MATHS

MATHS #1	MATHS #2	MATHS#3
Highest Common Factor	**Multiplication**	**Division**
Children select cards to make 3 numbers. They find the factors of each number. They then find the common factors. They then find the highest common factor.	Children use cards to create a 2, 3 or 4 digit multiplication number sentence. Solve by using the area grid method or algorithm. Check answers using a calculator.	Children use cards to create a short division number sentence. Solve using short division. Students can choose to divide a two-digit number by a single digit number, or divide a three digit number by a two-digit number. Check your answers using a calculator.
Reflection: How can we find the highest common factor of 3 numbers?	Reflection: How do we multiply two-digit numbers?	Reflection: How do we divide two-digit numbers by a single-digit number?

MATHS #4	MATHS #5	MATHS #6
Divisibility Tests	**Highest Common Factor**	**Divisibility Tests**
Have a pack of playing cards. Select cards and make a number to test for divisibility by 3 by identifying whether the digits add to make a multiple of 3. How you know whether the number is divisible by 3? Why does this divisibility test work?	Record 2 overlapping circles (like a Venn Diagram). Select cards to make 2 two-digit numbers. Record the factors of each number in their circle, with common factors in the overlapping section. Identify the highest common factor.	Have a pack of playing cards. Select cards and make a number to test for divisibility by 9 by identifying whether the digits add to make a multiple of 9. How you know whether the number is divisible by 9? Why does this divisibility test work?
Reflection: How can we tell if a number is divisible by 3?	Reflection: How can we find the highest common factor of 2 numbers?	Reflection: How can we tell if a number is divisible by 9?

MATHS #7	MATHS #8	MATHS #9
Equivalent Number Problems	**Equivalent Number Problems**	**Convert between seconds, minutes, hours and days.**
Children select and create addition and subtraction problems involving equivalent number sentences to find unknown quantities, for example:	Children select and create addition and subtraction problems involving equivalent number sentences to find unknown quantities, for example:	Children select:
1) When a number is added to 14, the answer is the same as 27 minus 9. What is the number? 2) When a number is added to 136, the answer is the same as 267 minus 84. What is the number?	1) When a number is subtracted from 43, the answer is the same as 25 plus 9. What is the number? 2) When a number is subtracted from 237, the answer is the same as 124 plus 56. What is the number?	• A number of minutes and convert to seconds. • A number of seconds and convert to minutes. • A number of hours and convert to minutes. • A number of minutes and convert to hours. • A number of days and convert to hours. • A number of hours and convert to days.
Reflection: How can we create and solve equivalent number sentences to solve problems?	Reflection: How can we create and solve equivalent number sentences to solve problems	Reflection: How can we convert between days and hours? Minutes and seconds? Hours and minutes?