Year 6 Transition

Castle View
Enterprise
Academy

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Enterprise
Academy

Maths

Classroom Rules

DO NOT TALK DURING WHOLE CLASS EXPLANATIONS.

DO NOT SPEAK OUT OF TURN.

HAVE FULL EQUIPMENT READY.

OBSERVE UNIFORM RULES AT ALL TIMES.

BE AT YOUR OWN DESK AND FACE FORWARD.

ATTEMPT ALL THE WORK SET.

NO CHEWING.

What We Do

COMPLETE THE STARTER ACTIVITY IN SILENCE.

TAKE PRIDE IN THE PRESENTATION OF OUR WORK.

SHOW KINDNESS AND EMPATHY TOWARDS OTHER PEOPLE.

ENJOY EACH OTHER'S SUCCESS.

NOT BE AFRAID TO GET SOMETHING WRONG.

BE RESILIENT.

Respect each other

June-July 2021

Identify who is the double agent.

Learning Objective:

Mathematical problem solving

Activity

First we are going to do an activity so you can get to know your maths teachers.

Then you will be shown what a typical maths lesson looks like

Castle View Enterprise Academy Transition Lesson

You need to solve the problems to identify which side each member of the Maths department are on.

Each member of the Maths department has chosen a side in the Star Wars Universe.

Your task is to work out who is the double agent.

Work out the clues.
Is Mr Walker the double agent?

Mr Walker says:

My number is the answer to this question.

154 + 62 =

Mr M Walker
Teacher of PE/Maths

Work out the clues.
Is Mr Myers the double agent?

Mr Myers says:

My number is the answer to this question.

12500 ÷ 100 =

Mr R Myers
Director of Maths

Work out the clues.
Is Mr Appleton the double agent?

Mr Appleton says:

My number is the answer to this question.

10% of 250 =

Mr M Appleton

Junior Assistant Vice Principal / Assistant
Director of Maths

Work out the clues.
Is Mr Gourley the double agent?

Mr Gourley says:

My number is the answer to this question.

$3^2 + 18 =$

Mr D Gourley

Teacher of PE / Maths and Football
Academy Coach

Work out the clues.
Is Mr Fowler the double agent?

Mr Fowler says:

My number is the answer to this question.

32 x 16 =

Mr J Fowler
Teacher of Maths

Work out the clues.
Is Mr Reed the double agent?

Mr Reed says:

My number is the answer to this question.

96 ÷ (25 – 13) =

Mr V Reed

Teacher of Maths

Work out the clues.
Is Mr Basilisco the double agent?

Mr Basilisco says:

My number is the answer to this question.

1.69 x 100 =

Mr E Basilisco
Teacher of Maths

Work out the clues.
Is Mr Ruddick the double agent?

Mr Ruddick says:

My number is the answer to this question.

14 x (8 + 6) =

Mr M Ruddick
Vice Principal

Work out the clues.
Is Mr Marshall the double agent?

Mr Marshall says:

My number is the answer to this question.

792 ÷ 22 =

Mr A Marshall
Vice Principal

Work out the clues.
Is Mr Ross the double agent?

Mr Ross says:

My number is the answer to this question.

$\frac{1}{4}$ of 256 =

Mr D Ross

Teacher of Maths

Work out the clues.
Is Mr Kelly the double agent?

Mr Kelly says:

My number is the answer to this question.

50% of 686 =

Mr S Kelly
Teacher of Maths / PE

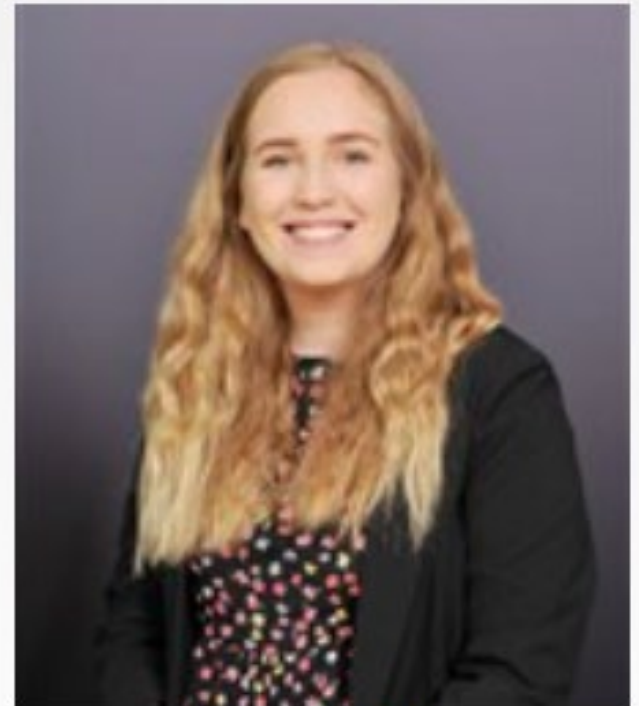# Work out the clues.
Is Miss Boyd the double agent?

Miss Boyd says:

My number is the answer to this question.

581 - ⬜ = 356

Miss J Boyd
Teacher of Maths

Those who are square numbers are First Order.
These are 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

Mr Appleton = 25
Mr Marshall = 36
Mr Ruddick = 196
Mr Basilisco = 169
Miss Boyd = 225

Plenary

Those who are cube numbers are the Resistance.
These are 8, 27, 64 ,125, 216, 343, 512, 729, 1000

Mr Myers = 125
Mr Reed = 8
Mr Gourley = 27
Mr Walker = 216
Mr Kelly = 343
Mr Fowler = 512

Mr Ross = 64 he is both a square number and a cube number so is the double agent.

What does a maths lesson look like at CVEA?

The next couple of slides give you a feel for what a maths lesson is like at CVEA.

Starter Task

Every lesson in maths you will
Get a starter like this.

It will be printed out for you.

1)	Put these numbers in order: 2.4, 2.02, 1.8, 2.067, 1.57
2)	Round 3646 to the nearest 10
3)	Round 0.587 to 1 decimal places
4)	What is 35.2+14.6?
5)	What is 36.6-12.3?
6)	Work out 25 x 75
7)	What is 2214 ÷ 9 ?
8)	1/4 + 2/7
9)	1/3 x 3/4
10)	Calculate 3/5 of 25

Every lesson you will put the date, title and learning objective in your books.

You will also need to draw a margin on the left hand side of your book.

Date:- 22/06/20
Title:- 4 operations and BODMAS
L.O.:- To be able to solve number problems

You will have examples to complete. Like this.

<u>Example</u>

(a) $\boxed{} + 3 = 1$ (b) $0 - \boxed{} = 8$ (c) $-6 + \boxed{} = -1$

(d) $\boxed{} - 5 = -13$ (e) $9 - \boxed{} = 15$ (f) $-2 - \boxed{} = 5$

You will have examples to complete. Or this.

How does this 'simplify'? Why conceptually does it work?

$$4a + 3a \rightarrow \boxed{?}$$

If you had "4 lots of a" and added "3 lots of a", we'd clearly have "7 lots of a", i.e. $7a$

You will have examples to complete. Or even this.

$$3x + 7x - x \rightarrow \boxed{?}$$

$$3a + 4b + a - 2b \rightarrow \boxed{?}$$

Then you will have an activity to do

Simplifying Expressions

Increasingly Difficult Exercises

a)
$$3a + 2a + a$$

b)
$$5x - 2x$$

c)
$$6p + 3p - 7p$$

You will have more than 3 questions to complete!!

Then you may do a problem solving task

What is the perimeter of this shape?
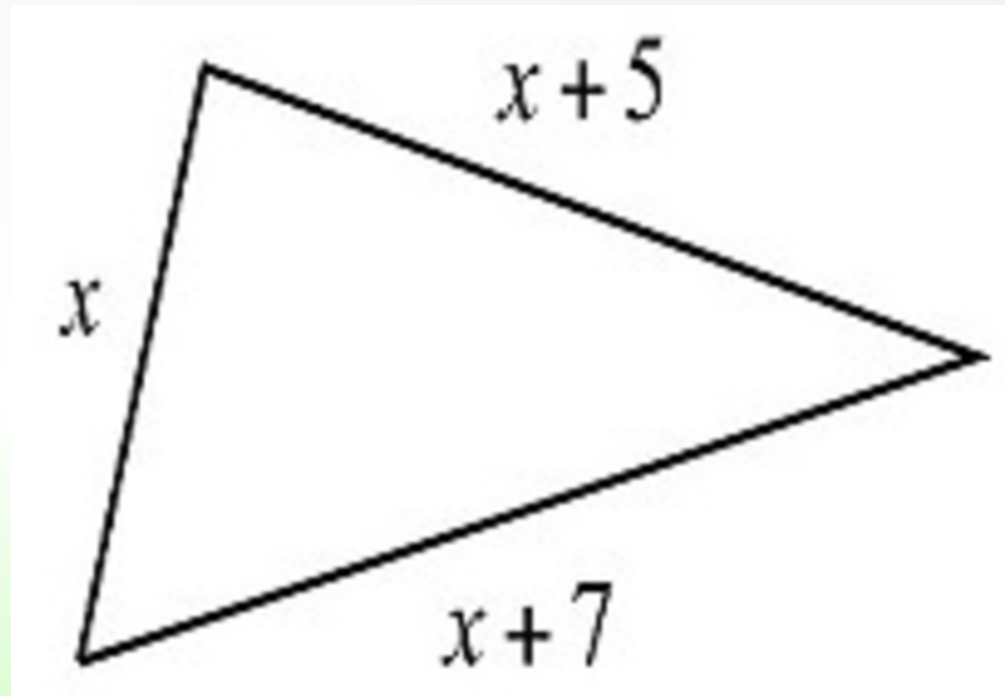
One side is 'x'
One side is 'x+7'
One side is 'x+5'

Put this together

x + x + 7 + x + 5

This gives

3x + 12

$$x+5$$

$$x$$

$$x+7$$

Every week you will also have an essential revision test

Year 7 Set 3 & 4	Revision Test – Week 1		Name
Ordering Negatives	**Addition**	**Subtraction**	**Adding & Subtracting Fractions**
Drag these numbers into order with the greatest at the top. ? / -1 ? / 17 ? / -13 ? / 0 ? / -8 ? / 1	$\begin{array}{r} 2\ 4 \\ +\ 3\ 3 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -\ 21 \\ \hline \end{array}$	$\dfrac{2}{5} + \dfrac{1}{5} =$ $\dfrac{1}{12} + \dfrac{1}{2} =$
Rounding to 10 & 100	**Multiplication**		**Multiplying Fractions**
Round these numbers to the nearest 10. 819 ___ [1] 1375 ___ [1] 6201 ___ [1] 7696 ___ [1] 8695 ___ [1] Round these numbers to the nearest 100. 1924 ___ [1] 5550 ___ [1] 4187 ___ [1] 6989 ___ [1] 2748 ___ [1]	$26 \times 6 =$		$\dfrac{6}{7} \times \dfrac{1}{5} = \boxed{}$ $\dfrac{2}{5} \times \dfrac{15}{17} = \boxed{}$
Rounding to Whole Numbers & Decimal Places	**Division**		**Fractions of Amounts**
Round these numbers to the nearest whole number. 9.7 ___ [1] 4.2 ___ [1] 7.5 ___ [1] 11.2 ___ [1] 2.72 ___ [1] 9.49 ___ [1] Round these numbers to 1 decimal place. 3.83 ___ [1] 2.65 ___ [1] 8.47 ___ [1] 9.73 ___ [1] 4.796 ___ [1] 5.445 ___ [1]	$5\overline{)8\ \square\ 5}$		$\dfrac{2}{3}$ of 15 = ___ $\dfrac{5}{6}$ of 36 = ___ $\dfrac{8}{9}$ of 36 = ___

Intervention

After we have marked the revision test you will get some intervention based on what you couldn't do in the test.

We are looking forward to welcoming you at CVEA.

Enjoy your summer and stay safe.