Dear Parents/Carers,
This powerpoint takes the children through the learning sequence. If possible please talk through the slides with your child and check their understanding. The slides start at a basic level to re-cap previous learning.

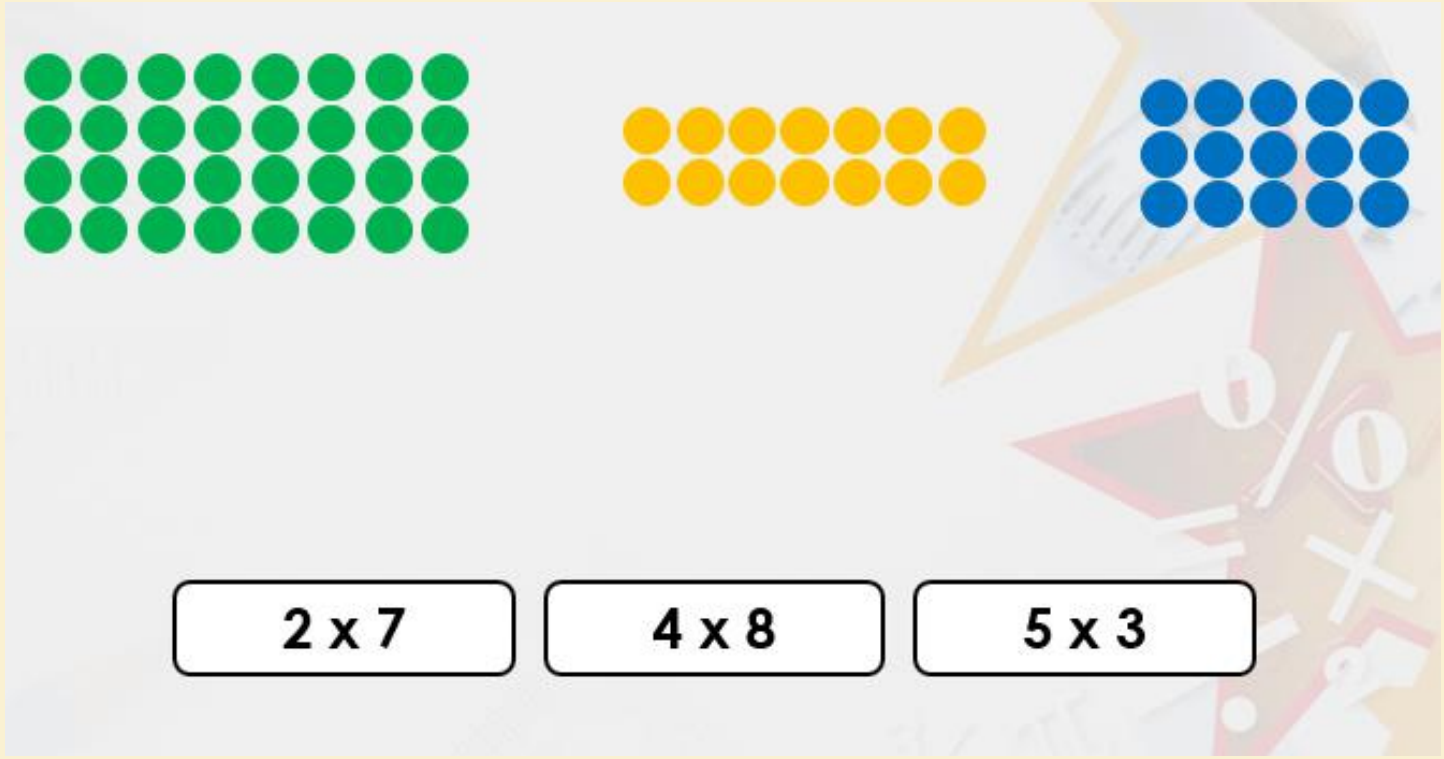
Consolidation of multiplication and division

29.6.20

29.6.20

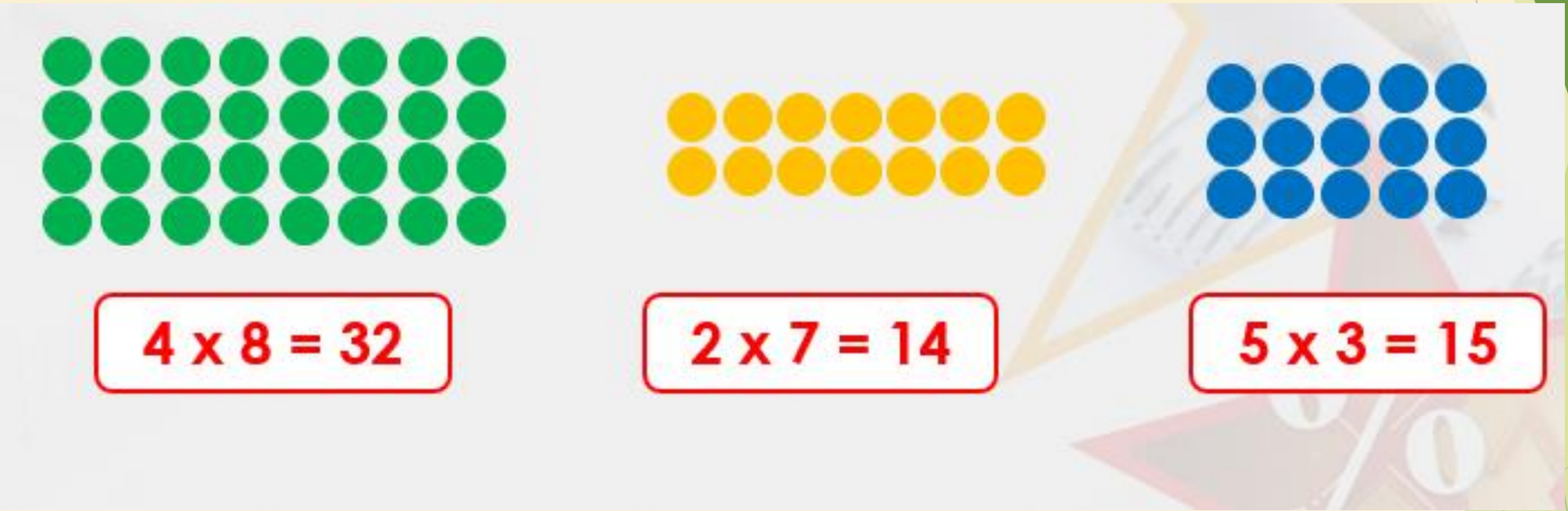
LO: I can compare statements

Starter

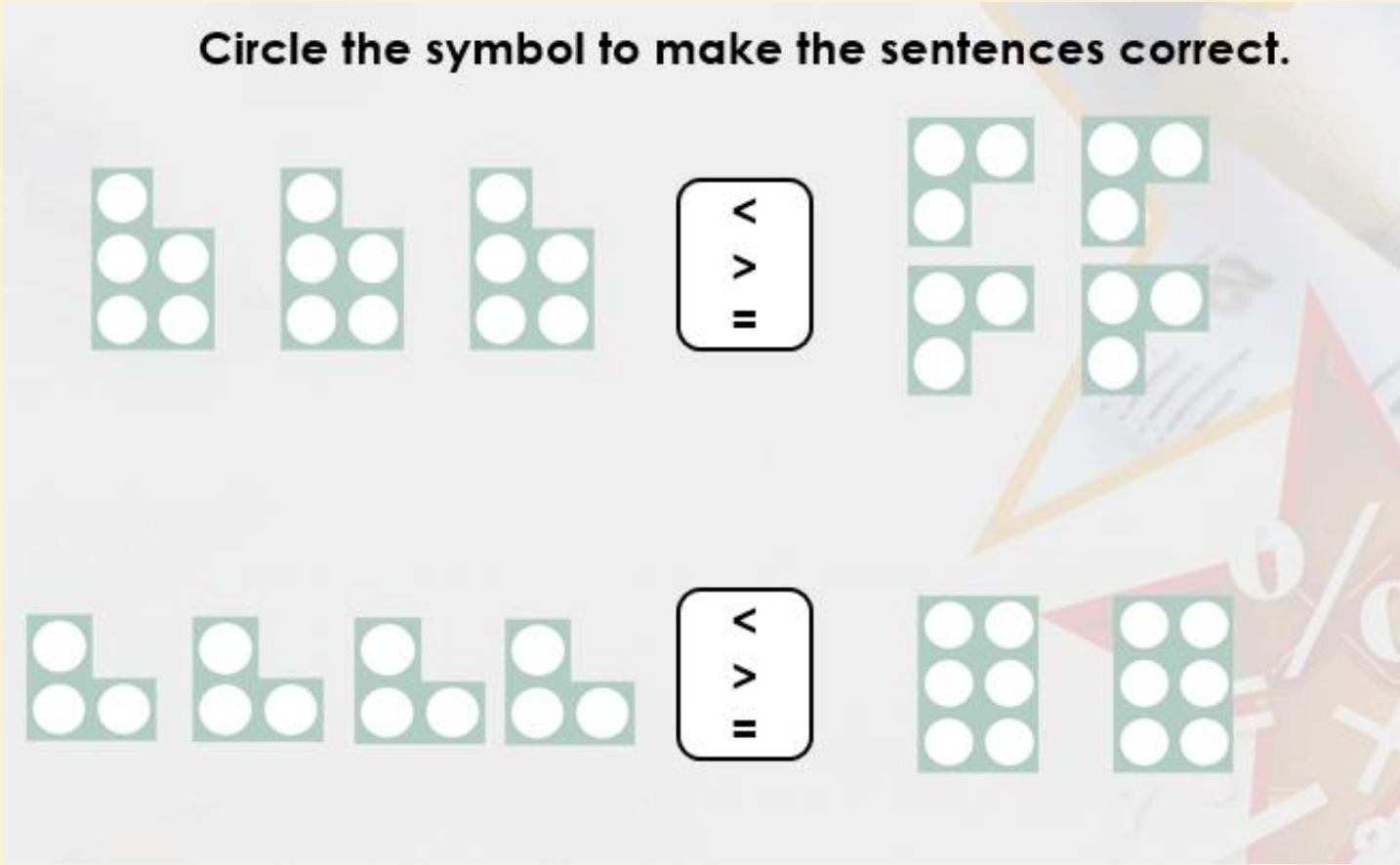


Draw the array and write the calculations in your book.

Starter - answer

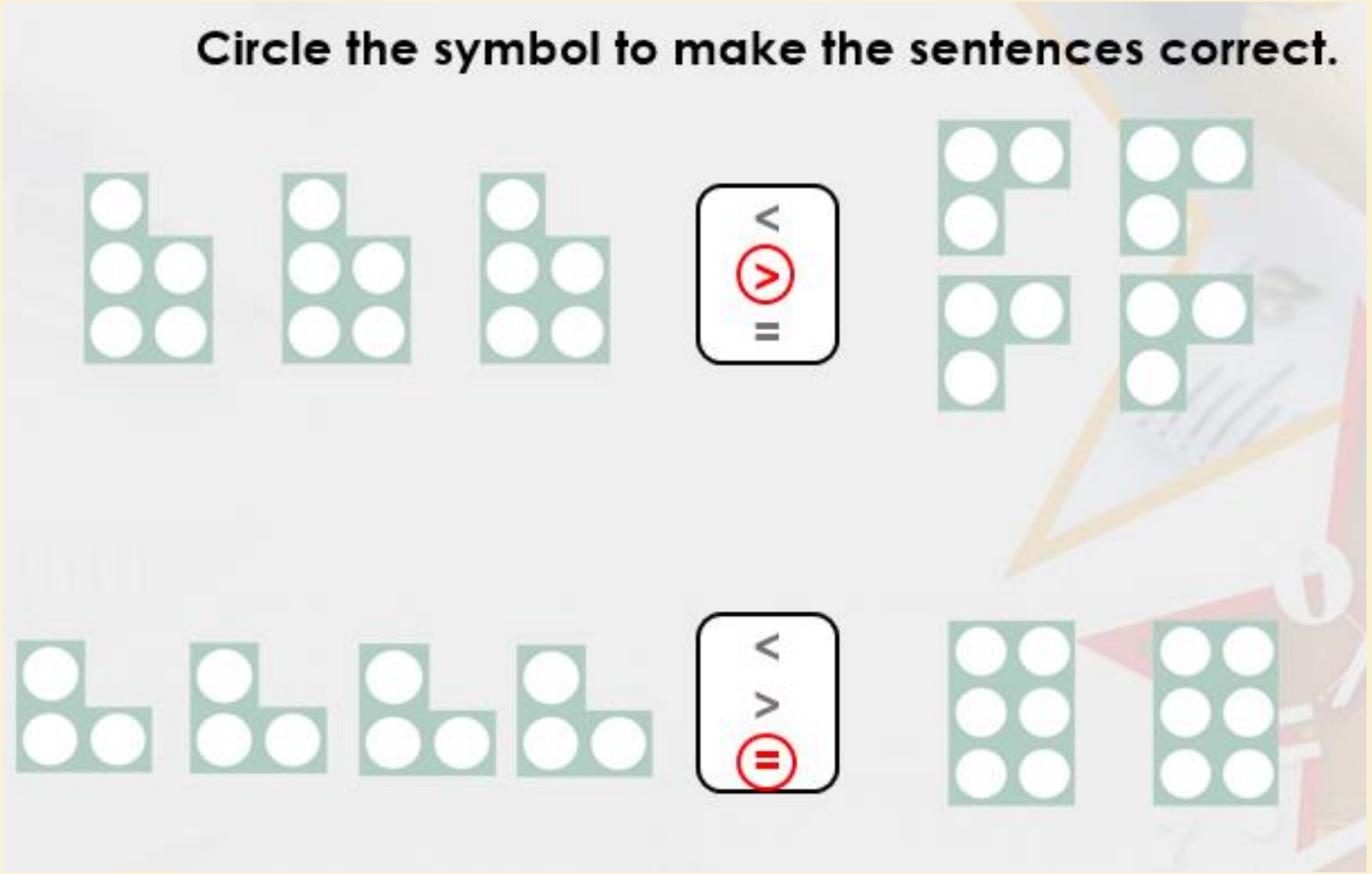


Descriptive Teaching

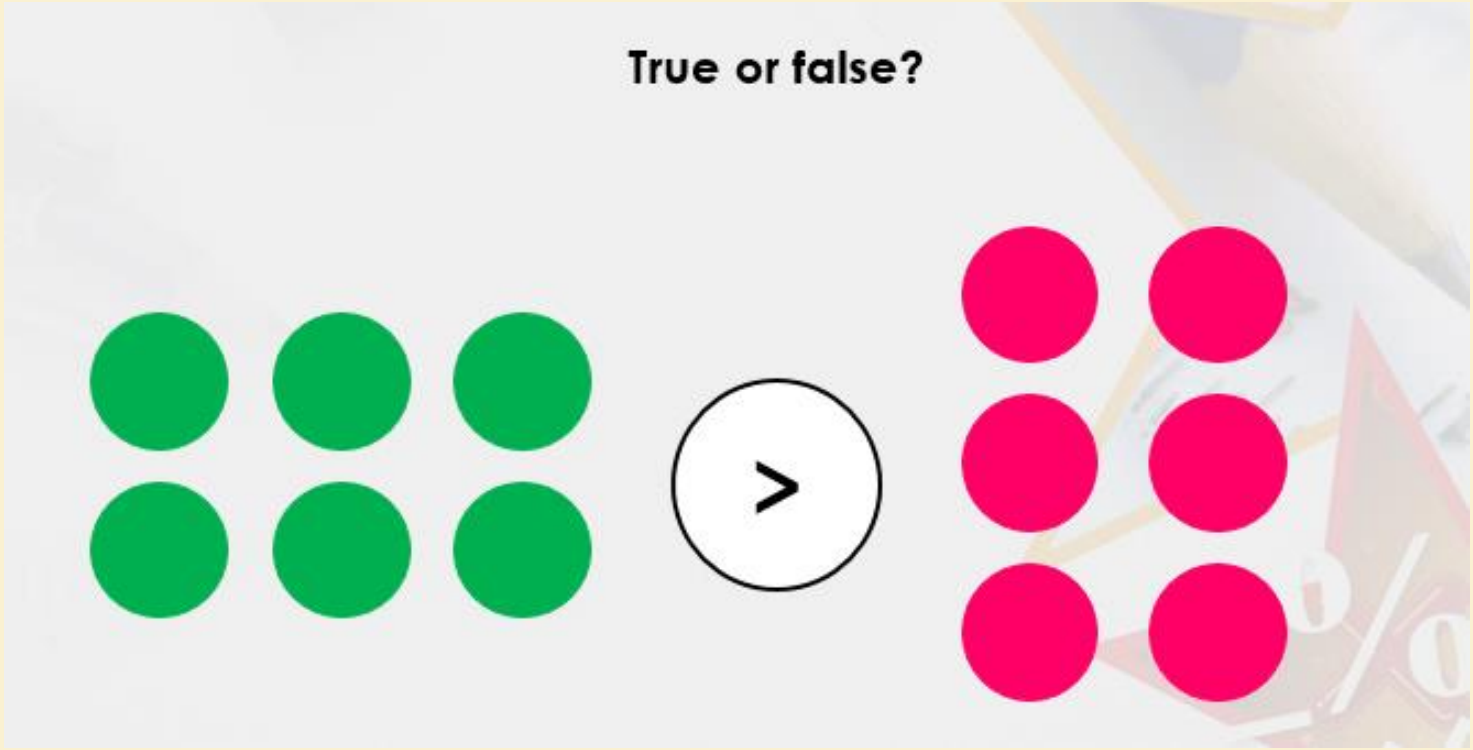


Use addition to work out the total value. Tell a grown up.

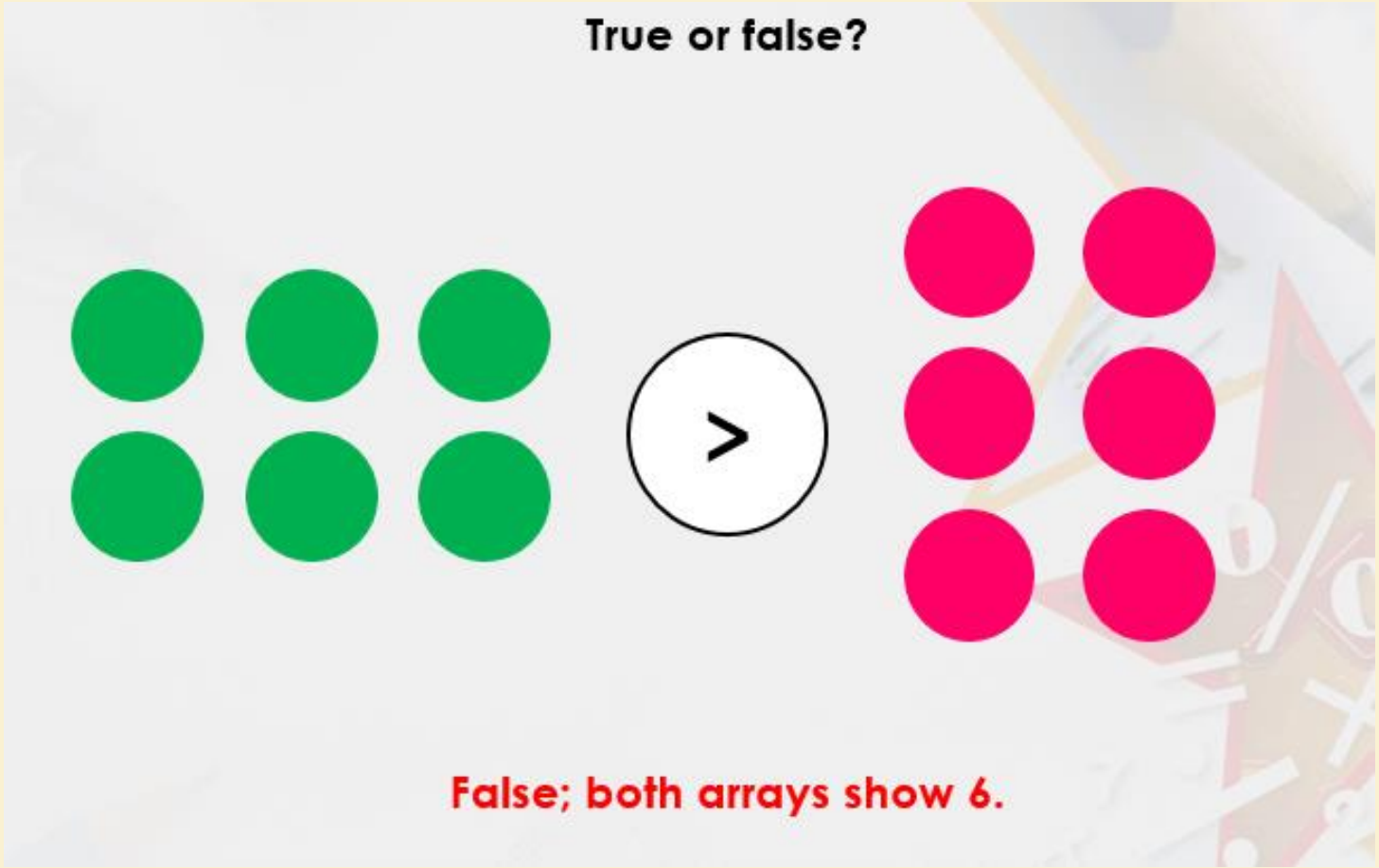
Descriptive Teaching - Answer



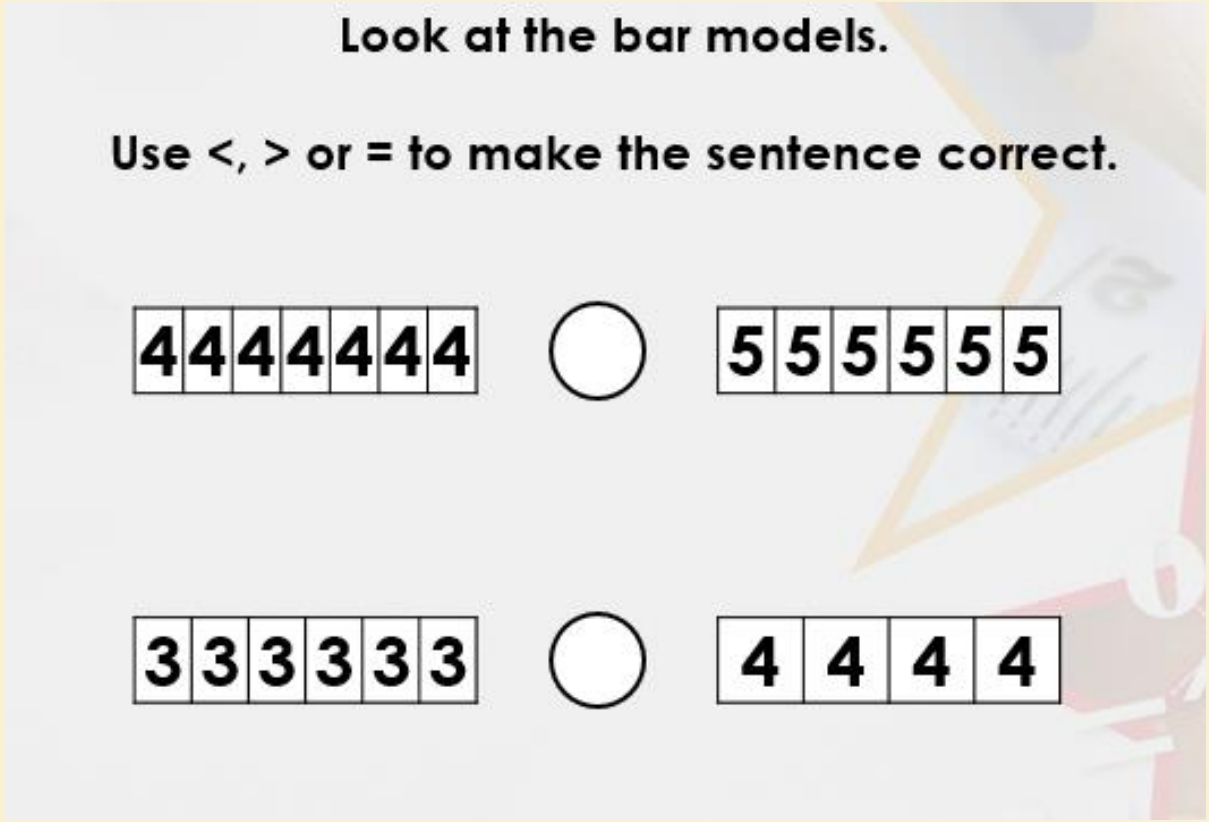
Descriptive Doing



Descriptive Doing - Answer

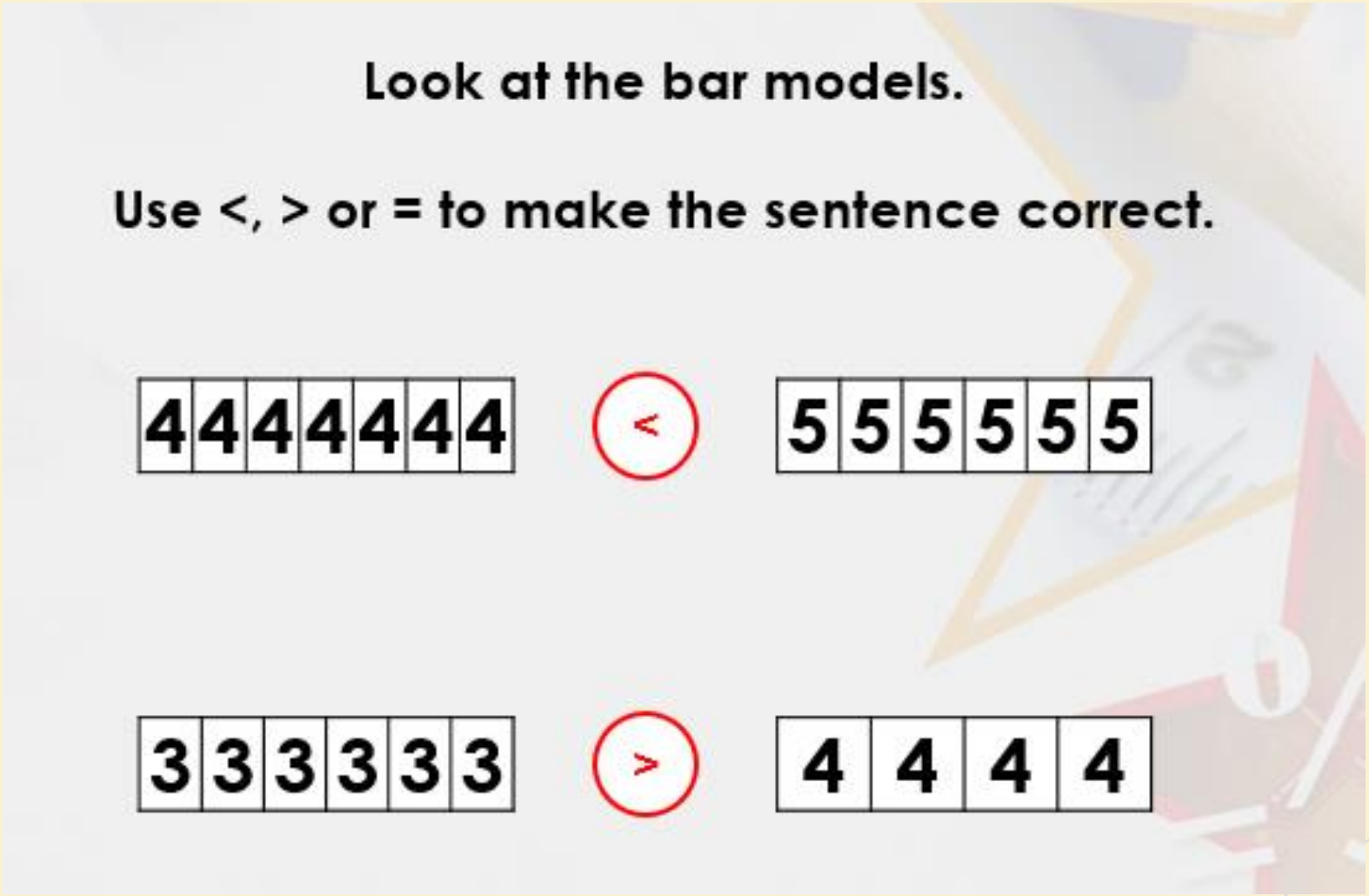


Reflective Teaching

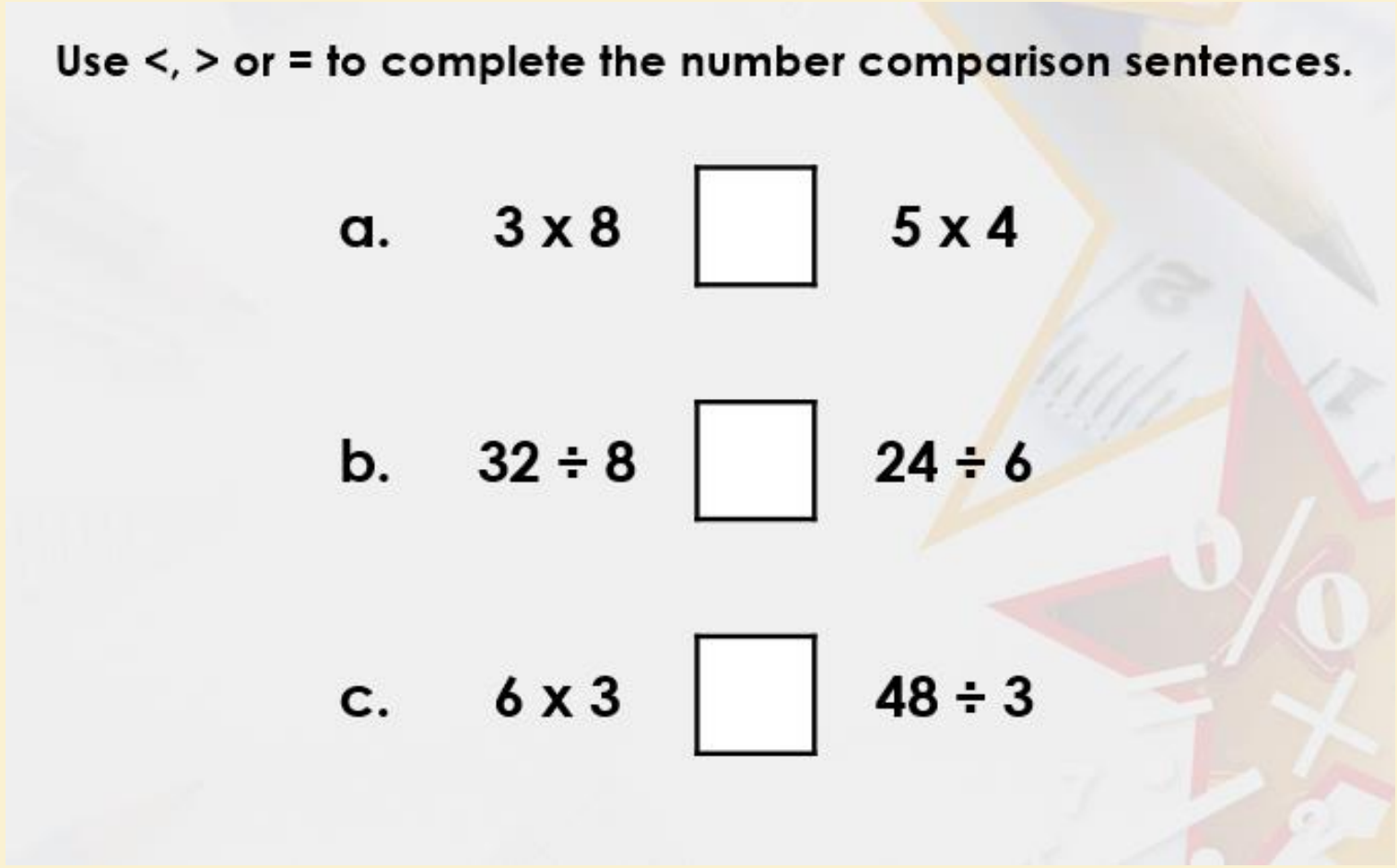


What do the bar models equal? Write the answers in your book and use the correct symbol to compare the numbers.

Reflective Teaching - Answers

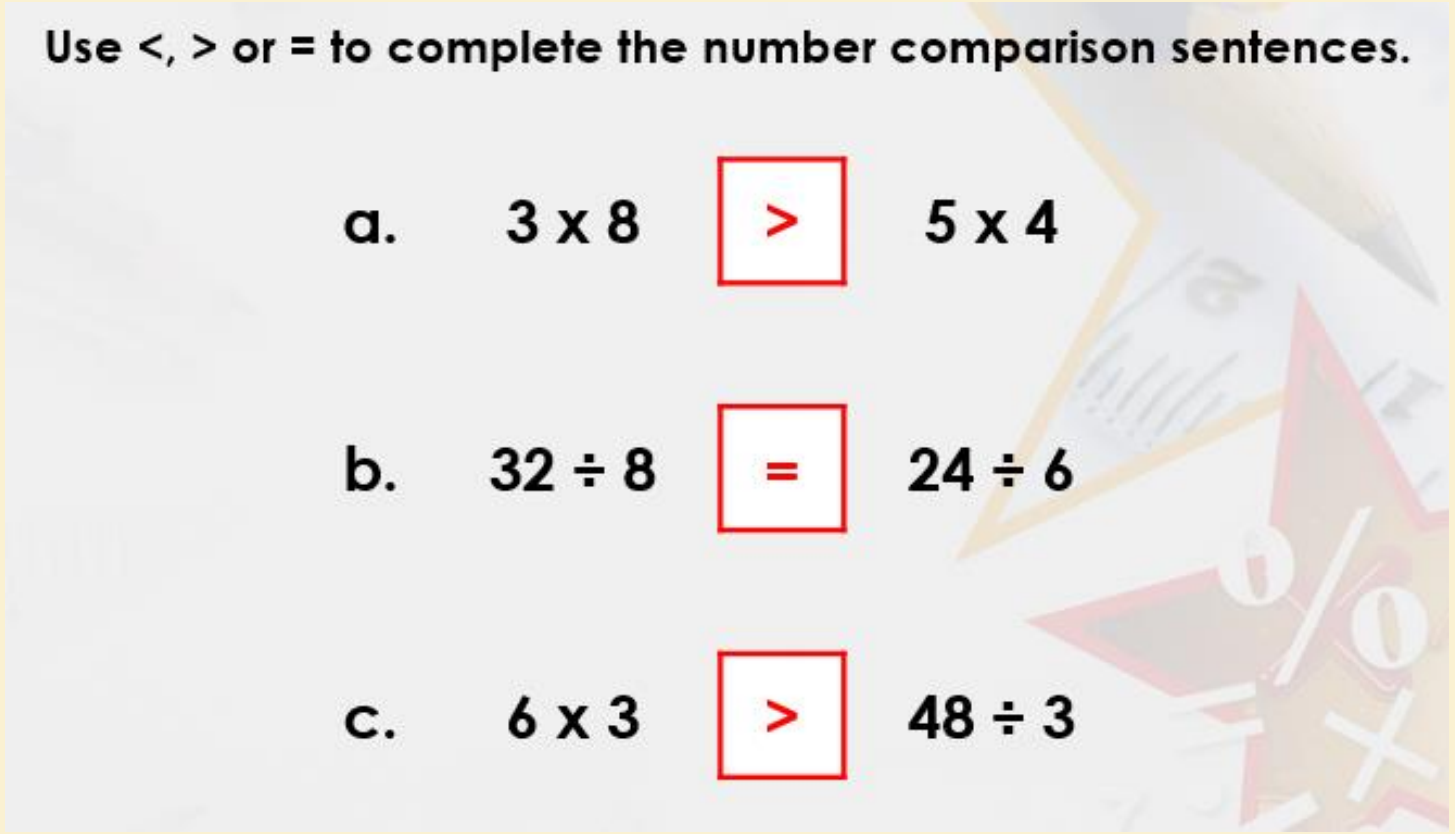


Reflective Doing



Write the calculations in your book and insert the correct symbol to compare.

Reflective Doing - Answers



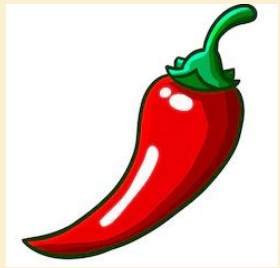
If 6 + 4 = 10,
60 + 40 = 100.
It is 10 times bigger.

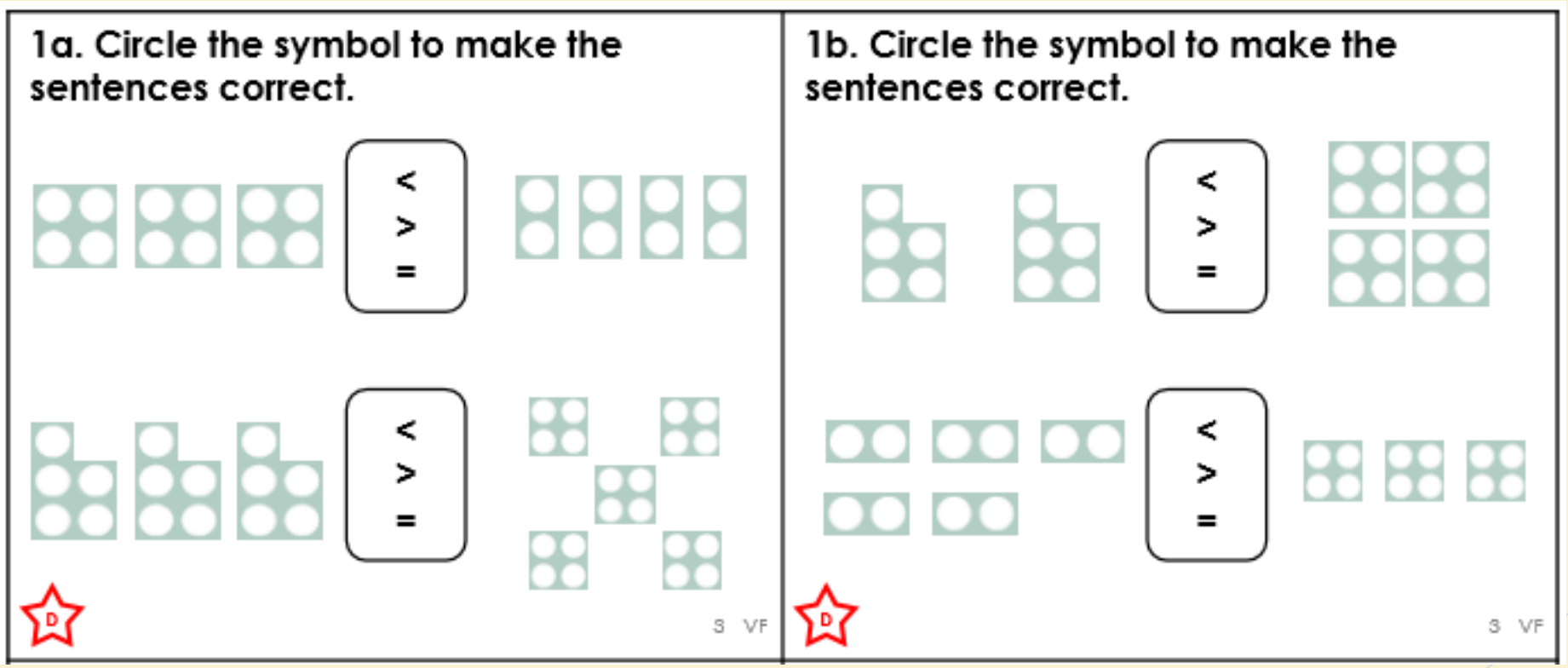
Independent work

The following slides are questions for you to work through independently.

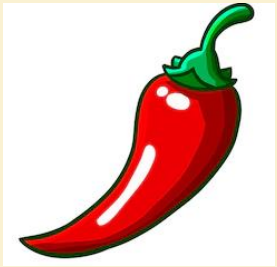
There are 3 sets of work - 1 chili (the easiest), 2 chilies, 3 chilies (the hardest). Choose one set you feel most comfortable with.

Independent work





Independent work

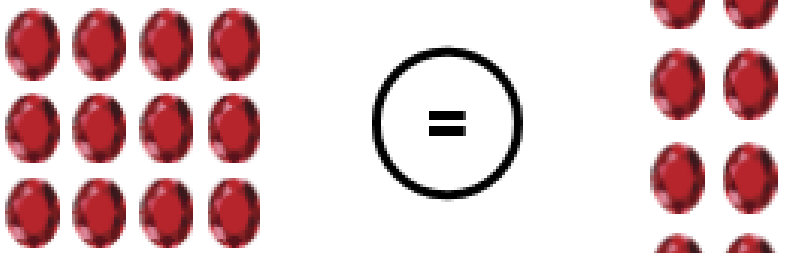


2a. True or false?

D

3 VF

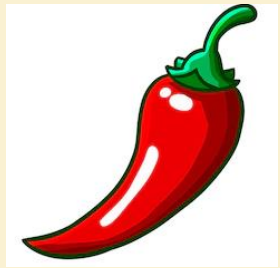
2b. True or false?



D

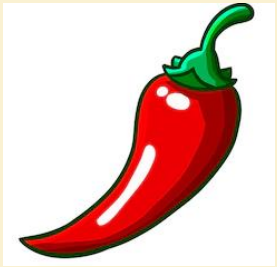
3 VF

Independent work



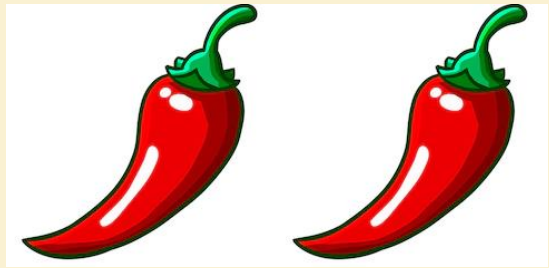
3a. Look at the bar models. Use <, > or = to make the sentence correct.	3b. Look at the bar models. Use <, > or = to make the sentence correct.
3 3 3 3 ◯ 4 4 4 4	5 5 5 ◯ 5 5 5 5
D 3 VF	D 3 VF

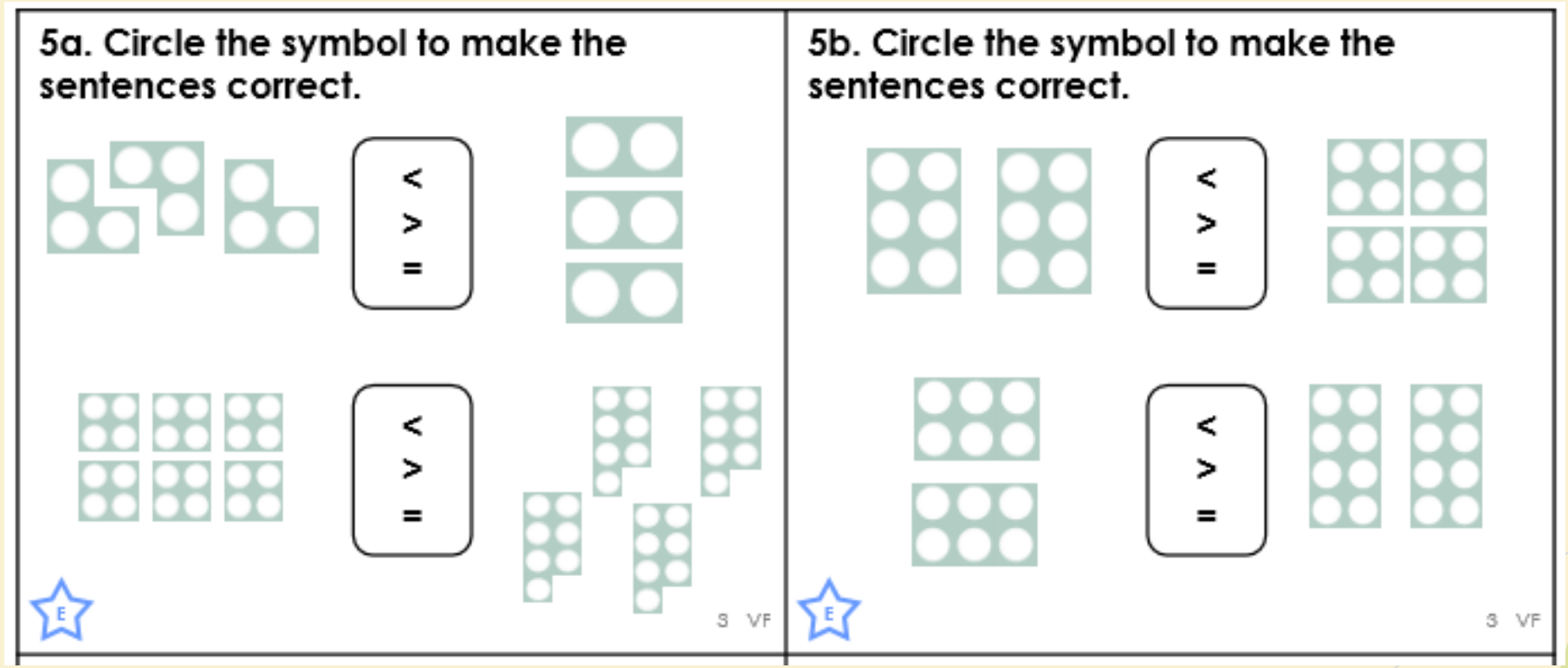
Independent work



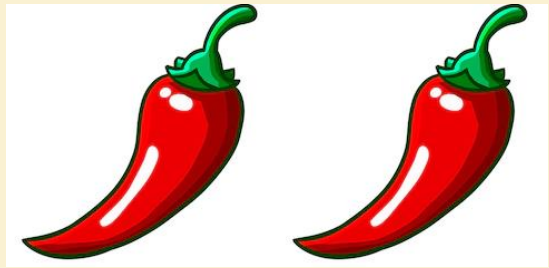
4a. Use <, > or = to complete the number comparison sentences.	4b. Use <, > or = to complete the number comparison sentences.
a. 5 x 2 ☐ 2 x 5	a. 5 x 4 ☐ 4 x 5
b. 4 x 4 ☐ 5 x 3	b. 2 x 3 ☐ 4 x 3
c. 2 x 4 ☐ 3 x 4	c. 5 x 5 ☐ 4 x 6
D S VF	D S VF

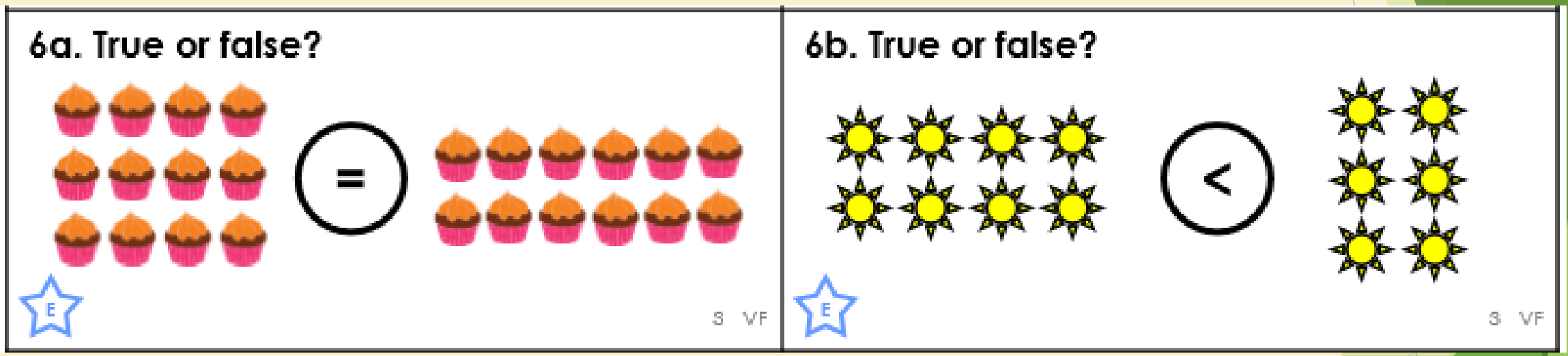
Independent work



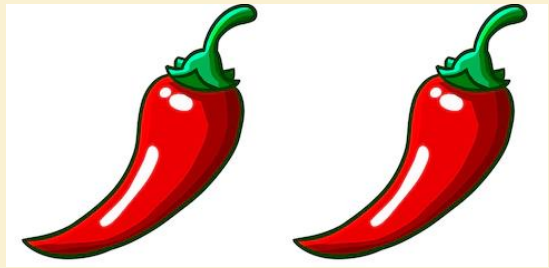


Independent work





Independent work



7a. Look at the bar models. Use <, > or = to make the sentence correct.

4	4	4	4	4	4	○	6	6	6	6

6	6	6	6	○	8	8	8	8

E

3 VF

7b. Look at the bar models. Use <, > or = to make the sentence correct.

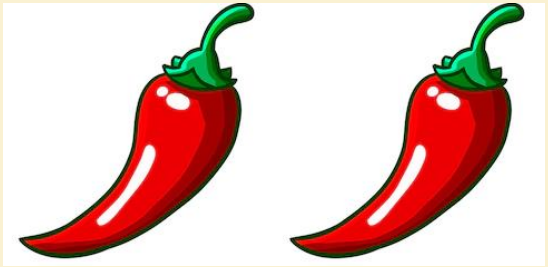
4	4	4	4	4	4	4	○	6	6	6	6

4	4	4	4	○	4	4	4	4	4	4	4	4

E

3 VF

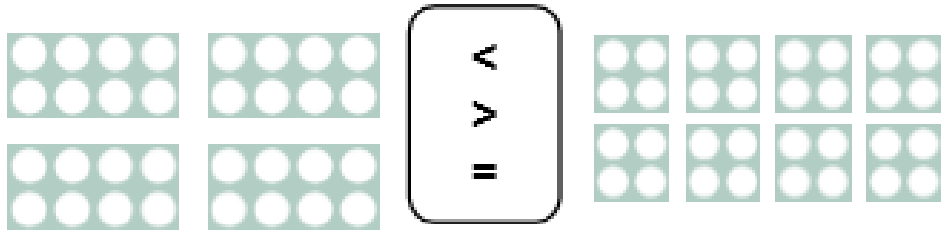
Independent work

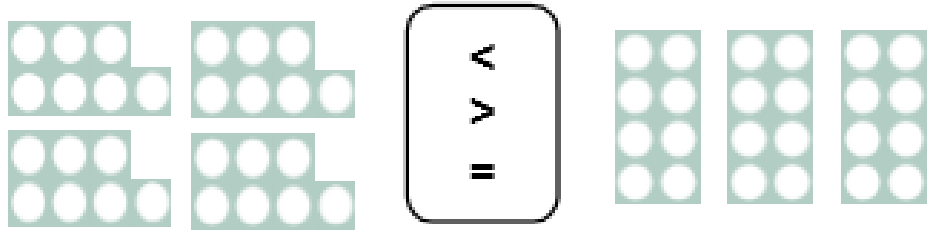


8a. Use <, > or = to complete the number comparison sentences.	8b. Use <, > or = to complete the number comparison sentences.
a. 5 x 8 ☐ 6 x 4	a. 3 x 8 ☐ 7 x 4
b. 32 ÷ 4 ☐ 24 ÷ 4	b. 36 ÷ 4 ☐ 24 ÷ 4
c. 3 x 4 ☐ 24 ÷ 2	c. 3 x 4 ☐ 48 ÷ 6
E 3 VF	E 3 VF

Independent work

9a. Circle the symbol to make the sentences correct.

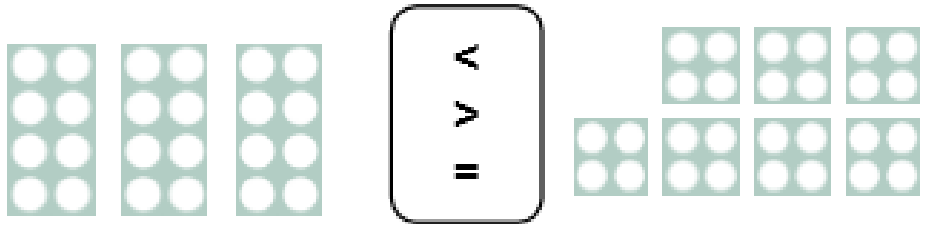


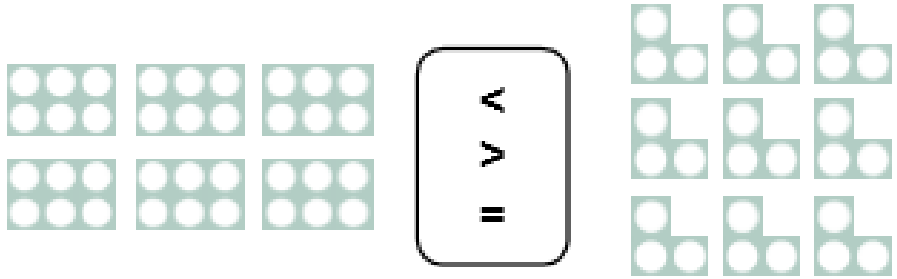


GD

S VF

9b. Circle the symbol to make the sentences correct.



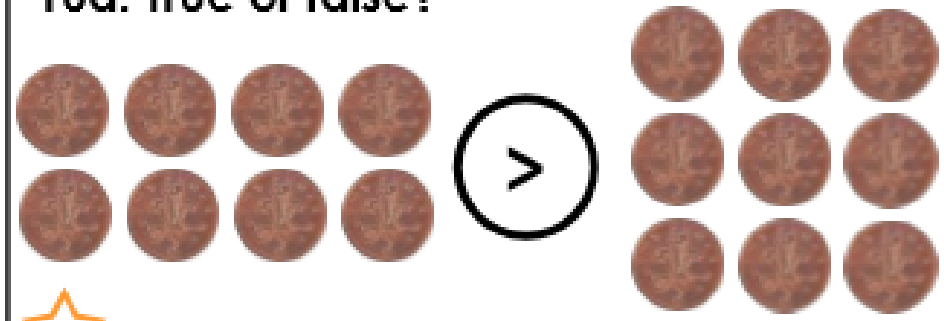


GD

S VF

Independent work

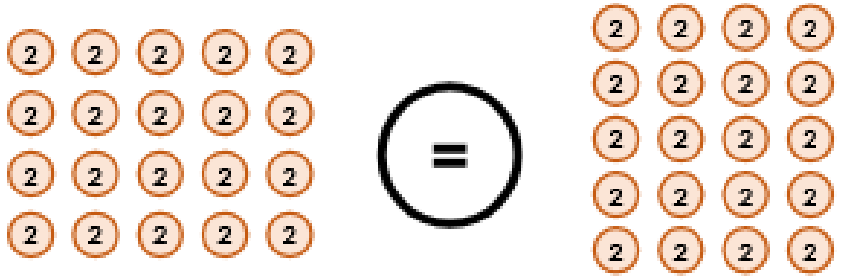
10a. True or false?



GD

3 VF

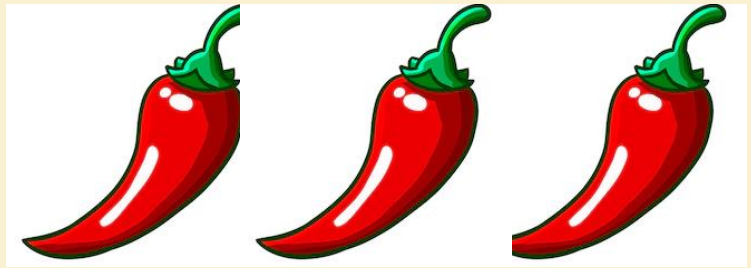
10b. True or false?



GD

3 VF

Independent work



11a. Look at the bar models. Use <, > or = to make the sentence correct.

8	8	8	8	8	8	○	8	8	8	8

7	7	7	7	○	6	6	6	6	6	6

GD

3 VF

11b. Look at the bar models. Use <, > or = to make the sentence correct.

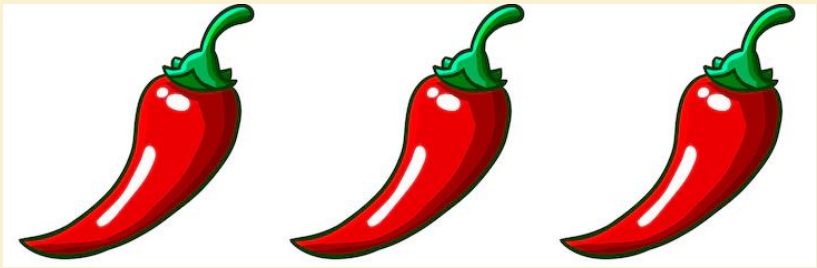
8	8	○	4	4	4	4

4	4	4	4	4	4	4	4	○	7	7	7	7	7	7

GD

3 VF

Independent work



12a. Use <, > or = to complete the number comparison sentences.

a. 3 x 6 ☐ 8 x 2

b. 28 ÷ 4 ☐ 16 ÷ 4

c. 8 x 4 ☐ 6 x 6

d. 48 ÷ 6 ☐ 16 ÷ 2

GD

3 VF

12b. Use <, > or = to complete the number comparison sentences.

a. 30 ÷ 6 ☐ 8 x 2

b. 6 x 7 ☐ 8 x 4

c. 36 ÷ 6 ☐ 48 ÷ 8

d. 4 x 4 ☐ 36 ÷ 4

GD

3 VF

Answers

Developing
1a. >, <
2a. False; 6 < 8
3a. <
4a. = , >, <

Expected
5a. >, <
6a. True
7a. =, <
8a. >, >, =

Greater Depth
9a. =, >
10a. False; 16 < 18
11a. >, <
12a. >, >, <, =

Developing
1b. <, <
2b. False; 12 > 8
3b. <
4b. =, <, >

Expected
5b. <, <
6b. False; 8 > 6
7b. >, <
8b. <, <, >

Greater Depth
9b. <, >
10b. True
11b. =, <
12b. <, >, =, >

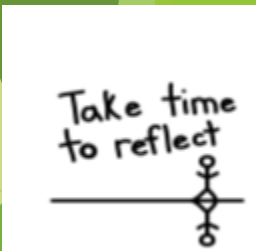
Reflection Time

Mark has some colouring pencils.

When he puts them into 3 pencil pots he has none left over.

He has fewer than 19 pencils in total.

How many pencils could be in each pot?



Reflection Time - Answers

Mark has some colouring pencils.

When he puts them into 3 pencil pots he has none left over.

He has fewer than 19 pencils in total.

How many pencils could be in each pot?

Possible answer:

5 pencils in each pot

The answer will be a multiple of 3 (in the 3x table) but less than 19.