

Yellow Class – Home learning – W/C 6th July

Dear Yellow Class

I hope that you are all continuing to be well. As with previous weeks, the tasks and the resources that are being used are exactly the same tasks and resources that children in school will be completing, for continuity of education, but these are not being delivered in school by myself.

Timing expectations/allocation: As with previous weeks, the children who are in school are expected to spend approximately 1 hour completing a daily English lesson, 1 hour for Maths each day and 1 hour for non-core lessons (for example, Guided Reading or Science) for four afternoons of the week. The school is not open on a Friday afternoon. The children who are in school will be spending 20 minutes each day on well-being sessions.

Please continue to let us know how you are getting on with your home learning. Should you have any queries, please do not hesitate to e-mail yellow@beaupre.cambs.sch.uk.

Keep up the good work!

Kindest regards

Mrs Summers

Enc

Maths

For the remainder of this half-term, we are going to be looking at consolidating our key skills in Maths and will be looking at place value and calculations.

I have again included mental maths fluency starters for this week. Again, please see additional material as follows:

<https://thirdspacelearning.com/resources/year-6-rapid-reasoning-weeks-1-6/>

English

For the remainder of this half-term, we are going to be consolidating our grammar and punctuation skills and will be revisiting stand-alone key concepts.

Additional tasks

Again, should you wish further tasks to complete in English, please visit www.pobble365.com and complete the questions and tasks for the picture of the day.

Reading Comprehension

We will continue to use Purple Mash's Serial Mash for our Reading Comprehension learning.

If you haven't already done so, please visit www.purplemash.com and find Beaupre School. You will need your log in details including passwords which were stapled to the plastic wallet on your original home learning packs. If you do not know your log in details, please e-mail yellow@beaupre.cambs.sch.uk so we can let you know what they are.

Last week, you completed 'No Greater Treasure' for this week's Guided Reading we will be using 'To Catch a Beast'. To remind you, you will find this text in the Serial Mash section under Sapphires' texts.

Lesson 1 (Tuesday) – Read chapters 1 and 2 and complete the questions and activities based on the text.

Lesson 2 (Thursday) – Read chapters 3 and 4 and complete the questions and activities based on the text.

Well-being

Children who are in school will be completing 20 minute daily lessons during the afternoon for PSHE to help with their well-being at this difficult time.

<https://www.zumos.co.uk/Wellbeing.aspx>

Science

<https://ypte.org.uk/lesson-plans/living-things-and-their-habitats-year-6-classification>

Please download the scheme of work with accompanying powerpoint for this half-term's scheme of work. I would like for you to continue to complete the tasks for each lesson on a weekly basis.

PE

In school, the children will be undertaking a socially-distanced PE lesson every other week. This will be based on Joe Wicks' videos. Please see example, as follows:

<https://www.youtube.com/watch?v=Y2AkYD10d7Q>

Every other week, and during inclement weather, the children who are in school will be having their Art lesson.

Art

This half-term, we will be linking Art to the Middle East. Please look at the following link.

<https://news.artnet.com/market/most-famous-middle-eastern-painting-to-be-sold-at-christies-225735>

For your learning in Art, you will be expected to carefully reproduce the artwork The Camel of Burdens as a sketch. At least three 40 minute sessions should be dedicated to this task. Remember to consider sketching and shading. Don't forget to send in your impressive examples.

As with the previous Twinkl powerpoints, please see the following link for Islamic Geometry (you will need to scan down and click on this presentation). Have a go at reproducing some.

<https://www.artfulmaths.com/mathematical-art-lessons.html>

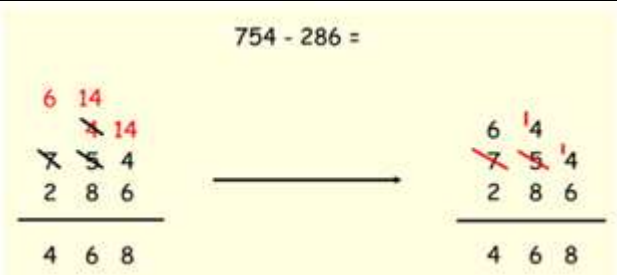
Additional fun learning opportunity

As you will no doubt be aware from my weekly letters to you in the newsletter, I am learning sign language. As a fun extra activity for your home learning, I would like to introduce you to the British sign language alphabet. If you teach this to a member of your family, you will be able to spell words and messages to them in code! If you want further guidance and finger spelling challenges, as well as lots of additional signs, you might want to join up for the British Sign Language Course; there is currently a minimum charge of £3 (although the cost is usually a minimum charge of £25). Please visit <https://www.british-sign.co.uk> if interested.



	Maths	English
1	<p>Starter - https://corbettmathsprimary.com/5-a-day/ Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>This week in Maths, we are going to be consolidating our understanding of key maths skills and calculations. Today, we are going to be focusing on place value.</p> <p>For today's lesson, I would like for you to consolidate your understanding of place value by watching: https://www.youtube.com/watch?v=QruhHg42BOU</p> <p>Afterwards, please complete the worksheets relating to place value to consolidate your understanding. These are in the appendix at the foot of this document. Answers are included.</p>	<p>This week, in English we are going to be consolidating our grammar and punctuation understanding so that you are refreshed with this knowledge prior to starting secondary school. In today's lesson we are going to be thinking about word classes (nouns, verbs, adverbs and adjectives). Record your understanding of what each of these word classes are. Use the information in the Appendix should you require it.</p> <p>In today's lesson, I would like you to work through the Nouns, verbs, adverbs and adjective section in the following booklet. https://primarysite-prod-sorted.s3.amazonaws.com/st-annes-sutton-coldfield/UploadedDocument/ddc2dcb785494250b4a541fab0b6a571/grammatical-terms-and-word-classes-revision-and-practice-booklet.pdf</p> <p>There is support at the start of each set of questions should you require it. I would also like for you to see the worksheet called 'identify the word classes in the sentence'. Please visit: https://www.herewardprimary.co.uk/grammar-punctuation-spelling/</p> <p>Please copy each sentence and label underneath each word class.</p> <p>Challenge – write your own sentences that contain nouns, verbs, adverbs and adjectives and label each word class. Try using a thesaurus to upgrade your vocabulary. Can you change the position of your word classes without affecting meaning? Can you substitute word classes to check your accuracy?</p> <p>Look at this example where the adverb 'regularly' has changed position in the sentence and been replaced with the adverb 'again'.</p> <p>John went diving regularly. Regularly, John went diving. Again, John went diving.</p>
2	<p>Starter - https://corbettmathsprimary.com/5-a-day/ Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Today, we are going to be focusing on rounding.</p> <p>For today's lesson, I would like for you to consolidate your understanding of place value by watching: https://www.youtube.com/watch?v=XnJw2wq930U</p>	<p>In today's lesson, you are going to be learning about prepositions. Please record your understanding of what a preposition is.</p> <p>Please see the following link. https://www.st-annes.walsall.sch.uk/sats-revision-booklets-and-practice-tests/</p> <p>Please go find the powerpoint revision guide and quick quiz of prepositions. Use the support information in the appendix should you require further support.</p> <p>I would like for you to complete the worksheet – identify the preposition in the sentence - which is available from the following link. https://www.herewardprimary.co.uk/grammar-punctuation-spelling/</p>

	<p>Afterwards, please complete the worksheets, in the appendix, relating to rounding to consolidate your understanding.</p>	<p>Scroll down for the answers.</p> <p>Additionally, please complete the section on prepositions from the booklet that you were working from yesterday.</p> <p>Challenge – Make a list of all the prepositions that you can think of. Which are clearly position words? Which are less obvious? Write your own sentences that contain prepositions for a friend to identify the preposition in them. Read a book – how many prepositions can you see?</p>
3	<p>Starter - https://corbettmathsprimary.com/5-a-day/</p> <p>Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>In today's lesson, you are going to be rehearsing your addition and calculation skills. Please see the following information with regard to the procedure.</p> <p>Afterwards, please complete the worksheets, in the appendix, relating to these calculations to consolidate your understanding. Challenge yourself by having a go at the missing number calculations.</p> <p>In this method, recording is reduced further. Carried digits are recorded below the line, when teaching, pupils should be encouraged to use the appropriate mathematical language: 'carry ten' or 'carry one hundred', not 'carry one'.</p> <p>Extend to numbers with any number of digits and decimals with 2 and 3 decimal places.</p> <p>(≈ Year 6)</p> $\begin{array}{r} 47 \\ + 76 \\ \hline 123 \\ 11 \end{array}$ $\begin{array}{r} 258 \\ + 87 \\ \hline 345 \\ 11 \end{array}$ $\begin{array}{r} 366 \\ + 458 \\ \hline 824 \\ 11 \end{array}$ $\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \\ 1 \end{array}$ $\begin{array}{r} 13.86 \\ + 9.481 \\ \hline 23.341 \\ 11 \end{array}$	<p>In today's lesson, we are going to be learning about determiners. Please record your understanding of what a determiner is.</p> <p>Please find the powerpoint revision guide and quick quiz of determiners.</p> <p>https://www.st-annes.walsall.sch.uk/sats-revision-booklets-and-practice-tests/</p> <p>Complete the section of the booklet (from Monday's lesson) which is about determiners.</p> <p>Please see the following website for more tasks relating to determiners. Please copy and complete and the sentences to embed your understanding.</p> <p>https://www.mrbanks.co.uk/determiners</p> <p>Challenge – record your strategy for finding the determiner in a word.</p>

		
4	<p>Starter - https://corbettmathsprimary.com/5-a-day/ Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>In today's lesson, we are going to be applying our learning from yesterday, to addition and subtraction word problems.</p> <p>Please see the appendix for worksheets.</p>	<p>In today's lesson, we are going to be learning about modal verbs. Please record your understanding of what a modal verb is. Which modal verbs do you think suggest certainty and which suggest possibility?</p> <p>Please find the powerpoint revision guide and quick quiz of modal verbs. https://www.st-annes.walsall.sch.uk/sats-revision-booklets-and-practice-tests/</p> <p>Please complete the following: https://primarysite-prod-sorted.s3.amazonaws.com/st-annes-sutton-coldfield/UploadedDocument/65193c41c1c34fc9b3b16754b2c245ed/t2-e-2105-complete-the-sentences-with-modal-verbs-differentiated-activity-sheets_ver_4.pdf</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/st-annes-sutton-coldfield/UploadedDocument/9111cc34896b407a8406f11edebe9d60/t2-e-2104-modal-verbs-for-possibility-test.pdf</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/st-annes-sutton-coldfield/UploadedDocument/01e03095246f46239c94568db7c33606/t2-e-2107-using-modal-verbs-to-assess-situations-differentiated-activity-sheets.pdf</p> <p>Answers are included.</p> <p>Challenge – order your own list of modal verbs in order of certainty.</p>
5	<p>Starter - https://corbettmathsprimary.com/5-a-day/ Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p>	<p>In today's lesson you are going to be thinking about compound and complex sentences. You are going to be revising co-ordinating and subordinating conjunctions. Prior to starting today's lesson, think about what you already know and record your understanding.</p> <p>Please find the powerpoint revision guide and quick quiz on co-ordinating and subordinating conjunctions. https://www.st-annes.walsall.sch.uk/sats-revision-booklets-and-practice-tests/</p>

In today's lesson, we are looking at short and long multiplication. Please watch the learning clip and start and complete the worksheets contained within.

<https://www.bbc.co.uk/bitesize/articles/znx2mfr>

Here are written examples to help to remind you of the procedures.

$$\begin{array}{r} \text{H T O} \\ 463 \\ \times \quad 8 \\ \hline 3704 \quad \leftarrow \text{Answer line} \\ 52 \end{array}$$

24 × 16 becomes

$$\begin{array}{r} ^2 \\ 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

For your task in today's lesson, I would like for you to visit the following website for worksheets. I would like for you to focus on the sheets that are aimed at compound and complex sentences. Please pick a start point that you feel comfortable with.

<https://easyteaching.net/literacy-resources/writing-resources/grammar-resources/simple-compound-complex-sentences/>

Challenge – Look at the powerpoint revision guide and quick quiz on main and subordinate clauses to refresh your understanding.

<https://www.st-annes.walsall.sch.uk/sats-revision-booklets-and-practice-tests/>

Create some complex sentences. Can you identify and label the main clause and subordinate clause?

Noun

Nouns name people, places, animals, things or ideas.

They can be countable:

- The **book** is on the **table**.
- My **brother** had lots of **ideas** to share.
- Or non-countable:
- I bought some **chocolate**.
- She showed **courage**.

Verb

Verbs name an action that someone does, or a feeling or state.

Past tense verb:

- The boy **wrote** a poem.

Present tense verb:

- He **likes** chocolate.

Adjective

Can be used before a noun to modify it:

- It was a **yellow** ball.

Or after the verb 'be' as its complement:

- The film was **brilliant**.

Adverb

Can modify a verb, an adjective, another adverb or even a whole clause:

- Tom started running **quickly**.
- The painting was **really** colourful.
- We don't eat meat **very** often.
- **Fortunately**, I wasn't late.

Preposition

Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time:

- The dog ran **to** her.
- Put it **in** the box.
- I haven't seen him **since** yesterday.

Conjunction

Links words or phrases.

Co-ordinating conjunction - links equal words or phrases:

- Bring your bucket **and** spade.

Subordinating conjunction - introduces a subordinate clause:

- He put on his coat **because** it was forecast to rain.

Determiner

Specifies a noun.

Definite article: **the**

Indefinite article: **a, an**

Demonstratives: **this, those**

Possessives: e.g. **my, your**

Quantifiers: e.g. **some, every**

Pronoun

Used in place of a noun or noun phrase:

Mark smiled at **Laura**.

He smiled at **her**.

Shall I take **the cakes**?

Shall I take **those**?

Possessive Pronoun

Used in place of a noun or noun phrase:

Ahmed's bag

His bag

It was **the girls'** turn.

It was **their** turn.

Modal Verb

Change the meaning of other verbs, for example by showing certainty, ability, or obligation:

will, would, can, could, may, might, shall, should, must, ought

- This food **may** be too spicy for you.
- You **should** get ready now.

Relative Pronoun

Refers back to a noun or clause:

- That's the **boy who** does tricks on a bike.
- **Lucy burst the balloon, which** upset Steven.

Object

Normally comes straight after the verb, and shows what the verb is acting upon.

Usually a noun:

- The waiter served the **food**.
- pronoun:
- She hated **that**.
- or noun phrase:
- He picked **the yellow ball**.

Synonym

Words with similar meanings:

- shout – yell
- quick – fast
- boring – dull

Antonym

Words with opposite meanings:

- fast – slow
- good – bad
- empty – full

Subject

Normally names the thing or person doing or being. Could be a noun:

- **Zayan** hit the drum.

pronoun:

- **She** won the race.

or noun phrase:

- **The choir** sang in the church.



Upper Key Stage 2 (Year 5 and 6)

Term	Definition	Example/s
Active and passive voice	Verbs can have an active or passive voice. When a verb is active, the subject of the sentence is doing the action. In a passive sentence, the 'thing' that would normally be the object is turned into the subject by the passive use of the verb.	Active: The school arranged a visit. Passive: A visit was arranged by the school.
Cohesive devices	Words used to show how the different parts of a text fit together. E.g. determiners, pronouns, conjunctions, adverbs	Julia's dad bought her a football. The football was expensive! [determiner 'The' refers us back to a particular football].
: Colon	Colons are used to introduce something <ul style="list-style-type: none"> The words spoken by a character in a play. <ul style="list-style-type: none"> A quotation. A formally introduced list. To join two sentences together when the first sentence introduces the other. 	Baby Bear: Who's been eating my porridge? This is one of Shakespeare's most famous lines: 'To be or not to be? That is the question.' She bought the following items: apples, pears and bananas. It snowed all night: the children knew the trip would be cancelled.
Ellipsis	The omission of a word or phrase which is expected and predictable. N.B. An ellipsis (plural ellipses) is also a punctuation mark made up of 3 dots. Ellipses are commonly used to indicate the	Frankie waved to Ivana and she watched her drive away. Today...we are proud to announce our new product.

	omission of words, lines or paragraphs from a quoted passage.	
- Hyphen	Punctuation marks that are used to join words together.	Off-duty police officer Three-year-old 3:30-4:30 Man-eating shark
Modal verb	These are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation.	will, would, can, could, may, might, shall, should, must and ought
Parenthesis	A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it. This is usually marked off by brackets, dashes, or commas.	My friend Chloe (who is three months older than me) is coming to my house tonight. Brackets My friend Chloe - who is three months older than me - is coming to my house tonight. Dash My friend Chloe, who is three months older than me, is coming to my house tonight. Comma
Relative clause	A relative clause is a special type of subordinate clause that modifies a noun.	That's the boy who lives near school. [who refers back to boy]. The prize that I won was a book. [that refers back to prize].
; Semi colon	The semi-colon can link two complete sentences and join them to make one sentence. The two sentences must be on the same theme. The semi-colon can be used instead of a conjunction to join the sentences. It can also be used in a descriptive list.	Some people prefer tea; some people prefer coffee. The rain poured; the wind howled; lightning lit up the sky.
Subjunctive form	The subjunctive mood expresses wishes or possibilities and more formal commands. The subjunctive is used in very formal situations.	If I were Prime Minister, I would abolish parking tickets.

Monday Maths – Place Value

Your record company 'Drop the Mic Records' is preparing for the end of year awards show, an event which celebrates the best artists on their books. The managing director has given top ten artists and wants you to decide which four have been the most successful and should be nominated for the awards.



1. The first category is Best Selling Artist.
Rank the artists based on number of tracks streamed from best selling (1) to least sales (10).

Artist	Tracks Streamed	Ranking
Jerome De Souza	8,434,679	
Mylene Robb	8,589,956	
EEzee	7,465,767	
Shannon Grace	7,465,980	
Xtream	9,003,004	
Bobbie Fry	9,003,998	
Ape Shape	4,678,567	
Northern Quarter	8,898,435	
Revolving Doors	8,989,345	
STEAL	9,304,098	

Complete the prompt card for the presenter below:

The top four artists nominated for the 'Best Selling Artist', in order of streamed tracks are...

4th

3rd

2nd

1st

2. Over the last month Drop the Mic have been promoting their top 5 artists using a text poll. National radio has advertised the website and text numbers and the results are in!

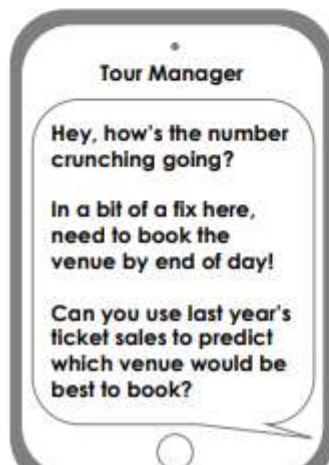
Round the numbers to the nearest 10,000 to find out who is this year's 'Fans' Choice'.



Artist	Text Votes	Rounded Numbers
Bobbie Fry	834,865	
Northern Quarter	846,978	
Revolving Door	823,500	
STEAL	845,400	
Xtream	832,450	

The Fans' Choice Award goes to....

3. **BING!** A text message has landed in your inbox from the tour manager...



The following venues are available to book and have a variety of seating capacities:

London Arena seats fifty thousand.

Manchester Dome seats forty five thousand.

Birmingham Concert Hall seats thirty eight thousand.

Edinburgh Court seats forty two thousand.

Leeds Arena seats forty seven thousand.

Turn over for ticket sales data...

4. Now we have sorted the awards and the venue, attention turns to the VIP guests. Each artist has submitted a guest list including their friends and family. The lists need to be signed off to make sure they have enough space in the VIP area and enough seats at the tables. Calculate how many invites each artist has left to send out, some artists have been inviting too many people. You may need to use negative numbers.



Artist	Seats Available	Guests Invited	Remaining Invites
Jerome De Souza	15	23	
Mylene Robb	10	8	
EEzee	20	14	
Shannon Grace	8	12	
Xtream	15	32	
Bobbie Fry	20	20	
Ape Shape	15	10	
Northern Quarter	18	26	
Revolving Doors	20	10	
STEAL	23	31	

5a. If the invites remained the same could the VIP area hold everyone invited? Are there extra seats or will some guests need to be uninvited? Explain your answer.

5b. Can you suggest any other resolution to the situation?

Monday answers

Reasoning and Problem Solving
Place Value Consolidation – Year 6

1.

Artist	Tracks Streamed	Ranking
Jerome De Souza	8,434,679	7
Mylene Robb	8,589,956	6
EEzee	7,465,767	9
Shannon Grace	7,465,980	8
Xtream	9,003,004	3
Bobbie Fry	9,003,998	2
Ape Shape	4,678,567	10
Northern Quarter	8,898,435	5
Revolving Doors	8,989,345	4
STEAL	9,304,098	1

4th – Revolving doors; 3rd – Xtream; 2nd – Bobbie Fry; 1st – STEAL

2.

Artist	Text Votes	Rounded Numbers
Bobbie Fry	834,865	830,000
Northern Quarter	846,978	850,000
Revolving Door	823,500	820,000
STEAL	845,400	840,000
Xtream	832,450	830,000

Northern Quarter

3.

Artist	Ticket Sales	Rounded to nearest thousand
Jerome De Souza	44,560	45,000
Mylene Robb	46,890	47,000
EEzee	36,009	36,000
Shannon Grace	21,906	22,000
Xtream	39,020	39,000
Bobbie Fry	37,356	37,000
Ape Shape	41,498	41,000
Northern Quarter	34,976	35,000
Revolving Doors	46,875	47,000
STEAL	47,346	47,000

Reply to: Tour Manager

Hi, according to my calculations the best venue to book would be:

Leeds Arena

Let's hope it's still available!

Tuesday's Maths – Rounding

Rounding Numbers

1a. Which number is the odd one out when rounded to the nearest million? Explain your answer.

1,903,009

2,503,104

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●●	●●●	●●●	●●●	●●●	●●●	●●●



Rounding Numbers

1b. Which number is the odd one out when rounded to the nearest million? Explain your answer.

4,681,733

4,501,020

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●●	●●●	●●●	●●●	●●●	●●●	●●●



2a. Work out which child has which number. Find two possible solutions.

4,672,145

5,413,692

5,515,633



Kevin

To the nearest 1,000,000, my number rounds to 5,000,000.



Michael

To the nearest 1,000,000, my number rounds to 6,000,000.

To the nearest 1,000,000, my number rounds to 5,000,000.



Anna



2b. Work out which child has which number. Find two possible solutions.

7,321,562

8,414,793

7,641,383



Paul

To the nearest 1,000,000, my number rounds to 8,000,000.



Stephen

To the nearest 1,000,000, my number rounds to 8,000,000.

To the nearest 1,000,000, my number rounds to 7,000,000.



Sophie



3a. Alfie is rounding numbers. He says,

I think that 4,512,671 rounded to the nearest million is 4,500,000.



Is he correct? Explain your answer.



3b. Susan is rounding numbers. She says,

I think that 7,523,993 rounded to the nearest million is 7,000,000.



Is she correct? Explain your answer.



Expected

5a. A and C

6a. 1,625,900 and two million, three hundred and fifty-five thousand, eight hundred and five

7a.

Number	Rounds to 2,900,000	Rounds to 3,000,000
2,858,790	✓	
3,015,830		✓
2,945,745	✓	

8a. 2,710,000; 2,700,000; 3,000,000

Expected

5b. B and C

6b. 4,465,715 and four million, five hundred and two thousand, five hundred and thirty

7b.

Number	Rounds to 4,900,000	Rounds to 5,000,000
4,896,344	✓	
4,995,051		✓
5,003,688		✓

8b. 5,260,000; 5,300,000; 5,000,000

Rounding Numbers

4a. Which number is the odd one out when rounded to the nearest million and rounded to the nearest hundred thousand? Explain your answers.

Three million, eight hundred and ninety-four thousand, one hundred and seventy

4,492,810

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
4	4	9	2	8	1	0



Rounding Numbers

4b. Which number is the odd one out when rounded to the nearest hundred thousand and rounded to the nearest ten thousand? Explain your answers.

Nine hundred and fifty-one thousand, six hundred and seventeen

947,301

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
0	9	4	7	3	0	1



5a. Work out which child has which number. Find two possible solutions.

3,502,005

3,415,667

3,495,811



Maxine

To the nearest hundred thousand, my number rounds to three and a half million.

To the nearest million, my number rounds to three million.

To the nearest ten thousand, my number rounds to three and a half million.



Jade



Justin



5b. Work out which child has which number. Find two possible solutions.

4,509,012

4,513,433

4,499,785



Toni

To the nearest hundred thousand, my number rounds to four and a half million.

To the nearest million, my number rounds to five million.

To the nearest ten thousand, my number rounds to 4,510,000.



Ellis



Saavi



6a. Savanna is rounding numbers. She says,

I think that two million, one hundred and forty five thousand, nine hundred and eighty two rounded to the nearest hundred thousand is 2,150,000.



Is she correct? Explain your answer.



6b. Trevon is rounding numbers. He says,

I think that five million, four hundred and ninety five thousand, five hundred and ten rounded to the nearest ten thousand is 5,490,000.



Is he correct? Explain your answer.



Expected

4a. To the nearest million, the odd one out is 4,514,212 (represented pictorially).

To the nearest hundred thousand, the odd one out is 3,894,170 (written in words).

5a. The children can have the following numbers:

Jade – 3,502,005 or 3,495,811

Maxine – 3,415,667 or 3,495,811

Justin – 3,502,005 or 3,495,811

A solution where each child has a different number is acceptable.

6a. Savanna is incorrect because she has rounded to the nearest ten thousand. Her answer should be 2,100,000.

Expected

4b. To the nearest hundred thousand, the odd one out is 947,301.

To the nearest ten thousand, the odd one out is 1,042,240 (represented pictorially).

5b. The children can have the following numbers:

Ellis – 4,509,012 or 4,513,433 or 4,499,785

Toni – 4,509,012 or 4,513,433 or 4,499,785

Saanvi – 4,509,012 or 4,513,433

A solution where each child has a different number is acceptable.

6b. Trevan is incorrect because there are 5 thousands which means the number rounds up. His answer should be 5,500,000.

Wednesday – addition and subtraction – calculations

$$\begin{array}{r} 1) \quad \begin{array}{r} 22.36 \\ + 31.45 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 2) \quad \begin{array}{r} 86.62 \\ + 13.51 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 3) \quad \begin{array}{r} 31.54 \\ + 36.39 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 4) \quad \begin{array}{r} 44.62 \\ + 25.53 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 5) \quad \begin{array}{r} 75.23 \\ + 23.49 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 6) \quad \begin{array}{r} 62.17 \\ + 27.56 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 7) \quad \begin{array}{r} 13.64 \\ + 64.41 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 8) \quad \begin{array}{r} 92.13 \\ + 3.28 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 9) \quad \begin{array}{r} 35.26 \\ + 26.19 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 10) \quad \begin{array}{r} 25.66 \\ + 2.85 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 11) \quad \begin{array}{r} 72.65 \\ + 23.43 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 12) \quad \begin{array}{r} 29.43 \\ + 31.28 \\ \hline \end{array} \end{array}$$

1. $24\,700 - 11\,388$

3. $348\,002 - 36\,772$

5. $902\,855 - 376\,845$

7. $1\,838\,087 - 28\,576$

9. $4\,803\,052 - 1\,670\,337$

2. $30\,145 - 22\,878$

4. $880\,046 - 76\,356$

6. $630\,408 - 249\,351$

8. $5\,045\,722 - 375\,204$

10. $5\,056\,081 - 2\,735\,384$

$$\begin{array}{r}
 5621 \\
 + 5779 \\
 \hline
 1328
 \end{array}$$

$$\begin{array}{r}
 162 \\
 + 88779 \\
 \hline
 195
 \end{array}$$

$$\begin{array}{r}
 56212 \\
 - 77 \\
 \hline
 308
 \end{array}$$

$$\begin{array}{r}
 558 \\
 + 5643 \\
 \hline
 217
 \end{array}$$

$$\begin{array}{r}
 795 \\
 - 139 \\
 \hline
 4361
 \end{array}$$

$$\begin{array}{r}
 8796 \\
 + 866 \\
 \hline
 390
 \end{array}$$

$$\begin{array}{r}
 879 \\
 + 329 \\
 \hline
 17745
 \end{array}$$

$$\begin{array}{r}
 89563 \\
 + 459 \\
 \hline
 32
 \end{array}$$

$$\begin{array}{r}
 361 \\
 - 79 \\
 \hline
 13408
 \end{array}$$

Check the above using the inverse/calculator.

Maths Mastery

Addition and Subtraction Problems Challenge Cards

twinkl

Addition and Subtraction Problems

Nikita has to solve this problem:

Mr Green drives a lorry. Last week he drove 197 miles, 232 miles and 164 miles on his 3 journeys.

This week he drove 309 miles and 265 miles on his 2 journeys.

What was the difference in mileage between this week and last week?

Nikita says it is best to find the total of miles for each week first. Discuss with a partner why this is the case, and then solve the problem.



Addition and Subtraction Problems

Over the weekend, Nikita spends 85 minutes on her project and 45 minutes on her maths homework.

On Monday, she spends 65 minutes on her spelling and grammar homework.

Explain how you would work out how much longer she spends on her homework over the weekend. Can you find more than one method?



Addition and Subtraction Problems

Pavel buys a T-shirt for £4.50, a skirt for £7.99 and a pair of shorts. He pays for the items with a £20 note and gets the following coins as change.



Discuss with a partner your answer and compare methods. Can you find a way to solve this using a diagram? How much were the shorts?



Addition and Subtraction Problems

George read three books in January, which had 173 pages, 206 pages and 139 pages.

He has some books to read in February. Two books have 287 pages and 114 pages. How many more pages must he read to read more pages in February than in January?

Draw a diagram, such as a bar model, to explain how to calculate the answer, and then solve the problem.

Explain your ideas to a partner.



Addition and Subtraction Problems

Pavel has been keeping a track of the number of calories he eats. On Monday he consumes 1760 calories. On Tuesday he consumes thirty more than Monday, and on Wednesday he consumes the same as Tuesday.

The daily recommended calorie intake for a ten year old boy is 2032 calories. Over the 3 days, by how much is Pavel's calorie intake less than the recommended amount?

Work with a partner to find 2 different ways of calculating the answer and solve in both ways, checking the answer.



Addition and Subtraction Problems



George writes the following calculations:

$$4518 + 949 = 5467$$

$$5467 - 2083 = 3384$$

Write a word problem where these calculations provide the answer.

Compare your answer with a partner.

Change the numbers and ask another partner to solve the problem.

Addition and Subtraction Problems

Nikita wants to travel from Doncaster to Lincoln. If she gets the train at 20:27 she will arrive at Retford 36 minutes later. She will have a 20 minute wait for the 13 minute train to Lincoln.

Alternatively, she could get a direct train at 20:52 that takes 51 minutes. Which train will allow her to get to Lincoln first?

Show how you could use a timeline to explain your answer. Compare yours with a partner.

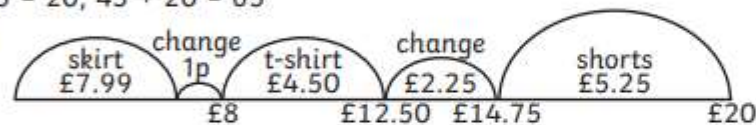
Maths Mastery Addition and Subtraction Problems Answers

1. It is helpful to know in which week Mr Green did the most miles to complete the subtraction to find the difference. $(197 + 232 + 164) - (309 + 265) = 19$

2. $(85 + 45) - 65 = 65$

$$85 - 65 = 20, 45 + 20 = 65$$

3. £5.25



4.

173 pages	206 pages	139 pages
287 pages	114 pages	117 pages

5. 1. Find the total number of calories consumed over the 3 days and then subtract from 2032×3 .

2. Find the difference for each day and add together, 756 calories.

6. Answers will vary

