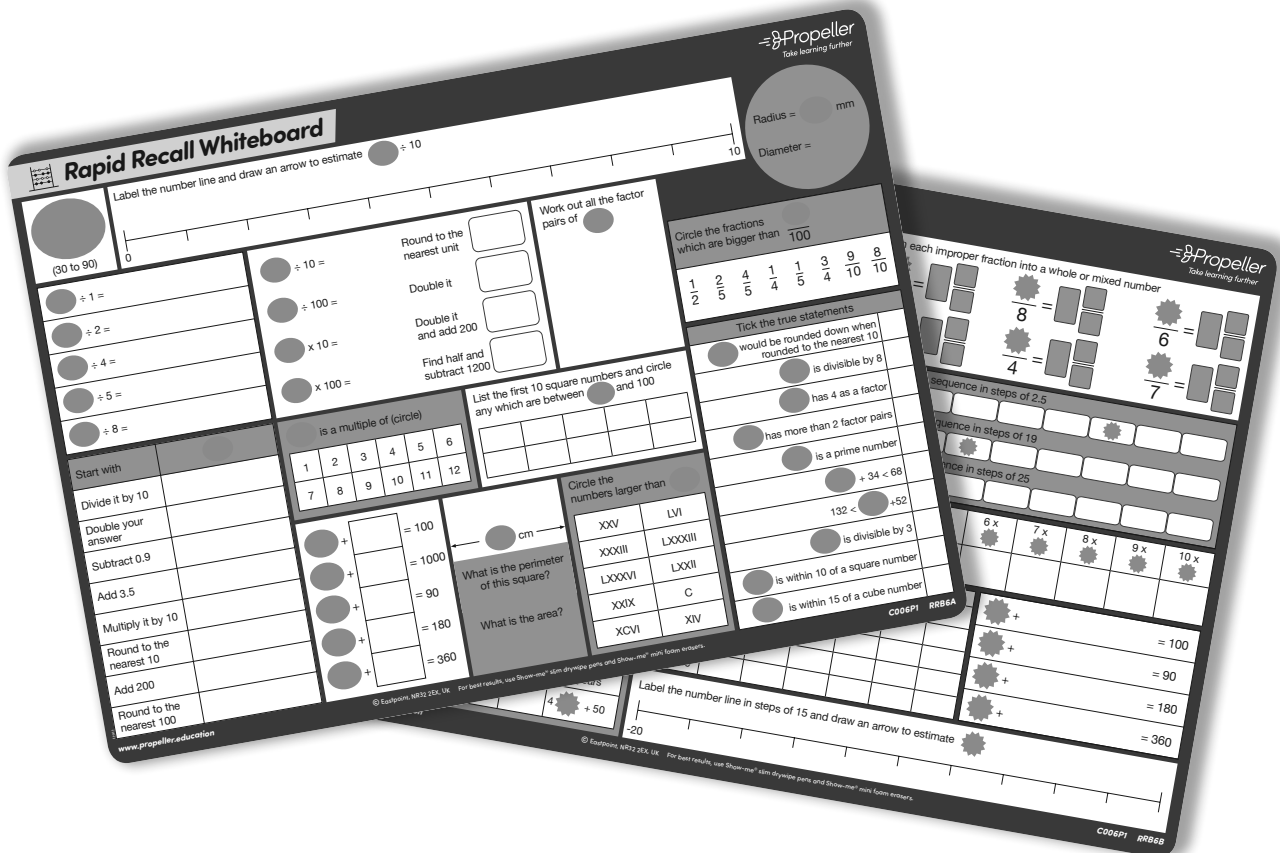


Rapid Recall A3 Whiteboards

Teacher Handbook

For RRB6A & B



RAPID RECALL BOARDS YEAR 6 – SIDE A

The children should see the connection between the number on a number line to 100 and the number divided by 10 on a number line to 10.

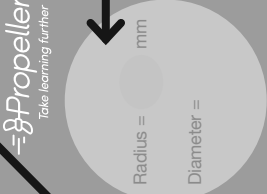
Make sure the children use the answer of their calculation in the second step, not the original number. E.g. $67 \div 10 = 6.7$, rounded to the nearest unit is 7.

Encourage the children to write their pairs in order when finding all factors pairs.

Rapid Recall Whiteboard

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Label the number line and draw an arrow to estimate $\div 10$



Circle the fractions which are bigger than $\frac{1}{100}$

$\frac{1}{2}$	$\frac{2}{5}$	$\frac{4}{5}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{3}{4}$	$\frac{9}{10}$	$\frac{8}{10}$
---------------	---------------	---------------	---------------	---------------	---------------	----------------	----------------

Round to the nearest unit	Double it	Double it and add 200	Find half and subtract 1200
$\div 10 =$	$\div 100 =$	$\times 10 =$	$\times 100 =$

Work out all the factor pairs of

Tick the true statements

● would be rounded down when rounded to the nearest 10	● is divisible by 8	● has 4 as a factor	● has more than 2 factor pairs	● is a prime number	● $+ 34 < 68$	● $+ 52$	● is divisible by 3	● is within 10 of a square number	● is within 15 of a cube number
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is a multiple of (circle)

1	2	3	4	5	6
7	8	9	10	11	12

List the first 10 square numbers and circle any which are between and 100

--	--	--	--	--	--	--	--	--	--

Circle the numbers larger than

XXV	LVI
XXXIII	LXXXIII
LXXXVI	LXXII
XXIX	C
XCVI	XIV



$= 100$	$= 1000$	$= 90$	$= 180$	$= 360$
$+$	$+$	$+$	$+$	$+$

Start with	Divide it by 10	Double your answer	Subtract 0.9	Add 3.5	Multiply by 10	Round to the nearest 10	Add 200	Round to the nearest 100
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These two sections are related as they can use their answers from the calculations to assist with the multiples question. Encourage them to think about what they know about division for the multiples rather than work out every answer e.g. an odd number is not a multiple of 2, 4 or 8.

Ensure the children realise that the answer is used in the next line, not the original number.

Roman numerals can be challenging and you may want to display the values of key letters to assist them initially.

The children can add crosses to the incorrect answers to help them if they wish.

The children may find it easier to convert the fractions to decimals to compare.

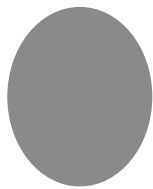
The children should also convert their answer where possible to centimetres.

90, 180 and 360 are key numbers related to working out complementary angles.

Children should convert centimetres to metres where appropriate. They may need additional paper or a whiteboard to work out the area.

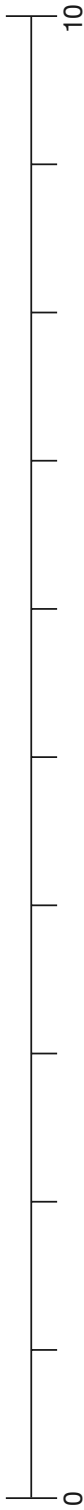


Rapid Recall Whiteboard



(30 to 90)

Label the number line and draw an arrow to estimate $\div 10$



Radius = mm
Diameter =

$\div 1 =$

$\div 2 =$

$\div 4 =$

$\div 5 =$

$\div 8 =$

$\div 10 =$

$\div 100 =$

$\times 10 =$

$\times 100 =$

Round to the nearest unit

Double it

Double it and add 200

Find half and subtract 1200

Work out all the factor pairs of

Circle the fractions which are bigger than $\frac{1}{100}$

- $\frac{1}{2}$ $\frac{2}{5}$ $\frac{4}{5}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{3}{4}$ $\frac{9}{10}$ $\frac{8}{10}$

Tick the true statements

☐ would be rounded down when rounded to the nearest 10

☐ is divisible by 8

☐ has 4 as a factor

☐ has more than 2 factor pairs

☐ is a prime number

☐ $+ 34 < 68$

☐ $132 < +52$

☐ is divisible by 3

☐ is within 10 of a square number

☐ is within 15 of a cube number

List the first 10 square numbers and circle any which are between and 100

is a multiple of (circle)

1	2	3	4	5	6
7	8	9	10	11	12

Circle the numbers larger than

XXV	LVI
XXXIII	LXXXIII
LXXXVI	LXXII
XXIX	C
XCVI	XIV

cm

What is the perimeter of this square?

What is the area?

\div	\div	\div	\div	\div	\div
$\div 100$	$\div 1000$	$\div 90$	$\div 180$	$\div 360$	

Start with	
Divide it by 10	
Double your answer	
Subtract 0.9	
Add 3.5	
Multiply it by 10	
Round to the nearest 10	
Add 200	
Round to the nearest 100	

RAPID RECALL BOARDS YEAR 6 – SIDE B

You can differentiate this by asking the children to include particular types of numbers or operations.

This looks at complements of a decimal to 10. The children should be fluent in creating related facts but ensure they notice that it is their number divided by 10.

The children may create fractions using the given denominator but encourage them to simplify them where possible.

The children should be comfortable with these terms however you may want to review them initially and recap the number of degrees in each type of angle.

The calculations on either side are quite challenging as they require a range of conversions. You may want to initially display the conversion information to help e.g. there are 10 mm in a cm etc.

This focuses on the place value changes when you multiply or divide by 10 and 100. This reinforces that the digits move, not that you simply add or remove a zero.

Make sure the children notice this is counting up from -20, not 20.

Working out complements to 90, 180 and 360 is an essential skill for work in angles.

Rapid Recall Whiteboard *Propeller* Take learning further

Write at least 6 questions with the answer of (10 to 90)

Turn each improper fraction into a whole or mixed number

Use one fact to make 3 more

Complete the sequence in steps of 2.5

Complete the sequence in steps of 19

Complete the sequence in steps of 25

Draw an angle of degrees

If an angle is degrees, how much smaller is it than a straight angle?

If an angle is degrees, what would you have to add to make a three quarter turn?

Double . If your answer were an angle in degrees, circle the type of angle it would be.

acute obtuse reflex right straight

Work out the calculation on each side, then write a symbol <, > or =

50% of 4 100 -

No. of mm in cm

Double

Days in a year

Th H T U t h

0 x 1 x 2 x 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x

100 = 90 = 180 = 360

Label the number line in steps of 15 and draw an arrow to estimate

-20

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C006PJ RRB6B

Look at the strategies they could use e.g. for 2.5, label every send step in fives then count back. For 19, add 20 and take 1 away. For 25, count every second step in 50s.

Encourage the children to put in the ones they can work out easily first e.g. x 2 is double, x 4 is double x 2, x 5 is half of x 10 etc. They can then use these to help them count up or back.

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

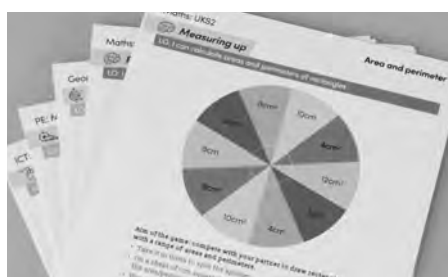
Look through the activity templates to gain an understanding of how the spinners can be used.

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.



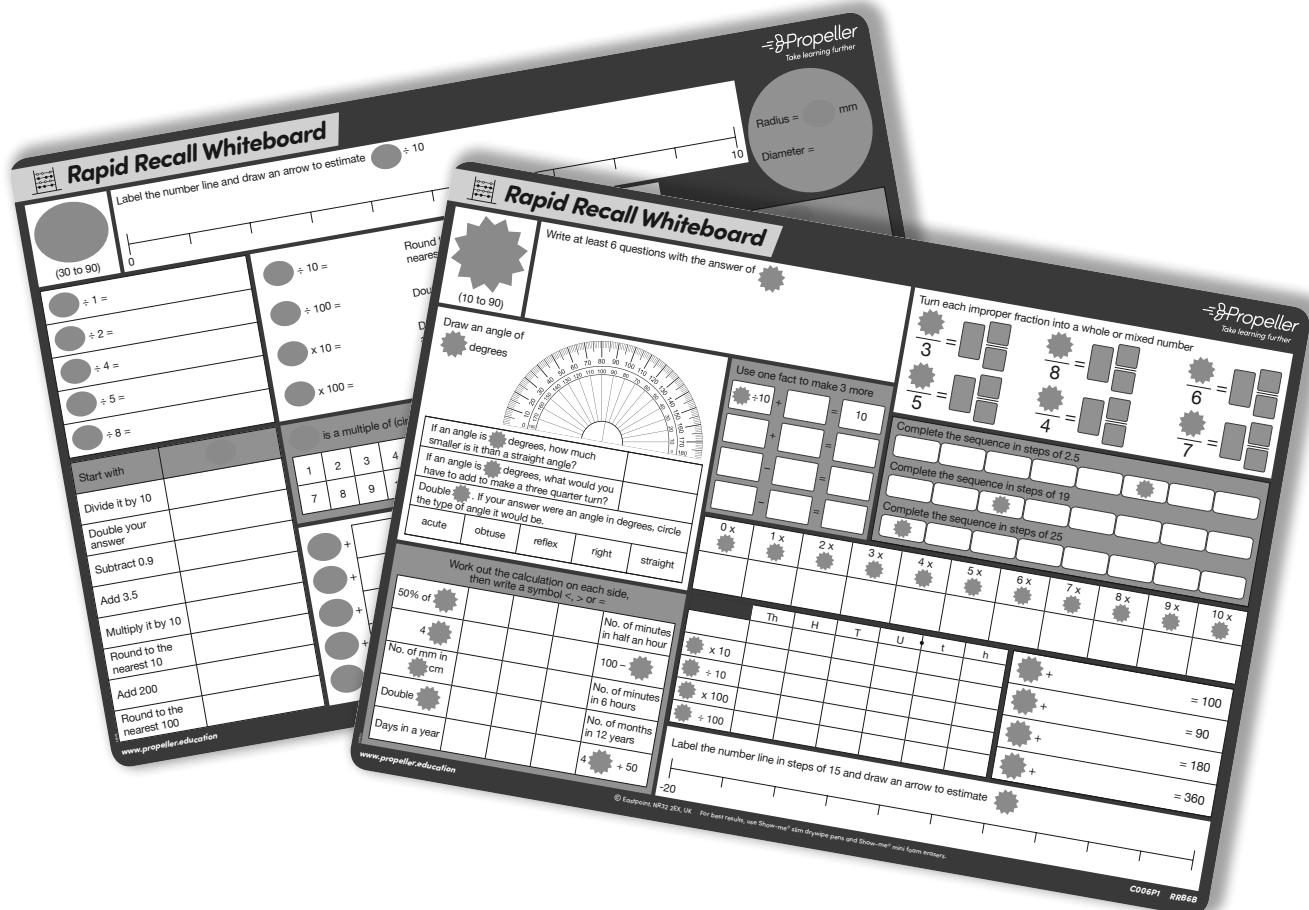
WE'RE PUTTING A NEW SPIN ON LEARNING

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/C006