Canonbury Home Learning
Year 4/5 Maths

Summer Week 11 Lesson 1 – 10.07.20

For the final two weeks of the summer term we will be setting you problem solving activities that require you to use a range of your maths skills.

Because the activities may be quite varied, there will be no models on these sheets. However, there will be further explanations on the daily videos. As in previous weeks, the activities will get progressively more challenging.

At the end of each of these activities is a link to where you can read example answers submitted by other children.
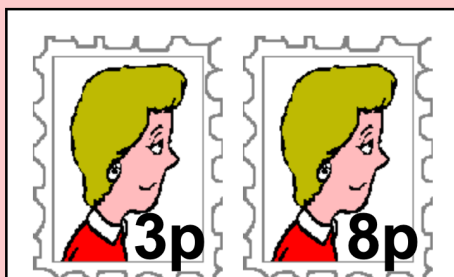

Today the focus is PLACE VALUE and all the operations practised this week.

Starter

Aunt Sophie has 3p and 8p stamps only.

It will cost 73p to post a parcel.

How many of each type of stamp should she put on the parcel?

CHOOSE 2 ACTIVITIES

ACTIVITY 1 <mark>STEPPING STONE</mark>

Can you write the number sentence for the counters in the place value grids?

Hundreds	Tens	Ones

The number sentence is: _____

Hundreds	Tens	Ones

The number sentence is: _____

Hundreds	Tens	Ones

The number sentence is: _____

Hundreds	Tens	Ones

The number sentence is: _____

Hundreds	Tens	Ones

The number sentence is: _____

Hundreds	Tens	Ones

The number sentence is: _____

575	342	1357	375	3111	993	557	1573	395	3151
5131	1375	3217	551	1753	3195	9173	715	3551	573

What am I?
- I have 3 digits
- All of my digits are odd
- The digit in my tens place is greater than the digit in my ones place
- My tens digit is not double my ones digit
- My ones digit is not in the 3 times table
- The sum of my three digits is a multiple of 5

What am I?
- I have 3 digits
- My ones digit is not in the 4 times table
- The digit in my hundreds place is less than the digit in my ones place
- My ones digit is not a multiple of 5
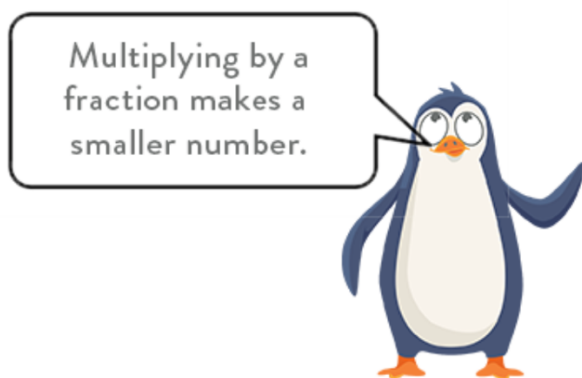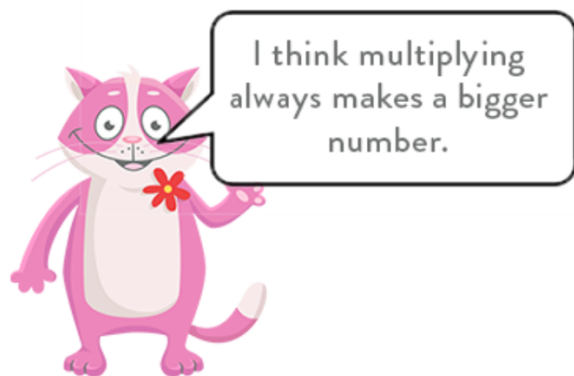- The sum of my 3 digits is odd

Identify the two numbers

Now try making clues of your own to a mystery number for someone at home!

ACTIVITY 3 SPICY

Think about what each animal is saying:
- Do you agree, or disagree with them?
- Show some maths to explain why you think this.
- Are there any examples that break your rules?

I think multiplying always makes a bigger number.

Multiplying by a fraction makes a smaller number.

If you multiply by zero, the product is always zero.

ACTIVITY 4 <mark>SPICY</mark>

How close can you get to the target number?
You can only use a number once. You may use + - or ÷ to help you!

Target:

400

Using any of:

100, 25, 3, 5, 4

+   -   x   ÷

Target:

637

Using any of:

50, 4, 6, 10, 2, 3

+   -   x   ÷

Target:

1745

Using any of:

9, 50, 7, 2, 5, 6, 10

+   -   x   ÷

ACTIVITY 5 <mark>HOT</mark>

Can you solve these number conundrums?

	▲	■ (pink)	●	▬ (green)	★	
▲	78	19	7	9	24	**137**
■ (pink)	18	4	36	48	6	**?**
●	5	21	56	3	17	**102**
▬ (green)	13	32	20	72	27	**?**
★	45	28	12	15	54	**?**
	159	**?**	**?**	**?**	**128**	

1) Which rows have the highest and lowest totals?

2) How much less is the ▬ column total than the ★ row total?

3) Which three numbers in the ▲ row can be added to make a multiple of 10?

4) How many multiples of 6 can you find?

5) Which two numbers total 88?

6) Find all the multiples of 9 in the grid.

7) How many prime numbers can you find? How do you know they are prime?

8) Multiply square (■ , ★) by (★ , ●)

9) What is the average of the numbers in squares (★ , ▲) and (● , ▬)

10) Using all 4 operations and the numbers in the grid, how many ways can you make 100?