

# Course One - Maths – Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

1. The course covers maths work with an engaging mix of core skills development, technical topic work and revision.
2. At this age consolidation (however bright a child is) is more important than moving ahead.

## How is the course structured?

- Half an hour of work each day during the week, or slightly longer at weekends - we understand that everyone's schedules are different. We believe that utilising a routine is the most effective way to complete the work.
- In each part of the course children can expect 8-10 items of work, some of which can be completed quite quickly and other items that require more time.
- The course is 28 parts long and is designed to be completed over a longer period of time taking into account the importance of children leading healthy, balanced lifestyles with sufficient time for other activities.
- The work is colourful and fun and, while going through several updates and changes, has successfully engaged children for over twenty years.
- The work is diverse with a wide variety of sheets, themes and topics all orientated at consolidation and development.

## How will the course benefit my child?

- If sufficient concentration and diligence is applied, we expect to see results within six to eight weeks and in many cases parents will get positive comments from teachers about improvement within the first six months.
- Children who complete this course make good progress towards reaching their full potential with many children being two levels ahead of where they would have been without the work.

1. No book covers the material in this much detail.
2. This course is fully structured with revision built in.
3. The planning is already done meaning parents can focus on helping their children.

Below are examples taken from the whole course to give a flavour of the work.

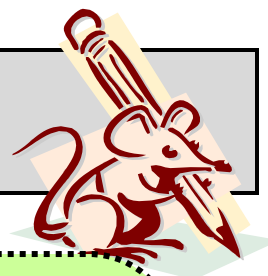
**SCROLL DOWN TO SEE COURSE EXAMPLES**



Are you feeling more confident with your tables now!

## LEARNING STREET LESSON PLAN

### Lesson Plan 12



### **Front Sheets**

1.

*These sheets come at the front of every part of the course. They let you know what is included in each part of the course.*

2.

*We let you know when to approach each activity and why it is important.*

- Now complete the sheet on the 5x Table. Check your answers as usual on your calculator.
  - Certificate for 5x Table experts to stick in your book.
3. **Maths Problem Solving:** Complete the sheet. Work carefully; try to make as few mistakes as possible.
4. **Probability:** Having fun with Smarties!
5. **Graph:** Fill in the answers. You will need to do with your Mum.

### **Front Sheets**

*The whole course is planned for you with revision built in.*

# Tables: 2x 3x 4x 5x

Have fun!

$3 \times 3 =$

$2 \times 5 =$

$4 \times 2 =$

$6 \times 4 =$

$5 \times 3 =$

$5 \times 5 =$

$2 \times 2 =$



## Four Operations- Multiplication

We also spend a great deal of time on the four core operators as this is crucial work when it comes to developing strong core skills. This is an example of one of our range of maths multiplication sheets. At this stage the four operations work is designed to fit together with the work we do on tables.

score  
enty in  
box

$4 \times 2 =$

$9 \times 3 =$

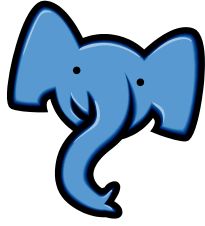
$4 \times 4 =$

$8 \times 2 =$

$10 \times 5 =$

# Multiplication

## 4 times table



Do you think you should write out the 4x Table before you begin?

A

### Four Operations - Multiplication

*This is another example of one of four operations worksheets. As you can see from the questions below we offer work for a range of abilities and try to expose children to a few more challenging questions to push their abilities to the next level. The work in question E is an example of this where children should be noticing that  $16 \times 4$  is equal to  $10 \times 4$  plus  $6 \times 4$ .*

E

$\begin{array}{r} 13 \\ \times 4 \\ \hline 52 \\ 1 \end{array}$	$\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$
---	---	---	---

- F What is four multiplied by 7? \_\_\_\_\_ 3 groups of 4 \_\_\_\_\_  
Find four times 6 \_\_\_\_\_ Find four times 9 \_\_\_\_\_  
What is 8 times four? \_\_\_\_\_ 12 groups of four \_\_\_\_\_

- G Find the **product** of:
- |                |               |                |
|----------------|---------------|----------------|
| 5 and 4 _____  | 3 and 4 _____ | 7 and 4 _____  |
| 4 and 11 _____ | 4 and 4 _____ | 4 and 10 _____ |

Check your answers. How did you do?





# Maths Problem Solving

Do as much of the work as you can in your head.

Use the correct units for your answer e.g. cm, pence, minutes.

① How many half apples can be cut from two whole apples? \_\_\_\_\_

② I counted the toes of some swimmers standing in a line. I reached 40, how

⑦ Take the numbers on the top line away from the numbers on the side. The first one has been done for you.

## Maths Problem Solving

We also start using worded maths problems from an early stage to ensure children get used to these sorts of problems.

④ If the time is 9.00am what time will it be in an hour and a half? \_\_\_\_\_

⑧ Write five multiples of four.  
\_\_\_\_\_

⑤ Fill in the blanks so that each line makes 33. Only use each number once.

$$\underline{\quad} + \underline{\quad} = 33 \quad \underline{\quad} - \underline{\quad} = 33$$

$$\underline{\quad} + \underline{\quad} = 33 \quad \underline{\quad} - \underline{\quad} = 33$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 33$$

$$\underline{\quad} - \underline{\quad} - \underline{\quad} = 33$$

⑨ If a ruler is 14cm long what measurement is the middle point? \_\_\_\_\_

⑩ An orange is cut into quarters, how many pieces would there be? \_\_\_\_\_

⑥ Circle the multiples of 10

22 20 100 50 36 95

30 18 17 48 89 90

16 84 80 77 63 40

⑪ A ribbon is 60cm long and is cut into ten equal pieces. What length would each piece be? \_\_\_\_\_

⑫ If Peter is eight and is four years younger than Joe, How old is Joe? \_\_\_\_\_

# Quadrilaterals ~ Second Attempt

A **quad**rilateral is a shape with 4 sides.

**Quad** means four

**Lateral** means lines or lines

They are:

1. A square
2. A rectangle



- 3.
- 4.
- 5.
- 6.

## ***Focus on Individual Topics - Quadrilaterals***

*We focus on individual topics throughout the course. This sheet is an example of how we revise a topic on quadrilaterals. As well as introducing topics to children we also ensure that they are regularly revised and knowledge exercised and used. At this age consolidation is more important than moving ahead.*

- Join the names to the correct shape.
- Draw the tail on your kite.
- Can you see how a kite is made from two triangles?

Learn the spellings of the shapes on the lines below:

---

---

I am brilliant at quadrilaterals!

Signed: .....



# It's a Numbercross!

Fill in the missing numbers. You can find the number patterns and count in 1s, 2s, 3s, 4s, 5s or 10s.

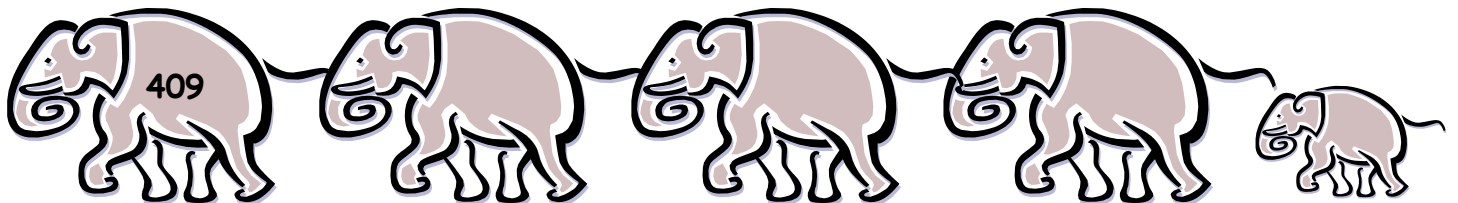
1	2	3										13
				9		12						
		10	12			16		20				

## Fun activities

We try to get children to exercise their skills in a fun way. The fun activities on this page are an example of that.

Help the elephants to get into the correct order for their parade! Give them the correct number.

412, 410, 413, 411

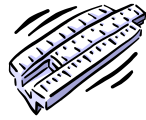


Five elephants each have 4 legs. How many legs altogether?

$$4 \times 5 = \underline{\quad} \text{ legs}$$

That was fun. Signed: \_\_\_\_\_

# Length - m and cm



You must learn these off by heart

Remember that 1 metre = 100 cm

$$\frac{1}{2} \text{ m} = 50 \text{ cm}$$

## Knowledge Check-up

*In some cases, as with measurement, repetition is a good idea. Here we remind children of the relationship between fractions of a metre and centimetres.*

$$\frac{3}{4} \text{ m} = 75 \text{ cm}$$

$$\frac{1}{10} \text{ m} = 10 \text{ cm}$$

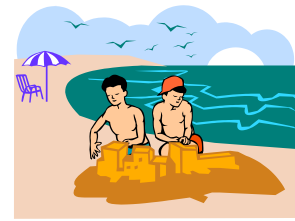
$$\frac{1}{5} \text{ m} = 20 \text{ cm} \quad \checkmark$$



Well done!

I promise that I know this off by heart. Signed: -----

# Looking at a Calendar



July 2013

Sunday		7	14	21	28
Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24	31
Thursday	4	11	18	25	
Friday	5	12	19	26	
Saturday	6	13	20	27	

August 2013

Sunday		4	11	18	25
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday		8	15	22	29
Friday		9	16	23	30
Saturday		10	17	24	31

## More Core Topic Skills

Here is another example of how we help children deepen their knowledge of individual topics. One such area is reading a calendar which this sheet focusses on.

1. Go for a week's holiday to France starting the last Friday of July. **Colour in blue.**
2. School breaks up (yippee!) on the previous Friday. **Colour in green.**
3. Granny's birthday on 15<sup>th</sup> August. What day is that? \_\_\_\_\_
4. Visit Granny for lunch the following Sunday. **Colour in red.**
5. Go to the dentist on the first Monday after we get back from holiday. **Colour in purple.**
6. End of school holiday party on the last Saturday in August. **Colour in orange**
7. Buy new shoes and school uniform on the Wednesday before September begins. **Colour in brown.**



Do you like to keep a diary?

**Mental Arithmetic**

- |     |             |                         |
|-----|-------------|-------------------------|
| 8   | 9           | 6. $48 \times 2 = 96$   |
| 20  | 108 minutes | 7. $64 \times 2 = 128$  |
| 32p | 5           | 8. $26 \times 2 = 52$   |
| 36  | 6/10        | 9. $36 \times 2 = 72$   |
| 22  | 42          | 10. $40 \times 2 = 80$  |
| 10  | 27p         | 11. $68 \times 2 = 136$ |
|     |             | 12. $50 \times 2 = 100$ |

**Answers**

*All questions have answers. Where a question needs a detailed answer then it is provided.*

- |                        |         |        |
|------------------------|---------|--------|
| 1. $5 \times 4 = 20$   |         | 13     |
| 2. $3 \times 6 = 18$   | 2.55pm  |        |
| 3. $4 \times 10 = 40$  |         |        |
| 4. $12 \times 4 = 48$  |         | 25     |
| 5. $3 \times 3 = 9$    | 25      |        |
| 6. $6 \times 5 = 30$   |         |        |
| 7. $10 \times 2 = 20$  |         | £2.50  |
| 8. $7 \times 3 = 21$   | 60      |        |
| 9. $5 \times 5 = 25$   |         |        |
| 10. $9 \times 2 = 18$  |         | 9      |
| 11. $10 \times 4 = 40$ | £9, £11 |        |
| 12. $4 \times 4 = 16$  |         |        |
| 13. $11 \times 3 = 33$ |         | Monday |
| 14. $3 \times 4 = 12$  |         |        |
| 15. $6 \times 4 = 24$  |         |        |
| 16. $7 \times 3 = 21$  |         |        |
| 17. $9 \times 3 = 27$  |         |        |
| 18. $6 \times 5 = 30$  |         |        |
| 19. $7 \times 4 = 28$  |         |        |
| 20. $10 \times 6 = 60$ |         |        |

**More Two Times Table**

1.  $25 \times 2 = 50$
2.  $39 \times 2 = 78$
3.  $57 \times 2 = 114$
4.  $44 \times 2 = 88$
5.  $12 \times 2 = 24$