

## Course 2.5 - 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 38 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**





I love areas.



LEARNING STREET LESSON PLAN  
Lesson 12



1. **Tables:** Tables Test to complete. Aim for 100%!
2. **Mental Arithmetic:** Try to complete the entire test in your head.
  - See if you can improve upon last lesson's score.

### Front Sheets

*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.*

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

6. **Shapes and Right Angles:** Colour in the elephant first.
  - We shall be repeating this work again later on.
7. **Area:** Counting squares. More next lesson.
8. **Revision:** Odd and Even.

# Easy tables revision!

Tables: Get someone to time you this week!

2x 3x 4x

$5 \times 3 =$

$2 \times 4 =$

$3 \times 2 =$



## Times Tables

*This is possibly the most important core skill for children learning maths. We spend a great deal of time on tables, helping to deepen children's knowledge of this core area. Some parents make the mistake of trying to leave this area too early.*

$9 \times 2 =$

$10 \times 2 =$

$4 \times 3 =$

$6 \times 4 =$

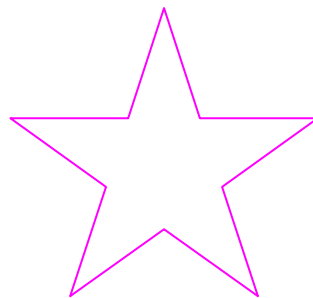
$5 \times 2 =$

$9 \times 3 =$

$4 \times 4 =$

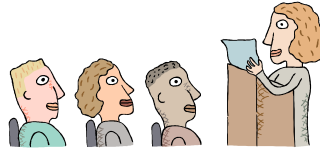
$7 \times 2 =$

$10 \times 3 =$



Fill in your score  
out of twenty in  
the star box

In all these subtraction sums you will need to take a ten from the tens column and send it to the units column.  
You won't be able to work these out unless you do this, so have a good look at the example first.



$\begin{array}{r} 58- \\ 39 \end{array}$	$\begin{array}{r} 23- \\ 17 \end{array}$	$\begin{array}{r} 50- \\ 28 \end{array}$	$\begin{array}{r} 34- \\ 16 \end{array}$	$\begin{array}{r} 41- \\ 38 \end{array}$	$\begin{array}{r} 73- \\ 45 \end{array}$
--	--	--	--	--	--

Example

$$\begin{array}{r} 4 \cancel{5} 1 2- \\ 37 \\ \hline 15 \end{array}$$

### Four operations- Subtraction

We also spend a great deal of time on core four operations work. This is an example of a maths two digit subtraction sheet. Even if children have learnt these skills they need to be consolidated to be of real value.

$\begin{array}{r} 51- \\ 33 \end{array}$	$\begin{array}{r} 93- \\ 56 \end{array}$	$\begin{array}{r} 56- \\ 18 \end{array}$	$\begin{array}{r} 44- \\ 35 \end{array}$	$\begin{array}{r} 14- \\ 7 \end{array}$	$\begin{array}{r} 98- \\ 69 \end{array}$
--	--	--	--	---	--

'Take away' and 'subtract' also mean: minus, find the difference, decrease

S  
U  
B  
T  
R  
A  
C  
T  
I  
O  
N

# Mental Mathematics

Try the following questions. Do as many in your head as possible.

①  $\frac{1}{4}$  of 40 = \_\_\_\_\_

⑪ Subtract 6 from 18 \_\_\_\_\_

②

⑫ How many minutes are there between \_\_\_\_\_

## Mental Mathematics

*As children develop their knowledge of tables and four operations we also continue our work on mental maths where children can test their knowledge every week.*

③

④

⑤  $\frac{1}{3}$  hour = \_\_\_\_\_ mins

⑮ How many FIVES are worth 60p? \_\_\_\_\_

⑥ Half of 18cm = \_\_\_\_\_

⑯ How many lots of 500g weigh  $3\frac{1}{2}$ kg?  
\_\_\_\_\_

⑦ Eight groups of 4 = \_\_\_\_\_

⑰ If I have four identical coins and together they equal 20p, what is the value of one coin? \_\_\_\_\_

⑧ What is the product of 6 and 4? \_\_\_\_\_

⑱  $8 \times 5 = 50 -$  \_\_\_\_\_

⑨  $\frac{1}{2}$  of 14 = \_\_\_\_\_

⑲ How many g are there in  $\frac{1}{2}$ kg, 2kg?  
\_\_\_\_\_

⑩  $8 + 6 = 7 +$  \_\_\_\_\_

⑳ Peter is 11, how old will he be in 12 years time? \_\_\_\_\_

Marks /20

# Maths Problem Solving

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

Make sure you read each question very carefully.


① I start work at 9.10am and finish at 10.35am. How many minutes was I working? \_\_\_\_\_

② Jane saves £5 per week for two years. How much did Jane save?  
\_\_\_\_\_


⑦ I am a two digit number. The sum of my digits is 3 and I am in the 3 times table and the five times table. What number am I?

## Personal Words List

③ 48  
They  
many  
*This simple sheet is at the heart of everything we do.  
Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.*

④ 8cm  
  
What is the total length of the four sides of this square? \_\_\_\_\_

relationships  
there are 8436 people watching. During the match 29 people had to leave early but 8 more come in late. How many were watching at the end? \_\_\_\_\_

⑩   
100m  
300m

⑤ A lottery prize of £3000 is shared between ten people. How much each?  
\_\_\_\_\_

What is the perimeter (distance around the outside) of this field? \_\_\_\_\_

⑥ In a section of a football stand there are 896 seats, 32 people don't show up. How many seats are full rounded to the nearest ten? \_\_\_\_\_

⑪ One packet has a mass of  $2\frac{1}{4}$ kg. What would be the mass of 8 packets be? \_\_\_\_\_

⑫ What is the cost of  $3\frac{1}{2}$  litres of water if half of a litre cost 24p? \_\_\_\_\_

# Five Times Table

Remember: **Product** means **Times**

1	X	5	=	<input type="text"/>	2	X	5	=	<input type="text"/>
4	X	5	=	<input type="text"/>	5	X	5	=	<input type="text"/>
7	X	5	=	<input type="text"/>	8	X	5	=	<input type="text"/>
10	X	5	=	<input type="text"/>	11	X	5	=	<input type="text"/>

## Moving Tables On

We continue to enhance a child's knowledge through the use of additional sheets such as this one which looks at the five times table and ends with emphasising the meaning of 'find the product'.

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ \times 5 \\ \hline \end{array}$$

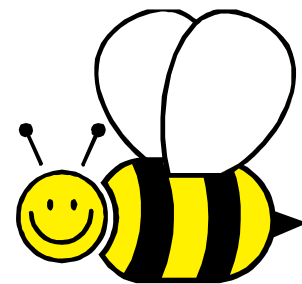
$$\begin{array}{r} 14 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ \times 5 \\ \hline \end{array}$$

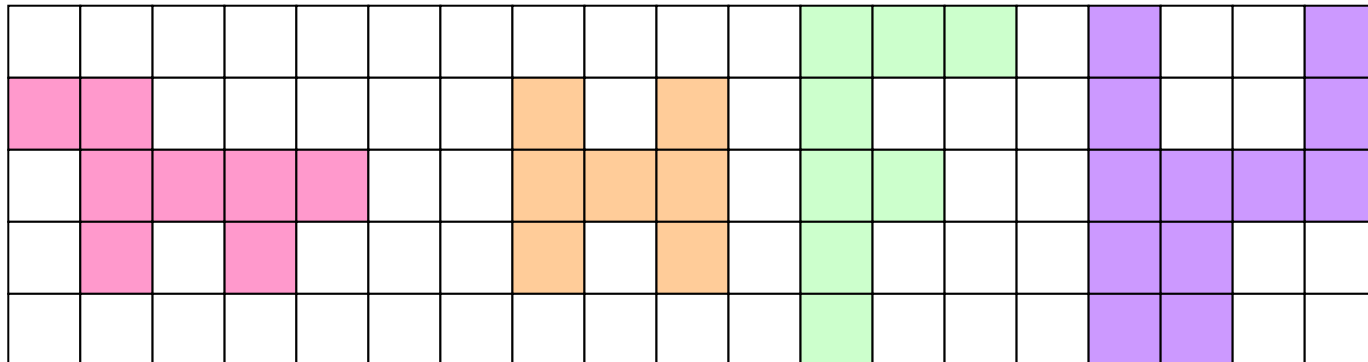
1. What is five multiplied by 7? \_\_\_\_\_
2. Find five times 6. \_\_\_\_\_
3. What is 8 times five? \_\_\_\_\_
4. Find the PRODUCT of 5 and 4 \_\_\_\_\_
5. Find the PRODUCT of 5 and 11 \_\_\_\_\_
6. Find the PRODUCT of 5 and 4 \_\_\_\_\_
7. Find the PRODUCT of 7 and 5 \_\_\_\_\_
8. Find the PRODUCT of 4 and 5 \_\_\_\_\_
9. Find the PRODUCT of 5 and 5 \_\_\_\_\_
10. Find the PRODUCT of 8 and 5 \_\_\_\_\_



I am pleased with myself! Signed:.....

# Counting squares

Write down the area of each shape

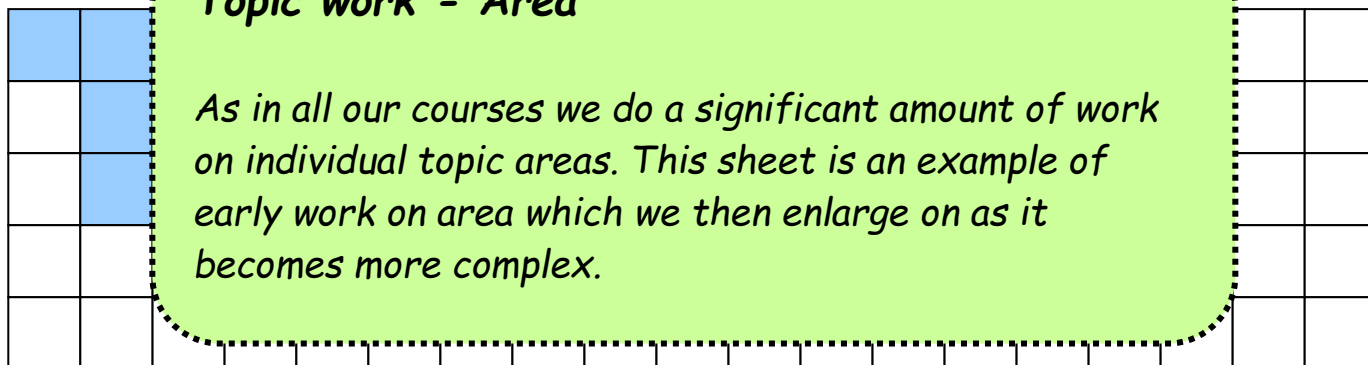


Here is a shape with an area of 5 squares.

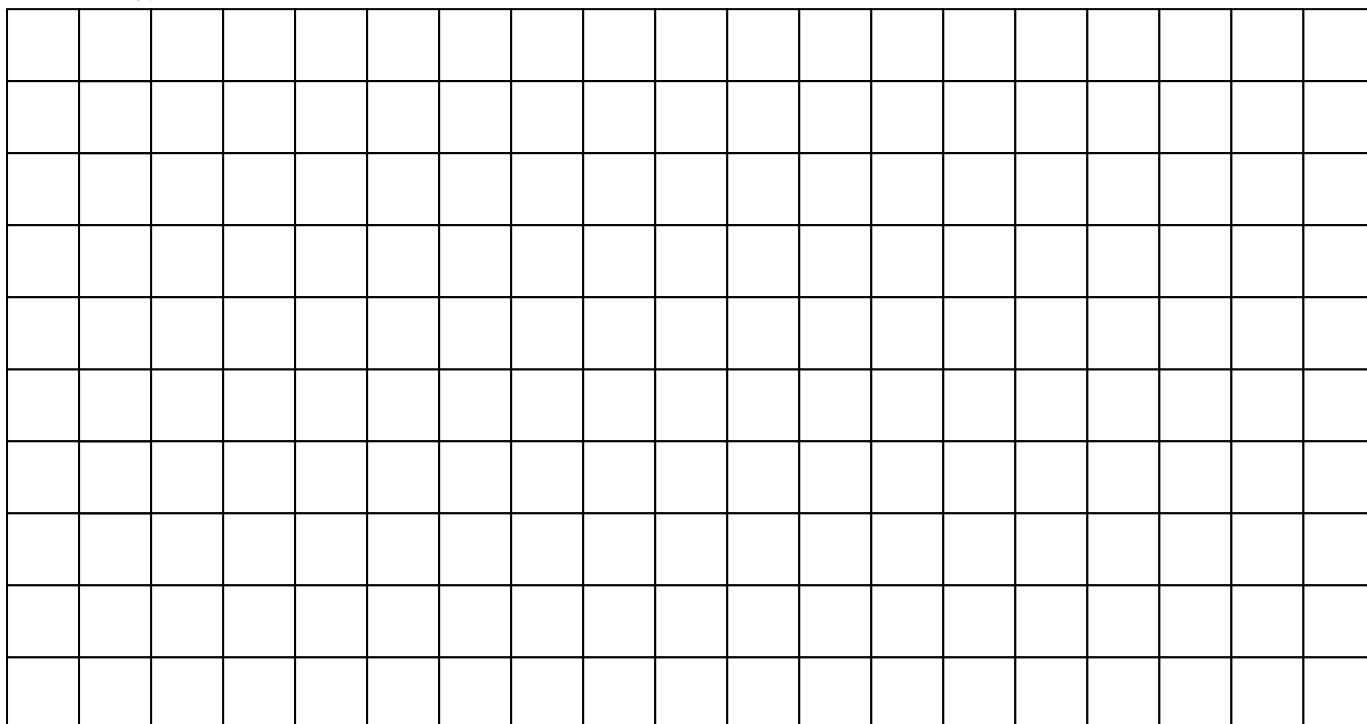
Draw

## Topic work - Area

*As in all our courses we do a significant amount of work on individual topic areas. This sheet is an example of early work on area which we then enlarge on as it becomes more complex.*



Draw a **large shape**. What is its area? .....squares



I have had fun today. Signed:.....



# Money



£1.50 = 150p  
 £2.70 = 270p  
 £0.85 = 85p  
 £4.37 = 437p

It is useful to know how to change pounds into pence, and vice versa.  
**£1 = 100p**







Convert these to pence:

**Money**

*We cover a great deal of real world maths, especially with money. This sheet combines money knowledge with four operations skills.*

1230p = \_\_\_\_\_

Total these:

1.	£1.20		85p		<u>Total for the 2 toys</u> £ _____
2.	90p		75p		
3.	<p><b>Money</b></p> <p><i>This is another example of how we combine core skills with money knowledge within a real world maths exercise. Children like to see a variety of different looking pages as this helps to keep their interest levels as high as possible.</i></p>				
4.					
5.					
6.					
					£ _____

Now complete the Challenge on the next page and see how you get on!

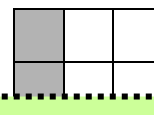
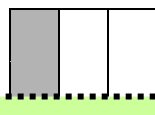
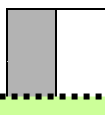
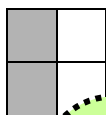
# Fractions

## Look and learn

Fractions which are of the same value are called **equivalent fractions**.

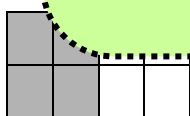
$\frac{2}{4}$  is the same as  $\frac{1}{2}$

$\frac{1}{3}$  is the same as  $\frac{2}{6}$



### Fractions

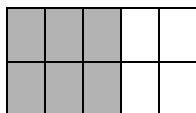
We start to look at fractions towards the end of this course and children will then do plenty of further work and more complex work to further develop their knowledge.



$\frac{2}{8} = \frac{1}{4}$

$\frac{1}{2} = \frac{2}{4}$

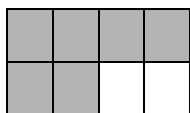
$\frac{1}{5} = \frac{2}{10}$



$\frac{3}{10} = \frac{3}{10}$

$\frac{1}{6} = \frac{2}{12}$

$\frac{1}{10} = \frac{2}{20}$

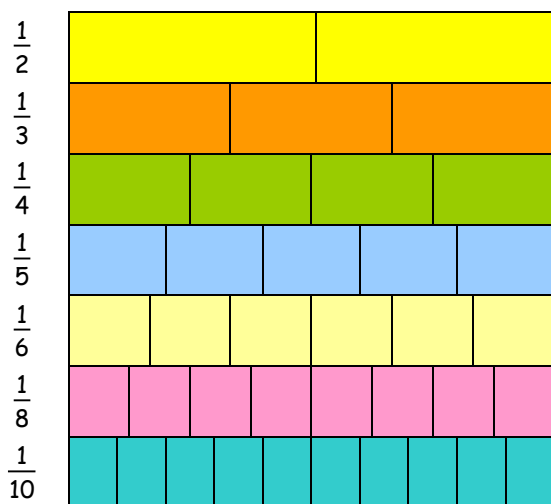


$\frac{3}{8} = \frac{3}{8}$

$\frac{2}{4} = \frac{1}{2}$

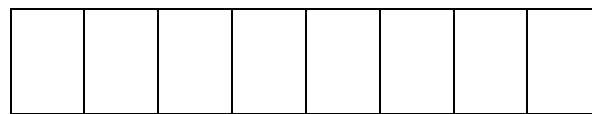
$\frac{1}{12} = \frac{2}{24}$

## Challenge



Write these fractions in the correct order, starting with the smallest:

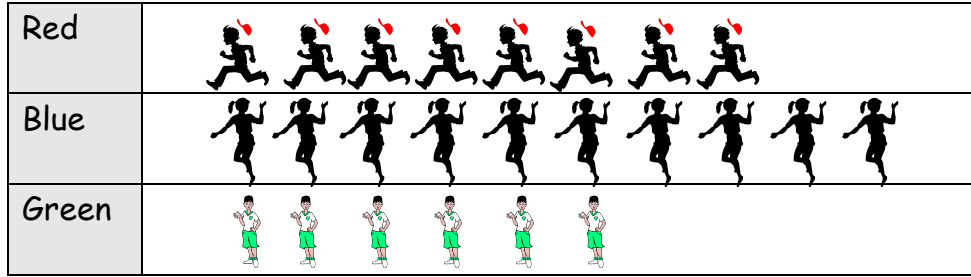
$\frac{2}{3}$   $\frac{3}{5}$   $\frac{1}{2}$   $\frac{1}{10}$   $\frac{2}{10}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{9}{10}$



Smallest Largest  
(Use the fraction board to help you)

# Graphs

This graph shows the number of children in each team.

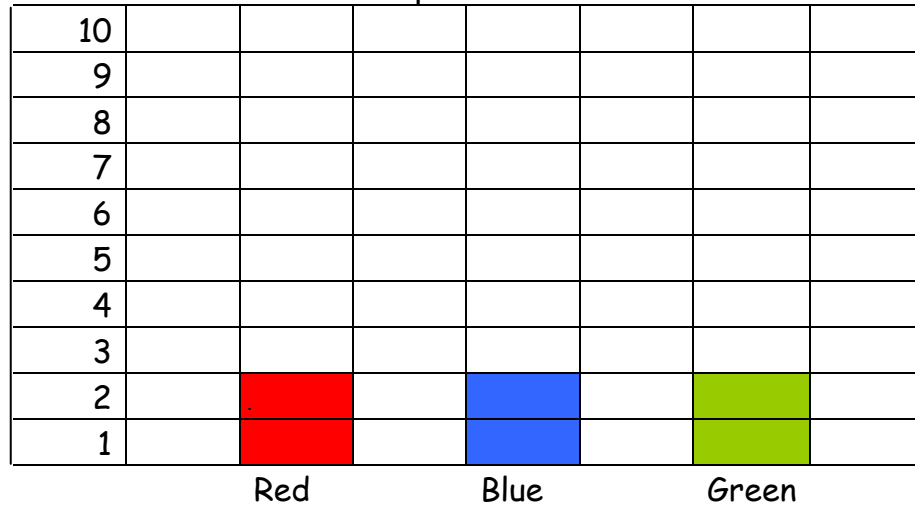


## Graphs

*This is another example of the sort of topic work we give to children. As they develop their knowledge of graphs so the work becomes more complicated and advanced.*

Red
Blue
Green

Column Graph



Finish off the column graph showing the number of children in each team

Match	Ruth	Tim	Jeremy	Simon	Jo	Nadia
A	2	4	7	9	6	3
B	3	0	2	5	2	7
C	4	6	1	3	4	2
D	2	5	3	5	2	0
<b>Totals</b>						

This table shows the scores made by 6 children. Fill in the totals.

## ANSWERS - 8 YEAR COURSE - PART 53

### Mental Mathematics

2034	48
4200mm	7
53min	80p
1990	$3\frac{3}{4}$
825, 850	£1.10
55	81
6 rem 7	950ml

### Kilograms

1000g
2000g
500g
250g
750g
100g

f  
2  
f  
M  
2

### Answers

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

7		8x11= 88	
	12	8x2= 16	
500		8x1= 8	
	56	8x5= 40	
£6.84		8x4= 32	
	300	8x10= 80	Sunday lunch
12		8x6= 48	
	50p	8x8= 64	
3hr 20min		8x9= 72	
	15p		

### Sheet 2

#### Co-ordinates

1. A lighthouse
2. (E, 4)
3. (E, 1) and (F, 6)
4. Example: (A, 1) to (D, 1) to (D, 6) to (F, 6)

1 <sup>st</sup> - 8x6	2 <sup>nd</sup> - 8x10	3 <sup>rd</sup> - 8x2
4 <sup>th</sup> - 8x11	5 <sup>th</sup> - 8x4	6 <sup>th</sup> - 8x8
7 <sup>th</sup> - 8x1	8 <sup>th</sup> - 8x12	9 <sup>th</sup> - 8x7
10 <sup>th</sup> - 8x9	11 <sup>th</sup> - 8x5	12 <sup>th</sup> - 8x3