

## HISTORIC HANGARS

### Teacher, Group Leader and Parent Guide Notes

These notes are for any teachers, parents or group leaders using the Numeracy Trail Discovery Sheet for Key Stage One in Historic Hangars. We do have sheets available for Bomber Hall and Milestones of Flight. These notes are to help you complete the tasks successfully. However, the emphasis of this trail is not to answer all the questions correctly, but to learn to approach numeracy confidently. We hope this is achieved with relation to our aircraft collection. The tasks can be completed in any order following the section headings.

- **The first question is situated in the Whirling Wings (Helicopters) section.**

The children are asked to guess how many helicopters there are in this section and then to count the exact number. They are then asked to state whether this was close to their original guess. On rounding the exact number of helicopters to the nearest ten it is most likely that the number will be **10**.

- **The next question is situated in the Wings Over Waters Section**

The children are asked to find the **Bristol Beaufighter TFX**. Situated towards the tail end there are some numbers: **253**. They are asked to write these numbers down and then to rearrange them to create the biggest number they can: **532**. They are then asked to find the smallest number they can by rearranging the three numbers: **235**.

- **The following question relates to the Supermarine Spitfire Mk Vb which can be found on the way from Wings Over Water to the RAF Overseas Section in the Fighters Section.**

Again the children are asked to locate numbers towards the tail end of the aircraft. They are then asked to write these numbers down and add them together: **614,  $6 + 1 + 4 = 11$** .

- **The remaining questions are situated in the RAF Overseas Section and relate to monoplanes and biplanes.**

The children are asked to create a tally chart of the number of monoplanes and biplanes. This information is then used for further questions. There should be approximately **7** monoplanes and **3** biplanes, thus there are more monoplanes. Therefore monoplanes – biplanes is equivalent to  **$7-3 = 4$** .