



# Maths this week:

AUTUMN TERM 2

6 / 11 / 2020

## In Year 3...

This week in year 3 we have been practicing column addition and subtraction where you need to carry and exchange. Can you help your child with these questions?

$$\begin{array}{r} 562 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 326 \\ + 78 \\ \hline \end{array}$$

$$\begin{array}{r} 529 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 887 \\ + 88 \\ \hline \end{array}$$

$168 + 29 =$

$418 + 67 =$

$476 + 35 =$

$364 - 38 =$

$211 - 65 =$

$204 - 25 =$

$404 - 86 =$

Rosie thinks  $352 - 89 = 337$

	H	T	O
	3	5	2
-		8	9
	3	3	7

Is she correct?  
Explain why.

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

$234 - 47 \bigcirc 234 - 57$

$472 - 84 \bigcirc 473 - 84$

$406 - 89 \bigcirc 416 - 99$

## In Year 4...

This week in Year 4, we have been beginning to look at length and the different units of length. We looked at millimetres, centimetres, metres and kilometres and which unit of length would be most appropriate to measure objects. Can you try these reasoning questions?

Ahmed's ruler is broken. Explain how he can still use it to measure things in the classroom.



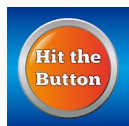
What is the difference in length between the pen and the pencil?



Dexter says,

'I can use millimetres or centimetres to measure the length of my reading book.'

Is Dexter correct? Prove it.



Our Year 4 focus is to continue mastering our knowledge of multiplication tables. We're going to begin our 6x, 9x and 7x in two weeks time, we must be able to recall our previous times tables to help us! Can you practise 2x, 3x, 4x, 5x, 8x and 10x at home? You can use TTRS, TimesTableMe, The Daily 10 or Hit The Button as fun ways to learn!



## In Year 5...

This week, we have been looking at graphs and charts. We have looked at a range of different charts, from pictograms, bar charts and line graphs. We have been analysing and presenting sets of data.



Your turn

Represent this set of data as a bar chart..

Day	Number of tickets sold
Monday	50
Tuesday	35
Wednesday	70
Thursday	85
Friday	20

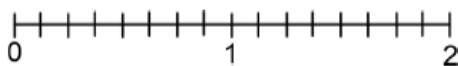
$9 \times 8 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$
$10 \times 8 = \underline{\quad}$	$2 \times 8 = \underline{\quad}$	$8 \times 12 = \underline{\quad}$
$8 \times 11 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$	$8 \times 9 = \underline{\quad}$

## In Year 6...

This week we have been learning about fractions on a number line and have started our work on how to order and compare fractions. Have a go at these examples:

Rosie is counting backwards in fifths. She starts at  $3\frac{2}{5}$  and counts back nine fifths. What number does Rosie end on? Show this on a number line.

How many ways can you show a difference of one quarter on the number line?



Next week we will be continuing with comparing and ordering, and then adding and subtracting fractions. Have a try at these questions:

Alex is adding fractions.

$$\frac{3}{5} + \frac{1}{15} = \frac{4}{20} = \frac{1}{5}$$

Do you agree with her?  
Explain your answer.

Use the same digit in both boxes to complete the calculation.  
Is there more than one way to do it?

$$\frac{\boxed{\quad}}{20} + \frac{\boxed{1}}{\boxed{\quad}} = \frac{\boxed{9}}{20}$$

