Key Stage Two Distance Learning 20th April

Maths ( revision for Y6)

Learning Objectives

Geevor and Crown \_ I am aiming to use column addition and subtraction and estimate my answers

**Note to parents** – column addition and subtraction reinforces and eliminates mistakes with place value and number bonds. Normally in class this is on squared paper and children are encouraged to think about their presentation with one digit per square.

When Solving Word Problems children are taught the following strategy; read the whole problem, identify the question, find the facts, decide what to do, do it, check it, think about it in real life.

**Geevor and Crown Number Fluency**

* Write 6🞏4 + 32🞏 = 1000 as a vertical addition. Children discuss what each missing digit must be, then test out their ideas.
* Take feedback. Agree that the missing 1s digit must be 6 to give an answer of 10, and that the missing 10s digit is 7 (rather than 8) because another 10 is added from the 1s. *This means that six 100s, three 100s and one 100 from the 10s gives 1000.*
* Ask children to use the digits in each number (2, 3, 4, 6, 6 and 7) in a different order to give a total which will round to 1400 when rounded to the nearest 100 (e.g. 764 + 632).
* *Write a pair of 4-digit numbers, all digits different. The total, when rounded to the nearest 1000, must round to 5000.*
* Repeat for a pair of 4-digit numbers such that when one is subtracted from the other the difference will round to 3000. Make sure you model at least one column subtraction where moves across columns are required, e.g. 8423 – 5607.

Complete Addition and Subtraction Practice

**Geevor and Crown Applying and Understanding**

Geevor Multi Step Problems Sheet 1

Crown Multi Step Problems Sheet 2

**Learning Objectives**

Geevor- I am aiming to use short multiplication

Crown – I am aiming to use short and long multiplication

**Number Fluency**

Display the following partially complete short multiplication, and explain that it is written without any extra tens, hundreds or thousands. Ask children to decide, where the digits 2, 4, 5 and 6 belong in this multiplication. ******

* Take feedback on how children found their answers.
* Repeat for the following calculation, this time using the digits 2, 5, 6 and 7.
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* **Crown-** Write out the following long multiplication:
* *What will we calculate on the first answer row?*

(6 × 824). *And on the second row?* (30 × 824). *And*

*then what do we do?* (Add the two answers together.)

* Children calculate the answer. Note to parents- the children should tell you that when multiplying by a digit in T column they should add a 0 as a place holder, when multiplying by a digit in H column they should add 00 as place holders. Again presentation is important to prevent errors.

**Applying understanding to Problem solving and reasoning**

Geevor- Short Multiplication sheet 1 or 2

Crown- written multiplication sheet 3

**Learning Objectives-**

Geevor – I am aiming to use short division

Crown- I am aiming to use short and long division

**Number Fluency Geevor and Crown**

* Write the following problem :

Chloe chooses a number, multiplies it by 6, then adds 78. Her answer is 432. What number did she choose?

* Ask children to discuss, how they could go about solving this problem.
* Draw out subtracting 78 from 432, then dividing the answer by 6. Ask children to do this, using short division. *If you weren’t quite sure of your answer, what could you do?* (Multiply the answer by 6, then add 78 to make sure this gives 432.)
* Repeat for:

Dan chooses a number, multiplies it by 7, then subtracts 63. His answer is 252. What number did he choose?

Ask the children to teach you the short division method they know (bus stop)

**Continuation onto long division revision for Crown**

* Write the following problem:

A booklet uses 28 sheets of paper. The maker has two packs of paper, each with 500 sheets of paper. How many booklets can be made?

* Ask children to discuss, how they could go about solving this problem.
* Draw out dividing 1000 by 28.
* Ask children to list multiples of 28 until they get close to 100.
* Children should remember , divide , multiply, subtract, divide, multiply, subtract whilst pulling down digits , until all the digits in the original number are used.

Write the answers on top of the bus stop and any remainders. Remainders should be written in context. As a whole number, a fraction or decimal. Crown know this and are good at it, don’t panic parents!

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**Applying understanding to problem solving and reasoning**

Geevor- Short Division Sheet 1

Crown – Short Division Sheet 2

Geevor – Written Division sheet 3 questions 1-6

Crown- Written Division sheet 3 questions 1-15

Remember on going daily maths fluency too:

Telling and using the time

Learning number bonds

Learning multiplication tables and division facts

Counting on and back in any number ( y5 and y6 this could include decimals)