Course 3.5 - 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 32 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?

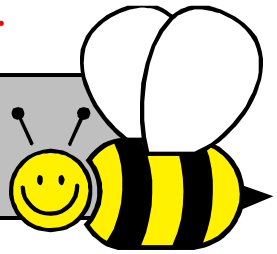
- If sufficient concentration and diligence is applied, we expect to see results within six to eight weeks and in many cases parents will get positive comments from teachers about improvement within the first six months.
- Children who complete this course make good progress towards reaching their full 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

This is a very busy bee week for you.



LEARNING STREET LESSON PLAN

LESSON 12

1. **Tables**:

   - 8x Table. Please complete both funsheets.
   - 5x Table. Complete the whole sheet then check your answers on your calculator. Easy revision work.

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.

4. **Basic Maths**:

   - **Tallying** – no answers for this.

5. **Measurement**: **Making a paper aeroplane**. More on this next week.

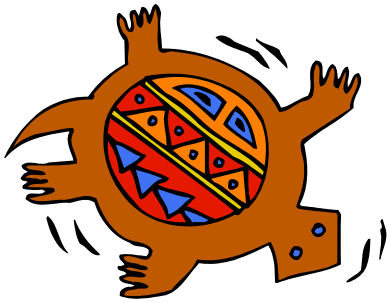
   - It flies better with flaps and tail on it. Have a good time. I did!

6. **Six Basic Shapes to learn**: Learn the spellings using the Look Cover Write Check sheet please.

Have 2 attempts please.
Get someone to time you.

Go slowly, like the tortoise for your first attempt.
Go like the hare for your second!

Tables: 2x 3x 4x 5x 6x 7x 8x 9x 10x

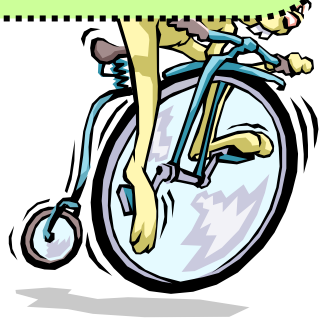


8x7=
9x8=
6x6=

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. At this stage most children have a good knowledge but this could be improved further.

5x7=
7x6=
4x4=
7x3=
0x7=
6x8=



First attempt:..... seconds

Second attempt:.....seconds

How do your marks compare?

Fancy Racing Against the Clock?

Tables Up to 7 x

1	x	2	=		1	x	3	=	
2	x	2	=		2	x	3	=	
3	x	2	=		3	x	3	=	
4	x	2	=		4	x	3	=	
5	x	2	=		5	x	3	=	
6	x	2	=		6	x	3	=	
7	x	2	=		7	x	3	=	
8	x	2	=		8	x	3	=	
9	x	2	=		9	x	3	=	
10	x	2	=		10	x	3	=	
11	x	2	=		11	x	3	=	
12	x	2	=		12	x	3	=	

Tables racing

We try to inject some fun into the further times tables work we do by encouraging children to work against the clock

6	x	4	=		6	x	5	=	
7	x	4	=		7	x	5	=	
8	x	4	=		8	x	5	=	
9	x	4	=		9	x	5	=	
10	x	4	=		10	x	5	=	
11	x	4	=		11	x	5	=	
12	x	4	=		12	x	5	=	

1	x	6	=		1	x	7	=	
2	x	6	=		2	x	7	=	
3	x	6	=		3	x	7	=	
4	x	6	=		4	x	7	=	
5	x	6	=		5	x	7	=	
6	x	6	=		6	x	7	=	
7	x	6	=		7	x	7	=	
8	x	6	=		8	x	7	=	
9	x	6	=		9	x	7	=	
10	x	6	=		10	x	7	=	
11	x	6	=		11	x	7	=	
12	x	6	=		12	x	7	=	

Total time taken: _____ minutes.

Mental Mathematics

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

① (72÷9) - (36÷6) = _____

② Find 3/10 of 60. _____

③ 310 + 260 + 190 = _____

④ £3.86 + £_____ = £7

⑤ (23+8

⑥ Find

⑦ £1.23 + £2.38 + £0.76 =
£ _____

⑧ 1l 600ml + 750ml = ___ l ___ ml

⑨ 1¼kg - 400g = _____ g

⑩ 3/10 = _____ hundredths

⑪ Write 6l 630ml to the nearest ½ litre.
_____ l

⑫ How many cm in 1.6m? _____ cm

⑬ Write twenty past six in the evening in figures using am or pm appropriately.
_____

ke the

osts 60p.

⑯ From £3 take the sum of £1.60 and £0.73. _____ p

⑰ What number is 100 times smaller than 13? _____

⑱ Write 4l 480ml to the nearest ½ litre.
_____ l

⑲ Find the cost of 16 sweets if 4 cost 25p.
£ _____

⑳ How many sixths are in eight whole ones?
_____

Mental Mathematics

Mental maths continues to be a big feature of the work we do each week. It is essential that children exercise their mental maths skills and focus on accuracy.

Marks /20

MM90

Maths Problem Solving

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

Make sure you read each question very carefully.

① 10763.7

This is the reading from a water meter. What will the reading be after using another 500 litres? _____

② Write in figures ten thousand and seventy three. _____

③ Richard has 120 marbles, Gary has 180 marbles. What percentage more does Gary have than Richard?

④ A
mince
whic
there
mince
_____

⑤ Pens cost 26p each and pencils cost 18p each. What is the cost of 4 pens and 6 pencils? _____

⑥ Karl should be at work at 8.50am. Today he is 36 minutes late. What time does Karl get to work? _____

⑦ Zoe's book has 236 pages. She reads 119 pages and then another 73 pages. How many more pages has she left to read? _____

⑧ Simon has a chocolate bar which has 56 squares. He eats 3/8 of the bar. How many squares are left? _____

Maths problem solving

We also continue to use worded maths problems to ensure children get used to these sorts of problems. These problems also exercise a child's core skills.

Andrew
rcentage

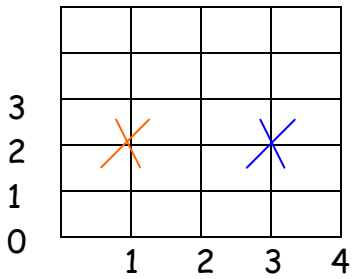
much would
100 cost? _____

⑪ Write the sum of £6.73, 28p and £3.13.
_____

⑫ Mr Brown posts 8 parcels all of the same weight. The parcels altogether weigh 3kg. What is the weight of one parcel? _____

Points from numbers

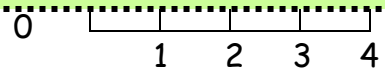
Coordinates Rule:
Go along the corridor then up the stairs!
Or: Read the bottom number first then the numbers up the side.



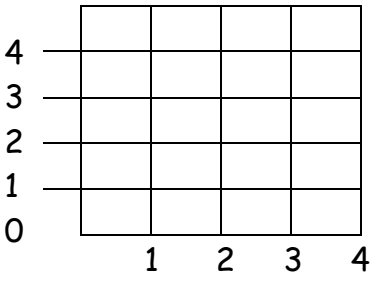
X marks the point (1,2)
X marks the point (3,2)

Points from Numbers

We include lots of core topic work to ensure children develop a deep knowledge of the subject. This sheet focusses on coordinates.



The name of the shape I have drawn is a……



Mark these points with x
(0,4), (4,4), (4,1), (0,1)

Now join the points in order.
The name of the shape I have drawn is a……

Use the squares to help you answer this question:

Which point makes a rectangle with (2,2), (2,4), and (4,4)? ……
Answer: (4,2) Try it please.

Personal Statistics

What you need:
An adult to help you
A tape measure

- When you and your family are measuring please use metres (m) and centimetres (cm).

1. My height is _____
2. The length of my foot is _____
3.
4.
5.
6.
7.
8. My waist is _____
9. My wrist is _____
10. My cubit is _____

Notes
Span – the width of an expanded hand.

w to

Measurements

We continue to try to bring topics to life through real world applications. Here is an example of that is using personal measurements.

same system of measuring lengths and distances. It is called the metric system and was invented in France about 200 years ago. Scientists all over the world use this system because it can be divided up into hundredths of a metre which are called centimetres and thousandths which are called millimetres. A thousand metres are equal to one kilometre.

Fun Exercises

- Compare your Height with your Reach (arms spread).
- What do you notice? _____
- Are your Height and Reach the same? _____
- Are you a Square? _____
- Check to see if two spans make one cubit. Yes/No
- According to the Bible, Goliathe was a very big man measuring 6 cubits and one span in height.
- Using the nearest man to help you, how tall do you think that is in our measures? _____

100cm = 1 m 1000 m = 1 Km

VOLUME

Volume is the empty space inside a solid shape.

When you are asked to find the volume you have to measure this space inside it.

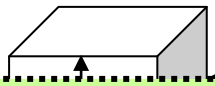
The easy rule to measure this is:

Length x Breadth x Height

To find the volume you apply this easy rule:

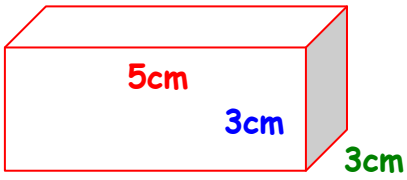
L x B x H = * cm ^{3} ⟶ This shows the 3 dimensions

The volume of this cube = 2 x 2 x 2 = 8 cm ^{3}



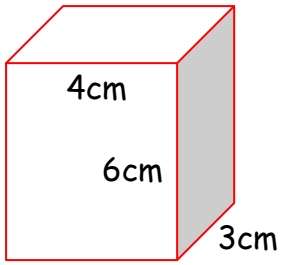
Volume

Here's a further example of how we improve a child's knowledge. Many books spend far too much time testing and not enough time (if any) on explanations. This sheet shows how we explain volume and how to calculate it.



Volume =

L X B X H = 5 x 3 x 3 = _____ cm ^{3}



Work this one out without any help!

Answer:_____

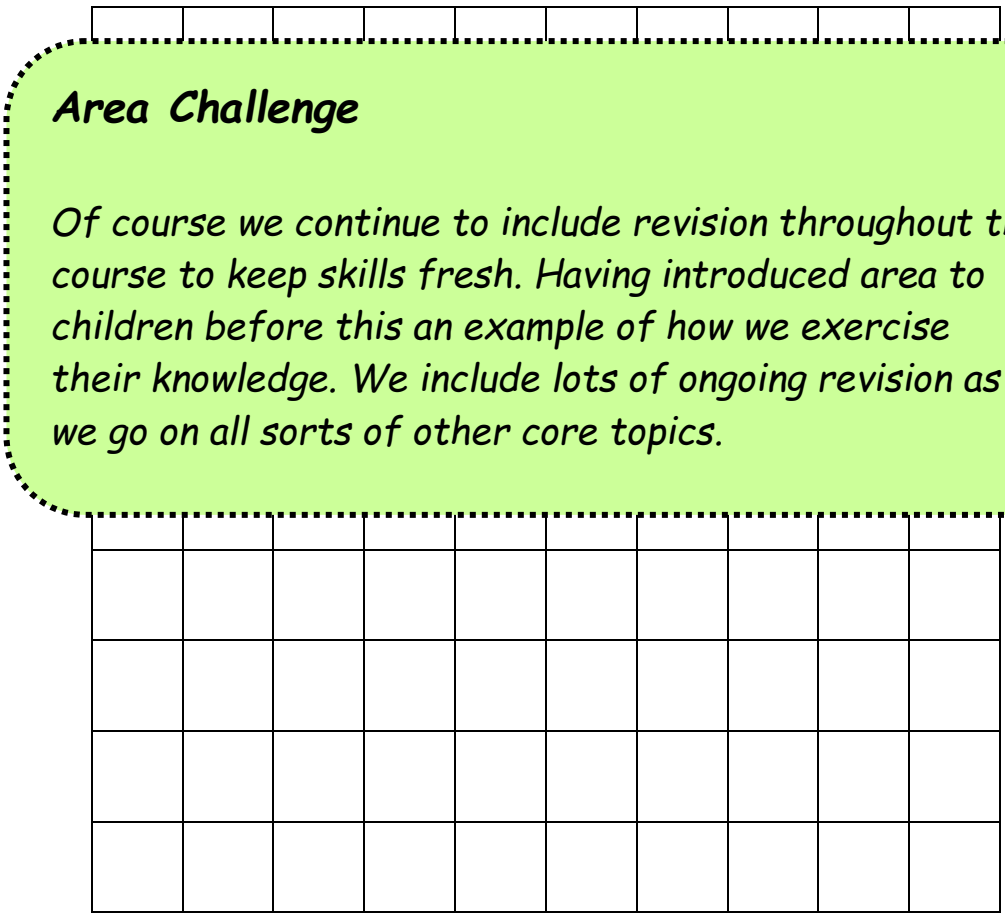
More next week!

Answers: 45cm^3 72 cm^3

Area Challenge

On this grid of cm squares draw:

1. A square with an area of 16 square cm.
2. A square with an area of 9 square cm.
3. A rectangle with 3 squares wide and an area of 15 square cm.
4. A rectangle with an area of 21 square cm.



Area Challenge

Of course we continue to include revision throughout the course to keep skills fresh. Having introduced area to children before this an example of how we exercise their knowledge. We include lots of ongoing revision as we go on all sorts of other core topics.

Tables Test

45	25	63	49
12	18	0	36
18	81	35	108
72	96	121	36
25	63	32	21

M

£

80

3.7m

68

£1.90

Maths Problem Solving

16

18

50%

70%

182

21cm

Decimals

0.3

0.5

0.2

0.7

0.9

1.7

3.3

4.5

7.9

5.1

In order, smallest first:

1.3

Answers

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

a/ 225cm b/507cm

20

19m

4

5/12

£2.70

4000

405g

2l 640ml

39cm

1.6

1.9

7.9

8

8.4

8.5

10.1

10.9

Capacity

Exercise 1

1 2

2 4

3 750ml, 1250ml, 1500ml

4 250ml, 500ml

5 4, 2.5, 2

Exercise 2

1000	3500
4000	5500
250	1750

Exercise 3

750	450