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 place value

10.6.20

10.6.20

LO: I can count in multiples of 50s

# Starter

Highlight the multiples of 5.

| | | | | |
|---|---|---|---|---|
| 25 | 44 | 23 | 55 | 40 |
| 21 | 36 | 5 | 32 | 18 |
| 35 | 13 | 37 | 51 | 52 |
| 9 | 54 | 60 | 30 | 11 |
| 66 | 10 | 14 | 59 | 50 |
| 47 | 58 | 45 | 12 | 72 |
| 20 | 34 | 66 | 61 | 15 |

How do you know that the number is a multiple of 5? Tell an adult.

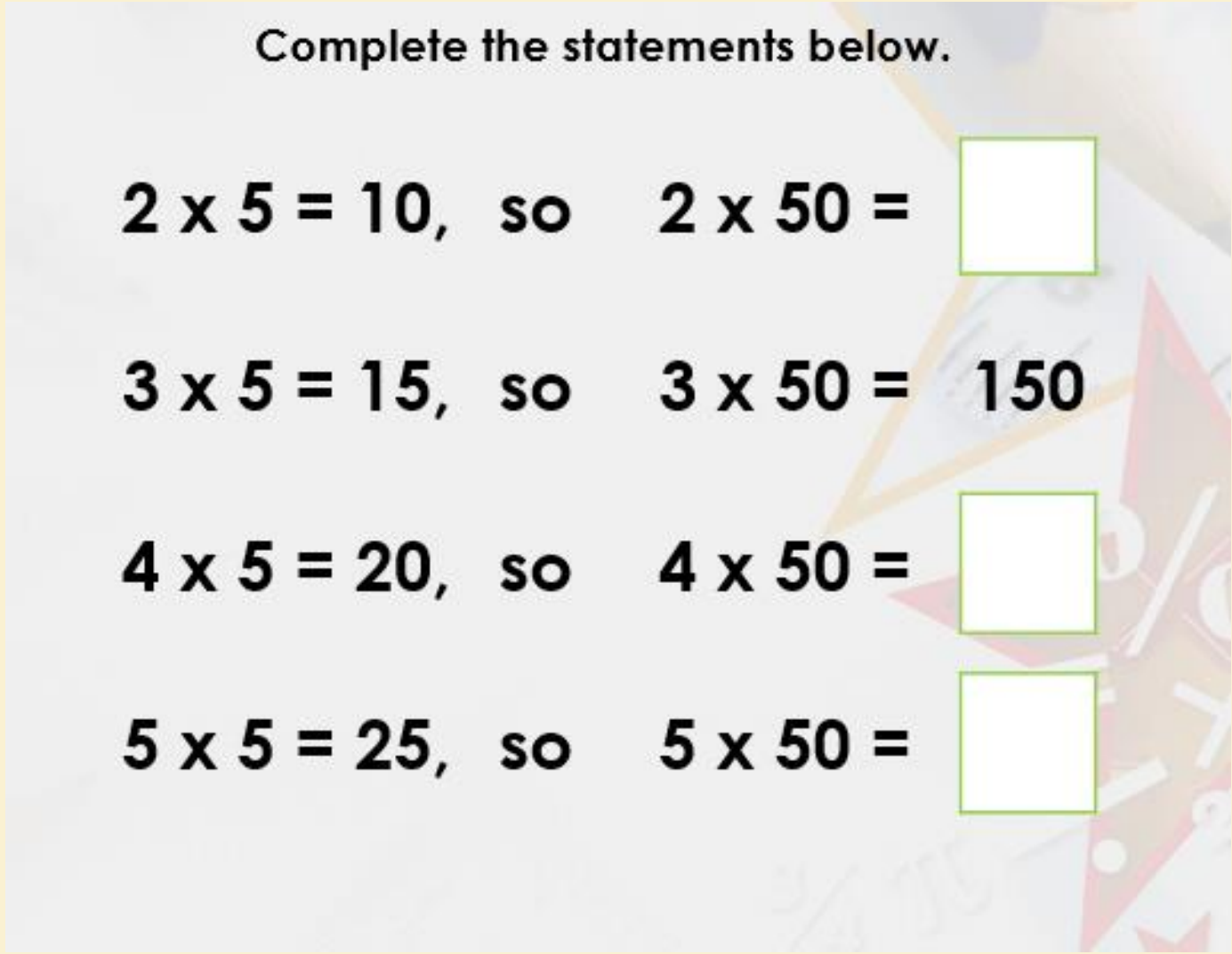
# Starter - answer

Highlight the multiples of 5.

| | | | | |
|---|---|---|---|---|
| **25** | 44 | 23 | **55** | **40** |
| 21 | 36 | **5** | 32 | 18 |
| **35** | 13 | 37 | 51 | 52 |
| 9 | 54 | **60** | **30** | 11 |
| 66 | **10** | 14 | 59 | **50** |
| 47 | 58 | **45** | 12 | 72 |
| **20** | 34 | 66 | 61 | **15** |

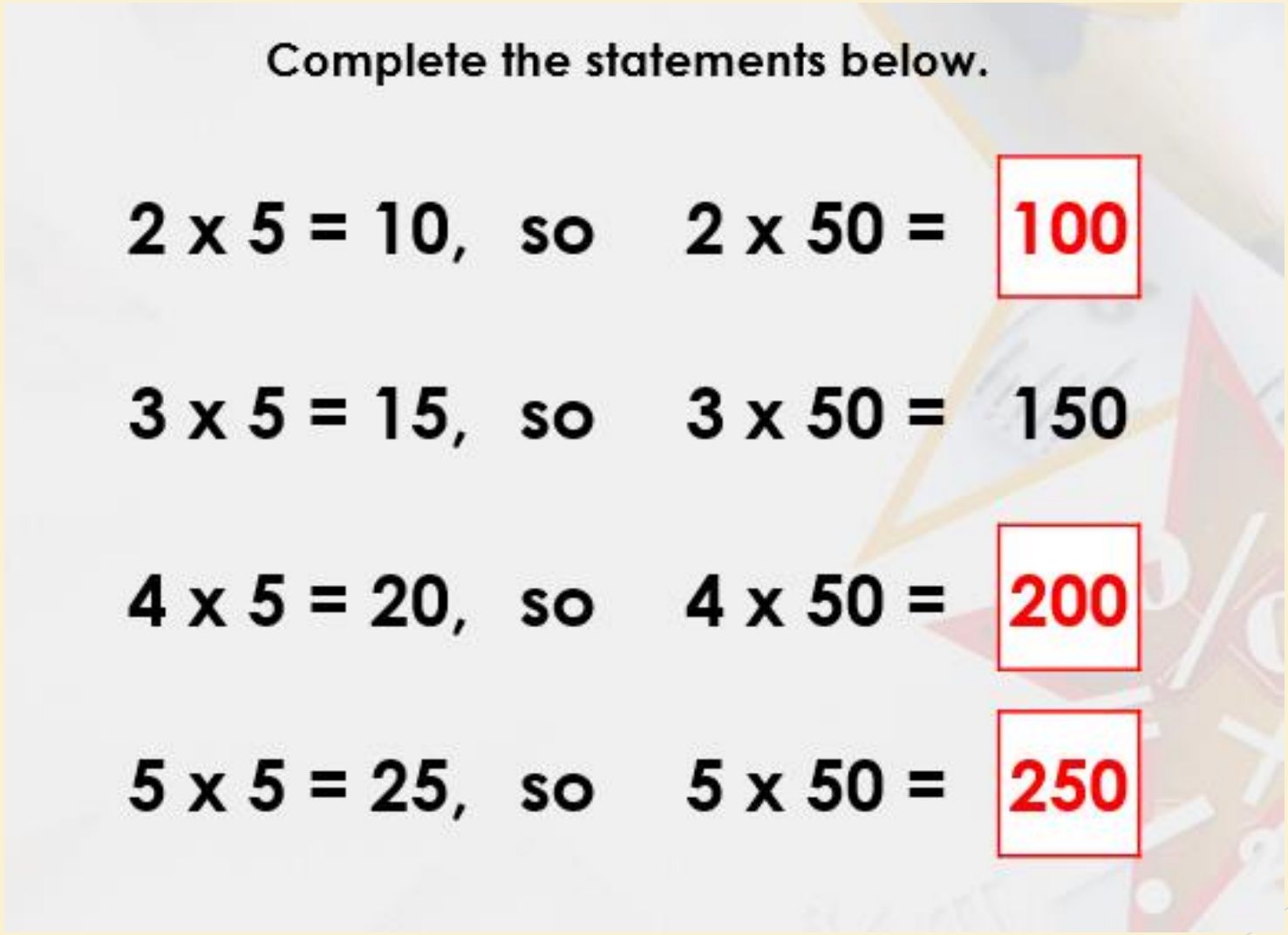
You know it's a multiple of 5 because it ends in a 0 or a 5.

# Descriptive Teaching



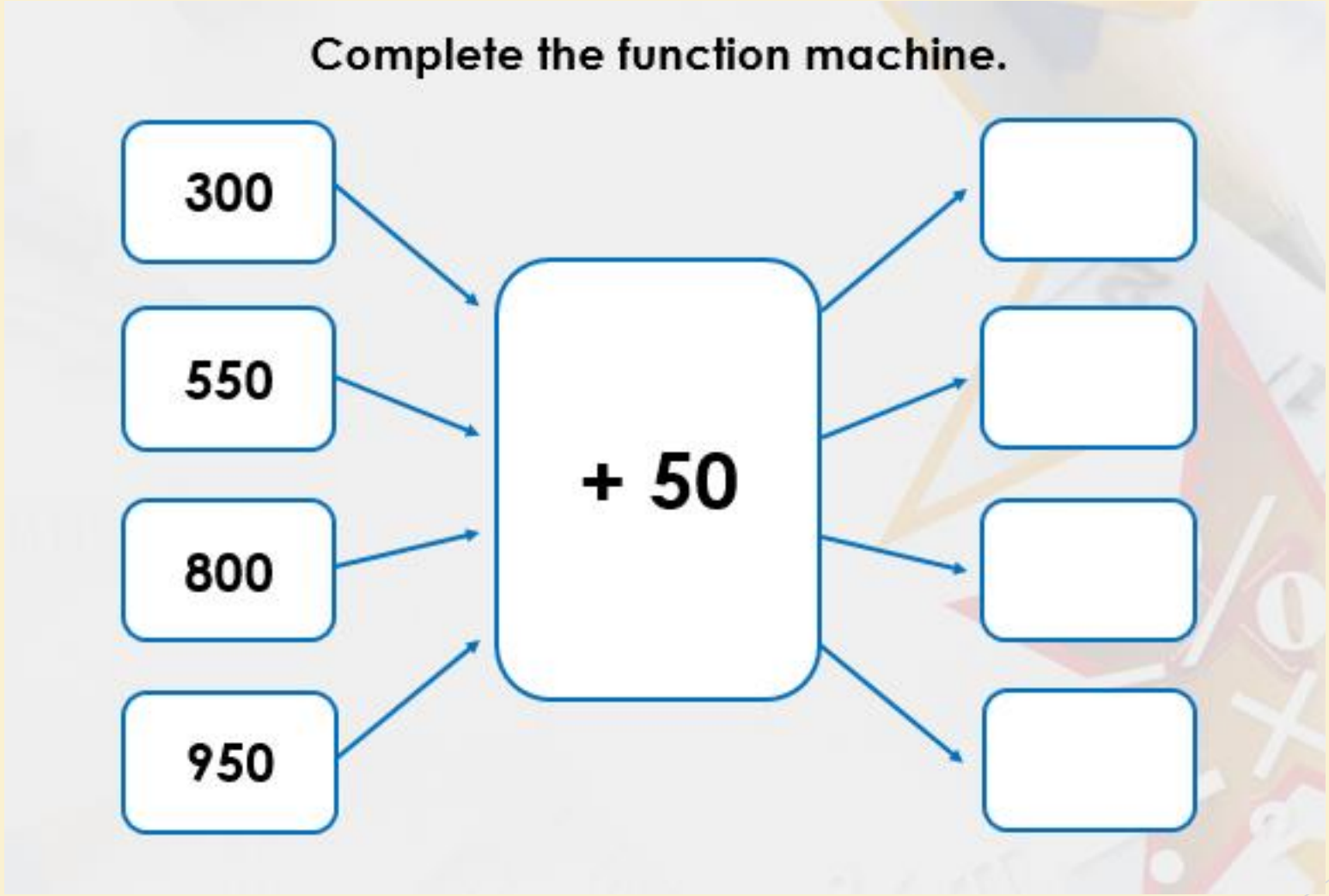

If you know what 2x5 is, can you work out what 2x50 would be?

# Descriptive Teaching - Answer




50 is 10 times bigger than 5, therefore the answer is also 10 times bigger than 10.

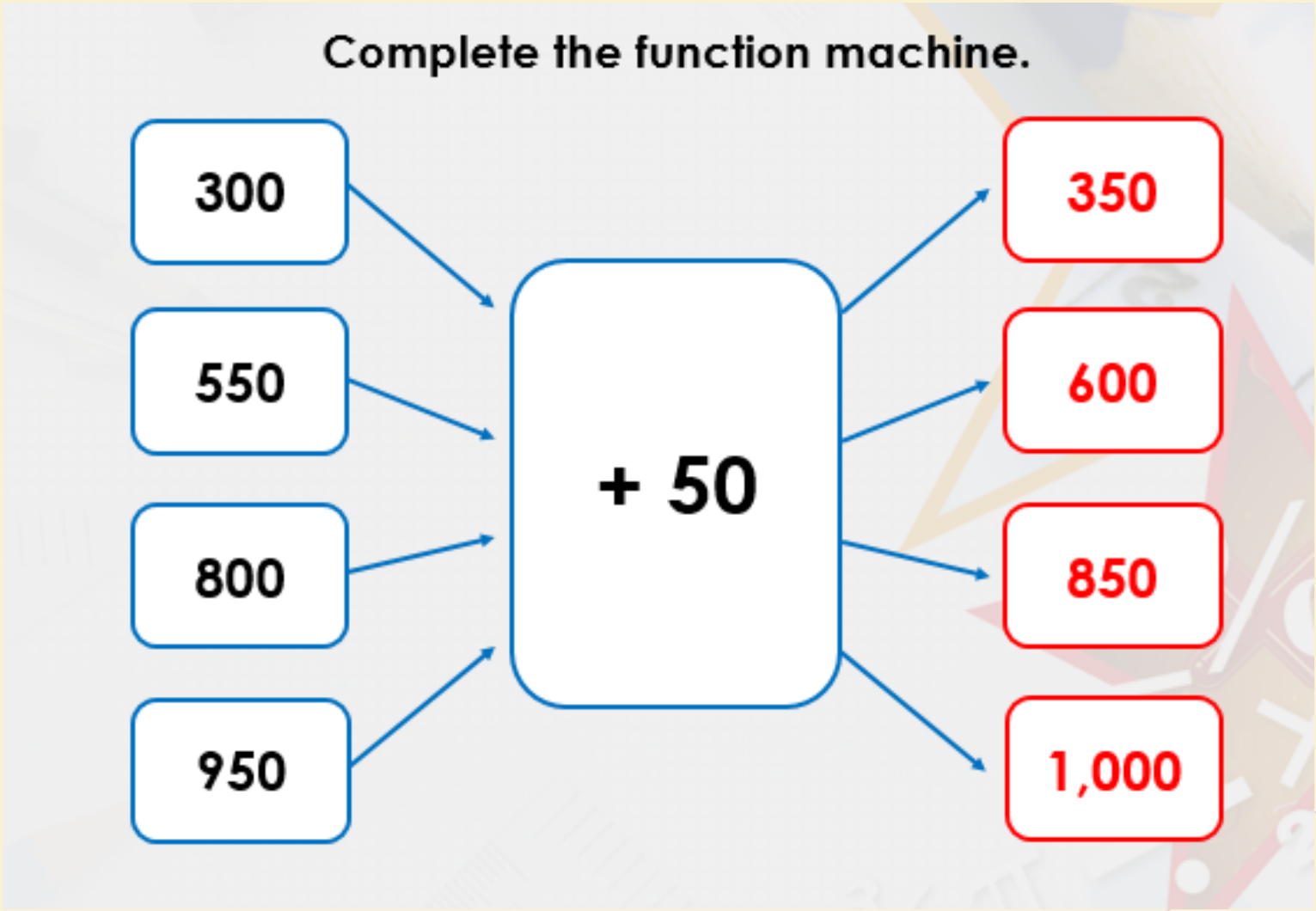
# Descriptive Doing




Write the answers in your book.

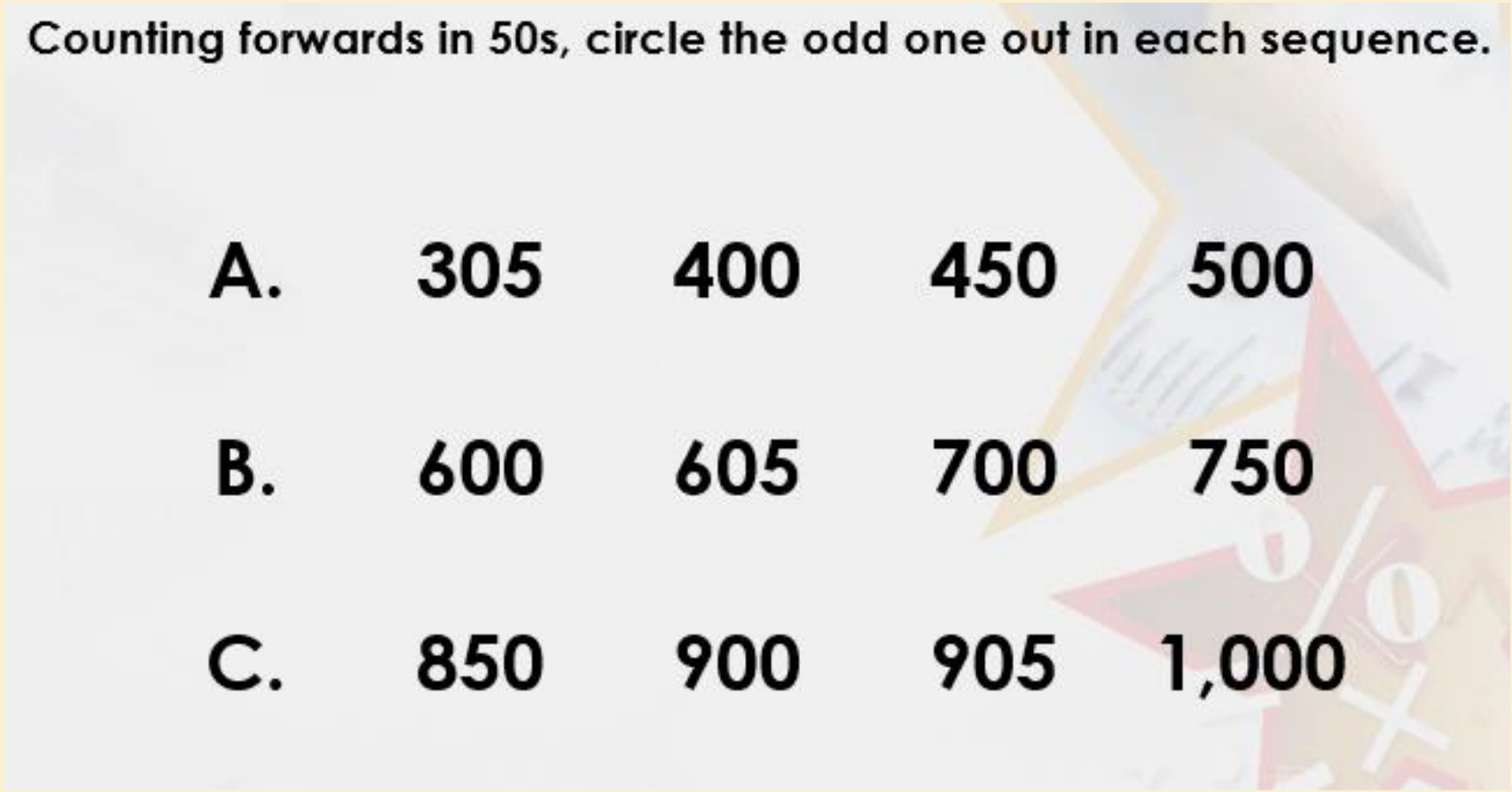
300 + 50 =
550 + 50 = etc…

# Descriptive Doing - Answer

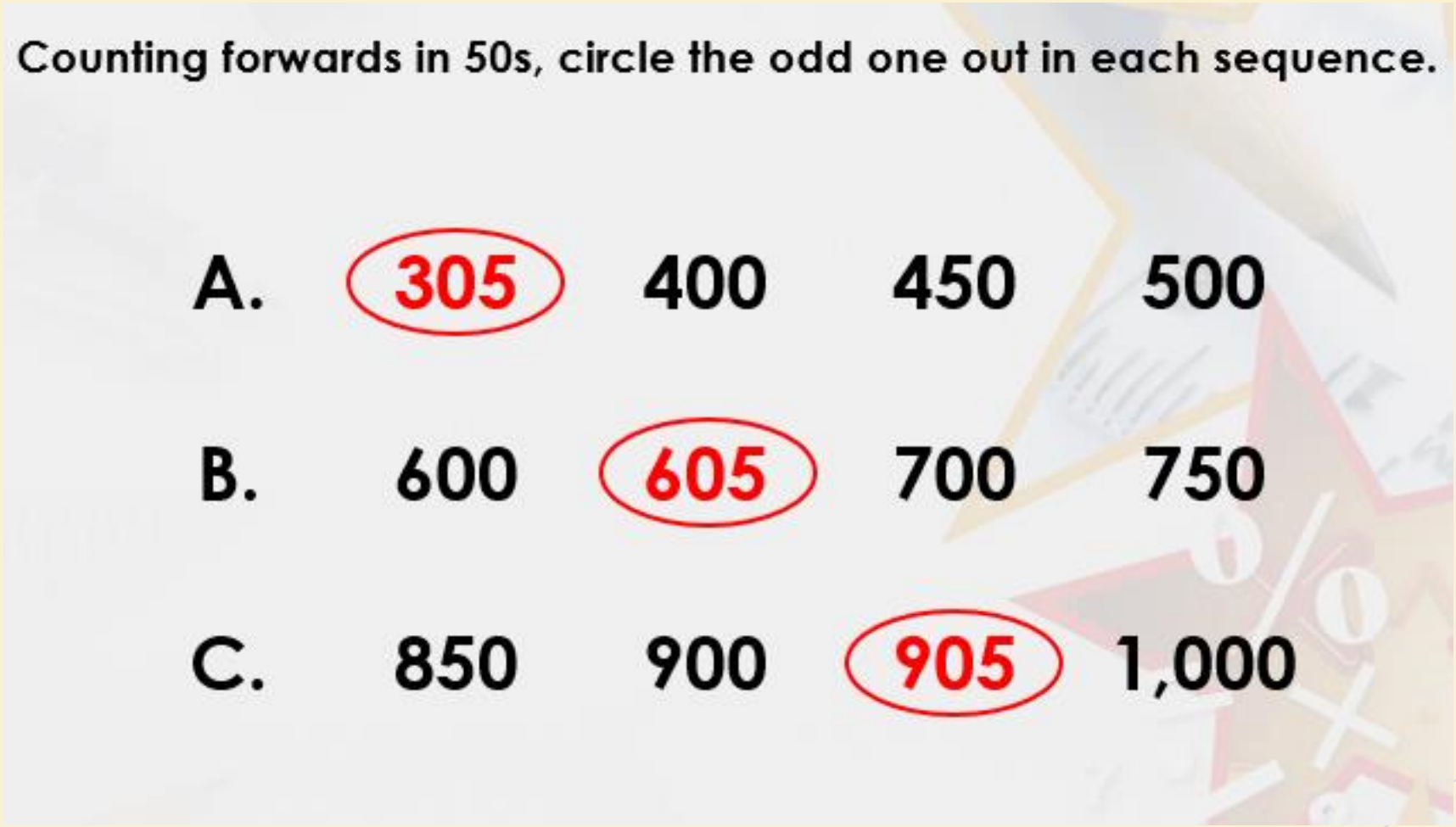


# Reflective Teaching

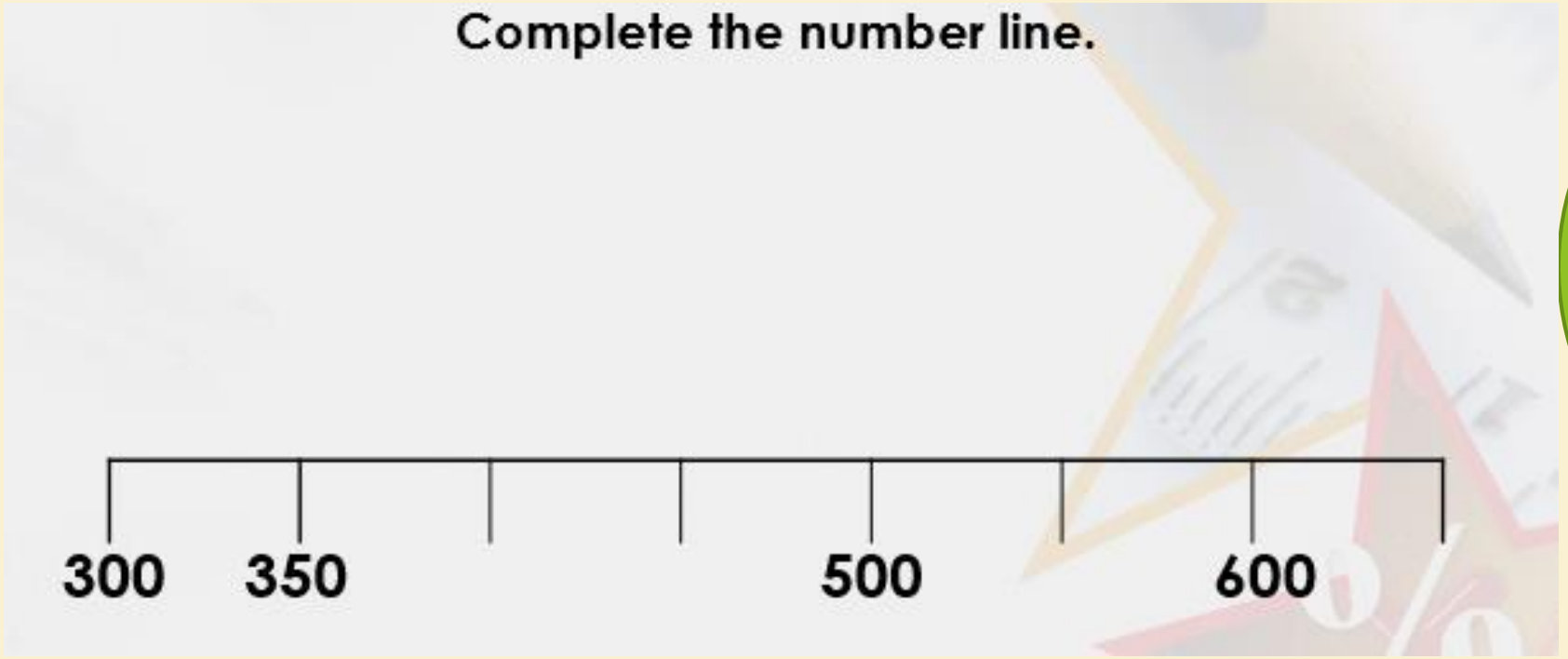
Write the sequence in your book, circling the numbers that are the odd ones out.



# Reflective Teaching - Answers

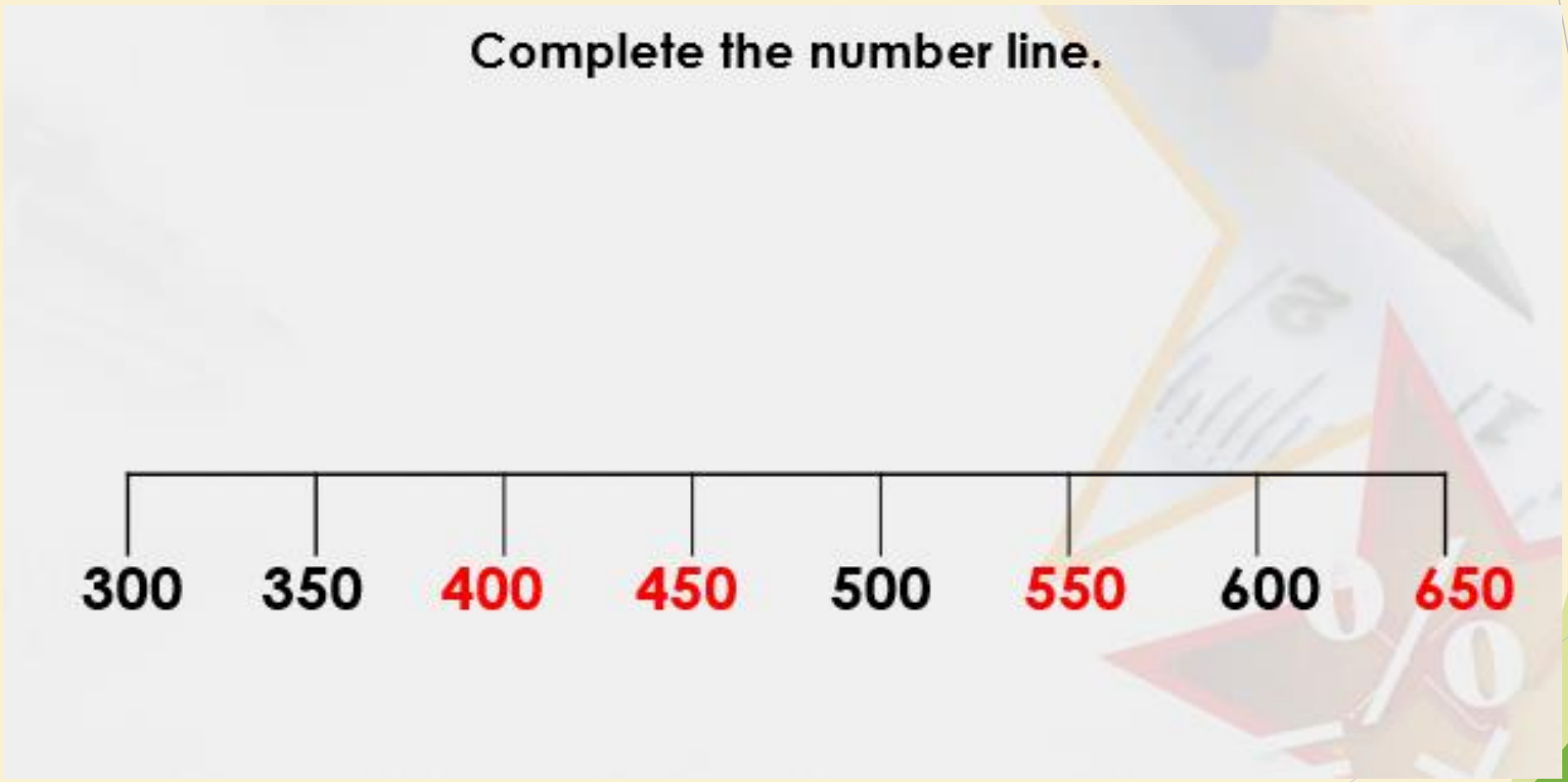


# Reflective Doing




Draw the number line in your book.

# Reflective Doing - Answers

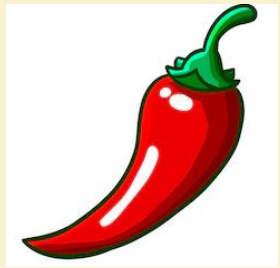


# Independent work

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. Complete the statements below.**

1 x 5 = 5, so 1 x 50 = ☐

2 x 5 = 10, so 2 x 50 = 100

3 x 5 = 15, so 3 x 50 = ☐

| 5 | 10 | 15 | 20 | 25 | 30 |
|---|---|---|---|---|---|

D

3 VF

**1b. Complete the statements below.**

3 x 5 = 15, so 3 x 50 = ☐

4 x 5 = 20, so 4 x 50 = 200

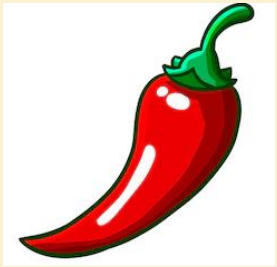
5 x 5 = 25, so 5 x 50 = ☐

| 5 | 10 | 15 | 20 | 25 | 30 |
|---|---|---|---|---|---|

D

3 VF

# Independent work



**2a. Complete the number line.**


D

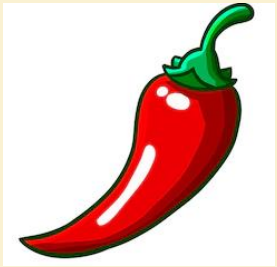
S VF

**2b. Complete the number line.**

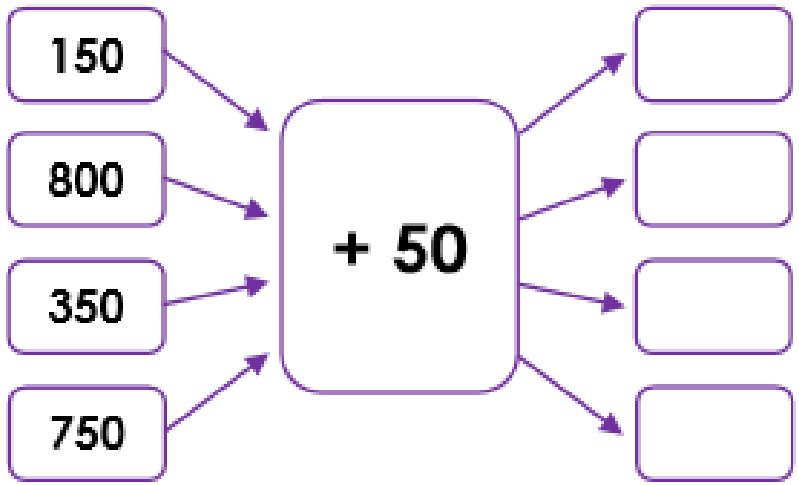

D

S VF

# Independent work



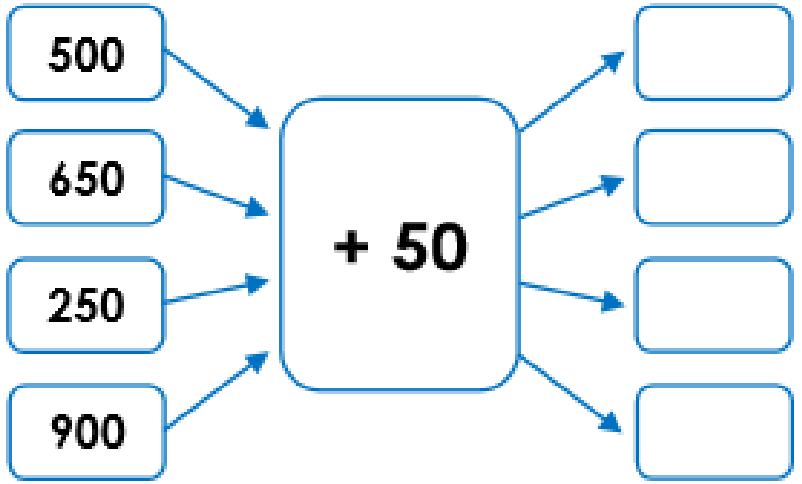
**3a. Complete the function machine.**




D

3 VF

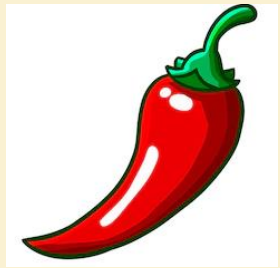
**3b. Complete the function machine.**




D

3 VF

# Independent work



**4a. Counting forwards in 50s, circle the odd one out in each sequence.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 |

A. 50 105 150 200

B. 650 710 750 800

C. 350 400 405 500

D

3 VF

**4b. Counting forwards in 50s, circle the odd one out in each sequence.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 |

A. 350 400 405 500

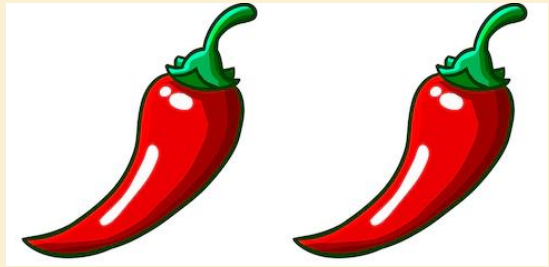
B. 250 310 350 400

C. 750 800 850 905

D

3 VF

# Independent work



**5a. Complete the statements below.**

4 x 5 = 20, so 4 x 50 = ☐

5 x 5 = 25, so 5 x 50 = 250

6 x 5 = 30, so 6 x 50 = ☐

7 x 5 = 35, so 7 x 50 = ☐

E

3 VF

**5b. Complete the statements below.**

6 x 5 = 30, so 6 x 50 = ☐

7 x 5 = 35, so 7 x 50 = 350

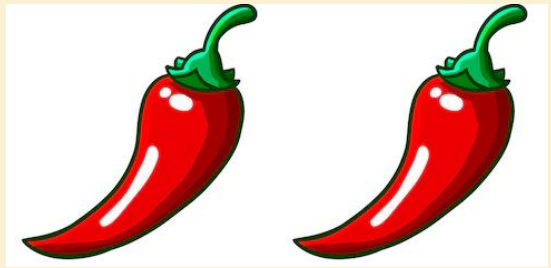
8 x 5 = 40, so 8 x 50 = ☐

9 x 5 = 45, so 9 x 50 = ☐

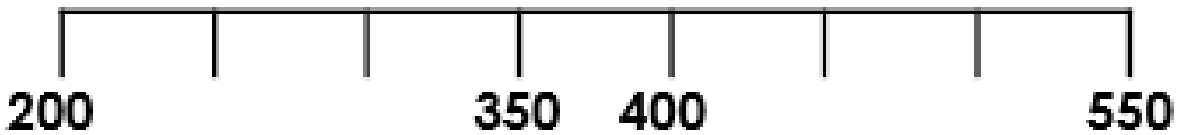
E

3 VF

# Independent work



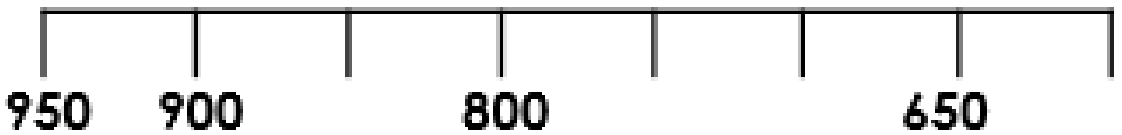
**6a. Complete the number line.**




E

3 VF

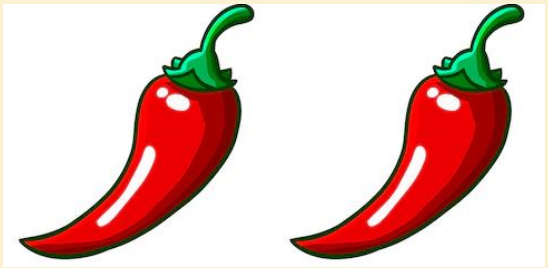
**6b. Complete the number line.**



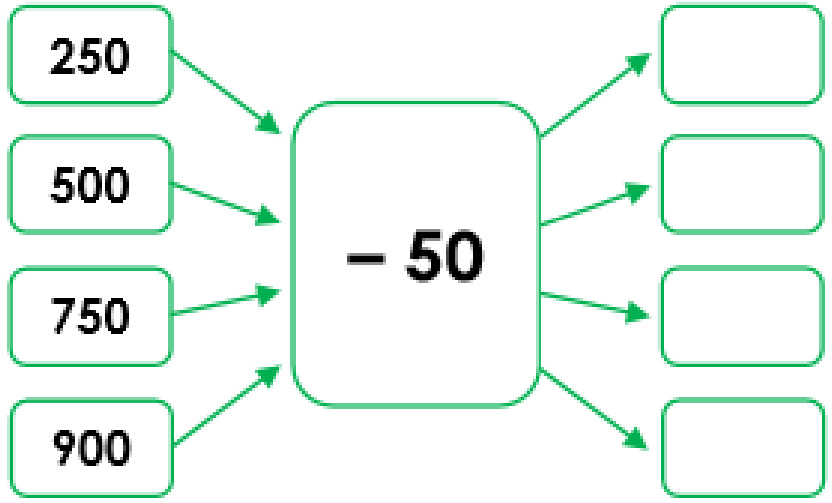

E

3 VF

# Independent work



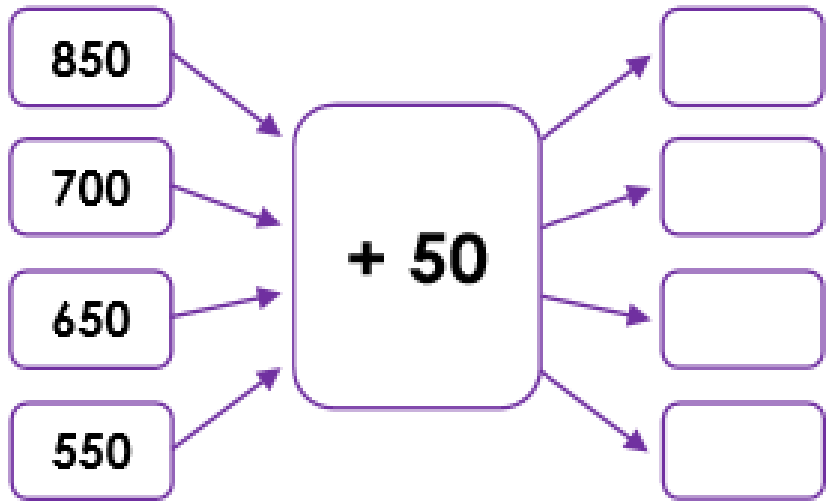
**7a. Complete the function machine.**




E

3 VF

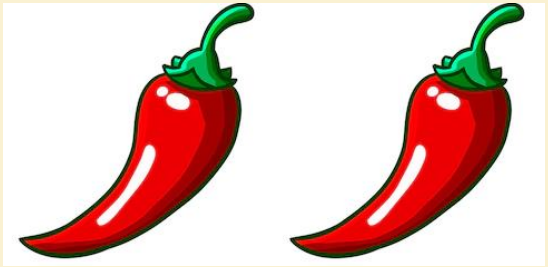
**7b. Complete the function machine.**




E

3 VF

# Independent work



| 8a. Counting backwards in 50s, circle the odd one out in each sequence. | | | | |
|---|---|---|---|---|
| A. | 905 | 900 | 850 | 800 |
| B. | 750 | 705 | 650 | 600 |
| C. | 500 | 450 | 400 | 305 |

E

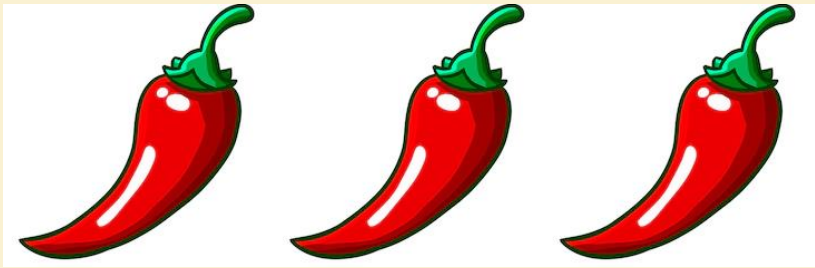
3 VF

| 8b. Counting backwards in 50s, circle the odd one out in each sequence. | | | | |
|---|---|---|---|---|
| A. | 550 | 500 | 450 | 405 |
| B. | 650 | 600 | 550 | 505 |
| C. | 750 | 710 | 650 | 600 |

E

3 VF

# Independent work



**9a. Complete the statements below.**

$\frac{1}{2}$ of 10 = 5 so $\frac{1}{2}$ of 100 = ☐

$\frac{1}{2}$ of 30 = 15 so $\frac{1}{2}$ of 300 = 150

$\frac{1}{2}$ of 60 = 30 so $\frac{1}{2}$ of 600 = ☐

$\frac{1}{2}$ of 80 = 40 so $\frac{1}{2}$ of 800 = ☐

GD

3 VF

**9b. Complete the statements below.**

$\frac{1}{2}$ of 70 = 35 so $\frac{1}{2}$ of 700 = ☐

$\frac{1}{2}$ of 20 = 10 so $\frac{1}{2}$ of 200 = 100

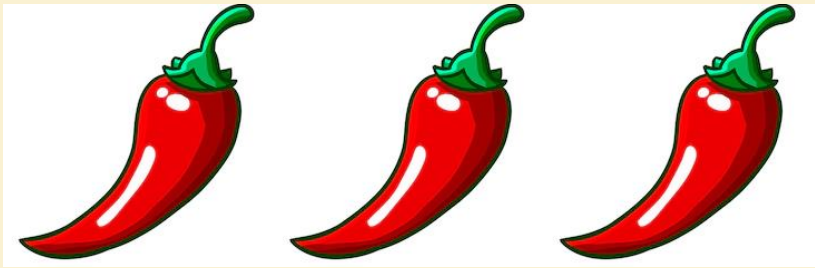
$\frac{1}{2}$ of 50 = 25 so $\frac{1}{2}$ of 500 = ☐

$\frac{1}{2}$ of 90 = 45 so $\frac{1}{2}$ of 900 = ☐

GD

3 VF

# Independent work



**10a. Complete the number line.**

400 900

GD

3 VF

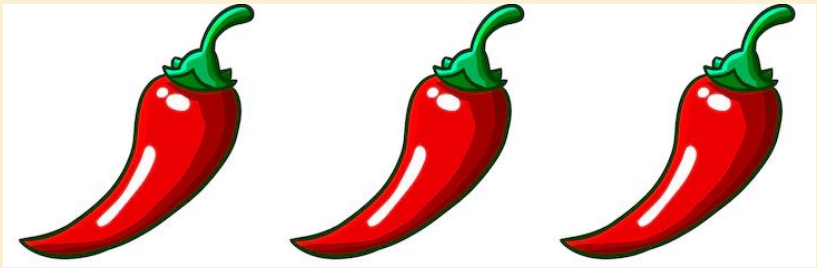
**10b. Complete the number line.**

800 300

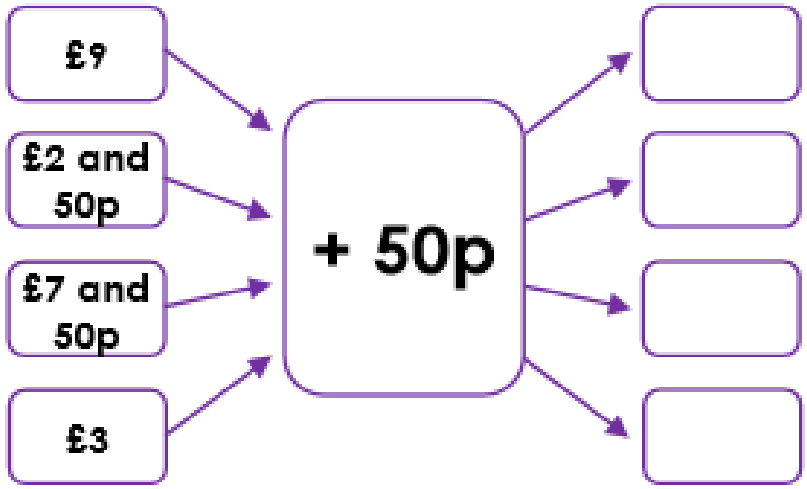
GD

3 VF

# Independent work



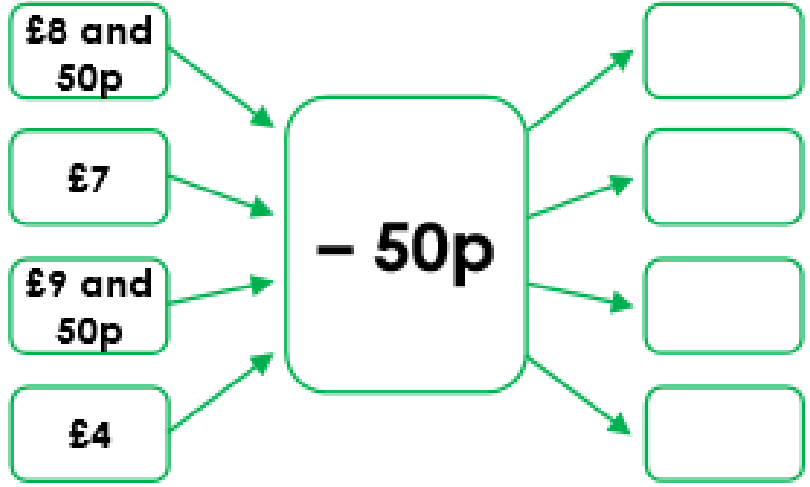
**11a. Complete the function machine.**




GD

3 VF

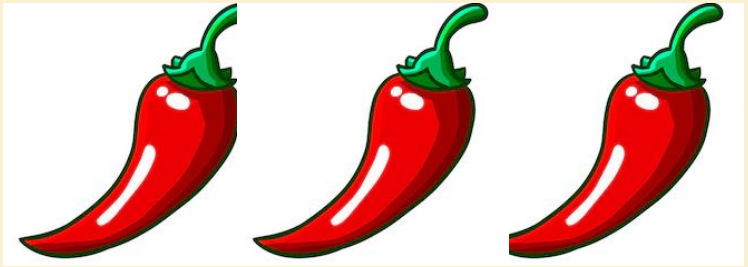
**11b. Complete the function machine.**




GD

3 VF

# Independent work



**12a. Counting forwards and backwards in 50s, circle the odd one out in each sequence.**

| | | | | |
|---|---|---|---|---|
| A. | 850 | 900 | 905 | 1,000 |
| B. | one thousand | nine hundred and five | nine hundred | eight hundred and fifty |
| C. | 450 | 510 | 550 | 600 |

GD

3 VF

**12b. Counting forwards and backwards in 50s, circle the odd one out in each sequence.**

| | | | | |
|---|---|---|---|---|
| A. | nine hundred | eight hundred and five | eight hundred | seven hundred and fifty |
| B. | 750 | 800 | 905 | 950 |
| C. | 900 | 850 | 810 | 750 |

GD

3 VF

# Answers

**Developing**
1a. 50, 150
2a. 100, 250, 400
3a. 200, 850, 400, 800
4a. A: 105, B: 710, C: 405

**Expected**
5a. 200, 300, 350
6a. 250, 300, 450, 500
7a. 200, 450, 700, 850
8a. A: 905, B: 705, C: 305

**Greater Depth**
9a. 50, 300, 400
10a. 450, 500, 550, 600, 650, 700, 750, 800, 850
11a. £9 and 50p, £3, £8, £3 and 50p
12a. A: 905, B: nine hundred and five, C: 510

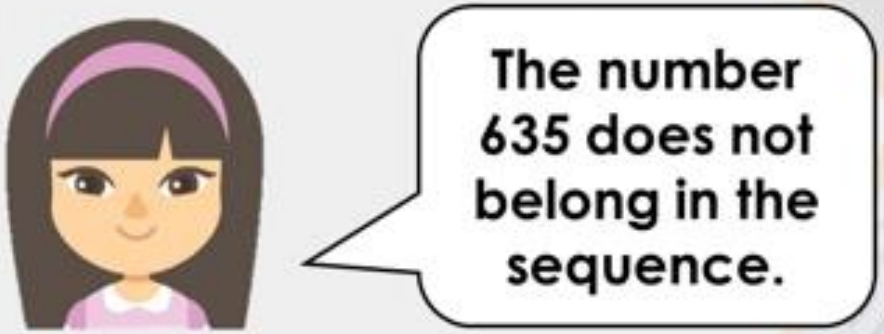
**Developing**
1b. 150, 250
2b. 150, 300, 450
3b. 550, 700, 300, 950
4b. A: 405, B: 310, C: 905

**Expected**
5b. 300, 400, 450
6b. 850, 750, 700, 600
7b. 900, 750, 700, 600
8b. A: 405, B: 505, C: 710

**Greater Depth**
9b. 350, 250, 450
10b. 750, 700, 650, 600, 550, 500, 450, 400, 350
11b. £8, £6 and 50p, £9, £3 and 50p
12b. A: eight hundred and five, B: 905, C: 810

# Reflection Time

Zara says,

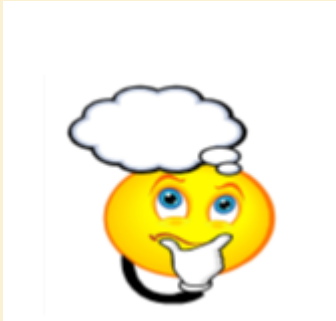



600 635 700 750

Is she correct? Explain why.

Take time to reflect

# Reflection Time - Answers



Zara says,

The number 635 does not belong in the sequence.

600 635 700 750

Is she correct? Explain why.

Zara is correct because the sequence is counting up in 50s. 635 should be replaced with 650.