

Friday 16th May

$6 \times 11 = \underline{\hspace{2cm}}$

$7 \times 10 = \underline{\hspace{2cm}}$

$4 \times 12 = \underline{\hspace{2cm}}$

$12 \times 2 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$8 \times 1 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$12 \times 6 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$

$12 \times 5 = \underline{\hspace{2cm}}$

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$2 \times 5 = \underline{\hspace{2cm}}$

$5 \times 4 = \underline{\hspace{2cm}}$

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$11 \times 3 = \underline{\hspace{2cm}}$

$11 \times 4 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$2 \times 9 = \underline{\hspace{2cm}}$

$5 \times 7 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$10 \times 1 = \underline{\hspace{2cm}}$

$8 \times 11 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$3 \times 12 = \underline{\hspace{2cm}}$

16.05.25

TIMES TABLES OLYMPICS.

Number of Questions: 40

Testing: 2×, 5×, 10×

$2 \times 5 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$11 \times 5 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$11 \times 2 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$11 \times 10 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

16.05.25

TBAT: recognise halves and quarters as decimals.

3 in 3

1. $134 + 10 =$

2. $\frac{1}{3}$ of 15 =

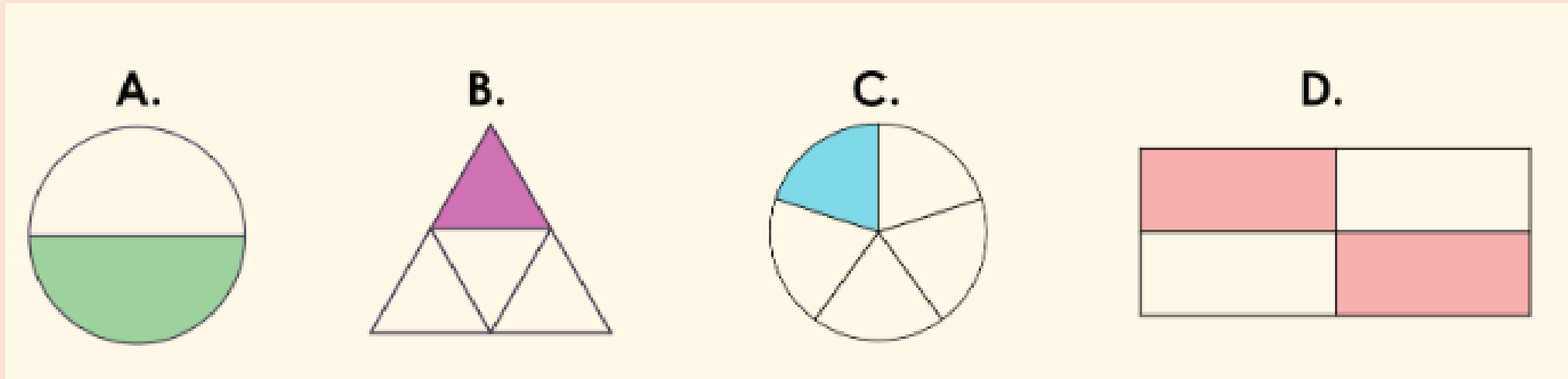
3. $17 \times 6 =$

Jess has a £10. She thinks she can buy fish and chips for her and her sister. One bag of chips costs £2.80 and one battered fish costs £3.20. Does she have enough money? Show your working out.

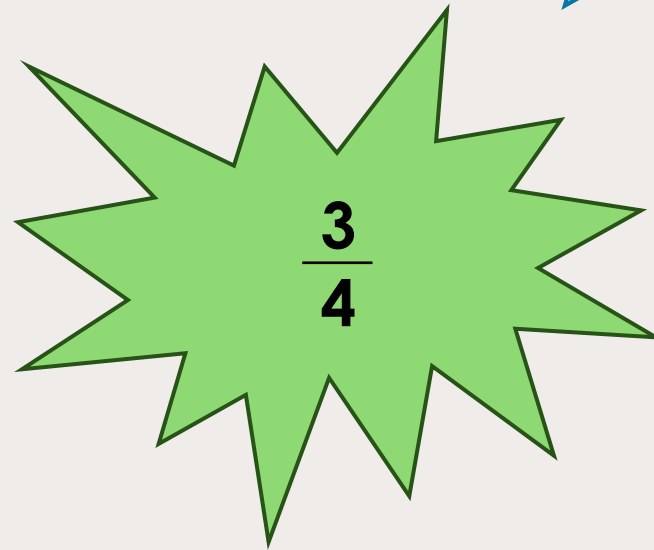
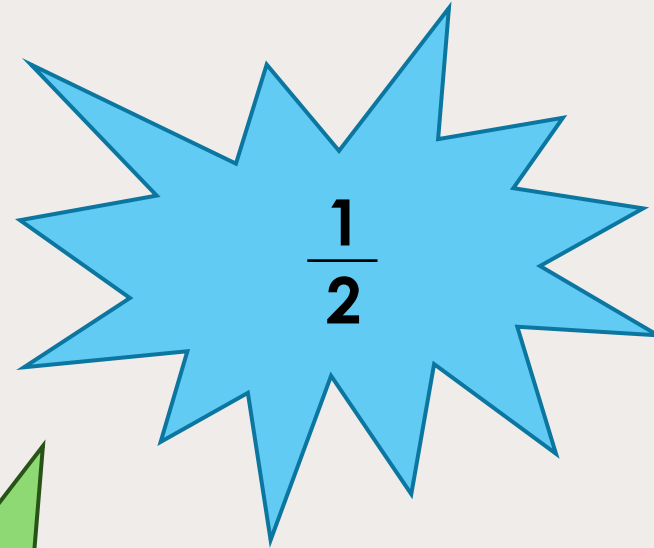
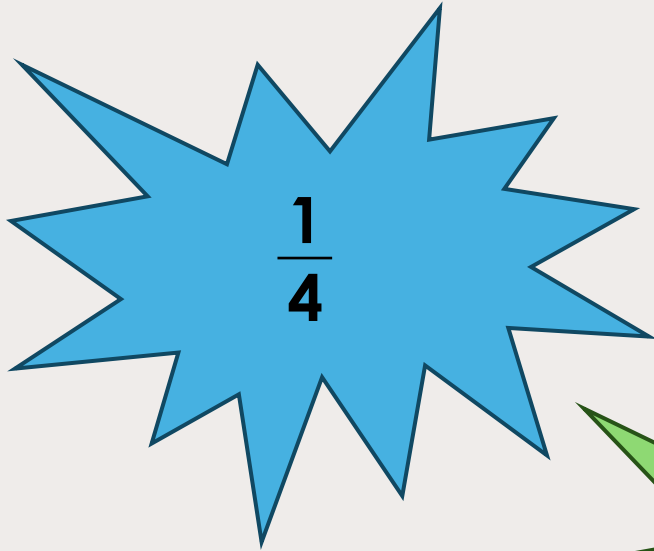
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TBAT: recognise halves and quarters as decimals.

Which representation is not equal to 1 quarter or 1 half?



Which fraction of £100 would you choose? Why?



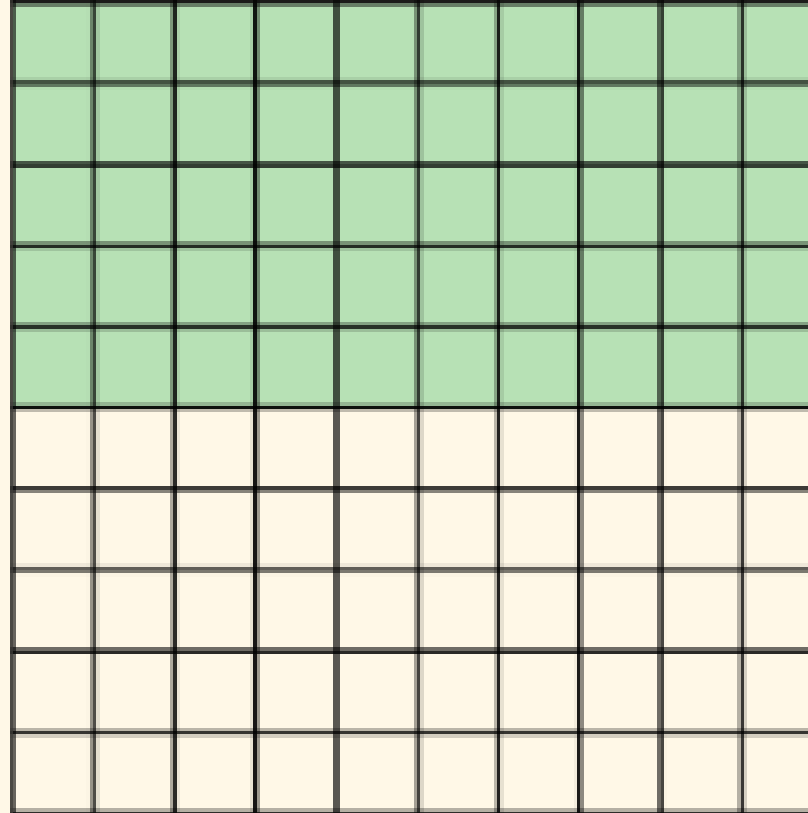
16.05.25

TBAT: recognise halves and quarters as decimals.

Here is a hundred
square.

What fraction of the
square is shaded?

What would the
equivalent be as a
decimal?



$$\frac{50}{100} = \frac{5}{10} = \frac{1}{2}$$

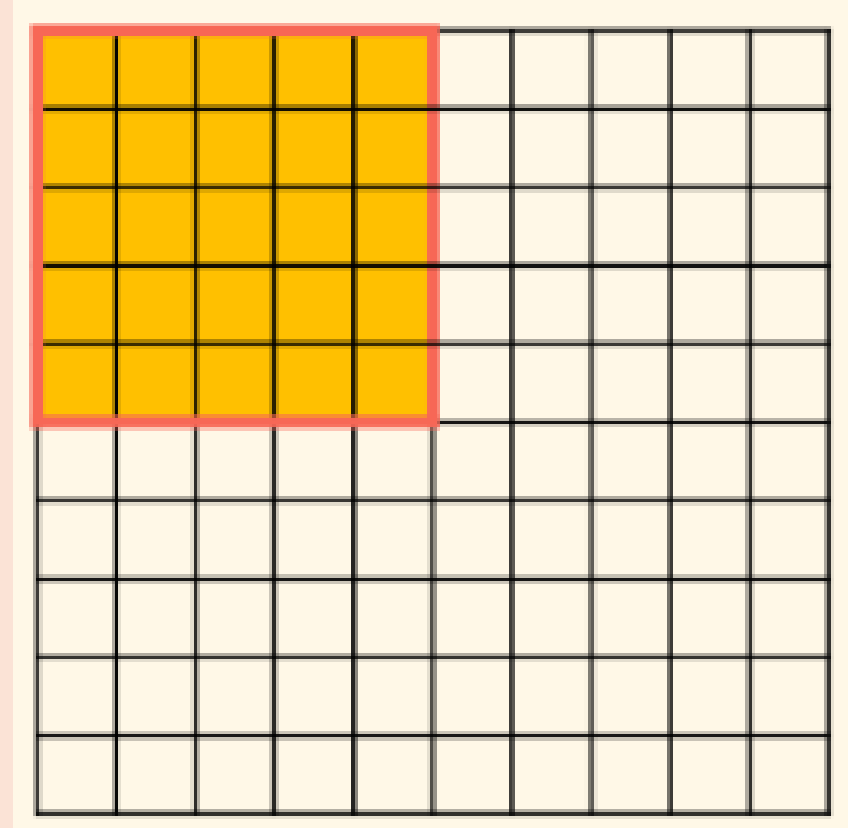
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TBAT: recognise halves and quarters as decimals.

We can use the hundred square to recognise other fractions and decimals.

What fraction of the square is shaded?

What would the equivalent be as a decimal?



16.05.25

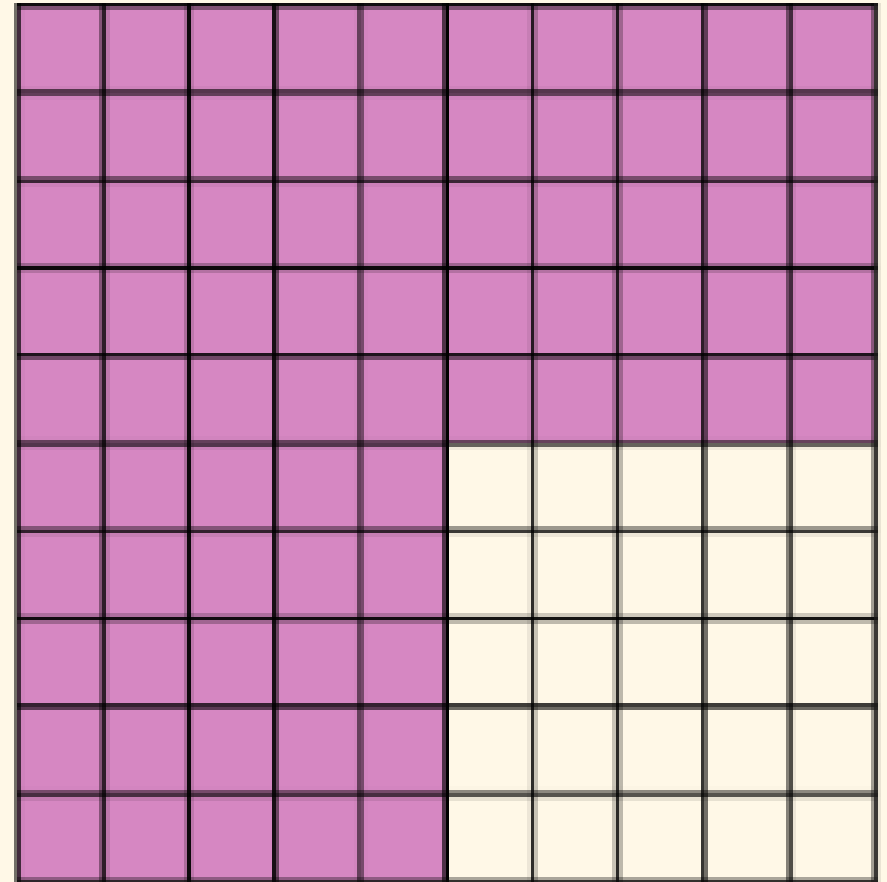
TBAT: recognise halves and quarters as decimals.

We can add one quarter to
two quarters (half).

What fraction of the square
is shaded?

What would the equivalent
be as a decimal?

25 + 50 = 75. 75 parts shaded



16.05.25

TBAT: recognise halves and quarters as decimals.

Which fraction equals
the decimal?

0.5

$$\frac{5}{100}$$

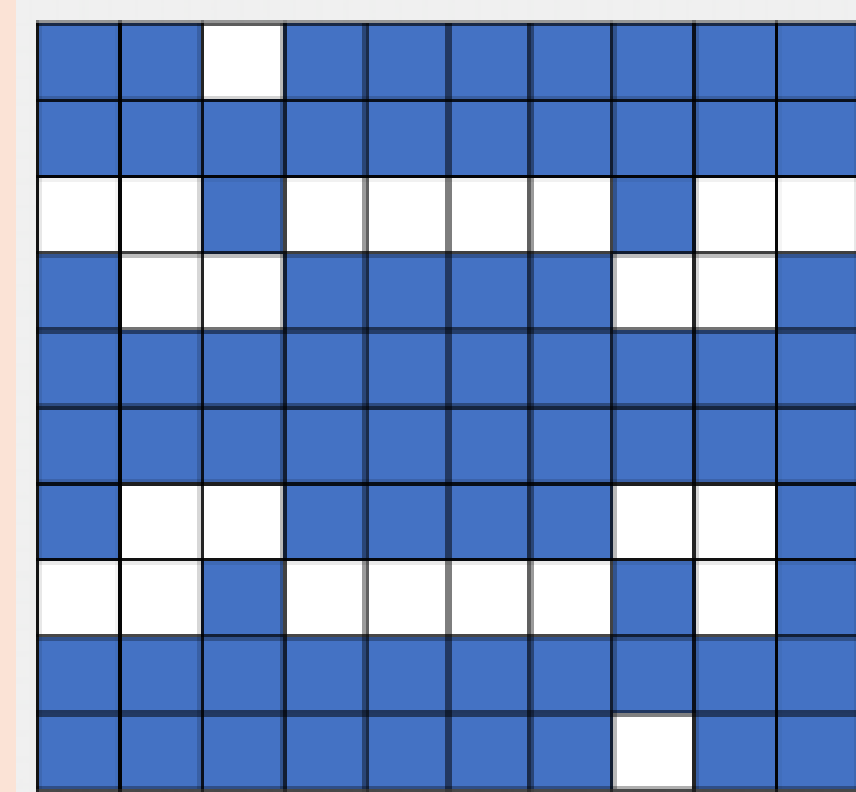
$$\frac{25}{100}$$

$$\frac{50}{100}$$

16.05.25

TBAT: recognise halves and quarters as decimals.

What fraction and
decimal can be written
to show how many
coloured squares are
shaded?

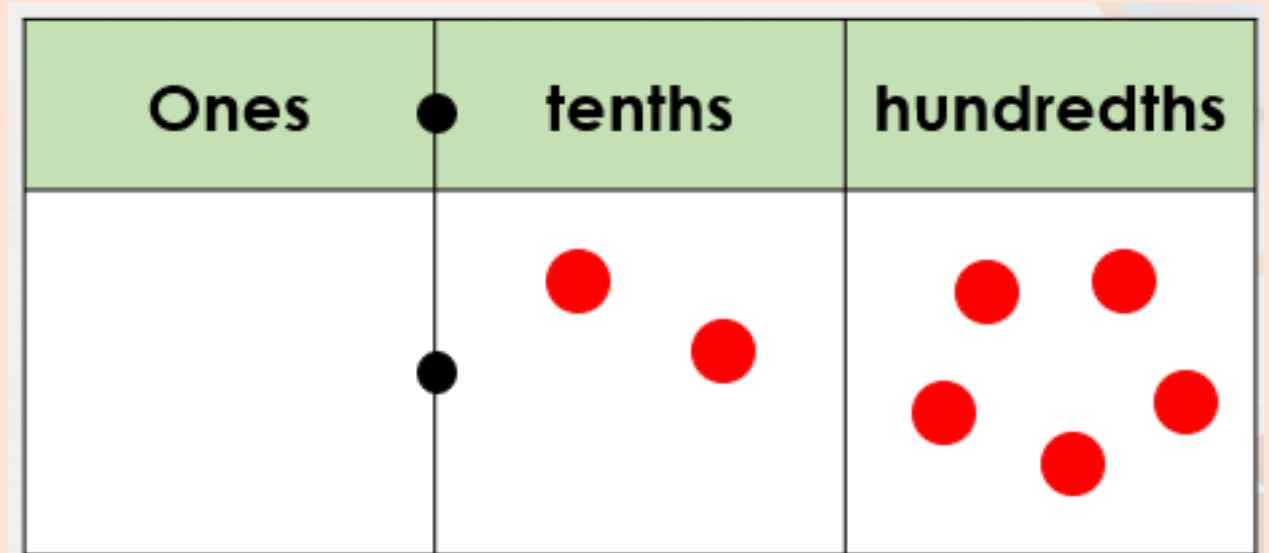


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TBAT: recognise halves and quarters as decimals.

Which decimal is
shown on the place
value grid?

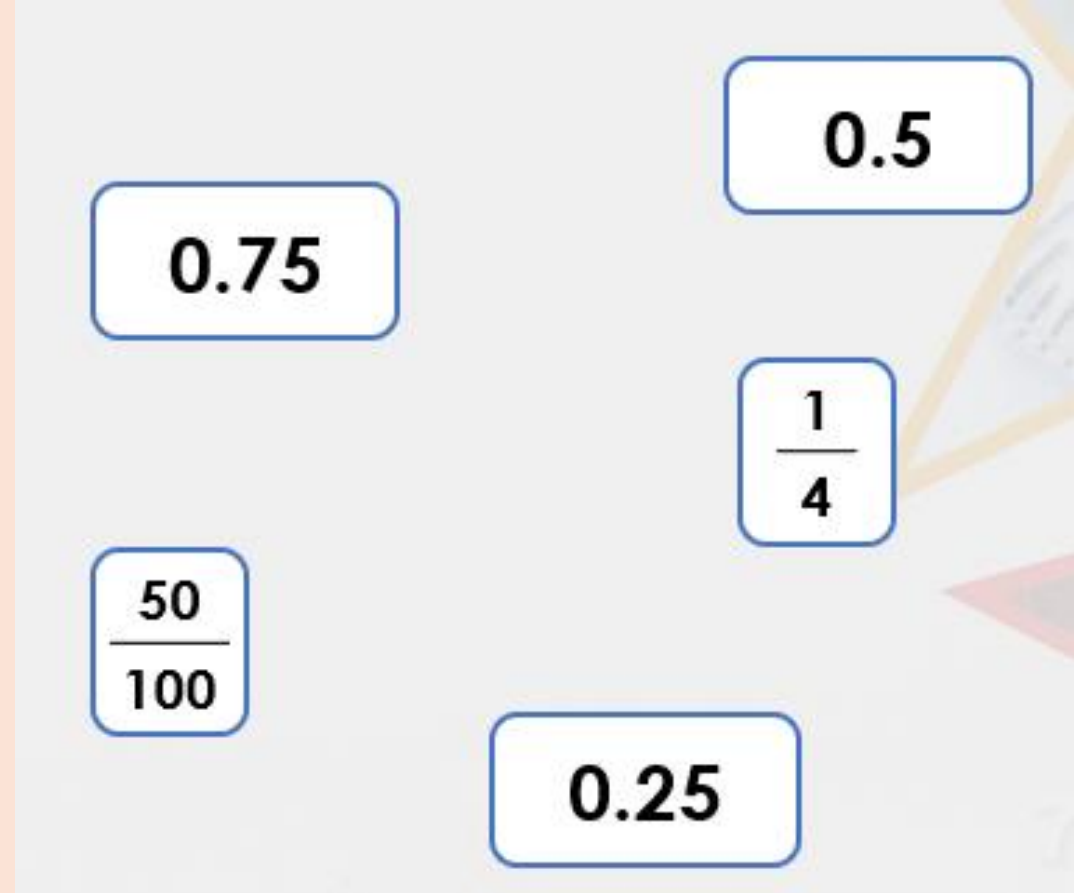
What fraction would
this be?



16.05.25

TBAT: recognise halves and quarters as decimals.

Match the pairs.
Which is the odd one
out?



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TBAT: recognise halves and quarters as decimals.

I'm thinking of a fraction.

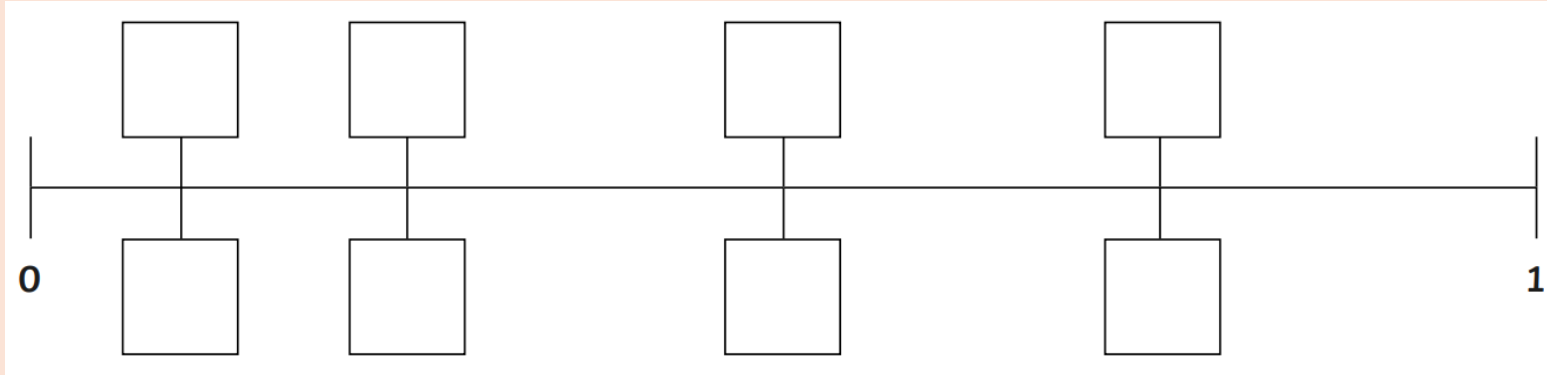
The denominator is 100.

It is equal to 0.75.

What is my fraction?

16.05.25

TBAT: recognise halves and quarters as decimals.



0.5	$\frac{3}{4}$	$\frac{1}{10}$	0.75	$\frac{1}{4}$	0.25	0.1	$\frac{1}{2}$
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5. Helen and Korbon attend their swimming lesson. The swimming pool is 40 m long.

Helen swam 0.75 of the length of the pool in 2 minutes.

Korbon swam $\frac{5}{10}$ of the pool in 2 minutes.

Korbon believes he swam the furthest.

Is he correct? Prove it.

6b. I'm thinking of a fraction.

The numerator is 9.

It is equivalent to 0.75.

What is my fraction?

16.05.25

TBAT: recognise halves and quarters as decimals.

Challenge

Do you agree with Zeke or Amrit?
Explain how your answer.



Zeke

My bag has a mass of 0.5kg.
I have the bag with the greater mass.



Amrit

My bag has a mass of $\frac{3}{4}$ kg.
I have the bag with the greater mass.

Mastery Challenge

Abi and Hari are thinking of a fraction.
What fraction could they be thinking of?
Find three possible answers for each of them.



Abi

My fraction is equal to 0.25 and it has an even numerator less than 8.

My number is three times greater than Abi's decimal number. My numerator is odd and my denominator is less than 25.



Hari

Mastery with Greater Depth

Four children are comparing the mass of their kittens.



Priya

My kitten weighs $\frac{25}{100}$ of 5kg.

My kitten weighs $\frac{8}{16}$ of 5kg.



Emily



Bartek

My kitten weighs 0.75 of 5kg.

My kitten weighs $\frac{5}{20}$ of 5kg.



Jia

Order the mass of the kittens from lightest to heaviest. Show your working out.

Friday 3rd May

TBAT: write a paragraph of a balanced argument.

3 in 3

Imagine a world where the Mayan gods ponder whether to bestow upon their people the divine gift of chocolate. On one hand, chocolate is a delicious and cherished treat, bringing joy and pleasure to those who indulge in its sweet embrace. However, on the other hand, there are concerns about the potential health risks and societal implications of granting access to this decadent delicacy. In this balanced argument, we will explore both sides of the debate to determine whether the Mayan gods should indeed share their sacred chocolate with their people.

1. Find and copy a word which means indulgent.
2. Find one reason **for** giving the Mayan people chocolate.
3. Find one reason **against** giving the Mayan people chocolate.

Friday 3rd May

TBAT: write a paragraph of a balanced argument.

Tell your partner as many reasons as you can remember **FOR** the Mayan people receiving chocolate from their Gods.

Tell your partner as many reasons as you can remember **AGAINST** the Mayan people receiving chocolate from their Gods.

Explain the purpose of a balanced argument.

Friday 3rd May

TBAT: write a paragraph of a balanced argument.

Today, we are going to write one paragraph based on what we practised orally yesterday.

You are going to write one paragraph for **or** one paragraph against.

SHOULD THE MAYAN GODS GIVE THEIR PEOPLE CHOCOLATE?

For

Against

Recap your words from yesterday (you each spoke for 30 seconds)

Friday 3rd May
TBAT: write a paragraph of a balanced argument.

Share write

Can you include features from this knowledge organiser?

Balanced Arguments and Debates

Does your balanced argument include...	
an introductory paragraph?	
reasons for and against the argument in separate paragraphs?	
most of the paragraphs written in the third person?	
the final paragraph written in the first person and containing a personal opinion?	
causal conjunctions?	
adverbials?	
modal verbs?	
formal vocabulary?	

Causal Conjunctions

as	as a result	because
consequently	even though	hence
since	so	therefore

Modal Verbs

can	cannot	should	should not
will	will not	would	would not

Fronted Adverbials of Time

At first,...

Firstly,...

Secondly,...

Meanwhile,...

Finally,...

In conclusion,...

Word Bank

agree	allows	argue	argument
believe	clarify	compromise	data
decreasing	disagree	entitled	essential
identify	increasing	inform	opinions
require	statistics	value	view

Adverbials for Opposing Views

alternatively	however	in comparison
in contrast	nevertheless	on the other hand

Adverbials for Addition

additionally	after all	furthermore
in addition	moreover	similarly

Sentence Starters to Engage the Reader

One of the main arguments is...

Many people believe that...

Some people argue that...

Other people think that...

No one can deny that...

There is no doubt that...

Despite the fact that...

It could be argued that...

Evidence suggests that...

After considering the arguments on both sides,...

To conclude my balanced argument,...

Friday 3rd May

TBAT: write a paragraph of a balanced argument.

Should the Mayan gods bestow the gift of chocolate upon their people? Yes, indeed! Chocolate, with its rich and delicious flavour, has been cherished by civilizations throughout history, and the Mayan people would surely benefit from its divine taste. Firstly, chocolate is not just a delightful treat, but it also holds cultural significance for the Mayans, who have long revered cacao as a sacred symbol of wealth and prosperity. By sharing chocolate with their people, the Mayan gods would honour this tradition and strengthen the bond between the divine and the mortal realm. Moreover, chocolate is known to have various health benefits, such as improving mood and boosting energy levels, which could enhance the well-being of the Mayan people. With its heavenly taste and positive effects, chocolate would undoubtedly be a welcome addition to the lives of the Mayan people, making it a gift worth giving.

While the idea of the Mayan gods giving chocolate to their people may sound appealing, there are reasons to argue against it, especially considering the gifts and blessings the gods have already bestowed upon the Mayan civilization. Throughout history, the Mayan gods have provided their people with abundant resources, fertile lands, and spiritual guidance, nurturing a thriving and prosperous society. In light of these generous gifts, some may argue that the addition of chocolate is unnecessary and potentially frivolous. Instead of asking for more, perhaps the Mayan people should focus on appreciating and making the most of the blessings they have already received. Moreover, introducing chocolate could potentially disrupt the delicate balance of the Mayan way of life and lead to unforeseen consequences. By maintaining gratitude for the gifts they have already received, the Mayan people can continue to thrive and honour the legacy of their gods without the need for additional indulgences like chocolate.