

Monday 11<sup>th</sup> May 2020

L.O. – To understand sequencing.

\*Parents – Please note that the answers for most problems will be shown on the next slide. Please get your children to answer the questions before moving to the next slide.

There is also a Parents Only answer sheet for the daily worksheets. Please use this to mark your child's learning.

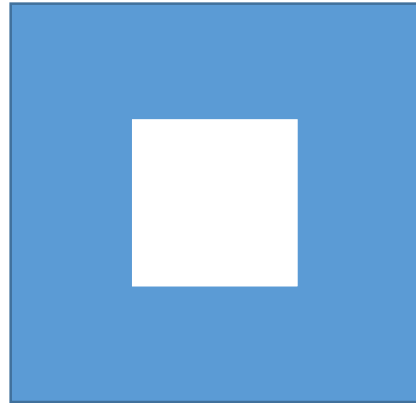
If you could also send in the **ONE** completed worksheet. Your teacher would love to see some great work.

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

- 1** Yasmin has a large blue square piece of paper.

She cuts out a 4 cm x 4 cm square from the centre.



The area of the blue region is 65 cm<sup>2</sup>.  
What is the length of the large blue square?

- 2** Work out the value of each symbol.

$$\triangle + \star + \diamond = 100$$

$$\triangle + \diamond = 67$$

$$\star - \diamond = 18$$

# Problems of the day.

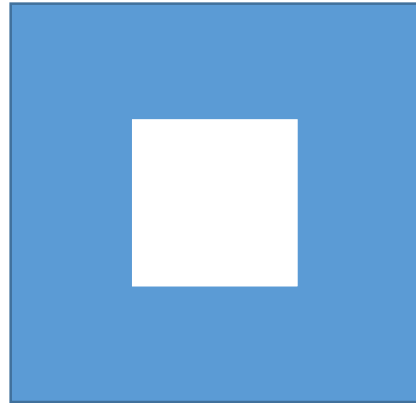
Hit space bar for answers but don't do it until you've tried!

- 1 Yasmin has a large blue square piece of paper.

She cuts out a 4 cm x 4 cm square from the centre.

$$4 \times 4 = 16$$
$$16 + 65 = 81$$

$$81 = 9 \times 9$$



The area of the blue region is 65 cm<sup>2</sup>.  
What is the length of the large blue square? **The length is 9 cm.**

- 2 Work out the value of each symbol.

$$\triangle 52 + \star 33 + \diamond 15 = 100$$

$$\triangle 52 + \diamond 15 = 67$$

$$\star 33 - \diamond 15 = 18$$

$$100 - 67 = 33$$

$$33 - 18 = 15$$

$$67 - 15 = 52$$

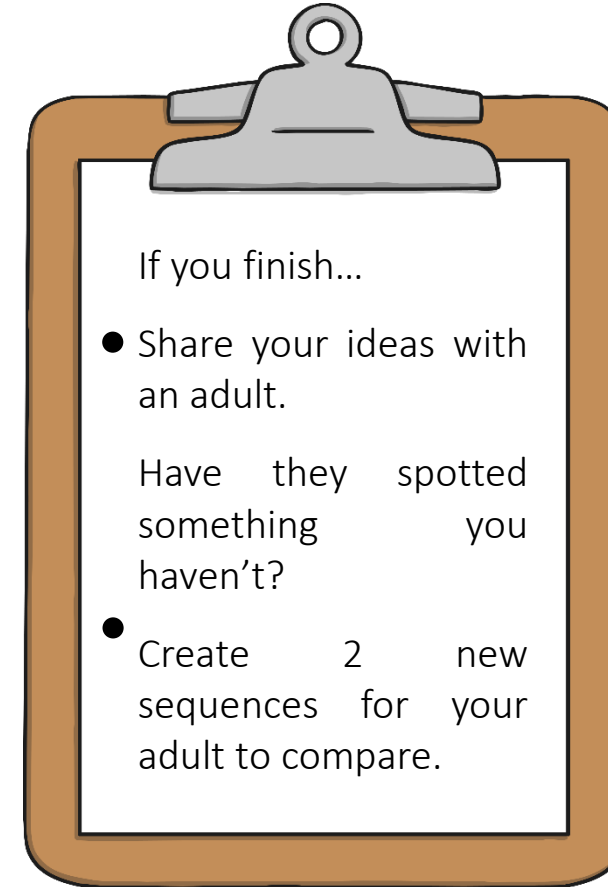
# Compare

- 1) Create these sequences:

a. Start at 1, then add 4, another, 4, another 4 and so on...

b. Use all the numbers in the 4 times table, but subtract 1 each time.

- 2) Compare the 2 sequences by listing the similarities and differences.



# Compare

- 1) Create these sequences:

a. Start at 1, then add 4, another, 4, another 4 and so on...

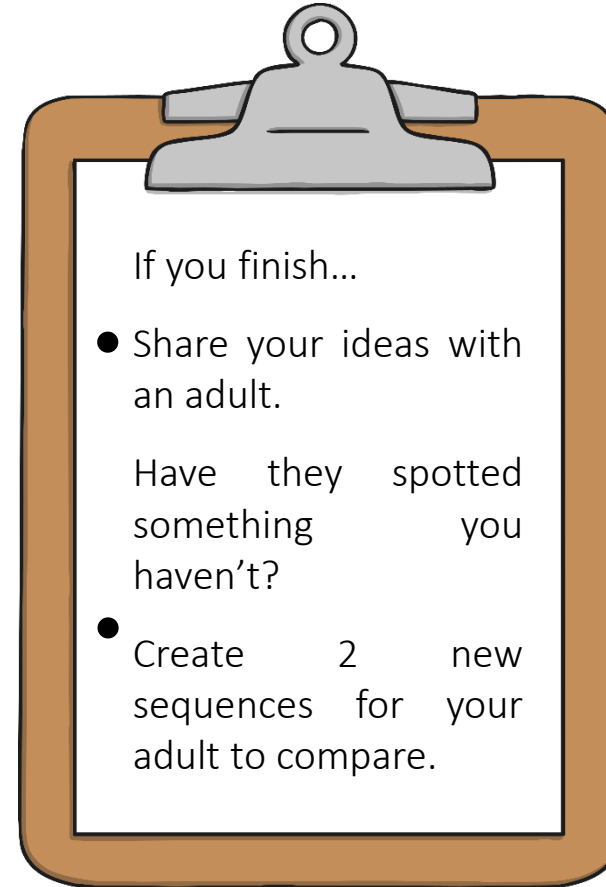
1, 5, 9, 13, 17, 21, 25, 29...

b. Use all the numbers in the 4 times table, but subtract 1 each time.

3, 7, 11, 15, 19, 23, 27, 31...

- 2) Compare the 2 sequences by listing the similarities and differences.

Similarities: count in 4s; odd numbers; units pattern is 1, 5, 9, 3, 7.  
Differences: One starts with 1, the other with 3; no numbers in both.



# Times Tables

- 3) Compare the multiples of 3 and the multiples of 9. What do you notice?

Work hard to come up  
with as many ideas as  
you can.



# Times Tables

- 3) Compare the multiples of 3 and the multiples of 9. What do you notice?

- All multiples of 3
- Every 3<sup>rd</sup> number in multiples of 3 is a multiple of 9
- Pattern is: odd, even, odd, even
- Ones in each pattern use all digits from 0-9
- Digital roots of multiples of 3 go 3, 6, 9 whereas digital roots for multiples of 9 are always 9.

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39...

9, 18, 27, 36, 45, 54, 63, 72, 81, 90, 99, 108...



# An Apple a Day

4) Amelia has £5 at the beginning of April. She buys an apple every day for 15p.



- a. How much money will she have left at the end of the first week?
- b. How much money will she have left at the end of the month?
- c. Write a sequence generating rule for working out how much money she will have left at the end of any day in April.



# An Apple a Day

4) Amelia has £5 at the beginning of April. She buys an apple every day for 15p.



a. How much money will she have left at the end of the first week?

£3.95

b. How much money will she have left at the end of the month?

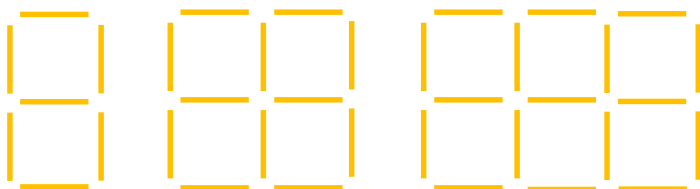
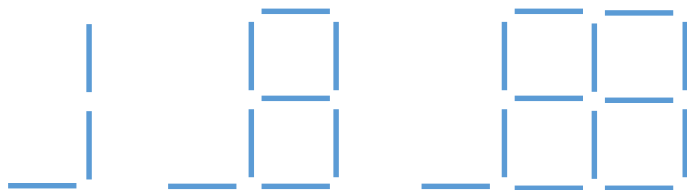
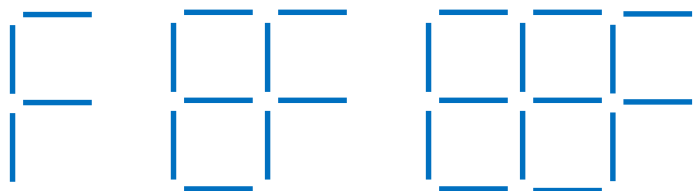
50p

c. Write a sequence generating rule for working out how much money she will have left at the end of any day in April.

$£5 - (£0.15 \times \text{date})$

# Stick Sequences

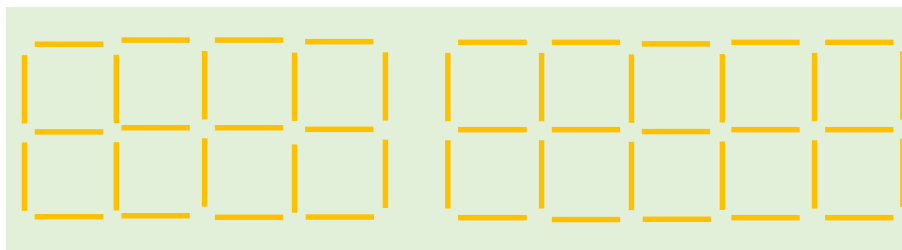
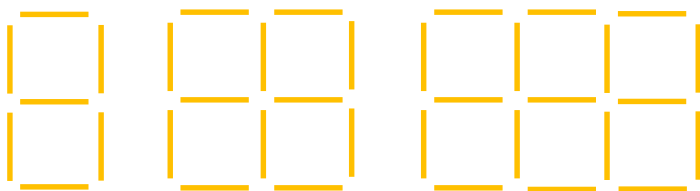
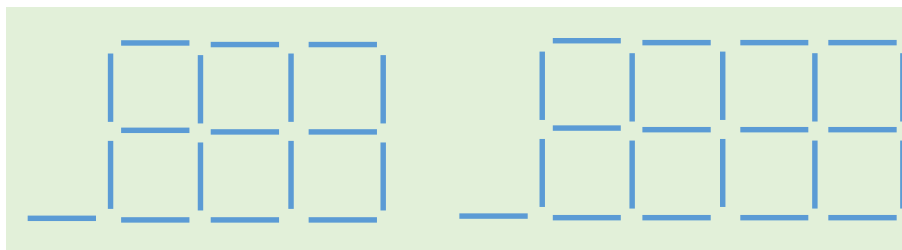
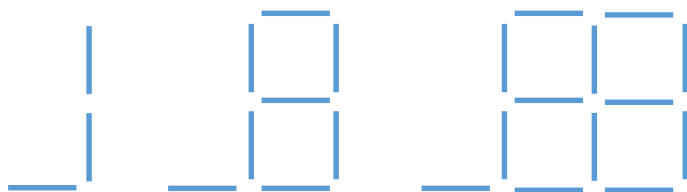
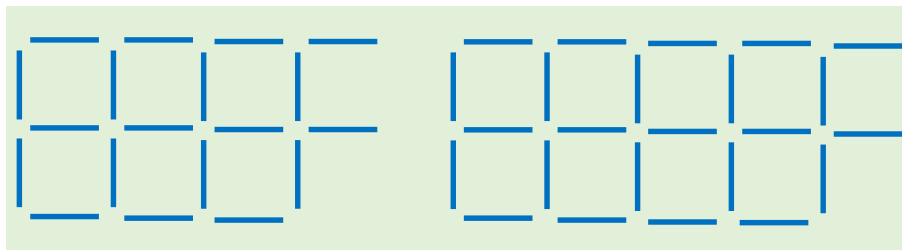
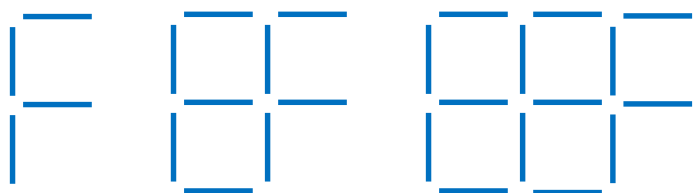
- 5) Here are 3 stick sequences:



Draw the next 2 patterns for each sequence.

# Stick Sequences

- 5) Here are 3 stick sequences:



# Tasks

Complete –

- Worksheet.

If you have any misunderstandings then please head to Education City or email the school on –

[learning@wembleyprimary.brent.sch.uk](mailto:learning@wembleyprimary.brent.sch.uk)

# Worksheet

In this sequence, the rule to get the next number is

**Multiply by 2, and then add 3**

Write the missing numbers.

	25	53	
--	----	----	--

The numbers in this sequence increase by 30 each time.

20    50    80    110    ...

The sequence continues in the same way.

Which number in the sequence will be **closest to 300**?

Here is a pattern of number pairs.

<i>a</i>	<i>b</i>
1	9
2	19
3	29
4	39

Complete the **rule** for the number pattern.

$$b = \square \times a - \square$$

The rule for this sequence of numbers is 'add 3 each time'.

**1    4    7    10    13    16    ...**

The sequence continues in the same way.

Mary says,

***'No matter how far you go there will never be a multiple of 3 in the sequence'.***

Is she correct?

Circle Yes or No.

**Yes / No**

Explain how you know.

# Extra Challenge

## Explain

Here is a sequence of numbers: **3, 10, 17...**

*170 is in this sequence  
as  $10 \times 17 = 170$*

***Do you agree with this statement?***

## Explain

Here is a sequence of numbers: **1, 5, 9, 13...**

*26 is in the sequence  
because it is double 13*

***Explain why this statement is incorrect.***

Tuesday 12<sup>th</sup> May 2020

L.O. – To refresh our understanding of using formulae.

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

- 1 Jack and Dora each have some money.



I spent  $\frac{1}{3}$  of my money.

I spent  $\frac{1}{4}$  of my money.

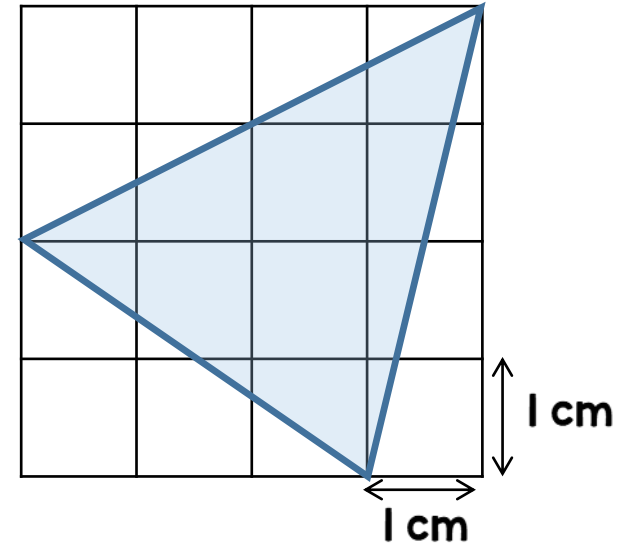


They have the same amount left.

Dora spent £72

How much money did Jack spend?

- 2 What is the area of the triangle?



- 3 Write down all the common multiples of 4 and 6 that are less than 50  
Show or explain your method.



# Problems of the day.

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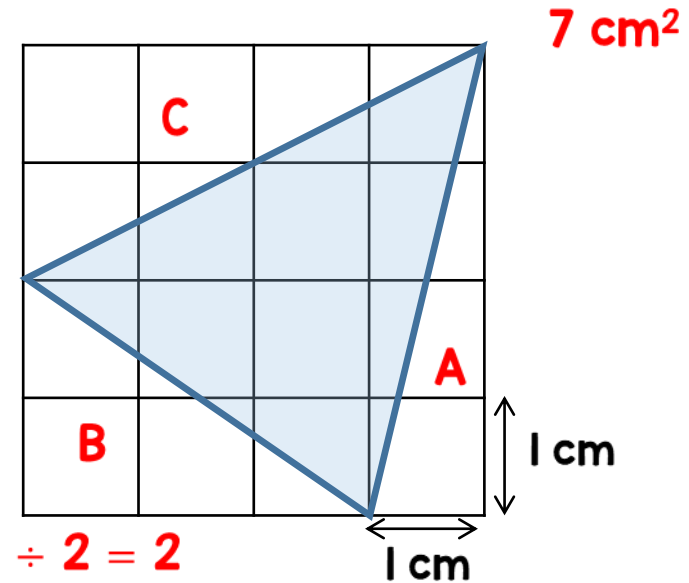
Dora spent £72

How much money did Jack spend?

$$\begin{aligned} 72 \times 3 &= 216 \\ 216 \div 4 &= 54 \end{aligned}$$

Jack spent £54

- 2 What is the area of the triangle?



$$A = 1 \times 1 \div 2 = 0.5$$

$$B = 2 \times 1 \div 2 = 1$$

$$C = 2 \times 1 \div 2 = 1$$

$$0.5 + 1 + 1 = 2.5$$

$$16 - 2.5 = 13.5$$

- 3 Write down all the common multiples of 4 and 6 that are less than 50  
Show or explain your method.

12, 24, 36, 48

Remember how to  
work out the area  
of a rectangle.

$$A = ab$$



# Area of a Rectangle

- The area of a rectangle is expressed by this formula.
- (A is the area, a and b are the length of the adjacent sides.)

Complete this table:

a (cm)	b (cm)	A (cm <sup>2</sup> )
4	6	
8	4	
	3	36
9	5	
6		90

# Area of a Rectangle

$$A = ab$$



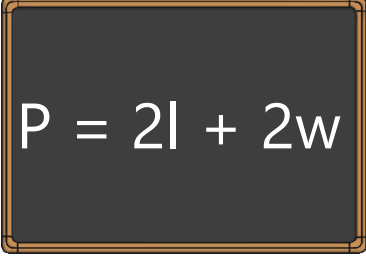
- The area of a rectangle is expressed by this formula.
- (A is the area, a and b are the length of the adjacent sides.)

Complete this table:

a (cm)	b (cm)	A (cm <sup>2</sup> )
4	6	24
8	4	32
12	3	36
9	5	45
6	15	90

# Perimeter of a Rectangle

- The perimeter of a rectangle is expressed by this formula.
- (P is the perimeter, l and w are the length of the adjacent sides.)

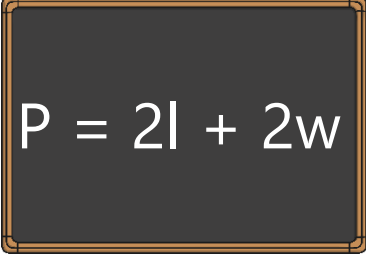

$$P = 2l + 2w$$

Complete this table:

l (cm)	w (cm)	P (cm)
3	9	
7	6	
	8	44
21	16	
26		136

# Perimeter of a Rectangle

- The perimeter of a rectangle is expressed by this formula.
- (P is the perimeter, l and w are the length of the adjacent sides.)


$$P = 2l + 2w$$

Complete this table:

l (cm)	w (cm)	P (cm)
3	9	24
7	6	26
14	8	44
21	16	74
26	42	136

# Simple Formulae

- In each of these formulae, calculate the value of  $y$  when  $x=6$  and of  $x$  when  $y = 6$ .

Formula	$x = 6$	$y = 6$
$y = x + 2$	$y =$	$x =$
$y = 2x - 4$	$y =$	$x =$
$y = 3 + 3x$	$y =$	$x =$
$2y = x + 8$	$y =$	$x =$

# Simple Formulae

- In each of these formulae, calculate the value of  $y$  when  $x=6$  and of  $x$  when  $y = 6$ .

Formula	$x = 6$	$y = 6$
$y = x + 2$	$y = 8$	$x = 4$
$y = 2x - 4$	$y = 8$	$x = 5$
$y = 3 + 3x$	$y = 21$	$x = 1$
$2y = x + 8$	$y = 7$	$x = 4$

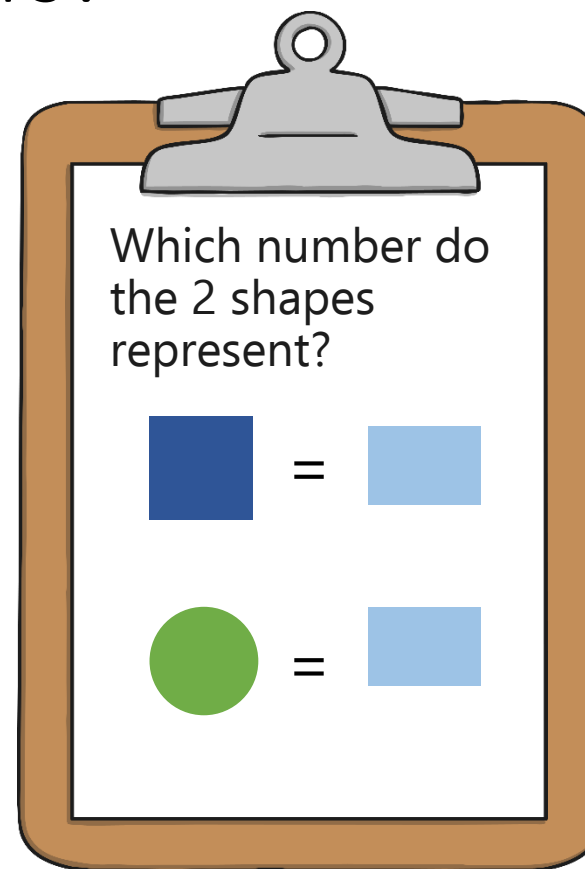
Get an adult to challenge you to find different values of  $y$  or  $x$  when using different values. Try your own formulae.

# What numbers?

- Each shape stands for a number.

$$\begin{array}{ccccccc} \text{Blue Square} & + & \text{Green Circle} & + & \text{Green Circle} & + & \text{Blue Square} & = & 80 \\ & + & & & & & & & \\ & \text{Green Circle} & & & & & & & \\ & + & & & & & & & \\ & \text{Blue Square} & & & & & & & \\ & = & & & & & & & \\ & 56 & & & & & & & \end{array}$$

HINT - The key to this question is to see the differences!



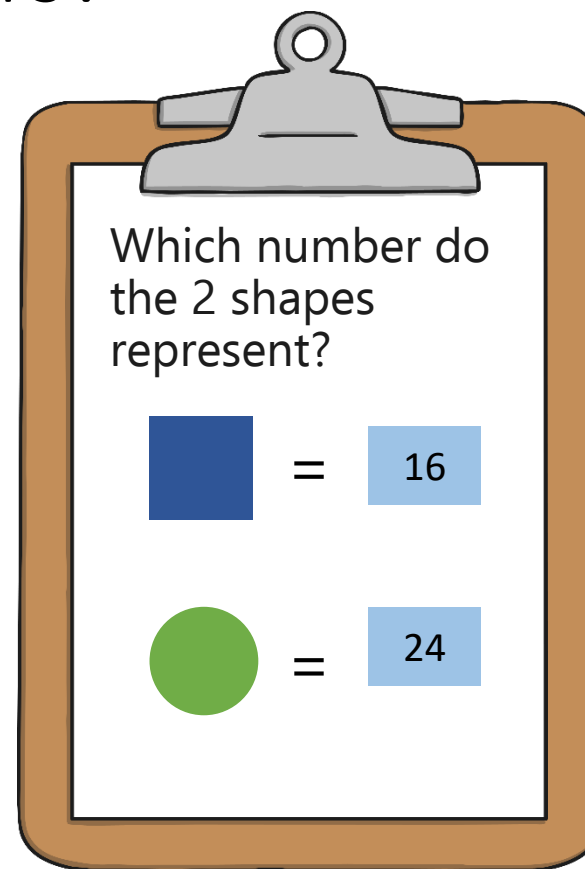


# What numbers?

- Each shape stands for a number.

$$\begin{array}{ccccccc} \text{Blue Square} & + & \text{Green Circle} & + & \text{Green Circle} & + & \text{Blue Square} & = & 80 \\ & + & & & & & & & \\ & \text{Green Circle} & & & & & & & \\ & + & & & & & & & \\ & \text{Blue Square} & & & & & & & \\ & = & & & & & & & \\ & 56 & & & & & & & \end{array}$$

HINT - The key to this question is to see the differences!



# Tasks

Complete –










- Worksheet.

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# Worksheet

Each shape stands for a number.

			← Total = 27
			
			← Total = 30

↑  
Total = 45

Work out the **value** of each shape.

	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>

Here are two formulae.

$$p = 2a + 5$$
$$c = 10 - p$$


Find the value of  $c$  when  $a = 10$

$2x + y = 20$   
when  $x = 6$   
  
 $y =$

when  $y = 2$   
  
 $x =$

$$x = 2c + 6$$

Whitney says,




$x = 12$  because  $c$  must be equal to 3 because it's the 3<sup>rd</sup> letter in the alphabet

Is Whitney correct?

Amir says,

When  $c = 5, x = 31$



Amir is wrong.  
Explain why.  
What would the correct value of  $x$  be?

In this equation **N** stands for a number.

$$5N - 2 = 3N + 12$$

What is the value of **N**?

# Extra Challenge

If I know... then I know...

$$6e + 4 = f$$

When  $e = 6$ ,  $f =$

When  $e = 8$ ,  $f = 52$

When  $e =$    $f = 58$

Which answer?

$$3c - 4 = d$$

*When  $c = 6$ , what is the value of  $d$ ?*

**(a)  $d = 32$**

**(b)  $d = 14$**  *Explain how you know.*

**(c)  $d = 5$**

Wednesday 13<sup>th</sup> May 2020

L.O. – To complete word problems using algebra.

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

- 1** A can holds 330 ml of pop.  
Pop is sold in packs of 6



Karl buys 12 packs of pop.  
How many litres of pop does he have?

- 2** £290 is shared between 10 boys and 12 girls.

Each girl receives £15

How much money does each boy receive, if they each get the same amount of money?

- 3** Here is a sequence

**2, 5, 9, 12, 2, 5, 9, 12, 2, 5, 9, 12, ...**

What is the sum of the first 200 numbers in this sequence?

Explain your method.

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

- 1 A can holds 330 ml of pop.  
Pop is sold in packs of 6



Karl buys 12 packs of pop.  
How many litres of pop does he have?

$$\begin{aligned} 6 \times 330 &= 1,980 \\ 1,980 \times 12 &= 23,760 \\ 23,760 \div 1,000 &= 23.76 \end{aligned}$$

Karl has 23.76 litres of pop.

- 2 £290 is shared between 10 boys and 12 girls.

$$12 \times 15 = 180$$

$$290 - 180 = 110$$

Each girl receives £15

How much money does each boy receive, if they each get the same amount of money?

$$110 \div 10 = 11$$

Each boy gets £11

- 3 Here is a sequence

2, 5, 9, 12, 2, 5, 9, 12, 2, 5, 9, 12, ...

What is the sum of the first 200 numbers in this sequence?

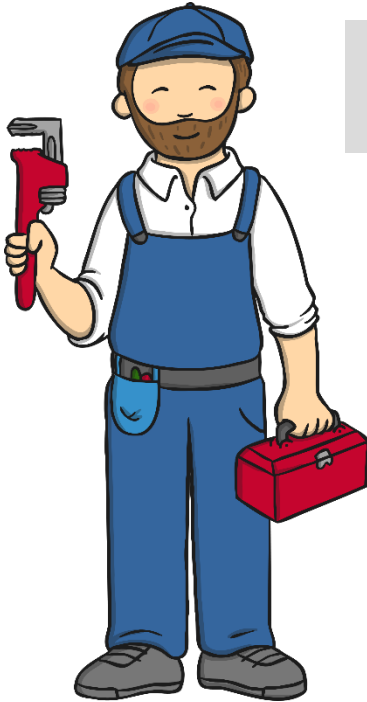
Explain your method.

$$2 + 5 + 9 + 12 = 28$$

$$28 \times 50 = 1,400$$

# Emergency Plumber

- 1) An emergency plumber charges £15 for a call out and £8 per hour for any work. Which formula below can be used to calculate how much the plumber charges?



$$15h + 8$$

$$8h - 15$$

$$8h + 15$$

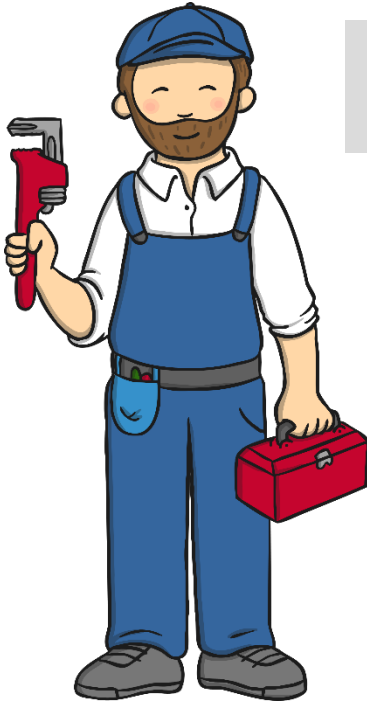
$$15h - 8$$

(h is the number of hours the plumber works)



# Emergency Plumber

- 1) An emergency plumber charges £15 for a call out and £8 per hour for any work. Which formula below can be used to calculate how much the plumber charges?



$$15h + 8$$

$$8h - 15$$

$$8h + 15$$

$$15h - 8$$

(h is the number of hours the plumber works)

Remember the plumber only charges once for the call out!

## p and q

- 2a) Write two algebraic expressions to show the relationship between p and q if p is 4 more than q.

2b) Write two algebraic expressions to show the relationship between p and q if p is 12 less than q.

2c) Write two algebraic expressions to show the relationship between p and q if p is double q.



# p and q

- 2a) Write two algebraic expressions to show the relationship between p and q if p is 4 more than q.

$$p - 4 = q$$

$$p = q + 4$$

- 2b) Write two algebraic expressions to show the relationship between p and q if p is 12 less than q.

$$p + 12 = q$$

$$p = q - 12$$

- 2c) Write two algebraic expressions to show the relationship between p and q if p is double q.

$$p = 2q$$

$$p = q \div 2$$



# a and b

- 3a) Which expressions are a simplification of:  $a + a + a + b + b$ ?

$$3a + 2b$$

$$2a + 3b$$

$$2b + 3a$$

$$2b - 3a$$

- 3b) Which expression is a simplification of:  $a + a + a + a - b$ ?

$$4a + b$$

$$b + 4a$$

$$4a - b$$

$$b - 4a$$

- 3c) Write an expression which simplifies:  $a - b + a - b - b$ .



# a and b

- 3a) Which expressions are a simplification of:  $a + a + a + b + b$ ?

$$3a + 2b$$

$$2a + 3b$$

$$2b + 3a$$

$$2b - 3a$$

- 3b) Which expression is a simplification of:  $a + a + a + a - b$ ?

$$4a + b$$

$$b + 4a$$

$$4a - b$$

$$b - 4a$$

- 3c) Write an expression which simplifies:  $a - b + a - b - b$ .

$$2a - 3b$$

Remember that formulas are simplified by NOT using the x symbol for multiplying. The letter that is being multiplied is placed next to the times is being multiplied by.



# Discount

- 4) A farmer sells barrels of milk for £14. A discount of £6 on any order is given for paying in advance. Write the formula that could be used to calculate the cost of any number of barrels ( $b$ ) of milk paid for in advance.



# Discount

- 4) A farmer sells barrels of milk for £14. A discount of £6 on any order is given for paying in advance. Write the formula that could be used to calculate the cost of any number of barrels (b) of milk paid for in advance.

$$14b - 6$$



# Tasks

Complete –

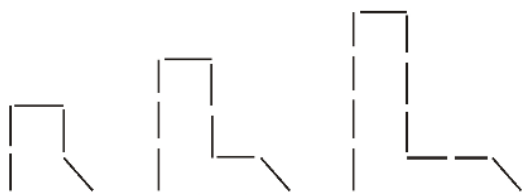
- Worksheet.

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# Worksheet



Shape-number:    **1**                      **2**                      **3**  
 Number of sticks: 7                      11                      15

Ann says :

*"I find the number of sticks for a shape by first multiplying the shape-number by 4, then adding 3".*

Work out the **number** of sticks for the shape that has shape-number **10**



Ann uses **59 sticks** to make another L shape in this pattern.

What is its shape-number?

Rosie thinks of a number. She adds 7 and divides her answer by 2

Teddy thinks of a number. He multiplies by 3 and subtracts 4

Rosie and Teddy think of the same number.

Rosie's answer is 9

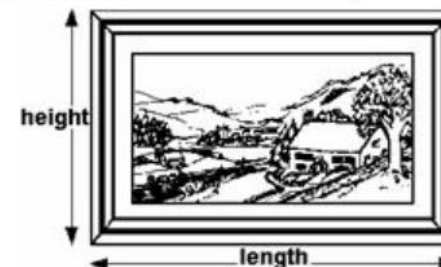
What is Teddy's answer?

Rosie and Teddy think of the same number again. This time, they both get the same answer.

Use trial and improvement to find the number they were thinking of.

Here are some picture frame sizes.

height in cm	10	12	14	16
length in cm	16	20	24	28



For each frame, the length is **twice** the height, **subtract 4**

What is the **length** of a frame which has a **height** of **36 cm**?

$a$ ,  $b$  and  $c$  are integers between 0 and 5

$$a + b = 6$$

$$b + c = 4$$

Find the values of  $a$ ,  $b$  and  $c$

How many different possibilities can you find?

# Extra Challenge

## Explain

$$100 - 5n > 60$$

**n** is a whole number

*Level 1: I can find a possible value for n*

*Level 2: I can find the largest possible value for n*

## Which one?

It costs **£6** to hire a wetsuit plus **£4** per hour used.

It costs **£4** to hire a surfboard plus **£6** per hour used.

h = hours used

$\pounds 4h + \pounds 6$  = cost to hire a \_\_\_\_\_

$\pounds 6h + \pounds 4$  = cost to hire a \_\_\_\_\_

***Fill in the gaps with the correct words.***

Thursday 14<sup>th</sup> May 2020

L.O. – To extend your knowledge of word problems using algebra.

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

- 1** The diameter of a 10p coin is 24.5 mm.  
The diameter of a 5p coin is 18 mm.  
Some coins are laid out end to end.



What is the distance marked  $b$  in the diagram?

- 2** Mrs Green bakes muffins.  
She sells them in her shop.



- On Monday she bakes 200 and sells 70% of the them.
- On Tuesday she bakes twice as many muffins but has the same amount left.

What percentage of the muffins did she sell on Tuesday?

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

- 1 The diameter of a 10p coin is 24.5 mm.  
The diameter of a 5p coin is 18 mm.  
Some coins are laid out end to end.



What is the distance marked  $b$  in the diagram?

$$24.5 \times 4 = 98$$

$$18 \times 5 = 90$$

$$98 - 90 = 8$$

$$b = 8 \text{ mm}$$

- 2 Mrs Green bakes muffins.  
She sells them in her shop.



$$\begin{aligned} 200 \div 10 &= 20 \\ 20 \times 7 &= 140 \\ 200 - 140 &= 60 \end{aligned}$$

- On Monday she bakes 200 and sells 70% of the them.
- On Tuesday she bakes twice as many muffins but has the same amount left.

$$\frac{340}{400} = \frac{17}{20}$$

$$17 \times 5 = 85$$

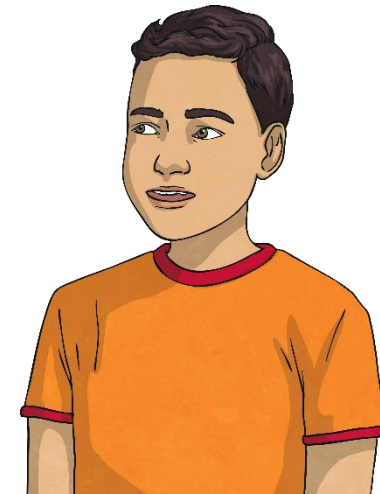
What percentage of the muffins did she sell on Tuesday?

She sold 85% of the muffins.

# Length of Rope

Pavel has a length of rope that is 9m long. He is asked to cut the rope into 2 pieces, each piece being a whole number of metres in length.

He asks: "If the 2 lengths into which I cut the rope are represented by  $a$  and  $b$ , then how can I represent this as an equation?"



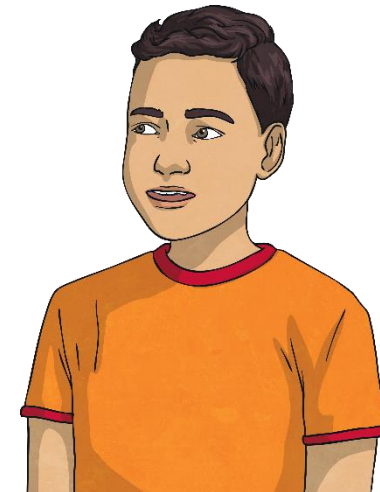
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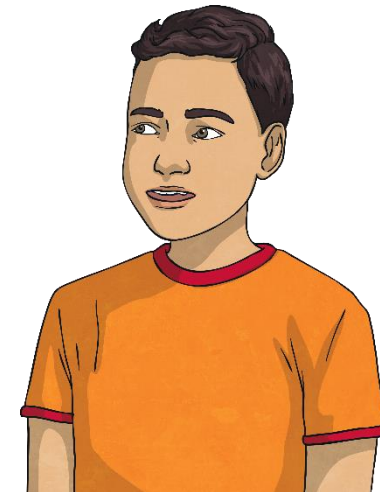
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$a = 8, b = 1$   
 $a = 7, b = 2$   
 $a = 6, b = 3$   
 $a = 5, b = 4$   
 $a = 4, b = 5$   
 $a = 3, b = 6$   
 $a = 2, b = 7$   
 $a = 1, b = 8$

Written like this, you  
can see that  $a$   
decreases by 1 as  $b$   
increases by 1.





# Length of Rope

Nikita collects the balls at the end of a PE lesson. There is a box that will hold 8 balls. Nikita pours all the balls into the box, but only 8 fit in, and the rest fall out.

She asks: "If the number of balls altogether is  $c$ , and the number of balls that do not fit in the box is  $d$ , then how can I represent this as an equation?"



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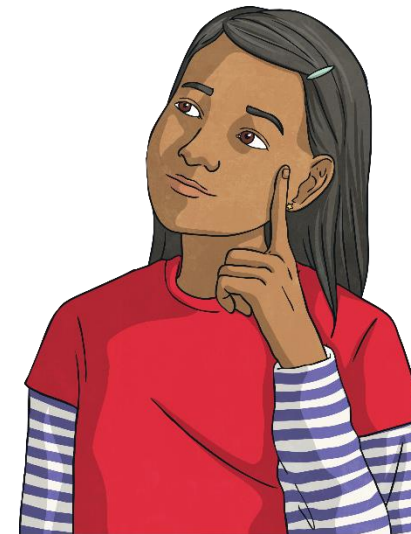
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$$c - d = 8$$

What could be five different values of  $a$  and  $b$ , and any patterns you spot?

$a = 9, b = 1$   
 $a = 10, b = 2$   
 $a = 11, b = 3$   
 $a = 12, b = 4$   
 $a = 13, b = 5$   
 $a = 14, b = 6$   
 $a = 15, b = 7$   
 $a = 16, b = 8$

Written like this, you  
can see that  $c$   
increases by 1 as  $d$   
increases by 1.



# Grass in the Garden

George and his mother decide to put some grass down in their garden. They buy 12 pieces of turf, each piece being a square of area  $1\text{m}^2$ .

They intend to make a single rectangle of grass. What different sized rectangles could be made with the 12 pieces of turf?

Draw the different rectangles and show the lengths of the sides.

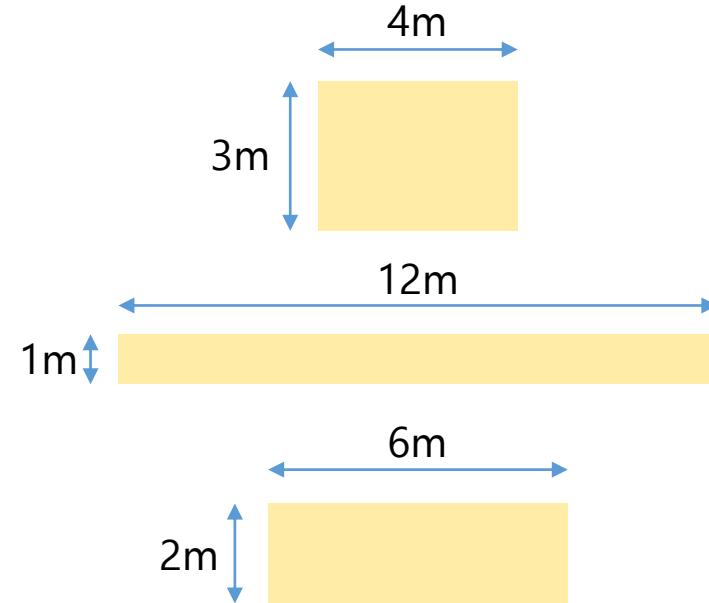
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Draw the different rectangles and show the lengths of the sides. Check with a partner.

George decides to represent the different sides of the rectangle of grass as formula, using the letters  $l$  and  $w$  as the length and width of the rectangle of grass. With a partner, discuss and write down what is the equation?



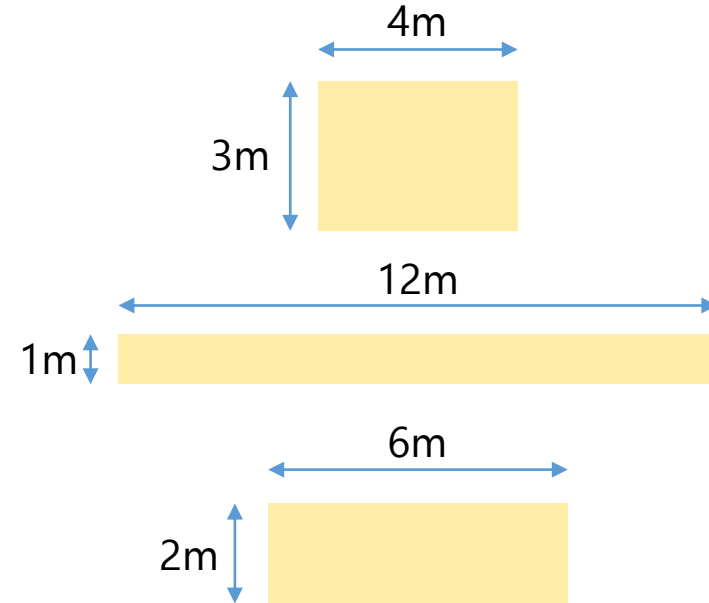
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$$lw = 12$$

Remember that formulas are simplified by NOT using the  $\times$  symbol for multiplying. The letter that is being multiplied is placed next to the other letter it is being multiplied by.

# Different Pairs

George writes 3 equations. Find three different possible pairs of whole number values for the letters in each of the equations below:

$$a - b = 6$$

$$cd = 20$$

$$50 - ef = 18$$



# Different Pairs

George writes 3 equations. Find three different possible pairs of whole number values for the letters in each of the equations below:

$$a - b = 6$$

$$a = 10, b = 4$$

$$a = 9, b = 3$$

$$a = 8, b = 2$$

There could be more here.

$$cd = 20$$

$$c = 1, d = 20$$

$$c = 2, d = 10$$

$$c = 4, d = 5$$

$$50 - ef = 18$$

$$e = 1, f = 32$$

$$e = 2, f = 16$$

$$e = 4, f = 8$$

This should be a reminder of your factor pairs knowledge.





# One pair

- Nikita writes some pairs of equations. Calculate the value of each letter.

$$gh = 42, g + 1 = h$$

$$i = j + 16, i + j = 24$$

$$k \div l = 3, kl = 48$$

# One pair

- Nikita writes some pairs of equations. Calculate the value of each letter.

$$gh = 42, g + 1 = h$$

$$g = 6, h = 7$$

$$i = j + 16, i + j = 24$$

$$i = 20, j = 4$$

$$k \div l = 3, kl = 48$$

$$k = 12, l = 4$$

# Tasks

Complete –

- Worksheet.

If you have any misunderstandings then please head to Education City or email the school on –

[learning@wembleyprimary.brent.sch.uk](mailto:learning@wembleyprimary.brent.sch.uk)

# Worksheet

*a* and *b* each represent a whole number between 1 and 10

$2a + b = 8$

Write the three possible combinations of *a* and *b*  
One is done for you.

when *a* =       *b* =

when *a* =       *b* =

when *a* =       *b* =

Eva spends 92p on yo-yos and sweets



She buys *y* yo-yos costing 11p and *s* sweets costing 4p.


Can you write an equation to represent what Eva has bought?






How many yo-yos and sweets could Eva have bought?


Can you write a similar word problem to describe this equation?

$74 = 15t + 2m$



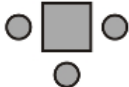
 and  each stand for a different number.

 = 34

 +  =  +  + 

What is the value of  ?

Here is a sequence of patterns made from squares and circles.



number of squares	number of circles
1	3
2	5
3	7

The sequence continues in the same way.

Calculate how many **squares** there will be in the pattern which has **25 circles**.




# Extra Challenge

## Explain

*How many possible values for  $s$  in each equation?*

Equation	One possible value for $s$	More than one possible value for $s$	Infinite possible values for $s$
$50 > 6s$		✓	
$25 < 20 + s$			
$5s - 2 = 18$			
$5s + 2 = \dagger$			

*$s$  is a positive whole number*

<p><b>Picture 1:</b></p>  <p>4 dots</p>	<p><b>Picture 2:</b></p>  <p>7 dots</p>	<p><b>Picture 3:</b></p>  <p>10 dots</p>	<p><b>How many dots are there in:</b></p> <p>(a) Picture 8</p> <p>(b) Picture 16</p>
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# Friday 15<sup>th</sup> May 2020

L.O. – To solve investigations from the week.

This is the opportunity to use the knowledge that you have learnt throughout the week to use in an investigation.

This is a great chance for you to challenge yourself and ask yourself questions to push your understanding further.

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

**1** Complete these number sentences.

$$25 + 25 + 25 + 25 = \square \times 25$$

$$10 + 10 + 10 + 10 = \square \times 5$$

$$25 + 25 + 25 + 25 = \square \times 5$$

$$25 + 25 + 25 + 25 = \square \times 100$$

$$25 + 25 - 25 - 25 = \square \times 25$$

**2** Louise is thinking of a 4-digit number.  
Here are some clues to the number.

The number lies between 4,000  
and 5,000

All the digits are different

The digit in the tens place is twice  
the digit in the thousands place

The sum of the digits is 24

The number is odd

What could Louise's number  
be?

# Problems of the day.

Hit space bar for answers but don't do it until you've tried!

**1** Complete these number sentences.

$$25 + 25 + 25 + 25 = \boxed{4} \times 25$$

$$10 + 10 + 10 + 10 = \boxed{8} \times 5$$

$$25 + 25 + 25 + 25 = \boxed{20} \times 5$$

$$25 + 25 + 25 + 25 = \boxed{1} \times 100$$

$$25 + 25 - 25 - 25 = \boxed{0} \times 25$$

**2** Louise is thinking of a 4-digit number.  
Here are some clues to the number.

The number lies between 4,000  
and 5,000

All the digits are different

The digit in the tens place is twice  
the digit in the thousands place

The sum of the digits is 24

The number is odd

What could Louise's number  
be? **4,983 , 4,389**  
**4,587 , 4,785**



# Tasks

Complete –

- Worksheet.

















If you have any misunderstandings then please head to Education City or email the school on –

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# Worksheet

Each symbol has a numerical value. The total for the symbols is written at the end of each row and column.

**Can you find the missing total that should go where the question mark has been put?**

				28
				30
				18
				20
?	30	23	22	

**Can you find more than one way to do it?**