

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



The image shows three arrays of dots on a light blue background. The first array consists of 14 green dots arranged in 2 rows and 7 columns. The second array consists of 32 yellow dots arranged in 4 rows and 8 columns. The third array consists of 15 blue dots arranged in 5 rows and 3 columns.

2×7 4×8 5×3

Draw the array and write the calculations in your book.

Starter - answer



$$4 \times 8 = 32$$



$$2 \times 7 = 14$$



$$5 \times 3 = 15$$

Descriptive Teaching

Circle the symbol to make the sentences correct.

Three blocks with 3 dots each < > =

Four blocks with 2 dots each < > =

Two blocks with 6 dots each

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

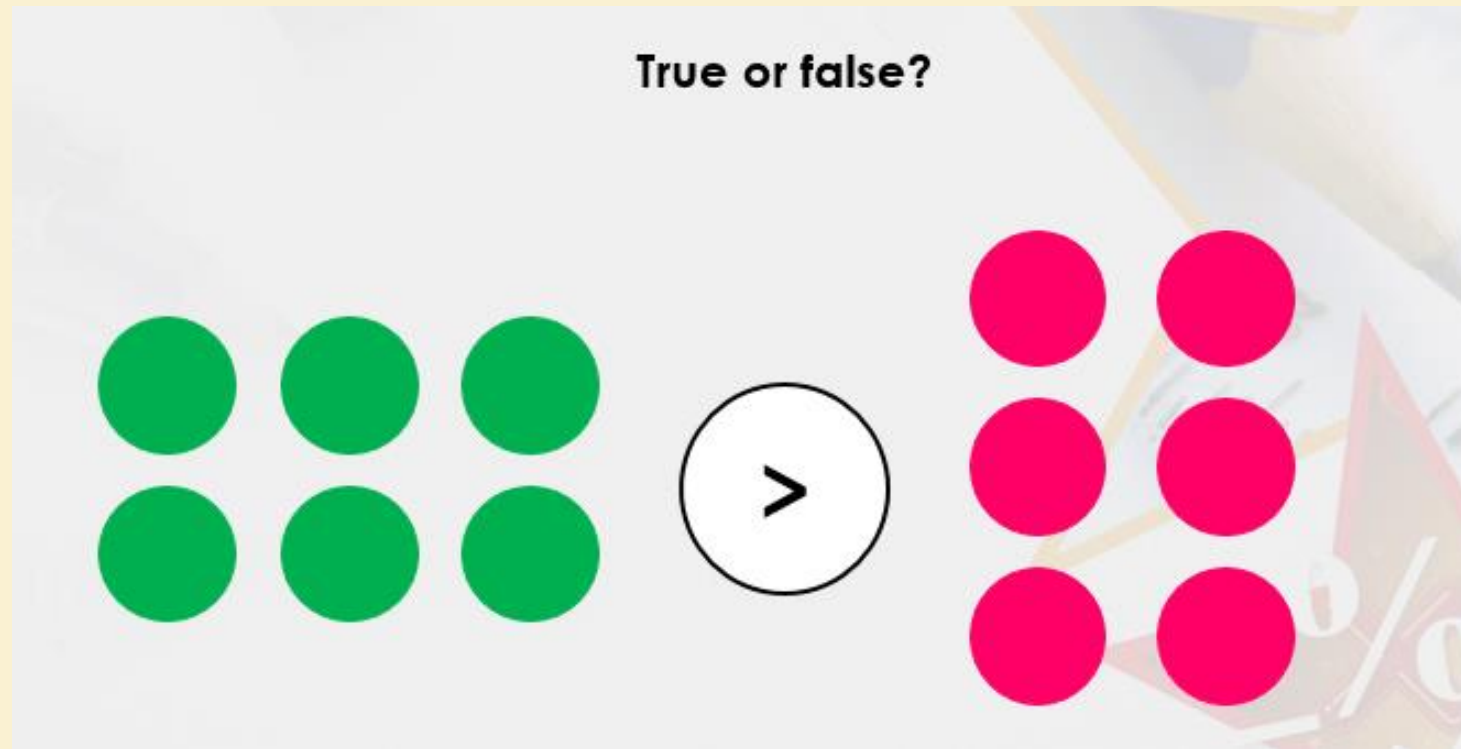
Descriptive Teaching - Answer

Circle the symbol to make the sentences correct.

Top row: Three identical L-shaped blocks (3 dots in a column, 2 dots in a row) followed by a box containing three symbols: $<$, $>$ (circled in red), and $=$. To the right are two identical F-shaped blocks (2 dots in a column, 3 dots in a row).

Bottom row: Four identical L-shaped blocks (2 dots in a column, 2 dots in a row) followed by a box containing three symbols: $<$, $>$, and $=$ (circled in red). To the right are two identical 2x2 square blocks (2 dots in a column, 2 dots in a row).

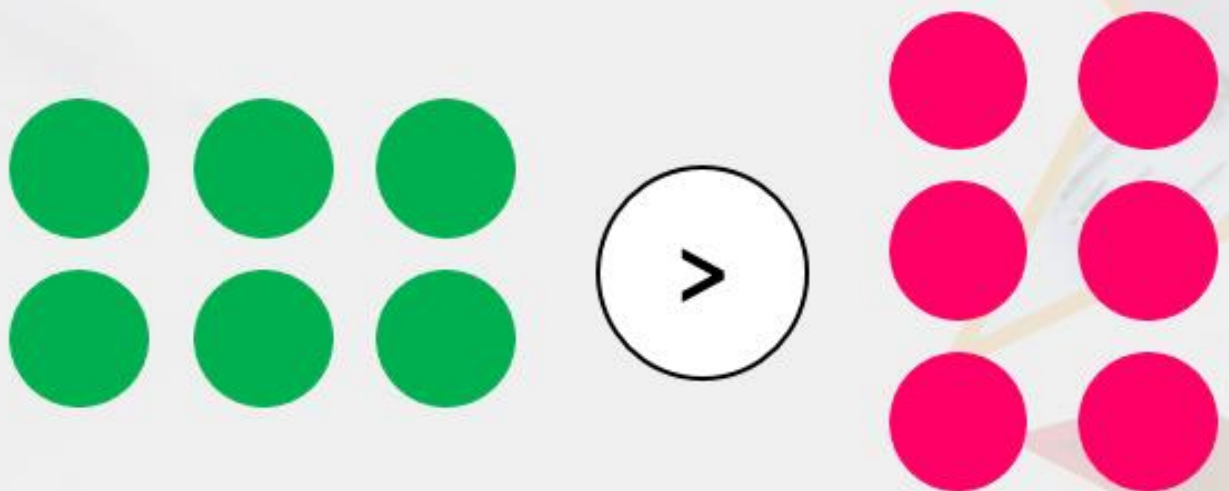
Descriptive Doing



What calculations do the arrays represent?

Descriptive Doing - Answer

True or false?



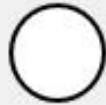
False; both arrays show 6.

Reflective Teaching

Look at the bar models.

Use $<$, $>$ or $=$ to make the sentence correct.

4444444



5555555

3333333



4444

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

Reflective Teaching - Answers

Look at the bar models.

Use $<$, $>$ or $=$ to make the sentence correct.

44444444

$<$

55555555

33333333

$>$

4444

Reflective Doing

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

a. 3×8 5×4

b. $32 \div 8$ $24 \div 6$

c. 6×3 $48 \div 3$

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

Reflective Doing - Answers

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

a. 3×8 $>$ 5×4

b. $32 \div 8$ $=$ $24 \div 6$

c. 6×3 $>$ $48 \div 3$

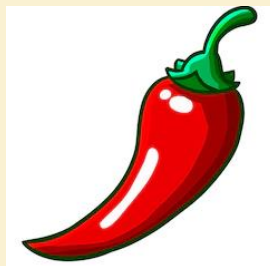
If $6 + 4 = 10$,
 $60 + 40 = 100$.
It is 10 times
bigger.

Independent work

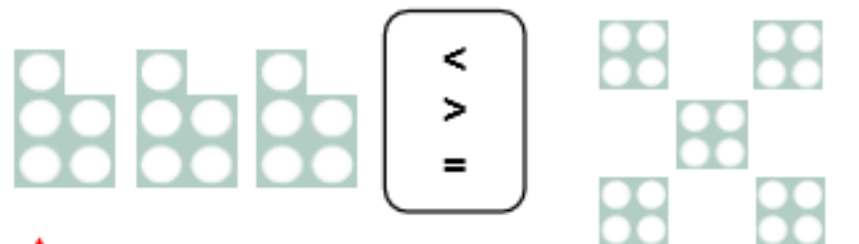
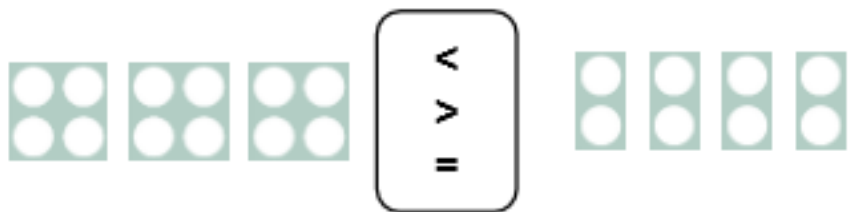
The following slides are questions for you to work through independently.

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

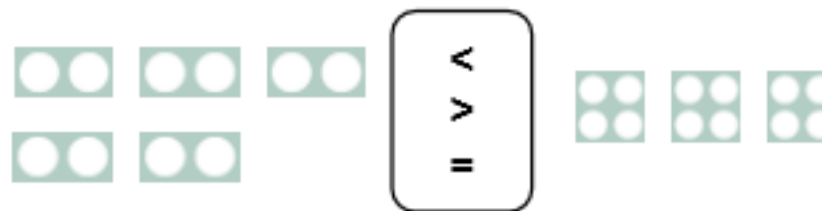


1a. Circle the symbol to make the sentences correct.



3 VF

1b. Circle the symbol to make the sentences correct.

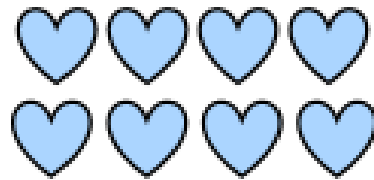
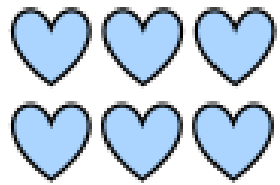


3 VF

Independent work

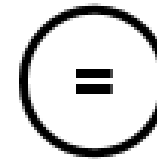
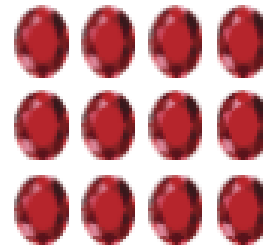


2a. True or false?



S VF

2b. True or false?



S VF

Independent work



3a. Look at the bar models. Use $<$, $>$ or $=$ to make the sentence correct.



S VF

3b. Look at the bar models. Use $<$, $>$ or $=$ to make the sentence correct.



S VF

Independent work



4a. Use $<$, $>$ or $=$ to complete the number comparison sentences.

a. 5×2 2×5

b. 4×4 5×3

c. 2×4 3×4



S VF

4b. Use $<$, $>$ or $=$ to complete the number comparison sentences.

a. 5×4 4×5

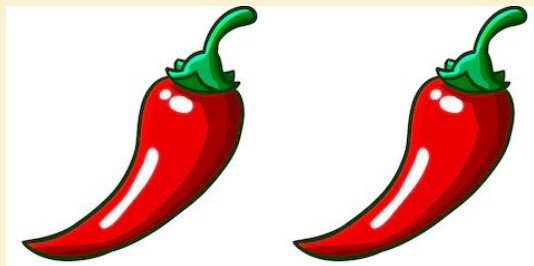
b. 2×3 4×3

c. 5×5 4×6


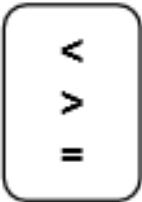




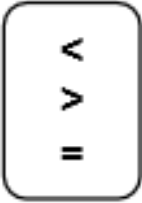

S VF


Independent work




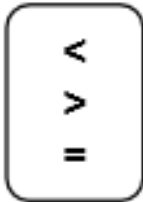

5a. Circle the symbol to make the sentences correct.


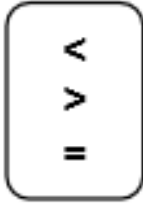

  


  

 3 VF

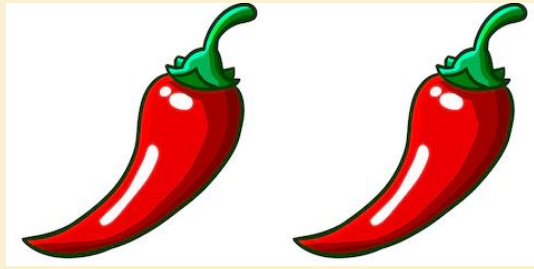
5b. Circle the symbol to make the sentences correct.

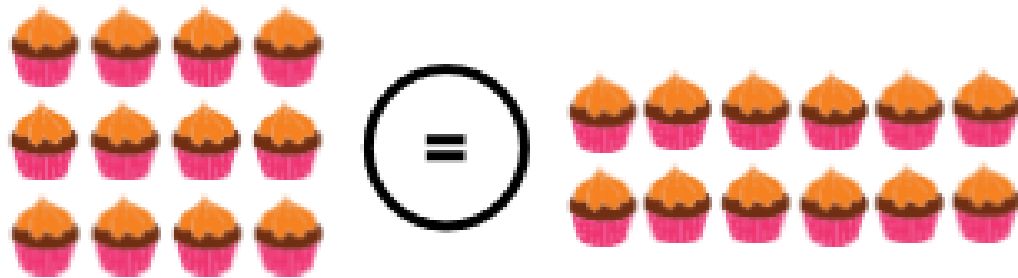
  

 3 VF

Independent work

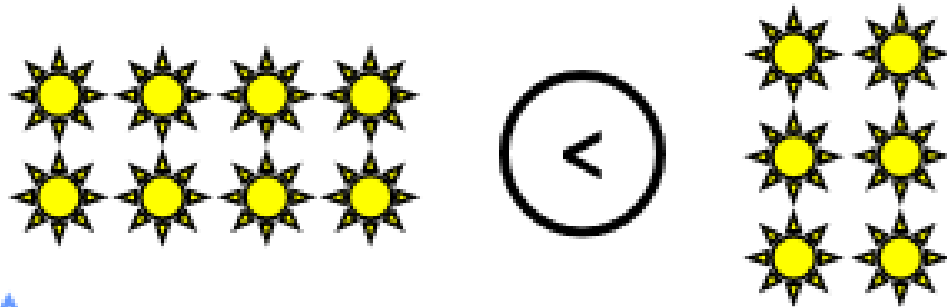


6a. True or false?



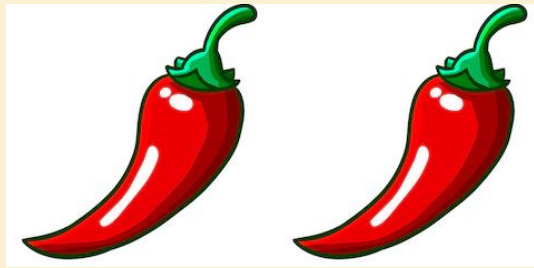
S VF

6b. True or false?



S VF

Independent work



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



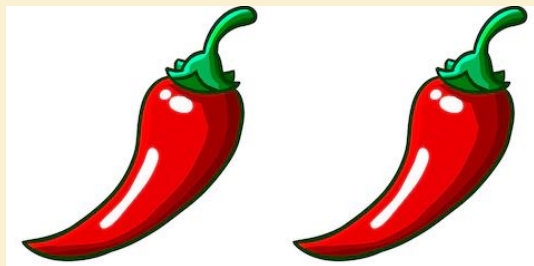
3 VF

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



3 VF

Independent work



8a. Use $<$, $>$ or $=$ to complete the number comparison sentences.

a. 5×8 6×4

b. $32 \div 4$ $24 \div 4$

c. 3×4 $24 \div 2$



S VF



8b. Use $<$, $>$ or $=$ to complete the number comparison sentences.

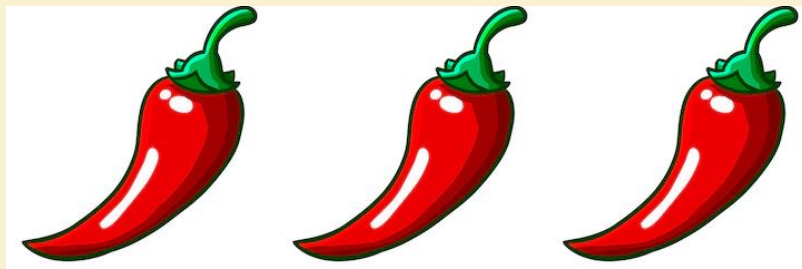
a. 3×8 7×4

b. $36 \div 4$ $24 \div 2$

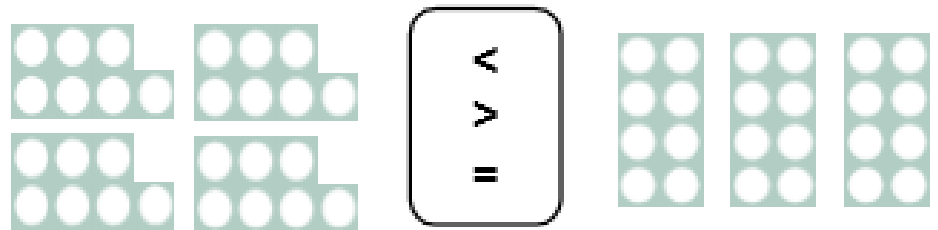
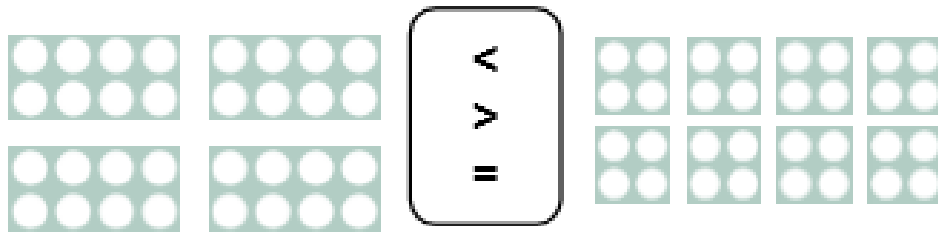
c. 3×4 $48 \div 6$

S VF

Independent work

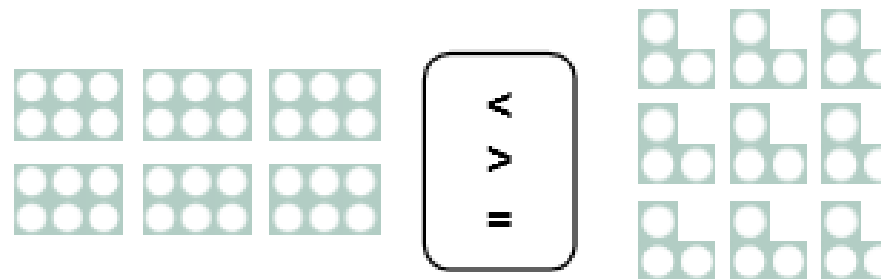
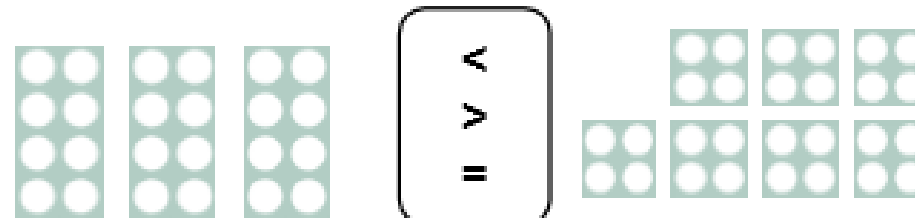


9a. Circle the symbol to make the sentences correct.



3 VF

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

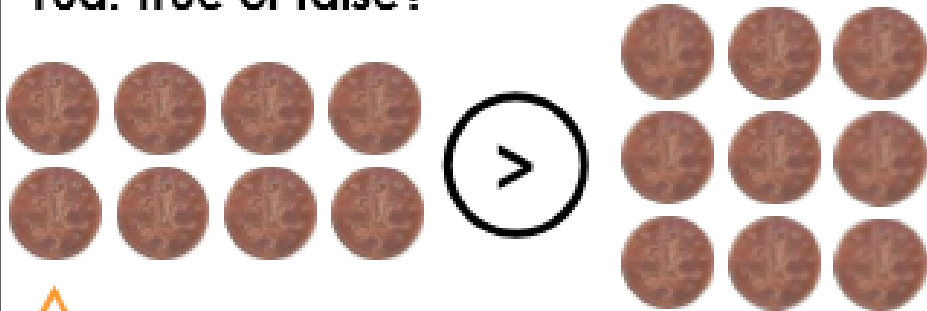


3 VF

Independent work

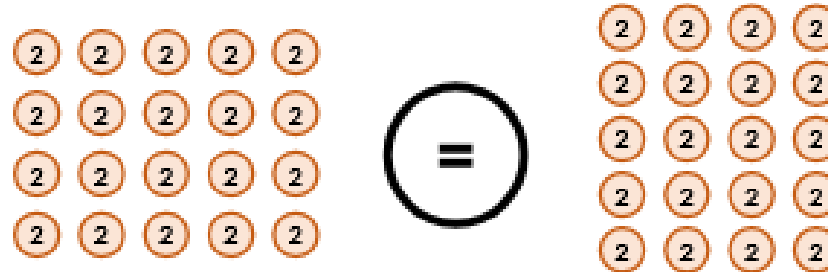


10a. True or false?



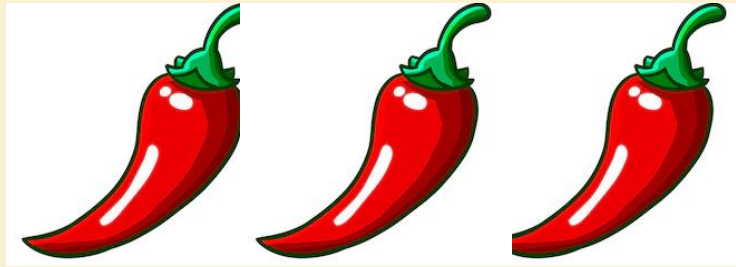
3 VF

10b. True or false?



3 VF

Independent work



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



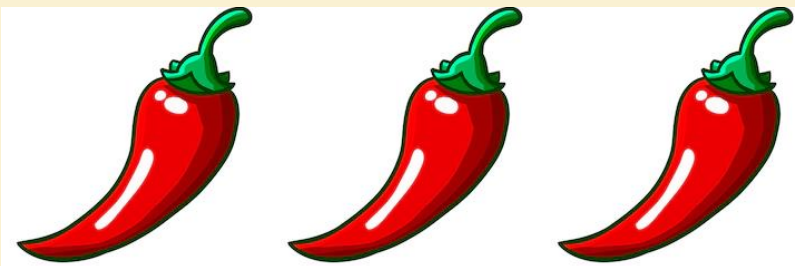
3 VF

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



3 VF

Independent work



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

a. 3×6 8×2

b. $28 \div 4$ $16 \div 4$

c. 8×4 6×6

d. $48 \div 6$ $16 \div 2$



S VF

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

a. $30 \div 6$ 8×2

b. 6×7 8×4

c. $36 \div 6$ $48 \div 8$

d. 4×4 $36 \div 4$



S 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.

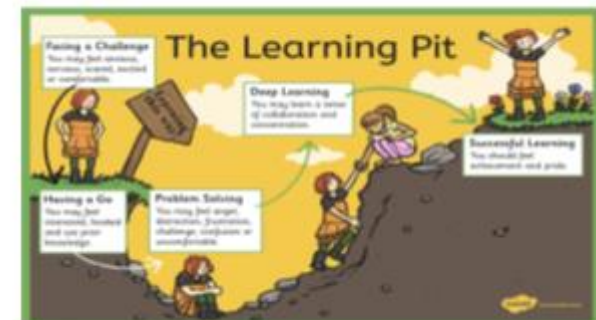
When he puts them into 3 pencil pots he has none left over.



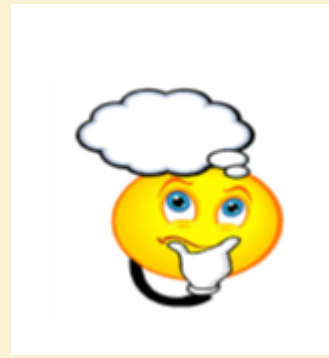
He has fewer than 19 pencils in total.

How many pencils could be in each pot?

Take time
to reflect



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.

Take time
to reflect

