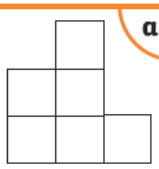
Please complete the following maths activities.

Please note, you do not need to print these off, write the answers on paper.

a

Work out the area of this shape.



_____

b

A pie weighs 1200g.
A larger pie weighs 735g more.
What is the weight of the larger pie in grams?

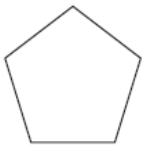
_____

What would this be in kilograms and grams?

_____

c

Draw all the lines of symmetry.
How many lines of symmetry does the shape have?



d

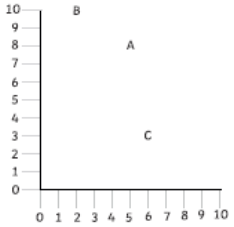
Write these fractions as decimals.

$\frac{78}{100}$ $\frac{29}{100}$ $\frac{6}{10}$

e

Write the coordinates for:

A
B
C



f

How many minutes are left in the hour if the time is:

4.25 _____

11.40 _____

9.10 _____

g

Solve the following using column multiplication.

£ 7.58 × 2 = £ _____

£ 6.97 × 3 = £ _____

h

☐ × 5 + 8 = 68

30 ÷ 3 × ☐ = 50

a

Solve this problem mentally.

Sunil pays £39 for a train fare and £76 for a hotel room. How much does he pay altogether?

_____

b

☐ ÷ 100 = 0.07

☐ ÷ 10 = 0.8

☐ ÷ 100 = 0.23

c

Draw a triangle with an obtuse angle.

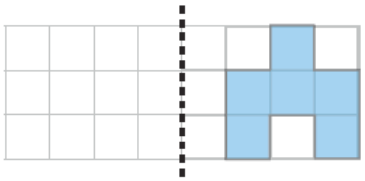
d

How many 20p coins in £40?

_____

e

Draw the reflection of this shape.



f

Write four multiples of 9.

_____

_____

_____

_____

g

Members of a sports academy were asked which sports they preferred. Use their responses to draw a horizontal bar chart labelled in fives.

Sport	Number of choices
Swimming	25
Football	40
Netball	35
Hockey	20
Cricket	55

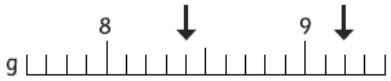
h

Write the Roman numerals for these numbers.

94
48
63

a

Write the measurements shown by each arrow in grams.



_____

b

Use the distributive law to find the product for this multiplication calculation.

54 × 4

□ × □ + □ × □

□ + □ = □

c

Put a cross through the number that is not a multiple of nine.

36, 24,72, 18, 108, 81, 45, 63,

d

Each piece of toy train track is 30cm long. How long would 12 pieces be altogether in centimetres?

_____

e

Start at $\frac{48}{100}$

Count on 7 hundredths.

What fraction have you reached?

_____

f

For lunch, Frankie can choose from:

five choices of sandwich

four choices of drink

three choices of fruit.

How many different lunches could he have?

_____

g

If the length of one side of a rectangle is 8cm and the perimeter is 28cm, what is the width and area of the rectangle?

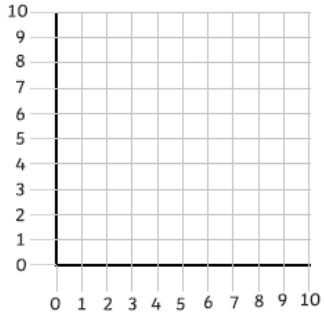
_____

h

Plot and join these points to identify the shape:

(1,5)(2,2)(4,2)(5,5)(4,7)(2,7)(1,5)

The shape is a _____



a

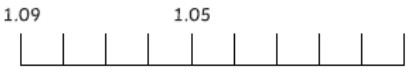
Circle the equivalent statement:

11 × (3 + 7) is equivalent to:

1. 11 × 3 + 11 × 7
2. 11 × 3 × 7
3. 11 + 3 × 11 + 7
4. 11 + (3 × 7)

b

Place these decimals in the correct position on the line.



1.07, 1.01, 1.03, 1.0,

c

What needs to be added or subtracted to change the first number into the second number in each pair?

2703 to 7703 _____

4159 to 4859 _____

6204 to 6264 _____

d

Complete:

$$\begin{array}{r} 4\,9\,5\,3 \\ +\ 1\,7\,8\,9 \\ \hline \\ \hline \\ 7\,3\,4\,0 \\ -\ 4\,8\,3\,7 \\ \hline \\ \hline \end{array}$$

e

□ × 8 = 32

□ ÷ 4 = 3

□ × 12 = 36

□ ÷ 5 = 8

f

A carpenter buys six packets of screws. He uses 120 screws and has 48 screws remaining. How many screws did each packet contain to start with?

_____

g

Draw two scalene triangles.

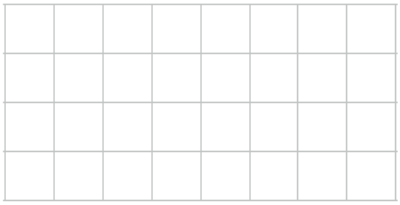
h

A jacket potato needs 50 minutes to cook. It needs to be ready for 12:30. What time does it need to go in the oven?

_____

a

On the 1cm squared paper, draw a rectangle with sides of 6cm and 2cm, and work out the perimeter.



_____

b

48 litres + 23 litres = _____

700g + ☐ = 1kg

c

Connie buys a present and card for £9.74.

The card costs £1.29. How much does the present cost?

_____

d

Which letter is at point:

(1,3) _____

(5,1) _____

(0,4) _____

(3,5) _____

e

£ $\frac{8}{10}$ = ☐ p

£ $\frac{}{10}$ = £☐ = 20p

f

Write four number statements, including + or – signs for these numbers: **66, 39, 27**

_____

_____

_____

_____

g

There are 87 children in Y4.

One third of the children walk to school. How many walk to school?

_____

h

Graeme painted 421 paintings. He sold 259 of them.

How many did he have left to sell?

_____

a

4 × 9 × 4 = _____

3 × 6 × 12 = _____

b

Write the following in 24-hour clock notation and words.

3:56 (night)

_____

_____

7:34 (morning)

_____

_____

c

A bag of crisps weighs 2.5kg. 850g is used. How much is left?

_____

d

What unit would you use to measure the following:

A bag of potatoes _____

A small carton of cream _____

A fingernail _____

e

Draw a diagram to show $\frac{3}{4} = \frac{9}{12}$

f

A bill comes to £162. If nine people split the bill equally, how much do they each pay?

_____

g

Harvey says that 3 × (6 + 8) is equal to 3 + 8 × 3 + 6.

Is he correct?

Explain your reasoning.

_____

_____

_____

_____

_____

h

Put a circle around the multiples of nine.

56	18	27
98	36	24
54	63	16

2. Adding two-digit numbers

Here we have to learn to add up in columns. A number line can help.

e.g.

	T	U
	3	7
	2_1	5 +
	6	2

We always start from the right (dotted line).
7 + 5 = 12. We think of this 12 as 10 + 2. So 2 goes into the U column and we carry the '1' into the T column (doorstep).
Now 3 + 2 + 1 = 6 (in the T column).

Now try these.

1.

T	U
2	6
3	5 +

2.

T	U
3	8
2	4 +

3.

T	U
4	3
3	9 +

4.

T	U
5	8
2	3 +

5.

T	U
4	6
2	7 +

6.

6	3
2	9 +

7.

2	9
2	9 +

8.

6	7
2	4 +

9.

5	6
4	5 +

10.

7	2
2	9 +

---

3. Adding three-digit numbers

We continue to add the numbers from the right carrying over any '1's onto the doorstep.

e.g

	H	T	U
	3	5	4
	1_1	6_1	9 +
	5	2	3

4 + 9 = 13. Put the 3 down in the U column and carry the '1' into the T column.
Now 5 + 6 + 1 = 12. Put the 2 down in the T column and carry the '1' into the H column.
Finally 3 + 1 + 1 = 5 (in the H column).

Now try these.

1.

H	T	U
2	6	4
3	2	8 +

2.

H	T	U
3	4	8
2	4	5 +

3.

H	T	U
1	4	3
2	3	9 +

4.

H	T	U
3	5	8
2	3	3 +

5.

H	T	U
5	4	6
2	3	7 +

6.

6	3	7
2	9	5 +

7.

2	9	5
4	3	9 +

8.

2	6	7
3	7	4 +

9.

5	6	3
4	5	9 +

10.

7	8	2
2	9	9 +

5. a. Subtracting two-digit numbers (No borrow)

e.g.
```
   T U
   5 8
 - 2 6
   3 2
```

We always start from the right (dotted line).
8 – 6 = 2. We put the 2 into the U column.
Now 5 – 2 = 3 (in the T column).

Now try these.

1.
```
   T U
   5 6
 - 3 5
```

2.
```
   T U
   3 8
 - 2 4
```

3.
```
   T U
   4 7
 - 1 2
```

4.
```
   T U
   5 8
 - 2 3
```

5.
```
   T U
   4 9
 - 2 7
```

6.
```
   6 5
 - 2 2
```

7.
```
   7 9
 - 2 6
```

8.
```
   9 7
 - 2 4
```

9.
```
   8 6
 - 4 5
```

10.
```
   7 8
 - 3 1
```

5. b. Subtracting two-digit numbers ('Borrow 1')

e.g.
```
   T U
  5  13
  6
 - 2 6
   3 7
```

Starting with U. 3 – 6 we can't do.
We borrow 'a ten' ('1') from the 6 (T) by changing the 60 into 50 + 10. Now we have 13 – 6 = 7 (in the U column).
Finally 5 – 2 = 3 (in the T column).

Now try these.

1.
```
   T U
   6 2
 - 3 5
```

2.
```
   T U
   4 2
 - 2 7
```

3.
```
   T U
   7 3
 - 3 5
```

4.
```
   T U
   7 4
 - 2 9
```

5.
```
   T U
   4 3
 - 2 7
```

6.
```
   6 1
 - 2 5
```

7.
```
   7 2
 - 4 6
```

8.
```
   9 3
 - 5 7
```

9.
```
   8 1
 - 4 5
```

10.
```
   8 3
 - 3 8
```

5. c. Subtracting numbers with zeros ('Borrow 1')

e.g
$$\begin{array}{rrr} H & T & U \\ {}^{3}\not{4} & {}^{1}\not{0}^{9} & {}^{1}3 \\ 2 & 6 & 5 \\ \hline 1 & 3 & 8 \end{array} -$$

Starting with U. 3 – 5 we can't do. We can't borrow from the 0 (T) so we borrow 'a ten' ('1') from the 4 (H) by changing 400 into 300 + 90 + 10. Now we have 13 – 5 = 8 (U column). Next we have 9 – 6 = 3 (T column) and finally 3 – 2 = 1 (H).

"All zeros (0) change to nines (9) and the final ten ('1') is added to the (U)"

e.g.
$$\begin{array}{rrrrrrr} {}^{0}\not{7} & {}^{1}0^{9} & {}^{1}0^{9} & {}^{1}0^{9} & {}^{1}0^{9} & {}^{1}0^{9} & {}^{1}0 \\ & 4 & 1 & 0 & 7 & 8 & 5 \\ \hline & 5 & 8 & 9 & 2 & 1 & 5 \end{array} -$$

Now try these using a method of your choice.

1.
$$\begin{array}{rrr} H & T & U \\ 6 & 0 & 0 \\ 3 & 5 & 8 \end{array} -$$

2.
$$\begin{array}{rrr} H & T & U \\ 4 & 0 & 0 \\ 2 & 7 & 4 \end{array} -$$

3.
$$\begin{array}{rrr} H & T & U \\ 7 & 0 & 0 \\ 3 & 5 & 9 \end{array} -$$

4.
$$\begin{array}{rrr} H & T & U \\ 4 & 0 & 0 \\ 2 & 9 & 8 \end{array} -$$

5.
$$\begin{array}{rrr} H & T & U \\ 8 & 0 & 0 \\ 3 & 7 & 9 \end{array} -$$

6.
$$\begin{array}{rrr} 6 & 0 & 0 \\ 2 & 5 & 9 \end{array} -$$

7.
$$\begin{array}{rrr} 7 & 0 & 0 \\ 4 & 6 & 3 \end{array} -$$

8.
$$\begin{array}{rrrr} 1 & 0 & 0 & 0 \\ & 5 & 7 & 4 \end{array} -$$

9.
$$\begin{array}{rrrr} 1 & 0 & 0 & 0 \\ & 7 & 2 & 8 \end{array} -$$

10.
$$\begin{array}{rrrr} 3 & 0 & 0 & 0 \\ 1 & 5 & 7 & 4 \end{array} -$$

6. a. Multiplying two-digit numbers by one-digit numbers

Here we can use the 'GRID' or Farmer's Field Method.

e.g. 37 × 6 = 222

x	30	7
6	180	42

180 + 42 = 222

We split 37 into 30 and 7. These two go into column headings and the 6 goes into the row heading. 30 × 6 = 180 and 7 × 6 = 42. Finally we add these to get the answer.

Now try these in your book using the grid method.

1. 24 × 3 = **2.** 43 × 4 = **3.** 53 × 6 = **4.** 72 × 4 = **5.** 64 × 5 =

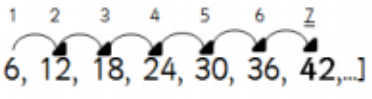
6. 27 × 8 = **7.** 54 × 6 = **8.** 29 × 9 = **9.** 83 × 6 = **10.** 58 × 7 =

7. a. Dividing double-digit numbers by a single-digit number

We can use our multiplication tables to help as they are inverse operations.

e.g. 4 × 7 = 28 … so … 28 ÷ 7 = 4 … and … 280 ÷ 7 = 40

e.g. 42 ÷ 6 = 7 … because … 7 × 6 = 42 [6 × table …



Now try these.

1.	18 ÷ 3 =	**2.**	20 ÷ 5 =	**3.**	24 ÷ 6 =	**4.**	27 ÷ 9 =	**5.**	30 ÷ 6 =
6.	42 ÷ 7 =	**7.**	36 ÷ 9 =	**8.**	48 ÷ 8 =	**9.**	70 ÷ 10 =	**10.**	72 ÷ 8 =

7. b. Dividing three-digit numbers by a one-digit number.

e.g. 266 ÷ 7 = 38

```
  0 3 8
7 | 2 ²6 ⁵6
```

Write our 7 ÷ table: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70
Working from left. '7 into 2' doesn't go.
Carry the '2' into next column.
'7 into 26' goes ***3*** times with '5' left over [as 7 × 3 = 21].
Carry the '5' into the next column.
Finally '7 into 56' goes ***8*** times.

Now try these in your book.

1.	186 ÷ 3 =	**2.**	145 ÷ 5 =	**3.**	204 ÷ 6 =	**4.**	184 ÷ 4 =	**5.**	234 ÷ 6 =
6.	175 ÷ 7 =	**7.**	234 ÷ 9 =	**8.**	144 ÷ 8 =	**9.**	170 ÷ 10 =	**10.**	576 ÷ 8 =

Another way is to use 'chunking' by repeated subtraction or 'building up'

```
  0 3 8
7 | 2 6 6
  2 1 0   = 7 × 30
    5 6
    5 6   = 7 × 8
```

Write our 7 ÷ table: 7, 14, 21, 28, 35, 42, 49, *56*, 63, 70
Try to build up with powers of 10: 70, 140, **210**, 280, …
'**210**' is the closest multiple up to 266 … 7 × **30.**
Build this up to '266' by either adding … 266 – 210 = *56.*
7 × **8** = *56.*
Finally we add up our multiples. 30 + 8 = 38.
Answer = **30** + **8** = 38

Now try these in your book.

11.	192 ÷ 6 =	**12.**	345 ÷ 5 =	**13.**	264 ÷ 6 =	**14.**	232 ÷ 4 =	**15.**	534 ÷ 6 =
16.	441 ÷ 7 =	**17.**	567 ÷ 9 =	**18.**	344 ÷ 8 =	**19.**	1248 ÷ 4 =	**20.**	1472 ÷ 8 =

Name:..... **Date:** .....

9:00
9:10
9:20
9:30
9:40
9:50
10:00
10:10
10:20
10:30
10:40
10:50
11:00
11:10
11:20
11:30
11:40
11:50
12:00
12:10
12:20
12:30
12:40
12:50
1:00

Read each question and colour in the answer on the time line. Be careful to use the correct colour for each answer!

1. What is the time 20 minutes later than 9.50? **RED**

2. What is the time the television programme finishes if it starts at 10.50 and lasts 40 minutes? **GREEN**

3. Marigold left home at 11.40pm. She walked to her friend's house. It took 30 minutes. What time did she arrive? **BLUE**

4. Gerald went to the cinema. The film was 2 hours and 50 minutes long. He went in at 9.20. What time did he leave? **YELLOW**

Look at the bus timetable it shows the times the bus stops at your stop:

9:40	10:30	11:20	12:40	1:00

a. You arrive at the bus stop 10 minutes early for the 9:40 bus. What time do you get there? **ORANGE**

b. The 10.30am bus is 40 minutes late. What time does it arrive? **BROWN**

Please continue to practise your times tables daily. The following websites are also useful:

https://www.timestables.co.uk/multiplication-tables-check/

https://www.topmarks.co.uk/maths-games/daily10

https://www.topmarks.co.uk/maths-games/hit-the-button