

Name: _____
Year: _____
Date: _____



Identifying prime numbers



Section A

- 1) Which of these numbers are multiples of 2? Put a circle around the ones that are.

13	99	8	81	7	74	25	15	32	56	40
27		38		73		92		100		70

How do you know?

- 2) Which of these numbers are multiples of 3? Put a circle around the ones that are.

65	76	13	91	24	15	42	88	100	6	51
58		67		39		45		78		28

Explain how you know:

- 3) Which of these numbers are multiples of 5? Put a circle around the ones that are.

65	72	81	68	97	25	100	39	13	50	5
18		27		83		40		85		1

Describe how you can tell:

- 4) Which of these numbers are multiples of 7? Put a circle around the ones that are.

58	36	42	14	81	27	18	77	35	20	97
	65		11		5		0		63	

How did you decide?

Numbers Key Stage 2

Christian G. Meyer



Numbers Key Stage 2:

Mental Arithmetic Key Stage 2 Liz Hopkins, 1998 This photocopiable resource for Key Stage 2 is divided into two main parts The first covers the important areas of mental maths such as the four rules fractions decimals money and time and the second part presents associated topics to enable pupils to employ mental skills in contexts such as shape and measures The work is at two levels of difficulty National Curriculum Level 3 and Levels 4 5 **Using and Applying Mathematics at Key Stage 2** Elaine Sellars, Sue Lowndes, 2013-07-04 All pupils able children included need to be taught strategies to enable their thinking skills to progress They also need help with developing different approaches to problem solving A sustained piece of work that requires perseverance logical strategies and refinement of method and extension of the original task is not the same as a straightforward quick fix type problem Both types of problem solving need to be taught This book presents a series of activities that can be used with whole classes to provide a curriculum for the teaching of problem solving and the development of thinking skills Each tried and tested investigation is clearly explained with ideas on how to introduce the task to a class full solutions and resource sheets Activities include prisoners a fun way of generating square numbers handshakes exploring arithmetic progressions T shape an activity to lead pupils from numerical calculations to algebraic generalizations frogs encouraging systematic working and listing and opposite corners an advanced piece of work for independent learners

Number at Key Stage 1 Mike Askew, 1995 This book offers a set of core activities covering all areas of number and is ideal for planning your daily mathematics lesson Sections in the book broadly correspond to the programmes of study for number at Key Stage 1 A section on differentiation helps you assess children s progress and set extension work *Library of Congress Subject Headings* Library of Congress, 2006 **Children's Errors in Mathematics** Alice Hansen, Doreen Drews, John Dudgeon, Fiona Lawton, Liz Surtees, 2020-06-12 This practical and popular guide to children s common errors and misconceptions in primary mathematics is an essential tool for you as a teacher or trainee It helps you plan for and tackle potential errors and enhances your understanding of the difficulties encountered in mathematical development Providing guidance on how to identify common misconceptions it explores how common misconceptions can be anticipated and addressed The book Is linked to the new National Curriculum and covers every objective Explores contemporary themes and approaches being used in primary classrooms and schools today Covers mastery approaches to teaching mathematics exploring what is mastery Gives support around preparing children for new statutory times tables test with new content and a deeper exploration of children s errors in multiplication Includes intervention strategies and scenario sections *How Big is a Big Number?* Paul Killen, Sarah Hindhaugh, 2018-01-15 This book examines what is meant by mastery of mathematics and reviews what we can learn from Asian maths teaching methods It helps readers to see how areas of mathematics fit together and how they can support children to build their own understanding of the subject *Learning and Teaching in a Metropolis*, 2010-01-01 This book provides a valuable contribution to our thinking about education in a modern metropolis One of the

strengths of this book is its diversity of topics which range from research with young children to adult learners and compulsory schooling to higher education The contributors are concerned with the particular demands of teaching and learning in a diverse educational context such as East London and offer perceptive insights into the complex issues that arise from this experience This is a thought provoking and highly informative publication of the research ideas and professional experiences of our current educators The authors illustrate the rich experience of the ever evolving field of education by bringing together research and observations from their professional practice Their aim is to support learning and teaching through stimulating readers thinking about education pedagogy ways of learning and the subjects that they teach Edited by three authors who have substantial experience in a wide range of educational settings both nationally and internationally this book is for students academics teacher educators and all those who are involved in leading and delivering education in one way or another

Improving Poorly Performing Schools in England Great Britain: National Audit Office,2006-01-11 In 2004 05 approximately 837 million was spent in England on a range of national programmes to help address problems in schools that were failing or at risk of failing to provide an acceptable standard of education for their pupils and five new academies were opened with an estimated total development cost of around 160 million This NAO report focuses on two key issues whether enough is being done to identify and support schools that show signs of deteriorating performance and whether the measures being taken to address poor performance are effective to ensure continued improvement in recovered schools The effectiveness of national initiatives and local actions are assessed and examples of good practice from schools that have been successfully turned around are highlighted Recommendations made include the need for the DfES and local authorities to combine efforts to identify schools at risk and intervene before schools fail schools to prioritise school leadership and to establish a positive culture centred on teaching and learning and Ofsted to carry out more frequent inspections of vulnerable or poorly performing schools

Library of Congress Subject Headings Library of Congress. Cataloging Policy and Support Office,2009

Planning the Primary National Curriculum Keira Sewell,2018-01-15 This book explores assessment opportunities how the teaching of each subject can be organised key and essential resources in each subject and how ICT can best be used in each subject to enhance teaching

Primary Mathematics: Teaching Theory and Practice Claire Mooney,Mary Briggs,Alice Hansen,Judith McCullouch,Mike Fletcher,2014-06-10 The essential teaching theory and practice text for primary mathematics Covering the skills of planning monitoring and assessment and class management it relates these specifically to primary mathematics With full coverage of the theory and practice required for effective and creative mathematics teaching this text is an essential guide for all trainees working towards QTS Throughout practical guidance and features support trainees to translate this learning to the classroom embed ICT in their lessons and to understand the wider context of their teaching This 7th edition has been updated in line with the new National Curriculum

Abstract Mathematical Cognition Wolfgang Grodd,Philippe Chassy,2016-08-09 Despite the importance of

mathematics in our educational systems little is known about how abstract mathematical thinking emerges Under the uniting thread of mathematical development we hope to connect researchers from various backgrounds to provide an integrated view of abstract mathematical cognition Much progress has been made in the last 20 years on how numeracy is acquired Experimental psychology has brought to light the fact that numerical cognition stems from spatial cognition The findings from neuroimaging and single cell recording experiments converge to show that numerical representations take place in the intraparietal sulcus Further research has demonstrated that supplementary neural networks might be recruited to carry out subtasks for example the retrieval of arithmetic facts is done by the angular gyrus Now that the neural networks in charge of basic mathematical cognition are identified we can move onto the stage where we seek to understand how these basics skills are used to support the acquisition and use of abstract mathematical concepts

Creativity Across the Primary Curriculum Anna Craft, 2003-10-04 This book takes an inspirational look at how to foster children's creativity as well as following the guidelines in the National Curriculum The book explores the nature of the creative mind investigates the role of play and the concept of creativity examines appropriate continuing professional development for teachers looks at the personal and professional identities of teachers considers ways of analysing and describing creative practice This text looks at the bigger picture in education asking what sort of systems need to be designed to develop children's learning in the 21st century It will be a resource to teachers head teachers and advisory staff committed to asking questions encouraging play and not allowing problems or circumstances to block action

Developing Number Sense Julia Anghileri, 2008-05-15 *Developing Number Sense* identifies innovative teaching practices and provides a rigorous treatment of arithmetic and its assessment at Key Stages two and three

Lessons in Teaching Number and Place Value in Primary Schools Kathleen Morgan, Stephanie Suter, 2014-09-23 Lesson planning in line with the new Primary National Curriculum Structured around the number and place value sections of the programmes of study within the National Curriculum DfE 2013 this book provides practical examples and lesson ideas on how number and place value can be taught within the primary classroom Children need an in depth understanding of our number system in order to access effectively other elements of the number curriculum this is an area of maths that is a high focus throughout the primary curriculum The accompanying commentary before and after each lesson plan informs some of the decisions that you will make as part of the planning process Potential challenges associated with the lesson including common errors and misconceptions children encounter are also discussed The authors recognise that each class is unique and so you will find suggestions after each lesson on how it can be adapted and developed to suit your teaching needs Did you know that this book is part of the *Lessons in Teaching* series Table of Contents Teaching the national curriculum for mathematics Teaching number and place value Planning telling the story of the lesson Year 1 One more than one less than year 2 Place value Year 2 Using and signs Year 3 Patterns when counting in multiples Year 4 Negative numbers Year 4 Roman Numerals Year 5 Big numbers Year 6 Understanding decimals Year 6 Reading scales

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Programming in C: A Practical Approach Mittal, Ajay,2010 Programming in C A Practical Approach has a perfect blend of theory as well as practical knowledge The presentation has been done in such a way that it helps the readers to learn the concepts through practice and programming

Number Connections Rose Griffiths,2005 *All About Dyscalculia: A Practical Guide for Primary Teachers* Judy Hornigold,2023-07-18 All About Dyscalculia is an accessible and informative guide for primary school teachers designed to increase their knowledge and understanding of dyscalculia and provide practical strategies and advice to build the self esteem and motivation of learners in their care The book explores the indicators of dyscalculia before detailing a range of teaching strategies that will support dyscalculic children and help them to develop their mathematical understanding and resilience Throughout the book there is an emphasis on creating an empathetic learning ethos in the classroom and school that will minimise maths anxiety and lead to a more positive outcome for all learners All About Dyscalculia includes A comprehensive introduction to dyscalculia and steps to help teachers identify children with dyscalculia in their classrooms Practical strategies for building specific maths abilities as well as broader problem solving skills Advice for teachers and parents on how to reduce maths anxiety and support the development of maths proficiency in learners Easy to dip in and out of chapters with worked examples make this book accessible to all teachers and parents With suggestions for immediate impact as well as ideas for more detailed interventions this practical book will be essential reading for all mainstream primary teachers and SENCOs as well as a helpful guide to supporting children with dyscalculia at home

Teaching the Primary Curriculum for Constructive Learning Michael Little,2013-10-23 First Published in 1998 There is a current preoccupation with educational standards with claims that overall standards of achievement have fallen The purpose of this book therefore is to address the question of how children learn across the primary National Curriculum subjects with implications for effective teaching approaches The book emphasises a constructivist view of learning which acknowledges that children have views and attitudes which are formed as a result of experiences in and out of school and that these must be taken into account if meaningful and transferable learning is to be achieved

Children's Errors in Mathematics Doreen Drews,John Dudgeon,Alice Hansen,Fiona Lawton,Liz Surtees,2005-07-07 This practical guide to children s common errors and misconceptions in mathematics is ideal for anyone training to teach 4 11 year old children and keen to gain a deeper understanding of the difficulties children encounter during

their mathematical development The book is structured around National Curriculum Attainment Targets and deals with individual misconceptions in each case providing a description of the error and an explanation of why the error happens

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