## Maths Activities (3)

## Week 5 \& 6

## SEND HOME LEARNING

These activities cover a range of objectives and can be adapted to suit. Work through this at your own pace. The activities get progressively more challenging and incorporate all operations (,,$+- x$ and $\div$ ) into activities involving money, time and shape as well as sequencing. . ALL SEND ACTIVITIES ARE IN THIS DOCUMENT AND GET PROGRESSIVELY MORE CHALLENGING. Please choose abilityappropriate activities and do not think you have cover everything. Things you need to practise will become evident.

This involves putting the maths in context and using prior knowledge to solve a problem. It's a good idea to have some spare paper handy to write your own questions when you finish. Go through each question and answer and get the child to explain how they worked it out Ask them to 'teach' you how to solve a question and have a go at a few yourself (make some errors to see if they spot them and can explain where you went wrong!)

If you have any extra resources (shapes, money, counters, beads, straws, etc) you could use them to help show how you prove the answer is correct.
The questions get harder as you go through. If they are too tricky, stop and revisit previous ones, changing the numbers appropriately. What's important is that children can apply what they know and use the method shown, as wellasexplain how they got to the answer.

Please make sure children have silent 'thinking time' before answering questions. This requires the adult to stay silent for at least 10 seconds

## Here are a few tips to help you deliver these activities and engage your child in learning：

## －Use objects／real resources where possible．

Many children are kinaesthetic learners which means they learn through doing．As children move tangible objects around it helps them comprehend the concept of numbers more deeply．You can use anything you want－buttons， pebbles，or，if you＇re struggling to get them enthused，something they＇re crazy about like cars or Lego．

## －Put the larger number in your head

When encouraging children to do mental arithmetic，teach them to put the largest number（of the two you are adding） in their head．Model this physically as you say it．For example，if the addition is $9+4$ ，say：＂Right，let＇s put the largest number in our heads，so that＇s nine．＂Then tap your head and say：＂So we＇re putting nine in our heads and then counting on four．＂This clear，precise modelling will help them to learn this useful strategy．Once they have put the largest number＇in their head＇they can then use their fingers to count on until they are secure with mental＋／－．

## －Number squares and number lines

At school，children will be using number lines and number squares（or 100 squares）regularly．Depending on their learning style some will find itmore beneficial than others，but it＇s certainly worth atry．There are lots free to print on the internet of you do not have one．（There are examples on the last page of this document）
$\qquad$
－Draw pictures
This works first of all because many children enjoy drawing and secondly because it gives a physical representation of This works first of all because many children enjoy drawing and secondly because it gives a physical re
the addition．Urge your child to keep the drawings small and basic（otherwise you＇ll be there all day！）
－Practise rapid recall
When children come to school，learning number facts is a principal focus．For example，children are expected to learn
number bonds to ten（e．g． $7+3=10,9+1=10$ etc．）Support your child by reciting the possible combinations together．
Also explain that you can always swap the number order around when it comes to addition，so if $6+4=10$ so does $4+$
When children come to school，learning number facts is a principal focus．For example，children are expected to learn
number bonds to ten（e．g． $7+3=10,9+1=10$ etc．）Support your child by reciting the possible combinations together．
Also explain that you can always swap the number order around when it comes to addition，so if $6+4=10$ so does $4+$
When children come to school，learning number facts is a principal focus．For example，children are expected to learn
number bonds to ten（e．g． $7+3=10,9+1=10$ etc．）Support your child by reciting the possible combinations together．
Also explain that you can always swap the number order around when it comes to addition，so if $6+4=10$ so does $4+$ 6.
－Encourage real life situations
The fundamental purpose of learning in maths lessons is that children（and the adults they＇ll grow to be）can use it in their everyday life．Giving them real－life opportunities to practise their addition skills also makes them feel grown up
and boosts their self－esteem．So at the supermarket get them to put，for example，five oranges and four apples in your their everyday life．Giving them real－life opportunities to practise their addition skills also makes them feel grown up
and boosts their self－esteem．So at the supermarket get them to put，for example，five oranges and four apples in your basket and ask them how many pieces of fruit you＇ll bebuying．

Similarly learning money basics when you＇re out and about can be a great incentive for getting theirnumber brain working！
$\qquad$
$\qquad$


म म • Invent story questions
Devising and working through story questions is a crucial element of maths. Children can really enjoy this especially if
you make the stories about something they have an interest in, e.g. using characters from their favourite book or TV
programme, food they love or their school friends. A story question (also known as a word problem) might read as
Devising and working through story questions is a crucial element of maths. Children can really enjoy this especially
you make the stories about something they have an interest in, e.g. using characters from their favourite book or TV
programme, food they love or their school friends. A story question (also known as a word problem) might read as
Devising and working through story questions is a crucial element of maths. Children can really enjoy this especially
you make the stories about something they have an interest in, e.g. using characters from their favourite book or TV
programme, food they love or their school friends. A story question (also known as a word problem) might read as follows: There were seven cupcakes and six biscuits on a tray. How many treats were there altogether?

The activities in this document are varied and quite practical. Be as creative as possible when delivering sessions. Look for opportunities to extend the learning and adapt it where necessary.

If children are struggling , try modelling how you'd solve a similar problem and try speaking aloud your thoughts; slowly articulating what you see, do, and reason, will help them process what to do.

It can be very challenging engaging children and getting them to focus. Don't think you have to 'teach' an hour a day of maths every day; you may wish to do 10-minute activities throughout the day or have a day where you don't do formal maths.
moppor
$\qquad$


There are a variety of maths challenges and activities in this document. We have included more formal questions towards the end and included the same multiplication games (always useful!) on the final fewpages. They get more challenging but you can adapt as you wish.

As stated previously; use these at your discretion and as you see fit. There is no expectation you cover everything. This document has more than 2 weeks work but gives you an idea of what we cover.

Some of the slides are very similar or repeat from previous weeks; this is useful as it checks understanding and is an opportunity for you to see if methods can be remembered and used effectively.

## Something fun to begin...Emoji code breaking brain-teasers

Have a go a deciphering the fun Emoji questions. It might take you a while.

There are two more challenging Emoji Code Breaking challenges on the next slide

These will keep you busy if you fancy a challenge. The answers are on the following page © .


Emoji Code Breaking

| $\stackrel{\square}{\square}$ |  |  |  |  | 50 5 0 | 6\% | $i n$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | 2 | 7 | 3 | 4 | 9 | 6 | 8 | 0 | 1 |

(3) $+\because$ 息 $=97$

## Weeks 5 \& 6

$\qquad$ 4



All of the activities in the following pages cover a wide range of objectives．It would be useful to re－write each activity onto A4 paper and adapt the tasks to suit．There are progressively more challenging activities towards the end of this document．Where possible，use resources to help．Making the mathsix＇real＇will be much more memorable and fun for the child．Please choose ability－appropriate activities and do not think you have cover everything．Things

## you need to practise will become evident．

## Section 1

Partition 314

Partition：


## Section 3

What is the perimeter of this rectangle？


## Section 6



## Section 2

What other fraction is $\frac{1}{2}$ equal to？


## Section 7

Ella bought a pair of sunglasses priced at $£ 10.20$ ．She paid with a $£ 20$ note．
How much change will she have？

What is $\frac{1}{10}$ of 200 ？


## Section 4

A postman had 155 letters in his bag．
He delivered 26 ．
How many letters were left？


## Section 8

I＇m thinking of a number between 250 and 300 ．
It is odd．
The ones number is a 3 ．
Write down 4 possible numbers it could be．

[^0]


## Section 2

Draw a pair of parallel lines：

What is $\frac{1}{2}$ of 220 ？


## Section 3

How many right angles does a square have？


Write two more facts about squares：

## Section 4

Cassie has 24 flowers and 4 vases．
If she shares them equally，how many flowers will be in each vase？

## Section 6

6 eggs fill one box
If I have 24 eggs，how many boxes will I need？

## Section 7

An entrance ticket for a theme park costs $£ 20$ and I can go on as many rides as I like．

Or each ride costs $£ 3$ ．If I want to go on 4 rides，is it cheaper to pay for each ride or buy the entrance ticket？


## Section 5

How many minutes are there in 1 and a half hours？



## Section 8

How many faces does this 3D shape have？

## Section 1

What＇s the missing number？


## Section 4

What measurements are the arrows pointing at？

$B=$


## Section 5

How many minutes are there left in the hour if the time is
$2: 20=$
$6: 50=$
$1: 10=$
$11: 35=$

## Section 6

Mentally work these out：
Tickets cost $£ 6$ for a coach trip． How much will four tickets cost？


How many 3 cm strips can be cut from 24 cm of tape？

## Section 7

Magic Squares：the sum of each row，column and diagonal is the same Work out the magical missing numbers！

| 8 |  | 12 |
| :---: | :---: | :---: |
|  | 9 | 5 |
|  |  | 10 |

## Section 8

Five lengths of the swimming pool is 150 m ．How long is the pool？
orning far has she travelled altogether？

## Section 3

I think of a number．
I halve it．
I add 8
The answer is 12 ．
What is my number？

$\square$

 मे


## Section 5

Write the following numbers in digits in order from smallest to largest：

621
216
162
226
166


## Section 2



## Section 6

Calculate the perimeter of these rectangles：


5 cm


## Section 3

Calculate：
$232 \times 10=$

## Section 4

A farmer has 276 sheep． 139 lambs are born in the spring．How many sheep are there now on the farm？

## Section 8

Here is a table showing the number of boys and girls in each year group：

|  | $\mathbf{3 A}$ | $\mathbf{3 B}$ | $\mathbf{3 C}$ | Total |
| :--- | :---: | :---: | :---: | :---: |
| Boys | 15 | 18 | 13 |  |
| Girls |  | 12 | 15 | 42 |
| Total | 30 |  | 28 |  |

Complete the table．

## Section 7

What measurements are the arrows pointing to？Record the measurement to the





## Section 2

Add each pair of numbers to find the number above


## Section 3

Complete these calculations:

$6 \times 40=\square$
$30 \times 4=\square$

Section 4
What is the total weight of seven 50 g weights?


## Section 7

Magic squares
All the numbers add to the same number, whichever way they are added.

| 11 |  | 22 |
| :---: | :---: | :---: |
| 25 | 14 |  |
| 6 |  | 17 |

## Section 8

There are 100 marbles in a jar 28 are red. 17 are green. How many are not red?

Section 5
Complete these calculations:
$\begin{array}{ll}3 & 2\end{array}$
$+242$
$\qquad$
274

- 156


## Section 6

What time do these clocks show?


What time will it be in 15 minutes?
.......................



## Section 4

Work this out mentally：
There are six 90 g doughnuts in a box．The box weighs 60 g ．What is the total weight of the box and the doughnuts？


## Section 1

## Section 5

Write these numbers as words：

505

713

## Section 6

Write the following as a number sentence and then find the answer：

Jas picks 48 apples．One in every four is rotten．How many apples are rotten？

## Section 7

How many minutes are there in six and a half hours？

## Section 8

Draw a 2 D shape with one set of parallel lines and two lines perpendicular to one another．




## Section 2

Draw the hands on the clock to show twenty past 4.


## Section 3

Complete this calculation．

$$
\begin{array}{r}
25 \\
\times \quad 3 \\
\hline \\
\hline
\end{array} \begin{aligned}
& 1 \\
& x \quad 6
\end{aligned}
$$

$\qquad$

## Section 4

Make sure all the rows， columns and diagonals add up to the same number．


## Section 5

Draw the right angles on these shapes：


## Section 6

What are the missing
numbers？



## Section 8

Find the number that is：

Between 30 and 40 ．

It is half of 70 ．

It is odd．



## Section 2

Jay is allowed to watch 60 minutes of television a day．His favourite programme is a third of this time．How many minutes does he have left？


## Section 3

Write the time in words：


## Section 4

How many boxes are needed if these apples can only be stored in groups of १？


## Section 5

Complete the calculation．


## Section 7

Put the missing tenths on the number line．


## Section 6

This table shows the balls Kai potted on a pool table．

| Colour | Number |
| :---: | :---: |
| Black | 2 |
| Blue | 11 |
| Green | 9 |
| Red | 8 |
| Yellow | 4 |

How many more green balls did he pot than yellow balls？


How many balls did he
pot altogether？


## Section 2

Partition these numbers into hundreds, tens and ones:


## Section 3

I think of a number.
I halve it.
I subtract 13
The answer is 2 .
What was my number?


## Section 4

The film starts at 2.40 pm . It will take 45 minutes to get to the cinema. What time do I need to leave to get there on time?


## Section 5

Carrie is pairing her socks. She has 45 socks. How many pairs will she have?


## Section 6

In cm and mm how long is the string?


## Section 7

Calculate the answer:
$\frac{1}{10}+\frac{\square}{10}=\frac{9}{10}$


## Section 8

Use the written column method to work out:
$\square$
$98 \times 4=$ $\square$
$36 \times 3=$ $\square$



Use your mathematical skills to solve the clues and ultimately work out the＇super snack＇intime for the quiz．

## The Mystery of the Super Snack

Rosie and Toby have been busy in their lab researching the best snack to eat before their class quiz night to ensure they are at their very best to tackle the quiz questions．After weeks of testing，they thought they had found the perfect snack．

Unfortunately，members of a rival quiz team have stolen their work！The sneaky suspects have left a series of clues for Toby and Rosie to solve if they are to get their results back before the quiz night！

Can you help Toby and Rosie solve the problems and find the clues to rediscover the super snack in time for the quiz？

The answers are given at the end．It may take you a while to work out all of the clues！


मे information and work out what the super snack must be！

The Mystery of the Super Snack

| Snack | Fruit or <br> Vegetable？ |  | Fibre <br> Content |  |
| :--- | :---: | :---: | :---: | :---: |
| Good Source of <br> Vitamin C？ | Calories <br> per 100g |  |  |  |
| Amazing Apple Bites | fruit | high | no | 52 |
| BBQ Beetroot Balls | vegetable | high | no | 43 |
| Crazy Celery Chunks | vegetable | high | no | 16 |
| Delicious Date Diamonds | fruit | high | no | 282 |
| Fabulous Fig Fingers | fruit | high | no | 107 |
| Giant Green Gherkins | vegetable | low | no | 11 |
| Happy Honeyed <br> Parsnip Hoops | vegetable | high | yes | 75 |
| Iced Kiwi Ingots | fruit | high | yes | 61 |
| Jellied Juniper Drops | fruit | low | yes | 5 |
| Luscious Lemon Loops | fruit | high | yes | 29 |
| Marvellous Melon Mice | fruit | low | yes | 36 |
| Popping Pea Pods | vegetable | high | yes | 81 |
| Super Satsuma Slices | fruit | low | yes | 53 |
| Tasty Turnip Salsa | vegetable | low | yes | 28 |
| Vanishing Veg Mix | vegetable | low | no | 51 |
| Wonderful White <br> Grape Wheels | fruit | low | no | 67 |

Clue 1
Answer the questions about the bar chart and colour in the boxes with the correct answers． Use the words to work out the next clue

A Bar Chart to Show the Number of Vegetable


| 74 <br> $a$ | 11 <br> not | 55 <br> isn＇t | 13 <br> is |
| :---: | :---: | :---: | :---: |
| 44 <br> the | 45 <br> vegetable | 10 <br> snack | 65 <br> fruit |

How many portions of carrots were served？
How many more portions of broccoli were served than cauliflower？
How many fewer portions of cabbage were served than beans？
How many portions of sweetcorn and cabbage were served altogether？
How many portions of carrots and beans were served altogether？
Clue 1： $\qquad$



Check these maths calculations．If a calculation is right，put a tick．If it is wrong，put a cross． Count up the number of ticks and crosses．
If there are more ticks than crosses，the snack is high in fibre．
If there are more crosses than ticks，the snack is low in fibre．

|  | Right | Wrong $\times$ |
| :--- | :--- | :--- |
| $306+59<309+56$ |  |  |
| $96 \times 10=960$ |  |  |
| $231 \times 4=824$ |  |  |
| $\frac{1}{2}$ of 72 is 36 |  |  |
| $618-54=544$ |  |  |
| $£ 12.40 \div 4=£ 4.10$ |  |  |
| $7 \times 5 \times 2=70$ |  |  |
| $\frac{2}{3}$ of 21 is 14 |  |  |
| $12 \times 8=32 \times 3$ |  |  |
| Total |  |  |

Clue 2： $\qquad$


Clue 3
How many of these fractions are equal to 0.5 ？

| $\frac{1}{2}$ | $\frac{2}{4}$ | $\frac{5}{10}$ | $\frac{3}{4}$ | $\frac{4}{8}$ | $\frac{55}{90}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\frac{5}{11}$ | $\frac{5}{8}$ | $\frac{7}{14}$ | $\frac{7}{12}$ | $\frac{60}{100}$ | $\frac{18}{38}$ |
| $\frac{25}{44}$ | $\frac{52}{100}$ | $\frac{9}{18}$ | $\frac{12}{24}$ | $\frac{50}{100}$ | $\frac{36}{72}$ |
| $\frac{22}{44}$ | $\frac{19}{36}$ | $\frac{30}{50}$ | $\frac{16}{30}$ | $\frac{25}{40}$ | $\frac{45}{90}$ |
| $\frac{30}{60}$ | $\frac{28}{56}$ | $\frac{100}{200}$ | $\frac{19}{38}$ | $\frac{11}{22}$ | $\frac{15}{30}$ |
| $\frac{35}{70}$ | $\frac{16}{30}$ | $\frac{12}{25}$ | $\frac{30}{56}$ | $\frac{40}{90}$ | $\frac{200}{500}$ |


| Number of Fractions equal to $\mathbf{0 . 5}$ | Clue |
| :---: | :---: |
| $<15$ | The snack is a good source of vitamin C. |
| $>15$ | The snack is not a good source of vitamin C. |

Clue 3：




 मे

The Mystery of the Super Snack Answers

| The Mystery of the Super Snack Answers |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Clue 1 <br> Answer the questions about the bar chart and colour in the boxes with the correct answers． Use the words to work out the next clue． |  |  |  | How many portions of carrots were served？ 44 <br> How many more portions of broccoli were served than cauliflower？ 10 <br> How many fewer portions of cabbage were served than beans？ 13 |
|  |  |  |  |  |
| 74 | 11 | 55 | 13 is |  |
| 44 <br> the | $\begin{gathered} 45 \\ \text { vegetable } \end{gathered}$ | $\underset{\text { snack }}{\mathbf{1 0}}$ | $\begin{gathered} 65 \\ \text { fruit } \end{gathered}$ | cabbage were served altogether？ 65 <br> How many portions of carrots and beans |
|  |  |  |  |  |

Clue 3
How many of these fractions are equal to 0.5 ？

| $\frac{\mathbf{1}}{\mathbf{2}}$ | $\frac{\mathbf{2}}{\mathbf{4}}$ | $\frac{\mathbf{5}}{\mathbf{1 0}}$ | $\frac{3}{4}$ | $\frac{\mathbf{4}}{\mathbf{8}}$ | $\frac{55}{90}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\frac{5}{11}$ | $\frac{5}{8}$ | $\frac{\mathbf{7}}{\mathbf{1 4}}$ | $\frac{7}{12}$ | $\frac{60}{100}$ | $\frac{18}{38}$ |
| $\frac{\mathbf{2 5}}{44}$ | $\frac{52}{100}$ | $\frac{\mathbf{9}}{\mathbf{1 8}}$ | $\frac{\mathbf{1 2}}{\mathbf{2 4}}$ | $\frac{\mathbf{5 0}}{\mathbf{1 0 0}}$ | $\frac{\mathbf{3 6}}{\mathbf{7 2}}$ |
| $\frac{\mathbf{2 2}}{\mathbf{4 4}}$ | $\frac{19}{36}$ | $\frac{30}{50}$ | $\frac{16}{30}$ | $\frac{\mathbf{2 5}}{40}$ | $\frac{\mathbf{4 5}}{\mathbf{9 0}}$ |
| $\frac{\mathbf{3 0}}{\mathbf{6 0}}$ | $\frac{\mathbf{2 8}}{\mathbf{5 6}}$ | $\frac{\mathbf{1 0 0}}{\mathbf{2 0 0}}$ | $\frac{\mathbf{1 9}}{\mathbf{3 8}}$ | $\frac{\mathbf{1 1}}{\mathbf{2 2}}$ | $\frac{\mathbf{1 5}}{\mathbf{3 0}}$ |
| $\frac{\mathbf{3 5}}{\mathbf{7 0}}$ | $\frac{16}{30}$ | $\frac{12}{25}$ | $\frac{30}{56}$ | $\frac{40}{90}$ | $\frac{200}{500}$ |

Clue 3：The snack is not a good source of vitamin C ．
Clue 1 The snack is a fruit．

Clue 2
If there are more ticks than crosses，the snack is high in fibre
If there are more crosses than ticks，the snack is low in fibre．

|  | Right $\checkmark$ | Wrong $\times$ |
| :--- | :---: | :---: |
| $306+59<309+56$ |  | $\times$ |
| $96 \times 10=960$ | $\checkmark$ |  |
| $231 \times 4=824$ |  | $\times$ |
| $\frac{1}{2}$ of 72 is 36 | $\checkmark$ |  |
| $618-54=544$ |  | $\times$ |
| $£ 12.40 \div 4=£ 4.10$ |  | $\times$ |
| $7 \times 5 \times 2=70$ | $\checkmark$ |  |
| $\frac{2}{3}$ of 21 is 14 | $\checkmark$ |  |
| $12 \times 8=32 \times 3$ | $\checkmark$ |  |
| Total | $\mathbf{5}$ | $\mathbf{4}$ |

Clue 2：The snack is high in fibre． $\qquad$
served？ 44 How many more portions of broccoli were

How many fewer portions of cabbage were How many portions of sweetcorn and How many portions of carrots and beans were served altogether？ 74
$\qquad$

## Clue 4

Sort the numbers into the correct box．Some numbers will belong in more than one box．
The box with the most numbers will give you a clue about the calorie content in a 100 portion of the super snack．

| Even numbers | Multiples of 5 | Factors of 40 |
| :---: | :---: | :---: |
| $\mathbf{4 , 8 , 1 0 , 2 0 , 4 0 , 8 0 , 1 0 0}$ | $\mathbf{5}, \mathbf{1 0 , 1 5 , 2 0 , 4 0}$ <br> $\mathbf{5 5}, \mathbf{8 0}, \mathbf{1 0 0}$ | $\mathbf{1 , 4 , 5 , 8 , 1 0 , 2 0 , 4 0}$ |
| Less than 100 <br> calories per 100 g | Between 100 to 200 <br> calories per 100 g | More than 200 <br> calories per 100 g |

Clue 4：The snack has between $\mathbf{1 0 0}$ to $\mathbf{2 0 0}$ calories per $\mathbf{1 0 0}$ g．

The super snack is：＿＿Fabulous Fig Fingers



## Formal questions covering a range of obiectives．

The following few slides have more formal questions on them which you may need to amend if you decide to tackle them $\odot$

Your child may not have covered some of these topics in class e．g．identifying angles．These questions have the objectives listed to show you what is being covered．

If your child hasn＇t covered certain topics and you are unsure how to approach them，you might like to have a look at some UK websites／video tutorials for guidance．（e．g．BBC Bitesize，Twinkl，The School Run，YouTube etc）

Some questions require measuring／drawing and may need to be printed out or re－written by you onto large pieces of paper．You could amend these as you wish．

The purpose of including these formal questions is to show a range of objectives that are covered throughout the academic year．There is no expectation that all of these are covered by you．



```
Formal written maths questions
```

```
Formal written maths questions
```


## Number and Place Value

Count forwards and backwards in 4，8， 50 and 100.
1．Continue the sequences：
a． $4,8,12,16$ ， $\qquad$
b． $24,32,40$ ， $\qquad$ －
c． $900,800,700$ $\qquad$ －
d． $150,200,250$ ， $\qquad$
Read and write numbers up to 1000 in numerals and in words．
9．Write 357 in words．

10．Write two hundred and seventy－four in numerals

Solve number problems and practical problems．
11．What needs to be added to the following number to make 234？ $204+$ $\qquad$ －

12．Cross out the Dienes that are not needed to represent the number 162.


## Addition and Subtraction

Add and subtract numbers mentally
13．Calculate the following：
a． $286+4=$ $\qquad$
b． $256-30=$ $\qquad$
c． $172+300=$ $\qquad$
Identify，represent and estimate numbers using different representations． 8．What number is shown．
隹 $A$
$\square \square$

Find 10 or 100 more or less than a given number
2．What number is 10 more than 73 ？

3．What number is 100 less than 340 ？

Recognise the place value of each digit in a three－digit number
4．Underline the tens digit in the following numbers：
562584
821
Compare and order numbers up to 1000
5．Write a number so that each sentence makes sense：
a． $345<$ $\qquad$
b． $294>$
c． $833=$ $\qquad$ Smallest
Largest $\qquad$
7．Order these numbers from smallest to largest

| 289 | 298 | 258 | 247 | 293 |
| :--- | :--- | :--- | :--- | :--- |

Smallest $\qquad$ Largest 25 25
24 25立

25
मे
it Add and subtract numbers with up to three digits using formal written methods． 14．Calculate the following：
a．

a． |  |  | 6 | 7 | 8 |
| :--- | :--- | :--- | :--- | :--- |
| + |  | 3 | 2 | 3 |
|  |  |  |  |  |
|  |  |  |  |  |

b．

c．


Estimate the answer to a calculation and use the inverse operation to check．
15．Use the inverse to check the following calculations．Circle＇Correct＇or＇Incorrect＇
a． $328+126=456$ Correct／Incorrect
b． $267-138=129$ $\qquad$ Correct／Incorrec

Solve problems including missing numbers．
16．Fill in the missing numbers to make these calculations correct：
a．

b．There are 460 people on a plane． 125 of the passengers are British， 104 are American and the rest are French．How many French people are on board the plane？

## Multiplication and Division

Recall and use multiplication and division facts for the 3，4 and 8 times tables．
17．Use your knowledge of the 3,4 and 8 times tables to complete these calculations：
a． ＿$\times 4=32$
c． $8 \times 6=$ $\qquad$ $-=3$
e． $\qquad$ $\div 12=4$
f． $40 \div$ $=8$

Use known facts to solve multiplication and division problems including two－digit multiplied by one－digit numbers．
18．Partition these numbers or use a column method to calculate these：
a． $24 \times 3=$ $\qquad$ c． $56 \div 4=$ $\qquad$ ．
b． $18 \times 4=$ $\qquad$ d． $48 \div 3=$ $\qquad$

Solve problems including missing numbers．
19．Find the missing numbers to complete the following calculations：
a．

b． $\square$ －$\times$ $3=$ 1 $\qquad$

Solve problems including scaling and correspondence problems．
20．Solve the following problems：
a．There are 8 apples in one box．How many apples are there in 6 boxes？
b．Kangaroos have 2 legs and zebras have 4 legs．A zoo keeper counts 22 legs altogether．How many kangaroos and zebras could there be？
c． 18 cupcakes are shared equally between 3 boxes．How many cupcakes are in each box？

## Fractions

Count up and down in tenths
21．Fill in the missing numbers to complete the sequence

$$
\begin{aligned}
& \frac{2}{10} \quad \frac{3}{10} \quad \frac{4}{10} \quad \frac{6}{10} \quad \frac{6}{} \\
& \text { 22. Shade in the squares to represent the fraction } \frac{7}{10} \text {. }
\end{aligned}
$$



24．Circle $\frac{3}{4}$ of the sweets．


25．What fraction of the apples have been grouped together？


Recognise and show equivalent fractions．
26．Draw lines to match the equivalent fractions．


Add and subtract fractions with the same denominator
27．Calculate the following：
$\begin{aligned} & \text { a．} \frac{2}{5}+\frac{1}{5}= \\ & \text { b．} \frac{3}{8}+\frac{2}{8}= \\ & \text { c．} \frac{3}{4}-\frac{1}{4}= \\ & \text { d．} \frac{7}{8}-\frac{3}{8}= \\ & \text { Compare and order unit fractions．} \\ & \text { 28．Order these fractions from smallest to largest．} \\ & \frac{1}{3} \quad \frac{1}{2} \quad \frac{1}{5} \quad \frac{1}{4}\end{aligned}$
Smallest $\qquad$ Largest
29．Use＜or＞to complete these number sentences：
a．$\frac{1}{4}$ —— $\frac{1}{2}$
b．$\frac{7}{8}-{ }^{\frac{3}{8}}$
Solve problems involving fractions．
30．A cake is divided into 10 slices．Harry takes 2 slices and Emily takes 3．Write what fraction of the cake is left

31．Lucy has $\frac{1}{4}$ of $£ 400$ ．Jack has $\frac{3}{4}$ of $£ 200$ ．Who has the most money？

Measurement
Measure，compare，add and subtract measures
32．Measure this line in cm ．

$$
\text { sz. Measure this line in } \mathrm{cm} \text {. }
$$

$\qquad$
$\square$
 4

33．How much longer is line $A$ than line $B$ ？

A

B $\square$
34．A block of cheese weighs 250 g each．Sam cuts off 120 g of cheese．How much is left？

35．Draw a line on jug B so that it shows the same amount of liquid as jug $A$ ．


Measure the perimeter of 2 D shapes．
36．Calculate the perimeter of the rectangle


37．A square is 4 cm wide．What is its perimeter？
Perimeter $=$ $\qquad$
Add and subtract amounts of money，giving change．


38．Julie buys two rubbers and one pencil．How much change will she get from $£ 1$ ？

39．Zain has a $£ 1$ coin．He wants to buy a notebook，a ruler and a pencil．How much more money will he need？

Tell and write the time on an analogue clock and on 12－hour and 24－hour clocks 40．Write the digital time underneath each clock：
a． $\qquad$


41．Match the 12 －hour and 24 －hour times．

| 3：45 p．m． | $14: 00$ |
| :--- | :--- |
| 7：30 a．m． | $15: 45$ |
| 12：15 p．m． | $08: 20$ |
| 8：20 a．m． | 07.30 |
| 2：00 p．m． | $12: 15$ |



म

| Record time in hours，minutes and seconds． |  |
| :--- | :--- |
| 42．A film lasted $2 \frac{1}{2}$ hours．How long was the film in minutes？ |  |
| it |  |
| 4． |  |
| 4．James ran the 400 m race in 1 minute and 40 seconds．Haamaad ran it in 85 seconds．Wh |  |
| was the fastest？Explain how you know． |  |

$\qquad$

Know the number of seconds in a minute and days in a year
44．Tania spent 45 days of last year in Spain．How many days was she in the UK？

## Geometry

Draw 2D shapes．
45．Draw a square which has sides of 6 cm


46．Draw a rectangle with a length of 8 cm and a width of 2 cm ．


Recognise 3D shapes．
47．Draw lines to match the 3D shapes with their names．
Cuboid

Sphere

Cone

Square－based pyramid

Cylinder

Recognise right angles and related facts
48．Mark any right angles on this rectangle with a


49．Estimate the size of these angles in degrees（ ${ }^{\circ}$ ）

a． $\qquad$

b． $\qquad$ c． $\qquad$

Recognise horizontal，vertical，perpendicular and parallel lines． 50．Mark a pair of parallel lines on this shape：


51．Mark a pair of perpendicular lines on this shape：


52．Draw a horizontal line．

53．Draw a vertical line．

Statistics
Interpret and present data in pictograms，bar charts and tables．
54.

a．How many children chose red as their favourite colour？
b．How many more children chose blue than yellow？
c．How many children were asked to choose their favourite colour？
$\qquad$
 and tables．
55．This table show how many packets of crisps were sold in a shop over four weeks．

|  | Week 1 | Week 2 | Week 3 | Week 4 |
| :--- | :---: | :---: | :---: | :---: |
| Ready Salted | 50 | 55 | 48 | 52 |
| Cheese and Onion | 33 | 38 | 20 |  |
| Salt and Vinegar | 15 | 25 | 45 | 30 |
| Chicken | 10 | 12 | 8 | 15 |

a．How many packets of chicken crisps did the shop sell in week 2？
b．Which flavour crisp did the shop sell most of in Week 3？
c．In week 4，the shop sold half the amount of cheese and onion crisps than salt and vinegar．Fill in the table with how many packets of cheese and onion it sold that week．
d．How many more packets of crisps were sold altogether in week 2 than in week 3？












## Snakes and Ladders

## 2, 3, 4 and 5 Times Tables

You will need.

- The Snakes and Ladders Board Game board
- A dice
- A counter
per player
How to play...

1. Players take it in turns to roll the dice The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:

- landing on a snake's head - the player's counter slides down;
- landing at the bottom of a ladder the player's counter climbs up.

4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!





(n)


## Moukiplicoston Square

## Multiplication Wheels

Multiply the numbers by the middle number.

| $\times$ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |



| 1x table | 2x table | 3 x table | $4 \times$ table | 5x table | $6 \times$ table |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{r} 1 \times 1=1 \\ 2 \times 1=2 \\ 3 \times 1=3 \\ 4 \times 1=4 \\ 5 \times 1=5 \\ 6 \times 1=6 \\ 7 \times 1=7 \\ 8 \times 1=8 \\ 9 \times 1=9 \\ 10 \times 1=10 \\ 11 \times 1=11 \\ 12 \times 1=12 \end{array}$ | $\begin{array}{r} 1 \times 2=2 \\ 2 \times 2=4 \\ 3 \times 2=6 \\ 4 \times 2=8 \\ 5 \times 2=10 \\ 6 \times 2=12 \\ 7 \times 2=14 \\ 8 \times 2=16 \\ 9 \times 2=18 \\ 10 \times 2=20 \\ 11 \times 2=22 \\ 12 \times 2=24 \end{array}$ | $\begin{array}{r} 1 \times 3=3 \\ 2 \times 3=6 \\ 3 \times 3=9 \\ 4 \times 3=12 \\ 5 \times 3=15 \\ 6 \times 3=18 \\ 7 \times 3=21 \\ 8 \times 3=24 \\ 9 \times 3=27 \\ 10 \times 3=30 \\ 11 \times 3=33 \\ 12 \times 3=36 \end{array}$ | $\begin{array}{r} 1 \times 4=4 \\ 2 \times 4=8 \\ 3 \times 4=12 \\ 4 \times 4=16 \\ 5 \times 4=20 \\ 6 \times 4=24 \\ 7 \times 4=28 \\ 8 \times 4=32 \\ 9 \times 4=36 \\ 10 \times 4=40 \\ 11 \times 4=44 \\ 12 \times 4=48 \end{array}$ | $\begin{gathered} 1 \times 5=5 \\ 2 \times 5=10 \\ 3 \times 5=15 \\ 4 \times 5=20 \\ 5 \times 5=25 \\ 6 \times 5=30 \\ 7 \times 5=35 \\ 8 \times 5=40 \\ 9 \times 5=45 \\ 10 \times 5=50 \\ 11 \times 5=55 \\ 12 \times 5=60 \end{gathered}$ | $\begin{array}{r} 1 \times 6=6 \\ 2 \times 6=12 \\ 3 \times 6=18 \\ 4 \times 6=24 \\ 5 \times 6=30 \\ 6 \times 6=36 \\ 7 \times 6=42 \\ 8 \times 6=48 \\ 9 \times 6=54 \\ 10 \times 6=60 \\ 11 \times 6=66 \\ 12 \times 6=72 \end{array}$ |
| 7x table | $8 \times$ table | 9x table | 10x table | 11x table | 12x table |
| $\begin{aligned} & 1 \times 7=7 \\ & 2 \times 7=14 \\ & 3 \times 7=21 \\ & 4 \times 7=28 \\ & 5 \times 7=35 \\ & 6 \times 7=42 \\ & 7 \times 7=49 \\ & 8 \times 7=56 \\ & 9 \times 7=63 \\ & 10 \times 7=70 \\ & 11 \times 7=77 \\ & 12 \times 7=84 \end{aligned}$ | $\begin{aligned} & 1 \times 8=8 \\ & 2 \times 8=16 \\ & 3 \times 8= 24 \\ & 4 \times 8=32 \\ & 5 \times 8=40 \\ & 6 \times 8=48 \\ & 7 \times 8=56 \\ & 8 \times 8=64 \\ & 9 \times 8=72 \\ & 10 \times 8=80 \\ & 11 \times 8=88 \\ & 12 \times 8=96 \end{aligned}$ | $\begin{gathered} 1 \times 9=9 \\ 2 \times 9=18 \\ 3 \times 9=27 \\ 4 \times 9=36 \\ 5 \times 9=45 \\ 6 \times 9=54 \\ 7 \times 9=63 \\ 8 \times 9=72 \\ 9 \times 9=81 \\ 10 \times 9=90 \\ 11 \times 9=99 \\ 12 \times 9=108 \end{gathered}$ | $\begin{array}{r} 1 \times 10=10 \\ 2 \times 10=20 \\ 3 \times 10=30 \\ 4 \times 10=40 \\ 5 \times 10=50 \\ 6 \times 10=60 \\ 7 \times 10=70 \\ 8 \times 10=80 \\ 9 \times 10=90 \\ 10 \times 10=100 \\ 11 \times 10=110 \\ 12 \times 10=120 \end{array}$ | $\begin{array}{r} 1 \times 11=11 \\ 2 \times 11=22 \\ 3 \times 11=33 \\ 4 \times 11=44 \\ 5 \times 11=55 \\ 6 \times 11=66 \\ 7 \times 11=77 \\ 8 \times 11=88 \\ 9 \times 11=99 \\ 10 \times 11=110 \\ 11 \times 11=121 \\ 12 \times 11=132 \end{array}$ | $\begin{gathered} 1 \times 12=12 \\ 2 \times 12=24 \\ 3 \times 12=36 \\ 4 \times 12=48 \\ 5 \times 12=60 \\ 6 \times 12=72 \\ 7 \times 12=84 \\ 8 \times 12=96 \\ 9 \times 12=108 \\ 10 \times 12=120 \\ 11 \times 12=132 \\ 12 \times 12=144 \end{gathered}$ |


3

## 100 Square

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

My 0 to 100 Number Line

$\begin{array}{lllllllllllllllllllllll}51 & 52 & 53 & 54 & 55 & 56 & 57 & 58 & 59 & 60 & 61 & 62 & 63 & 64 & 65 & 66 & 67 & 68 & 69 & 70 & 71 & 72 & 73 \\ 74 & 75\end{array}$


If you search Twinkl website you will find a large variety of colourful resources, like the ones above to print and cut out.
There are lots of videos online on how to effectively use these resources, if you are not sure.


[^0]:    

