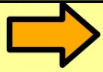
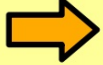


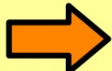
Lesson 1 - WALT assess our knowledge of number facts.



Lesson 2 WALT interpret graphs and timetables.



Lesson 3 WALT: evaluating testing strategies.



Lesson 4 WALT

Lesson 5 WALT



## WEEK 3 - MATHS



**Marking Priority**

Best work to indepth mark

## Lesson 1

Today, we are going to assess our knowledge of place value.

15 ipads are needed per class.

15 do the assessment while the others complete the reasoning.

Then switch

## Lesson 1

WALT assess our knowledge of number facts.

Go to the Chesswood website  
then go to learning, curriculum,  
maths, in school maths assessments

Go to year 4 and click on the link above 4NF-2  
then wait for your teacher.

We are going to stop after 10 minutes no  
matter where you are! Just try your best

Then go to year 5 and click on the link above  
5NF-2 then wait for your teacher.

We are going to stop after 10 minutes no  
matter where you are! Just try your best

WALT assess our knowledge of number facts.

Now we are going to  
practise our  
reasoning

WALT assess our knowledge of number facts.

# I DO

John buys one toy car and one pack of stickers.



**£1.49**



**£1.64**

He pays with a £10 note.

How much change does John get?



Working out box:

## Metacognition



Understand - what is the question asking us?



Reflect - what maths knowledge do I already have?



Draw it - bar model,  
part/whole. number line...

--	--

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical margin line, creating a narrow left margin. The top of the page has a header area, also defined by a horizontal line. The overall appearance is that of a standard notebook or composition paper.



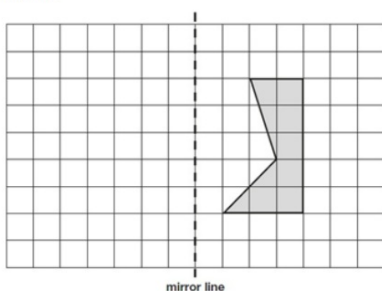
## Reasoning

**YOU DO**

Here is a shaded shape on a square grid.

Reflect the shape in the mirror line.

Use a ruler.



The numbers in this sequence **increase** by 45 each time.

Write the missing numbers.

155 200 245

In this grid, there are four multiplications.

Write the **three** missing numbers.

4	×	8	=	<input type="text"/>
×	<input type="text"/>	×	<input type="text"/>	<input type="text"/>
3	×	<input type="text"/>	=	21
=	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	56	<input type="text"/>	<input type="text"/>

Here are three symbols.

< > =

Write one symbol in each box to make the statements correct.

$\frac{7}{10}$   0.07

$\frac{23}{1000}$   0.23

These two shapes have the **same** perimeter.

regular hexagon

square



Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

**Agree or Disagree?**

☆ + ● = 32

☆ + ● + ● = 45

You can calculate the value of these shapes

○ + ◇ = 40

○ + ◇ = 35

You can't calculate the value of these shapes

## Lesson 2

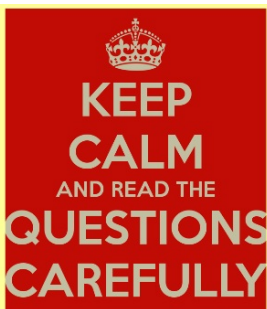
WALT interpret graphs and timetables.

WALT interpret graphs and timetables.

Today we are going to start preparing for test week and look at interpreting past paper questions.

What do we need to do when answering a test question?





### GENERAL TOP TIPS!

Check the question to make sure you haven't missed any out!

Have you answered the question correctly e.g. written ALL of your answer in the boxes or done what the question has asked?

Tick one.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Especially anything in bold!  
Remember we can read the question to you if you ask us!  
IOHP whenever you do!



Do you understand what the question is asking you to do

Can you read what you've written?  
If not, re-write it clearly.

Look for links to what you know!

If it says show your method you need to...

Think how many parts there are to the question - plan your work: what are the steps; what operations do I need to use?

Do what the question asks  
- give the answer the question demands!

1 2 3 4 5 6 7 8 9 10

Are your numbers legible - have you included the decimal points?



**Remember**  
Check your work  
carefully

Have you: spotted your silly mistakes; re-read the question - did you answer it?; checked it's readable?

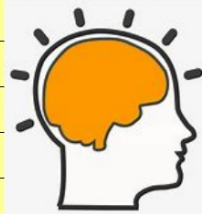
Use jottings/drawings to work out questions (cheat sheet tables, estimates, written methods, bar model, draw shapes, cross out any wrong parts)

Cross out numbers when used to help you to focus on what's left.

WALT interpret graphs and timetables.

We are going to be practicing some test style questions on graphs and timetables today.

WALT interpret graphs and timetables.



**Metacogniti**

Here is the morning timetable for Chen's class this week.

Time	Mon	Tue	Wed	Thu	Fri
9:00 am – 10:30 am	Maths	English	Maths	English	Maths
10:30 am – 11:00 am	Break	Break	Break	Break	Break
11:00 am – 12:00 pm	English	Maths	Science	Maths	English

What is the **total** number of hours for **English** on this timetable?

hours

1 mark

# WALT interpret graphs and timetables.

## Set A

This is an extract from a tram timetable.

- How long does it take the tram to travel between High Street and King's Way?

Miles lives on Nelson Road and works in Stuart Square.

- He starts work at 9 am. On which days will the tram get him to work on time?

	Mon	Tues	Wed	Thurs
Nelson Road	08:15	09:10	08:40	09:05
Stuart Square	08:31	09:26	08:56	09:21
High Street	08:41	09:36	09:06	09:31
King's Way	08:58	09:53	09:23	09:48

Look at the ferry timetable on the right.

- Stu is in Chalk Point at 11 am on Saturday. He wants to go to Pastel Cove. When is the next ferry he can catch?
- Elena catches the first ferry from Burhaven on Sunday morning. She gets off at Pastel Cove. How long is her journey?

An extract from a bus timetable is shown on the right.

- It takes 5 minutes to travel from Queen's Road to Ash Terrace. Use this information to complete the blank row in the timetable.
- True or false? It takes 8 minutes to travel from Ash Terrace to Finley Park.
- Sabine arrives at Ash Terrace at 08:15. How long will it take her to get to Finley Park?

## Set B

Look at this extract from a train timetable:

- Copy and complete the timetable using the information below:

- It takes 25 minutes to travel between Milltown and Grainford.
- The journey from Grainford to Peakston is 10 minutes quicker than the journey from Milltown to Grainford.

Milltown	Grainford	Peakston
09:00		
10:20		
11:05		
12:00		

- Walter arrives at Grainford at 12 noon. By how many minutes has he missed the previous train?
- The 10:20 train is delayed by 45 minutes. At what time does it leave Milltown?

The timetable for a cable car is shown on the right.

- Find the missing times in the timetable using the information below:
  - The first cable car on Saturday leaves the mountain base 42 minutes before 10 am.
  - On Sunday, the cable car arrives at the ski slopes 3 minutes before 11 am.
- How long does it take to get from the mountain base to the ski slopes?
- In winter, the cable car also opens on Fridays and it leaves the mountain base 1 hour and 38 minutes before 10 am. At what time will it arrive at the ice café?

## Set C

The timetable on the right is part of a lake taxi schedule. All lake taxi journeys take the same amount of time.

- How often do the taxis leave the harbour?
- Wilma is at the harbour. She needs to be at the beach by 19:20. Which taxi should she get?
- The last taxi of the evening arrives at the promenade at 23:21. What time does it leave the harbour?
- Henry arrives at the beach at 6:30 pm. How many minutes will it take him to get to the promenade if he catches the next taxi?

Harbour	Beach	Promenade
18:15	18:29	18:46
19:10	19:24	19:41
20:05	20:19	20:36
21:00	21:14	21:31

Look at this extract from a bus timetable.

- The bus takes 27 minutes to get to each stop. Copy and complete the timetable using this information.
- How much later does the fourth bus arrive at Stop D than the fourth bus at Stop B?

It takes Lauren 15 minutes to walk to Stop A. What is the latest time she can leave the house if she needs to get to:

- Stop B by 06:15?
- Stop C by 07:00?
- Stop D by 07:50?

Stop A	Stop B	Stop C	Stop D
05:32			
			07:06
	06:25		
	06:38		
		07:18	

WALT interpret graphs and timetables.

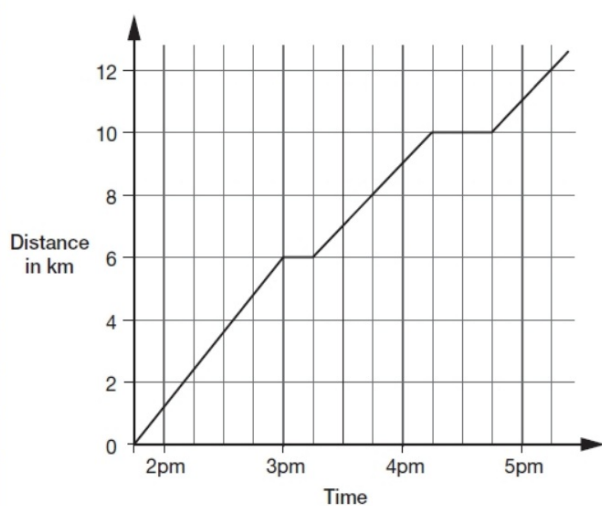
Answers

## WALT interpret graphs and timetables.



**Metacognition**

This graph shows the distance Alfie and Chen walked in an afternoon. They started at 1:45pm and had two breaks.



How many kilometres did they walk **between** the first and second breaks?

 km

1 mark

At what time did Alfie and Chen start their second break?

1 mark



# WALT interpret graphs and timetables.

## Set A

Eris records the depth of a stream each Saturday. The line graph on the right shows how the depth changed over 8 weeks.

- How much had the depth increased from week 0 to week 3?
- In week 2, the depth was 30 cm. How many weeks later was the depth the same?
- Are the following statements true or false?
  - In week 6, the stream's depth was 15 cm deeper than it was in week 0.
  - The river was twice as deep in week 4 than in week 1.
  - In week 8, the stream's depth was 25 cm shallower than it was in week 0.



A zookeeper monitored the weight of two newly born monkeys. The line graph on the right shows how each monkey's weight changed over 8 months. Use the graph to find each missing number:

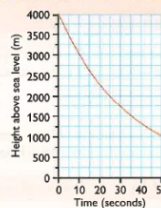
- Bubbles weighed 2 kg after  months.
- After  months Squeak weighed 2 kg more than she did when she was born.
- After 18 months, Bubbles weighed 13 kg. This means he had gained  kg since birth.
- Squeak's mother weighs 40 kg. After  months, Squeak was 34 kg away from her mother's weight.
- The total weight of the two monkeys after 8 months was  kg.

## Set B

Joe did a skydive last month. The line graph shows how long it took him to fall to 1000 m after jumping from 4000 m.

What numbers are missing from each sentence?

- Joe fell  m between 10 and 20 seconds.
- It took Joe  seconds to fall from 2250 m to 1500 m.
- After 300 seconds, Joe reached the ground at 0 m. How long did it take him to fall the last 1000 m?



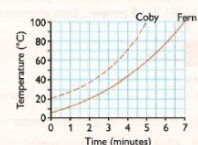
Mina planted two trees in her garden in 2007. The line graph on the right shows how the width of the trees changed over 9 years.

- How much wider was tree 1's trunk in 2014 than 2012?
- True or false? Tree 2's trunk was 8.5 cm wide in 2011.
- How many years did it take before tree 1's trunk was 7 cm wide?
- When was tree 2's width four times as wide as it was in 2007?
- What was the total width of the tree trunks in 2012?

## Set C

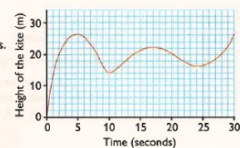
Coby and Fern each boiled a pan of water. The line graph shows how the temperature of the water changed over time.

- What temperature was Coby's water to start with?
- How much cooler was Fern's pan of water after 3 minutes than Coby's?
- By how many degrees did the temperature of Fern's water increase between 4 and a half and 7 minutes?



Arnie is flying a kite in his garden. The line graph below shows the height of the kite above the ground during the first 30 seconds of the flight.

- How far did the kite fall between 5 and 10 seconds?
- The height of the kite increased between 0 and 5 seconds. Find the two other time intervals when the height of the kite increased.
- What was the total height gained by the kite during the three time intervals in Question 5?



Arnie writes down these statements about the flight.

- The height of the kite was above 20 m for 14 seconds in total.
- Once the kite was above 16 m, it didn't drop below 16 m again.
- For each statement, work out if Arnie is correct and explain how you know.



WALT interpret graphs and timetables.

Answers

WALT interpret graphs and timetables.

You are going to get given a past paper which we are going to work on for the week.

When you complete a question, you need to mark it before you move on.

If you get it wrong, ask your partner/teacher for help.

Remember our useful tips on answering test questions!

Day 3

WALT: evaluating testing strategies.

WALT: evaluating testing strategies.

Who can remember the strategies that we use when completing past papers?



### GENERAL TOP TIPS!

Check the question to make sure you haven't missed any out!

Have you answered the question correctly e.g. written ALL of your answer in the boxes or done what the question has asked?

Tick one.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Especially anything in bold!  
Remember we can read the question to you if you ask us!  
IOHP whenever you do!



Do you understand what the question is asking you to do

Can you read what you've written?  
If not, re-write it clearly.

Look for links to what you know!

If it says show your method you need to...

Think how many parts there are to the question - plan your work: what are the steps; what operations do I need to use?

Do what the question asks  
- give the answer the question demands!

1 2 3 4 5 6 7 8 9 10

Are your numbers legible - have you included the decimal points?



**Remember**  
Check your work carefully

Have you: spotted your silly mistakes; re-read the question - did you answer it?; checked it's readable?

Use jottings/drawings to work out questions (cheat sheet tables, estimates, written methods, bar model, draw shapes, cross out any wrong parts)

Cross out numbers when used to help you to focus on what's left.

WALT: evaluating testing strategies.

WALT: evaluating testing strategies.



WALT: evaluating testing strategies.

WALT: evaluating testing strategies.

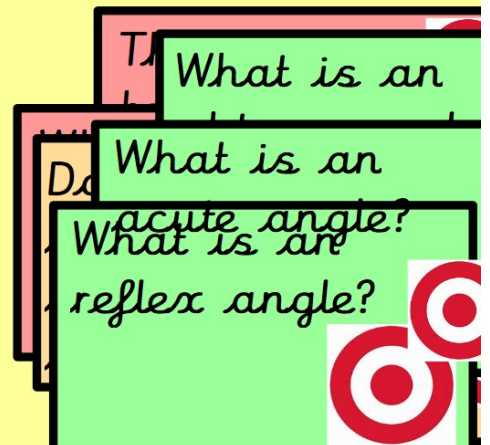
WALT: evaluating testing strategies.

## Lesson 4

WALT measure and draw angles.

WALT measure and draw angles.

Pick a card.  
Any card!



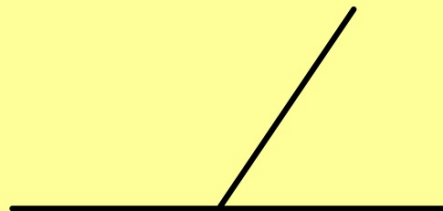
WALT measure and draw angles.

Today we are going to measure and draw angles.



We are going to be using protractors to help us.

Teacher to get the protractor tool and model how to measure the angle:



Protractor game:




# WALT measure and draw angles.

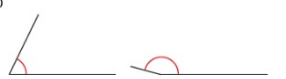
Fluency


15 minutes


Measuring with a protractor (2)

1 Circle the greater angle in each pair.

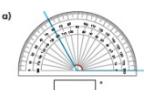
a) 


b) 


c) 


d) 

2 What is the size of the angle marked in each diagram?

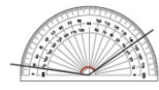
a) 

b) 

c) 

d) 

4 Scott is trying to measure the obtuse angle.



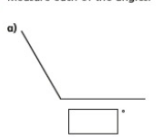
What mistake has Scott made?

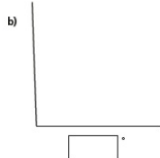
\_\_\_\_\_

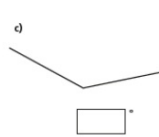
\_\_\_\_\_

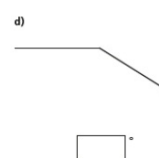
\_\_\_\_\_

5 Measure each of the angles.

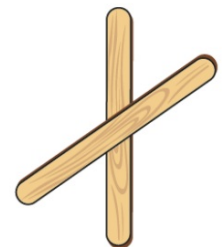
a) 

b) 

c) 

d) 

6 Eva puts one ice-lolly stick over another ice-lolly stick.



a) Estimate the size of the largest angle between the two ice-lolly sticks.

My estimate is °.

b) Measure the angle to check your estimate.

The actual measurement is °.

c) Measure the size of each of the angles formed by the ice-lolly sticks and label them on the diagram.

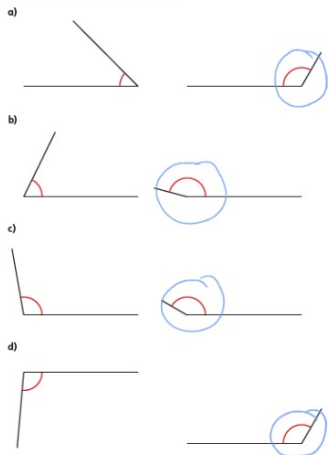
d) Use ice-lolly sticks to create different sized angles and measure them.

# Fluency answers

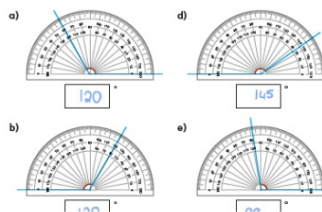
## Measuring with a protractor (2)

White Rose Maths

1 Circle the greater angle in each pair.



2 What is the size of the angle marked in each diagram?



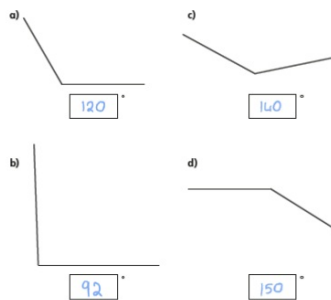
4 Scott is trying to measure the obtuse angle.



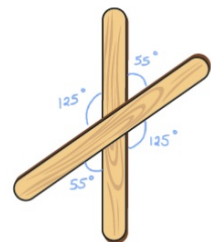
What mistake has Scott made?

The protractor isn't lined up with one of the lines from the angle so he isn't measuring from 0.

5 Measure each of the angles.



6 Eva puts one ice-lolly stick over another ice-lolly stick.



a) Estimate the size of the largest angle between the two ice-lolly sticks.

My estimate is 125 degrees.

b) Measure the angle to check your estimate.

The actual measurement is 125 degrees.

c) Measure the size of each of the angles formed by the ice-lolly sticks and label them on the diagram.

d) Use ice-lolly sticks to create different sized angles and measure them.



WALT measure and draw angles.

We are going to be using protractors to help us.

Teacher to get the protractor tool and model how to draw angles:

$20^{\circ}$

\_\_\_\_\_

$75^{\circ}$

\_\_\_\_\_

$150^{\circ}$

\_\_\_\_\_

Drawing angles game:



# WALT measure and draw angles.

Fluency

15 minutes

## Drawing lines and angles accurately

- 1 Draw each of the angles accurately.  
Use the line provided as part of your angle.

a) 60 degrees

b) 85°

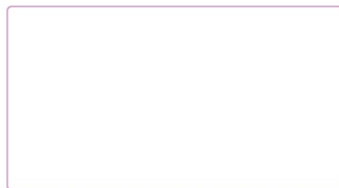
c) 110°

d) 143°

- 2 Dexter is asked to draw an angle of 30 degrees.  
He marks a point as shown.



- 4 Draw three angles that all measure 55°.  
Each angle should be in a different orientation.



- 5 Draw these lines and angles accurately using a ruler and protractor.

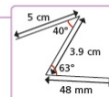
- a)



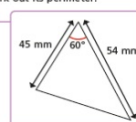
- b)



- 6 Make an accurate drawing of the shape.



- 7 Draw the triangle accurately and work out its perimeter.



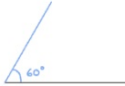
perimeter =  mm

# Fluency answers

## Drawing lines and angles accurately

- 1 Draw each of the angles accurately.  
Use the line provided as part of your angle.

a) 60 degrees



b) 85°



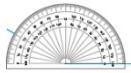
c) 110°



d) 143°



- 2 Dexter is asked to draw an angle of 30 degrees.  
He marks a point as shown.



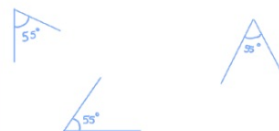
What mistake has Dexter made?

He has used the wrong scale on the protractor

- 3 Draw an angle.  
Use the lines to



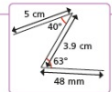
- 4 Draw three angles that all measure 55°.  
Each angle should be in a different orientation.



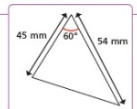
- 5 Draw these lines and angles accurately using a ruler and protractor.



- 6 Make an accurate drawing of the shape.



- 7 Draw the triangle accurately and work out its perimeter.



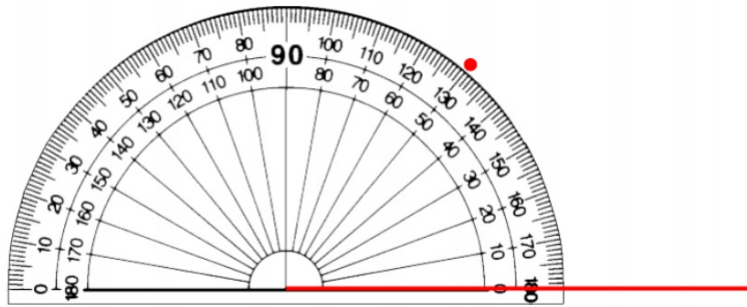
perimeter = 150 mm

## WALT measure and draw angles.

Plenary:



If I draw a line from the dot to the left end of the line it will make a  $50^\circ$  angle.





Understand



Communicate



Reflect

