#### **Maths** Addition, Subtraction, Multiplication and Division



Maths | Year 6 | Addition, Subtraction, Multiplication and Division | Mental Calculations | Lesson 3 of 6: Code Busters

# **Code Busters**



#### Aim

• I can perform mental calculations with increasingly large numbers.

#### Success Criteria

- I can partition numbers, adding the most significant digit first.
- I can add or subtract the nearest multiple of ten or 100 then adjust.
- I can identify near doubles.
- I can multiply or divide using repeated doubling or halving.
- I can form an equivalent calculation to help me find an answer.



#### Joins

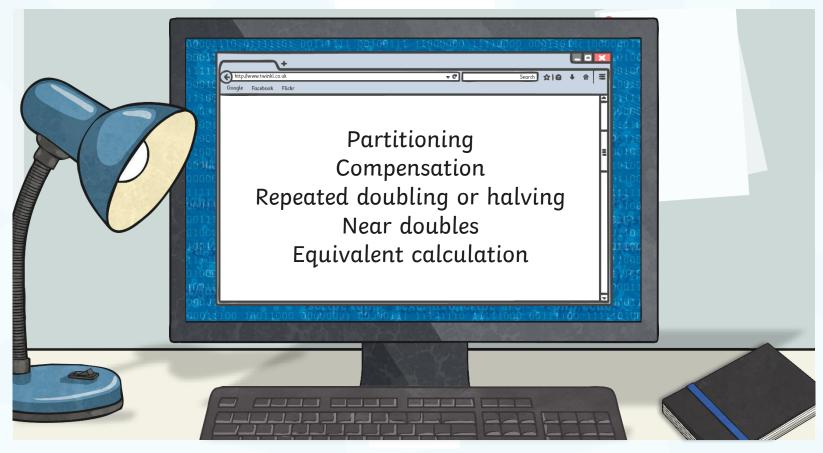


You will need a Joins Activity Sheet.

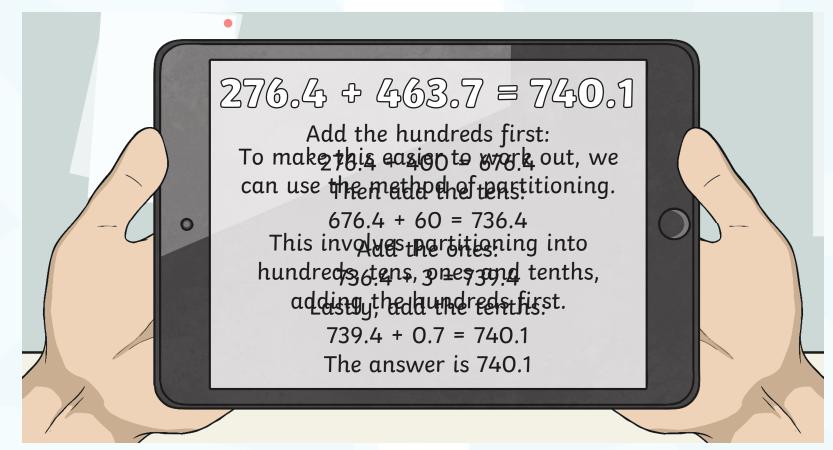




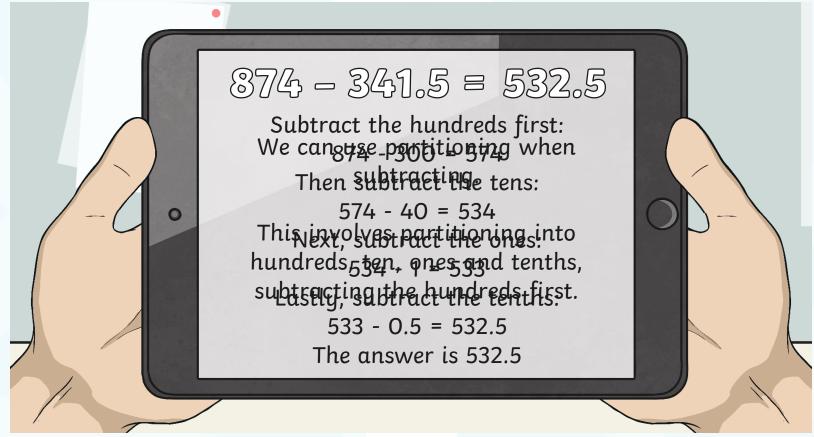
Some calculations we can do in our head mentally. We can write notes to help us remember key numbers while working out the answer.



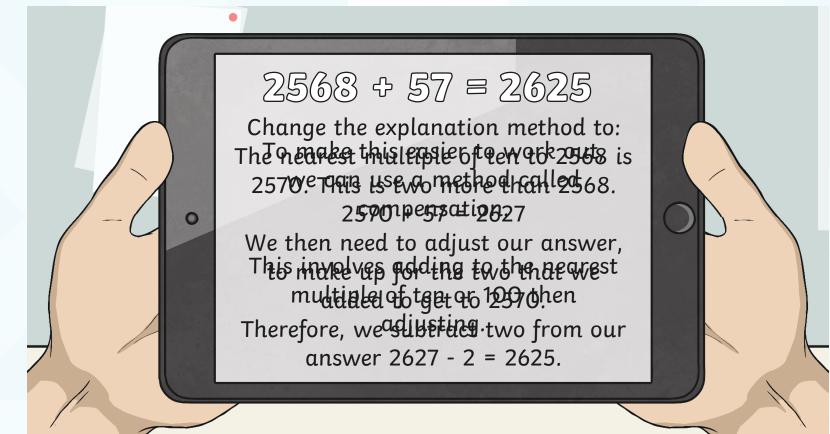




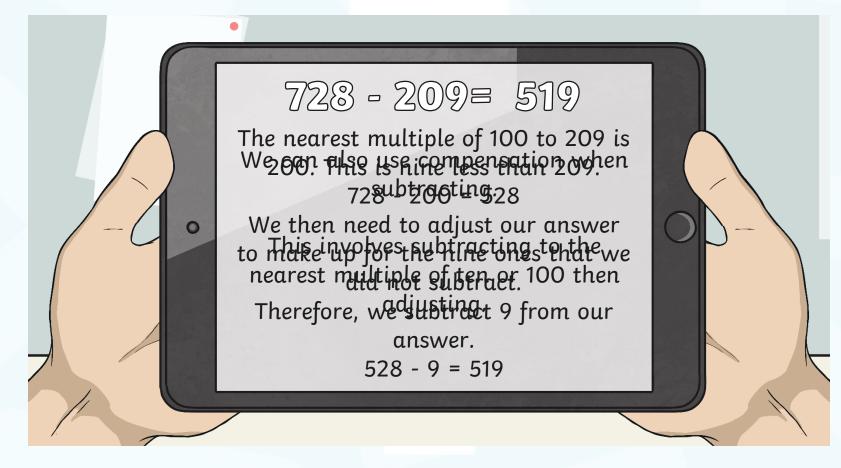














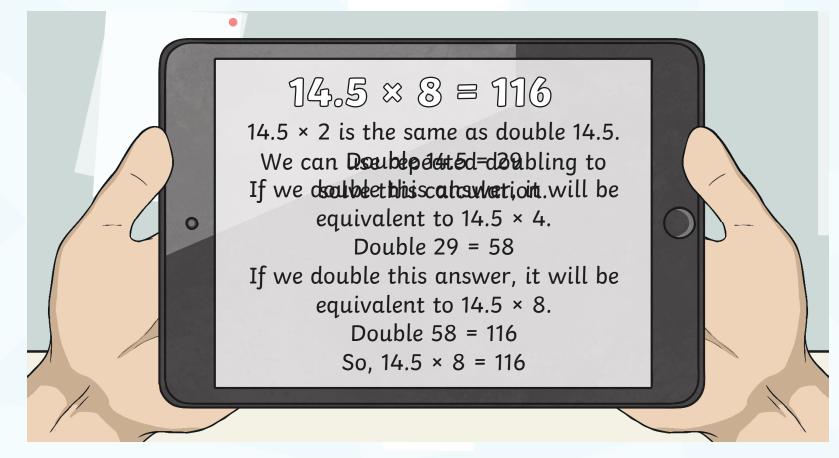
Which strategy will be most useful when completing this calculation?

#### 258.7 + 259.6 = 518.3

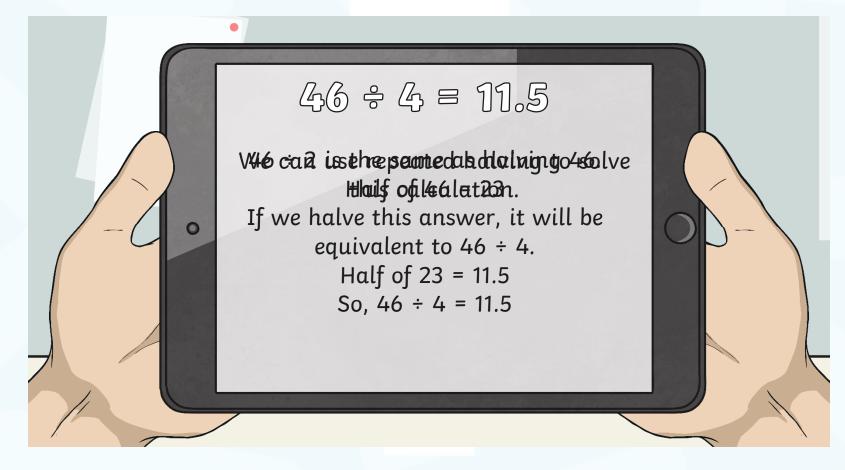
To make thid can be can use the method of the method o

0

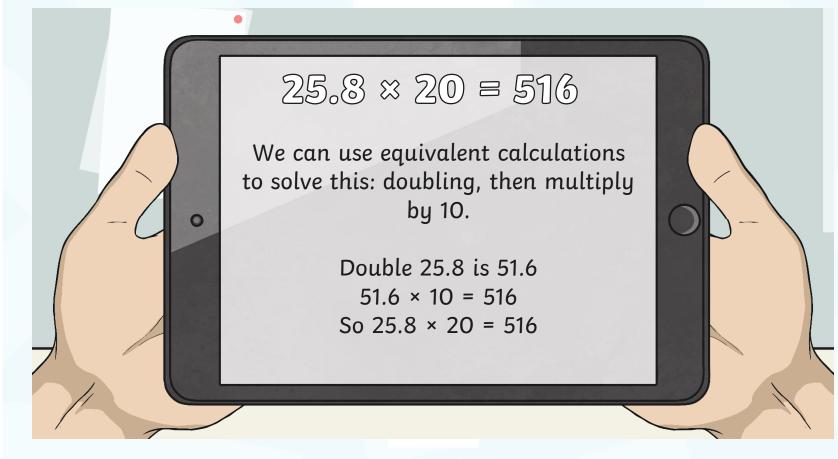






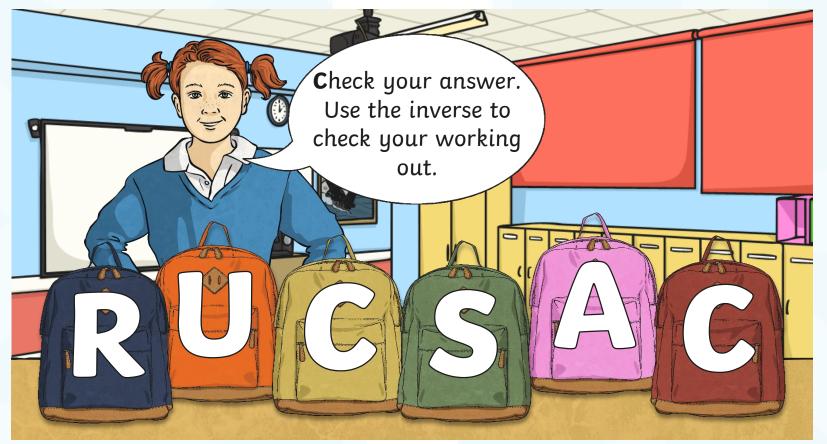








We are going to use some of the mental strategies to help us solve word problems. What have you got in your RUCSAC to solve word problems?





4297 people attended a football match. The previous week,9510 people attended a football match. What is the difference in attendance figures for the two weeks?

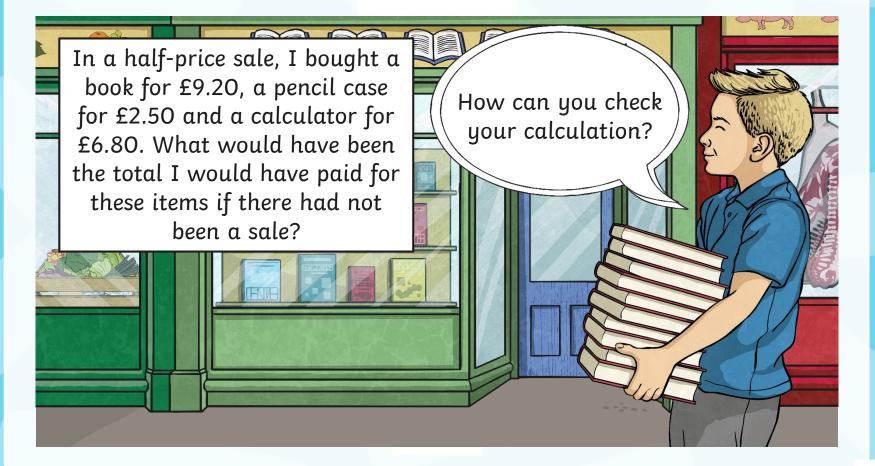
How can you check your calculation?



<u>4297</u> people attended a football match. The previous week, <u>9510</u> people attended a football match. What is the <u>difference</u> in attendance figures for the two weeks?

Lastly, we need to check our answer. What strategy could we use to check our answer?







In a <u>half-price</u> sale, I bought a book for <u>£9.20</u>, a pencil case for <u>£2.50</u> and a calculator for <u>£6.80</u>. What would have been the <u>total</u> I would have paid for these items if there had <u>not</u> <u>been a sale</u>?

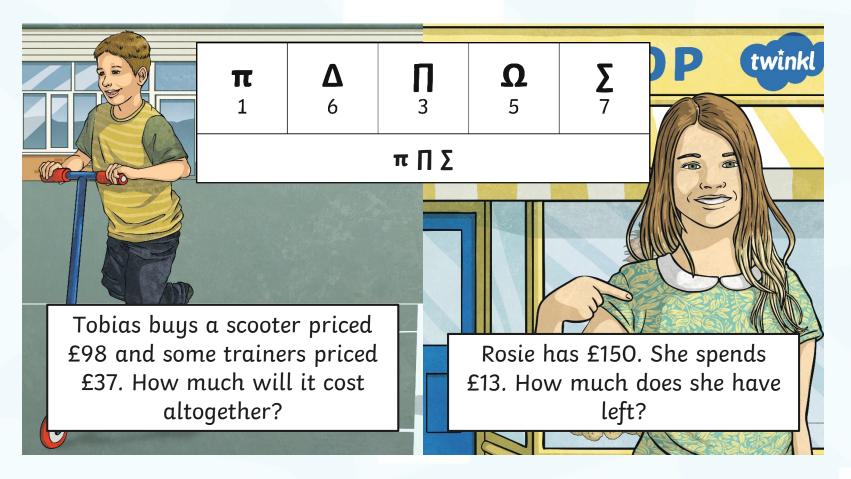
Lastly, we need to check our answer. What strategy could we use to check our answer?



# I Ain't Afraid of No Code



Match the problem to the coded answer.

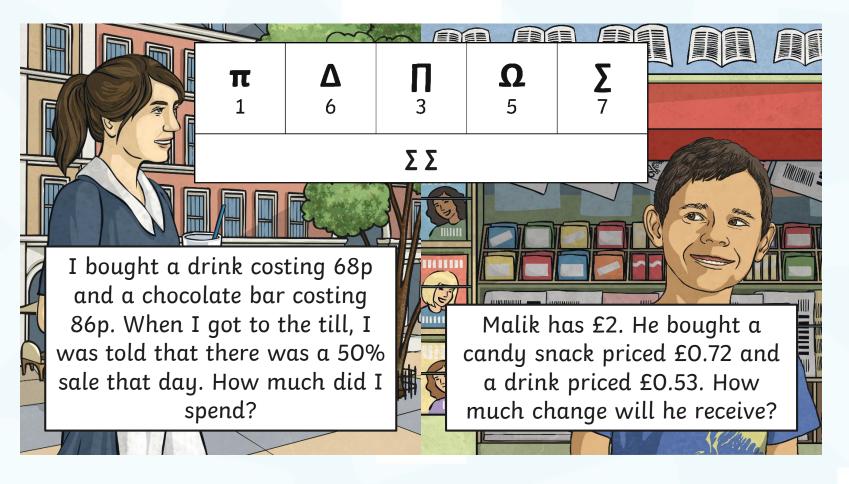




REGENT STUDIES

# I Ain't Afraid of No Code

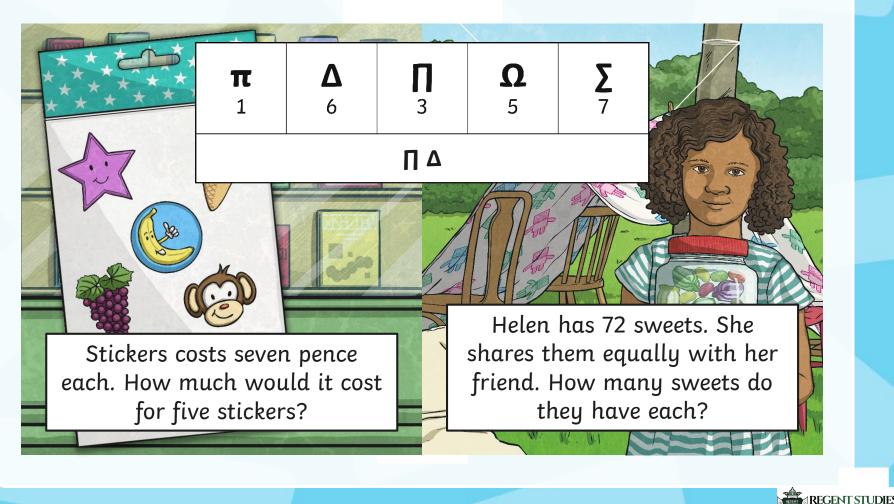
Match the problem to the coded answer.



# I Ain't Afraid of No Code



Match the problem to the coded answer.



#### **Code Busters**



You will be completing a range of questions that will require you to perform mental calculations and solve word problems.

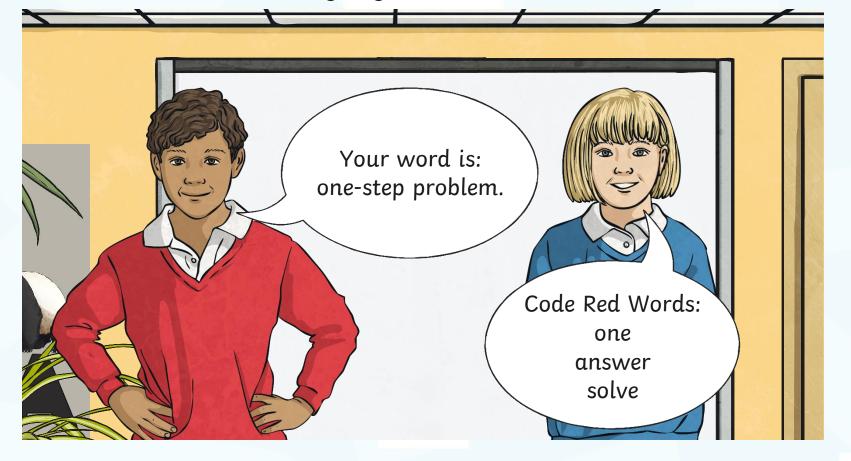
B	₽	Code Busters
Draw a line	Draw a line	I can perform mental calculations with increasingly large numbers.
Δ 0	Δ 0	$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$
I am § the younger th old. How ol Plants are : box contait how much For my holi money. For Euros. If I will I need In a hulf-pr a mobile 55.90. Whe have paid f sale?	rugby grou Packets of eight packe I think of a is 12.85. W	$ \begin{array}{c} 6337 \ \text{people attended a tensis match. The previous weeks?} \\ \hline \begin{tabular}{lllllllllllllllllllllllllllllllllll$
costs £420 price to hun cost to bug I have rea How many middle?		After answering the questions, you will find the corresponding answer that is written in code.



#### Code Red



Can you describe a word from the lesson without using any code red words?





#### Aim

• I can perform mental calculations with increasingly large numbers.

#### Success Criteria

- I can partition numbers, adding the most significant digit first.
- I can add or subtract the nearest multiple of ten or 100 then adjust.
- I can identify near doubles.
- I can multiply or divide using repeated doubling or halving.
- I can form an equivalent calculation to help me find an answer.



