

Miss Looney's Numeracy group.

Activities

- Negative numbers
- Roman Numerals
- Arithmetic skills
- Times tables

www.timestables.co.uk

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Negative numbers

Follow the link below and watch videos three (negative numbers in context) and four (negative numbers).

<https://whiterosemaths.com/homelearning/year-6/week-2/>

Negative Numbers

Notes and Guidance

Children continue to explore negative numbers and their position on a number line.

They need to see and use negative numbers in context, such as temperature, to be able to count back through zero. They may need to be reminded to call them negative numbers e.g. “negative four” rather than “minus four”.

Mathematical Talk

Do we include zero when counting backwards?

Which is the coldest/warmest temperature?

How can we estimate where a number goes on this number line?

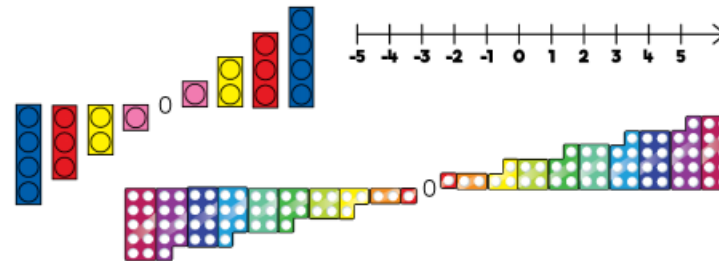
Does it help to estimate where zero goes first? Why?

What was the temperature increase/decrease?.

Can you show how you know the increase/decrease on a number line?

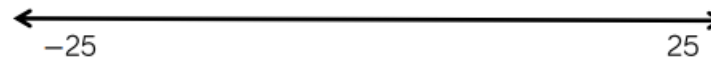
Varied Fluency

Here are three representations for negative numbers.



What is the same and what is different about each representation?

Estimate and label where 0, -12 and -20 will be on the number line.

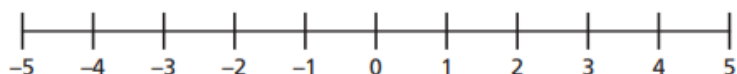


Whitney visits a zoo.
The rainforest room has a temperature of 32°C
The Arctic room has a temperature of -24°C
Show the difference in room temperatures on a number line.

Negative Numbers

Reasoning and Problem Solving

Use the number line to find the difference between the numbers.
Complete the sentences.



- a) The difference between 3 and 5 is
- b) The difference between -3 and 5 is
- c) The difference between -1 and 1 is
- d) The difference between -5 and 5 is

True or False?

- The temperature outside is -5 degrees, the temperature inside is 25 degrees.
The difference is 20 degrees.
- Four less than negative six is negative two.
- 15 more than -2 is 13

Explain how you know each statement is true or false.

Put these statements in order so that the answers are from smallest to greatest.

- The difference between -24 and -76
- The even number that is less than -18 but greater than -22
- The number that is half way between 40 and -50
- The difference between -6 and 7

Roman Numerals

Can you count by only using letters?

I	1	XXX	30
II	2	XL	40
III	3	L	50
IV	4	LX	60
V	5	LXX	70
VI	6	LXXX	80
VII	7	XC	90
VIII	8	C	100
IX	9	D	500
X	10	M	1,000
XX	20	MD	1,500

Follow the link and watch the video below on Roman Numerals. (video 4)

<https://whiterosemaths.com/homelearning/year-5/10672-2/>

Roman Numerals

Notes and Guidance

Building on their knowledge of Roman Numerals to 100, from Year 4, children explore Roman Numerals to 1,000

They explore what is the same and what is different about the number systems, for example there is no zero in the Roman system.

Writing the date in Roman Numerals could be introduced and so this concept can be revisited every day.

Mathematical Talk

Why is there no zero in Roman Numerals?

Do you notice any patterns in the Roman number system?

How can you check you have represented the Roman Numeral correctly?

Can you use numbers you know, such as 1, 10 and 100 to help you?

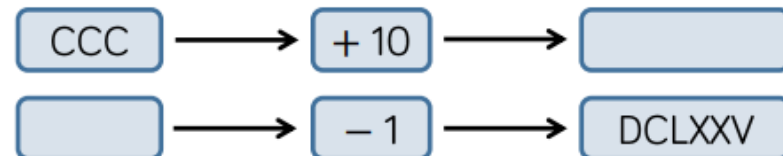
Roman numerals

I Complete the tables.

10		30	40	50	60		80	90	100
X	XX		XL	L		LXX			C

100	200	300	400		600	700		900	1,000
		CCC		D	DC		DCCC		M

II Complete the function machines.



Roman Numerals

Reasoning and Problem Solving

Solve

$$\text{CCCL} + \text{CL} =$$

How many calculations, using Roman Numerals, can you write to get the same total?

Here is part of a Roman Numerals hundred square.

Complete the missing values.

XLIV	XLV		XLVII
		LVI	LVII
LXIV		LXVI	LXVII

What patterns do you notice?

Arithmetic

1) $45602 + 5341 =$

2) $51300 - 1100 =$

3) $72560 = 52560 + \underline{\hspace{2cm}}$

4) $458 \times 4 =$

5) $484 \div 4 =$

6) $768 \div 3 =$

7) $\frac{5}{7} - \frac{3}{7} =$

8) $\frac{3}{8} + \frac{5}{8} =$

What do you notice about your answer to question 8?