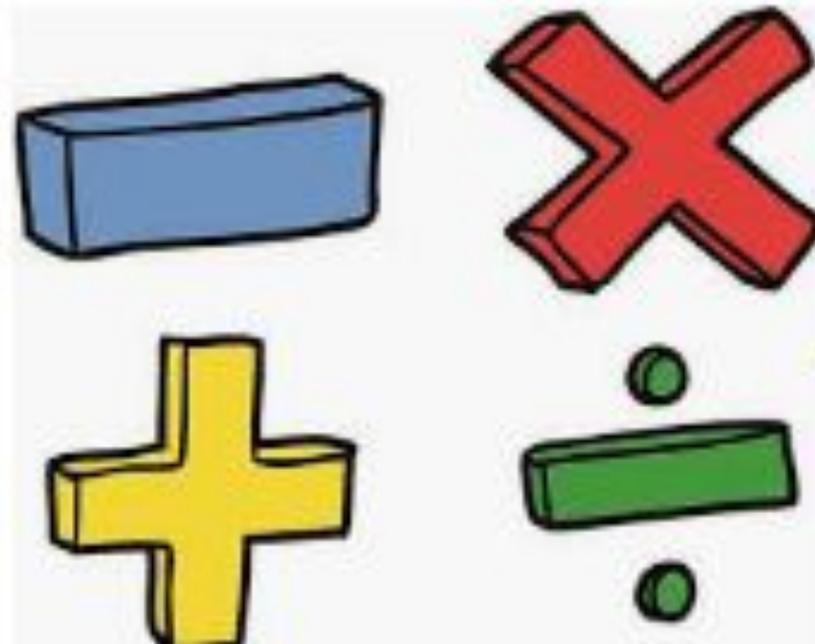


# Maths

This week we are recapping the 4 operations - addition, subtraction, multiplication and division.

In the final lesson for the week the children will use their addition, multiplication and division skills to solve a problem which has more than 1 solution.

We are continuing to use the Flashbacks for mental maths.



## Lesson 1 - Addition

In this lesson the children will recap on their learning about addition.

They will recap adding 3 numbers using their clever tricks e.g. finding doubles, number bonds to 10.

Then they will recap and apply different methods they know to use e.g. in their head, adding tens and ones and using empty numberlines to solve addition questions.

There is an optional sheet available that reflects the learning that is outlined on the slides.

# Adding 3 numbers

Solve these questions. Record your thinking or discuss how you would solve them. Can you use any clever tricks? Hint: look for doubles, number bonds to 10)

$$7 + 5 + 3 =$$

$$6 + 6 + 7 =$$

# Adding 3 numbers

Did you use these clever tricks?

  
 $7 + 5 + 3 =$  Clever trick 1: number bonds to 10

$$7 + 3 = 10$$

$$10 + 5 = 15$$

  
 $6 + 6 + 7 =$  Clever trick 2: using doubles

$$6 + 6 = 12$$

$$12 + 7 = 19$$

Maybe you used a different clever trick?

# Adding 3 numbers

Complete 4 of these questions. Remember to use our clever tricks!

$$7 + 4 + 7 =$$

$$9 + 5 + 1 =$$

$$3 + 5 + 3 =$$

$$4 + 3 + 4 =$$

$$5 + 5 + 9 =$$

$$7 + 3 + 2 =$$

$$2 + 8 + 9 =$$

$$8 + 4 + 8 =$$

How would you solve this question?

Mrs MacMillan has 28 books. She finds 16 more.  
How many books does she have altogether?



# $28 + 16 =$

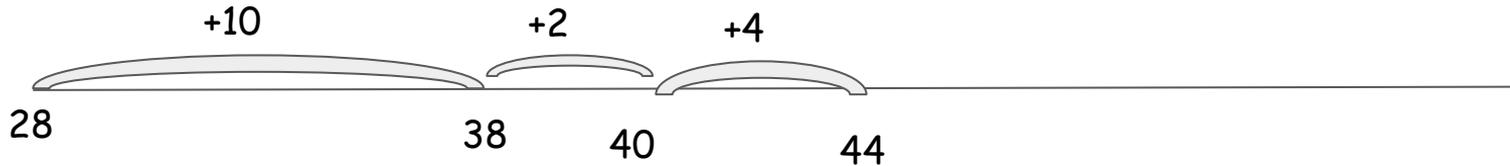
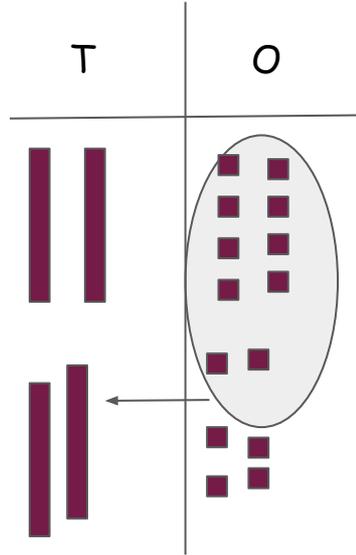
Which strategy did you use?

$$28 + 16 =$$

$$20 + 10 = 30$$

$$8 + 6 = 14$$

$$30 + 14 = 44$$



Burlington Bear has tried to solve this question. He has 2 different answers and doesn't know if either of them are correct. Can you help him?



$$36 + 25 = 51$$

$$36 + 25 = 61$$

That's right. He made a good mistake in the first answer. He forgot to add the extra ten!

$$36 + 25 = 51$$

So  $36 + 25 = 61$  is correct!



# Addition with exchanging

Complete 4 of these questions. Try to show your thinking in different ways!

$23 + 18 =$

$15 + 26 =$

$48 + 26 =$

$37 + 34 =$

$67 + 45 =$

$79 + 12 =$

$52 + 39 =$

$89 + 29 =$

Please now go to the optional google document named **Maths Lesson 1 - Addition.**

You can print the document or write the answers on paper.

## Lesson 2 - Subtraction

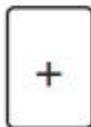
In this lesson the children will recap their learning about subtraction.

To warm up the children will recap one more and one less and adding and subtracting tens.

They will recap and apply different methods they know to use e.g. in their head, subtracting tens and ones - including exchanging 1 ten for 10 ones, and using empty numberlines to solve subtraction questions.

There is an optional sheet available that reflects the learning that is outlined on the slides.

Here are two cards.



Choose a card to make each calculation correct.

One is done for you.

$$4 \boxed{+} 1 = 5$$

$$23 \boxed{\phantom{+}} 1 = 22$$

$$40 \boxed{\phantom{+}} 1 = 39$$

$$19 \boxed{\phantom{+}} 1 = 20$$

Check your answers!

$$4 \quad \boxed{+} \quad 1 = 5$$

$$23 \quad \boxed{-} \quad 1 = 22$$

$$40 \quad \boxed{-} \quad 1 = 39$$

$$19 \quad \boxed{+} \quad 1 = 20$$

Sam has four number cards.

$$\boxed{10} \quad \boxed{20} \quad \boxed{30} \quad \boxed{40}$$

Use **three** of his cards to make these correct.

$$\boxed{27} + \boxed{\phantom{00}} = \boxed{67}$$

$$\boxed{54} - \boxed{\phantom{00}} = \boxed{34}$$

$$\boxed{\phantom{00}} + \boxed{88} = \boxed{98}$$

Check your answers!

$$\boxed{27} + \boxed{40} = \boxed{67}$$

$$\boxed{54} - \boxed{20} = \boxed{34}$$

$$\boxed{10} + \boxed{88} = \boxed{98}$$

What happens to the ones number when we add and subtract tens numbers?

Ben has 35p.

Jill has 10p less than Ben.

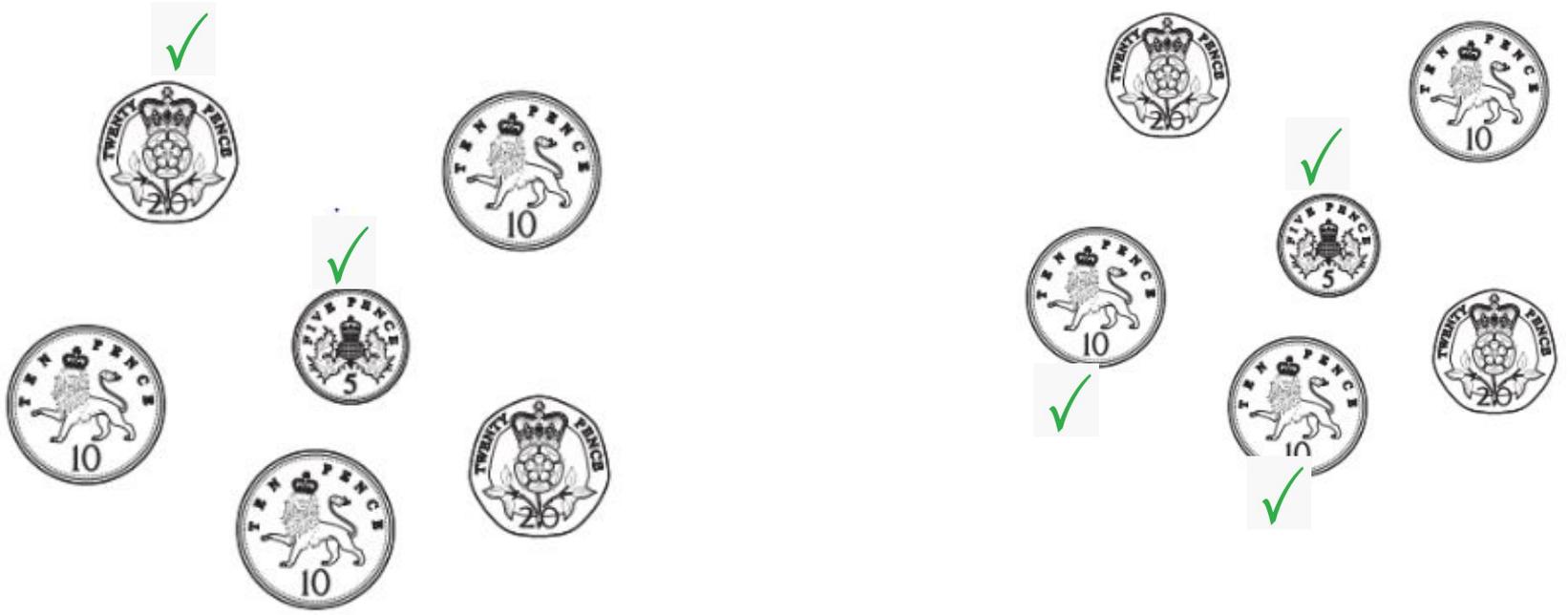
How much money does Jill have?

Tick the coins Jill might have. Is there more than 1 solution?



Check your answers!

Jill has 25p because  $35p - 10p = 25p$

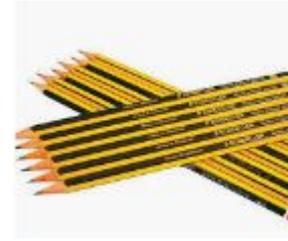


Mrs MacMillan had 37 pencils.  
She lost 12 pencils.  
How many pencils does she have left?



1. What is the subtraction?
2. How would you solve it?
3. Can you solve it a using a different method?

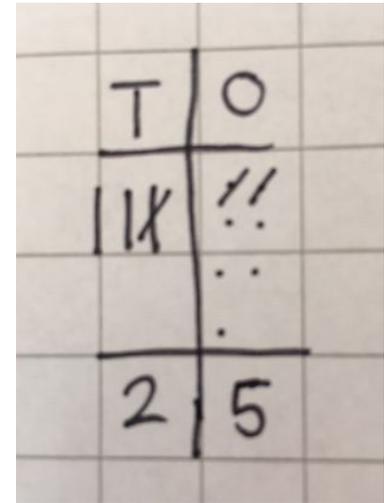
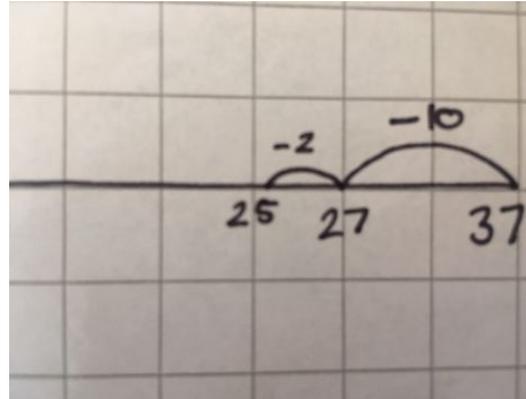
Mrs MacMillan had 37 pencils.  
She lost 12 pencils.  
How many pencils does she have left?



$$37 - 12 =$$

37	
12	?

Mrs MacMillan has 25 pencils left.



Ms Ellis had 46 books.  
She gives 28 books to the charity shop.  
How many books does she have left?

1. What is the subtraction?
2. How would you solve it?
3. Can you solve it a using a different method?



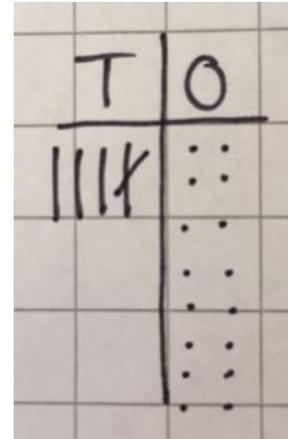
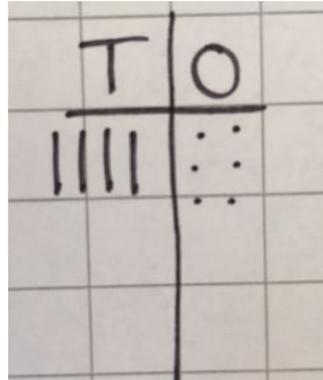
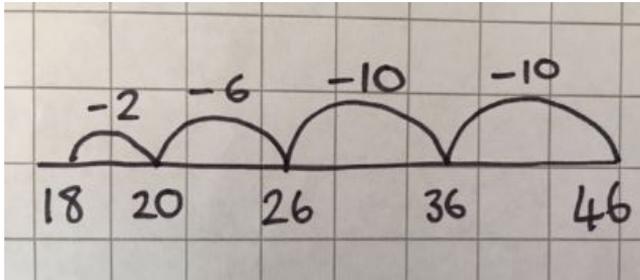
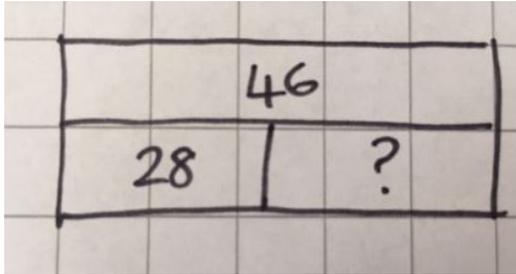
Ms Ellis had 46 books.

She gives 28 books to the charity shop.  
How many books does she have left?

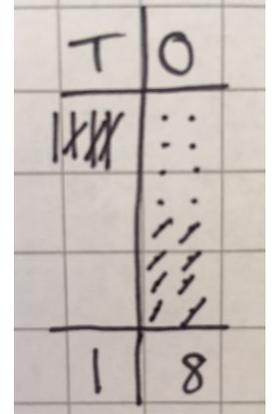


Ms Ellis has 18 books left.

$$46 - 28 =$$



I have had to exchange 1 ten for 10 ones.



Now I can subtract 8 ones from 16 ones.

Please now go to the optional google document named **Maths Lesson 2 - Subtraction**.

You can print the document or write the answers on paper.

## Lesson 3 - Multiplication

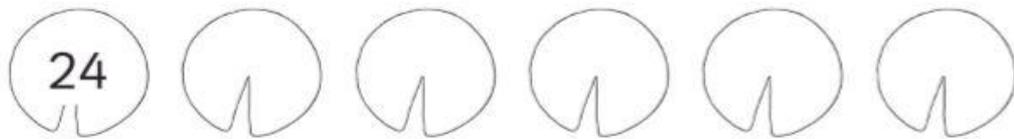
In this lesson the children will recap their learning about multiplication.

To warm up the children will recap counting in 2's, 5's and 10's.

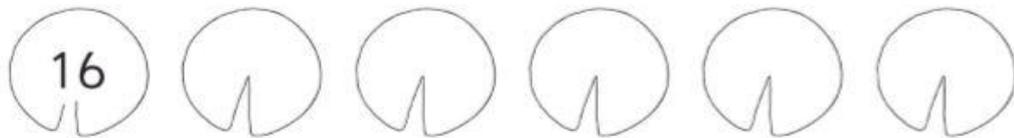
They will recap and apply different methods they know to use e.g. making equal groups, repeated addition and arrays to solve multiplication questions.

There is an optional sheet available that reflects the learning that is outlined on the slides.

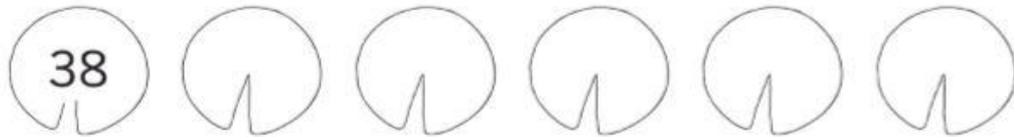
Add 2 each time.



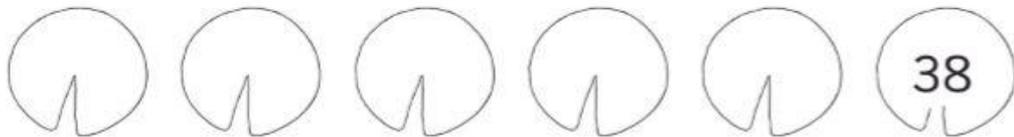
Add 2 each time.



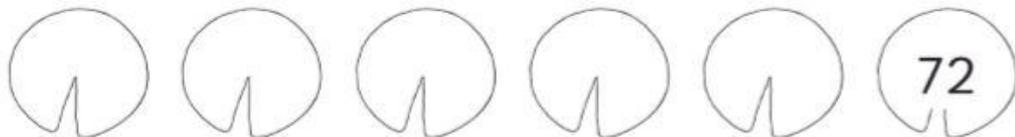
Add 2 each time.



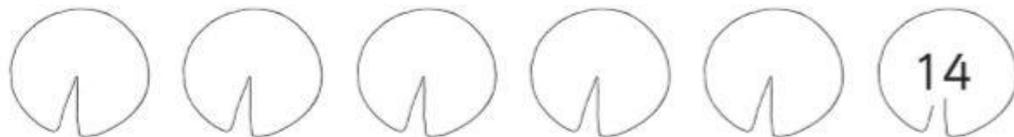
Take away 2 each time.



Take away 2 each time.



Take away 2 each time.



Complete the following sequences:

a) 5 10 15 \_\_\_ 25 \_\_\_

b) 35 30 \_\_\_ 20 \_\_\_ 10

c) \_\_\_ 25 30 35 \_\_\_ 45

d) 45 \_\_\_ \_\_\_ 30 25 20

e) 15 \_\_\_ 25 30 \_\_\_ 40

f) \_\_\_ 50 45 \_\_\_ 35 30

g) 35 40 \_\_\_ 50 \_\_\_ 60

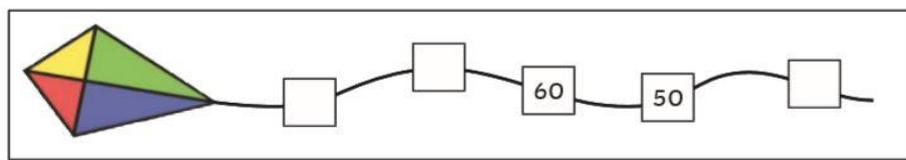
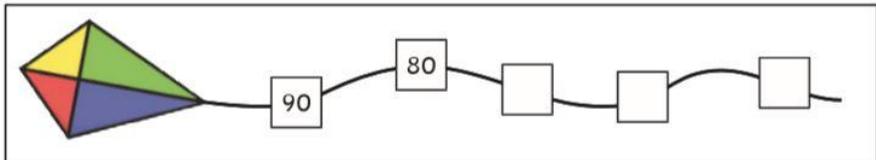
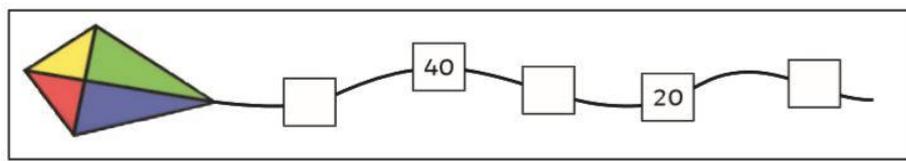
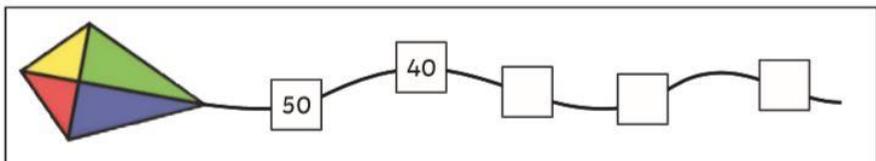
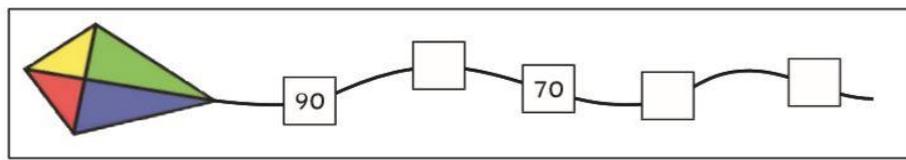
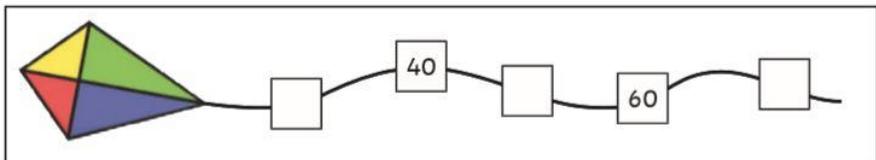
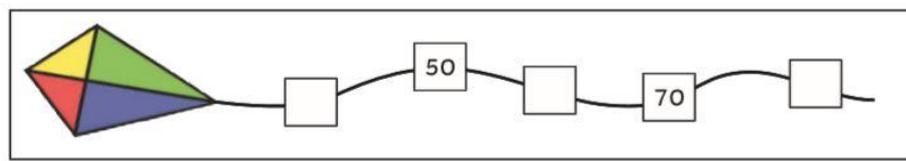
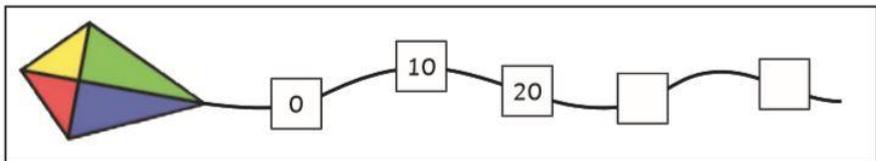
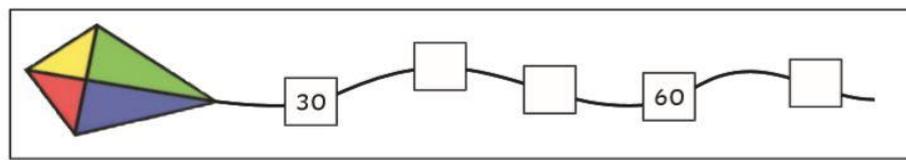
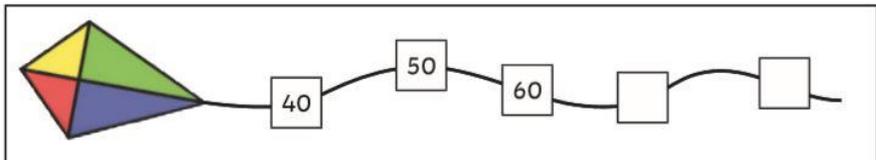
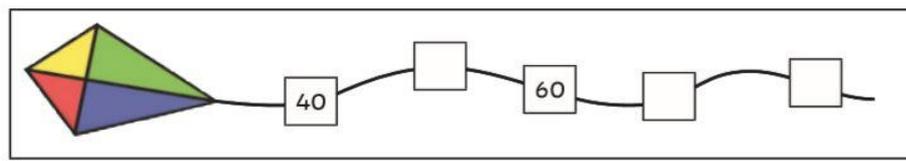
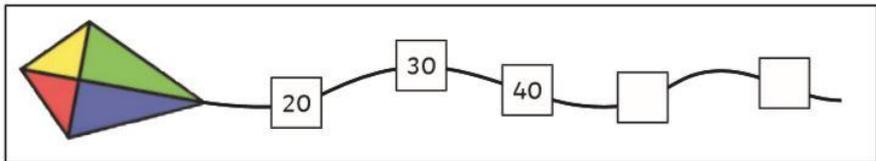
h) 65 \_\_\_ \_\_\_ 50 45 40

i) \_\_\_ \_\_\_ 35 40 45 50

j) 75 70 \_\_\_ \_\_\_ 55 50

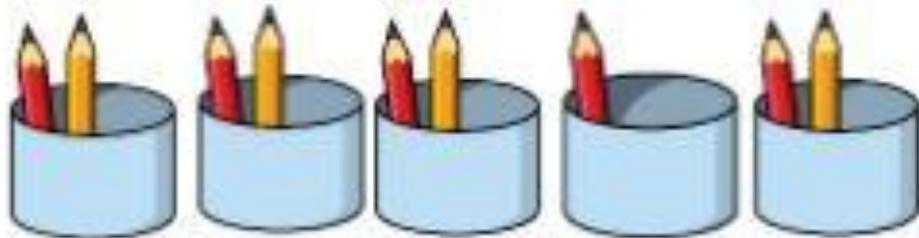
Complete the number square below:

1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	
51	52	53	54		56	57	58	59	
61	62	63	64		66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84		86	87	88	89	
91	92	93	94		96	97	98	99	



What does equal mean?...the same in number or amount!

Are these groups equal or unequal? Write a label for each.



How many pencils are there in each pot? How can I complete the sentences to describe the groups?



There are \_\_\_ groups of \_\_\_ pencils.



There are \_\_\_ groups of \_\_\_ flowers.

What's the same and what's different?

Are Josh's groups equal or unequal? How can we make them equal?

Josh is drawing equal groups of 3



Complete his drawing.

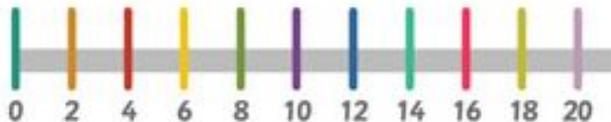
Great job! Now that we've recapped how to make equal groups let's begin *adding* equal groups!

We can start with repeated addition.

How many wheels altogether?



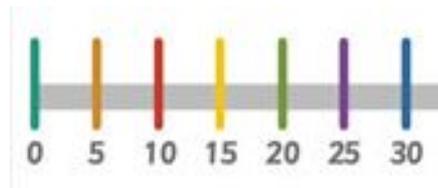
$$2 + 2 + 2 + 2 + 2 =$$



How many fingers altogether?



$$5 + 5 + 5 =$$



You can represent this in any way to help you. You might like to use counters, cubes or even a number line.

Great! You can find the total using repeated addition. How many equal groups can you see?

How many apples are there? Complete the sentences.



$$5 + 5 + 5 + 5 = \underline{\quad}$$

There are      apples.

There are      groups of      apples which is equal to     

How many fish are there?

Complete the sentences.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

There are      fish.

Can you show this using ten frames?


Which is more, 3 groups of 10 or 4 groups of 5? Explain why. You can show your workings out in your own way eg. tens frames, number line or drawings.

Can you explain what an array is? An array is an ordered series or arrangement usually in columns and rows.

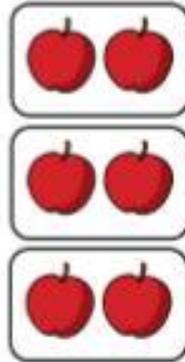
Build an array with counters to represent the apples.  
Complete the sentences.

There are \_\_\_ apples in each row.

There are \_\_\_ rows.

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

There are \_\_\_ apples altogether.



We can now move on to writing the matching multiplication sentence:  $3 \times 2 = 6$

Array	Description - columns	Description - rows	Totals	Multiplication
	5 columns 2 cookies in each column	2 rows 5 cookies in each row	$2 + 2 + 2 + 2 + 2 = 10$ $5 + 5 = 10$	$5 \times 2 = 10$ $2 \times 5 = 10$
	___ columns ___ donuts in each column	___ rows ___ donuts in each row		
	___ columns ___ fish in each column	___ rows ___ fish in each row		
	3 columns 5 cupcakes in each column	5 rows 3 cupcakes in each row		

Please now go to the optional google document named **Maths Lesson 3 - Multiplication.**

You can print the document or write the answers on paper.

## Lesson 4 - Division

In this lesson the children will recap on their learning about division as grouping.

They will investigate how many equal groups can be made with the whole number 20 and then do on to solve word problems.

There is an optional sheet available that reflects the learning that is outlined on the slides.

Tim is having a party.

His dad asks him to put 20 cakes onto plates.

Dad says each plate needs to have the same amount of cakes (**equal groups**)

How many plates did he use?



I can think of more than one solution. Can you?

Use counters or dried pasta shapes to help you.



What were your solutions?

10

10

5

5

5

5

4

4

4

4

4

You could also have had: 20 plates with 1 cake on each plate, 10 plates with 2 cakes on each plate and 1 plate with 20 cakes on the plate.

When you divide a number into equal groups you are using the operation of division.

There are 20 cakes.

There are 5 cakes on each plate.

There are 4 plates.

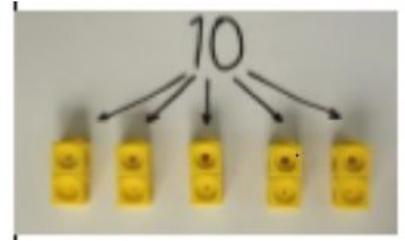
.

This is how I would write the problem in a number sentence.

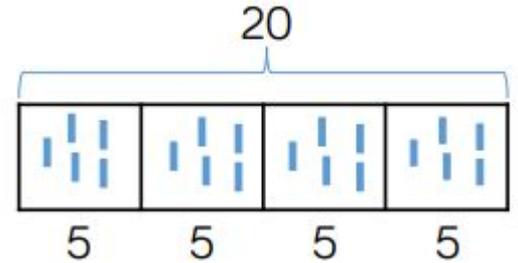
$$20 \div 5 = 4$$



We can use counters to find equal groups.



We can draw the equal groups or use the bar model.



Use your favourite method to solve the following problems.

There are 15 lollipops.

The shopkeeper puts them into bags of equal groups of 5.

How many bags does the shopkeeper need?

There are \_\_\_ lollipops

They are put into equal groups of \_\_\_

There are \_\_\_ in each bag

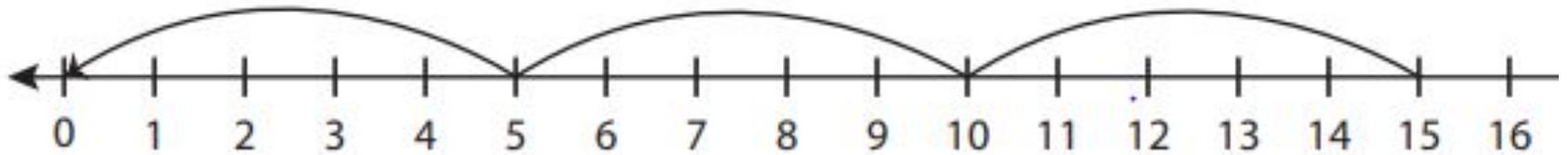
$$15 \div 5 = ?$$

What method will you choose: counters, drawing method or the bar model?



$$15 \div 5 = 3$$

You can also use a number line



Miss Ellis has 40 pencils.  
She puts 10 pencils in pots.  
How many pots does she need?

There are \_\_\_\_\_ pencils  
They are put into equal groups of \_\_\_\_\_  
There are \_\_\_\_\_ pots.



$$\underline{\quad\quad} \div \underline{\quad\quad} = \underline{\quad\quad}$$

There are 25 horses in a field. They need to be put into groups of 5.  
How many groups are there?



Which method will you use?  
Can you write the calculation?

# Is this true or false?

Can you explain your idea. The next slide reveals the answer.

There are 25 flowers.

I want to put 5 flowers in each pot.

I need 6 pots.



# False

$$25 \div 5 = 5$$

I need 5 pots.

25				
5	5	5	5	5



Please now go to the optional google document named **Maths Lesson 4**.

You can print the document or write the answers on paper.

## Lesson 5

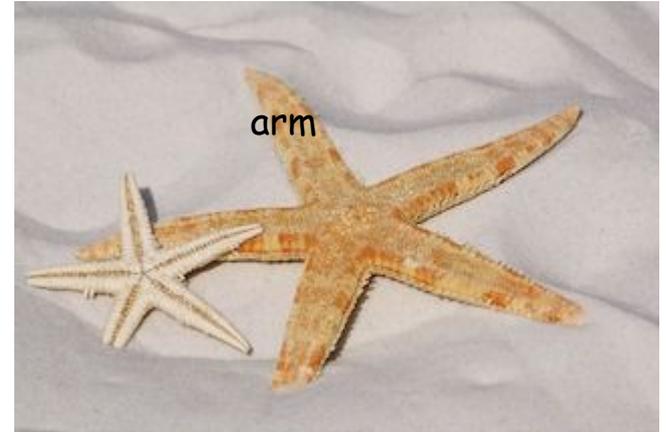
In this lesson the children have to use their knowledge of addition, multiplication and division to solve a problem that has more than one solution. Please encourage your child to think of more than one solution and to explore how they could use jottings and calculations to help them.

I can see 28 'arms' on the beach.

How many children could there be?

How many starfish could there be?

This is a problem that has more than one solution. How will you find different solutions?



Tips - Try drawing the solutions.

Use the try and improve strategy that we have used in class.

Can you use calculations to help you?

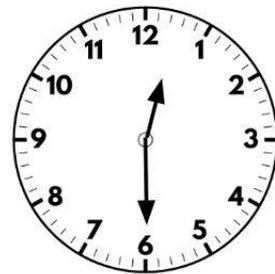
1) Is 14 odd or even?

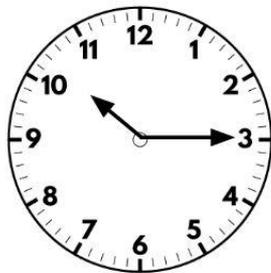
2) What is  $18 \div 2$ ?

3) There are 5 pencils in a pot.  
How many pencils in 3 pots?



4) How many tens are there in 24?



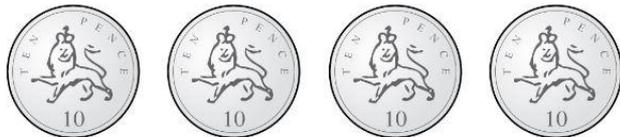


- 1) Divide 20 by 5
- 2) What is  $20 \div 10$ ?
- 3) How much money altogether?  
  
A collection of 12 one-pound coins, arranged in two horizontal rows of six coins each. Each coin is brown and features the Royal Coat of Arms.
- 4) How many tens are there in 87?

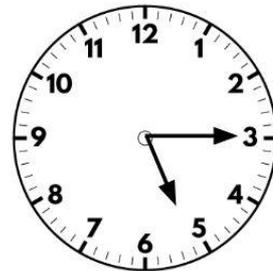
1) Calculate  $15 \div 5$

2) Multiply 2 by 7

3) How much money altogether?



4) Find the sum of 22 and 35



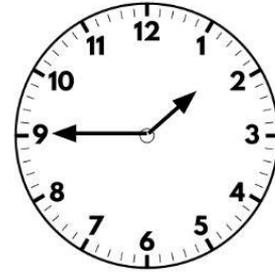
1) Calculate  $80 \div 10$

2) Multiply 5 by 6

3) How much money altogether?



4) Find the sum of 26 and 44



1) What is  $40 \div 10$ ?

2) Divide 40 by 5

3) How much money altogether?



4) Find the difference between 100 and 65

