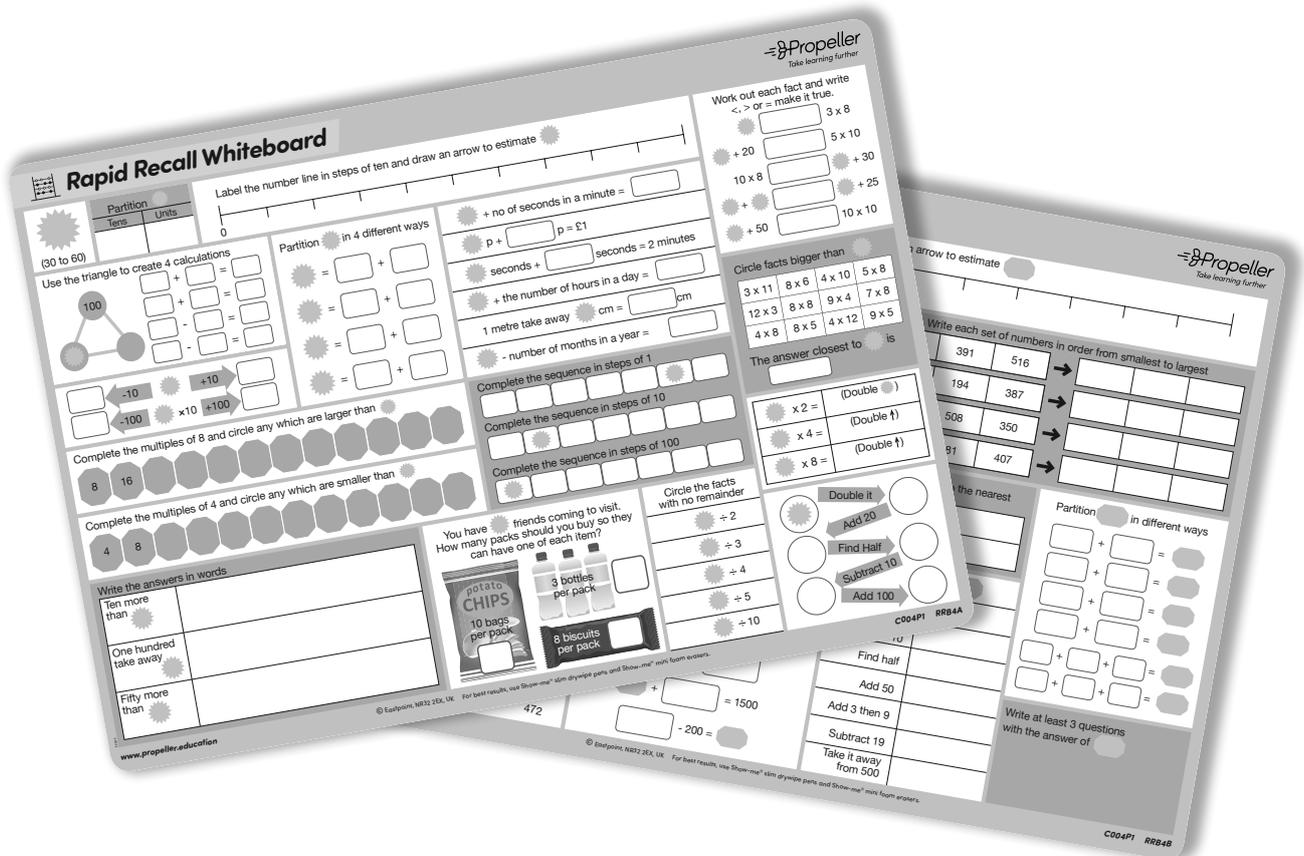


Rapid Recall A3 Whiteboards

Teacher Handbook

For RRB4A & B



RAPID RECALL BOARDS

Year 4 – SIDE A

This includes related facts and complements to 100.

Ensure the children understand this is 10 more/less than and 100 more/less than and they notice the bottom fact is the number multiplied by ten.

The children should notice the connection between the multiples i.e. the multiples of 8 are double the multiples of 4.

The children may make spelling mistakes in their answers. Use your professional judgement to decide whether you consider such answers correct.

This features place value partitioning into tens and units and open ended calculations where the children can choose any numbers.

It is tricky to be very precise so you are looking for an estimated position.

There are many facts to be recalled here in addition to the calculations. If the children make mistakes, check which part they got wrong.

This is challenging as the children have to work out the calculations on both sides before comparing them.

The children may find it difficult working out the closest answer to the number.

The children should make the connection between doubling and multiplying by 4 and 8.

Ensure the children understand that the answer is used in each step, not the original number.

The children should know even numbers divide by 2, numbers with 0 or 5 units divide by 5 and 10. They can then use the table facts to count on to work out the number divided by 3 and 4.

Note how the children deal with any examples which cross boundaries e.g. crossing over 100.

These questions ask the children to work out a calculation but they then have to round up for the context. Children may find this challenging and write their answers with remainders.

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Rapid Recall Whiteboard

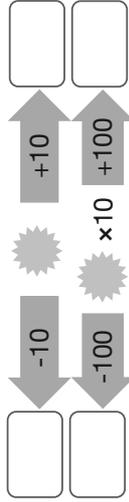
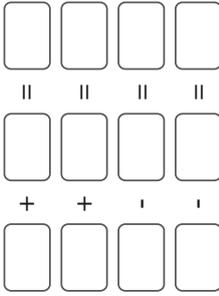
| Partition | |
|-----------|-------|
| Tens | Units |

Label the number line in steps of ten and draw an arrow to estimate

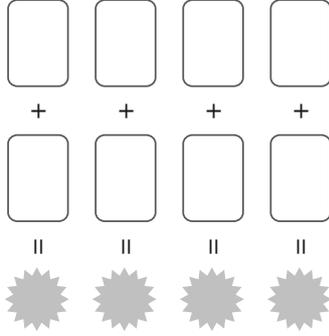


(30 to 60)

Use the triangle to create 4 calculations



Partition in 4 different ways



+ no of seconds in a minute =

p + p = £1

seconds + seconds = 2 minutes

+ the number of hours in a day =

1 metre take away cm =

- number of months in a year =

Complete the multiples of 8 and circle any which are larger than



Complete the multiples of 4 and circle any which are smaller than



Write the answers in words

| | |
|-----------------------|--|
| Ten more than | |
| One hundred take away | |
| Fifty more than | |

Work out each fact and write <, > or = make it true.

3 x 8
 + 20
 10 x 8 + 30
 + + 25
 + 50
 10 x 10

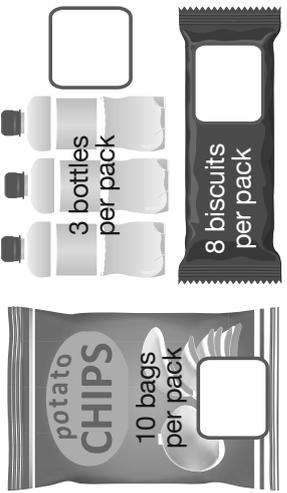
Circle facts bigger than

| | | | |
|--------|-------|--------|-------|
| 3 x 11 | 8 x 6 | 4 x 10 | 5 x 8 |
| 12 x 3 | 8 x 8 | 9 x 4 | 7 x 8 |
| 4 x 8 | 8 x 5 | 4 x 12 | 9 x 5 |

The answer closest to is

| | |
|----------------------------|------------|
| <input type="text"/> x 2 = | (Double) |
| <input type="text"/> x 4 = | (Double ↑) |
| <input type="text"/> x 8 = | (Double ↑) |

You have friends coming to visit. How many packs should you buy so they can have one of each item?



Circle the facts with no remainder

÷ 2
 ÷ 3
 ÷ 4
 ÷ 5
 ÷ 10

RAPID RECALL BOARDS

Year 4 – SIDE B

It can help for children to say the sequence out loud if they are finding this difficult.

Some children may need support in spelling the words correctly.

The children have to work out the numbers for either side before comparing them. As they become more confident, you may allow them to record just the symbol rather than the numbers and symbol.

If their featured number is in this section, the children may circle it in error.

When partitioning, the children should write each part in full i.e. 372 is 300 + 70 + 2.

Ensure the children count up from 300 in steps of 25 so they can mark their number. It is hard to be very precise but you are looking for a reasonable estimate.

If they have two of the same number i.e. if their number matches an example number, review that although the numbers are the same, they write them one after the other to record both.

Make sure the children have experience of rounding with numbers with 5 units and 5 tens.

You may choose to have the children to focus on place value partitioning examples. For example, 372 =
 $300 + 72$
 $200 + 172$
 $100 + 272$
 $370 + 2$
 $200 + 100 + 72$

Make sure the children realise that the answer is brought forward each time, not the original number.

This is open-ended but you can challenge the children by asking them to use particular types of numbers or operations.

This has the missing number in several positions within the calculations which can be challenging.

Rapid Recall Whiteboard
Propeller
 Take learning further

Partition

| | | |
|---|---|---|
| H | T | U |
|---|---|---|

(350 to 450)

Label the number line in steps of 25 and draw an arrow to estimate

Write each set of numbers in order from smallest to largest

| | |
|-----|-----|
| 391 | 516 |
| 194 | 387 |
| 508 | 350 |
| 381 | 407 |

Round to the nearest

| | |
|---------|--|
| ten | |
| hundred | |

Partition in different ways

| | | | | |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |

Write at least 3 questions with the answer of

Write the sequence in steps of 10

| | | | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

Complete the sequence in steps of 100

| | | | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

Complete the sequence in steps of 1000

| | | | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

Work out each fact then write <, > or =

| | | |
|----------------------|-------------------------------------|----------------------|
| <input type="text"/> | No. of minutes in half an hour x 10 | <input type="text"/> |
| <input type="text"/> | No. of days in a year | <input type="text"/> |
| <input type="text"/> | Double | <input type="text"/> |
| <input type="text"/> | No. of days in a year + 100 | <input type="text"/> |

Write in words

| | | | | |
|----------------------|--------|----------------------|--------|----------------------|
| <input type="text"/> | -10 | <input type="text"/> | +10 | <input type="text"/> |
| <input type="text"/> | -100 | <input type="text"/> | +100 | <input type="text"/> |
| <input type="text"/> | +500 = | <input type="text"/> | = 1000 | |
| <input type="text"/> | +300 = | <input type="text"/> | = 1500 | |
| <input type="text"/> | -200 = | <input type="text"/> | | |

Draw a circle around the numbers which are larger than

| | | | |
|-----|-----|-----|-----|
| 246 | 388 | 465 | 560 |
| 438 | 312 | 208 | 469 |
| 290 | 489 | 301 | 350 |
| 420 | 309 | 390 | 562 |
| 376 | 406 | 267 | |

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3004P1 RRBAB



Rapid Recall Whiteboard

(350 to 450)

| Partition | | |
|-----------|---|---|
| H | T | U |
| | | |



Write each set of numbers in order from smallest to largest

| | | | | | | |
|--|-----|-----|--|--|--|--|
| | 391 | 516 | | | | |
| | 194 | 387 | | | | |
| | 508 | 350 | | | | |
| | 381 | 407 | | | | |

Complete the sequence in steps of 10

Complete the sequence in steps of 100

Complete the sequence in steps of 1000

Round to the nearest

| | |
|---------|--|
| ten | |
| hundred | |

Partition in different ways

| | | | | | |
|--|---|--|---|--|---|
| | + | | = | | |
| | + | | = | | |
| | + | | = | | |
| | + | | = | | |
| | + | | + | | = |
| | + | | + | | = |

Write in words

Start with

Take away 100

If odd, add 5
If even, add 10

Find half

Add 50

Add 3 then 9

Subtract 19

Take it away from 500

Work out each fact then write <, > or =

| | | |
|--------------------------------------|-------------------------------------|--|
| | No. of minutes in half an hour x 10 | |
| -100 | No. of days in a year | |
| No. of millilitres in a half a litre | Double | |
| No. of cm in 4 and a half metres | | |
| +50 | No. of days in a year + 100 | |

Draw a circle around the numbers which are larger than

| | | | |
|-----|-----|-----|-----|
| 246 | 388 | 465 | 560 |
| 438 | 312 | 208 | 469 |
| 290 | 489 | 301 | 350 |
| 420 | 309 | 390 | 562 |
| 376 | 406 | 267 | 472 |

Write at least 3 questions with the answer of



CURRICULUM COMPLIANT

Have you seen the new Spintelligence kits?

Spintelligence Kits provide a flexible, versatile resource that will promote discussion and engagement in every subject. Choose packs from a wide range of different topics.

A range of activities are included to get you started. Then, using the set of blank drywipe templates, create your own games and activities.

Included in each Spintelligence Kit are 24 ready-to-use, colourful activity cards – 2 each of 12 activities. (except the starter kit which has 24 different activities). These introduce teachers to the amazing flexibility of the Spintelligence spinners range.

Each kit provides everything you need for children to instantly use the spinners and activities.

A range of drywipe blank templates are also included (4 each of 6 designs) to enable both adults and children to create their very own games and activities.

Spinners can be used individually, in pairs, groups or even as a whole class.

Included in each kit:

-  4 x Spinners with non-slip rubber feet
-  24 x Assorted Blank Drywipe Template Cards
-  24 x Pre-printed Drywipe Activity Cards

It's as easy as 1, 2, 3...

1

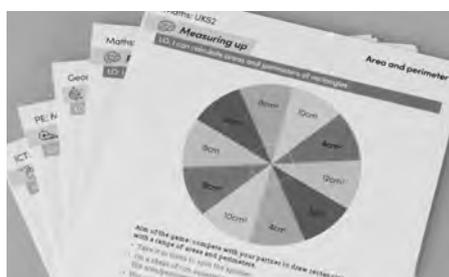
Look through the activity templates to gain an understanding of how the spinners can be used.

2

Choose one of these activity cards or create your own game using the blank spinner templates.

3

Put the spinner in place and spin to determine the action or question.



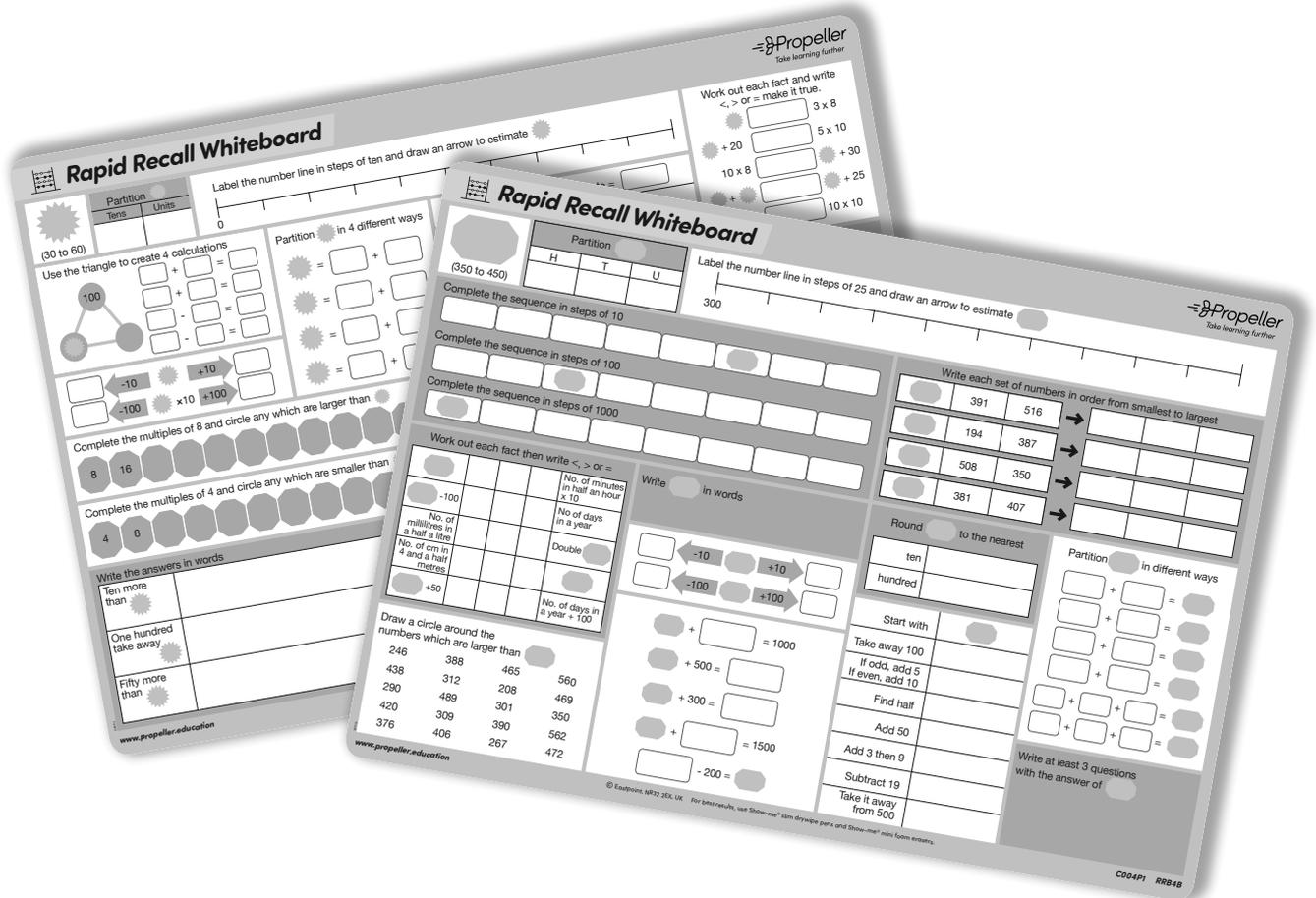
WE'RE PUTTING A NEW SPIN ON LEARNING

| Subject | Code | Key Stage | Kit Description |
|----------------------|---------|----------------|---|
| French | SPKF1 | KS2 | Greetings, numbers and colours |
| | SPKF2 | KS2 | Me, my family and friends |
| | SPKF3 | KS2 | Calendar, seasons and time |
| History | SPKH1 | KS1 | The Great Fire of London |
| | SPKH2 | KS1 | Space |
| | SPKH3 | KS2 | Stone Age to Iron Age |
| | SPKH4 | KS2 | The Mayan Civilisation |
| Geography | SPKG1 | KS1 | Where in the world |
| | SPKG2 | KS1 | Exploring the United Kingdom |
| | SPKG3 | KS2 | Where in the world |
| | SPKG4 | KS2 | Rocks, volcanoes and earthquakes |
| | SPKG5 | KS2 | South America |
| Music | SPKMS1 | KS1 | Rhythm |
| | SPKMS2 | KS1 | Graphic scores |
| | SPKMS3 | KS2 | Musical notation |
| | SPKMS4 | KS2 | Orchestra and instruments |
| Science | SPKS1 | KS1 | Working scientifically |
| | SPKS2 | KS1 | Plants |
| | SPKS3 | LKS2 | Living things (6 plants and 6 animals) |
| | SPKS4 | LKS2 | Forces and magnets |
| | SPKS5 | UKS2 | Space |
| | SPKS6 | UKS2 | Micro-organisms, animals and evolution |
| English | SPKE1 | Foundation | Phase 2 phonics |
| | SPKE2 | Foundation | Phase 3 phonics |
| | SPKE3 | Foundation | Phase 4 phonics |
| | SPKE4 | KS1 | Year 1 - Phase 5 phonics |
| | SPKE5 | KS1 | Year 1 - Grammar and punctuation |
| | SPKE6 | KS1 | Year 2 - Punctuation |
| | SPKE7 | KS1 | Year 2 - Grammar |
| | SPKE8 | LKS2 | Year 3 - Punctuation |
| | SPKE9 | LKS2 | Year 3 - Grammar |
| | SPKE10 | LKS2 | Year 4 - Punctuation |
| | SPKE11 | LKS2 | Year 4 - Grammar |
| | SPKE12 | UKS2 | Year 5 - Punctuation |
| | SPKE13 | UKS2 | Year 5 - Grammar |
| | SPKE14 | UKS2 | Year 6 - Punctuation |
| | SPKE15 | UKS2 | Year 6 - Grammar |
| Maths | SPKMT1 | KS1 | Year 1 - Number |
| | SPKMT2 | KS1 | Year 1 - Calculation |
| | SPKMT3 | KS1 | Year 2 - Number |
| | SPKMT4 | KS1 | Year 2 - Calculation |
| | SPKMT5 | KS1 | KS1 Fractions |
| | SPKMT6 | LKS2 | Year 3 - Number and Place value |
| | SPKMT7 | LKS2 | Year 3 - Calculation |
| | SPKMT8 | LKS2 | Year 3 - Fractions and decimals |
| | SPKMT9 | LKS2 | Year 4 - Number and Place value |
| | SPKMT10 | LKS2 | Year 4 - Calculation |
| | SPKMT11 | LKS2 | Year 4 - Fractions and decimals |
| | SPKMT12 | UKS2 | Year 5 - Number and Place value |
| | SPKMT13 | UKS2 | Year 5 - Fractions, decimals and percentages |
| | SPKMT14 | UKS2 | Year 6 - Number and Place value |
| | SPKMT15 | UKS2 | Year 6 - Fractions, decimals and percentages |
| | SPKMT16 | UKS2 | Year 6 - Algebra, ratio and proportion |
| 8 Different Subjects | SPKMC1 | Multi-keystage | Multi-Curricular Starter Spinners Kit |
| Individual spinners | SPIN10A | Multi-keystage | Classpack of 10 spinners in assorted colours (Cards not included) |

OTHER LARGER 'BULK BUY' PACKS AVAILABLE - see www.propeller.education

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Take learning further



Care of your Rapid Recall Boards

Always wipe drywipe ink off your boards as soon after use as possible. When ink is left for too long on any whiteboard surface it can cause 'ghosting' or residue to be left.

As with all whiteboards, you will need to regularly clean the surface of your Rapid Recall Boards using a whiteboard cleaning spray and a soft cloth.

Purchase these items at www.propeller.education

www.propeller.education

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Booklet code: TGN/C004