



Maths this week:

AUTUMN TERM 2

27/11/2020

In Year 3...

This week in year 3 we have been revising arrays and the 2,5 and 10 times table. We have been building up speed, fluency and quick recall. Please practice your tables at home and perhaps check out www.trockstars.co.uk

With 12 cubes, how many different arrays can you create?

Once you have created your array complete:

___ x ___ = ___ x ___

Fill in the blanks.

$3 \times \underline{\quad} = 6$

$\underline{\quad} \times 2 = 20$

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


Tubes of tennis balls come in packs of 2 and 5

Whitney has 22 tubes of balls.

How many of each pack could she have?

How many ways can you do it?

Is Mo correct?



Every number in the 5 times table is odd.

Explain your answer.


Use <, > or = to make the statements correct.

2×5 ○ 5×2

3×2 ○ 4×5

10×5 ○ 5×5

Eva says,



Every number in the 2 times-table is even.

Is she correct? Explain your answer.

In Year 4...

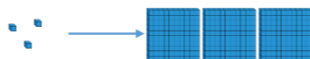
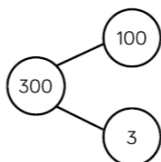
This week in Year 4, we have been mastering our knowledge of multiplying and dividing by 10 and 100. We have also looked at the rules when multiplying by 1 and 0!

Use <, > or = to complete the following: $8 \div 1$ ○ $7 \div 1$

$6 \div 6$ ○ $5 \div 5$


$4 \div 4$ ○ $4 \div 1$

Which representation does **not** show multiplying by 100? Explain your answer.




Eva and Whitney are dividing numbers by 10 and 100. They both start with the same 4-digit number.

They give some clues about their answer.



My answer has 8 ones and 2 tens.



My answer has 2 hundreds, 8 tens and 0 ones.

What number did they both start with? Who divided by what?

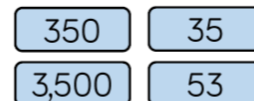
Annie has multiplied a whole number by 10

Her answer is between 440 and 540

What could her original calculation be?

How many possibilities can you find?

Four children are in a race. The numbers on their vests are:



Use the clues to match each vest number to a child.

- Jack's number is ten times smaller than Mo's.
- Alex's number is not ten times smaller than Jack's or Dora's or Mo's.
- Dora's number is ten times smaller than Jack's.

In Year 5...

This week, we have been looking at square and cube numbers. Can you remember what a square number is? Can you remember what a cube number is? Have a look these below...

1. $2^3 + 3^3 =$

2. $3^3 + 3^3 =$

3. $4^3 - 3^3 =$

4. $10^3 - 10^2 =$

5. $10^3 + 2^2 =$

3^3	$3 \times 3 \times 3$	27
5^3	$5 \times 5 \times 5$	
	$6 \times 6 \times 6$	
4^3		
		8

The sum of a cubed number and a square number is 150.

What are the two numbers?

$8 \times 12 =$ _____

$10 \times 8 =$ _____

$9 \times 8 =$ _____

$8 \times 8 =$ _____

$7 \times 8 =$ _____

$9 \times 12 =$ _____

$8 \times 7 =$ _____

$6 \times 8 =$ _____

$2 \times 8 =$ _____

$5 \times 8 =$ _____

$2 \times 9 =$ _____

$8 \times 9 =$ _____

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 finding fractions of amounts and using our fractions knowledge to solve problems using all 4 operations. Have a try at these:

Complete: $\frac{3}{8}$ of 40 = $\frac{\quad}{10}$ of 150

$\frac{1}{5}$ of 315 = $\frac{\quad}{8}$ of 72

Using the following cards and any operation find an answer of $\frac{33}{56}$

() $\frac{3}{7}$

$\frac{5}{8}$ 3

Mixed Fraction Challenge:

A) $\frac{3}{4} + \frac{5}{7} = ?$

B) $\frac{5}{7} \div 3 = ?$

C) $? = \frac{3}{8} \times \frac{2}{9}$

D) $(\frac{2}{3} + \frac{4}{5}) - \frac{2}{15} = ?$

E) $\frac{11}{3} - ? = \frac{7}{9}$

F) $\frac{8}{9} + \frac{1}{3} = \frac{2}{3} + ?$

G) $\frac{7}{9} \div 4 = 1 - ?$

