

Know by heart the multiplication facts up to 12x12.

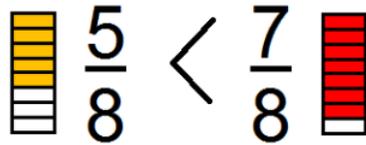
Example: $3 \times 7 = 21$ and $21 \div 7 = 3$

Suggestion: Remember the times tables skip counting rhymes from class and sing them in a range of silly voices.

Please refer to the booklet we sent home: *How to Learn Times-Table*, which is full of ideas of how to learn them. Also available on our website.

Compare and order fractions.

Example:



Suggestion: Create some fractions using items in your house (e.g. Lego) and then compare the two fractions. Explaining which fraction is greater.

Round whole numbers to the nearest 10, 100, 1000

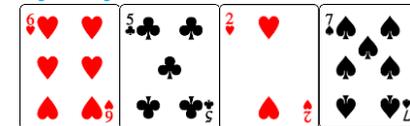
Example: 231,435
Nearest 10 = 231,440
Nearest 100 = 231,400
Nearest 1000 = 231,000



Suggestion: Roll a dice 3/4/5/6 times to create a number. Round the number to the nearest 10, 100 and 1000 (as above). Draw a number line to help you round if you need to.

Use a written method for multiplication (Please refer to our school's Calculations Policy, which is in line with Lancashire's)

Suggestion: Draw 4 playing cards and divide a 3-digit number by the remaining digit value (see below)



$73 \div 3$

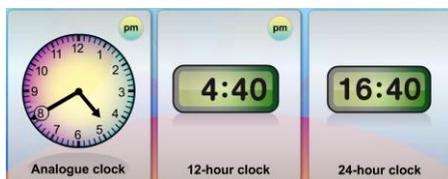
$$\begin{array}{r} 24\text{r}1 \\ 3 \overline{) 73} \\ \underline{- 30} \\ 43 \\ \underline{- 30} \\ 13 \\ \underline{- 6} \\ 7 \\ \underline{- 6} \\ 1 \end{array}$$

Key facts box

1x	3
2x	6
5x	15
10x	30

Read, write and convert between units of time.

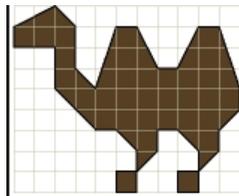
Suggestion: find out the times of your favourite cartoons or TV programmes. Convert the times into 24-hour, digital and analogue times.



Estimate the area of irregular shapes by counting squares.

Example:

42cm^2



Suggestion: draw irregular shapes or pictures on squared paper and estimate the area of the shape that you have drawn.

Complete, read and interpret information in tables, including timetables.

Example: What time does the next train arrive at Buckshaw? How many minutes until another one will arrive?

Suggestion: examine the timetables at bus stops and train stations. Figure out when trains/ busses are due to arrive and depart different stations or how often they arrive at that stop.

$196 \div 6$

$$\begin{array}{r} 32\text{r}4 \\ 6 \overline{) 196} \\ \underline{- 120} \\ 76 \\ \underline{- 60} \\ 16 \\ \underline{- 12} \\ 4 \end{array}$$

Key facts box

1x	6
2x	12
4x	24
5x	30
10x	60
20x	120

$523 \div 8$

$$\begin{array}{r} 65\text{r}3 \\ 8 \overline{) 523} \\ \underline{- 320} \\ 203 \\ \underline{- 160} \\ 43 \\ \underline{- 40} \\ 3 \end{array}$$