<u>**Single Step Operations**</u>

Here are some problems written in words. They look quite long.

You need to read them very carefully to see what you need to do.

Your teacher or parent will show you how to set out your answers.

1.   4 750 people watched Maths Rats Rovers play Piggy United last year. This was 680 more than this year. How many watched the match this year?

2.   On July 24th, a traffic survey revealed that 18 753 cars parked in Centre Town. On December 24th, 23 860 cars parked there. How many more was this?

3.   A school has 549 pupils in nineteen classes. What was the average class size?

4.   Sixteen branches of Sparks and Mencer had a total of 12 490 customers on one day. What was the average number of customers per branch?

5.   Gerry Build use twenty eight nails to make each model boat they produce. If they have 17 000 nails, how many boats could they make with these nails?

6.   A teacher buys 360 new history books for twelve classes. How should she share out the books as fairly as possible?

7.   Maths Rats Rovers had a total attendance of 98 370 rats over twenty four matches. What was the average attendance per match?

8.   A builder can lay 1 430 bricks in a day on average. How many could he lay in five and a half days at the same rate?

1. 4 070   **2.** 5 107   **3.** 28.89 (accept 28.9 or 29)   **4.** 780.6 (accept 781)

5. 607   **6.** 30 per class   **7.** 4 098.75 (accept 4 099) **8.** 7 865

Children need to able to read and understand problems written in prose that include some elements of real life, although, particularly with younger children, 'real life' has to sometimes be a little artificial in order to keep the problems within their ability levels.

They should be able to read the problem, understand the situation described, be able to see what processes are necessary to solve it and then lay out their answer clearly, giving some explanation.

Explanations should be brief and to the point and it is good practice to encourage children to set out their answers down the page, one line at a time.

The following example shows one way of doing this.

Q.
John has three boxes, each with six cakes. Pat has four boxes, each with eight cakes.
How many cakes do they have altogether?
How many more cakes does Pat have than John?

A.
Number of cakes John has   = 6×3 = 18
Number of cakes Pat has   = 8×4 = 32

Number of cakes altogether   = 18 + 32 = <u>50</u>

Pat has 32 – 18 = <u>14</u> cakes more than John.