

1 3. 1 2 . 2 1

LO: To solve problems involving lengths.

I can compare and order lengths.

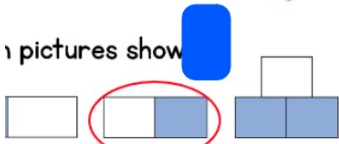
I know that 'takeaway' and 'find the difference' means subtract.

I understand how to convert measurements to the same unit of length.

hback 4

Year 2 | Week 8 | Day 4

1 pictures show



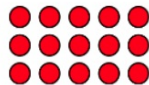
have the shapes been sorted?



shape is the tin?



multiplications are shown by the array?



White
Rose
Maths

Flashback 4

Year 4 | Week 12 |

5

1) There are 7 players on a netball team.
How many players are there on 4 netball teams?

2) Compare using $<$, $>$ or $=$

$$3 \times 1 \quad \text{or} \quad 6 \times 0$$

3) Calculate the total of 3 metres and 800 centimetres.
Give your answer in metres.

4) What is 155 more than 920?

Order the snowmen from shortest to tallest...

What do we need to do first?



Snowman A
1m and 13
cm



Snowman B
920 mm



Snowman C
142 cm

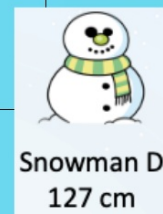
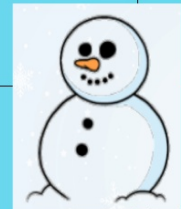
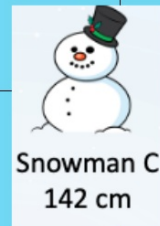
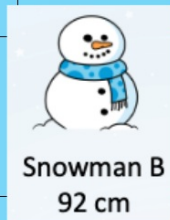
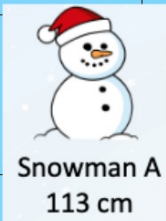


Snowman D
1m 27 cm

Look at your leaflet now, it's your turn!



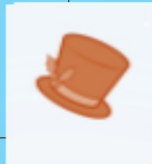
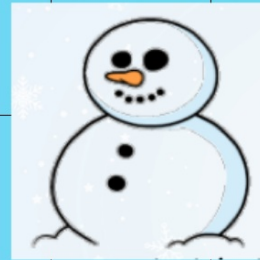
Dora builds another snowman that becomes the second tallest. How tall could it be?



What could your answer be in metres and centimetres?

Try now on your own...

How many different ways could the snowman be dressed?



*Is there an easier way to find this out?
Have a go at finding out.*

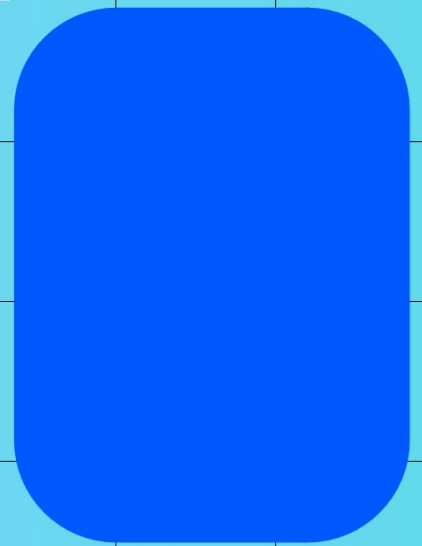
Ron makes a snowman using the three snowballs.

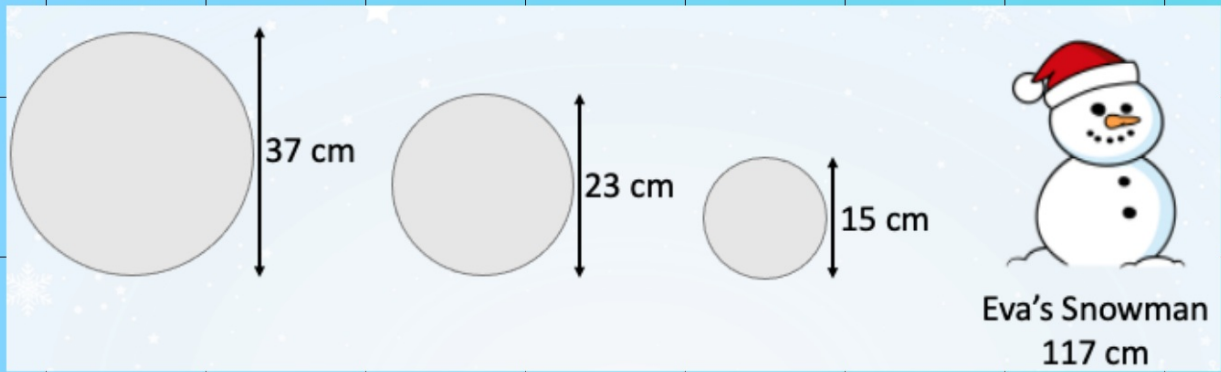
How much taller is Eva's snowman?



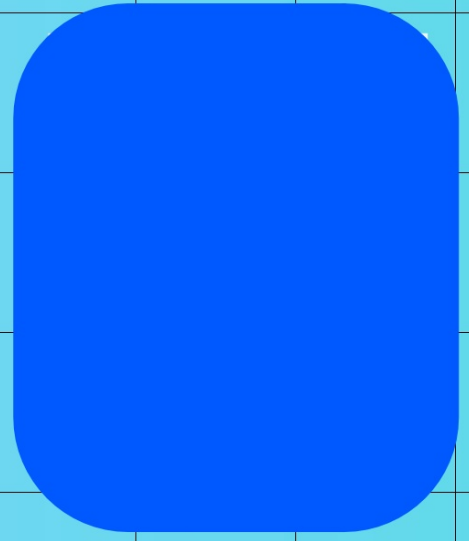
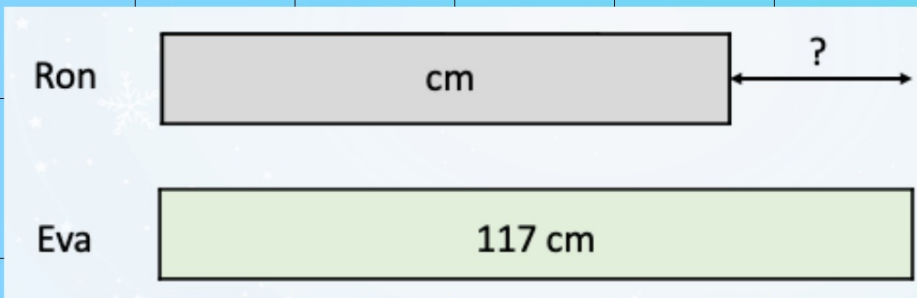
Eva's Snowman
117 cm

What do we need to do first?

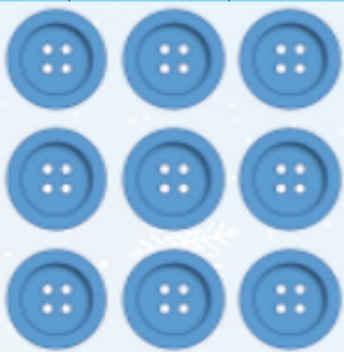




Now how do we find this out?



Your turn! Complete Q3



Mo has 9 buttons.



Mo has 3 rules to follow!

...

What number should we start with?

See how many combinations you can find with Q4...

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I can solve number and practical problems

I can round any number to the nearest 10, 100 or 1000

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four-digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve addition two step problems deciding which operations and methods to use and why.

I can use inverse operations to check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I know factor pairs, using my times table knowledge.

I can solve multiplication and division problems, including simple scaling.

I can multiply a three-digit number by a one-digit number using a formal written method.

I can multiply a two-digit number by a one-digit number using a formal written method.

I can use place value and known derived facts to multiply 3 numbers .

I can use place value and known derived facts to multiply and divide mentally.

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12×12 .

I solve simple measure and money problems involving fractions and decimals to two places.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can read, write and convert time between analogue and digital 12- and 24-hour clocks.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can convert between different units of measure

I round decimals with one decimal place to the nearest whole number and compare.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

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LO: To understand how to solve correspondence problems.

I can use multiplication to help me solve problems.

I know there can be more than one way to solve a problem.

I understand how to apply different strategies to help me solve a problem.

Flashback 4

Year 2 | Week 8 | Day 5

How many sweets are half the sweets?



What is the name of the next shape in the sequence?



How many sides does a hexagon have?



100 counters are shared into 5 equal groups.

How many counters are in each group?



Flashback 4

Year 4 | W

1) Complete the missing number.

$$49 \div \square = 7$$

2) Calculate 6 multiplied by 10



3) On Saturday, Rosie walks 5 kilometres.

On Sunday, Rosie walks 2,000 metres.

How much further did she walk on Saturday than on Sunday?

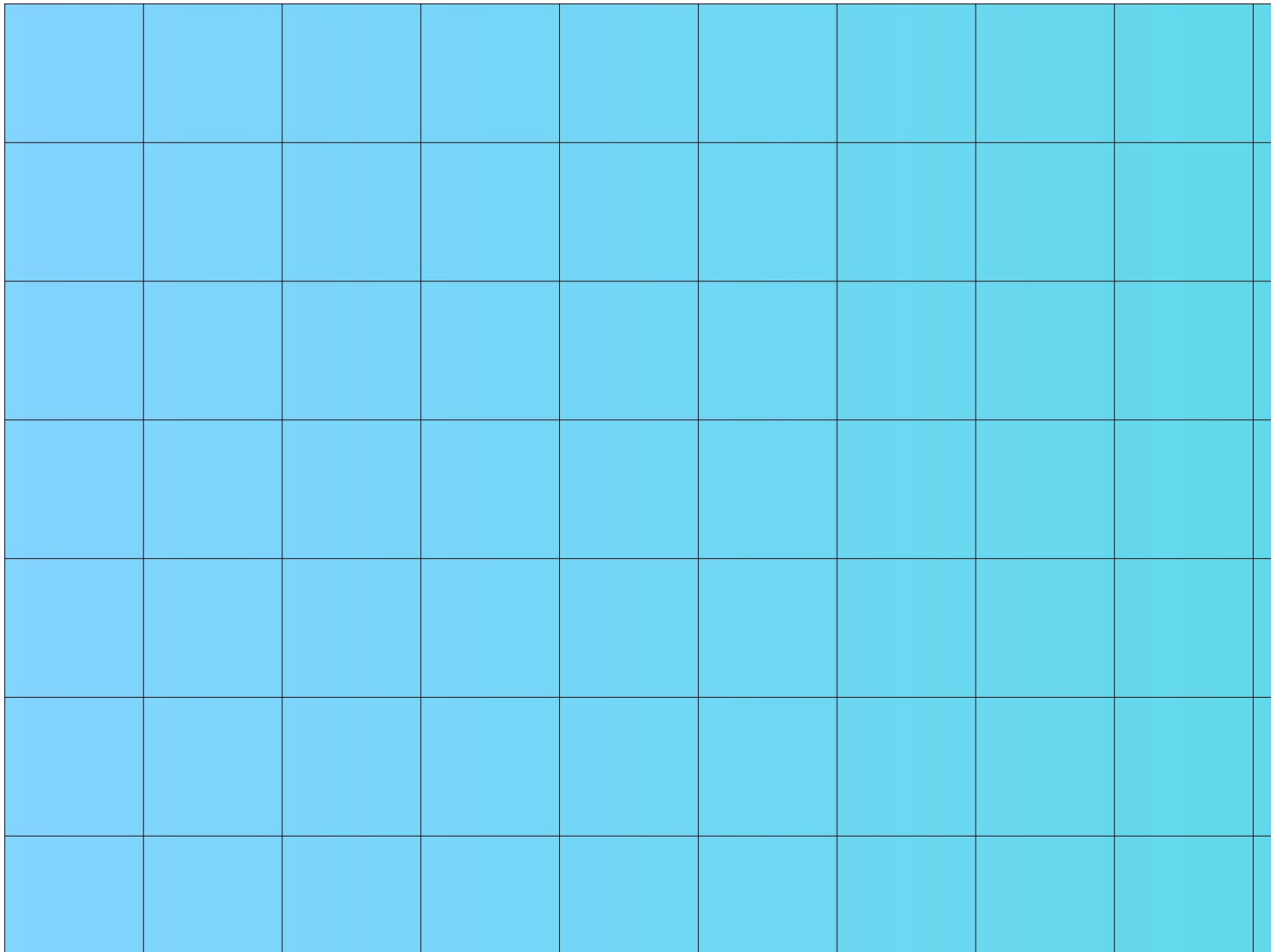


4) Write 32 in Roman Numerals.



Here is an array of snowflakes:

How many different equal groups can you make?



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