22.4.2020

CHECK THE ANSWERS FROM THE WEEK BEGINNING 1.4.20- REMEMBER TO ENSURE ALL METHOD MATHS IS COMPLETED AND THAT CORRECTIONS HAVE BEEN DONE.

Method Maths-

Any/ all of the S section

2018 p2 and P3

C07- If you had difficulty accessing this you will have been directed by your teacher to do an alternative.

22.4.2020

Revise reading, writing, comparing and ordering numbers with up to seven digits understanding what each digit represents.

Circle the largest number.

7 348 216

7 340 581

7 378 393

7 348 157

Read this number then decide which of the statements below are true.

8 048 030

- The 3 is worth 3000.
- The number is less than 10 million.
- The number is approximately 52 000 less than 8 100 000.
- The number is closer to 5 million than to 12 million.

Write a 6-digit number in which the thousands digit is double the tens of thousands digit, and the tens digit is one less than the thousands digit.
The number should be an even number.

Resource Sheet 965

Place-value grid (1 000 000s, 100 000s, 10 000s, 1000s, 100s, 10s, 1s)

1 000 000s	100 000s	10 000s	1000s	100s	10s	1s

7-digit numbers

Write each set of numbers in order.

1. 34 567 21 738 78 210
2. 123 431 146 379 203 483
3. 7 643 245 4 321 709 7 124 976

Answer these questions.

4. Write a number that comes between 30 000 and 40 000.
5. Write a number that comes between 300 000 and 400 000.
6. Write a number that comes between 3 000 000 and 4 000 000.
7. Use each of the digits 3, 4 and 5 once, to make this true:

   □ 2 □ 36 > □ 4917

Write the next two numbers in each sequence.

8. 7 652 996, 7 652 997, 7 652 998, □, □
9. 2430, 2420, 2410, □, □
10. 15 895, 15 900, 15 905, 15 910, □, □

P4
Miss
Crofton's
group

Use the number cards to complete the inequalities.

2	3	5	7	9

1. 437□1□□ < □816□9
2. 8□3□087 < 85□□2□1
3. 76□2□71 < 765□6□□

Use the digits 1–7 to make a number between:

4. 3 000 000 and 4 000 000
5. 2 500 000 and 3 000 000
6. 6 400 000 and 6 500 000

Write each set of numbers in order.

7. 639 820 472 911 651 207 425 710
8. 4 876 024 8 217 390 4 510 246 5 217 692
9. 27 594 18 361 45 986 54 233

THINK

Choose a number between 7 999 994 and 7 999 999. Add 8 to your number. Can your partner work out what your original number was?

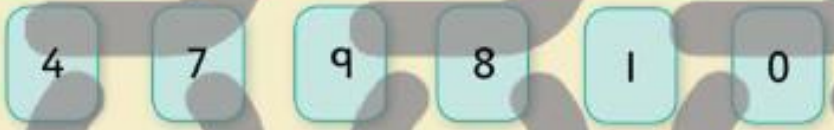
Page 5

Miss McAnally's group

Write each set of numbers in order.

1	3 456 213	3 124 678	3 045 678	3 029 134
2	746 201	764 327	663 109	746 213
3	2 780 125	2 786 521	2 792 431	2 782 478

Use the number cards to complete the questions.



4 Use each card twice to complete this inequality.

□□□□□□ < □□□□□□

5 Now use each card once to make a number as close to 500 000 as possible.

6 Use each card once to complete this inequality.

6 35□□2□ < 6 3□1□2□

Decide if each statement is true or false.

7 There are ten 7-digit numbers where the digits are all the same.

8 The smallest 7-digit number with three '9's as digits is bigger than one million plus one thousand.

9 The largest 6-digit number is only 1 less than the smallest 7-digit number.

10 If neither number has a '0' in it, the largest 5-digit number is 11 112 smaller than the smallest 6-digit number.

P6

Miss Barry's group

23.4.2020

Decimal place value

Decimal place value

1 Using only these digits, complete this number sentence.

1	3	4

$2\square\cdot\square\square < 21{\cdot}43$

2 Using only these digits, complete this number sentence.

5	0	3	6	1

$7\square\cdot\square\square > 7\square\cdot\square 4$

3 Match each decimal number with its pair. Write down the pairs.

0·03	$\frac{1}{4}$	0·7	$\frac{47}{100}$	0·25	$\frac{7}{10}$	$\frac{3}{100}$	0·47

Round each of these values to the nearest whole number.

4 6·01

5 9·51

6 7·75

7 Write down the two fractions that are equivalent to 0·6.

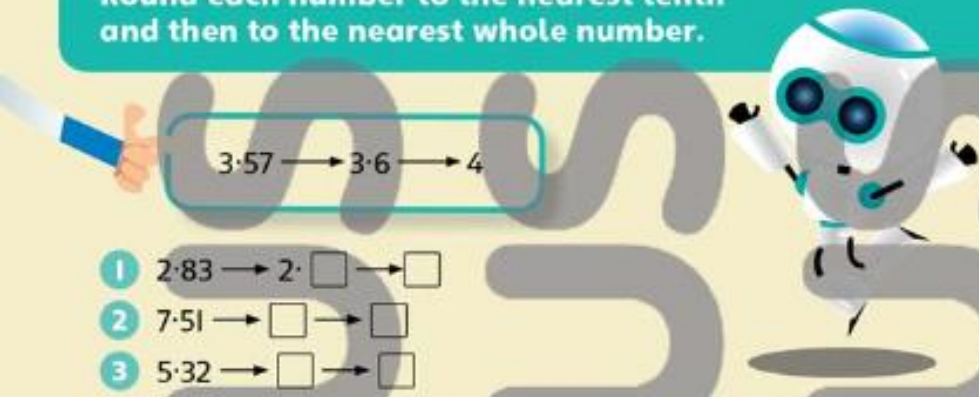
$\frac{6}{10}$ $\frac{1}{60}$ $\frac{60}{100}$ $\frac{1}{6}$

P7

Miss Crofton

Miss McAnally ch 1

Round each number to the nearest tenth and then to the nearest whole number.



3·57 → 3·6 → 4

1. 2·83 → 2·□ → □
2. 7·51 → □ → □
3. 5·32 → □ → □

Now solve these questions.

4. Write these values in order, from the smallest to the largest.

$\frac{63}{100}$ 0·06 0·62 $\frac{1}{6}$ 0·16

5. Copy and complete this number line.

6. Copy this number line and put the number cards in the right place.

Write fractions equivalent to these decimals.

7. 0·3
8. 0·7
9. 0·125
10. 0·36
11. 0·271
12. 0·313

Write a 1-place decimal number and a 3-place decimal number with the smallest possible difference. Both numbers must be less than 1.

P8

Miss McAnally Ch 2

Miss Barry

Resource Sheet 964

Decimal and fraction matching game

0·381	0·5	0·25	0·604	0·7
0·75	0·333	0·825	0·094	0·76
0·1	0·150	0·538	0·9	0·99
$\frac{381}{1000}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{604}{1000}$	$\frac{7}{10}$
$\frac{3}{4}$	$\frac{333}{1000}$	$\frac{825}{1000}$	$\frac{94}{1000}$	$\frac{76}{100}$
$\frac{1}{10}$	$\frac{150}{1000}$	$\frac{538}{1000}$	$\frac{9}{10}$	$\frac{99}{100}$

See RS 964 document if you want to print out and sort.

24.4.2020

Multiplying by 10,100,1000

Abacus TB 3 - Miss Crofton's group –p9
Miss McAnally's group- p10
Miss Barry's group- p10

Multiplying and dividing by 10, 100 and 1000

Use place-value to help you solve these problems.

$320 \div 100 = 3{\cdot}2$

10 000s	1000s	100s	10s	1s		0·1s	0·01s
		3	2	0			
				3	•	2	

1. $45 \times 1000 = \square$
2. $265 \times 10 = \square$
3. $2{\cdot}7 \times 100 = \square$
4. $\frac{1}{10}$ of $7 = \square$
5. $9{\cdot}7 \times 100 = \square$
6. $47{\cdot}3 \div 10 = \square$
7. $872 \times 100 = \square$
8. $0{\cdot}14 \times 100 = \square$
9. $18 \div 10 = \square$
10. $26\,150 \div 100 = \square$
11. $64 \div 100 = \square$
12. $13\,700 \div 1000 = \square$

P9

Miss Crofton

Multiply each number by 10.

1. 26·38
2. 472
3. 9·17
4. 16 352

Divide each number by 10.

5. 26·4
6. 296
7. 8·2
8. 72·85

Multiply each number by 100.

9. 6·19
10. 9327
11. 0·35
12. 854

Divide each number by 100.

13. 28·7
14. 16 582
15. 781
16. 4603

Find a tenth of:

17. 43
18. 820
19. 15
20. 1580

A 2-place decimal number less than 1 is multiplied by 100 000. There must be four digits in the answer. Is this true or false?

P10

Miss McAnally &
Miss Barry

27.4.2020

Rounding numbers

Rounding numbers

Round these decimal numbers to the nearest tenth then to the nearest whole number:

1. 23·84
2. 2·739
3. 61·35
4. 10·856
5. 54·087
6. 19·45

Round these numbers to the nearest thousand:

7. 7489
8. 29 288
9. 76 595
10. 842 957
11. 603 822
12. 350 570

Round these numbers to the nearest million:

13. 3 495 997
14. 7 802 130

Rounding numbers

Copy and complete these tables.

1

	Round to nearest 10	Round to nearest 100	Round to nearest 1000	Round to nearest 10 000
5 452 876				
372 561				
7 408 396				
85 724				
576 055				

2

	Round to nearest 1	Round to nearest 0·1	Round to nearest 0·01
16·573			
28·914			
1·702			
34·567			
12·048			

3 Write three numbers that will round to 7 000 000, if you are rounding to the nearest million.

P11

Miss McAnally/
Miss Barry's
group.

28.4.2020

ROUND ROBIN

Using some improvisation- play the round robin Active Maths game and get some exercise while you do it! How many family members can you get involved?

Instructions:

1. Children work in small groups and must run to the 'Number Bucket' (a bucket full of the question cards – see resources).

2. Once one team member has visited the bucket (teacher decide whether this is running/hopping/skipping etc..) he/she takes it back to the group, who then answer the question.

Round 866 to the nearest 10	Round 15,443 to the nearest 10
Round 738 to the nearest 100	Round 9445 to the nearest 100
Round 5121 to the nearest 10	Round 22,364 to the nearest 100
Round 2800 to the nearest 1000	Round 7502 to the nearest 1000
Round 1997 to the nearest 1000	Round 11,125 to the nearest 10,000
Round 34,300 to the nearest 10,000	Round 25,730 to the nearest 10,000
Round 714,000 to the nearest 100,000	Round 770,000 to the nearest 100,000
Round 190,000 to the nearest 100,000	Round 60,450 to the nearest 100,000

PDF FILE FOR CARDS AND INSTRUCTIONS CAN BE FOUND IN THE WEEK 3 FOLDER OR JUST WRITE THEM OUT ON PIECES OF PAPER YOURSELF!

You do not need to write anything down to send to us- just let us know you played the game and who you played with!