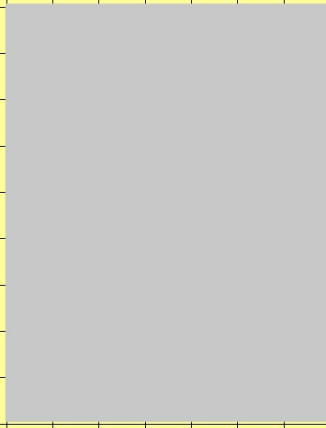


1. 5 4 6 8 + 7 2 9 4      4. 4 2 7 x 3 8      6. 2 9 9 ÷ 2 3



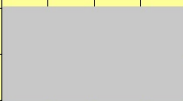
USE THE  
PRINTED  
SHEETS



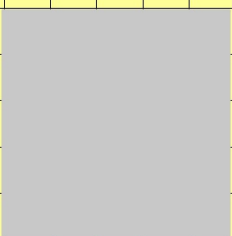
2. 4 5 9 3 - 2 7 3 6



5. 6 8 4 ÷ 4



3. 7 8 x 2 4



**Assessment: Written  
Methods**  
Please DO NOT stick your sheet in  
Use the shaded areas to write your  
calculations.

1.		5	4	6	8	+	7	2	9	4		4.		4	2	7	x	3	8		6.		2	9	9	÷	2	3
----	--	---	---	---	---	---	---	---	---	---	--	----	--	---	---	---	---	---	---	--	----	--	---	---	---	---	---	---

4.		4	2	7	x	3	8
----	--	---	---	---	---	---	---

6.		2	9	9	÷	2	3
----	--	---	---	---	---	---	---

12 762

16 226

13

2.		4	5	9	3	-	2	7	3	6
----	--	---	---	---	---	---	---	---	---	---

1 857

5.	6	8	4	÷	4
----	---	---	---	---	---

171

3.	7	8	x	2	4
----	---	---	---	---	---

1 872

## Assessment: Written Methods

Please DO NOT stick your sheet in

Use the shaded areas to write your calculations.



## Vocabulary

Explain the meaning of... FDP

proper fractions      equivalent fractions

common factors

improper fractions

numerator

bar model

convert

decimal fraction equivalent

simplify



## Turbo Maths

*Decimals*

Explain the mistakes

**Mistake 1**

$$42 \div 10 = 420$$

**Mistake 2**

$$42 \div 10 = 0.42$$

**Mistake 3**

$$42 \div 10 = 4 \text{ r } 2 \quad 10 \overline{) 42} \begin{array}{r} 4 \text{ r } 2 \\ 42 \end{array}$$



# Turbo Maths

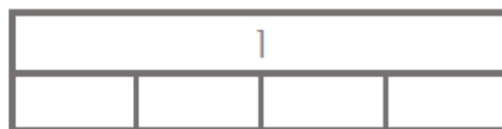
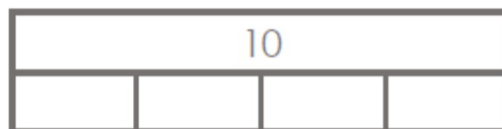
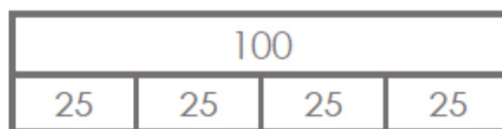
*Decimals*

I know... so...

$$\frac{3}{4} \text{ of } 100 = 75$$

$$\frac{3}{4} \text{ of } 10 =$$

$$\frac{3}{4} \text{ of } 1 =$$





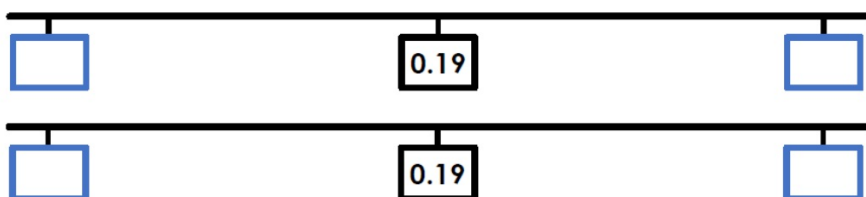
# Turbo Maths

*Decimals*

0.19 is half-way between the numbers in the two blue boxes.

**What numbers could be in the blue boxes?**

*Answer this question in two ways.*



**Explain the mistakes:**

**Example A:**

**Example B:**



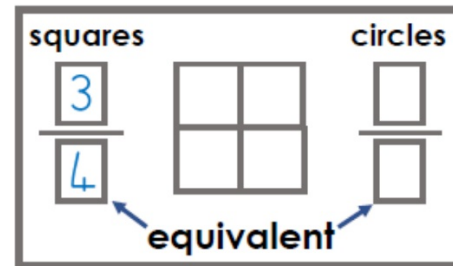
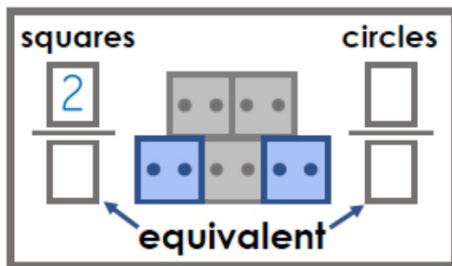
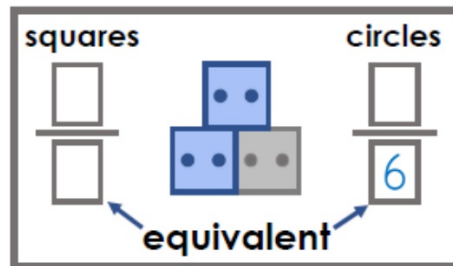
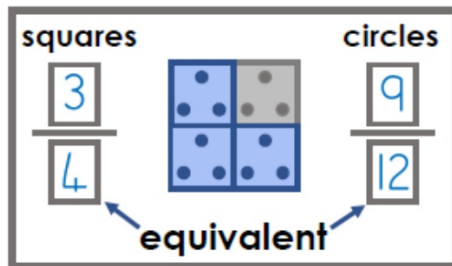


# Turbo Maths

Fractions

Read the pictures

What fraction of each picture is blue?



finish the drawing



# Turbo Maths

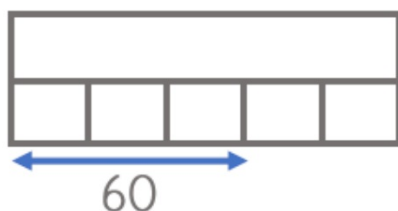
*Fractions*

Which picture?

**Match the question to the bar model.**

**Use the bar models to answer the questions.**

$$\frac{3}{5} \text{ of } \square = 60$$



$$\frac{3}{5} \text{ of } 60 = \square$$





Turbo Maths

Vocabulary

## GEOMETRY

Explain the meaning of...

triangle

properties of shape

3-D

quadrilateral

geometric shape

mirror line

cube

parallel

classify

perpendicular

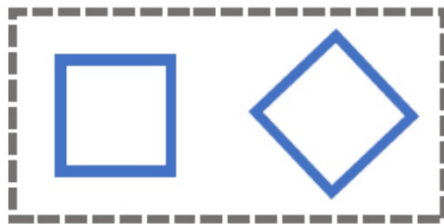


# Turbo Maths

Shape

Explain

**What's the same? What's different?**



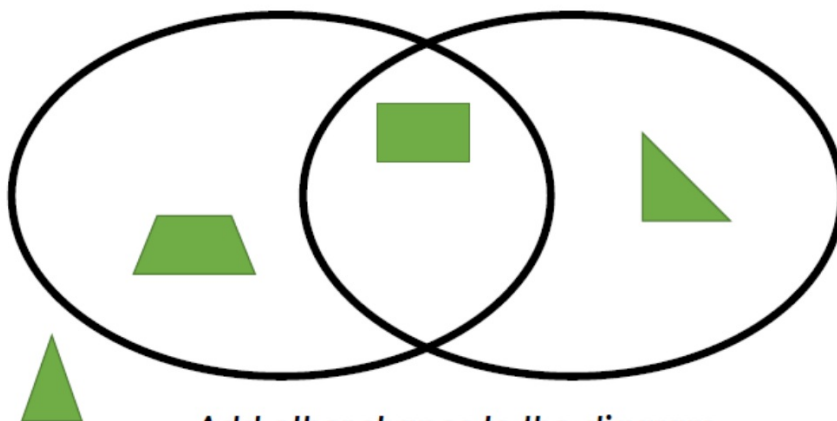


# Turbo Maths

Shape

## Explore

Write the headings for the Venn diagram



Add other shapes to the diagram

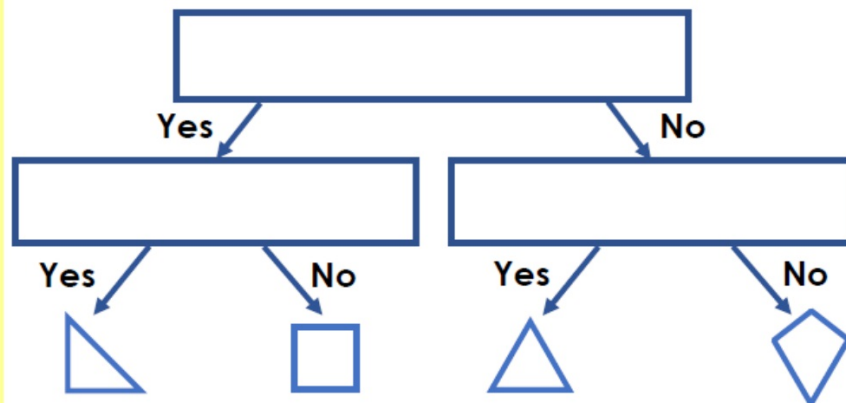


# Turbo Maths

Shape

## Explore

Write the questions in the branching database:





# Turbo Maths

*Angles*

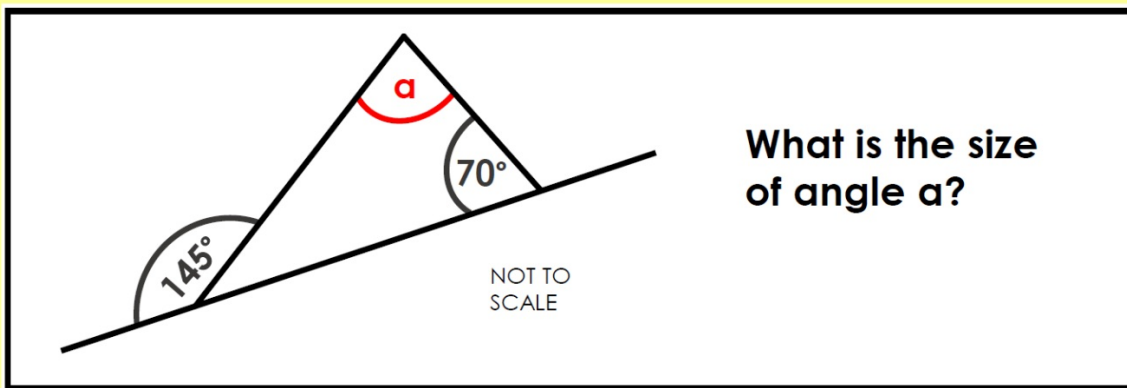


## BINGO

### - angles



<b>reading a protractor</b> - multiples of 10 	<b>straight line</b> - multiples of 10 	<b>right-angled triangle</b> - multiples of 5 	<b>triangle</b> - multiples of 10 	<b>round a point</b> - multiples of 10 
	<b>straight line</b> - multiples of 5 	<b>right-angled triangle</b> 	<b>triangle</b> - multiples of 5 	<b>round a point</b> 



S  
U  
P  
P  
O  
R  
T

**Step 1:**

Work out the size of this angle

**Step 2:**

The bar model may help you to calculate angle  $a$ .

180°		
	70°	



Turbo Maths

Vocabulary

Explain the meaning of... STATISTICS

timetable

axis

tally

label

scale

horizontal

maximum value

pattern

pie chart

represent

pictogram

predict

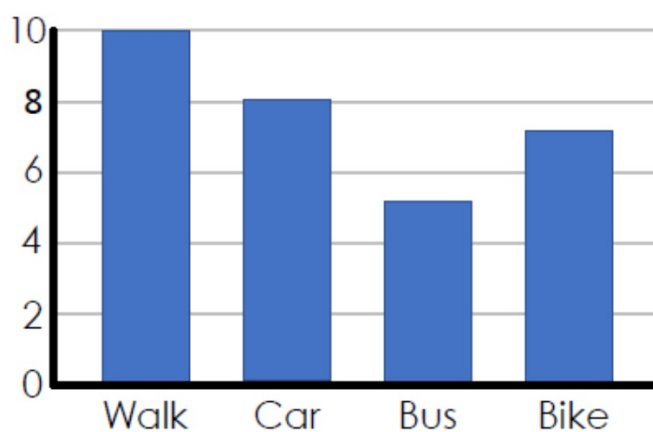


# Turbo Maths

*Statistics*

True or false?

**How Children in Class 3A Travel to School**



There are  
10 children  
in the class

There are  
30 children  
in the class

Most of the children in the class walk to school



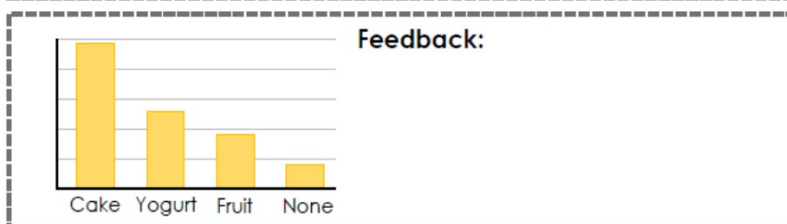
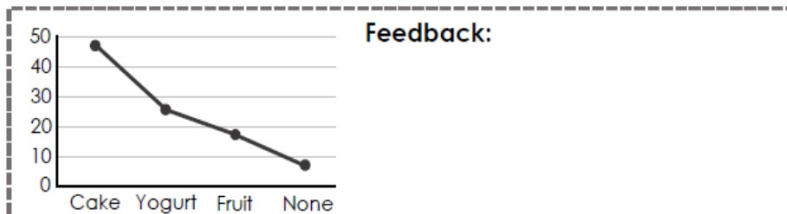
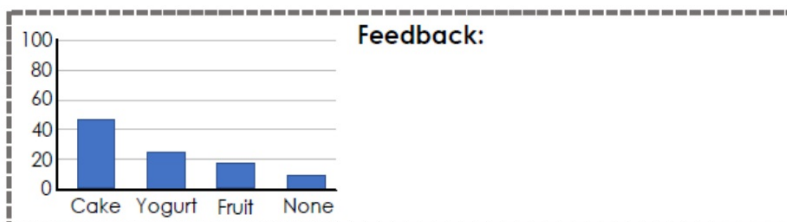
## Mark the work

Cake	48
Yogurt	26
Fruit	18
None	8

The table shows the puddings that 100 children ate at school.

Mrs Yates asked her class to create a graph using this data.

**Mark their work: find good things, suggest improvements.**



## Turbo Maths

### Statistics





# Turbo Maths

*Statistics*

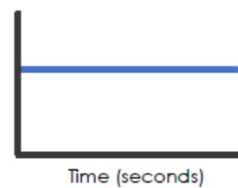
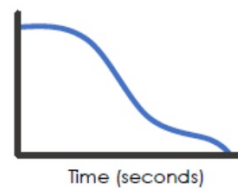
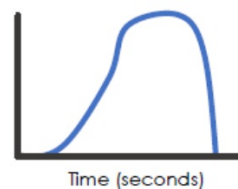
Read the graphs

Draw lines to match each heading to the correct graph.

Height above ground  
of child on slide

Weight of child on slide

Speed of child on slide

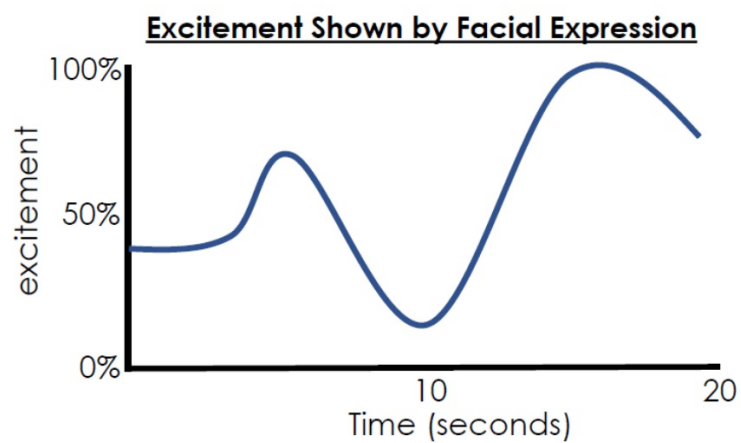




## Turbo Maths

Statistics

### Act the graph





[Turbo Maths](#)

Vocabulary

Explain the meaning of... MEASURE

*width*

*standard unit*

*imperial unit*

*volume*

*capacity*

*depth*

*retilinear shape*

*measurement*

*time*

*area*

*fortnight*



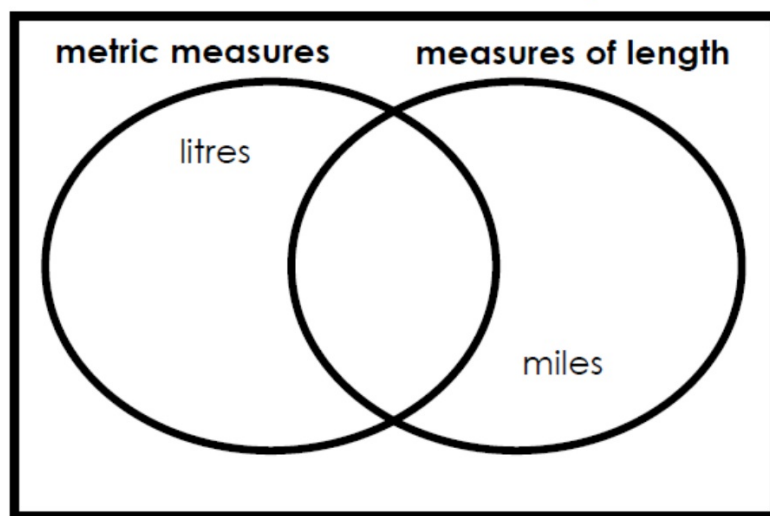
# Turbo Maths

## Measures

### Explore

**Write these measures in the correct section of the Venn diagram:**

inches   metres   stones   kilograms



**Add some more units of measure**



# Turbo Maths

Area  
and  
Perimeter

Estimate


**Estimate the perimeter:**






# Turbo Maths

Measurement



# BINGO

- measures



Make 1m cm ➡	Make 1m m ➡	Convert m to cm ➡	Convert cm to m ➡	Convert m to km ➡
Make 1kg g ➡	Make 1kg kg ➡	Convert kg to g ➡	Convert g to kg ➡	
Make 1 l ml ➡		Convert l to ml ➡		

A Blundred





## Turbo Maths

*Time*

Which answer?

20 minutes ago it was 7:45pm.

***What is the time now?***

- (a) 8:05pm
- (b) 7:25pm
- (c) 7:65pm





## Turbo Maths

Time

STATIONS	BUS 1	BUS 2	BUS 3
WORTHING	9.45	10.30	10.45
LANCING	10.15	11.20	11.30
SHOREHAM	10.45	11.50	12.05
BRIGHTON	11.12	12.15	12.30

How long does it take bus 3 to get from Worthing to Brighton?

How long does it take Bus 2 to get from Shoreham to Brighton?

How long does it take Bus 1 to get from Worthing to Brighton?

Which is the quickest bus to get from Worthing to Brighton?