

# Maths Home Learning

## Week beginning 21<sup>st</sup> June 2021

# This week...

Day 1 - Arithmetic

Day 2 - Place value

Day 3 - Comparing numbers

Day 4 - Representing  
numbers

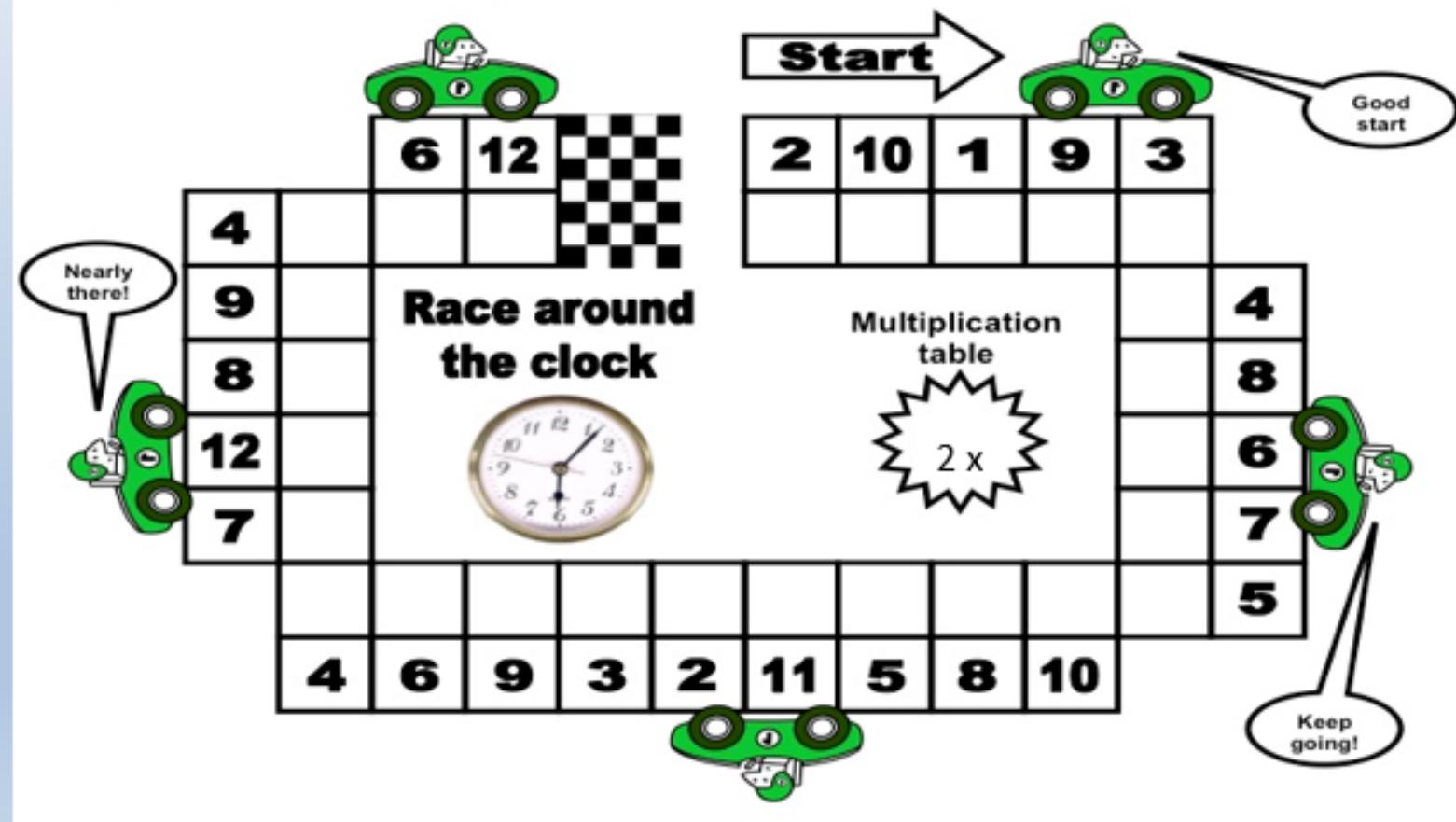
Day 5 - Counting in steps

# Day I

# Arithmetic

**Hot:** Can you complete the times table track race? 2x table. Write the answers in your home learning book.

**Name**



**Hotter: How quickly can you answer the questions? 5x table. Get set! Go!**

Name \_\_\_\_\_

**Race around the clock**

**Multiplication table**

5 x

**Start**

Nearly there!

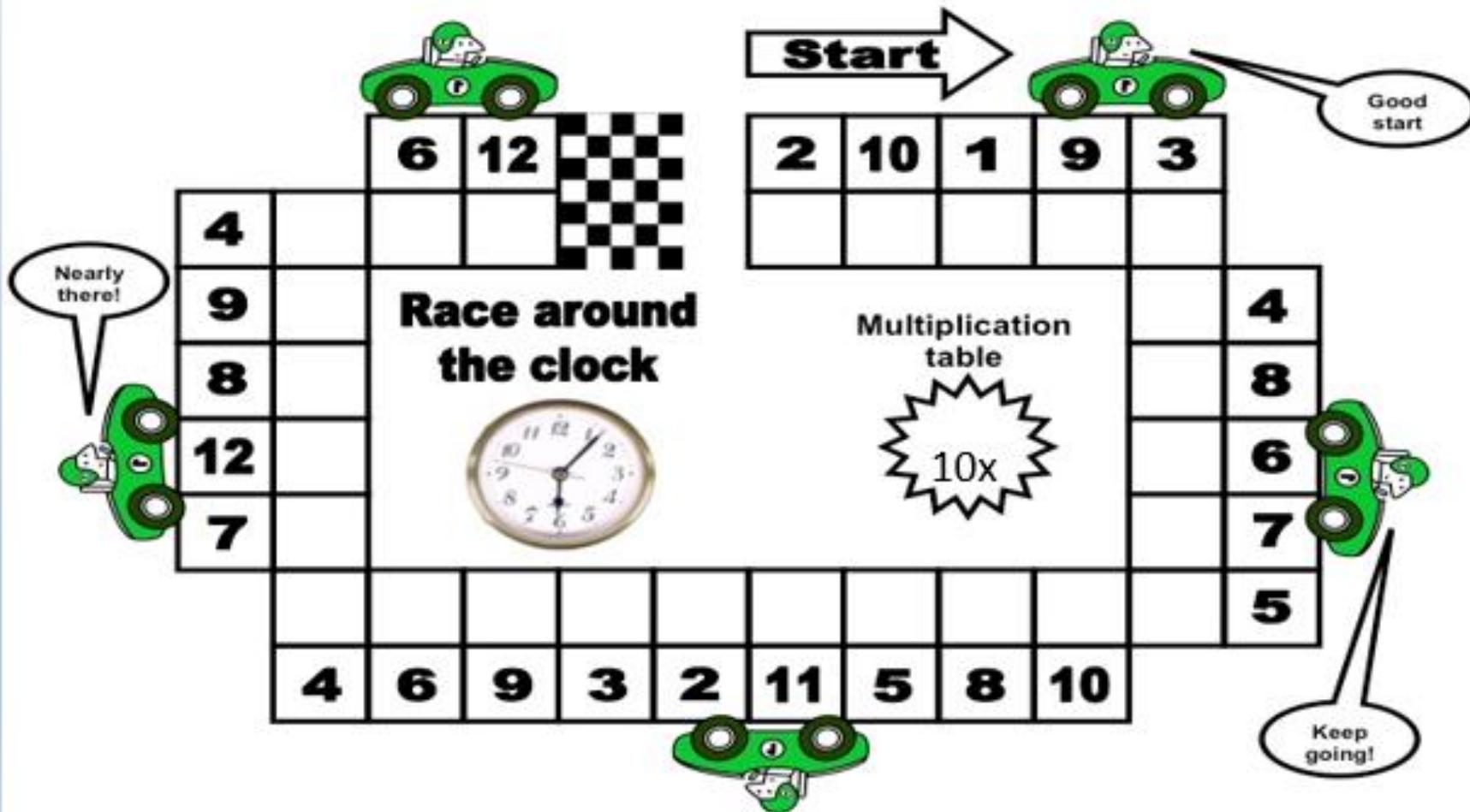
Good start

Keep going!

The worksheet features a large multiplication table for the 5x table. The top row contains 6, 12, and a checkered finish line. The first column contains 4, 9, 8, 12, and 7. The bottom row contains 4, 6, 9, 3, 2, 11, 5, 8, and 10. A green car is at the start (6), another is at the finish line (12), and several green race cars are positioned along the track. A speech bubble says 'Nearly there!' near the start, 'Good start' near the finish line, and 'Keep going!' near the end of the track. A clock icon is also present.

**Hotter:** What about this one? 10 x table. Which are you quickest at?

Name \_\_\_\_\_



# Times Tables Rockstars (TTRS)

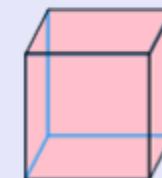
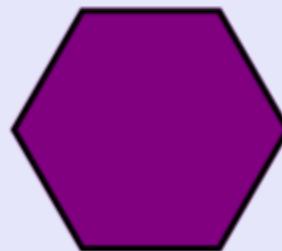
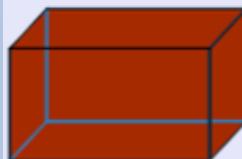
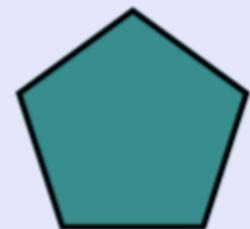
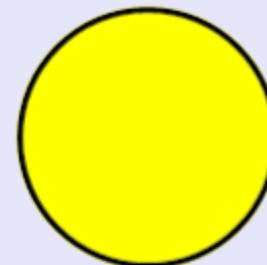
- If you have time practice your times tables on TTRS or by writing them in your home learning book.
- Hot - 2x, 10x
- Hotter - 2x, 5x, 10x
- On Fire - 2x, 5x, 10x, 3x

# Day 2

## Place value



Find the 2D shapes.



**Learning Intention:** To know and use numbers

**Success Criteria:**

**On fire:** I can read and write numbers from 50 and beyond 100 in numerals and words.

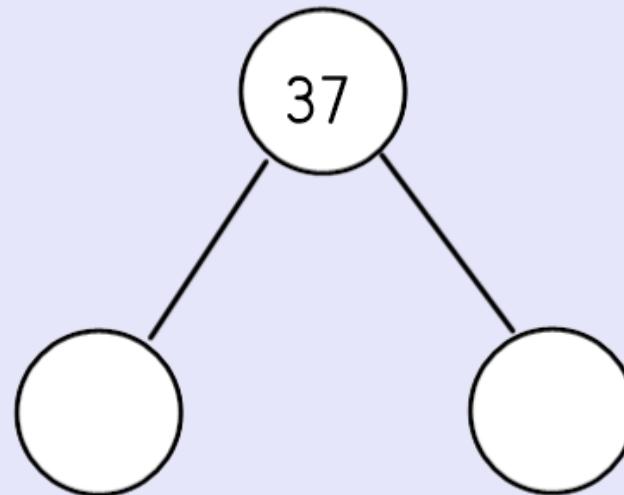
**Hotter:** I can read and write numbers from 1-100 in numerals and in words.

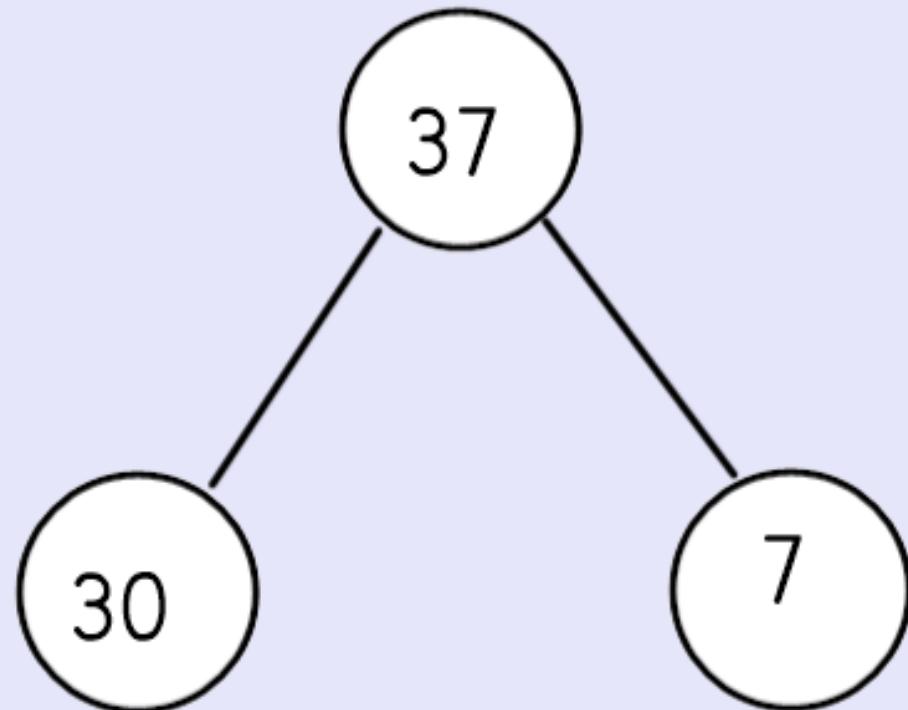
**Hot:** I can read and write numbers from 1-100 in numerals and begin to write them in words.

How do we partition this numbers?

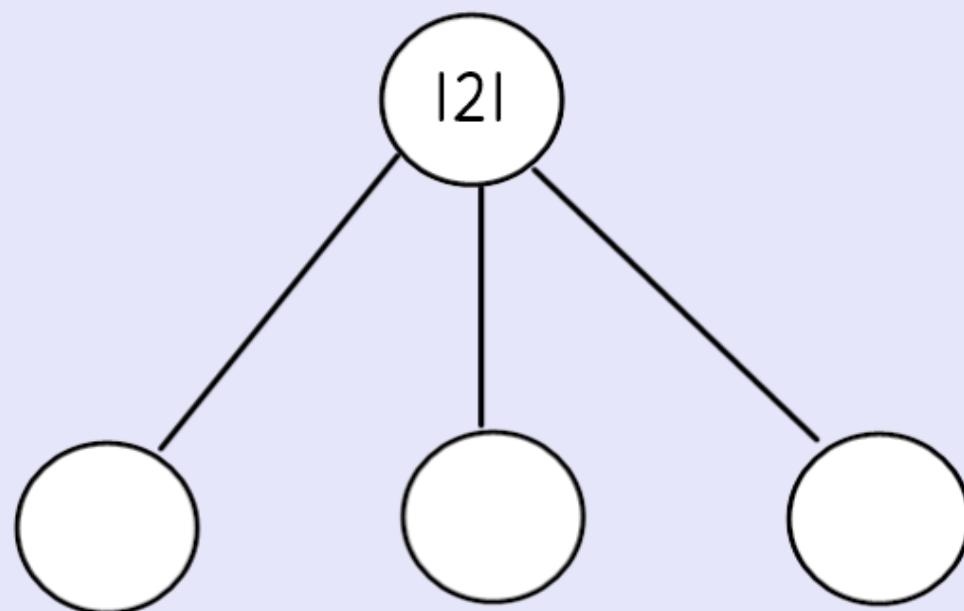
Today we will be exploring place value.

How do we separate these numbers?



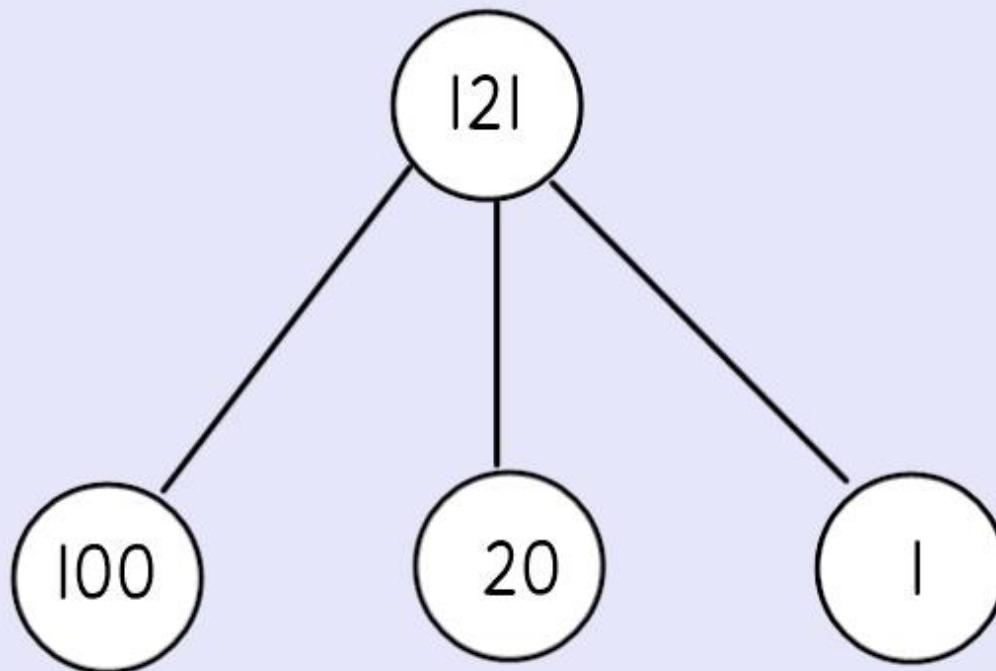


What about this number?



# Well done

What about this number?



We can write numbers in words and numerals.

What value do these represent?



One      |

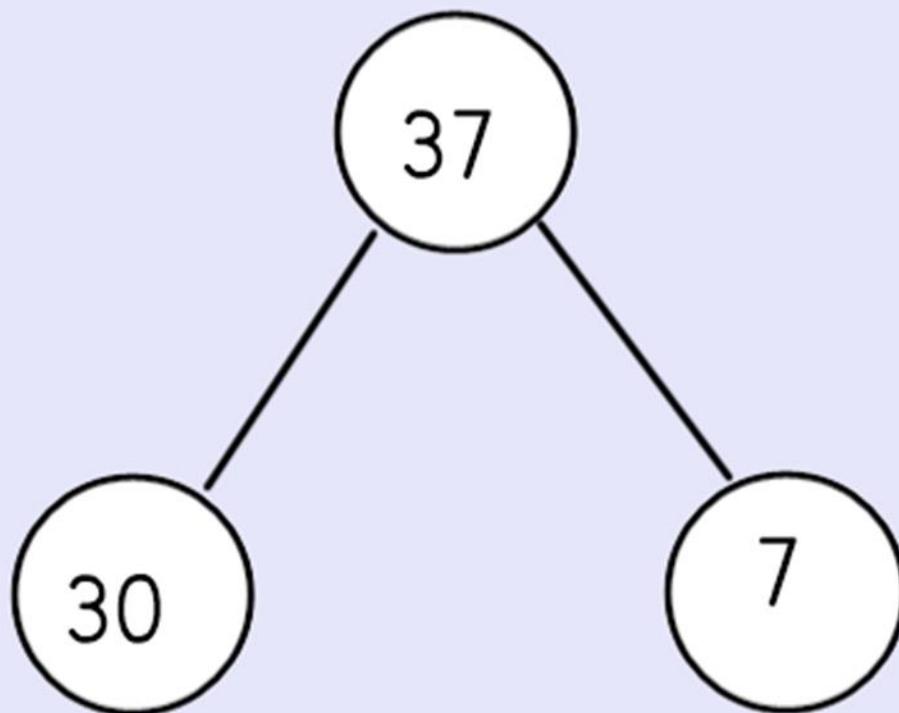


Ten      10



One hundred      100

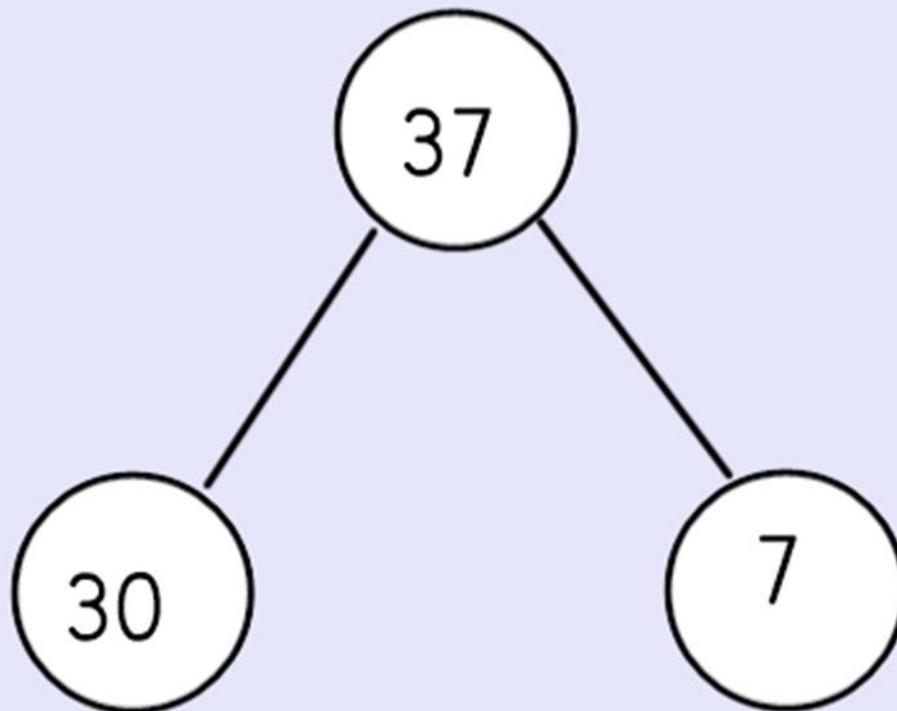
Can you write this number in both words and numerals?



Well done.

37

Thirty seven



In your home learning books I would like you to partition these numbers using a part whole model and write the number in both numerals and words underneath it.

## Task

Emeralds/Sapphires

76

Ninety three

138

Two hundred and two

88

Diamonds/Topaz

39

Forty seven

66

Eighty four

100

Amethysts

14

23

Thirty three

46

Fifty

# Day 3

## Comparing numbers

# Mental and Oral Starter

Put these numbers in order starting with  
the smallest.

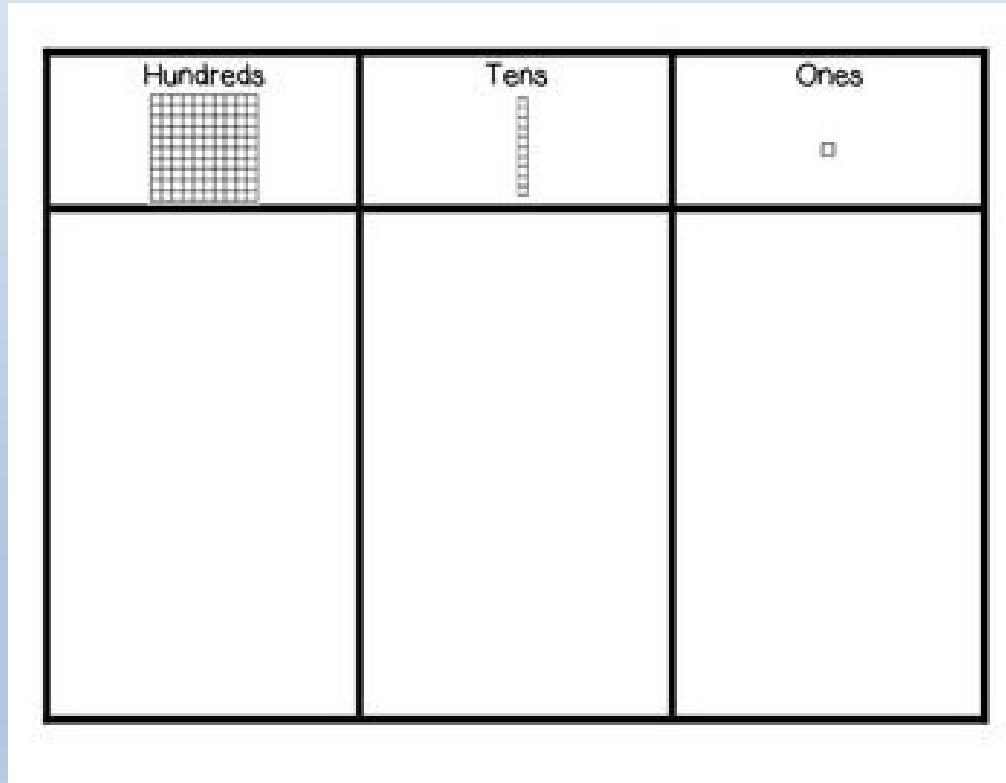
26    72    22    14    89    63    5

Put these numbers in order starting with  
the largest.

106                  175                  164

# What is place value?

Place value is the value of each digit in a number.



What do these symbols mean?

Less than → <

More than → >

Equal to → =

Can you use the signs finish this sentence?

$$15 \text{ } \bigcirc \text{ } 18$$

$$23 \text{ } \bigcirc \text{ } 36$$

Well done

$$15 < 18$$

$$23 < 36$$

# What about these?

$$89 \quad \bigcirc \quad 57$$

$$\parallel : \bigcirc \quad 22$$

$$5 + 7 \quad \bigcirc \quad 15$$

# Well done?

$$89 > 57$$

$$\parallel : = 22$$

$$5 + 7 < 15$$

# Home learning books.

Amethysts/  
Abus

12	<input type="text"/>	35
43	<input type="text"/>	27
36	<input type="text"/>	41
28	<input type="text"/>	92
46	<input type="text"/>	32
88	<input type="text"/>	56
22	<input type="text"/>	22

# Diamonds/Dorys Topaz/Tiggers

12	<input type="text"/>	35	8	<input type="text"/>	10
43	<input type="text"/>	27	88	<input type="text"/>	91
36	<input type="text"/>	41	77	<input type="text"/>	77
28	<input type="text"/>	92	21	<input type="text"/>	98
46	<input type="text"/>	32	58	<input type="text"/>	57
88	<input type="text"/>	56	96	<input type="text"/>	95
22	<input type="text"/>	22	16	<input type="text"/>	16

# Emeralds/Emiles Sapphires/Sullies

12	<input type="text"/>	35	18	<input type="text"/>	20
43	<input type="text"/>	47	88	<input type="text"/>	91
$3+6$	<input type="text"/>	10	$70+12$	<input type="text"/>	83
$20+8$	<input type="text"/>	25	$21+11$	<input type="text"/>	32
46	<input type="text"/>	$30+16$	58	<input type="text"/>	$47+10$
88	<input type="text"/>	$70+17$	$10+2$	<input type="text"/>	$7+5$
$22+3$	<input type="text"/>	$20+1$	$16+3$	<input type="text"/>	$12+6$

# Further challenge.

Make sure you justify your answers.

## Reasoning and Problem Solving

How many different numbers can go in the box?

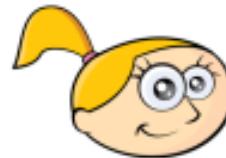
$$13 < \boxed{\phantom{00}} < 20$$

### True or False?

One ten and twelve ones is bigger than 2 tens.

Explain how you know.

Eva says,



When comparing numbers, the number with the highest number of ones is always the bigger number.

Do you agree?  
Give some examples to support your answer.

# Day 4

# Representing numbers

**Learning Intention:** To know and use numbers

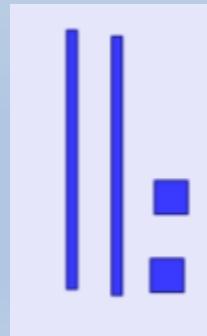
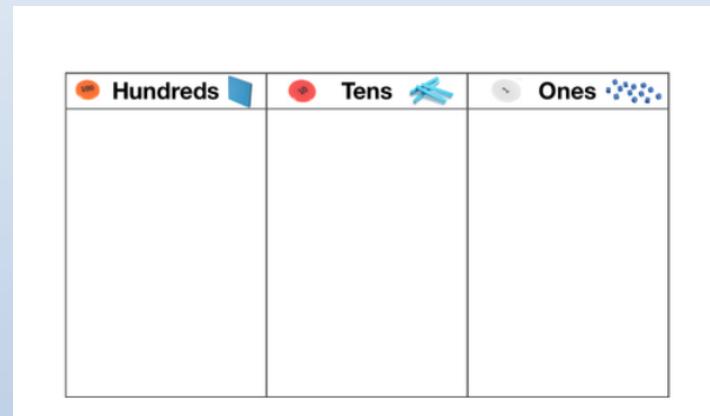
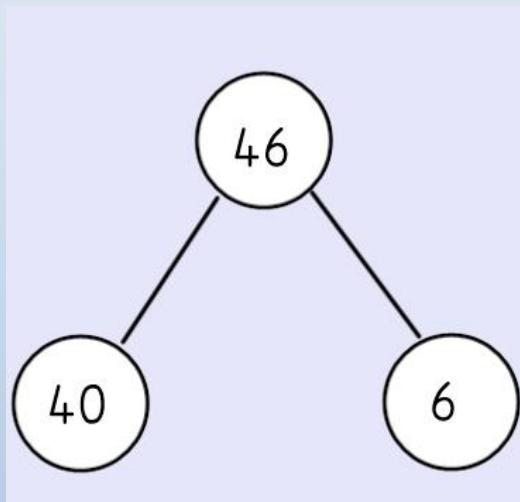
**Success Criteria:**

**On fire:** I can represent numbers in different ways and estimate numbers using a number line.

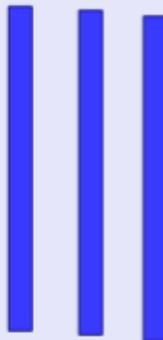
**Hotter:** I can identify, represent and estimate numbers using different representations, including a number line.

**Hot:** I can identify different representations of numbers and begin to estimate numbers using a number line.

Today we are looking at different ways of representing numbers.



What number is represented here?

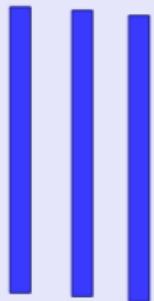


3 lots of 10



# Well done - 30

What number is represented here?



3 lots of 10

3 lots of 10 = 30

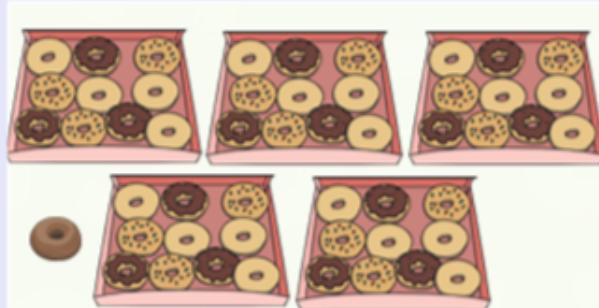


3 10 sticks = 30

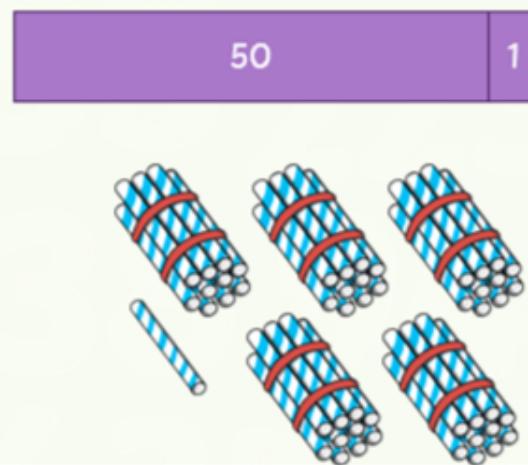
3 10s place value  
counters = 30

3 x 10p coins = 30

What number is represented here?



1 plus 50



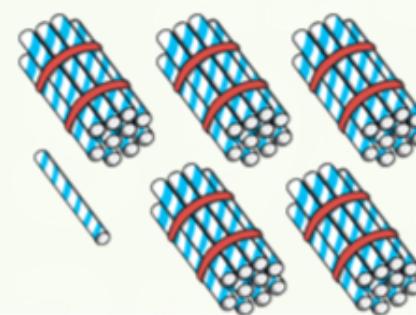
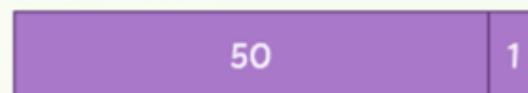
How do you know?

# Well done - 5!

What number is represented here?



1 plus 50



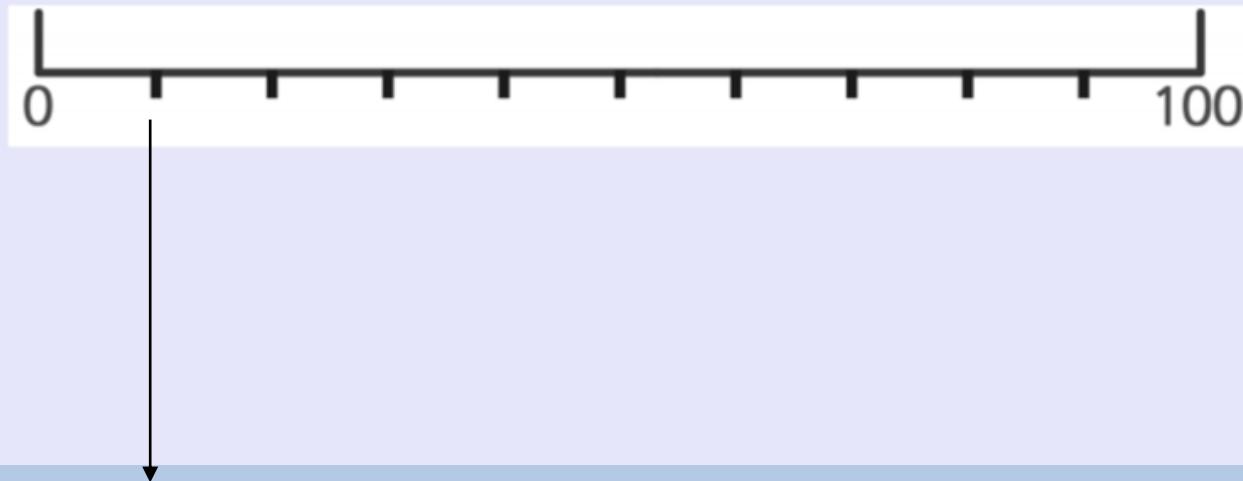
How do you know?

What is the value of each line?



Well done each line represents  
10

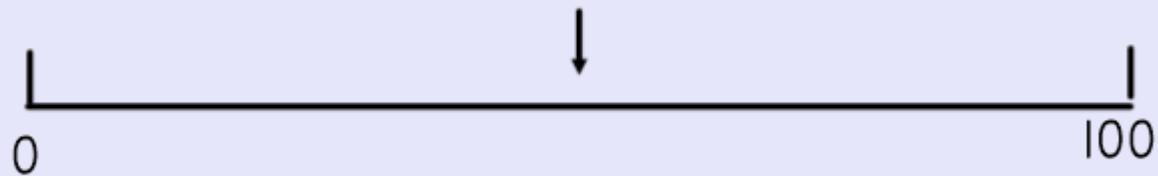
What is the value of each line?



If we count the lines there is 10.

$$10 \times 10 = 100$$

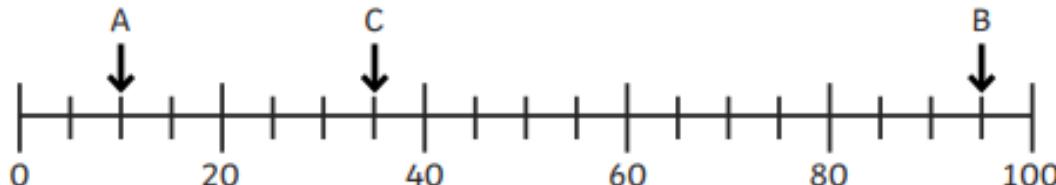
Estimate where on the number line the arrow is pointing.



# Home learning books.

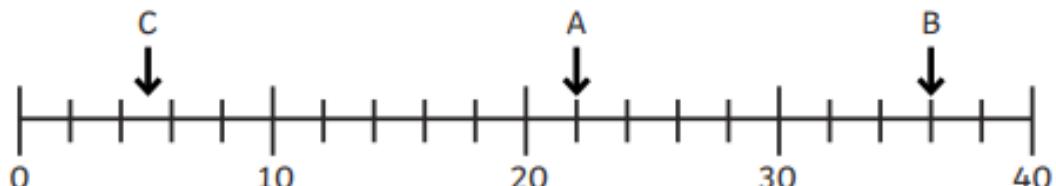
What number does each arrow point to on the number line?

1.



$$A = \underline{\hspace{2cm}} \quad B = \underline{\hspace{2cm}} \quad C = \underline{\hspace{2cm}}$$

2.



$$A = \underline{\hspace{2cm}} \quad B = \underline{\hspace{2cm}} \quad C = \underline{\hspace{2cm}}$$

Estimate the number that each arrow points to on the number line.

3.



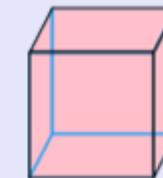
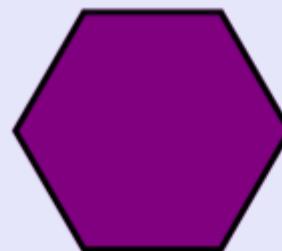
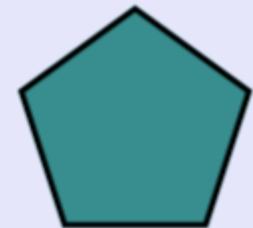
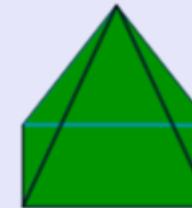
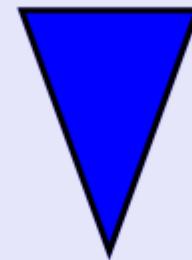
$$A = \underline{\hspace{2cm}} \quad B = \underline{\hspace{2cm}} \quad C = \underline{\hspace{2cm}}$$

# Day 5

# Counting in steps



Find the 3D shapes.



**Learning Intention:** To know and use numbers

**Success Criteria:**

**On Fire:** I can count in steps of 2, 3, 5 and in 10s from any number forwards and backwards.

**Hotter:** I can count in steps of 2, 3 and 5 from 0 and in 10s from any number forwards and backwards.

**Hot:** I can begin count in steps of 2, 3, 5s and 10s.

What is an even number?

Whole numbers that have the digits  
0, 2, 4, 6 or 8 in their ones place  
and are in the 2 times table.

What is an odd number?

Odd numbers cannot be divided  
exactly by 2. The last digit is 1, 3, 5,  
7 or 9.

What do you notice about these numbers?



They are all even and are in the two times tables.

What do you notice about these?

3
6
9
12
15
18
21
24
27
30

It's the  $3 \times$  table and numbers have a pattern.  
The first is odd and second is even, this pattern  
continues throughout.

5	10	15	20	25	30	35	40	45	50
---	----	----	----	----	----	----	----	----	----

This is the  $5 \times$  table. Every second number will end in either 0 or 5.

## Counting in 10s

Can we start counting in 10s from 3?

3 13 23 33 43 53 63

What do you notice?

13 23 33 43 53 63

The ones stay the same.

# I do

Ivy has 5 horses on her farm. She has 30 apples to share between them. How many apples does each horse get?

Share tells me it is a division problem.

My smallest number will go second.

My biggest number will go first in my number sentence.

My number sentence is  $30 \div 5 = 6$

To solve this I can use arrays or mental methods. I know my 5x tables so I will count in 5s until I get to 30 and then count my fingers.

# Home learning books

## Counting on in 2s, 3s, 5s and 10s

Complete the following sequences:

1. \_\_\_\_ 4 6 8 10 \_\_\_\_

6. \_\_\_\_ 24 21 \_\_\_\_ 15 12

2. 50 45 \_\_\_\_ 35 \_\_\_\_ 25

7. 35 40 \_\_\_\_ 50 \_\_\_\_ 60

3. \_\_\_\_ 6 9 12 \_\_\_\_ 18

8. 111 \_\_\_\_ \_\_\_\_ 81 71 61

4. 90 \_\_\_\_ \_\_\_\_ 60 50 40

9. \_\_\_\_ \_\_\_\_ 32 30 28 26

5. 16 \_\_\_\_ 36 46 \_\_\_\_ 66

10. 10 20 \_\_\_\_ \_\_\_\_ 50 60

Continue the following sequences:

11. 5 10 15 \_\_\_\_\_

12. 3 6 9 \_\_\_\_\_

13. 85 80 75 \_\_\_\_\_

14. 14 24 34 \_\_\_\_\_

15. 2 4 6 \_\_\_\_\_

16. 50 55 60 \_\_\_\_\_

17. 45 42 39 \_\_\_\_\_

18. 70 68 66 \_\_\_\_\_

19. 147 137 127 \_\_\_\_\_

**Challenge:** Choose a starting number and count in 2s, 5s or 10s from that number. Can you think of a way in which counting in 5s is different from counting in 2s or 10s?

Copy this is into your home learning books and complete the task.

# Home learning books

Amythests/Abus

Continue these sequences:

6	8	10	12				
---	---	----	----	--	--	--	--

0	5	10					
---	---	----	--	--	--	--	--

12	15	18	21				
----	----	----	----	--	--	--	--

90	80						
----	----	--	--	--	--	--	--

55	50	45					
----	----	----	--	--	--	--	--

# Home learning books

## Topaz/Tiggers Dorys/Diamonds

Continue these sequences:

6	8	10	12				
---	---	----	----	--	--	--	--

25	30	35					
----	----	----	--	--	--	--	--

21	24	27					
----	----	----	--	--	--	--	--

105	95	85					
-----	----	----	--	--	--	--	--

35	30	25					
----	----	----	--	--	--	--	--

Fill in the missing numbers:

8	10			16			
---	----	--	--	----	--	--	--

25		35				55	
----	--	----	--	--	--	----	--

			64	54			34
--	--	--	----	----	--	--	----

		18	15				6
--	--	----	----	--	--	--	---

# Home learning books

## Emeralds/Emiles Sapphires/Sullies

Continue these sequences:

12	14	16					
----	----	----	--	--	--	--	--

65	70	75					
----	----	----	--	--	--	--	--

21	24	27					
----	----	----	--	--	--	--	--

86	76	66					
----	----	----	--	--	--	--	--

8	12	16					
---	----	----	--	--	--	--	--

Fill in the missing numbers:

8		12			16			
---	--	----	--	--	----	--	--	--

85		95					115	
----	--	----	--	--	--	--	-----	--

				54		34	
--	--	--	--	----	--	----	--

24			15			6	
----	--	--	----	--	--	---	--

Circle the odd one out (2 in each row):

35	45	50	55	65	70	75	85
----	----	----	----	----	----	----	----

98	88	77	68	58	57	38	28
----	----	----	----	----	----	----	----

20	40	60	70	80	100	120	130
----	----	----	----	----	-----	-----	-----