













Year 6

Last week – Day 4

LO – TBAT use number properties to solve a murder mystery.

Task 1	Task 2																																													
<p>Arithmetic</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">25</td> <td>$\frac{11}{12} - \frac{1}{2} =$</td> </tr> <tr> <td style="text-align: center;">26</td> <td> $\begin{array}{r} 786 \\ \times 94 \\ \hline \end{array}$ </td> </tr> <tr> <td style="text-align: center;">27</td> <td>$78.6 \div 4 =$</td> </tr> <tr> <td style="text-align: center;">28</td> <td>$0.025 = ?\%$</td> </tr> <tr> <td style="text-align: center;">29</td> <td> $\begin{array}{r} 4598 \\ \times 62 \\ \hline \end{array}$ </td> </tr> <tr> <td style="text-align: center;">30</td> <td>$33\% \text{ of } 20 =$</td> </tr> <tr> <td style="text-align: center;">31</td> <td>$29 \overline{)6833} =$</td> </tr> <tr> <td style="text-align: center;">32</td> <td>$\frac{3}{8} \times \frac{5}{7} =$</td> </tr> </table>	25	$\frac{11}{12} - \frac{1}{2} =$	26	$\begin{array}{r} 786 \\ \times 94 \\ \hline \end{array}$	27	$78.6 \div 4 =$	28	$0.025 = ?\%$	29	$\begin{array}{r} 4598 \\ \times 62 \\ \hline \end{array}$	30	$33\% \text{ of } 20 =$	31	$29 \overline{)6833} =$	32	$\frac{3}{8} \times \frac{5}{7} =$	<p style="text-align: center;">Use number properties to complete the following murder mystery.</p> <p style="text-align: center;">Who, where and when?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Who? One of the following four people has committed a crime. The criminal made 1 error, the victim has made 2 errors and the other two suspects have made 0 errors.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>The ICT teacher made the following statements:</p> <ul style="list-style-type: none"> 12 is a multiple of 2 6 is a triangular number 2 is the only even prime number 4 is a square number  </td> <td style="width: 50%; padding: 5px;"> <p>The history teacher made the following statements:</p> <ul style="list-style-type: none"> 5 is a factor of 20 16 is the 4th square number 20 has 6 factors 40 is a multiple of 8  </td> </tr> <tr> <td style="padding: 5px;"> <p>The maths teacher made the following statements:</p> <ul style="list-style-type: none"> 12 has 6 factors 1 is a prime number 21 is the 6th triangular number 4 is a factor of 18  </td> <td style="padding: 5px;"> <p>The English teacher made the following statements:</p> <ul style="list-style-type: none"> 3 is both a prime and a triangular number 25 is a multiple of 5 9 has 3 factors 5 is a multiple of 20  </td> </tr> </table> </div> <div style="width: 50%; padding: 5px;"> <p>Where? The murder was committed at one of the locations below, but which one? It happened where TWO of the calculations are correct.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">The maths classroom</td> <td>Multiples of 8 are 8, 16, 24 All the factors of 6 are 1, 2 and 3 6 is both a factor and a multiple of 32</td> </tr> <tr> <td style="text-align: center;">The dining hall</td> <td>All the factors of 6 are 2, 3, and 6 Multiples of 8 are 16, 24 and 32 Lowest common multiple of 6 and 10 is 60</td> </tr> <tr> <td style="text-align: center;">The gym</td> <td>6, 12, 18 and 24 are factors of 6 Multiples of 8 are 8, 16, 24 and 32 Highest common factor of 6 and 10 is 30</td> </tr> <tr> <td style="text-align: center;">The playing fields</td> <td>Multiples of 8 are 1, 2, 4, and 8 1, 2, 3 and 6 are all the factors of 6 Lowest common multiple of 6 and 10 is 30</td> </tr> </table> <p>When? Find the day where BOTH statements are correct:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Monday</td> <td> <ul style="list-style-type: none"> 72 can be written as $2 \times 2 \times 2 \times 3 \times 3$ 104 can be written as $2 + 2 + 2 + 13$ </td> </tr> <tr> <td style="text-align: center;">Tuesday</td> <td> <ul style="list-style-type: none"> 80 can be written as $2^4 \times 5$ 72 can be written as $3^3 \times 2^2$ </td> </tr> <tr> <td style="text-align: center;">Wednesday</td> <td> <ul style="list-style-type: none"> 104 can be written as $2 \times 2 \times 2 \times 13$ 40 can be written as $2^4 \times 5$ </td> </tr> <tr> <td style="text-align: center;">Thursday</td> <td> <ul style="list-style-type: none"> 72 can be written as $2 \times 2 \times 3 \times 3$ 80 can be written as $2 \times 2 \times 2 \times 2 \times 5$ </td> </tr> <tr> <td style="text-align: center;">Friday</td> <td> <ul style="list-style-type: none"> 104 can be written as $2^3 \times 13$ 40 can be written as $2 \times 2 \times 2 \times 5$ </td> </tr> </table> <p style="text-align: center;">The Accusation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Who</td> <td></td> </tr> <tr> <td style="text-align: center;">Where</td> <td></td> </tr> <tr> <td style="text-align: center;">When</td> <td></td> </tr> </table> </div> </div>		<p>The ICT teacher made the following statements:</p> <ul style="list-style-type: none"> 12 is a multiple of 2 6 is a triangular number 2 is the only even prime number 4 is a square number 	<p>The history teacher made the following statements:</p> <ul style="list-style-type: none"> 5 is a factor of 20 16 is the 4th square number 20 has 6 factors 40 is a multiple of 8 	<p>The maths teacher made the following statements:</p> <ul style="list-style-type: none"> 12 has 6 factors 1 is a prime number 21 is the 6th triangular number 4 is a factor of 18 	<p>The English teacher made the following statements:</p> <ul style="list-style-type: none"> 3 is both a prime and a triangular number 25 is a multiple of 5 9 has 3 factors 5 is a multiple of 20 	The maths classroom	Multiples of 8 are 8, 16, 24 All the factors of 6 are 1, 2 and 3 6 is both a factor and a multiple of 32	The dining hall	All the factors of 6 are 2, 3, and 6 Multiples of 8 are 16, 24 and 32 Lowest common multiple of 6 and 10 is 60	The gym	6, 12, 18 and 24 are factors of 6 Multiples of 8 are 8, 16, 24 and 32 Highest common factor of 6 and 10 is 30	The playing fields	Multiples of 8 are 1, 2, 4, and 8 1, 2, 3 and 6 are all the factors of 6 Lowest common multiple of 6 and 10 is 30	Monday	<ul style="list-style-type: none"> 72 can be written as $2 \times 2 \times 2 \times 3 \times 3$ 104 can be written as $2 + 2 + 2 + 13$ 	Tuesday	<ul style="list-style-type: none"> 80 can be written as $2^4 \times 5$ 72 can be written as $3^3 \times 2^2$ 	Wednesday	<ul style="list-style-type: none"> 104 can be written as $2 \times 2 \times 2 \times 13$ 40 can be written as $2^4 \times 5$ 	Thursday	<ul style="list-style-type: none"> 72 can be written as $2 \times 2 \times 3 \times 3$ 80 can be written as $2 \times 2 \times 2 \times 2 \times 5$ 	Friday	<ul style="list-style-type: none"> 104 can be written as $2^3 \times 13$ 40 can be written as $2 \times 2 \times 2 \times 5$ 	Who		Where		When	
25	$\frac{11}{12} - \frac{1}{2} =$																																													
26	$\begin{array}{r} 786 \\ \times 94 \\ \hline \end{array}$																																													
27	$78.6 \div 4 =$																																													
28	$0.025 = ?\%$																																													
29	$\begin{array}{r} 4598 \\ \times 62 \\ \hline \end{array}$																																													
30	$33\% \text{ of } 20 =$																																													
31	$29 \overline{)6833} =$																																													
32	$\frac{3}{8} \times \frac{5}{7} =$																																													
<p>The ICT teacher made the following statements:</p> <ul style="list-style-type: none"> 12 is a multiple of 2 6 is a triangular number 2 is the only even prime number 4 is a square number 	<p>The history teacher made the following statements:</p> <ul style="list-style-type: none"> 5 is a factor of 20 16 is the 4th square number 20 has 6 factors 40 is a multiple of 8 																																													
<p>The maths teacher made the following statements:</p> <ul style="list-style-type: none"> 12 has 6 factors 1 is a prime number 21 is the 6th triangular number 4 is a factor of 18 	<p>The English teacher made the following statements:</p> <ul style="list-style-type: none"> 3 is both a prime and a triangular number 25 is a multiple of 5 9 has 3 factors 5 is a multiple of 20 																																													
The maths classroom	Multiples of 8 are 8, 16, 24 All the factors of 6 are 1, 2 and 3 6 is both a factor and a multiple of 32																																													
The dining hall	All the factors of 6 are 2, 3, and 6 Multiples of 8 are 16, 24 and 32 Lowest common multiple of 6 and 10 is 60																																													
The gym	6, 12, 18 and 24 are factors of 6 Multiples of 8 are 8, 16, 24 and 32 Highest common factor of 6 and 10 is 30																																													
The playing fields	Multiples of 8 are 1, 2, 4, and 8 1, 2, 3 and 6 are all the factors of 6 Lowest common multiple of 6 and 10 is 30																																													
Monday	<ul style="list-style-type: none"> 72 can be written as $2 \times 2 \times 2 \times 3 \times 3$ 104 can be written as $2 + 2 + 2 + 13$ 																																													
Tuesday	<ul style="list-style-type: none"> 80 can be written as $2^4 \times 5$ 72 can be written as $3^3 \times 2^2$ 																																													
Wednesday	<ul style="list-style-type: none"> 104 can be written as $2 \times 2 \times 2 \times 13$ 40 can be written as $2^4 \times 5$ 																																													
Thursday	<ul style="list-style-type: none"> 72 can be written as $2 \times 2 \times 3 \times 3$ 80 can be written as $2 \times 2 \times 2 \times 2 \times 5$ 																																													
Friday	<ul style="list-style-type: none"> 104 can be written as $2^3 \times 13$ 40 can be written as $2 \times 2 \times 2 \times 5$ 																																													
Who																																														
Where																																														
When																																														