

Maths 15/06/20

Today we will be using our estimating skills. We will be rounding numbers to the nearest 10, 100 and 1000.

When we round to the nearest 10, we will be looking at the 'ones' or 'units' column. If it is 0-4 we round down, 5-9 we round up.

So for 29, we would round up to 30. 24 would round down to 20.

When we round to the nearest 100, we look at the 'tens' column. If it is 0-4 we round down, 5-9 we round up.

For example, 213 would be rounded to 200. 263 would round up to 300.

When we round to the nearest 1000, we look at the 'hundreds' column. If it is 0-4 we round down, 5-9 we round up.

3587 would be rounded up to 4000. 6456 would round down to 6000.

I like to remember it by 0-4 we go to the floor, 5-9 we hit the sky!

Round the numbers below to the nearest 10:

a) 58 b) 63 c) 72 d) 45

Work out the sum below, and then round it to the nearest 100:

e) $200 - 70$ f) $330 \div 3$ g) 3×60 h) $300 + 290$

Write a number that is roughly half of the number below:

i) 401 j) 53 k) 11 l) 1025

Write a number that is roughly one quarter of the number below:

m) 242 n) 277 o) 119 p) 219

Round each of the numbers below to the nearest 10, 100 and 1000:

	Nearest 10	Nearest 100	Nearest 1000
3681			
7327			
5495			
9713			

Challenge: I told you earlier how I like to remember whether to round up or down. Can you think of a poem or an easy phrase to help you remember?

Maths 16/06/20 Countdown challenge

You can choose whether or not you want to use a one minute countdown clock for this Maths activity. Your task is to use a set of numbers to get a given answer, by using each number once, and using any of the four number operations. You can use the numbers in any order.

For example, using the numbers 4, 2 and 6, can you get the answer 36?

$$4+2 = 6 \quad 6 \times 6 = 36$$

So by adding 4 and 2 I get 6, which I can then multiply by 6 to get 36. I have used each number once, and in this case I have used addition and multiplication.

Let's try one more to make sure we've got it. Using 5, 7 and 1, can you get the answer 30?

$$7-1 = 6 \quad 6 \times 5 = 30$$

So by subtracting 1 from 7 I get 6, which I can then multiply by 5 to get 30. I have used each number once, and in this case I have used subtraction and multiplication.

Now it's your turn!

Using 9, 3 and 4, can you make 23? Using 8, 4 and 8, can you make 16?

Using 2, 9 and 5, can you make 90? Using 6, 7 and 3, can you make 21?

Using 4, 9 and 3, can you make 12? Using 8, 9 and 2, can you make 144?

Using 7, 3 and 9, can you make 60? Using 6, 3 and 8 can you make 16?

Using 5, 4 and 7 can you make 140? Using 8, 1 and 4 can you make 1?

Challenge! The same thing but with 4 numbers.

Using 5, 7, 2 and 8 can you make 66? Using 9, 1, 9 and 5 can you make 400?

Using 2, 6, 4 and 7 can you make 84? Using 5, 4, 8 and 7 can you make 17?

Using 2, 4, 3 and 6 can you make 32? Using 9, 8, 7 and 4 can you make 220?

Using 4, 5, 6 and 4 can you make 50? Using 7, 3, 4 and 2 can you make 10?

Using 6, 8, 5 and 2 can you make 250? Using 3, 7, 9 and 8 can you make 5?

Extra Challenge! Create examples for members of your family to do.

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Over the next set of activities, you will be focusing on multiplication skills.

Continue each of these sequences:

a) 18, 24, 30, , ,

b) 35, 42, 49, , ,

c) 54, 45, 36, , ,

d) 12000, 11000, , ,

e) 0, 25, 50, , ,

f) What do you notice about the sequence when you count in 25s?

g) Spot and correct the mistake in this sequence:

875, 850, 825, 800, 750, 725

Let's investigate – 'Count me in'

You are going to use the numbers in the grid below to carry out this investigation.

45	48	56	98	102
108	171	174	182	216
222	224	318	322	324

Which of these numbers would you come to when counting in sixes from zero? How do you know?

Would you get to some of these numbers if you were counting in sevens from zero? Which ones?

Can you explain how you arrived at your answers?

Could some of these numbers be reached if you were counting in nines from zero? Which ones?

Again, how do you know?

Challenge:

You are going to use the numbers in the grid below to carry out this challenge.

76	175	200	310	350
390	400	520	555	606
650	710	888	900	975

Looking at the numbers above and this time counting in 25s from zero, which numbers will you land on?

If you were counting in 25s from 10, which numbers would you land on this time? How can you work this out without actually counting?

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Continue each of these sequences:

a) 16, 24, 32, , ,

b) 40, 44, 48, , ,

c) 60, 55, 50, , ,

d) 700, 650, 600, , ,

e) 0, 75, 150, , ,

f) What do you notice about the sequence when you count in 75s?

g) Spot and correct the mistake in this sequence:

900, 825, 750, 675, 625, 525

Let's investigate – 'Multiply multiples'

2) You are going to multiply multiples of 10. In this calculation, each square represents a missing digit:

$$\square 0 \times \square = \square 0 \times \square$$

One possible solution is:

$$10 \times 2 = 20 \times 1$$

Can you work out some different ways to balance the equation?

Imagine $80 \times 1 = 40 \times 2$, is there another way of balancing the equation? How many ways can you find?

Can you use your knowledge of multiplication facts to help you?

Top tips:

Remember the relationship between 'one times' and 'ten times' a number. For example, $5 \times 1 = 5$ and $5 \times 10 = 50$.

$10 = 50$.

You could begin by making both sides of the equation equal to 10, then 20, then 30 and so on.

Can you work out some different ways to balance the equations?

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Complete the fiery figures activity sheet. All the instructions are on the sheet

22/06/20 Maths

<https://www.bbc.co.uk/bitesize/articles/zvyrkxs>

Follow the above link to the bbc bitesize activity where you will be reminding yourself of tenths and the ways they can be represented.

Tenths are created when one whole is split equally into ten different parts.

Tenths are important because they help you to understand place value in a number.

They can be represented as fractions, decimals and on a number line.

The relevant sheets are labelled 22-06-20 maths

23/06/20 Maths

<https://www.bbc.co.uk/bitesize/articles/zb4jmyc>

Follow the above link to the bbc bitesize activity where you will be reminding yourself of hundredths as fractions and decimals.

You will look at counting in hundredths, what happens when you have 10 or more hundredths and using place value grids, number lines and hundredths squares.

The relevant sheets are labelled 23-06-20 maths

24/06/20 Maths

For maths today we are going to be again focusing on timetables as we know how important they are.

There are some different activities for you to work on labelled

24-06-20 Maths.

The first 2 pages' focus on the 2-6 and the 8 times tables, the next 2 on the 2-8 times tables and the last 2 on the 2-9 times tables, choose your level!!

25/06/20 Maths

Your activity today is to compare and calculate different measures including money (Attached sheet: Cocktail prices)

Extra task: Crossword Part 1 & Part 2

26/06/20 Maths

Ratio!! I know we have not covered ratio in class but I am sure you can rise to the challenge!! Ratio just means the relationship between 2 values. If you have a model car sometimes you see the ratio referred to how much bigger or smaller, it is to the real thing.

<https://www.bbc.co.uk/bitesize/topics/zsq7hyc>

Above is a video to explain a little more.

Please complete the activity 26-06-20 Ratio