

COVER DAY & SUPPLY • GRADE 3–6 / YEAR 3–6

KS2 Maths Cover Lesson

Four operations practice

For the cover teacher — overview

A 50-60 minute lesson focused on the four operations. Children practise mental and written methods with strategy talk. Works across Y3-Y6 with the differentiated levels. STRUCTURE: • Mental warm-up (10 mins) • Strategy teaching (15 mins) — efficient methods • Independent work (25 mins) — three levels • Plenary (10 mins)

Mental warm-up (10 mins)

TIMES TABLES BLITZ (4 mins): Fire questions, all children answer in chorus or on whiteboards: • 6×7 , 8×9 , 7×8 , 9×6 , 4×8 , 7×7 , 6×9 , 8×8 , 9×7 , 6×8 DOUBLES AND HALVES (3 mins): • Double: 14, 26, 35, 47, 53, 68 • Halve: 18, 24, 36, 50, 64, 84 MENTAL ARITHMETIC (3 mins): • $100 - 47$ • $36 + 28$ • 7×50 • $600 \div 4$ • $1.6 + 0.7$ • $25 + 26 + 24$

Strategy teaching (15 mins)

WRITE ON THE BOARD: 'Today: efficient strategies — the BEST way to do an arithmetic question.' DISCUSS: 'There's often more than one way. The skill is finding the BEST way for the question.' EXAMPLES: Q1: $99 + 47$ • Long way: column addition • EFFICIENT: 99 is nearly 100. Add 100, then take away 1. $47 + 100 = 147 - 1 = 146$. Q2: 5×18 • Long way: column multiplication • EFFICIENT: $5 \times 18 = 5 \times 20 - 5 \times 2 = 100 - 10 = 90$. Or double 5 to 10, halve 18 to 9: $10 \times 9 = 90$. Q3: $800 \div 25$ • Long way: long division • EFFICIENT: $800 \div 25 = 800 \div 25$. Multiply both by 4: $3200 \div 100 = 32$. DISCUSS WITH CLASS: 'Why is the efficient method better?' (Faster. Less prone to error. Builds number sense.)

Independent work — Y3 / lower-attaining



#	Question
1	$237 + 145$
2	$523 - 178$
3	What is 7×6 ?
4	What is $36 \div 4$?
5	Round 367 to the nearest 100
6	Order from smallest to largest: 245, 254, 425, 542, 524
7	What is half of 280?
8	What is 25×4 ?
9	I had 100. I spent 47. How much do I have left?
10	Find the missing number: $26 + \underline{\quad} = 100$

Independent work — Y4-5 / middle-attaining

#	Question
1	$1,243 + 678$
2	$5,000 - 2,367$
3	324×6
4	$896 \div 8$
5	What is $99 + 99 + 99$?
6	If $8 \times 7 = 56$, what is 80×7 ?
7	Round 4,567 to the nearest thousand
8	Find 25% of 240
9	A bus has 47 people. 13 get off, 19 get on. How many people now?
10	What number is halfway between 460 and 480?

Independent work — Y6 / higher-attaining



#	Question
1	$1,234 \times 7$
2	$9,856 \div 8$
3	$0.7 + 0.85$
4	Find 30% of 240
5	If 6 books cost £42, how much do 9 books cost?
6	$(7 + 3) \times 5 - 12 \div 4$
7	What's the difference between 1.27 and 0.83?
8	Sarah read $\frac{3}{8}$ of her book. The book has 240 pages. How many has she read?
9	A train leaves at 14:37 and arrives at 16:14. How long is the journey?
10	What's the next number? 1, 4, 9, 16, 25, ____ . Explain the pattern.

Answer key

Group	Answers
Y3	1) 382 2) 345 3) 42 4) 9 5) 400 6) 245,254,425,524,542 7) 140 8) 100 9) 53 10) 74
Y4-5	1) 1,921 2) 2,633 3) 1,944 4) 112 5) 297 6) 560 7) 5,000 8) 60 9) 53 10) 470
Y6	1) 8,638 2) 1,232 3) 1.55 4) 72 5) £63 6) 47 7) 0.44 8) 90 9) 1h 37min 10) 36 (square numbers)

Plenary (10 mins)

1. SELF-MARK with answer keys posted on board. Children correct in different colour. 2. STRATEGY SHARE: 'Show me how you did question [X]?' Pick 2-3 questions where multiple methods are possible. Compare strategies. 3. EXIT TICKET: One mental arithmetic question on whiteboards. 'On your whiteboard, show me $76 + 99$. Hold up.' Quick assessment. 4. PACK AWAY. Specific instruction: 'Whiteboards stacked, pencils away, books to the front of each table.'

