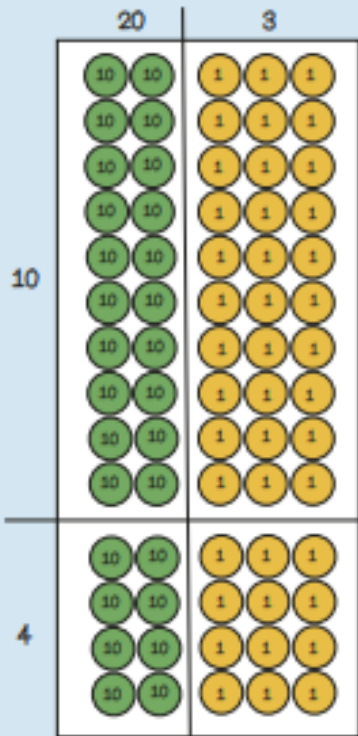


23 x 14



	20	3
10	200	30
4	80	12

$$\begin{array}{r} 23 \\ \times 14 \\ \hline 92 \\ 230 \\ \hline 322 \end{array}$$

When I multiply the multiplicand by the tens digit of the multiplier I put a zero in the ones column.

$$\begin{array}{r} 623 \\ \times 67 \\ \hline 4361 \\ 37380 \\ \hline 41741 \end{array}$$

In my head?
With jottings?
Formal written method?

$$426 \times 50 = 426 \times 100 \div 2 \\ = 42600 \div 2 \\ = 21300$$

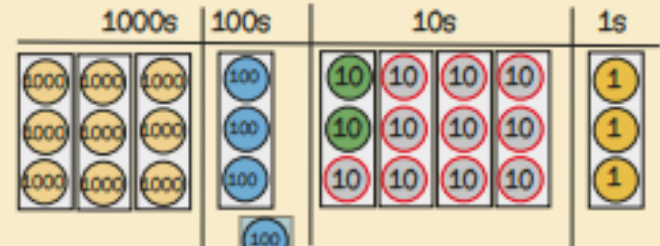
$$30 \times 99 = 30 \times 100 - 30 \times 1 \\ = 3000 - 30 \\ = 2970$$

0.4 x 7 = ?
If I know 4 x 7 = 28
then I also know that 0.4 x 7 = 2.8
because it is ten times smaller.

2.4 x 3 = ?
If I know 24 x 3 = 72
then I also know 2.4 x 3 = 7.2
because it is ten times smaller.

$$\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \end{array}$$

$$9423 \div 3 = 3141$$



divisor
dividend
quotient
remainder

If I know...
then I also know...
because...

$$0576r1$$

$$6 \overline{) 3437}$$

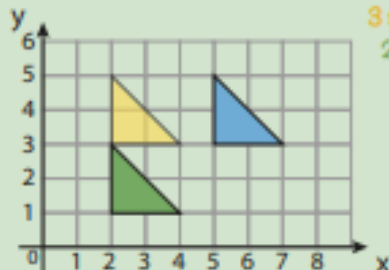
1	6
2	12
4	24
6	30
8	48
10	60

Year 5 Term 3

Congruent shapes are exactly the same shape and size.

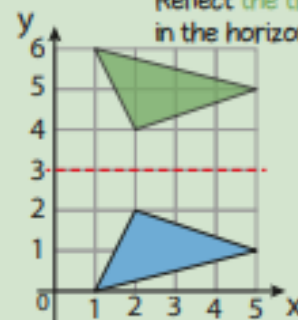


Translate the triangle 3 squares left and 2 squares down.



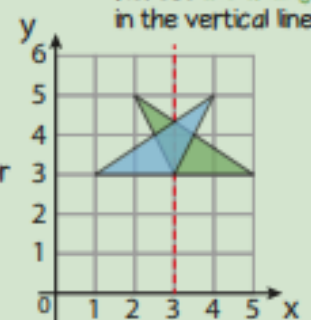
congruent
object
image
reflect
translate

Reflect the triangle in the horizontal line.



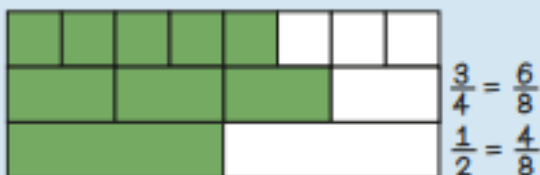
The image is the same distance from the mirror line as the object.

Reflect the triangle in the vertical line.



Use equivalence to compare

$$\frac{5}{8} \quad \frac{3}{4} \quad \frac{1}{2}$$



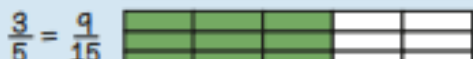
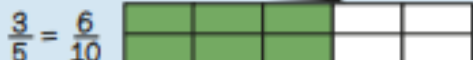
$$\frac{3}{4} = \frac{6}{8}$$

$$\frac{1}{2} = \frac{4}{8}$$

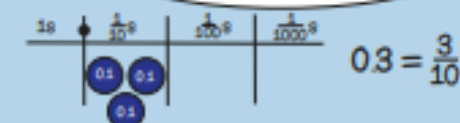
$$\frac{1}{2} < \frac{3}{4} < \frac{5}{8}$$



If there are 2 times as many equal parts, then there are 2 times as many shaded parts



Decimals as fractions



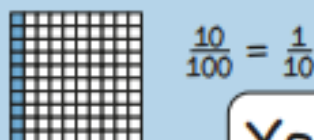
$$0.3 = \frac{3}{10}$$



$$0.23 = \frac{23}{100}$$

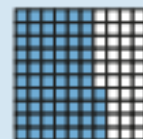


$$0.241 = \frac{241}{1000}$$

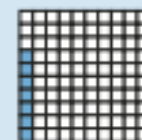


$$\frac{10}{100} = \frac{1}{10}$$

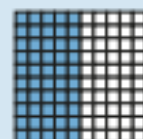
Percentage, decimal, fraction equivalence



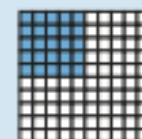
$$\frac{64}{100} = 0.64 = 64\%$$



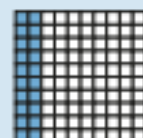
$$\frac{7}{100} = 0.07 = 7\%$$



$$\frac{1}{2} = \frac{50}{100} = 0.5 = 50\%$$



$$\frac{1}{4} = \frac{25}{100} = 0.25 = 25\%$$



$$\frac{1}{5} = \frac{20}{100} = 0.2 = 20\%$$

If I know $\frac{1}{5} = 20\%$ then I also know... because...



Year 5 Term 4



M	HTh	TTh	Th	100s	10s	1s	0.1	0.01	0.001
					1	3	6		
				1	3	6			
		1	3	6	0	0			
						1	3	6	
						0	1	3	6

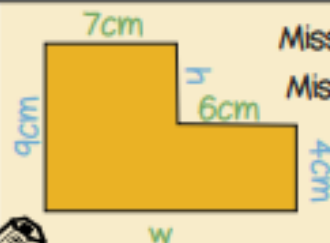
Ten times greater

Ten times smaller

Converting units by multiplying and dividing by 10, 100 and 1000

136×10
move digits 1 place left
 136×1000
move digits 3 places left

$136 \div 10$
move digits 1 place right
 $136 \div 100$
move digits 2 places right

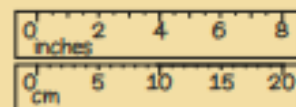


Missing width = $w = 7 + 6 = 13\text{cm}$

Missing height = $h = 9 - 4 = 5\text{cm}$

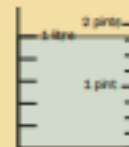
Perimeter
 $= 9 + 7 + h + 6 + 4 + w$
 $= 44\text{cm}$

2.5cm = approximately 1 inch



1kg = approximately 2 pounds

1 litre = approximately 2 pints



1m = 100 cm
 $13.6 \times 100 = 1360$
so 13.6m = 1360cm

1km = 1000 m
 $13.6 \times 1000 = 13600$
so 13.6km = 13,600m

1l = 1000 ml
 $13600 \div 1000 = 13.6$
so 13,600ml = 13.6litres

1kg = 1000 g
 $1360 \div 1000 = 1.36$
so 1360g = 1.36kg

When converting from a larger unit to a smaller unit, multiply because there will be more of them.

