

Year 5 maths – Summer 2 Week beginning: 13.7.20

Theme	CONSOLIDATION LESSON Formal methods Division	CONSOLIDATION LESSON Formal methods Multiplication and division	CONSOLIDATION LESSON Formal methods Multiplication and division	CONSOLIDATION LESSON Formal methods Addition of numbers to 10,000,000.	CONSOLIDATION LESSON Formal methods Subtraction of numbers to 10,000,000.
Factual fluency (to aid fluency)	Practise comparing numbers up to 5-digits Activity	Practise ordering numbers to 1,000,000 Activity	Practise the highest common factor Activity	Practise the lowest common multiple Activity	Practise comparing numbers using multiplication Activity
<p>Problem/activity of the day</p> <p>Remember, just like in class, you can still show the depth of your knowledge</p> <p>LINK</p>	<p>(Lesson 1 resources below) MAKING LINKS: Last week, we recapped the formal methods to multiply and divide. Today we are continuing with formal division.</p> <p>THINK: (support below) Can you help me with this problem? 250 pupils in a school took part in a treasure hunt. They were asked to form groups of 8 pupils. What is the largest number of groups they can form?</p> <p><i>If you have online parent access this lesson is based on Year 5 workbook 5A, chapter 3, review.</i></p> <p>SEE: (model below) Check the solution below.</p> <p>If you are uncertain of division methods, watch the video from last week here.</p> <p>DO: Use what you have learnt today to solve: PART 1: Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: PART 2: Complete the questions in part 2 below.</p>	<p>(Lesson 2 resources below) MAKING LINKS: Yesterday we practised formal division. Today we are solving division and multiplication problems.</p> <p>THINK: (support below) Lola is saving for a toy that costs £22.36. She saves 52p every day. How much money will Lola save in 2 weeks? How many days must Lola save before she has enough money to buy the toy?</p> <p><i>If you have online parent access this lesson is based on Year 5 textbook 5A, chapter 4, lesson 3.</i></p> <p>SEE: (model below) Check the solution below.</p> <p>A reminder of multiplication methods are on the videos from last week here and here. A reminder of division methods are on the video from last week here.</p> <p>DO: Use what you have learnt today to solve: PART 1: Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: PART 2: Complete the questions in part 2 below.</p>	<p>(Lesson 3 resources below) MAKING LINKS: Yesterday we worked on problems involving division and multiplication. We are continuing with that today.</p> <p>THINK: (support below) A school bought 128 boxes of chocolate biscuits and 69 boxes of vanilla biscuits to sell at a school fair. Each box had 25 biscuits. The school then repacked all the biscuits into smaller packs of 8 to sell. How many small packs were there and how many biscuits were left over? <i>If you have online parent access this lesson is based on Year 5 textbook 5A, chapter 4, lesson 1.</i></p> <p>SEE: (model below) Check the solution below. A reminder of multiplication methods are on the videos from last week here and here. A reminder of division methods are on the video from last week here.</p> <p>DO: Use what you have learnt today to solve: PART 1: Complete the questions in part 1 below. Check your answers below before moving on to: PART 2: Complete the questions in part 2 below.</p>	<p>(Lesson 4 resources below) MAKING LINKS: Yesterday we worked on problems involving division and multiplication. Today we are going to work on addition and subtraction of numbers to 10,000,000.</p> <p>THINK: (support below) Which of the calculations below is easier to calculate? Why?</p> <p><i>If you have online parent access this lesson is based on textbook 5A, chapter 2, lesson 9 and uses year 6 numbers to 10,000,000.</i></p> <p>SEE: (model below) Check the solution below.</p> <p>DO: Use what you have learnt today to solve: PART 1: Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: PART 2: Complete the questions in part 2 below.</p>	<p>(Lesson 5 resources below) MAKING LINKS: Yesterday we worked on addition and subtraction of numbers to 10,000,000. Today we are going to continue with that.</p> <p>THINK: (support below) Which of the calculations below is easier to calculate? Why? <i>If you have online parent access this lesson is based on textbook 5A, chapter 2, lesson 9 and uses year 6 numbers to 10,000,000.</i></p> <p>SEE: (model below) Check the solution below.</p> <p>DO: Use what you have learnt today to solve: PART 1: Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: PART 2: Complete the questions in part 2 below.</p>

See below for resources to support you to THINK-SEE-DO

DAY 1 RESOURCES:

THINK: 250 pupils in a school took part in a treasure hunt. They were asked to form groups of 8 pupils.

What is the largest number of groups they can form?

If you have online parent access this lesson is based on Year 5 workbook 5A, chapter 3, review.

DO: Use what you have learnt today to solve:

Part 1: complete the questions below:

- 1.) A factory produced four hundred and twenty sandwiches last week. How many sandwiches on average were sold each day?
- 2.) Alyssa was at the beach and found 12 starfish and 314 seashells. She plans to give all of her seashells equally to her six friends. How many seashells will each friend get?

Check your answers before moving onto:

Part 2:

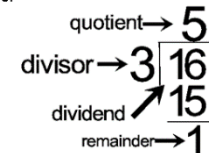
- 1.) Sam has £345 in five pound notes that he saved over a 2 month period. How many five pound notes does Sam have?
- 2.) Fred, the clown, has fifty-six orange balloons and 194 yellow balloons. He wants to give his six friends the same number of yellow balloons. How many will each friend get?
- 3.) Sandy has £4.72 in her money box. Her sister has 80 pence in her money box. How many 5p coins does Sandy have?
- 4.) Nancy goes out to lunch with Joan and Keith. The total bill came to £219. They decided to equally split up the bill, how much will each person have to pay?
- 5.) Melanie, Mike, and Benny have 509 stickers altogether. If the stickers are equally divided, how many will each person get?
- 6.) After picking the olives from my trees I had a crop of 406 olives. How many olives did I get from each of my 7 trees?

Deepening: Explain where someone might go wrong in solving this problem.

213 children were sitting in rows of 8 chairs in assembly. How many rows are needed to fit all the children in?

SEE: If you are uncertain of division methods, watch the video from last week [here](#).

Before we move onto division remind yourself of the language we use in division. We learnt this in year 4 and year 5:



Remember your steps for division:

Write down the multiples of the **divisor** so that we can easily recognise how many we have in the **dividend**.

In this division problem we need to find **how many groups of 8** there are in **250** so we jot down the multiples of 8 to make it easier to spot groups of 8 in the dividend:

8, 16, 24, 32, 40, 48,...

Now I could partition the dividend into multiples of 8.

I can see 24 is a multiple of 8 so 240 will be too!

240 is 30 groups of 8

(30×8)

$(240 \div 8 = 30)$

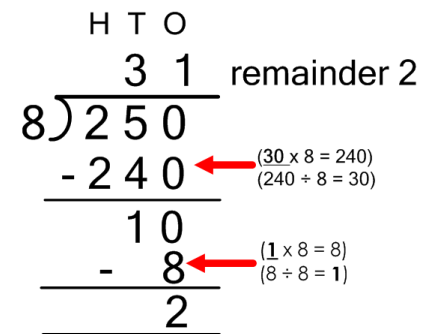
If I subtract 240 from 250, that leaves 10.

I can find another multiple of 8 in 10.

$(1 \times 8 = 8)$

$(8 \div 8 = 1)$

- 8
- 16
- 24
- 32
- 40
- 48
- 56
- 64
- 72
- 80
- 88



That leaves 2 remaining. I cannot subtract any more multiples of 8.

Finally, I can see how many 8s were in 250 by counting the number of 8s I took from 250.

30 + 1 = 31

The largest number of groups they can form is **31**.

DAY 2 RESOURCES:

THINK: Lola is saving for a toy that costs £22.36. She saves 52p every day.

How much money will Lola save in 2 weeks?

How many days must Lola save before she has enough money to buy the toy?

If you have online parent access this lesson is based on Year 5 textbook 5A, chapter 4, lesson 3.

DO: Part 1: complete the questions below:

1.) Sandy makes 84 muffins a day for 12 days. She then put them in boxes of eight. a) How many muffins does she make during that time? b) How many boxes does she need?

2.) 21 children each have sixteen Pokemon cards. They put them all into a Pokemon album that can hold 12 cards on each page.

a) How many Pokemon cards do they have in all? b) How many pages in the album will they fill?

Check your answers before moving onto:

Part 2:

1.) Melanie has saved eighteen 50 pence coins from washing cars each day. Melanie washed 15 cars a day a) How much money does Melanie save? b) How much money does Melanie save from washing one car?

2.) Mary has 26 boxes of golf balls. Each box holds 18 golf balls. She uses 21 balls every week. a) How many balls does she have? b) How many whole weeks can she play for?

3.) A teacher has 18 bags of sweets and in each bag there are 35 sweets. The sweets are divided evenly amongst thirty students. a) How many sweets does the teacher have? b) How many sweets will each student get?

4.) There were 24 goals scored in football leagues every day in January. The goals were scored in 12 football leagues. a) How many goals were scored in January? b) How many goals were scored in each league?

Deepening:

Write your own 2-step word problem using multiplication and division. Share the solution with your teacher.

SEE: A reminder of multiplication methods are on the videos from last week [here](#) and [here](#).

A reminder of division methods are on the video from last week [here](#).

There are two questions in this problem:

1. First, work out how much money Lola saves in 2 weeks by working out 14 days of 52p.

$$14 \times 52 =$$

Multiply by the **ones**.

Then multiply by the **tens**.

$$\begin{array}{r} \text{H T O} \\ 52 \\ \times 14 \\ \hline 208 \leftarrow (4 \times 52) \\ + 520 \leftarrow (10 \times 52) \\ \hline 728 \end{array}$$

Don't forget to convert pence to £s!

$$728\text{p} = \text{£}7.28$$

Lola will save £7.28 in two weeks.

2. Second part, work out how many days, at 52p a day, it takes to reach £22.36.

$$\text{£}22.36 \div 52\text{p}$$

Convert the £22.36 to 2236p to make division by 52 easier.

Multiples of 52:

52
104
156
208
260
312
...

$$\begin{array}{r} \text{Th H T O} \\ 43 \\ 52 \overline{) 2236} \\ \underline{- 2080} \leftarrow (40 \times 52 = 2080) \\ \quad (2080 + 52 = 40) \\ \quad 156 \\ \quad \underline{- 156} \leftarrow (3 \times 52 = 156) \\ \quad \quad (156 \div 52 = 3) \\ \quad \quad 0 \end{array}$$

Lola must save for 43 days to buy the toy.

DAY 3 RESOURCES:

THINK: A school bought 128 boxes of chocolate biscuits and 69 boxes of vanilla biscuits to sell at a school fair. Each box had 25 biscuits. The school then repacked all the biscuits into smaller packs of 8 to sell. How many small packs were there and how many biscuits were left over?
If you have online parent access this lesson is based on Year 5 book 5A, chapter 4, lesson 1.

DO: Use what you have learnt today to solve:
Part 1: complete questions below:
 Jason has 162 red marbles and 46 yellow marbles. He shared them between 4 children. Altogether, how many will 3 children get?
 Check your answers before moving onto:
Part 2: complete the questions below:
 1) Fred bought 122 boxes of strawberries and 75 boxes of raspberries to use in fruit salads. Each box had 32 fruits. He then made fruit salads with 16 pieces of fruit. How many fruit salads can he make?
 2) Jessica has twenty-five boxes of books and a pile of 18 books that need to be put into bookcases. There are 24 books in each box. Jessica has 3 bookcases. How many books does Jessica have altogether?
 How many books does she need to fit into each bookcase?
 3) Josh has 28 books. Ahmed has 7 times more books than Josh. They decide to share all their books between eight friends. How many books do they share? How many books do they give to each friend?

Deepening:
 Write your own three step word problem using three different operations. You must include a division calculation and a multiplication calculation. The other operation could be addition or subtraction.
 Share the question and the solution with your teacher.

SEE: A reminder of multiplication methods are on the videos from last week [here](#) and [here](#).
 A reminder of division methods are on the video from last week [here](#).

There are three steps to solving this problem:

1. First, add the number of boxes of biscuits that the school bought to sell at the fair.

$$\begin{array}{r}
 \text{H T O} \\
 128 \\
 + 69 \\
 \hline
 197
 \end{array}$$

Remember to rename the tens ones to **1 ten** when you add the ones.

2. Then multiply to find the number of biscuits in all the boxes.

$$\begin{array}{r}
 \text{H T O} \\
 197 \\
 \times 25 \\
 \hline
 985 \leftarrow (5 \times 197) \\
 + 3940 \leftarrow (20 \times 197) \\
 \hline
 4925
 \end{array}$$

3. Then divide all the biscuits (4925) into smaller packs of 8.

There were 615 small packs of biscuits.

There were 5 biscuits left over.

$$\begin{array}{r}
 \text{Th H T O} \\
 615 \text{ remainder } 5 \\
 8 \overline{)4925} \\
 \underline{-4800} \leftarrow (600 \times 8 = 4800) \\
 125 \\
 \underline{-80} \leftarrow (10 \times 8 = 80) \\
 45 \\
 \underline{-40} \leftarrow (5 \times 8 = 40) \\
 5
 \end{array}$$

DAY 4 RESOURCES:

THINK: Which is easier to calculate and why?

$$6,531,275 + 2,261,039 \text{ or } 3,591,067 + 2,651,943$$

If you have online parent access this lesson is based on textbook 5A, chapter 2, lesson 9 and uses year 6 numbers to 10,000,000.

DO:

Part 1: complete the questions below:

$$\begin{array}{r} 414875 \\ + 912872 \\ \hline \end{array} \quad \begin{array}{r} 1382818 \\ + 8372611 \\ \hline \end{array} \quad \begin{array}{r} 58757 \\ + 83085 \\ \hline \end{array} \quad \begin{array}{r} 584766 \\ + 714540 \\ \hline \end{array}$$

Check your answers before moving onto:

Part 2: complete the questions below:

$$\begin{array}{r} 99619 \\ + 94403 \\ \hline \end{array} \quad \begin{array}{r} 969040 \\ + 264954 \\ \hline \end{array} \quad \begin{array}{r} 7938608 \\ + 6783376 \\ \hline \end{array} \quad \begin{array}{r} 80506 \\ + 80071 \\ \hline \end{array}$$

$$\begin{array}{r} 341719 \\ + 311447 \\ \hline \end{array} \quad \begin{array}{r} 9061050 \\ + 6816616 \\ \hline \end{array} \quad \begin{array}{r} 48627 \\ + 76851 \\ \hline \end{array} \quad \begin{array}{r} 258207 \\ + 360591 \\ \hline \end{array}$$

$$\begin{array}{r} 9027036 \\ + 2804042 \\ \hline \end{array} \quad \begin{array}{r} 21129 \\ + 50147 \\ \hline \end{array} \quad \begin{array}{r} 911024 \\ + 796362 \\ \hline \end{array} \quad \begin{array}{r} 5267890 \\ + 4914042 \\ \hline \end{array}$$

$$\begin{array}{r} 38436 \\ + 99275 \\ \hline \end{array} \quad \begin{array}{r} 969463 \\ + 362698 \\ \hline \end{array} \quad \begin{array}{r} 8265559 \\ + 1476163 \\ \hline \end{array} \quad \begin{array}{r} 55311 \\ + 48799 \\ \hline \end{array}$$

Deepening:

Devise a way for children who are new to this method for addition to get it correct every time.

Share your explanations with your teachers.

SEE: Remember, however many digits there are in your calculations you should follow the same pattern. Add the ones, then the tens, then the hundreds, and so on!

Include the amount you have renamed when you add the numbers in each place.

M	HTh	TTh	Th	H	T	O
6,	5	3	1,	2	7	5
+ 2,	2	6	1,	0	3	9
<hr/>						
8,	7	9	2	3	1	4

M	HTh	TTh	Th	H	T	O
3,	5	9	1,	0	6	7
+ 2,	6	5	1,	9	4	3
<hr/>						
6,	2	4	3,	0	1	0

Which calculation is harder to calculate? The second one because there is more renaming that might be missed!

DAY 5 RESOURCES:**THINK:** Which is easier to calculate and why?

$$6,291,027 - 2,531,359 \text{ or } 6,531,275 - 2,291,039$$

If you have online parent access this lesson is based on textbook 5A, chapter 2, lesson 9 and uses year 6 numbers to 10,000,000.

DO:

Part 1: complete the questions below.

$$\begin{array}{r} 859980 \\ - 313516 \\ \hline \end{array} \quad \begin{array}{r} 550019 \\ - 226702 \\ \hline \end{array} \quad \begin{array}{r} 930681 \\ - 824060 \\ \hline \end{array} \quad \begin{array}{r} 320907 \\ - 213255 \\ \hline \end{array}$$

Check your answers before moving onto:

Part 2: Complete the questions below:

$$\begin{array}{r} 830370 \\ - 618152 \\ \hline \end{array} \quad \begin{array}{r} 805499 \\ - 584267 \\ \hline \end{array} \quad \begin{array}{r} 560080 \\ - 421146 \\ \hline \end{array} \quad \begin{array}{r} 354010 \\ - 133909 \\ \hline \end{array}$$

$$\begin{array}{r} 450004 \\ - 245223 \\ \hline \end{array} \quad \begin{array}{r} 605500 \\ - 151322 \\ \hline \end{array} \quad \begin{array}{r} 759500 \\ - 212027 \\ \hline \end{array} \quad \begin{array}{r} 369004 \\ - 137830 \\ \hline \end{array}$$

$$\begin{array}{r} 620000 \\ - 518935 \\ \hline \end{array} \quad \begin{array}{r} 387083 \\ - 165111 \\ \hline \end{array} \quad \begin{array}{r} 402802 \\ - 181111 \\ \hline \end{array} \quad \begin{array}{r} 530400 \\ - 213142 \\ \hline \end{array}$$

$$\begin{array}{r} 745307 \\ - 422130 \\ \hline \end{array} \quad \begin{array}{r} 378185 \\ - 266071 \\ \hline \end{array} \quad \begin{array}{r} 362000 \\ - 251356 \\ \hline \end{array} \quad \begin{array}{r} 309740 \\ - 253514 \\ \hline \end{array}$$

Deepening:

Devise a way for children who are new to this method for subtraction to get it correct every time.

Share your explanations with your teachers.

SEE: Compare the calculations:

Remember, if you have a zero in the place you want to take from you must move to the next place to take and rename!

M	HTh	TTh	Th	H	T	O
5			10	9	11	
6	12	8	1	0	2	17
- 2,	5	3	1,	3	5	9
3,	7	5	9,	6	6	8

M	HTh	TTh	Th	H	T	O
	4				6	
6,	5	13	1,	2	7	15
- 2,	2	9	1,	0	3	9
4,	2	4	0,	2	3	6

Which calculation is harder to calculate? The first one because there is more renaming that might be missed!

ANSWERS – part 1:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>																								
<p><u>Part 1:</u> Q.1. 60 sandwiches Q.2. 52 seashells</p>	<p><u>Part 1:</u> Q.1: a) 1,008 muffins b) 126 boxes</p> <p>Q.2: a) 336 cards in all b) 28 pages</p>	<p><u>Part 1:</u> Q.1: He has 208 marbles. Shared between 4 friends they will each get 52 marbles each. Three friends would get 156 marbles altogether.</p>	<p><u>Part 1:</u></p> <table><tbody><tr><td>414875</td><td>1382818</td><td>58757</td><td>584766</td></tr><tr><td>+ 912872</td><td>+ 8372611</td><td>+ 83085</td><td>+ 714540</td></tr><tr><td><u>1327747</u></td><td><u>9755429</u></td><td><u>141842</u></td><td><u>1299306</u></td></tr></tbody></table>	414875	1382818	58757	584766	+ 912872	+ 8372611	+ 83085	+ 714540	<u>1327747</u>	<u>9755429</u>	<u>141842</u>	<u>1299306</u>	<p><u>Part 1:</u></p> <table><tbody><tr><td>859980</td><td>550019</td><td>930681</td><td>320907</td></tr><tr><td>- 313516</td><td>- 226702</td><td>- 824060</td><td>- 213255</td></tr><tr><td><u>546464</u></td><td><u>323317</u></td><td><u>106621</u></td><td><u>107652</u></td></tr></tbody></table>	859980	550019	930681	320907	- 313516	- 226702	- 824060	- 213255	<u>546464</u>	<u>323317</u>	<u>106621</u>	<u>107652</u>
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ANSWERS – part 2 and deepening:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>																																																																																				
<p><u>Part 2:</u> Q.1: 69 £5 notes Q.2: 32 balloons Q.3: 94 five pence coins Q.4: £73 each Q.5: 169 stickers each Q.6: 58 olives from each tree.</p> <p><u>DEEPENING:</u> Share answers with your teacher.</p>	<p><u>Part 2:</u> Q.1: a) 900p or £9 b) 60p</p> <p>Q.2: a) 468 golf balls b) 22 weeks</p> <p>Q.3: a) 630 sweets b) 21 sweets each</p> <p>Q.4: a) 744 goals b) 62 goals were scored in each of the football leagues</p> <p><u>DEEPENING:</u> Share your questions and solutions with your teacher.</p>	<p><u>Part 2:</u> Q1: 197 boxes of fruit. 6,304 fruits 394 fruit salads.</p> <p>Q.2: $25 \times 24 = 600 + 18 = 618$ books altogether $618 \div 3 = 206$ books in each bookcase.</p> <p>Q.3: $7 \times 28 = 196 + 28 = 224$ books. $224 \div 8 = 28$ books for each friend.</p> <p><u>DEEPENING:</u> Share your answers with your teachers.</p>	<p><u>Part 2:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">99619</td> <td style="text-align: right;">969040</td> <td style="text-align: right;">7938608</td> <td style="text-align: right;">80506</td> </tr> <tr> <td style="text-align: right;">+ 94403</td> <td style="text-align: right;">+ 264954</td> <td style="text-align: right;">+ 6783376</td> <td style="text-align: right;">+ 80071</td> </tr> <tr> <td style="text-align: right; 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