MATHEMATICS

Year 5/Primary 6

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PARENT PACK

MONDAY

1. What is the time?
2. Julie is 129.3 m tall. Joe is 124.1 m tall. How much taller is Julie?
   ____ m
3. Write as a decimal.
   2 km 500 m = 2.____ km
4. 60 – 35 = ____
5. 17 + 13 = ____
6. 100 ÷ 100 = ____
7. 0.9 x 8 = ____
8. 0.9 + 0.1 = ____
9. If you stack a number of rectangles together, what 3-D shape will be made?
   ____
10. 600 + 800 = ____
11. Cost of 200 g of chocolate at £20.00 per kg? £____
12. How many zeros in one thousand? ____
13. Is a spoon symmetrical? ____
14. $^1/_4$ of 600 = ____
15. 3 hours 30 min. subtract 1 hour 15 min. =
    ____ hour(s) ____ minute(s)
16. 4.25 + 3.12 = ____
17. 8 + 7 + 9 = ____
18. 105 – 15 = ____
19. 0.7 = ____ $/_{10}$
20. 0.3 > 1 ☐ *true* ☐ *false*

TUESDAY

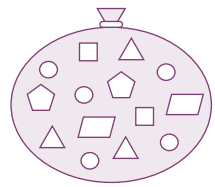
1. What is the time?
2. Round 2483 to the nearest thousand.
   ____
3. 7000 + 2000 = ____
4. 0.8 + 0.3 = ____
5. 300 ÷ 100 = ____
6. 14 + 16 = ____
7. 70 – 45 = ____
8. Write as a fraction. 250 mL = ____ litre
9. What is the chance of the next person walking into your room being female?
   ____
10. Draw a reflection of: p
11. 5.05 + 2.94 = ____
12. 0.8 x 7 = ____
13. How many sides has an octagon? ____
14. On this bus timetable, what is the time interval between each bus?

DEPARTURES	
7.03	a.m.
7.11	
7.19	
7.27	

    ____ minutes
15. 205 – 15 = ____
16. 8, 16, ____, 32
17. Write as a decimal. 5 km 200 m =
    ____.____ km
18. Does a rhombus have parallel lines?
    ____
19. Cost of 200 g of cheese at £10.00 per kg?
    £____
20. 140 + 160 = ____

WEDNESDAY

1. What is the time? _____
2. 3 hours 45 min. subtract 2 hours 15 min.
   = _____ hour(s) _____ minute(s)
3. 0.2 x 6 = _____
4. 8000 + 1000 = _____
5. If you stack a number of circles together, what 3-D shape will be made?
   _____
6. 80 – 55 = _____
7. 18 + 12 = _____
8. Draw a reflection of: C
9. 500 ÷ 100 = _____
10. How many digits make up the numeral two thousand? _____
11. The chance of selecting the following shapes from the bag is:
    square = _____ in _____
12. circle = _____ in _____



13. Which shape has the best chance of being chosen? _____
14. Which shape has the second best chance of being chosen? _____
15. Which shapes have the least chance of being chosen?
    _____, _____ and _____
16. On this bus timetable, what is the time interval between each bus?

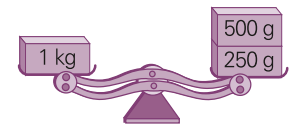
DEPARTURES	
7.09	a.m.
7.24	
7.39	
7.54	

    _____ minutes
17. 405 – 15 = _____
18. 0.7 + 0.6 = _____
19. Mark is 125.4 m tall. Linda is 123.4 m tall. What is their combined height?
    _____ m
20. How many angles in a pentagon? _____

THURSDAY

1. What is the time? _____
2. 19 + 11 = _____
3. If you stack a number of triangles together, what 3-D shape will be made?
   _____
4. 0.1 x 9 = _____
5. What will be the perimeter of a rectangle 10 cm by 15 cm? _____ cm
6. 1000 ÷ 10 = _____
7. Write as a fraction. 500 mL = _____ litre
8. 90 – 65 = _____
9. 3.55 + 2.02 = _____
10. 40 x 5 = _____
11. How many digits make up the numeral five thousand, nine hundred and eighteen? _____
12. 3000 + 5000 = _____
13. 1 – 0.3 = _____
14. Does the letter 'A' have vertical and/or horizontal symmetry?
    _____
15. 5, 20, 35, _____, 65
16. Write as a decimal. 4 km 250 m =
    _____._____ km
17. 0.5 + 2.5 = _____
18. Circle the oblique line.

19. 505 – 15 = _____
20. Draw an arrow to show where the balance will tip.



MONDAY

1. What is the time?
2. 21.3 = 20 + 1 +
3. What 3-D shape will you make if you stack squares together so the height is the same as its width?
4. £20.00 – £11.50 =
5. 1.1 x 3 =
6. 4.20 + 3.55 =
7. Round 5960 to the nearest thousand.
8. 400 – 11 =
9. Beth weighs 30.2 kg. Daniel weighs 35.8 kg. How much lighter is Beth?

   kg
10. Share £20.00 among 8 people.

    £ each
11. Write as a decimal. 2 km 250 m =

    . km
12. 0.3 + 0.7 =
13. Circle the perpendicular line.

14. 700 + 600 =
15. $5\overline{)85}$ =
16. 6 x 300 =
17. 1025p = £
18. Does a hexagon have parallel lines?
19. 0.7 < 1 ☐ *true* ☐ *false*
20. 707 ÷ 9 ≈

TUESDAY

1. What is the time?
2. Write as a fraction. 750 mL = litre
3. 9 x 4 =
4. 904 ÷ 9 ≈
5. £20.00 – £14.40 =
6. 32.45 = 30 + 2 + +
7. 1.1 x 5 =
8. 10:25 =

9. What is the interval between bus departures?

DEPARTURES	
9.03	a.m.
9.28	
9.53	

10. Draw a pentagon.
11. 900 + 800 =
12. 6.01 + 3.95 =
13. 2 x 5 = x 2
14. If you buy 4 bread rolls at 35p each, what change do you receive from £2.00?

    £
15. 5 = $^1/_2$ of .
16. 6000 + 400 + 20 + 9 =
17. 7 x 400 =
18. $5\overline{)95}$ =
19. 300 – 12 =
20. (9 x 5) ÷ (9 x 1) =

WEDNESDAY

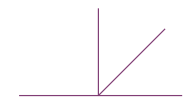
1. What is the time?
2. Is 417 divisible by 3?
3. 4 x 8 =
4. 8 x 1.1 =
5. Write as a fraction. 800 mL = L
6. 70 + 3 + 0.2 + 0.05 =
7. Share £100.00 among 5 people.
   £ each
8. Roll a die. Chance of it landing on a 4?
   in
9. 400 + 800 =
10. 9 x 8 =
11. $4\overline{)31}$ = r
12. 12 = $^1/_3$ of
13. How many sixths make up 3 wholes?
14. Write as a decimal. 3 km 800 m =
    . km
15. (65 + 15) – (40 ÷ 8) =
16. 8000 + 500 + 20 + 3 =
17. 80 min. = hour(s) minute(s)
18. 300 – 15 =
19. $5\overline{)145}$ =
20. 9 x 600 =

THURSDAY

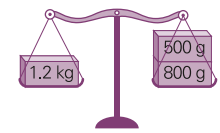
1. What is the time?
2. What is the interval between bus departures?

DEPARTURES	
7.06	a.m.
7.26	
7.46	
8.06	

3. Bert weighs 31.2 kg. Melissa weighs 35.7 kg. How much do they weigh altogether?
   kg
4. Circle the oblique line.



5. 9 x 1.1 =
6. 1550p = £
7. 600 + 700 =
8. 7, 15, 24, 34,
9. 7 x 700 =
10. Draw a parallelogram.
11. 6 x 3 = x 6
12. 40 + 2 + 0.9 + 0.06 =
13. 2 loaves of bread at £1.80 each, what change do you receive from £5.00?
    £
14. 95 min. = hour(s) minute(s)
15. 700 – 15 =
16. 2.50 + 3.25 =
17. Does a semicircle have parallel lines?
18. 3 = $^1/_4$ of
19. $6\overline{)714}$ =
20. Draw an arrow to show where the balance will tip.



FRIDAY TEST *Week 31*

1. What is the time?

2. 17 + 13 =

3. 0.3 x 9 =

4. 90 – 65 =

5. Round 6572 to the nearest thousand.

6. 0.8 + 0.5 =

7. Sandy is 1.34 m tall. Bob is 1.23 m tall. How much shorter is Bob?

   m

8. 6000 + 3000 =

9. 1100 ÷ 100 =

10. Write as a decimal.

    3 km 400 m =

    . km

11. Is a fork symmetrical?

12. 2 hours 45 min. subtract 1 hour 30 min. =

    hour(s)

    minute(s)

13. 5.25 + 2.53 =

14. 0.4 + 2.6 =

15. What chance is there of the temperature exceeding 30°C today?

16. If you stack a number of triangles together, what 3-D shape will be made?

17. Write as a fraction.

    750 mL = litre

18. Does a parallelogram have parallel lines?

19. Here is a bus timetable.

DEPARTURES	
8.07	a.m.
8.22	
8.37	
8.52	

    What is the interval between each bus?

    minutes

20. 505 – 15 =

21. Draw a reflection of:

22. What is the cost of 200 g of marshmallows at £5.00 per kg?

    £

23. How many hundreds in a thousand?

24. 3, 18, 33, , 63

25. What is the perimeter of a rectangle 9 m by 7 m?

    m

FRIDAY TEST *Week 32*

1. What is the time?

2. 302 ÷ 9 ≈

3. 7 x 1.1 =

4. 3.15 + 4.40 =

5. Amy weighs 38.7 kg. Bill weighs 34.2 kg. How much lighter is Bill?

   kg

6. 700 + 800 =

7. 8, 13, 19, 26, , 43

8. Write as a decimal.

   2590 m = . km

9. 5 ⟌105 =

10. 0.3 < 1

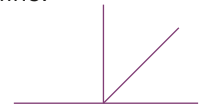
    ☐ *true* ☐ *false*

11. 400 – 15 =

12. (70 + 20) ÷ (100 ÷ 10) =

13. 60 + 2 + 0.7 + 0.03 =

14. Circle the oblique line.



15. 1005p = £

16. Does a pentagon have parallel lines?

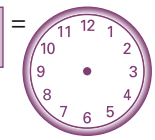
17. 4 x 700 =

18. £20.00 – £12.80 =

19. Write as a fraction.

    250 mL = litre

20. 8:23 =



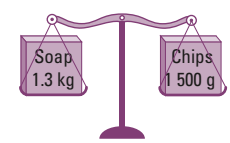
21. Draw a rhombus.

22. What 3-D shape will you make if you stack triangles?

23. If you bought 3 bread rolls at 60p each, how much change would you have from £5.00?

    £

24. Draw an arrow where the balance will tip.



25. Share £100.00 among 8 people.

    £ each

NEW WAVE MENTAL MATHS Year 5/Primary 6 Book – Answers

WEEK 31 pages 62 – 63

Monday

1. Teacher check
2. 5.2 m
3. 2.5
4. 25
5. 30
6. 1
7. 7.2
8. 1
9. cuboid
10. 1400
11. £4.00
12. 3
13. yes
14. 150
15. 2 hours 15 min
16. 7.37
17. 24
18. 90
19. $^{7}/_{10}$
20. false

Tuesday

1. Teacher check
2. 2000
3. 9000
4. 1.1
5. 3
6. 30
7. 25
8. $^{1}/_{4}$
9. Teacher check
10. ɑ
11. 7.99
12. 5.6
13. 8
14. 8
15. 190
16. 24
17. 5.2
18. yes
19. £2.00
20. 300

Wednesday

1. Teacher check
2. 1 hour 30 min
3. 1.2
4. 9000
5. cylinder
6. 25
7. 30
8. ɔ
9. 5
10. 4
11. 2 in 14 / 1 in 7
12. 5 in 14
13. circle
14. triangle
15. square, pentagon and parallelogram
16. 15
17. 390
18. 1.3
19. 248.8 m
20. 5

Thursday

1. Teacher check
2. 30
3. triangular prism
4. 0.9
5. 50 cm
6. 100
7. $^{1}/_{2}$
8. 25
9. 5.57
10. 200
11. 4
12. 8000
13. 0.7
14. vertical
15. 50
16. 4.25 km
17. 3
18. Teacher check
19. 490
20. arrow on 1 kg

Friday test – page 97

1. Teacher check
2. 30
3. 2.7
4. 25
5. 7000
6. 1.3
7. 0.11 m
8. 9000
9. 11
10. 3.4
11. yes
12. 1 hour 15 min
13. 7.78
14. 3
15. Teacher check
16. triangular prism
17. $^{3}/_{4}$
18. yes
19. 15 minutes
20. 490
21. ∃
22. £1.00
23. 10
24. 48
25. 32 m

WEEK 32 pages 64 – 65

Monday

1. Teacher check
2. 0.3
3. cube
4. £8.50
5. 3.3
6. 7.75
7. 6000
8. 389
9. 5.6 kg
10. £2.50
11. 2.25
12. 1
13. Teacher check
14. 1300
15. 17
16. 1800
17. £10.25
18. yes
19. true
20. 70, 71, 77, 78 or 79

Tuesday

1. Teacher check
2. $^{3}/_{4}$
3. 36
4. 90 or 100
5. £5.60
6. 0.4 + 0.05
7. 5.5
8. Teacher check
9. 25 minutes
10. Teacher check
11. 1700
12. 9.96
13. 5
14. 60p
15. 10
16. 6429
17. 2800
18. 19
19. 288
20. 5

Wednesday

1. Teacher check
2. yes
3. 32
4. 8.8
5. $^{8}/_{10}$ or $^{4}/_{5}$
6. 73.25
7. £20
8. 1 in 6
9. 1200
10. 72
11. 7 r 3
12. 36
13. 18
14. 3.8
15. 75
16. 8523
17. 1 hour 20 min
18. 285
19. 29
20. 5400

Thursday

1. Teacher check
2. 20 minutes
3. 66.9 kg
4. Teacher check
5. 9.9
6. £15.50
7. 1300
8. 45
9. 4900
10. Teacher check
11. 3
12. 42.96
13. £1.40
14. 1 hour 35 min
15. 685
16. 5.75
17. no
18. 12
19. 119
20. arrow on 500/800g

Friday test – page 97

1. Teacher check
2. 30, 33 or 34
3. 7.7
4. 7.55
5. 4.5 kg
6. 1500
7. 34
8. 2.59 km
9. 21
10. true
11. 385
12. 9
13. 62.73
14. Teacher check
15. £10.05
16. no
17. 2800
18. £7.20
19. $^{1}/_{4}$
20. Teacher check
21. Teacher check
22. triangular prism
23. £3.20
24. arrow on chips
25. £12.50

WEEK 33 pages 66 – 67

Monday

1. Teacher check
2. 1300
3. 5.48
4. 134
5. 5200
6. 1.75
7. 2.4
8. $^{25}/_{50}$
9. Ǝ
10. 8.40 a.m.
11. 9000
12. 25.55
13. 3 in 6 / 1 in 2
14. £10.50
15. 383
16. Teacher check
17. Teacher check
18. 30
19. 1.1
20. 4

Tuesday

1. Teacher check
2. 9.50 a.m.
3. 20
4. Teacher check
5. $^{1}/_{10}$
6. 7.8 kg
7. $^{5}/_{10}$
8. Ꭾ
9. line graph
10. 8000
11. 44.29
12. 10.50 p.m.
13. 583
14. 5
15. £200
16. 4
17. $^{6}/_{10}$ or $^{3}/_{5}$
18. $^{6}/_{8}$
19. 20
20. 1 hour 55 min

Wednesday

1. Teacher check
2. 2.7
3. 6.9
4. 3.6
5. 1500
6. $^{20}/_{40}$
7. 883
8. 2
9. 6000
10. ⊤
11. 2.35 a.m.
12. 59.99
13. $^{3}/_{4}$
14. £17.59

CHALLENGER SERIES

Date: _____

Name: _____

Level DD — Sort of Easy

1.	2 × 7 = ____	26.	9 × 0 = ____
2.	3 × 1 = ____	27.	4 × 7 = ____
3.	4 × 4 = ____	28.	11 × 9 = ____
4.	5 × 3 = ____	29.	10 × 8 = ____
5.	4 × 5 = ____	30.	2 × 2 = ____
6.	3 × 2 = ____	31.	4 × 6 = ____
7.	10 × 4 = ____	32.	8 × 7 = ____
8.	3 × 6 = ____	33.	11 × 2 = ____
9.	12 × 0 = ____	34.	4 × 3 = ____
10.	6 × 3 = ____	35.	8 × 5 = ____
11.	0 × 4 = ____	36.	9 × 9 = ____
12.	3 × 3 = ____	37.	6 × 8 = ____
13.	5 × 1 = ____	38.	7 × 7 = ____
14.	7 × 5 = ____	39.	2 × 8 = ____
15.	5 × 5 = ____	40.	0 × 10 = ____
16.	9 × 2 = ____	41.	6 × 4 = ____
17.	4 × 8 = ____	42.	8 × 7 = ____
18.	7 × 3 = ____	43.	6 × 5 = ____
19.	10 × 10 = ____	44.	11 × 8 = ____
20.	3 × 8 = ____	45.	9 × 7 = ____
21.	9 × 5 = ____	46.	6 × 6 = ____
22	8 × 8 = ____	47.	8 × 3 = ____
23.	6 × 8 = ____	48.	9 × 6 = ____
24.	6 × 7 = ____	49.	8 × 4 = ____
25.	10 × 11 = ____	50.	9 × 8 = ____

Your Score: _____

CHALLENGER SERIES

2 × 9 = ?!

Date: _____

Name: _____

Level DD — Sort of Easy

1. 2 × 7 = ____ 26. 9 × 0 = ____
2. 3 × 1 = ____ 27. 4 × 7 = ____
3. 4 × 4 = ____ 28. 11 × 9 = ____
4. 5 × 3 = ____ 29. 10 × 8 = ____
5. 4 × 5 = ____ 30. 2 × 2 = ____
6. 3 × 2 = ____ 31. 4 × 6 = ____
7. 10 × 4 = ____ 32. 8 × 7 = ____
8. 3 × 6 = ____ 33. 11 × 2 = ____
9. 12 × 0 = ____ 34. 4 × 3 = ____
10. 6 × 3 = ____ 35. 8 × 5 = ____
11. 0 × 4 = ____ 36. 9 × 9 = ____
12. 3 × 3 = ____ 37. 6 × 8 = ____
13. 5 × 1 = ____ 38. 7 × 7 = ____
14. 7 × 5 = ____ 39. 2 × 8 = ____
15. 5 × 5 = ____ 40. 0 × 10 = ____
16. 9 × 2 = ____ 41. 6 × 4 = ____
17. 4 × 8 = ____ 42. 8 × 7 = ____
18. 7 × 3 = ____ 43. 6 × 5 = ____
19. 10 × 10 = ____ 44. 11 × 8 = ____
20. 3 × 8 = ____ 45. 9 × 7 = ____
21. 9 × 5 = ____ 46. 6 × 6 = ____
22 8 × 8 = ____ 47. 8 × 3 = ____
23. 6 × 8 = ____ 48. 9 × 6 = ____
24. 6 × 7 = ____ 49. 8 × 4 = ____
25. 10 × 11 = ____ 50. 9 × 8 = ____

5 × 9

Your Score: _____

TIMES TABLE CHALLENGE - Prim-Ed Publishing - 24

Answers

	P	Q	R	S	T	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ
1	16	99	9	24	12	6	8	9	14	12	45	21	8	27	24
2	12	40	9	33	30	0	14	18	3	10	16	12	21	20	32
3	5	33	14	0	4	4	0	15	16	21	12	20	27	1	70
4	9	50	12	36	24	9	10	2	15	24	15	8	32	12	0
5	8	11	50	60	8	8	8	12	20	18	8	18	72	16	28
6	7	20	77	12	35	7	70	20	6	8	60	10	30	24	30
7	0	44	100	77	0	4	6	21	40	20	18	15	56	18	48
8	45	10	6	48	25	12	16	30	18	30	32	18	48	96	54
9	10	30	21	99	28	10	18	10	0	45	4	12	18	32	120
10	24	88	16	55	1	16	20	4	18	77	12	0	36	45	63
11	16	60	27	84	18	10	12	35	0	16	27	100	100	70	132
12	30	55	24	22	16	12	27	18	9	21	10	0	0	0	96
13	3	80	4	110	36	15	10	5	5	24	27	12	4	72	18
14	32	66	24	11	20	60	18	16	35	36	24	8	72	28	12
15	24	70	40	72	16	18	100	40	25	100	36	40	84	90	96
16	77	22	36	44	35	2	9	12	18	0	20	16	27	110	60
17	15	80	18	96	22	20	30	30	32	12	100	18	12	54	120
18	28	60	28	0	27	40	28	0	21	27	32	45	16	30	60
19	6	77	6	88	14	0	36	49	100	24	36	24	36	108	84
20	80	10	32	120	40	33	21	27	24	14	56	36	48	48	36
21	44	66	15	0	9	18	4	24	45	9	24	55	49	8	72
22	49	100	8	96	70	10	55	45	64	56	36	1	48	54	108
23	4	20	49	66	132	30	24	16	48	32	24	36	12	48	48
24	88	50	18	108	24	14	0	48	42	121	28	42	50	110	108
25	36	0	121	11	100	16	24	28	110	72	48	27	108	121	99
26	64	110	132	84	49	12	90	56	0	54	45	30	144	120	81
27	100	11	25	22	32	22	24	36	28	28	40	42	110	132	54
28	60	132	63	144	6	55	32	70	99	48	55	121	36	144	96
29	110	70	11	33	4	0	16	54	80	108	21	50	99	72	72
30	54	22	20	132	36	20	18	14	4	36	0	48	56	96	144
31	21	77	48	44	40	10	12	55	24	48	24	25	110	96	132
32	18	0	45	110	54	44	25	8	56	81	36	56	132	63	8
33	42	121	30	66	121	16	35	36	22	144	42	36	25	55	64
34	24	90	0	121	20	50	24	24	12	49	25	54	2	40	45
35	120	0	42	120	21	9	3	25	40	54	36	49	120	60	72
36	25	40	64	55	0	6	88	63	81	18	30	45	40	54	84
37	36	90	36	36	64	12	0	10	48	72	49	28	108	84	60
38	72	120	42	12	77	15	22	40	49	96	54	80	144	132	90
39	35	30	56	99	28	6	10	24	16	0	88	0	0	60	110
40	12	55	81	24	108	18	16	32	0	88	80	32	72	48	54
41	20	120	70	0	56	16	24	1	24	84	24	81	81	108	40
42	63	33	16	60	10	30	40	42	56	25	33	28	14	36	48
43	18	132	96	88	81	8	36	0	30	56	48	50	32	84	108
44	48	44	132	48	48	20	45	30	88	44	24	24	42	81	72
45	0	99	54	72	36	14	20	8	63	110	64	64	24	108	48
46	40	110	10	132	132	18	25	36	36	48	27	110	90	72	36
47	96	0	72	96	15	0	28	44	24	60	0	16	80	84	84
48	99	88	21	77	144	30	21	21	54	63	32	56	100	72	10
49	84	44	36	84	96	25	36	24	32	42	99	54	72	120	16
50	56	132	72	108	63	12	35	42	72	72	56	12	96	108	36

YOUR TIME STARTS NOW

1. Complete the skip counting patterns.

(a) By 3s from 89: _____, _____, _____, _____, _____, _____

(b) By 6s from 123: _____, _____, _____, _____, _____, _____

(c) By 9s from 300: _____, _____, _____, _____, _____, _____

(d) By 4s from 119: _____, _____, _____, _____, _____, _____

(e) By 8s from 209: _____, _____, _____, _____, _____, _____

(f) By 7s from 92: _____, _____, _____, _____, _____, _____

(g) By 3s from 155: _____, _____, _____, _____, _____, _____

(h) By 6s from 189: _____, _____, _____, _____, _____, _____

(i) By 4s from 175: _____, _____, _____, _____, _____, _____

(j) By 9s from 483: _____, _____, _____, _____, _____, _____

2. I start at 113! You may use a sheet of blank paper.

(a) What is the 13th number when I count by 3s? _____

(b) What is the 13th number when I count by 9s? _____

(c) What is the 13th number when I count by 4s? _____

(d) What is the 13th number when I count by 7s? _____

(e) What is the 13th number when I count by 8s? _____

(f) What is the 13th number when I count by 6s? _____

(g) What is the 13th number when I count backwards by 3s? _____

(h) What is the 13th number when I count backwards by 4s? _____

Content description: Investigate number sequences involving multiples of 3, 4, 6, 7, 8 and 9 (ACMNA074) AC

KEEP COUNTING!

Continue and complete each counting pattern.

3

9, 12, 15, ____, ____, ____, ____, ____, ____, ____,

42, 45, 48, ____, ____, ____, ____, ____, ____, ____,

59, 62, 65, ____, ____, ____, ____, ____, ____, ____,

4

16, 20, 24, ____, ____, ____, ____, ____, ____, ____,

80, 84, ____, ____, ____, ____, ____, ____, ____,

109, 113, 117, ____, ____, ____, ____, ____, ____, ____,

6

12, 18, 24, ____, ____, ____, ____, ____, ____, ____,

33, 39, 45, ____, ____, ____, ____, ____, ____, ____,

89, 95, 101, ____, ____, ____, ____, ____, ____, ____,

7

14, 21, 28, ____, ____, ____, ____, ____, ____, ____,

59, 66, 73, ____, ____, ____, ____, ____, ____, ____,

147, 154, 161, ____, ____, ____, ____, ____, ____, ____,

8

16, 24, 32, ____, ____, ____, ____, ____, ____, ____,

69, 77, 85, ____, ____, ____, ____, ____, ____, ____,

211, 219, 227, ____, ____, ____, ____, ____, ____, ____,

9

9, 18, 27, ____, ____, ____, ____, ____, ____, ____,

66, 75, 84, ____, ____, ____, ____, ____, ____, ____,

331, 340, 349, ____, ____, ____, ____, ____, ____, ____,

Content description: Investigate number sequences involving multiples of 3, 4, 6, 7, 8 and 9 (ACMNA074) AC

NUMBER PATTERNS

1									
								99	

1. **Fill in the grid 1–100.**

2. **Show counting by:**

   (a) 3s by placing a red triangle on each number.

   (b) 4s by an orange square on each number.

   (c) 6s by a pink cloud on each number.

   (d) 7s a gold lightning bolt on each number.

   (e) 9s by a blue cross on each number.

3. **Which numbers have the most markings?** _____

Content description: Investigate number sequences involving multiples of 3, 4, 6, 7, 8 and 9 (ACMNA074)

PIZZA, PIZZA AND THE GREAT QUARTER EAT-OFF!

At the Great Pizza Eat-Off final not all the competitors on the 10 tables could eat much more. Work out how many pizzas each table ate and locate each table on the prize-eating line below.

Table 1
Eater 1 – 2/4
Eater 2 – 3/4
Eater 3 – 5/4
Eater 4 – 1/4
total:

Table 2
Eater 1 – 6/4
Eater 2 – 6/4
Eater 3 – 3/4
Eater 4 – 3/4
total:

Table 3
Eater 1 – 1/4
Eater 2 – 2/4
Eater 3 – 2/4
Eater 4 – 5/4
total:

Table 4
Eater 1 – 2/4
Eater 2 – 3/4
Eater 3 – 4/4
Eater 4 – 1/4
total:

Table 5
Eater 1 – 3/4
Eater 2 – 5/4
Eater 3 – 5/4
Eater 4 – 4/4
total:

Table 6
Eater 1 – 7/4
Eater 2 – 1/4
Eater 3 – 1/4
Eater 4 – 2/4
total:

Table 7
Eater 1 – 3/4
Eater 2 – 3/4
Eater 3 – 3/4
Eater 4 – 3/4
total:

Table 8
Eater 1 – 4/4
Eater 2 – 4/4
Eater 3 – 6/4
Eater 4 – 2/4
total:

Table 9
Eater 1 – 3/4
Eater 2 – 3/4
Eater 3 – 1/4
Eater 4 – 8/4
total:

Table 10
Eater 1 – 4/4
Eater 2 – 1/4
Eater 3 – 3/4
Eater 4 – 1/4
total:

Content description: Count by quarters halves and thirds, including mixed numerals. Locate and represent these fractions on a number line (ACMNA078)

A NEW TYPE OF DOMINOES

Add the fractions together on each domino.

$\frac{3}{4}$	$1\frac{3}{4}$
total:	

$\frac{1}{3}$	$\frac{5}{6}$
total:	

$\frac{2}{3}$	$2\frac{2}{3}$
total:	

$2\frac{1}{3}$	$3\frac{2}{3}$
total:	

$\frac{3}{4}$	$3\frac{1}{2}$
total:	

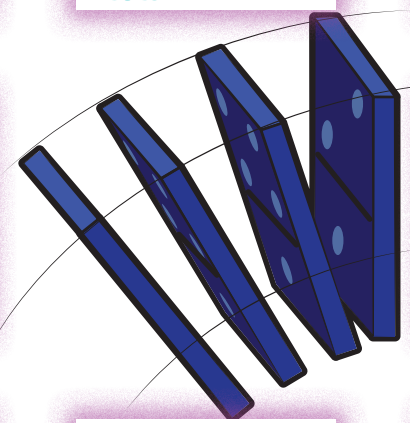
$\frac{3}{4}$	$4\frac{3}{4}$
total:	

$\frac{2}{3}$	$3\frac{4}{6}$
total:	

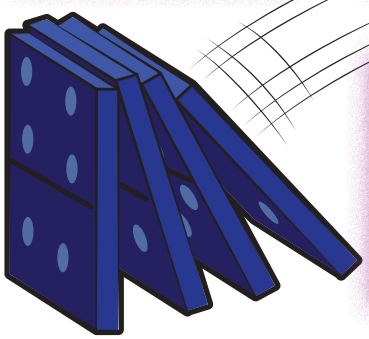
$\frac{1}{3}$	$4\frac{2}{3}$
total:	

$\frac{1}{2}$	$3\frac{1}{2}$
total:	

$\frac{3}{4}$	$\frac{6}{8}$
total:	



$11\frac{1}{3}$	$\frac{4}{3}$
total:	



$\frac{1}{4}$	$1\frac{3}{4}$
total:	

$10\frac{1}{3}$	$\frac{5}{6}$
total:	

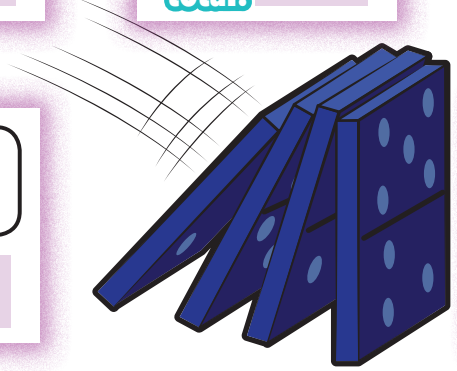
$\frac{1}{4}$	$1\frac{2}{4}$
total:	

$\frac{1}{4}$	$\frac{7}{4}$
total:	

$\frac{2}{3}$	$\frac{1}{6}$
total:	

$\frac{1}{4}$	$2\frac{1}{4}$
total:	

$\frac{1}{3}$	$\frac{4}{6}$
total:	



$\frac{1}{4}$	$\frac{5}{8}$
total:	

$\frac{1}{3}$	$2\frac{5}{6}$
total:	

$2\frac{1}{3}$	$\frac{3}{6}$
total:	

Content description: Count by quarters halves and thirds, including mixed numerals. Locate and represent these fractions on a number line (ACMNA078)

I SEEK A DRAW – THE PERFECT CRICKET SCORES

1. Read each question and create the balance scale equation to ensure the scores after two innings are equal.

(a) What does Australia need to make in its second innings after scoring 292 in the first if England scored 331 and 226?

(b) What does India need to make in its second innings after scoring 211 in the first if New Zealand scored 287 and 252?

(c) What does Australia need to make in its second innings after scoring 188 in the first if England scored 141 and 366?

(d) What does India need to make in its second innings after scoring 383 in the first if New Zealand scored 331 and 196?

(e) What does Australia need to make in its second innings after scoring 314 in the first if England scored 283 and 355?

(f) What does India need to make in its second innings after scoring 456 in the first if New Zealand scored 291 and 346?

(g) What does Australia need to make in its second innings after scoring 401 in the first if England scored 431 and 316?

(h) What does India need to make in its second innings after scoring 299 in the first if New Zealand scored 377 and 186?

(i) What does Australia need to make in its second innings after scoring 116 in the first if England scored 155 and 319?

(j) What does India need to make in its second innings after scoring 343 in the first if New Zealand scored 401 and 216?

(k) What does Australia need to make in its second innings after scoring 411 in the first if England scored 519 and 126?

(l) What does India need to make in its second innings after scoring 318 in the first if New Zealand scored 271 and 346?

Content description: Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083) 4C

ARE ALL THE PAIRS EQUAL? I DON'T THINK SO!

If the pairs are equal, colour the ▭ sign green and write the answer in both columns. If they are not equal, colour the ▭ sign red and change the final number to make them equal.

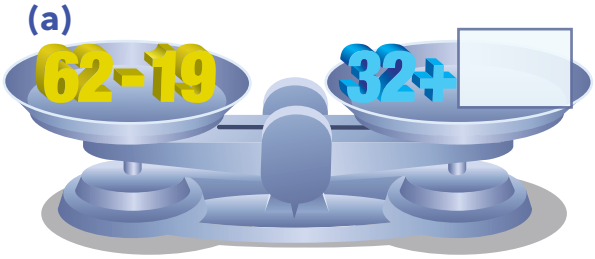
16+39		▭	22+34	
20+18		▭	16+22	
33+39		▭	22+48	
25+36		▭	44+19	
9+44		▭	12+44	
39+45		▭	22+62	
37+29		▭	18+64	
24+38		▭	32+56	
21+41		▭	17+41	
52+30		▭	26+56	
21+17		▭	9+34	
34+18		▭	25+27	
16+41		▭	22+36	
49+32		▭	43+29	
28+69		▭	55+31	

Content description: Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)

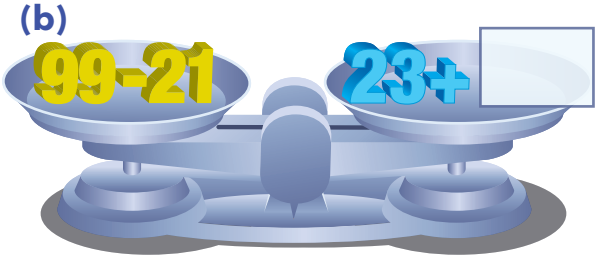
IT'S A BALANCING ACT

1. Complete the missing number in the balance scales.

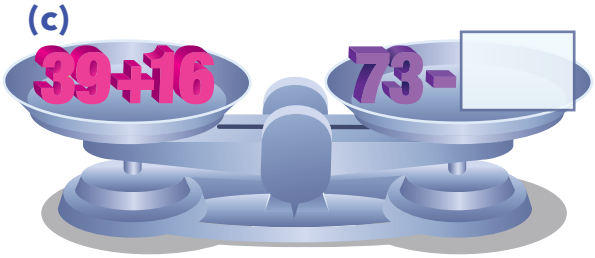
(a)



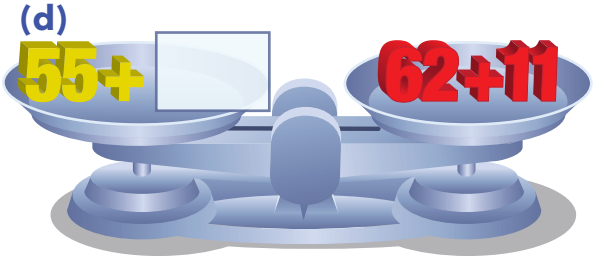
(b)



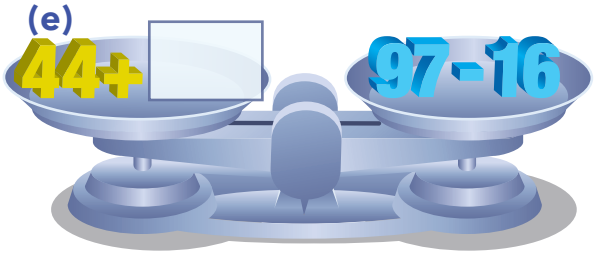
(c)



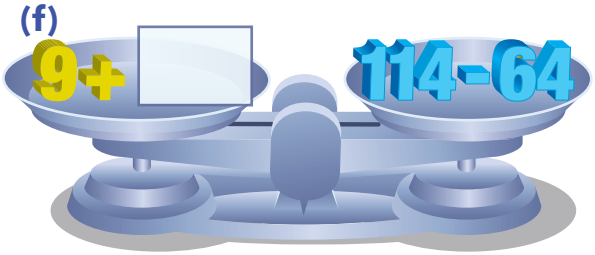
(d)



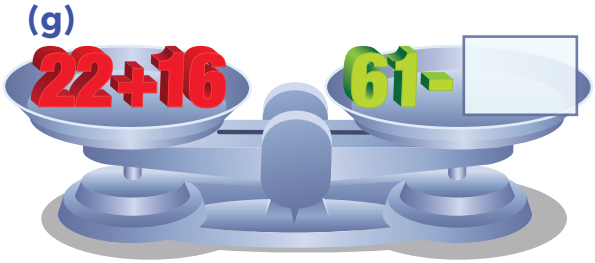
(e)



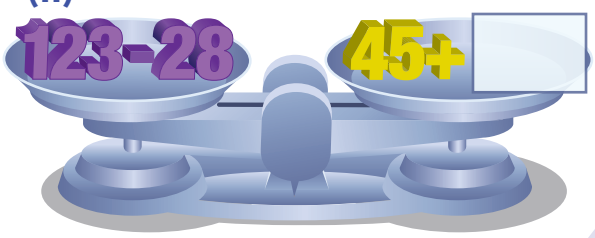
(f)



(g)



(h)



Content description: Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083) AC

MENTAL ADDITION AND SUBTRACTION

NUMBER

TEACHER INFORMATION

Objectives

Shows proficiency with mental addition facts.

Shows proficiency with mental subtraction facts.

Concepts required

Mentally adding one- and two-digit numbers with addend to 15.

Mentally subtracting one- and two-digit numbers with answers less than 20.

Answers

A	B	C	D
10	6	5	15
0	8	1	19
18	10	3	13
14	13	2	18
18	7	16	4
10	16	14	15
24	29	9	2
8	2	17	19
11	19	9	20
17	1	5	7
14	23	11	7
3	0	26	16
14	16	21	13
5	27	20	5
2	15	3	22
17	17	28	3
12	14	2	18
24	23	4	10
16	18	17	25
6	4	21	6
5	8	22	20
17	0	19	15
6	12	7	3
20	4	6	15
22	4	12	1

MENTAL ADDITION AND SUBTRACTION

NUMBER

PUPIL NAME .....

A	B	C	D
8 + 2 =	9 – 3 =	10 – 5 =	9 + 6 =
9 – 9 =	12 – 4 =	12 – 11=	10 + 9 =
10 + 8 =	13 – 3 =	11 – 8 =	8 + 5 =
11 + 3 =	10 + 3 =	9 – 7 =	11 + 7 =
9 + 9 =	11 – 4 =	11 + 5 =	10 – 6 =
12 – 2 =	8 + 8 =	10 + 4 =	12 + 3 =
12 + 12 =	15 + 14 =	12 – 3 =	11 – 9 =
11 – 3 =	12 – 10 =	9 + 8 =	12 + 7 =
13 – 2 =	15 + 4 =	13 – 4 =	15 + 5 =
15 + 2 =	9 – 8 =	12 – 7 =	13 – 6 =
12 + 2 =	15 + 8 =	8 + 3 =	9 – 2 =
10 – 7 =	13 – 13 =	15 + 11 =	10 + 6 =
8 + 6 =	12 + 4 =	12 + 9 =	9 + 4 =
9 – 4 =	15 + 12 =	10 + 10 =	11 – 6 =
13 – 11 =	11 + 4 =	12 – 9 =	15 + 7 =
11 + 6 =	10 + 7 =	15 + 13 =	13 – 10 =
10 + 2 =	9 + 5 =	10 – 8 =	12 + 6 =
15 + 9 =	12 + 11 =	13 – 9 =	15 – 5 =
9 + 7 =	15 + 3 =	8 + 9 =	15 + 10 =
11 – 5 =	12 – 8 =	15 + 6 =	12 – 6 =
13 – 8 =	13 – 5 =	12 + 10 =	11 + 9 =
12 + 5 =	10 – 10 =	11 + 8 =	10 + 5 =
10 – 4 =	8 + 4 =	12 – 5 =	9 – 6 =
12 + 8 =	9 – 5 =	13 – 7 =	8 + 7 =
11 + 11 =	11 – 7 =	9 + 3 =	10 – 9 =

MAPS AND KEYS

SHAPE

TEACHER INFORMATION

Objectives

Recognises and locates key features on a grid map using coordinate points.

Uses compass point directions to describe location.

Understands symbols used on a key.

Concepts required

Coordinates

Key symbols

Compass directions

Answers

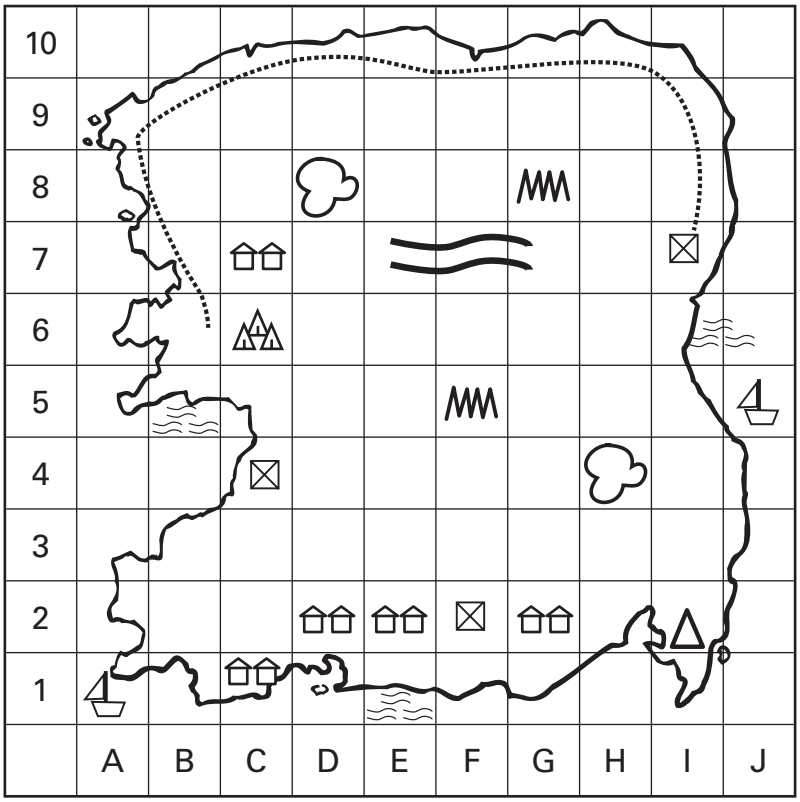
1. (a) I2 (b) D8, H4 (c) F2, C4, I7
   (d) B6, I7 (e) camping ground (f) I6
   (g) E7, F7, G7 (h) boats
2. Answers will vary

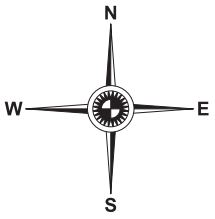
MAPS AND KEYS

SHAPE

PUPIL NAME .....

1. Use the map and key to answer the questions.





Key	
	swimming beach
	bicycle track
	camping ground
	lake
	houses
	shop
	lighthouse
	hills
	river
	boats

(a) Where will you find the lighthouse? ☐

(b) Give the two coordinates for the lakes. ☐ ☐

(c) At what three locations would you find a shop? ☐ ☐ ☐

(d) Write the coordinates where the bicycle track starts ☐ and ends ☐.

(e) What will you find at C6? ☐

(f) What is the coordinate for the swimming beach on the east coast? ☐

(g) What coordinates does the river run through? ☐ ☐ ☐

(h) What would you find at A1? ☐

2. Add each of these to the map. Draw a symbol and write a coordinate.

(a) cave ☐ ☐ (b) waterfall ☐ ☐ (c) toilet block ☐ ☐