Stage 5 and 6

Stage 5

5 Times Table

- Count forwards and backwards in 5s (to 12 x 5) – you could link this with counting 5ps
- Use fingers to count out the lots of 5 (e.g. 1 lot of 5 is 5, put up a thumb)
- Practise answering the times table questions in order

  1 x5 = ☐ 2 x5 = ☐ 3x5 = ☐
- Then mix up the order of the questions
- To further challenge ask the children to tell you how many lots of 5 make an answer (e.g. how many lots of 5 make 25)
- They can also practise answer questions where the missing part of the number sentence changes (these will be included in their test)

☐ X 5 = 10 4 x ☐ = 20 45 = ☐ x 5

Useful websites and songs:

- Youtube – counting in 5s for raps and songs
- Mathletics – cartoon songs in times table section
- http://www.multiplication.com/games/play/math-models-multiplication
- http://www.amblesideprimary.com/ambleweb/mentalmaths/tabletrees.html
- http://www.mad4maths.com/multiplication_table_math_games/
- http://www.topmarks.co.uk/maths-games/hit-the-button

Stage 5 and 6

Stage 5

Doubles/Halves of multiples of 10

- The children will need to know the doubles and halves of these numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- You can use the knowledge of the doubles and halves of numbers to 10 (e.g. double 1 is 2/ double 10 is 20)
- You can use cards to play matching games – match the number with the double and/or half
- Practical objects can be used to support understanding too
- The children will need to practise a variety of question formats. See examples below.

Double 10 = _____ Half of 50 = _____

Double ___ = 60 Half of _____ = 35

30 + 30 = _____ 140 – 70 = _____

60 _____ = 120 180 - _____ = 90

Useful websites:

- http://www.topmarks.co.uk/maths-games/hit-the-button

Stage 5 and 6

Stage 5

Number bonds to 100 (5 units)

- The children will need to know the pairs of numbers that make 100 that contain 5 as the units (eg. 45 + 55, 65 + 35)
- When given a number, the children will need to count on 5 to the nearest 10 and then count up to 100.

  E.g. 75 add 5 to 80 – 90, 100. 75 + 25 =100
- A one hundred square can be used to support this at the beginning
- The children will need to practise a variety of question formats. See examples below.

75 + _____ = 100

_____ + 85 = 100

45 + 55 = _____

100 = 15 + _____

100 = ____ + 5

100 - ____ = 35

100 – 95 = _____

Stage 5 and 6

Stage 6

3 and 4 Times Table

- Count forwards and backwards in 3s and 4s (to 12 x 3 / 12 x 4)
- Use fingers to count out the lots of 3 or 4 (e.g. 1 lot of 3 is 3, put up a thumb)
- Practise answering the times table questions in order

  1 x3 = ☐ 2 x3 = ☐ 3x3 = ☐
- Then mix up the order of the questions
- To further challenge ask the children to tell you how many lots of 4 make an answer (e.g. how many lots of 4 make 20)
- They can also practise answer questions where the missing part of the number sentence changes (these will be included in their test)

☐ X 4 = 28 5 x ☐ = 15 32 = ☐ x 4

Useful websites and songs:

- Youtube – search counting in 3s and 4s for raps and songs
- Mathletics – cartoon songs in times table section
- http://www.multiplication.com/games/play/math-models-multiplication
- http://www.amblesideprimary.com/ambleweb/mentalmaths/tabletrees.html
- http://www.mad4maths.com/multiplication_table_math_games/
- http://www.topmarks.co.uk/maths-games/hit-the-button

Stage 5 and 6

Stage 6

Adding 3 single digits

- Start with very small numbers (e.g. 3 + 2 + 1) – particularly have the first digit as the largest, the next smaller and last digit to be added as the smallest amount

  e.g. 5 + 4 + 2 / 9 + 6 + 3

- Initially use a one hundred square to help the children practise adding the first two numbers and then counting on the third number to be added
- When more confident, practise holding the first number in their head, then counting on the second. Then hold that answer in their head and count on their number to be added.
- As the children become more confident, rotate the size of the numbers to be added around the number sentence

  e.g. 6 + 5 + 7 2 + 8 + 4 3 + 6 + 9

Stage 5 and 6

Stage 6

Doubles/Halves to 50

- At this stage the children would be finding doubles and halves of even numbers to 50.
- First the children will learn a method where they double or half the tens the units. See below.

1. Partition the number into tens and units
2. Double/half the tens
3. Double/half the units
4. Recombine the number to make the total

Double	Halve

- As they become more confident, they will begin to do this mentally but they can still jot down notes if they wish.
- When confident, they will be able to answer questions where the total is already given too.

E.g. Double 17 = _____ Double ___ = 42

Half of 38 = _____ Half _____ = 13

Useful websites:

- http://www.topmarks.co.uk/maths-games/hit-the-button