



# Maths this week:

AUTUMN TERM 2

20/11/2020

## In Year 3...

This week in year 3 we have been using estimating and inverse calculations as a strategy for checking answers. Can you help your child with these questions?



Tommy

I estimate  $143 - 95$  will be 50 because I will subtract 100 from 150

Is this a good estimate? Why?

Are there any other ways he could have estimated?

Use a subtraction to check the answer to the addition.

$$134 + 45 = 179$$

Alex has baked 145 cakes for a bun sale. She sells 78 cakes. How many does she have left?

Show your answer using a bar model and check your answer using an addition.

Match each number to its 'near number'.

497

304

52

27

30

500

50

300

Use the near numbers to estimate the answers to the calculations:

$497 + 304$

$304 - 27$

$27 + 52 + 304$

$27 + 304$

$497 - 52$

$304 - 52 - 27$

$52 + 497$

$497 - 304$

$304 + 52 - 27$

## In Year 4...

This week, Year 4 have been investigating perimeter. We've started with measuring perimeter of regular and irregular shapes, moved on to perimeter on a grid and then looked at the perimeter of rectilinear shapes. Ask your Perimeter Expert how to tackle these questions!

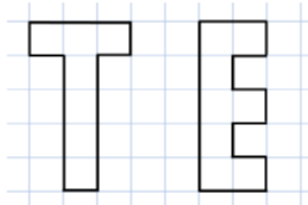
You have 10 paving stones to design a patio. The stones are one metre square.

The stones must be joined to each other so that at least one edge is joined corner to corner.



Use squared paper to show which design would give the longest perimeter and which would give the shortest.

Which of these shapes has the longest perimeter?



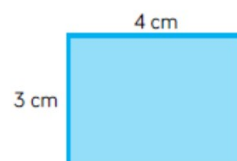
Explore other letters which could be drawn as rectilinear shapes.

Put them in order of shortest to longest perimeter.

Can you make a word?

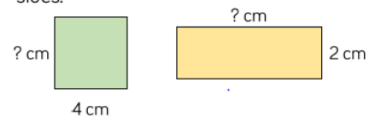
Aaron is measuring the shape below. He says the perimeter is 7 cm

Can you spot his mistake?



Each of the shapes have a perimeter of 16 cm.

Calculate the lengths of the missing sides.



## In Year 5...

This week, we have been looking at multiples and factors. Can you remember what a multiple is? Can you remember what a factor is? Have a look these below...

Draw lines to match the factor pairs of 30.  
Which pair is the odd one out?

4	10
5	9
3	6

Here is Kayla's method for finding factor pairs:

1	36
2	18
3	12
4	9
5	X
6	6

Use Kayla's method to find the factors of 64

When do you put a cross next to a number?

What do you do if a number appears twice?

$8 \times 12 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$9 \times 12 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

It's just as important to practise your times tables as it is to get your 3 reads, make sure you are regularly logging onto Rockstars to keep up with memorising those speedy times tables facts!

## In Year 6...

This week we have been learning how to multiply and divide fractions. Have a go at these questions:

Complete and then order:

$6 \times \frac{5}{7}$

$\frac{5}{6} \times 5$

$4 \times \frac{7}{8}$

$4 \times 2\frac{3}{5}$

$3\frac{4}{9} \times 3$

$5 \times 2\frac{3}{7}$

$\boxed{\quad} \div 4 = \frac{7}{36}$

$\frac{6}{29} \div \boxed{\quad} = \frac{6}{58}$

### Multiplication Challenge:

1.  $144 \div ? = 12$

2.  $132 \div ? = 11$

3.  $9 \times 8 = ?$

4.  $96 = 12 \times ?$

5.  $121 \div 11 = ?$

6.  $42 = 6 \times ?$

7.  $8 \times 8 = ?$

8.  $50 \times 60 = ?$

9.  $7200 = 80 \times ?$

10.  $480 = 6 \times ?$

11.  $90 \times 9 = ?$

12.  $4900 \div 7 =$

