87 Half and half again

Resources
Individual whiteboards and pens

Learning objective
Read and write proper fractions (eg $^{3}/_{7}$, $^{9}/_{10}$), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents.

Type of starter
Rehearse

Mental strategy
Encourage the children to use what they already know. For example, if they know that half of 8 is 4, then they can work out that half of 80 is 40.

Answers

1. 5
2. 10
3. 12
4. 15
5. 16
6. 20
7. 24
8. 25

Explain that you will say a number. Ask the children to find a quarter of it by halving the number, then halving it again. When you say 'show me', the children hold up their boards for you to see. Say:

1. 20
2. 40
3. 48
4. 60
5. 64
6. 80
7. 96
8. 100

88 Multiples of 4

Resources
A board or flipchart

Learning objective
Derive and recall multiplication facts for the two-, three-, four-, five-, six- and 10-times tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000.

Type of starter
Rehearse

Answers

1. 8
2. 24
3. 4
4. 32
5. 12
6. 36
7. 16
8. 40
9. 28
10. 20

Build up the four-times table on the board. Look at the units pattern. Notice that all answers are even numbers.

Say the table together several times. Count in fours forwards and backwards.

Ask individuals to answer questions while the table can be seen. For example:

1. 2 × 4
2. 6 × 4
3. 1 × 4
4. 8 × 4
5. 3 × 4
6. 9 × 4
7. 4 × 4
8. 10 × 4
9. 7 × 4
10. 5 × 4

Erase the better-known answers, then repeat.