



6<sup>TH</sup>  
CLASS

# MENTAL MATHS

**WEEK 1**

**MONDAY**

**TARGET BOARDS**

Look at all the numbers on the third line. My target number for the third line is 11

1. What must I add to 7 to reach 10?

2. What must I take away from 11 to reach 10?

3. What must I take away from 14 to reach 10?

4. What must I add to 6 to reach 10?

5. Take away the smallest number on the first line from the biggest number on the first line.

6. Look at all the numbers on the third line. My target number for the third line is 11

7. What must I take away from 17 to reach 11?

8. What must I take away from 17 to reach 11?

9. What must I add to 2 to reach 11?

10. What two numbers on the fourth line can you add to make 11?

11. Put the numbers on the second column in order starting with the smallest.

12. Make an addition number sentence using three of the numbers on the first column.

**COUNTING STICK**

1. Colour the number that comes just before 10 green.

2. Colour the number that comes just after 10 red.

3. Colour the number that comes just before 10 blue.

4. Colour the number that comes between 10 and 12 orange.

5. Colour the missing numbers.

6. Fill in the missing number.

7. Fill in the missing number.

8. Fill in the missing number.

9. Fill in the missing number.

10. Fill in the missing number.

**TUESDAY**

1. Colour the number that comes just before 10 green.

2. Colour the number that comes just after 10 red.

3. Colour the number that comes just before 10 blue.

4. Colour the number that comes between 10 and 12 orange.

5. Colour the missing numbers.

6. Fill in the missing number.

7. Fill in the missing number.

8. Fill in the missing number.

9. Fill in the missing number.

10. Fill in the missing number.

**THURSDAY**

1.  $5 + 4 =$

2.  $6 + 4 =$

3.  $4 + 7 =$

4.  $6 + 5 =$

5.  $7 + 5 =$

6. Linda has 6 bananas. How many does she have left?

7. Tim has 10 apples and June has 8 apples. How many apples do they have together?

8. Meg has 11 sweets and gives away 4. How many sweets does she have left?

9. Jade has 12 marbles and gives away 5. How many marbles does she have left?

10. Sean has 12 stickers and gives away 5 of them. How many stickers does he have left?

**FRIDAY CHALLENGE**

1.  $5 + \square = 11$

2. What time is it?

3. What day is the last day of September?

4. How many faces has a cuboid?

5.  $43 + 20 =$

6. Draw a circle around half the tennis balls.

7.  $18 - \square = 10$

8. How many dots altogether?

9. How many more dots to make 20?

10. What number is 6 more than 14?

11. What number comes between 10 and 12?

12. Cody has 14 socks. 2 pairs of them are white. The rest are black. How many black socks does Cody have?

13.  $3 + 7 + 8 =$

14. How much altogether?

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**Just Rewards Publications**

Letterkenny  
Co Donegal

**[www.justrewards.ie](http://www.justrewards.ie)**


ISBN: ?????

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Design: **Nicolette Culloo**

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# HOW TO USE THIS BOOK

**Ready Steady Go Maths** is a Mental Maths programme for 1st to 6th Class primary school pupils. The programme is unique in that it actually teaches pupils the strategies and skills required to calculate and to solve mathematical problems mentally, thereby enabling pupils to fully engage with the Primary School Mathematics Curriculum.

**Ready Steady Go Maths** gives pupils a variety of approaches and strategies to make mental calculations using a step by step approach, appropriate to each class level and helps consolidate their problems solving skills.

The **Ready Steady Go Maths** programme is laid out in an easy to follow structure. The programme contains 160 units for each class level. There are 5 weekly lessons (Monday – Friday) rolled out over a period of 32 weeks each school year.

The **Ready Steady Go Maths** programme may be used as a warm-up ahead of existing daily Maths lessons. It may also be used as a stand-alone programme to teach Mental Maths or as assigned nightly homework. Whatever way Ready Steady Go Maths is used, the programme is the ideal complement to the Primary School Mathematics Curriculum.

## Self-assessment



At the end of each page there is a self-assessment section which gives pupils the opportunity to reflect on their learning and which provides useful feedback to the teacher on how each pupil is progressing.

## Mondays

Monday lessons focus entirely on **Target Board** activities which are ideal for teaching the language of Mathematics in general and the language of **Number** and **Problem Solving** in particular, in a fun and stimulating way. Pupils are provided with opportunities to explore the relationship between numbers and to consolidate mathematical learning through a variety of easy to follow questions.

### WEEK 1

3	7	9	2
1	10	8	6
11	4	0	5

5. What is the biggest number on the second row?
6. What is the smallest number on the second row?
7. Put the numbers on the second row in order starting with the smallest:
8. What is the biggest number on the third row?
9. Put the numbers on the third row in order starting with the smallest:
10. What is the biggest number on the Target Board?

**MONDAY: Target Boards**

1. How many numbers are on the first row?
2. What is the biggest number on the first row?
3. What is the smallest number on the first row?
4. Put the numbers on the first row in order starting with the smallest:

### TUESDAY

1

2

3

4

5

6

7

8

9

10

1. Colour the number four green.
2. Colour the number seven red.
3. Colour the number three blue.
4. Colour the number nine orange.
5. Fill in the missing number.  
 4    5    7

6. Fill in the missing number.  
 6    8    9
7. Fill in the missing number.  
   4    5    6
8. Fill in the missing numbers.  
   3    4
9. Fill in the missing numbers.  
 5    7
10. Fill in the missing numbers.  
   8       10

## Tuesdays

Tuesday lessons focus on the **Counting Stick**, **Number Strips** and the **Hundred Square**. Pupils are introduced to counting forwards and backwards and thereby exploring number patterns and the relationships between numbers.

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# HOW TO USE THIS BOOK

## Wednesday

Wednesday lessons focus on **problem solving**. Pupils are introduced to the characters of Danny and Sarah through a series of interesting **Mathematical stories** and **word problems** based on these stories. They also learn strategies for problem solving and get the opportunities to practise these strategies through different types of problem solving such as **Practical Tasks, Puzzles** and **Word Problems**. In the 4th, 5th and 6th Class books, pupils are given a number of **real life problems** and investigations to research and solve online using information technology.

## WEEK 1

It is Saturday morning. Danny wakes up and looks at the clock. It is time to get up. Today his Dad is taking him to the beach.



1. What day will it be tomorrow?
2. What day was it yesterday?
3. What time does Danny get up?

5. How old is Danny?

6. How many books does Danny put in the bag?

7. How many books does Danny bring for Sarah?

At the beach, Danny sees 5 boys and 2 girls paddling in the water. Sarah and Danny go into the water too. The water is lovely and warm. They play ball games with the other children. When they come out of the water, it is 3 o'clock. They have been in the water for 2 hours. They are tired but have had a great day at the beach.



Danny packs his bag. His sister is coming too. His sister is 2 years older than Danny. She is called Sarah and is 8 years old. Danny and Sarah like reading. Danny puts 7 books in the bag, 3 books for himself and the rest are for Sarah. They will read the books in Dad's car on the way to the beach.



4. How old is Sarah?

8. How many children does Danny see paddling in the water?

9. When Sarah and Danny go into the water, how many children are in the water then altogether?

10. At what time did Danny and Sarah go into the water?

## WEEK 1

1.  $4 + 2 = \square$
2.  $5 + 3 = \square$
3.  $2 + 5 = \square$
4.  $3 + 6 = \square$
5.  $6 + 2 = \square$

6. Ann has 5 crayons and Mike has 2 crayons. How many crayons altogether?  
 $\square + \square = \square$
7. Peter has 4 books and Kate has 3 books. How many books altogether?  
 $\square + \square = \square$
8. Barry has 2 balloons and Harry has 4 balloons. How many balloons altogether?  
 $\square + \square = \square$
9. Maria has 5 flowers and Jess also has 5 flowers. How many flowers altogether?  
 $\square + \square = \square$
10. Dara and Ben walk along the beach. Dara gathers 4 shells and Ben gathers 5 shells. How many shells do they gather altogether?  
 $\square + \square = \square$

THURSDAY: Addition Activities

## Thursday

Thursday lessons develop pupils' **mental maths skills** by teaching the pupils a variety of **strategies** for making **mental calculations**. The pupils are then provided with opportunities to apply these skills and strategies with **structured questions** based on the skill being developed.

## Fridays

Friday lessons focus on developing pupils' **all round mental abilities** through a series of **simple but challenging questions** which consolidates work already done through the Ready Steady Go Maths programme.

1. It is  $\square$  O'Clock
2. The number  $\square$  comes just before 7
3. What number comes next?  
**5 6 7 8**  $\square$
4. Dan has 3 pencils and Pam has 4 pencils. How many pencils altogether?  
 $\square$
5. Draw a circle around the person who has 10?  
 $3+6$   $4+4$   $7+3$
6. Circle the heavier one.
7.  $4 + 4 = \square$
8. Who has more?
9.  $5 + \square = 10$
10. There are  $\square$  dogs altogether.
11. A rectangle has  $\square$  sides.
12. Colour 6 circles
13. True or False. 8 comes just before 7?  
 $\square$
14.  $2 + \square = 8$

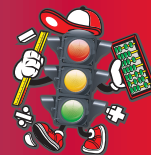
FRIDAY: Challenge

## Worked Examples

Pupils are provided with worked examples throughout the Ready Steady Go Maths programme to demonstrate the skills and strategies being developed and which enables pupils to work independently of the teacher

## Supplementary Materials

Large Class Target Boards incorporating the Target Boards in the pupil books are available to teachers in order to conduct class lessons. These Class Target Boards also contain a series of new Target Boards and activities not available in the pupil books which are extremely valuable in consolidating learning and in **differentiating** for pupils according to ability. There is also a supplementary Teacher Manual for each class level containing the answers to all questions in the respective class pupil books.



6435	6286	3524	3710
2533	8796	7968	5347
5869	4305	2053	9256

1. Put the numbers on the first row in order starting with the smallest.

--	--	--	--

2. What is the sum of the biggest and smallest numbers on the first row?

3. What is the difference in the biggest and smallest numbers on the second row?

4. What is the sum of the biggest and smallest numbers on the first column?

5. What is the difference in the biggest and smallest numbers on the second column?

6. What is the difference in the biggest and smallest numbers on the third column?

7. Round each number on the first row to the nearest 1000.

--	--	--	--

8. Round each number on the second row to the nearest 100.

--	--	--	--

9. Round each number on the third row to the nearest 10.

--	--	--	--

10. What number on the first row is divisible by 9?

11. What number on the second row is divisible by 8?

12. What number on the third row is divisible by 3?

1. Fill in the missing numbers.

8380	8385	8390			
------	------	------	--	--	--

2. Fill in the missing numbers.

24580	24585				
-------	-------	--	--	--	--

3. Fill in the missing numbers.

63776	63781				
-------	-------	--	--	--	--

4. Fill in the missing numbers.

42639	42689				
-------	-------	--	--	--	--

5. Fill in the missing numbers.

28812	28862				
-------	-------	--	--	--	--

6. Fill in the missing numbers.

18153	18653				
-------	-------	--	--	--	--

7. Fill in the missing numbers.

74279	74779				
-------	-------	--	--	--	--

8. Fill in the missing numbers.

39421	44421				
-------	-------	--	--	--	--





"Remember a team gets 3 points for a win, 1 point for a draw and 0 points for a defeat".

The following is the incomplete final table of the SSE Airtricity League Premier Division for 2019. See if you can complete the league table by using the information already given. Then answer the questions below.

Club	No. of Games Played	Games Won	Games Drawn	Games Lost	Goals Scored	Goals Conceded	Goal Difference	Total Points
Dundalk	36	27	5		73	18	55	86
Shamrock Rovers	36		6	7	62	21		
Bohemians	36	17	9	10		28	19	60
Derry City	36	15		9	56		22	
St. Patrick's Athletic	36	14	10	12	29	35		52
Waterford	36		7	17	46	53	-7	
Sligo Rovers	36	10	12	14		47	-9	42
Cork City	36	9		17	29	49	-20	
Finn Harps	36		7	22	26	64		28
U.C.D.	36	5	4		25	82	-57	

WEDNESDAY: Let's Study Soccer Tables

1. What team scored most goals in the league?

2. What was the difference in total points between the top and bottom teams?

3. What is the most total points a team could get in the league?

4. What is the sum of the goals scored by the top three teams?

5. What is the sum of the goals conceded by the bottom three teams?

6. What team got exactly  $\frac{1}{2}$  the total points that Dundalk got?

7. What team got exactly  $\frac{1}{3}$  the total points that Derry City got?

8. What two teams scored exactly the same number of goals?

 and 

9. What was the average number of goals scored by Shamrock Rovers and Derry City?

10. What was the average number of total points obtained by Shamrock Rovers, Derry City and Sligo Rovers?

11. The number of goals scored by St. Patrick's Athletic, U.C.D. and what other team totalled 100?

12. The total number of goals scored by Finn Harps and what other team equalled the number of goals scored by Dundalk?

13. If a team won  $\frac{1}{2}$  of all the games they played and drew the other  $\frac{1}{2}$ , what would its total points be for the season?





Example:  $3725 + 2134 = ?$

Change both numbers into thousands, hundreds, tens and units

$3000 + 2000 = 5000$

$700 + 100 = 800$

$20 + 30 = 50$

$5 + 4 = 9$

$5000 + 800 + 50 + 9 = 5859$

1.  $1436 + 3251 = ?$

$1000 + 3000 =$

$400 +$    $=$

$30 +$    $=$

$6 +$    $=$

$+$    $+$    $+$    $=$

2.  $8153 + 1624 = ?$

$8000 +$    $=$

$100 +$    $=$

$50 +$    $=$

$3 +$    $=$

$+$    $+$    $+$    $=$

3.  $3742 + 2134 = ?$

$+$    $=$

$+$    $=$

$+$    $=$

$+$    $=$

$+$    $+$    $+$    $=$

4.  $5613 + 3165 = ?$

$+$    $=$

$+$    $=$

$+$    $=$

$+$    $=$

$+$    $+$    $+$    $=$

5.  $4271 + 3506 = ?$

$+$    $=$

$+$    $=$

$+$    $=$

$+$    $=$

$+$    $+$    $+$    $=$

THURSDAY: Addition

1. James has 10% of €36 and Caitlin has 25% of €24. How much have they altogether?

€

2. Round 49525 to the nearest thousand.

3. What is the value of the 7 in 37395?

4. What is the average of 8, 12, 19, and 21?

5.

$6 \times 8 \times 1000 =$

6.

$€46.28 \times 100 = €$

7. The average of 5 numbers is 12. If four of the numbers are 7, 11, 14 and 19, what is the fifth number?

8. If  $\frac{3}{4}$  of a number is 24, what is 25% of the number?

9.

$23562 + 16124 =$

10.

$78386 - 35015 =$

11. Ian spent  $33\frac{1}{3}\%$  of his money buying a tennis racquet. If he had €21.60, how much did the tennis racquet cost?

€



12. The height of the table is 1.15m. The height of the chair is 75cm. What is the difference in height between the table and the chair?

m

13.

$3284 \div 10 =$

FRIDAY: Challenge





35320	35285	35379	35243
47218	47253	47859	47805
32601	25141	48258	29472

1. Put the numbers on the first row in order starting with the smallest.

--	--	--	--

2. What is the difference in the biggest and smallest numbers on the first row?

3. Put the numbers on the second row in order starting with the biggest.

--	--	--	--

4. What is the sum of the biggest and smallest numbers on the first column?

5. What is the difference in the biggest and smallest numbers on the second column?

6. Round each number on the first row to the nearest 1000.

--	--	--	--

7. Round each number on the second row to the nearest 100.

--	--	--	--

8. Round each number on the third row to the nearest 10.

--	--	--	--

9. What is the difference in the biggest and smallest numbers on the Target Board?

10. What number on the Target Board has 8 thousands?

11. What number on the first row is divisible by 9?

12. What number on the third row is divisible by 8?

1. Fill in the missing numbers.

6327	6322						
------	------	--	--	--	--	--	--

2. Fill in the missing numbers.

88419	88414						
-------	-------	--	--	--	--	--	--

3. Fill in the missing numbers.

60013	60008						
-------	-------	--	--	--	--	--	--

4. Fill in the missing numbers.

41984	41934						
-------	-------	--	--	--	--	--	--

5. Fill in the missing numbers.

96328	96278						
-------	-------	--	--	--	--	--	--

6. Fill in the missing numbers.

27613	27113						
-------	-------	--	--	--	--	--	--

7. Fill in the missing numbers.

53568	53068						
-------	-------	--	--	--	--	--	--

8. Fill in the missing numbers.

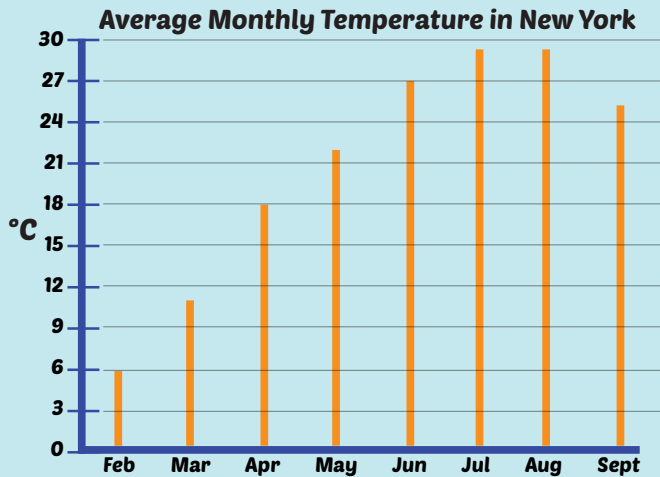
65820	60820						
-------	-------	--	--	--	--	--	--







This is a **bar line graph** showing the average monthly temperatures (high) from February to September in New York. Look at the graph and answer the questions below.



1. What is the average monthly temperature in February?

 °C

2. What is the average monthly temperature in June?

 °C

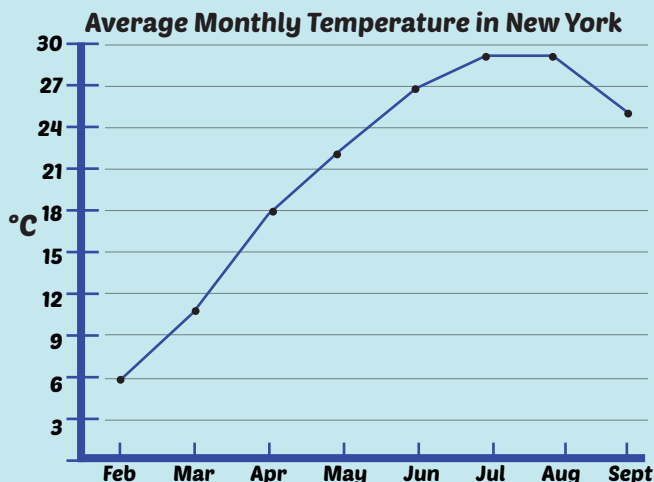
3 How much higher is the temperature in May than in April?

 °C

4. What is the average monthly temperature in the summer months (May, June, July)?

 °C

We can also show the above information on a **trend graph**. Look at the trend graph below and then answer the questions.



5. In what months do the temperatures peak?

 and 

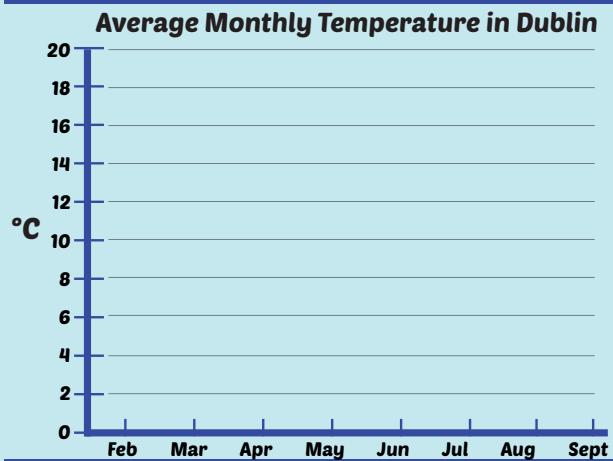
6. In what month does the temperature begin to fall?

7. Between what months is the temperature rise greatest?

 and 

8. From looking at the trend graph, do you think the temperatures in October will show an increase or a decrease on the September temperatures?

Go online and find the average monthly temperatures (high) for Dublin between February and September. Then represent the information on the **bar line graph**.



Now show the same information on a **trend graph**.

