timetables
http://www.what2learn.com/home/examgames/maths/subtraction/

Place Value- Place value chart
https://www.topmarks.co.uk/

Recognising numbers- Blast off
https://www.topmarks.co.uk/learning-to-count/blast-off

TimesTable RockStars
https://ttrockstars.com