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Primary Mathematics

Teacher's Resource 6

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Digital resources



The following items are available on Cambridge GO. For more information on how to access and use your digital resource, please see the inside front cover.

[Active learning](#)

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[Differentiation](#)

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[Answers to Learner's Book questions](#)

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You can download the following resources for each unit:

[Additional teaching ideas](#)

[Differentiated worksheets and answers](#)

[Language worksheets and answers](#)

[Resource sheets](#)

[End-of-unit tests and answers](#)

> Acknowledgements

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> Introduction

Welcome to the new edition of our Cambridge Primary Mathematics series.

Since its launch, the series has been used by teachers and learners in over 100 countries for teaching the Cambridge Primary Mathematics curriculum framework.

This exciting new edition has been designed by talking to Primary Mathematics teachers all over the world. We have worked hard to understand your needs and challenges, and then carefully designed and tested the best ways of meeting them.

As a result of this research, we've made some important changes to the series. This Teacher's Resource has been carefully redesigned to make it easier for you to plan and teach the course.

The series still has extensive digital and online support, including Digital Classroom which lets you share books with your class and play videos and audio. This Teacher's Resource also offers additional materials available to download from Cambridge GO. (For more information on how to access and use your digital resource, please see the inside front cover.)

The series uses the most successful teaching approaches like active learning and metacognition and this Teacher's Resource gives you full guidance on how to integrate them into your classroom.

Formative assessment opportunities help you to get to know your learners better, with clear learning objectives and success criteria as well as an array of assessment techniques, including advice on self and peer assessment.

Clear, consistent differentiation ensures that all learners are able to progress in the course with tiered activities, differentiated worksheets and advice about supporting learners' different needs.

All our resources are written for teachers and learners who use English as a second or additional language. They help learners build core English skills with vocabulary and grammar support, as well as additional language worksheets.

We hope you enjoy using this course.

Eddie Rippeth

Head of Primary and Lower Secondary Publishing, Cambridge University Press

> About the authors

Mary Wood



Mary enjoys travelling and finding mathematics around her, such as tile patterns on the roofs of churches and other buildings, and the 'fat policeman' in Budapest, Hungary. His belt has the number 235 on it and 2, 3, 5 are the first three prime numbers.

Mary has a wealth of mathematical experience from an education career spanning over forty years. Following many years of classroom teaching, she has worked in educational consultancy and continuing professional development in the United Kingdom and overseas. Mary is an experienced examiner, which has allowed her to understand better the needs of teachers and students working in varied contexts. She enjoys writing and editing primary mathematics books.

Emma Low



Emma graduated from the University of London with a BA(Ed) in Education with Mathematics and Computer Studies and holds a MEd in Mathematics Education from the University of Cambridge. Within her Masters degree, she studied a variety of international education systems and strategies which she uses in her teaching and writing.

Emma was a primary school teacher and Mathematics and ICT Leader, then became a Mathematics Consultant for the Local Authority, supporting schools through professional development and authoring publications. Emma has also taught secondary mathematics at an Outstanding comprehensive school.

Since 2010, Emma has been a freelance consultant and writer. She provides engaging and inspiring professional development, and supports effective and creative planning, teaching and assessment. Emma has written professional development materials as an associate of the National Centre for Excellence in the Teaching of Mathematics (NCETM). She has authored many mathematics textbooks, teachers' guides, mathematical games and activity books.

Greg Byrd



After university and a year of travel and work, Greg started teaching in Pembrokeshire, Wales, in 1988. Teaching mathematics to all levels of ability, he was instrumental in helping his department to improve GCSE results. His innovative approaches led him to become chairman of the 'Pembrokeshire Project 2000', an initiative to change the starting point of every mathematics lesson for every pupil in the county. By this time, he had already started writing. To date, he has authored or co-authored over 60 textbooks, with his books being sold in schools and colleges worldwide.

Lynn Byrd

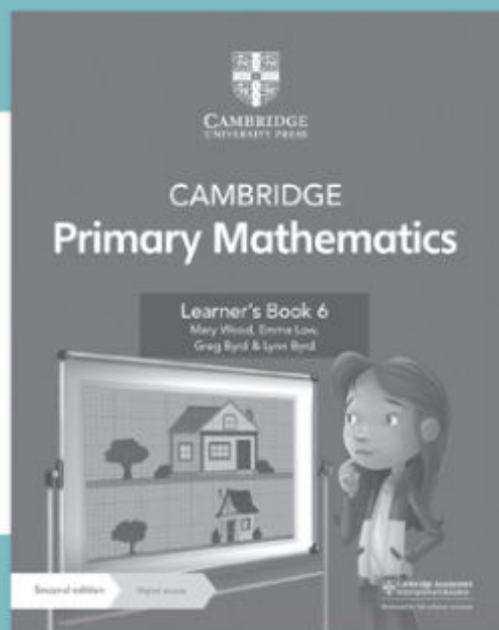


Lynn gained an honours degree in Mathematics at Southampton University in 1987 and then moved onto Swansea University to do her teacher training in Maths and P.E. in 1988.

She taught mathematics for all ability levels in two secondary schools in West Wales for 11 years, teaching across the range of age groups up to GCSE and Further Mathematics A Level. During this time, she began work as an examiner. In 1999, she finished teaching and focused on examining work and writing. She has written or co-authored a number of textbooks, homework books, workbooks and teacher resources for secondary mathematics qualifications.

> How to use this series

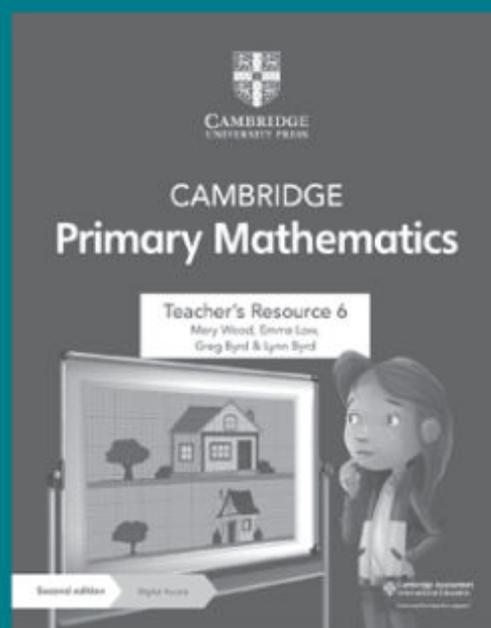
All of the components in the series are designed to work together.

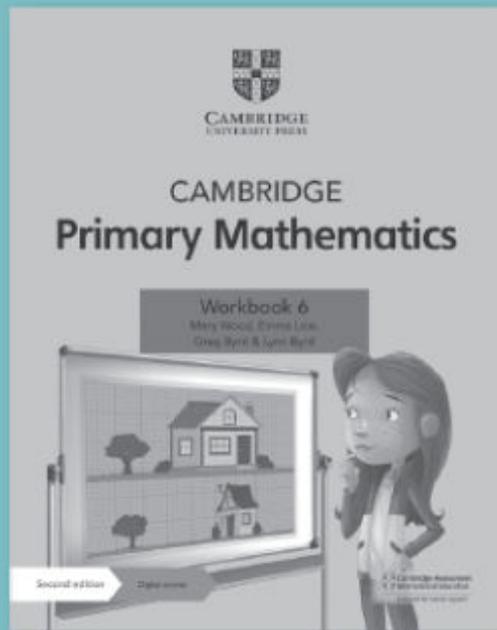


The Learner's Book is designed for learners to use in class with guidance from the teacher. It offers complete coverage of the curriculum framework. A variety of investigations, activities, questions and images motivate learners and help them to develop the necessary mathematical skills. Each unit contains opportunities for formative assessment, differentiation and reflection so you can support your learners' needs and help them progress.

The Teacher's Resource is the foundation of this series and you'll find everything you need to deliver the course in here, including suggestions for differentiation, formative assessment and language support, teaching ideas, answers, tests and extra worksheets. Each Teacher's Resource includes:

- a print book with detailed teaching notes for each topic
- Digital Access with all the material from the book in digital form plus editable planning documents, extra guidance, downloadable worksheets and more.

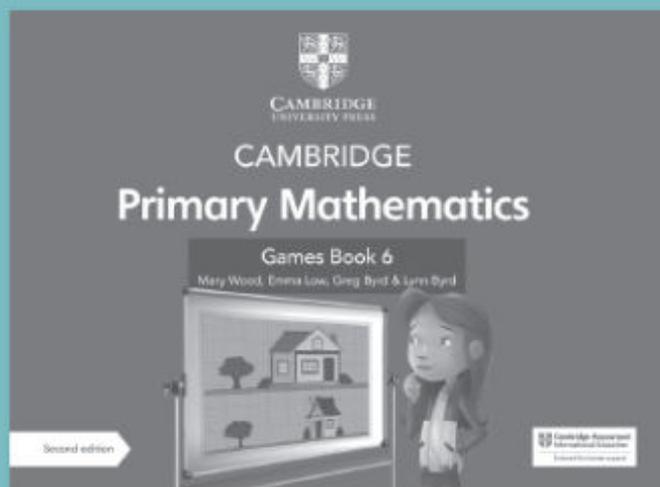
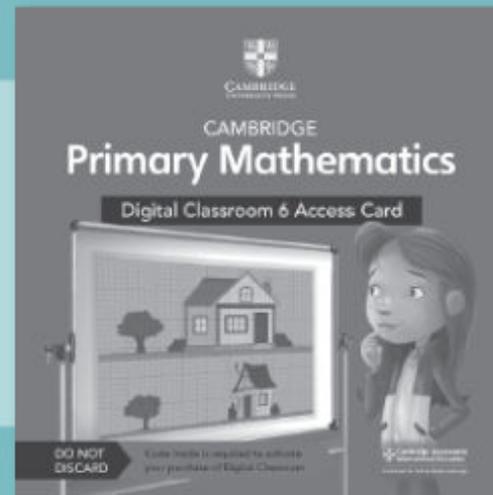




The skills-focused write-in Workbook provides further practice of all the topics in the Learner's Book and is ideal for use in class or as homework. A three-tier, scaffolded approach to skills development promotes visible progress and enables independent learning, ensuring that every learner is supported.

Teachers can assign learners questions from one or more tiers for each exercise, or learners can progress through each of the tiers in the exercise.

Digital Classroom includes digital versions of the Learner's Book and Workbook, complete with pop-up answers, designed for teachers to use at the front of class. Easily share the books with the whole class on your whiteboard, zoom in, highlight and annotate text, and get your learners talking with videos, images and interactive activities.



The Games Book is a supplementary resource designed to encourage learners to apply their mathematical knowledge through games. It consolidates and reinforces learning appropriate to the stage.

↓ A letter to parents, explaining the course, is available to download from Cambridge GO (as part of this Teacher's Resource).

> How to use this Teacher's Resource

This Teacher's Resource contains both general guidance and teaching notes that help you to deliver the content in our Cambridge Primary Mathematics resources. Some of the material is provided as downloadable files, which are available on **Cambridge GO**. (For more information about how to access and use your digital resource, please see the inside front cover.) See the Contents page for details of all the material available to you, both in this book and through Cambridge GO.

Teaching notes

This book provides **teaching notes** for each unit of the Learner's Book and Workbook. Each set of teaching notes contains the following features to help you deliver the unit.

The **Unit plan** summarises the topics covered in the unit, including the number of learning hours recommended for the topic, an outline of the learning content and the Cambridge resources that can be used to deliver the topic.

| Topic | Approximate number of learning hours | Outline of learning content | Resources |
|---|--------------------------------------|---|--|
| 1.1 Place value | 3 | Explain the value of a digit in a decimal (tenths, hundredths and thousandths). | Learner's Book Section 1.1 Workbook Section 1.1 Additional teaching ideas for Section 1.1 Resource sheet 1A |
| Cross-unit resources | | | |
| Diagnostic check and answers | | | |
| Digital Classroom: Unit 1 multimedia enhancement | | | |
| Digital Classroom: Unit 1 activity | | | |
| Worksheet 1A | | | |
| Worksheet 1B | | | |

The **Background knowledge** feature explains prior knowledge required to access the unit and gives suggestions for addressing any gaps in your learners' prior knowledge.

Learners' prior knowledge can be informally assessed through the **Getting started** feature in the Learner's Book. (See the Assessment for Learning downloadable file section for more information.)

BACKGROUND KNOWLEDGE

In earlier stages, learners used place value charts to help them understand place value. In Stage 5, they worked with whole and decimal numbers (up to 2 decimal places), reading and writing them correctly.

The **Teaching skills focus** feature covers a teaching skill and suggests how to implement it in the unit.

TEACHING SKILLS FOCUS

Questioning

The use of questions is crucial in helping learners understand mathematical ideas and use mathematical terms correctly.

Reflecting the Learner's Book, each unit consists of multiple sections. A section covers a learning topic.

At the start of each section, the **Learning plan** table includes the framework codes, learning objectives and success criteria that are covered in the section.

It can be helpful to share learning objectives and success criteria with your learners at the start of a lesson so that they can begin to take responsibility for their own learning. This also helps develop metacognitive skills.

LEARNING PLAN

| Framework codes | Learning objectives | Success criteria |
|-----------------|--|--|
| 6Np.01 | <ul style="list-style-type: none">Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths). | <ul style="list-style-type: none">Learners explain the value of each digit in numbers with up to 3 decimal places. |

The **Language support** feature contains suggestions for how to support learners with English as an additional language. The vocabulary terms and definitions from the Learner's Book are also collected here.

LANGUAGE SUPPORT

Compose numbers: put a number together from its parts (hundreds, tens and ones), for example, $600 + 30 + 2 = 632$.

Decimal number: a number written in decimal notation, for example, 34.518.

There are often **common misconceptions** associated with particular learning topics. These are listed, along with suggestions for identifying evidence of the misconceptions in your class and suggestions for how to overcome them.

| Misconception | How to identify | How to overcome |
|---|---|--|
| Learners may consider thousandths to be greater than hundredths and hundredths to be greater than tenths. | Through discussion and in written work. | Ensure that place value charts are used as visual prompts. |

For each topic, there is a selection of **starter ideas**, **main teaching ideas** and **plenary ideas**. You can pick out individual ideas and mix and match them depending on the needs of your class. The activities include suggestions for how they can be differentiated or used for assessment. **Homework ideas** are also provided.

Starter idea

Getting started (20 minutes)

Resources: Unit 1 Getting started exercise in the Learner's Book.

Description: Give learners time to answer the Getting Started questions in their exercise books.

Main teaching idea

Place value (20–30 minutes)

Learning intention: Understand and explain the value of each digit in decimal numbers (tenths, hundredths and thousandths).

Resources: A display copy of Resource sheet 1B, a 0–9 dice or spinner (one for each pair).

The **Cross-curricular links** feature provides suggestions for linking to other subject areas.

CROSS-CURRICULAR LINKS

Different number systems

In this unit, learners discover more about our number system, the decimal system, which uses ten digits: 0–9.

Thinking and Working Mathematically skills are woven throughout the questions in the Learner's Book and Workbook. These questions, which are indicated by , incorporate specific characteristics that encourage mathematical thinking.

The teaching notes for each unit identify all of these questions and their characteristics. The **Guidance on selected Thinking and Working Mathematically questions** section then looks at one of the questions in detail and provides more guidance on developing the skill that it supports.

Additional teaching notes are provided for the six **NRICH projects** in the Learner's Book, to help you make the most of them.

Guidance on selected Thinking and Working Mathematically questions

Learner's Book, Exercise 1.1, question 3

In this question, learners choose and test numbers written in different ways to find the 'odd one out'. When they do this successfully, they are **specialising**.



Projects and their accompanying teacher guidance have been written by the NRICH Team. NRICH is an innovative collaboration between the Faculties of Mathematics and Education at the University of Cambridge, which focuses on problem solving and on creating opportunities for learners to learn mathematics through exploration and discussion: <https://nrich.maths.org>

> **Digital Classroom:** If you have access to Digital Classroom, these links will suggest when to use the various multimedia enhancements and interactive activities.

PROJECT GUIDANCE: PROJECT 1 ODD SEQUENCE

This guidance accompanies the project in the Learner's Book.

Why do this project?

This task gives learners the chance to apply what they know about square numbers and odd numbers to a non-linear sequence. In addition, they are encouraged to **generalise** the pattern and to convince others why it occurs.

Digital resources to download

This Teacher's Resource includes a range of digital materials that you can download from Cambridge GO.

Helpful documents for planning include:

- **Letter for parents – Introducing the Cambridge Primary and Lower Secondary resources:** a template letter for parents, introducing the Cambridge Primary Mathematics resources.
- **Lesson plan template:** a Word document that you can use for planning your lessons. Examples of completed lesson plans are also provided.
- **Curriculum framework correlation:** a table showing how the Cambridge Primary Mathematics resources map to the Cambridge Primary Mathematics curriculum framework.
- **Scheme of work:** a suggested scheme of work that you can use to plan teaching throughout the year.

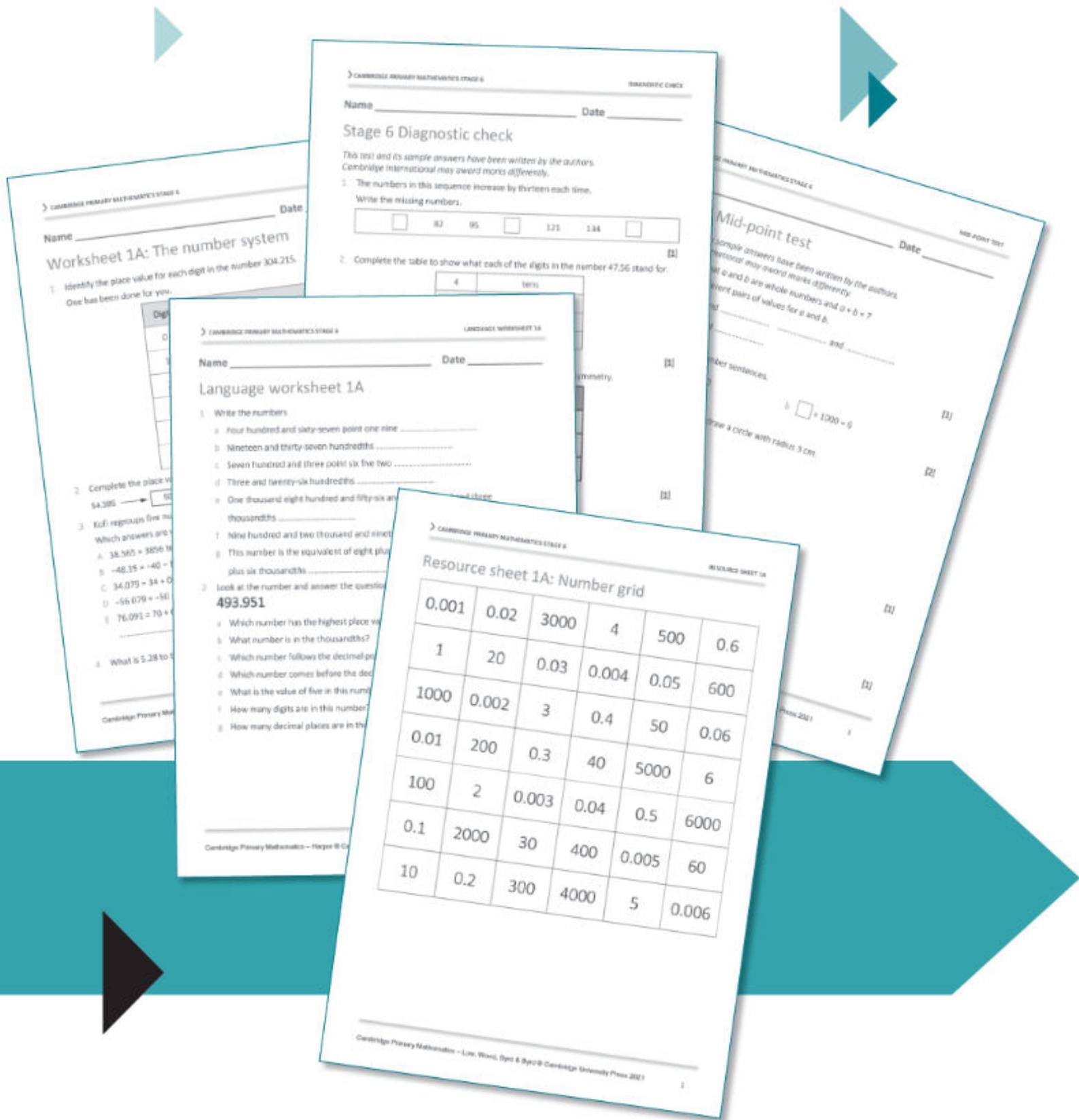
Each unit includes:

- **Additional teaching ideas:** additional starter, main and plenary activity ideas are provided for each section in the unit.
- **Differentiated worksheets:** these worksheets are provided in variations that cater for different abilities. Worksheets labelled A are intended to support less confident learners, whereas worksheets labelled B are designed to challenge more confident learners. Answer sheets are provided.
- **Language worksheets:** these worksheets provide language support and can be particularly helpful for learners with English as an additional language. Answer sheets are provided.
- **Resource sheets:** these include templates and any other materials that support activities described in the teaching notes.
- **End-of-unit tests:** these provide quick checks of the learner's understanding of the concepts covered in the unit. Answers are provided. Advice on using these tests formatively is given in the Assessment for Learning section of this Teacher's Resource.

Additionally, the Teacher's Resource includes:

- **Diagnostic check and mark scheme:** a test to use at the beginning of the year to discover the level at which learners are working. The results of this test can inform your planning.
- **Mid-point test and mark scheme:** a test to use after learners have studied half the units in the Learner's Book. You can use this test to check whether there are areas that you need to go over again.
- **End-of-year test and mark scheme:** a test to use after learners have studied all units in the Learner's Book. You can use this test to check whether there are areas that you need to go over again, and to help inform your planning for the next year.
- **Answers to Learner's Book questions**
- **Answers to Workbook questions**
- **Glossary**

In addition, you can find more detailed information about teaching approaches.



Name _____ Date _____

Worksheet 1A: The number system

1. Identify the place value for each digit in the number 304.215. One has been done for you.

| Digit | Place value |
|-------|-------------|
| 3 | hundreds |
| 0 | _____ |
| 4 | _____ |
| . | _____ |
| 2 | _____ |
| 1 | _____ |
| 5 | _____ |

2. Complete the place value chart for 54.385.

3. Ecf: regroup five units into tens.

- a. $38.365 + 3856$
- b. $-48.35 + -40$
- c. $34.075 + 34 + 0$
- d. $-56.079 + -50$
- e. $76.091 + 70 + 4$

4. What is 5.28 to 1 decimal place?

Name _____ Date _____

Stage 6 Diagnostic check

This test and its sample answers have been written by the authors. Cambridge International may award marks differently.

1. The numbers in this sequence increase by thirteen each time. Write the missing numbers.

| | | | | | | |
|----------------------|----|----|----------------------|-----|-----|----------------------|
| <input type="text"/> | 82 | 95 | <input type="text"/> | 125 | 138 | <input type="text"/> |
|----------------------|----|----|----------------------|-----|-----|----------------------|

2. Complete the table to show what each of the digits in the number 47.56 stand for.

| | | | |
|---|---|---|---|
| 4 | 7 | 5 | 6 |
|---|---|---|---|

Name _____ Date _____

Language worksheet 1A

1. Write the numbers
 - a. Four hundred and sixty-seven point one nine
 - b. Nineteen and thirty-seven hundredths
 - c. Seven hundred and three point six five two
 - d. Three and twenty-six hundredths
 - e. One thousand eight hundred and fifty-six and four thousandths

2. Look at the number and answer the questions. **493.951**
 - a. Which number has the highest place value?
 - b. What number is in the thousandths?
 - c. Which number follows the decimal point?
 - d. Which number comes before the decimal point?
 - e. What is the value of five in this number?
 - f. How many digits are in this number?
 - g. How many decimal places are in this number?

Name _____ Date _____

Resource sheet 1A: Number grid

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| 0.001 | 0.02 | 3000 | 4 | 500 | 0.6 |
| 1 | 20 | 0.03 | 0.004 | 0.05 | 600 |
| 1000 | 0.002 | 3 | 0.4 | 50 | 0.06 |
| 0.01 | 200 | 0.3 | 40 | 5000 | 6 |
| 100 | 2 | 0.003 | 0.04 | 0.5 | 6000 |
| 0.1 | 2000 | 30 | 400 | 0.005 | 60 |
| 10 | 0.2 | 300 | 4000 | 5 | 0.006 |

Name _____ Date _____

Mid-point test

Sample answers have been written by the authors. Cambridge International may award marks differently.

1. Let a and b be whole numbers and $a + b = 7$. Write pairs of values for a and b .

2. Write number sentences.

a. $\square + 1000 = 6$

b. Draw a circle with radius 3 cm.

> About the curriculum framework

The information in this section is based on the Cambridge Primary Mathematics curriculum framework (0096) from 2020. You should always refer to the appropriate curriculum framework document for the year of your learners' assessment to confirm the details and for more information. Visit www.cambridgeinternational.org/primary to find out more.

The Cambridge Primary Mathematics curriculum framework from 2020 has been designed to encourage the development of mathematical fluency and ensure a deep understanding of key mathematical concepts. There is an emphasis on key skills and strategies for solving mathematical problems and encouraging the communication of mathematical knowledge in written form and through discussion.

At the Primary level, the curriculum framework is divided into three major strands:

- Number
- Geometry and Measure
- Statistics and Probability.

Algebra is introduced as a further strand in the Cambridge Lower Secondary Mathematics curriculum framework.

Underpinning all of these strands is a set of Thinking and Working Mathematically characteristics that will encourage learners to interact with concepts and questions. These characteristics are present in questions, activities and projects in this series. For more information, see the Introduction to Thinking and Working Mathematically section in this resource, or find further information on the Cambridge Assessment International Education website.



A curriculum framework correlation document (mapping the Cambridge Primary Mathematics resources to the learning objectives) and scheme of work are available to download from Cambridge GO (as part of this Teacher's Resource).

> About the assessment

Information concerning the assessment of the Cambridge Primary Mathematics curriculum framework is available on the Cambridge Assessment International Education website: www.cambridgeinternational.org/primary