Fluent in Five - Year 6
Week 17 - Day 5

Name.....
Date.....School.....
Class.....Score.....

1 $3{,}212 \div 4 =$

1 mark

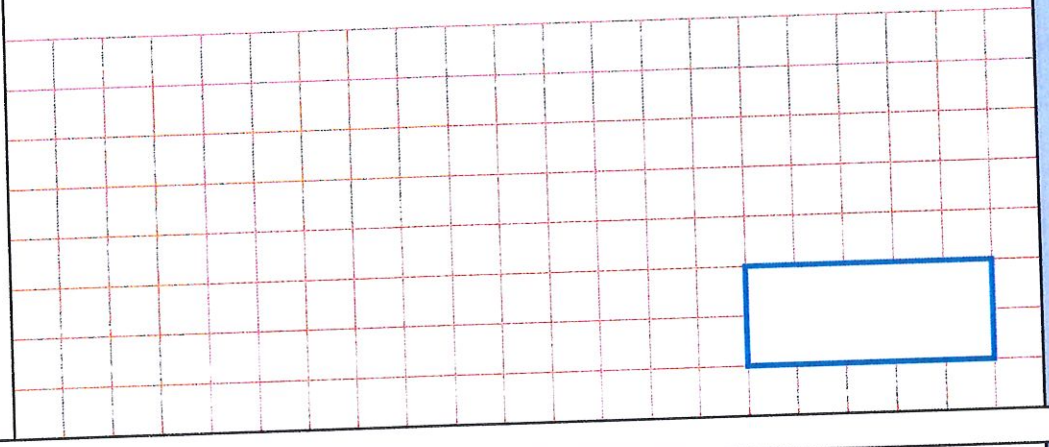
2 $(19 + 7) \div 2 =$

1 mark

3 $7{,}536 - 3{,}001 =$

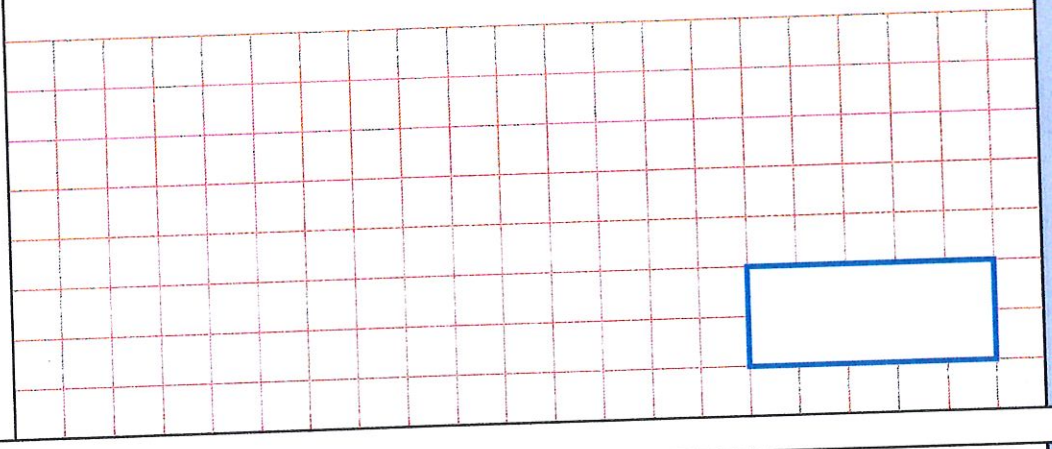
1 mark

4 156,400 – 86,148 =



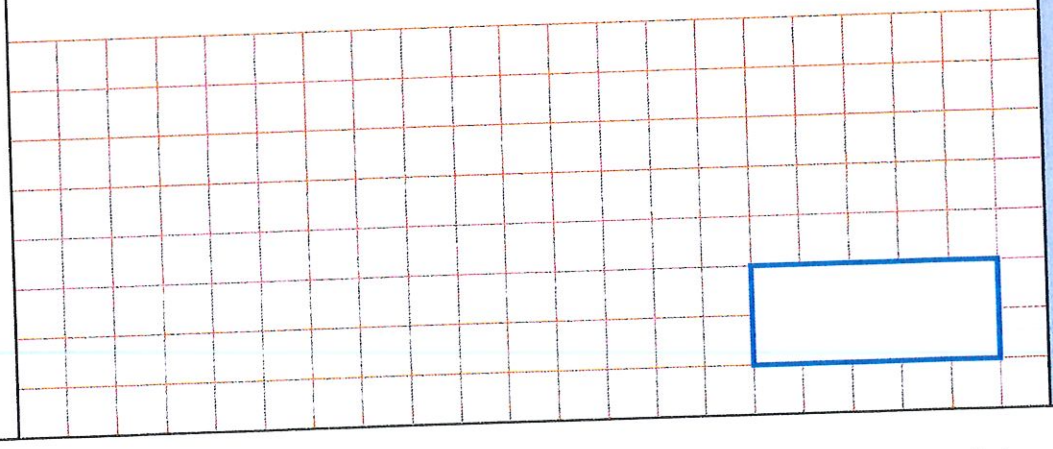
1 mark

5 360 ÷ 60 =



1 mark

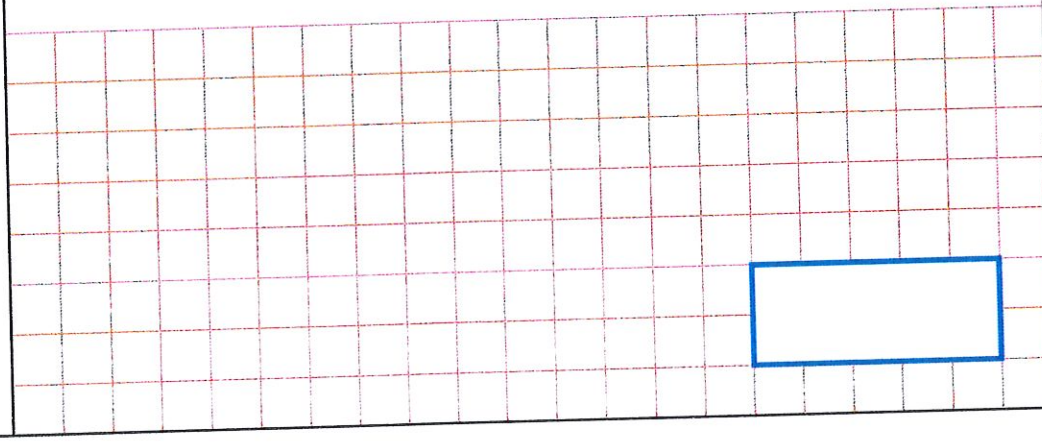
6 536 x 9 =



1 mark

Challenge yourself!

7 $2\frac{1}{8} + 5\frac{2}{4} =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $3{,}212 \div 4 = \mathbf{803}$ (W)

2. $(19 + 7) \div 2 = \mathbf{13}$ (M)

3. $7{,}536 - 3{,}001 = \mathbf{4{,}535}$ (M)

4. $156{,}400 - 86{,}148 = \mathbf{70{,}252}$ (W)

5. $360 \div 60 = \mathbf{6}$ (M)

6. $536 \times 9 = \mathbf{4{,}824}$ (W)

7. $2\frac{1}{8} + 5\frac{2}{4} = \mathbf{7\frac{5}{8}}$ (M)

Fluent in Five

Daily Arithmetic Practice
Week 18

Year 6

THIRD SPACE LEARNING

Year 6 - Week 18

Please note, we always recommend reading 'Your Guide to Using Fluent in Five' before using these resources with your class.

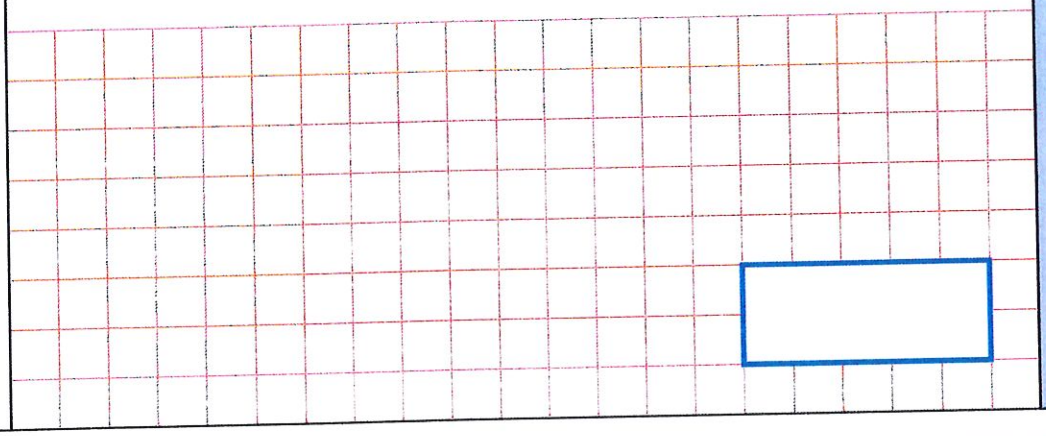
This week in a nutshell

- Mental multiplication this week focuses on using the 1-12x table to solve multiplication and division questions.
- Mental addition and subtraction questions this week continue to focus on adding and subtracting multiples of 10, 100 and 1,000.
- Written methods for multiplication focuses on the multiplication of decimals by a single-digit number. Written methods for addition and subtraction are taken from the full range of possible questions.
- Fraction questions focus on children multiplying pairs of fractions together, and dividing fractions by a single digit number.

Fluent in Five - Year 6
Week 18 - Day 1

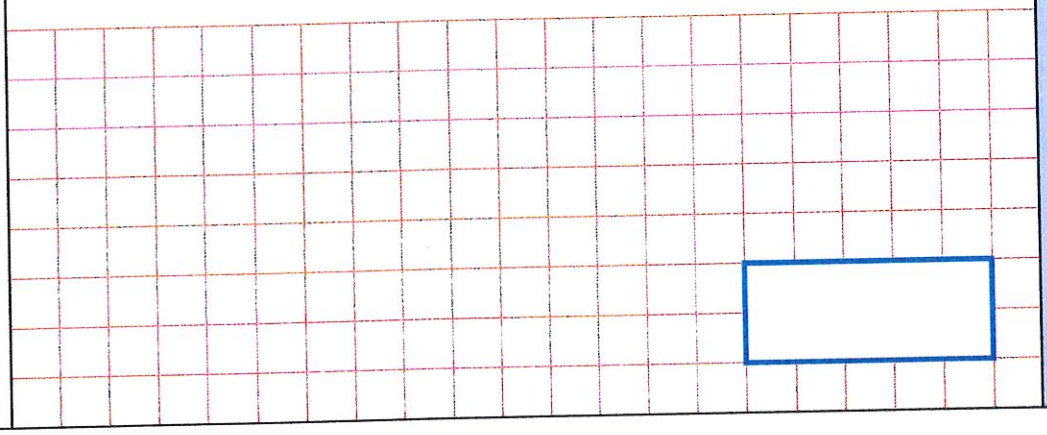
Name.....
Date.....School.....
Class.....Score.....

1 $258{,}630 + 179{,}885 =$



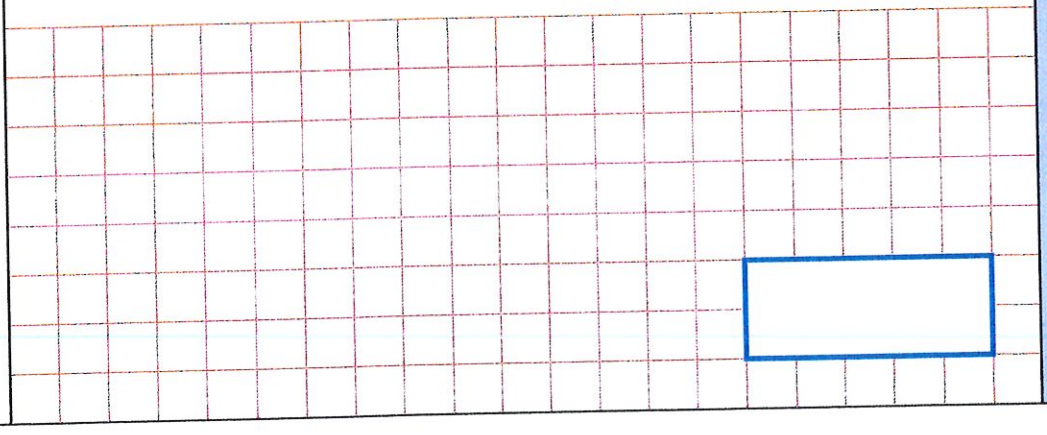
1 mark

2 $\frac{2}{5} \times \frac{1}{2} =$



1 mark

3 $320 + 90 =$



1 mark

4 $5 + 7 + 3 =$

1 mark

5 $1.25 \times 6 =$

1 mark

6 $6\overline{)2268}$

1 mark

Challenge yourself!

7

$120 \div \square = 10$

1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 258,630 + 179,885 = **438,515** (W)
2. $\frac{2}{5} \times \frac{1}{2} = \frac{\mathbf{2}}{\mathbf{10}}$ (M)
3. 320 + 90 = **410** (M)
4. 5 + 7 + 3 = **15** (M)
5. 1.25 x 6 = **7.5** (W)
6. 2,268 ÷ 6 = **378** (W)
7. 120 ÷ **12** = 10 (M)

Fluent in Five - Year 6
Week 18 - Day 2

Name.....
Date.....School.....
Class.....Score.....

1 $626 \times 0 =$

1 mark

2 $3 \times \square = 33$

1 mark

3 $4.39 \times 5 =$

1 mark

4 $\frac{3}{4} \times \frac{2}{5} =$

1 mark

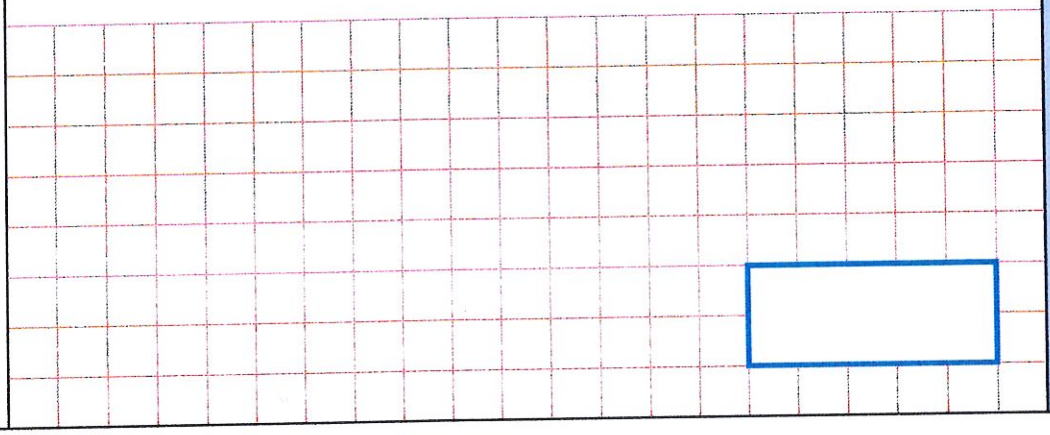
5 486,132 – 399,889 =

1 mark

6 51,000 + 23,000 =

1 mark

Challenge yourself!

7	42.145 + 15.588 = 	1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 626 x 0 = **0** (M)

2. 3 x **11** = 33 (M)

3. 4.39 x 5 = **21.95** (W)

4. $\frac{3}{4} \times \frac{2}{5} = \frac{\mathbf{6}}{\mathbf{20}}$ *or* $\frac{\mathbf{3}}{\mathbf{10}}$ (M)

5. 486,132 – 399,889 = **86,243** (W)

6. 51,000 + 23,000 = **74,000** (M)

7. 42.145 + 15.588 = **57.733** (W)

Fluent in Five - Year 6
Week 18 - Day 3

Name.....
Date.....School.....
Class.....Score.....

1 $4{,}000 + \square = 6{,}500$

1 mark

2 $901{,}002 - 463{,}552 =$

1 mark

3 $7 \times 4 =$

1 mark

4 $7{,}238 \div 100 =$

1 mark

5 $\frac{2}{10} \div 4 =$

1 mark

6 $6.12 \times 4 =$

1 mark

Challenge yourself!

7

$$\begin{array}{r} 54.294 \\ -\ 11.58 \\ \hline \end{array}$$

1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 4,000 + **2,500** = 6,500 (M)

2. 901,002 – 463,552 = **437,450** (W)

3. 7 x 4 = **28** (M)

4. 7,238 ÷ 100 = **72.38** (M)

5. $\frac{2}{10} \div 4 = \frac{\mathbf{2}}{\mathbf{40}}$ *or* $\frac{\mathbf{1}}{\mathbf{20}}$ (M)

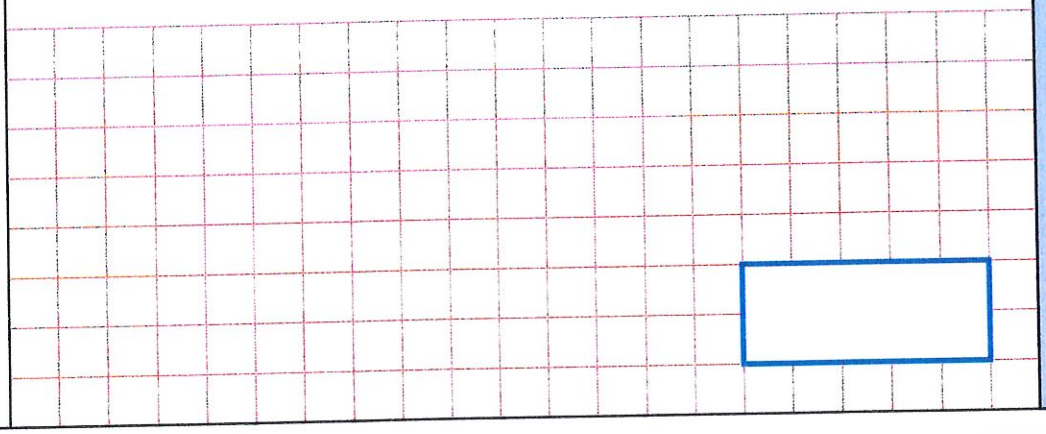
6. 6.12 x 4 = **24.48** (W)

7. 54.294 – 11.58 = **42.714** (W)

Fluent in Five - Year 6
Week 18 - Day 4

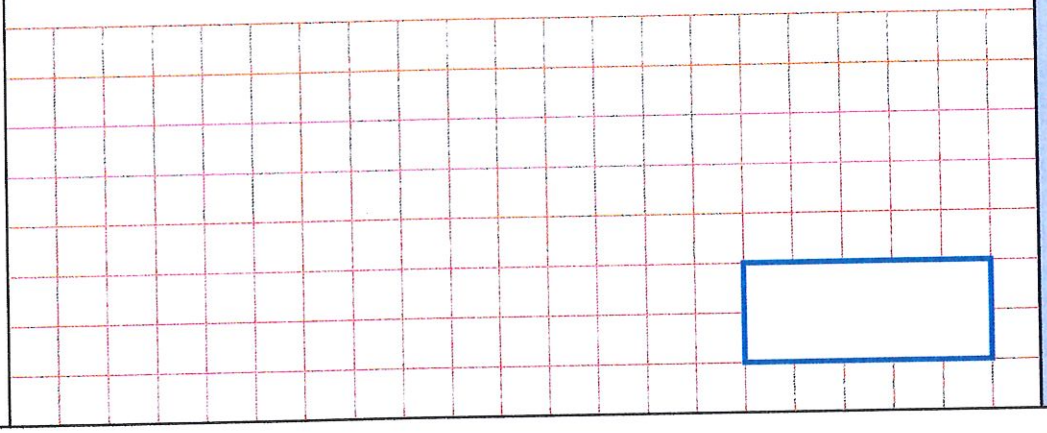
Name.....
Date.....School.....
Class.....Score.....

1 $12 \times 3 =$



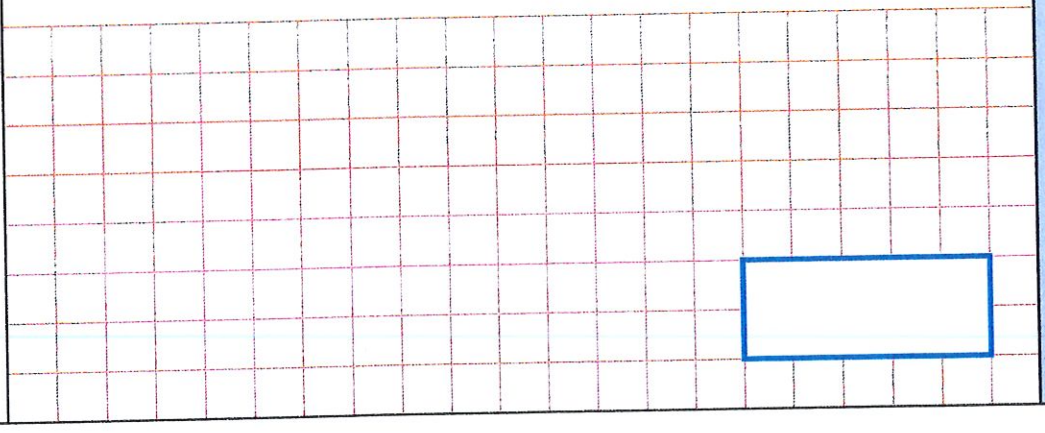
1 mark

2 $582.12 + 14.66 =$



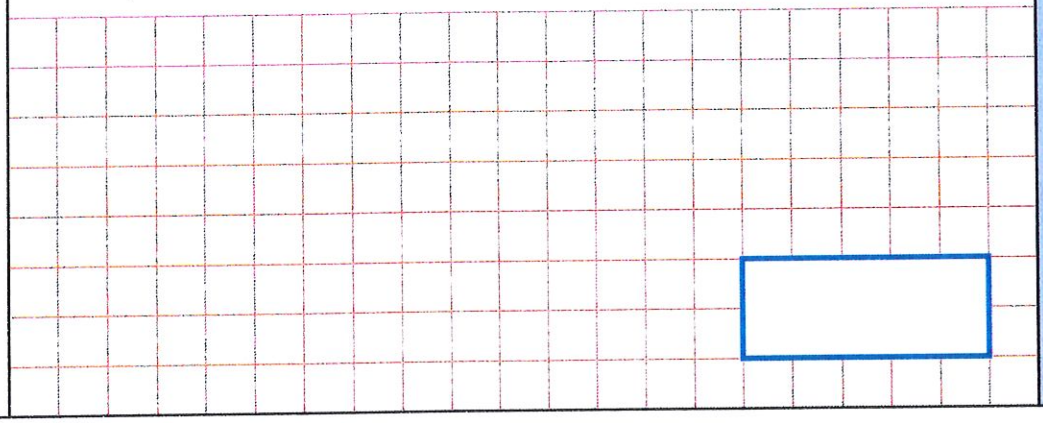
1 mark

3 $2.02 \times 9 =$



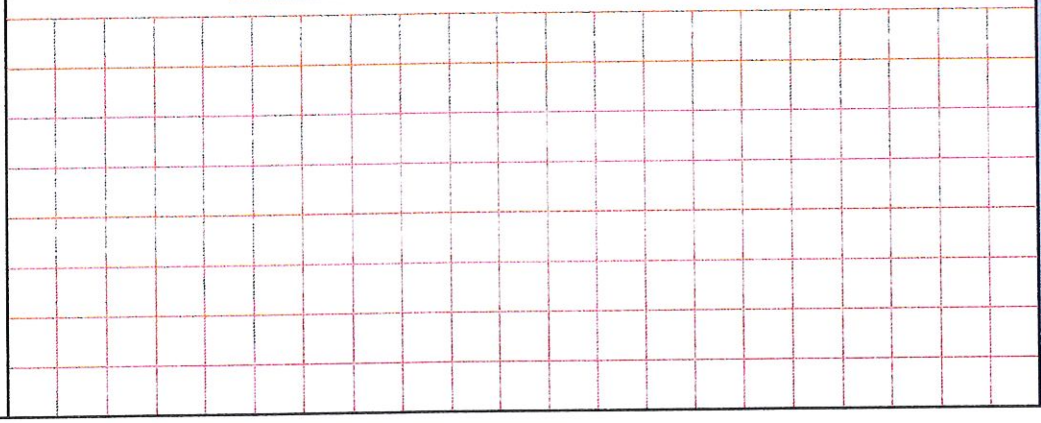
1 mark

4 $\frac{3}{5} \div 2 =$



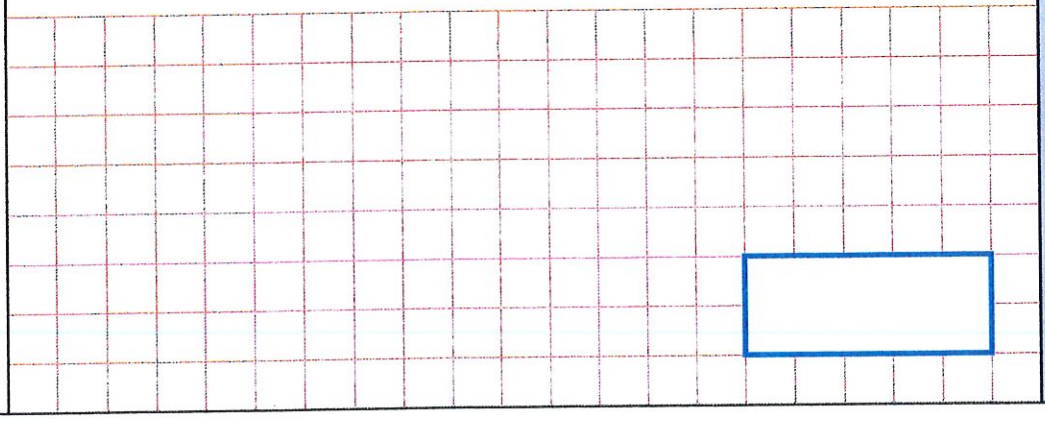
1 mark

5 $477{,}898 + \square = 955{,}796$



1 mark

6 $32 - 18 =$



1 mark

Challenge yourself!

7 $\square - 430 = 260$

1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $12 \times 3 = \mathbf{36}$ (M)

2. $582.12 + 14.66 = \mathbf{596.78}$ (W)

3. $2.02 \times 9 = \mathbf{18.18}$ (W)

4. $\frac{3}{5} \div 2 = \frac{\mathbf{3}}{\mathbf{10}}$ (M)

5. $477{,}898 + \mathbf{477{,}898} = 955{,}796$ (W)

6. $32 - 18 = \mathbf{14}$ (M)

7. $\mathbf{690} - 430 = 260$ (M)

Fluent in Five - Year 6
Week 18 - Day 5

Name.....

Date.....School.....

Class.....Score.....

1

$$\begin{array}{r} 581000 \\ -\ 193412 \\ \hline \end{array}$$

1 mark

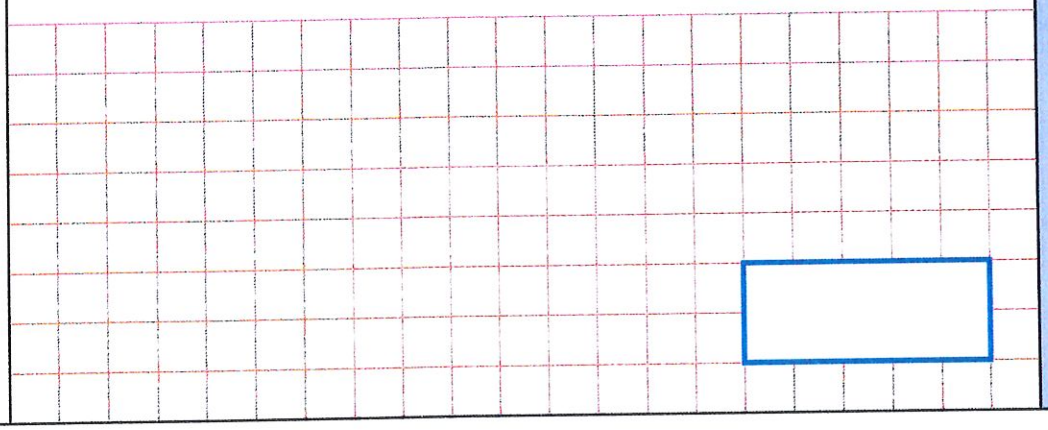
2 $(40 + 8) \div 4 =$

1 mark

3 $14{,}000 + 59{,}000 =$

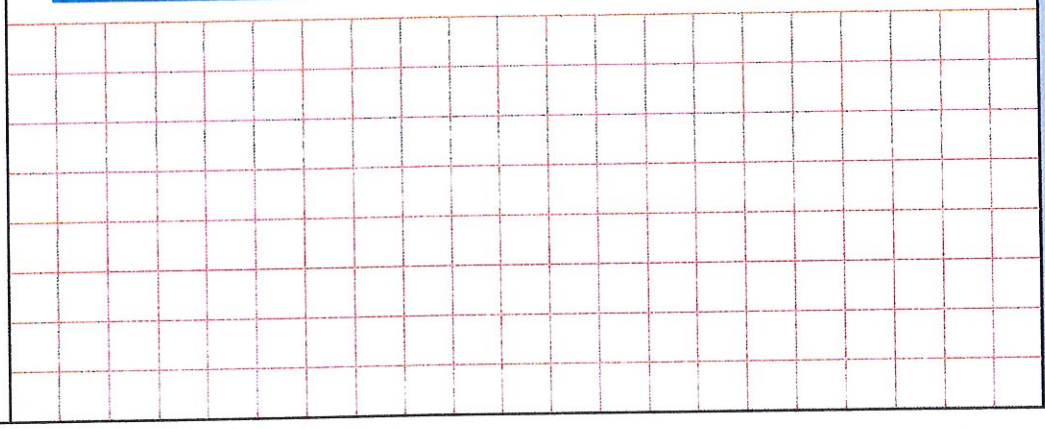
1 mark

4 $5.85 \times 9 =$



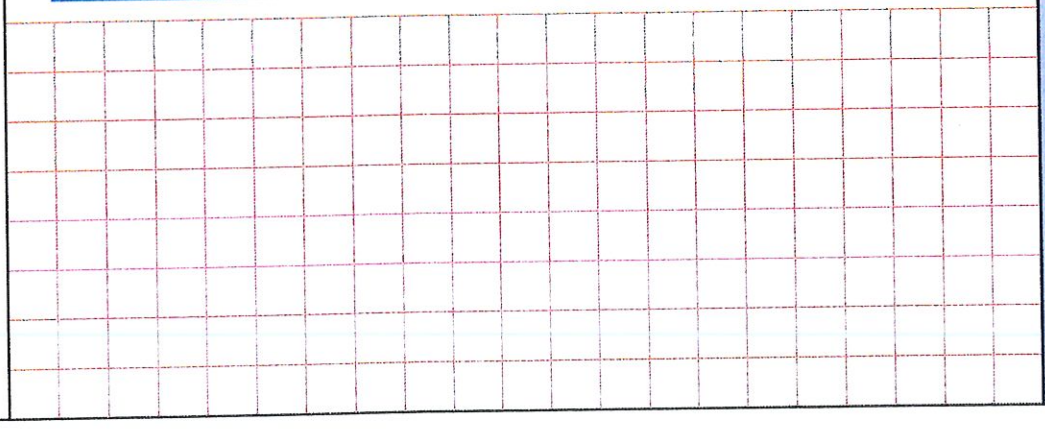
1 mark

5 $\square = 7 \times 9$



1 mark

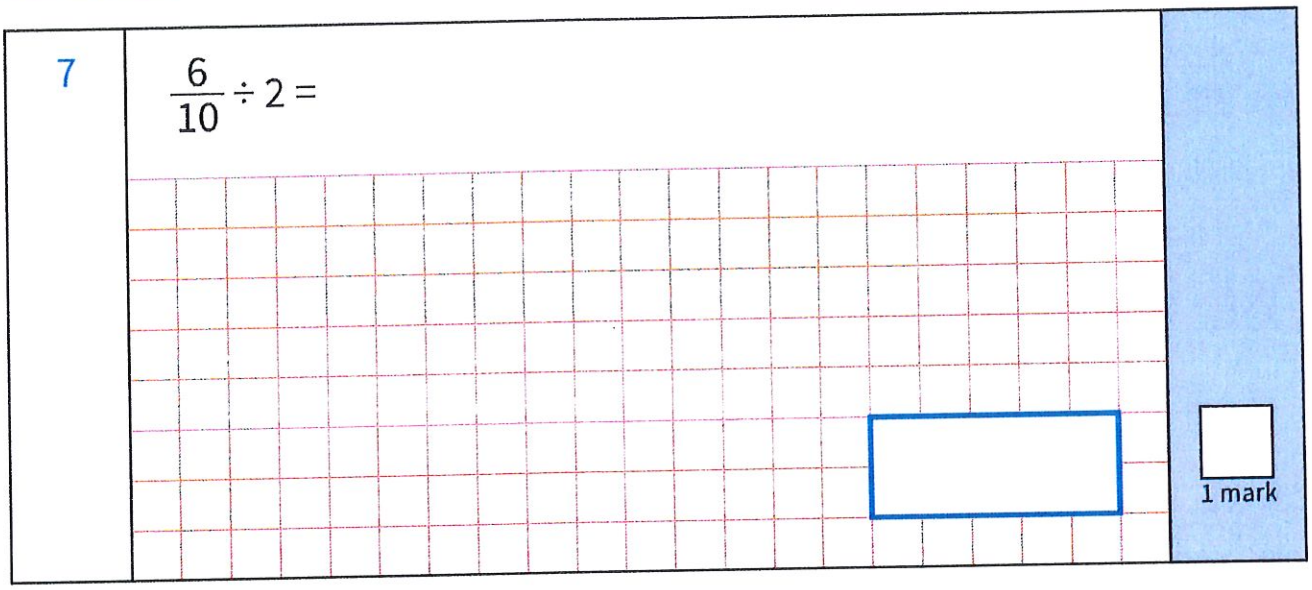
6 $\square + 1.505 = 8.504$



1 mark

Challenge yourself!

7 $\frac{6}{10} \div 2 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 581,000 – 193,412 = **387,588** (W)

2. (40 + 8) ÷ 4 = **12** (M)

3. 14,000 + 59,000 = **73,000** (M)

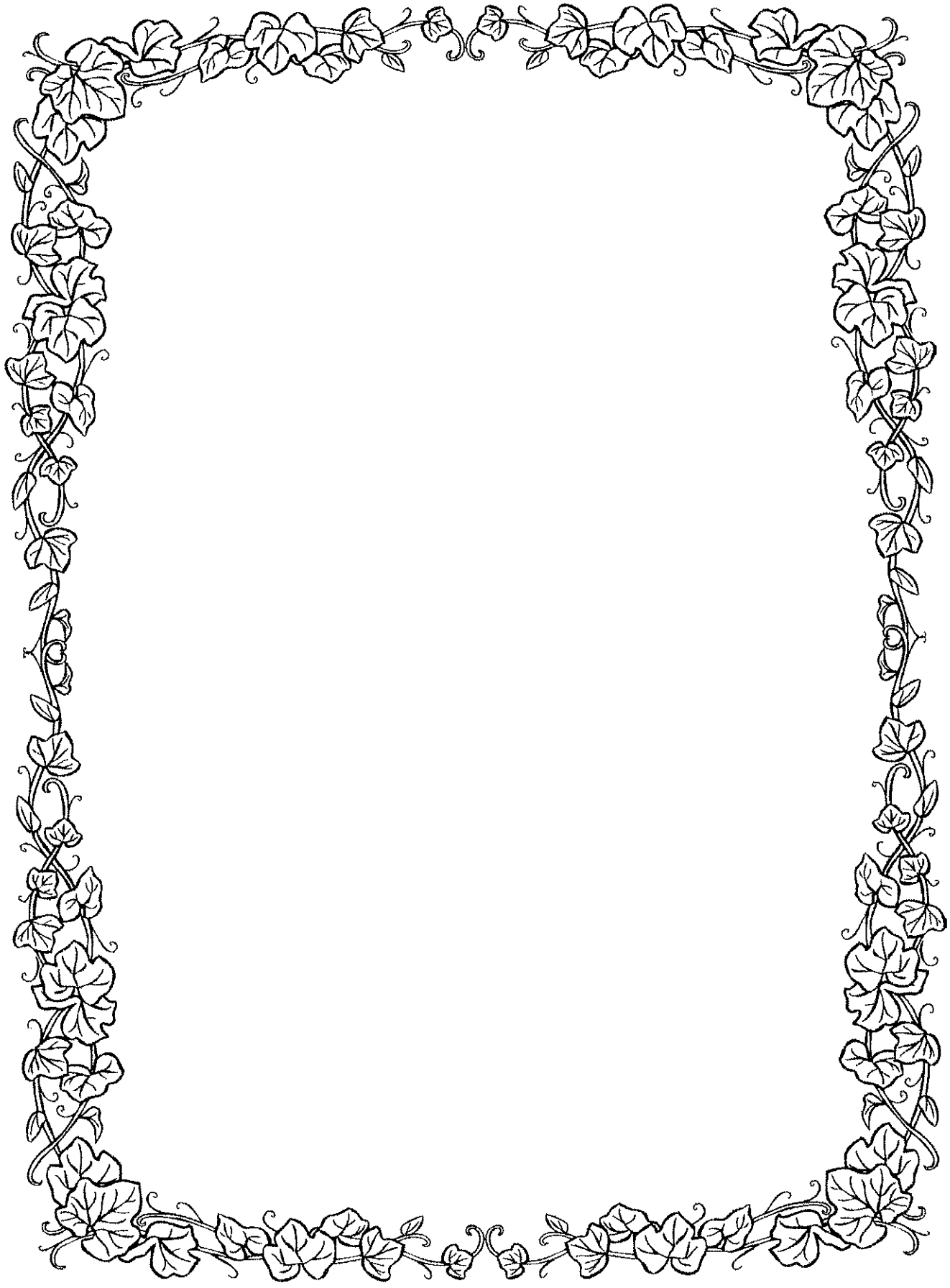
4. 5.85 x 9 = **52.65** (W)

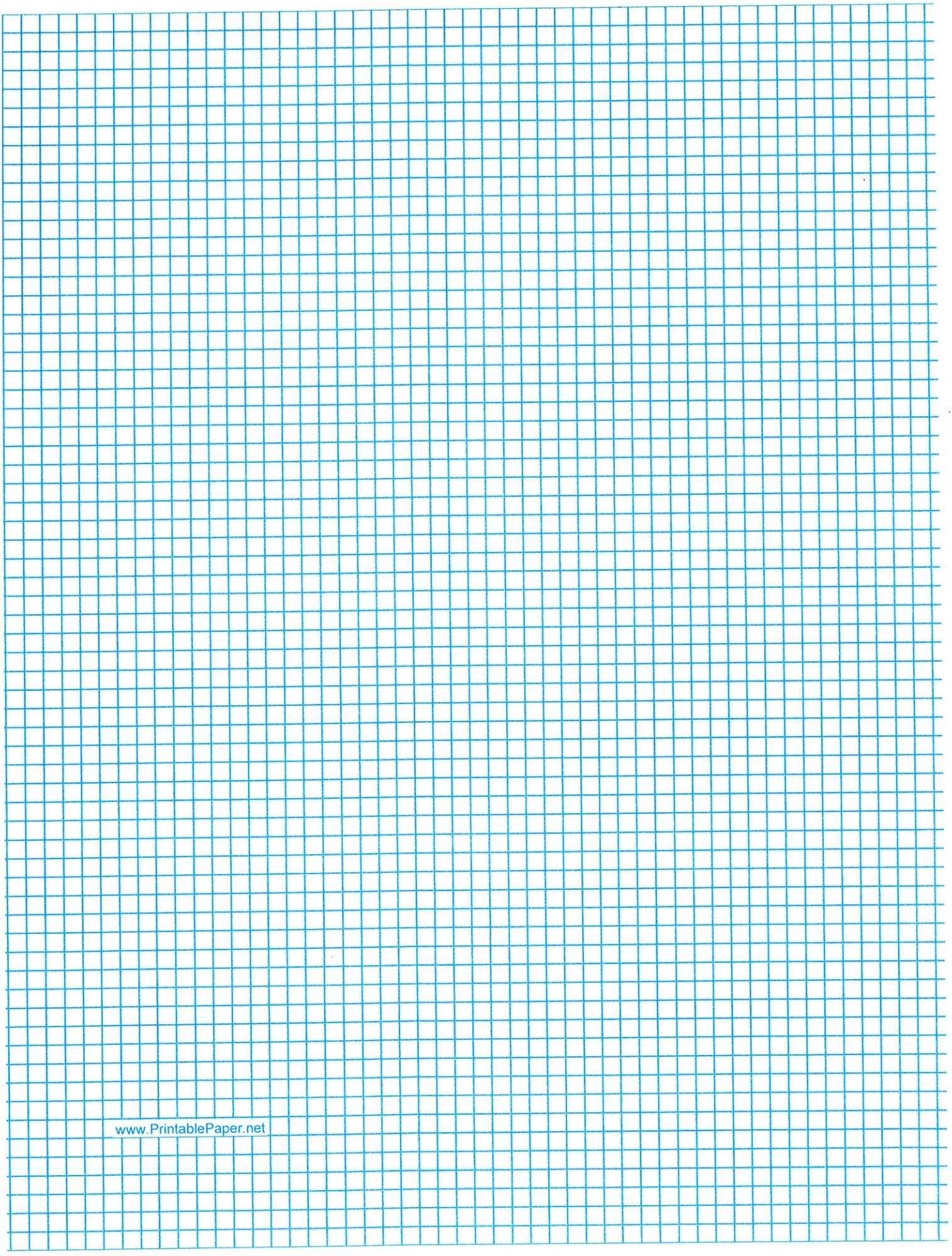
5. **63** = 7 x 9 (M)

6. **6.999** + 1.505 = 8.504 (W)

7. $\frac{6}{10} \div 2 = \frac{\mathbf{6}}{\mathbf{20}}$ (M)

Design Your Own Illuminated Letter




www.PrintablePaper.net

Illuminated Letters

- In Medieval times, all books were hand written and decorated by hand, usually by priests and monks. They were seen as very precious works of art, and you had to be very skilled to produce them.
- These manuscripts were called 'illuminated' because the letters and pictures were often decorated with gold and silver leaf. The word 'illuminated' comes from the Latin word *illuminare*, meaning "light up."
- An illuminated letter was usually the first letter of a page or paragraph. It was enlarged and in colour, with gold or silver added in areas, while the rest of the text was in black. Images of people, animals, plants or mythological creatures were sometimes added to enhance the letter.
- The Anglo-Saxons borrowed from the art styles of several different countries (Irish, Italian and Germanic) to create their own distinctive style of illuminated letters.
- Because not many people could read at this time, illuminated letters were a way of communicating a story or message without using words.

Illuminated Letters

Here are some examples of medieval illuminated letters.
Can you see what the letter is? Can you guess what the text was about from clues in the illuminated letter?

Warm up for functions

1. Work out:

a) $2 \times 4 =$ ☐ b) $12 \div 4 =$ ☐ c) $-1 + 9 =$ ☐

d) $-6 \div 3 =$ ☐ e) $-3 - 5 =$ ☐ f) $-2 \times 3 =$ ☐

2. Write the missing operation and number:

a) 5 [+3] $= 8$ d) 9 ☐ $= 3$

b) 6 ☐ $= 10$ e) 5 ☐ $= 15$

c) 11 ☐ $= 6$

You are learning about functions

THIRD SPACE LEARNING

Introducing functions

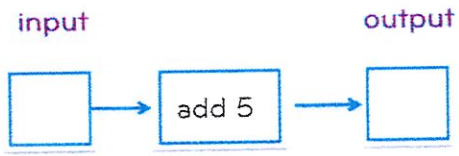
In this session we are going to learn:

- To read a function machine
- To find the input and output from a function machine
- To find the function in a function machine

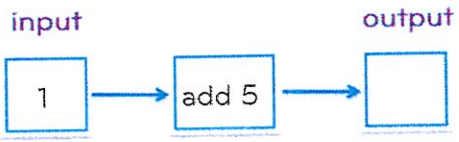
You are learning about functions

Using a function machine

Here is a function machine:



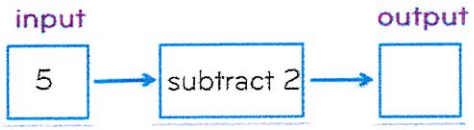
The input is 1. Work out the output.

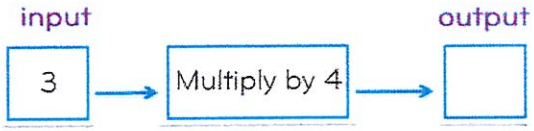


Using a function machine

A **function** is a **rule**. Functions can use **add**, **subtract**, **multiply** and **divide**.

Work out the outputs.



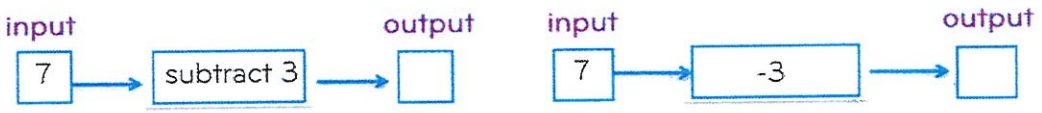


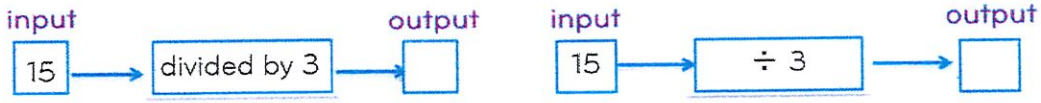
You are learning about functions

Using function machines

You can write functions using:

words or **symbols**

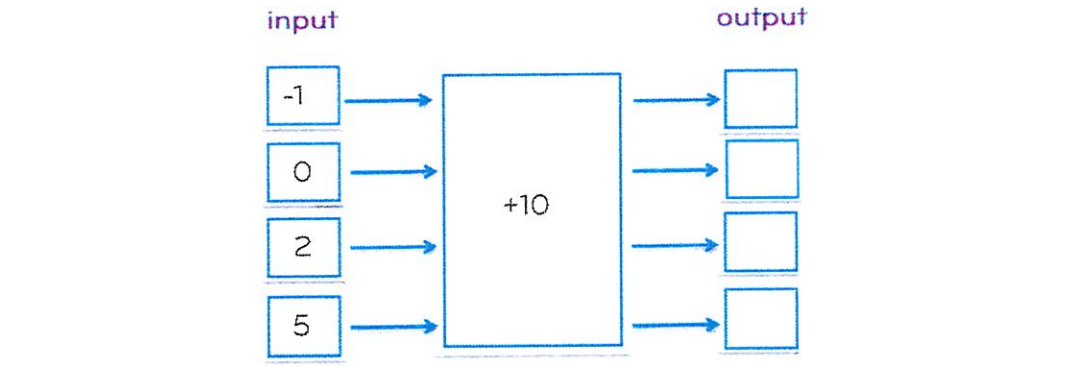




You are learning about functions

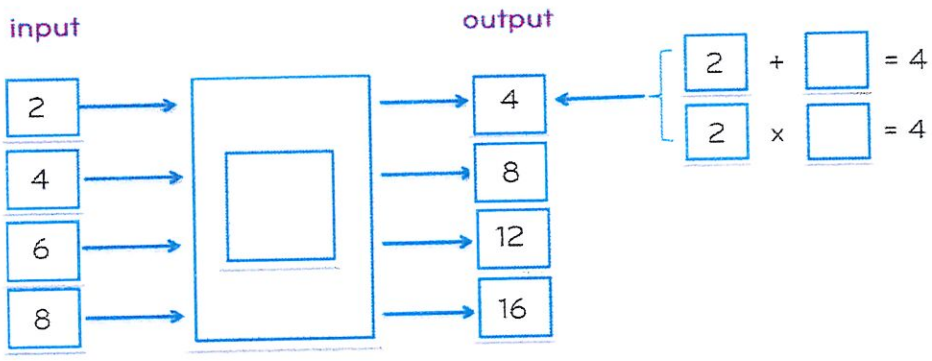
More than one input

You can input more than one number into a function machine.



Finding a missing function

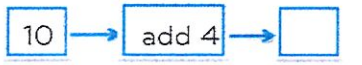
You can work out the function from the inputs and outputs.



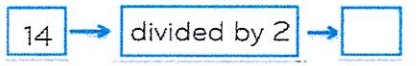
Practice time

1. Work out the outputs.

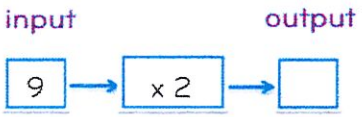
a)



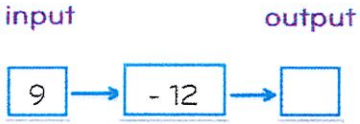
b)



c)



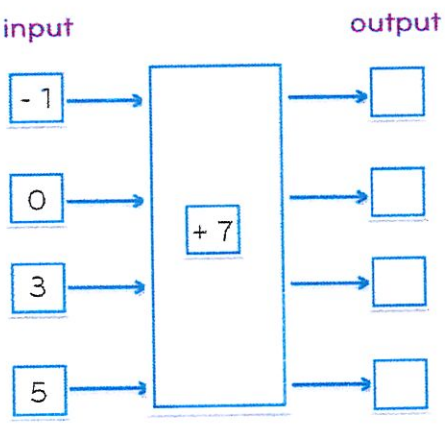
d)



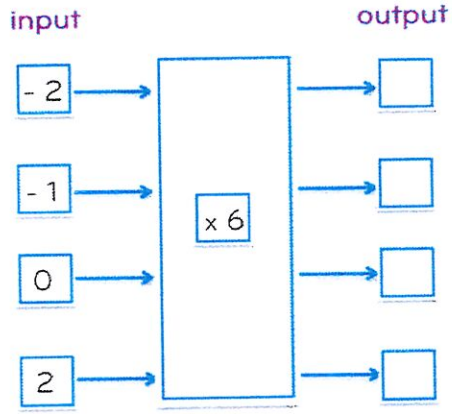
Practice time

2. Work out the outputs.

a)



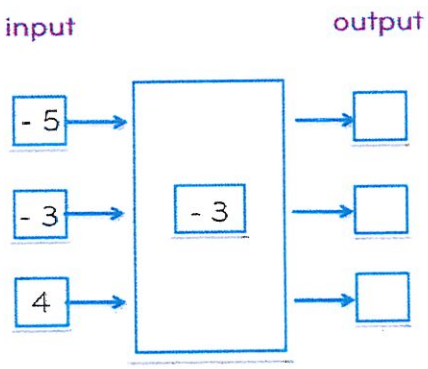
b)



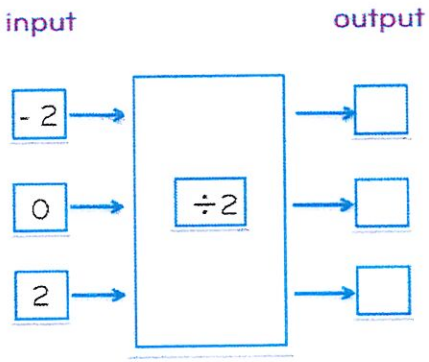
Practice time

3. Work out the outputs.

a)



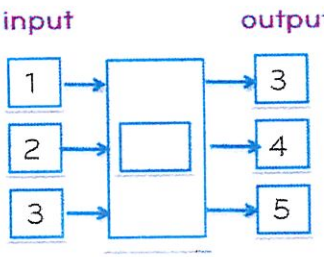
b)



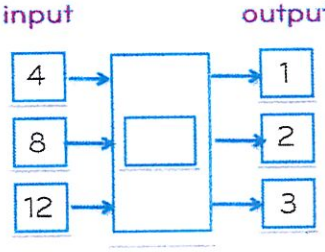
Practice time

4. Find the missing numbers:

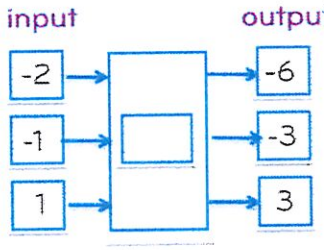
a)



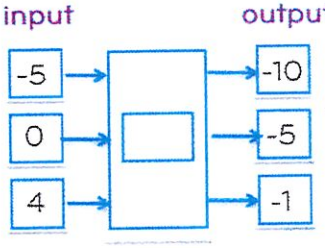
b)



c)

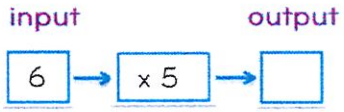


d)



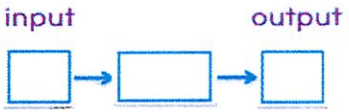
Practice time

5. Bella gets £5 pocket money each week. She uses this function machine to work out how much pocket money she gets in 6 weeks.

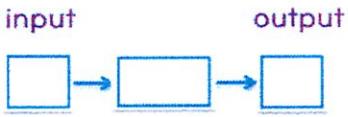


Complete this function machine to work out how much pocket money she gets in

a) 12 weeks



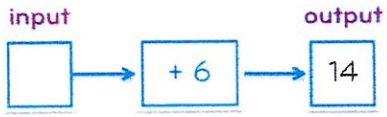
b) 1 year



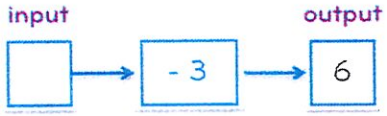
Warm up for letters in missing number problems

1. Write the missing inputs to these function machines:

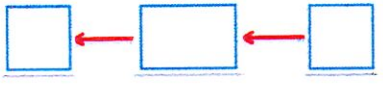
a)



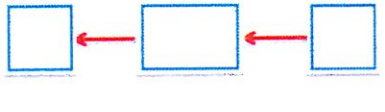
b)



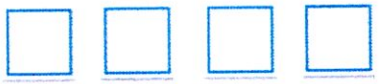
c)



d)



2. Write four pairs of numbers that add to make 10.



You are learning about letters in missing number problems

THIRD SPACE LEARNING

Letters in missing number problems

In this session we are going to learn:

- To write a missing number problem using a letter to stand for the missing number
- To find missing numbers represented by letters

You are learning about letters in missing number problems

Using letters to represent missing numbers

Here the letters a and b stand for missing numbers.
Find possible values of a and b.

a + b = 6

0 + ☐ = 6 a = 0 , b = ☐

☐ + ☐ = 6 a = ☐ , b = ☐

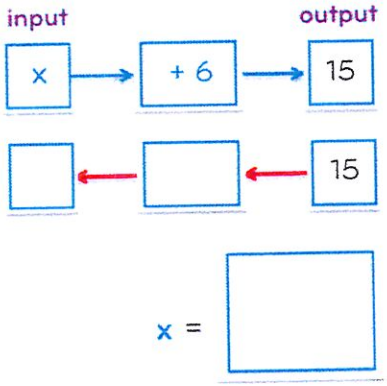
☐ + ☐ = 6 a = ☐ , b = ☐

You are learning about letters in missing number problems

Finding a missing number represented by a letter

Here x represents a missing number.

$x + 6 = 15$

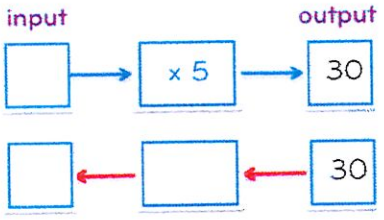


You are learning about letters in missing number problems

Finding a missing number represented by a letter

You can use any letter to represent a missing number.

$5m = 30$



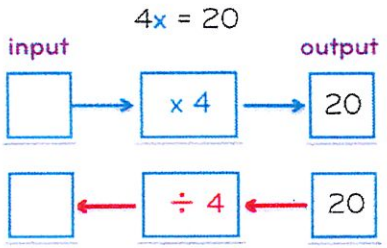
$m =$ ☐

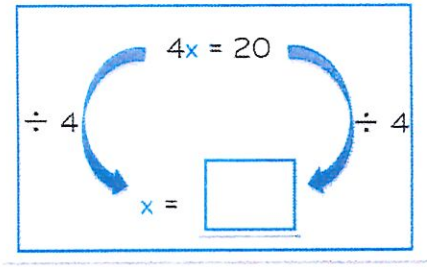
You are learning about letters in missing number problems

Solving equations

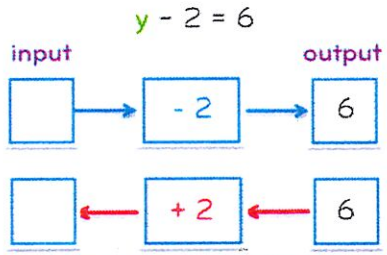
Solve the equations using function machines and inverse operations.

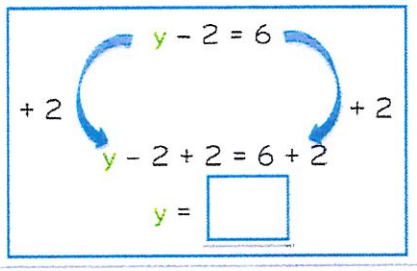
$4x = 20$





$y - 2 = 6$



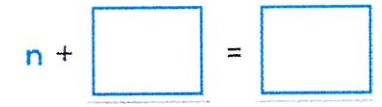


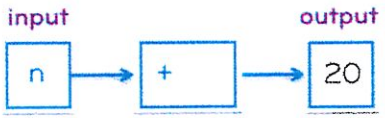
You are learning about letters in missing number problems

Solving equations

Write an equation to solve a missing number problem.

I think of a number, add 4 and the answer is 20. What is my number?
Use n for the number I think of.





You are learning about letters in missing number problems

Practice time

1. Find three pairs of values for x and y that satisfy this equation.

$x - y = 7$

$\square - \square = 7$ $\quad x = \square$, $\quad y = \square$

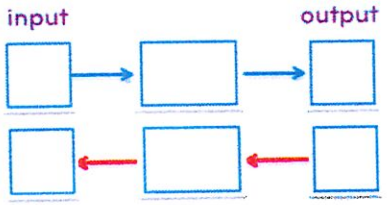
$\square - \square = 7$ $\quad x = \square$, $\quad y = \square$

$\square - \square = 7$ $\quad x = \square$, $\quad y = \square$

Practice time

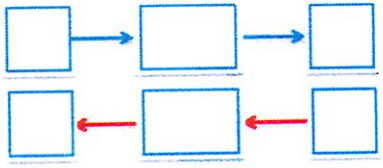
2. Write a + 10 = 17 in a function machine.
Find the value of a.

a =



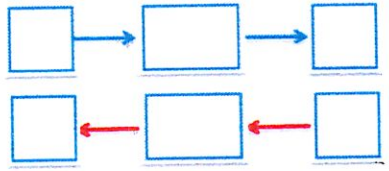
3. Write b − 8 = 5 as a function machine.
Find the value of b.

b =



4. Write 3c = 24 as a function machine.
Find the value of c.

c =

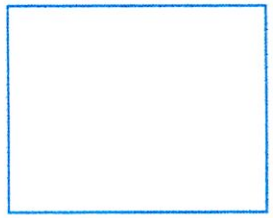


You are learning about letters in missing number problems

Practice time

5. Solve these equations.

a) $x + 9 = 14$

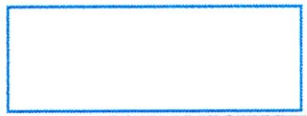


b) $6y = 24$

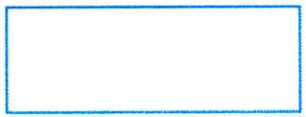
c) $z - 5 = -3$

6. For these 'think of a number' problems, write an equation and solve it to find the missing number:

a) I think of a number, add 5 and the answer is 4. What is my number?



b) I think of a number, multiply by 3 and the answer is 18. What is my number?



You are learning about letters in missing number problems

Practice time

7. Make an 'I think of a number' problem for each equation.

a) $3n = 15$

I think of a number, ☐ and the answer is ☐

What is my number? ☐

b) $m - 5 = 11$

I think of a number, ☐ and the answer is ☐

What is my number? ☐

c) $s + 3 = 5$

I think of a number, ☐ and the answer is ☐

What is my number? ☐

You are learning about letters in missing number problems

Warm up for linear sequences

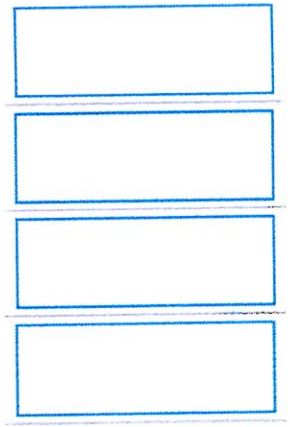
Write the missing numbers.

1. $\square + 59 = 110$

2. $86 - \square = 72$

3. $\square \div 3 = 14$

4. $6 \times \square = 78$



You are learning to solve problems with linear sequences

THIRD SPACE LEARNING

Linear sequences

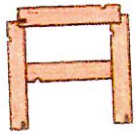
In this session we are going to learn:

- To continue linear sequences
- To describe the term-to-term rule for linear sequences
- To find missing terms in linear sequences

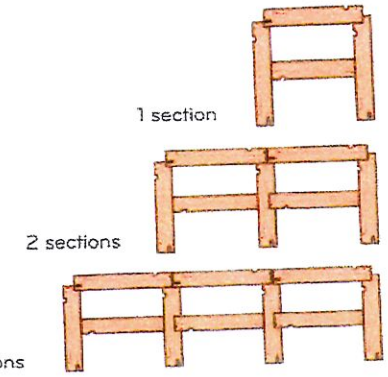
You are learning to solve problems with linear sequences

Continue linear sequences

A fence is built in sections like this:



Four 1m pieces of wood are needed for one section of fence.



How many pieces of wood are needed for:

2 sections of fence

3 sections of fence

4 sections of fence

5 sections of fence

Continue linear sequences

On the first day of the month Arthur has £80 in his bank account.

Every day the same amount of money is taken from his bank account to pay for his gas and electricity.

On day 2 there is £77 in his bank account.
On day 3 there is £74 in his bank account.
How much money is there in his bank account on:

day 4 ☐

day 5 ☐

day 6 ☐

day 7 ☐

You are learning to solve problems with linear sequences

Continue linear sequences

Continue these linear sequences:

1. 17 23 29 35 ☐ ☐
2. 238 299 360 421 ☐ ☐
3. 194 182 170 158 ☐ ☐
4. 6 1 -4 -9 ☐ ☐

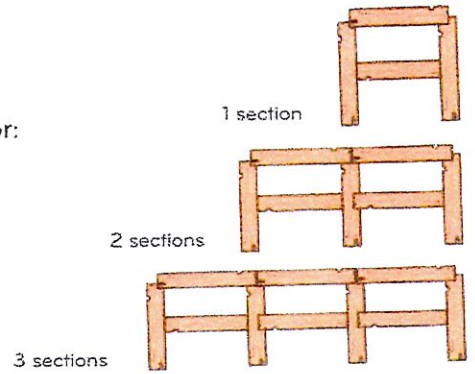
You are learning to solve problems with linear sequences

Describe the term-to-term rule for linear sequences

Four 1m pieces of wood are needed for one section of fence.

How many pieces of wood are needed for:

2 sections of fence	7
3 sections of fence	10
4 sections of fence	13
5 sections of fence	16



Look at this question again. What is the pattern in the results?

Why is that pattern happening?

Describe the term-to-term rule for linear sequences

On the first day of the month Arthur has £80 in his bank account.

Every day the same amount of money is taken from his bank account to pay for his gas and electricity.

On day 2 there is £77 in his bank account.
On day 3 there is £74 in his bank account.
How much money is there in his bank account on:

day 4 £71

day 5 £68

day 6 £65

Look at this question again. What is the pattern in the results?

Why is that pattern happening?

Describe the term-to-term rule for linear sequences

What is the term-to-term rule for each of these sequences?

1. 17 23 29 35 ☐

2. 238 299 360 421 ☐

3. 194 182 170 158 ☐

4. 6 1 -4 -9 ☐

You are learning to solve problems with linear sequences

Find missing terms in linear number sequences

Write the term-to-term rule for each sequence and find the missing number.

Term-to-term rule

☐	1.	45	52	59	☐	73
☐	2.	-50	-40	☐	-20	-10
☐	3.	1000	☐	740	610	480
☐	4.	☐	12	-1	-14	-27

You are learning to solve problems with linear sequences

Practice time

Continue the linear sequences:

1. 56 67 78 89 ☐ ☐

2. 1000 945 890 835 ☐ ☐

Write the term-to-term rule for each sequence and find the missing number.

Term-to-term rule

☐

3. 45 52 59 ☐ 73

☐

4. -50 -40 ☐ -20 -10

Practice time

5. Kayleigh is building a terrace of houses with matchsticks.

Here is Kayleigh's street when it has one house.

Here is Kayleigh's street when it has two houses.

How many matchsticks are needed for:

a) 1 house

b) 2 houses

c) 3 houses

d) 4 houses

e) What is the term-to-term rule?

6. Find the missing terms in this linear sequence:

8 ____ 22 ____ 36

Warm up for collecting terms

1. $8 + 4 + 2 - 11 =$ ☐

2. Rewrite $4 \times h =$ ☐

3. Find the area and perimeter of this rectangle. ☐

If $a = 8$, $b = 4$ and $c = 3$ calculate:

4. $bc =$ ☐

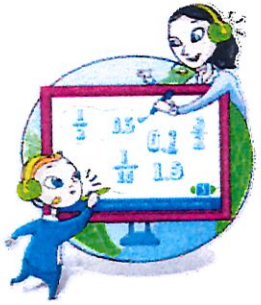
5. $a - b =$ ☐

6. $a^2 =$ ☐

7. $\frac{a}{b} =$ ☐

You are learning about simplifying by collecting like terms

THIRD SPACE LEARNING



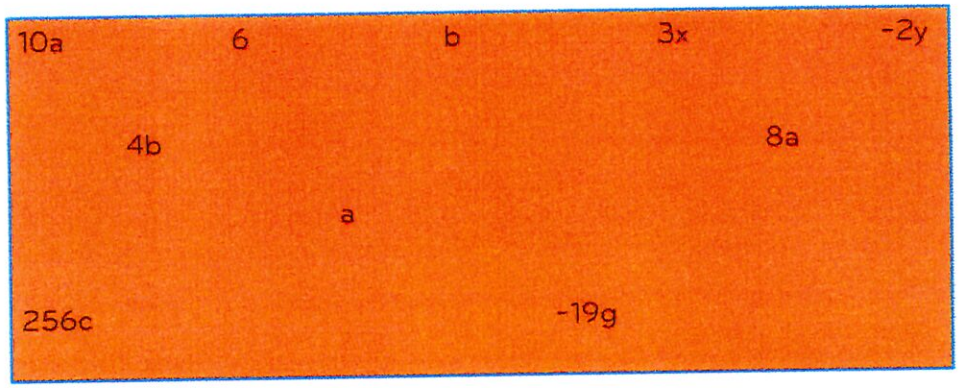
Simplifying by collecting like terms

In this session we are going to learn to:

- Recognise like terms
- Simplify simple expressions by collecting like terms

Terms

1.



2.

You are learning about simplifying by collecting like terms

Subtracting like terms

1. $8 - 3 =$ ☐

2. $8g - 3g =$ ☐

3. $10b - 9b =$ ☐

4. $15t + 5t - 2t =$ ☐

5. $12a + 15a - 3a - 5a + 10a =$ ☐

You are learning about simplifying by collecting like terms

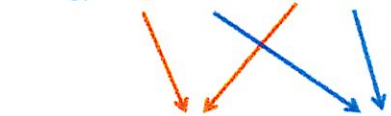
Collecting like terms and simplifying

1. $8g + 4b =$ ☐

2. $4b + 5b + 11c + 2c$

$=$ ☐ b $+$ ☐ c

3. $5a + 11d + 3a + 4d$



$=$ ☐ $+$ ☐

4. $6c + 10d + 4c + 11d =$

☐

You are learning about simplifying by collecting like terms

Collecting like terms and simplifying

1. $8t - 4b =$ ☐

2. $7b - 5b + 11c - 2c$

$=$ ☐ b $+$ ☐ c

3. $5a + 11d - 3a - 4d$

$=$ ☐ $+$ ☐

4. $6c - 2d - 4c + 11d =$

☐

You are learning about simplifying by collecting like terms

Practice time

1. True or false. Are these like terms?

   a) $4g$ and $6g$

   b) $10a$ and $-4a$

   c) $7t$ and $7s$

   d) $8a$, $7a$ and $11t$

   e) $3b$ and $3b^2$

You are learning about simplifying by collecting like terms

Practice time

2. Simplify:

a) $a + a + a + 3a =$ ☐

b) $18c + 11c + 14c =$ ☐

c) $14b - 4b =$ ☐

d) $7g + 10g - 3g + 4g - 8g =$ ☐

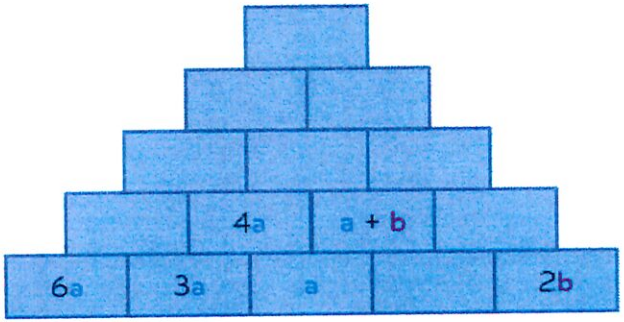
e) $4x + 2y + 10x + 3y =$ ☐

f) $6j + 10k - 3j - 4k =$ ☐

You are learning about simplifying by collecting like terms

Practice time

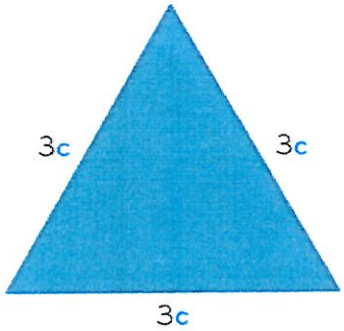
3. Complete the addition pyramid.



You are learning about simplifying by collecting like terms

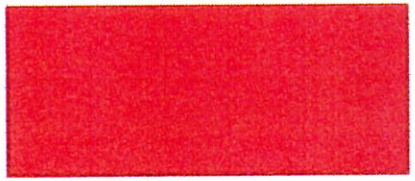
Practice time

4.



Perimeter = ☐

5.



Perimeter = ☐

You are learning about simplifying by collecting like terms

Warm up to substituting into simple expressions

1. What is the formula for finding the area of a rectangle?

2. What is the formula for finding the perimeter of a rectangle?

3. Given that the length of a rectangle is 16cm and the width is 2cm, what is the area and perimeter of the rectangle?

4. Given that $C = \frac{5}{9}(F - 32)$, what is the value of C when F = 41?

5. Use inverse operations to find the value of F when C is 30.

You are learning about substituting into simple expressions

THIRD SPACE LEARNING

Substituting into simple expressions

In this session we are going to learn:

- To understand the meaning of different types of expressions
- To substitute positive and negative integers into expressions

Rules

$2a = 2 \times a$

$ab = a \times b$

$cd = c \times d$

$\frac{a}{b} = a \div b$

$ab^2 = a \times b^2 = a \times b \times b$

$(ab)^2 = (a \times b)^2 = (a \times b) \times (a \times b)$

You are learning about substituting into simple expressions

Rules

Write equivalent expressions for:

1. $\frac{p}{r}$ = ☐

2. $4 \times g$ = ☐

3. bca = ☐

You are learning about substituting into simple expressions

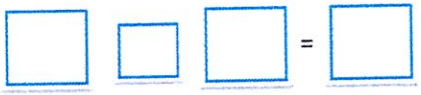
Applying rules

When $a = 5$, $k = 6$, $t = 1$ and $d = 3$ find:

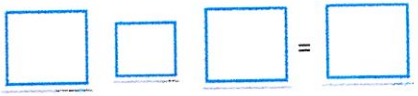
1. $a + k =$

2. $k + d + t =$

3. $ad =$



4. $= \frac{k}{d}$



5. $adt =$

6. $\frac{a + k + t}{d} =$

You are learning about substituting into simple expressions

Code

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Use the value of the letters above.

	1) $t - a$	2) cg	3) d^2	4) $\frac{y}{e}$	5) acf
Answer					
Letter					

You are learning about substituting into simple expressions

Practice time

If $b = 3$, $c = 6$ and $a = 12$, find the value of these expressions.

1. $\frac{a}{c} =$ ☐

2. $4 + a =$ ☐

3. $a - 4b =$ ☐

4. $b - \frac{a}{c} =$ ☐

5. $b^2 =$ ☐

6. $ab =$ ☐

You are learning about substituting into simple expressions

Practice time

7. Crack the code.

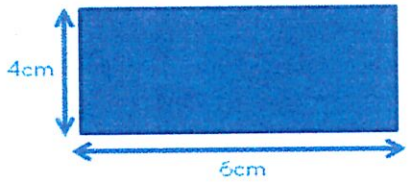
a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

	$2c + b$	ce	$z - c$		$cb - e$	$d^2 + b$	$\frac{y}{e}$		e^2	$\frac{ef}{b}$	$2l - c$	
Answer												
Letter												

You are learning about substituting into simple expressions

Warm up for simple formulae

1. What is the area of this rectangle?



Area =

2. $(2 + 4) \times 8 =$

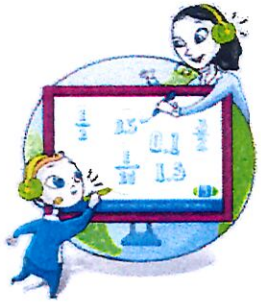
3. $6 \times 3 + 5 =$

4. $1.6 \times 10 =$

5. $\frac{6}{7}$ of 42 =

You are learning to use simple formulae

THIRD SPACE LEARNING



Using Simple Formulae

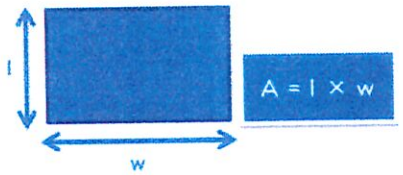
In this session we are going to learn:

- What a formula is
- To use simple formulae
- To substitute in positive integers to find missing numbers in simple formulae

Maths Vocab
Formula (single)
Formulae (plural)

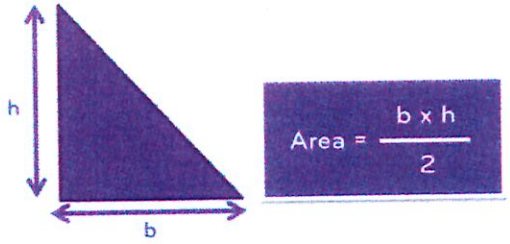
You are learning to use simple formulae

Formula



$$C = \frac{5}{9}(F - 32)$$

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$



$$E = mc^2$$

You are learning to use simple formulae

Using Formulae

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

1. Distance = ☐

2. Time = ☐

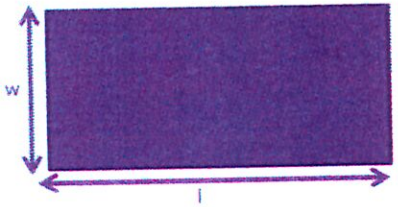
What is the distance travelled with a speed of 60mph over 3 hours?

3. Distance = ☐ x ☐

Distance = ☐ miles

You are learning to use simple formulae

Substituting into formulae



$A = l \times w$

$P = 2l + 2w$

Don't forget...
A = Area
l = Length
w = Width
P = Perimeter

When l = 5cm and w = 2cm, find A and P

1. A = ☐ x ☐

2. A = ☐ cm^2

3. P = 2 x ☐ + 2 x ☐

4. P = ☐ + ☐

5. P = ☐ cm

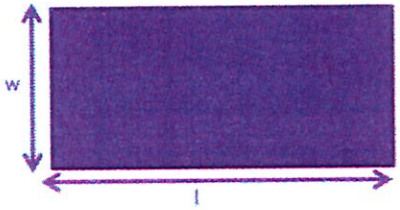
6. When l = 4cm and w = 3cm find A and P:

Area = ☐

Perimeter = ☐

You are learning to use simple formulae

Practice Time



$A = l \times w$

$P = 2l + 2w$

Don't forget...
A = Area
l = Length
w = Width
P = Perimeter

1. A rectangle has a **width** of 7m and **length** of 10m.

   Find its area and perimeter.

   A = ____ P = ____

2. A rectangle has **width** of 200cm and a **length** of 3m.

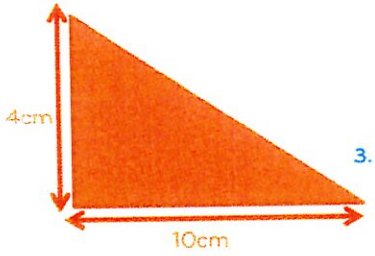
   Find its area and perimeter.

   A = ____ P = ____

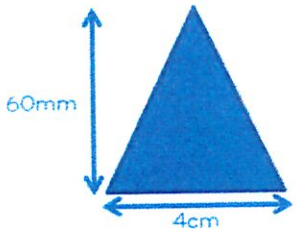
You are learning to use simple formulae

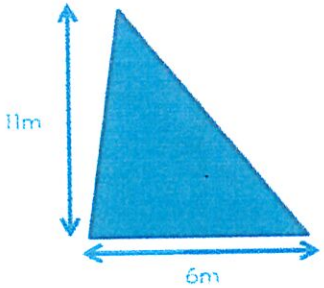
Practice time

$$\text{Area} = \frac{b \times h}{2}$$



3. Area = ☐





4. Area = ☐

5. Area = ☐

You are learning to use simple formulae

Practice time

6. A train is travelling at 100mph for 3 hours. How far did it travel?

miles

7. Fred **walked** 6 miles in 2 hours.

   How fast was he walking?

mph

You are learning to use simple formulae