

Monday 11th 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.

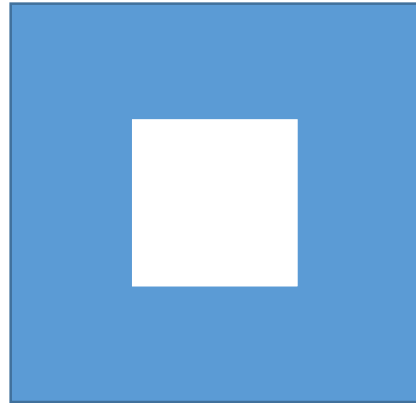
If you could also send in the **ONE** completed worksheet. Your teacher would love to see some great work.

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 cm².
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.

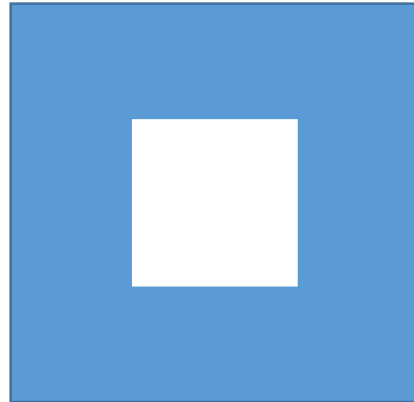
Hit space bar for answers but don't do it until you've tried!

- 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 cm².
What is the length of the large blue square? **The length is 9 cm.**

- 2 Work out the value of each symbol.

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

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

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

$$100 - 67 = 33$$

$$33 - 18 = 15$$

$$67 - 15 = 52$$

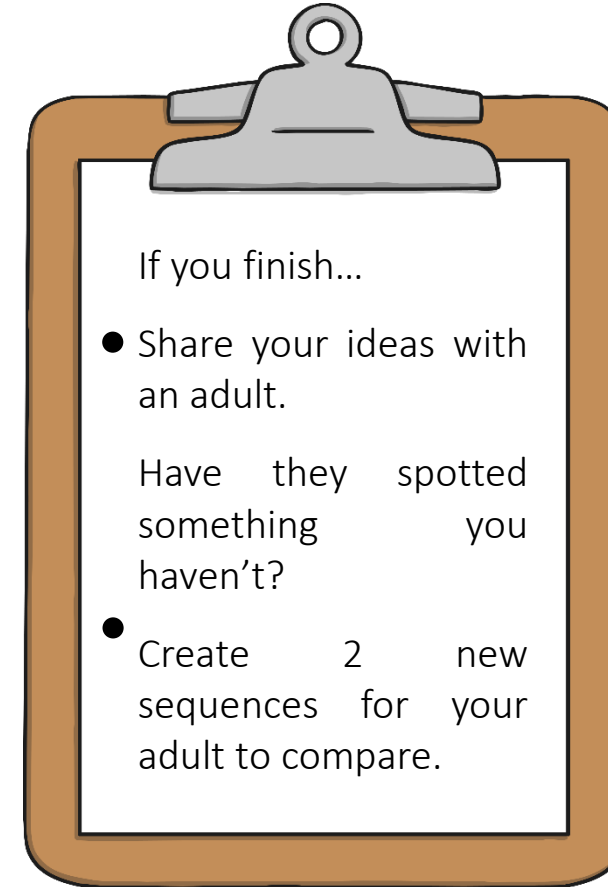
Compare

- 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...

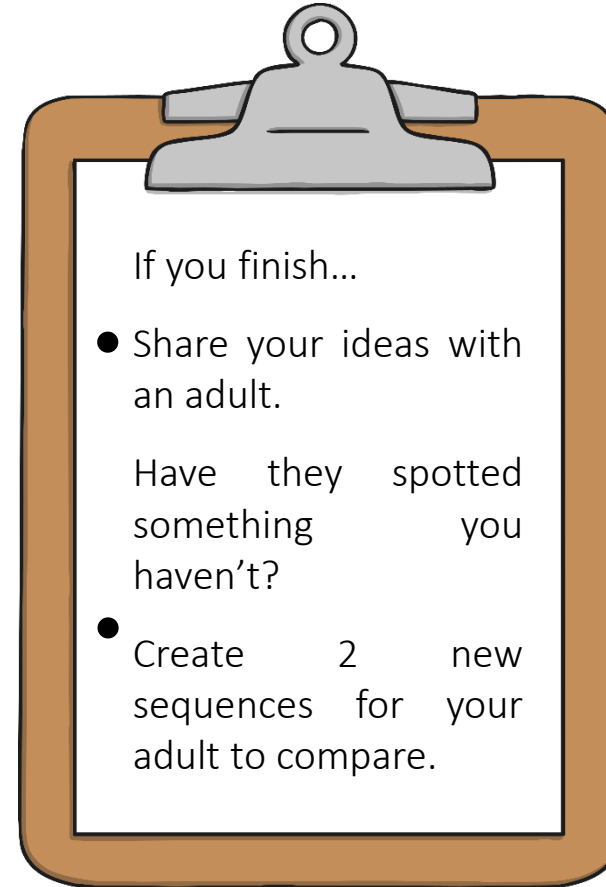
1, 5, 9, 13, 17, 21, 25, 29...

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 3rd 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?

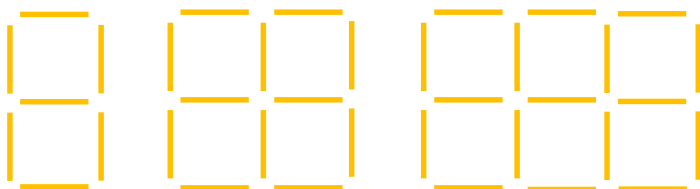
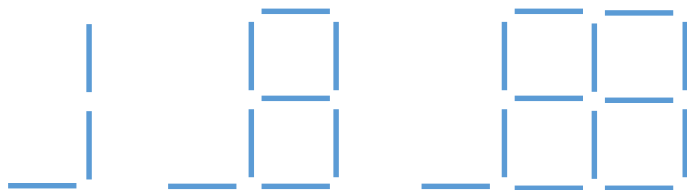
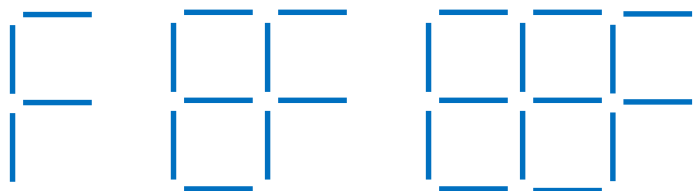
50p

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

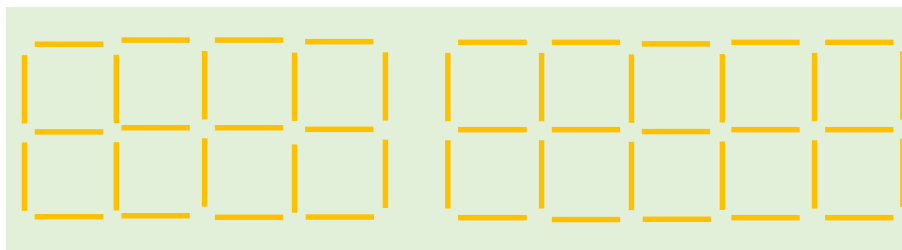
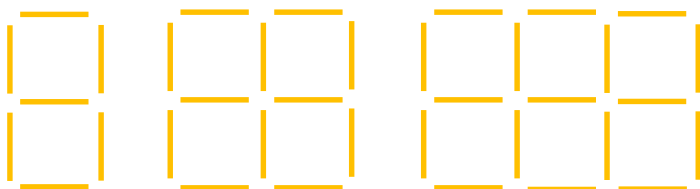
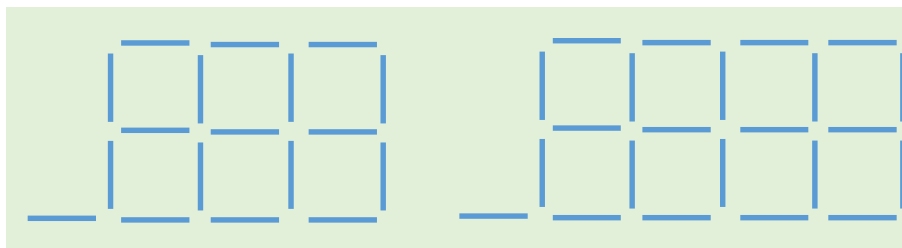
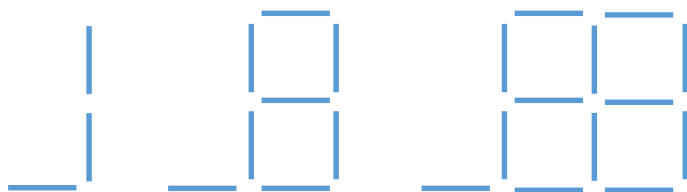
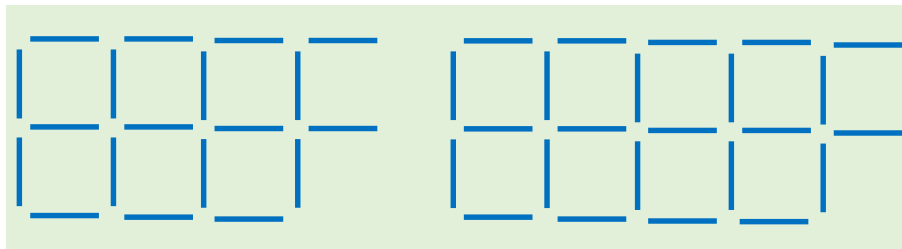
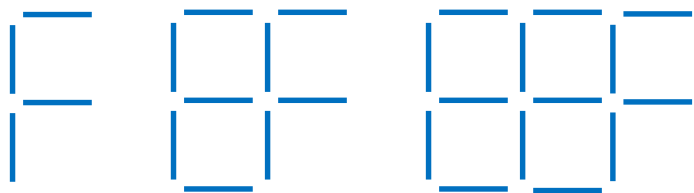
- 5) Here are 3 stick sequences:



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

Worksheet

Complete the ARITHMETIC sequences

	Term						Term to
	1st	2nd	3rd	4th	5th	6th	Term Rule
A			19	25	31	37	
B			24	31	38	45	
C			28	37	46	55	
D			58		82	94	
E			86	93	100		
F		33			24	21	
G	51	48				36	

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**?

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.

Tuesday 12th 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.

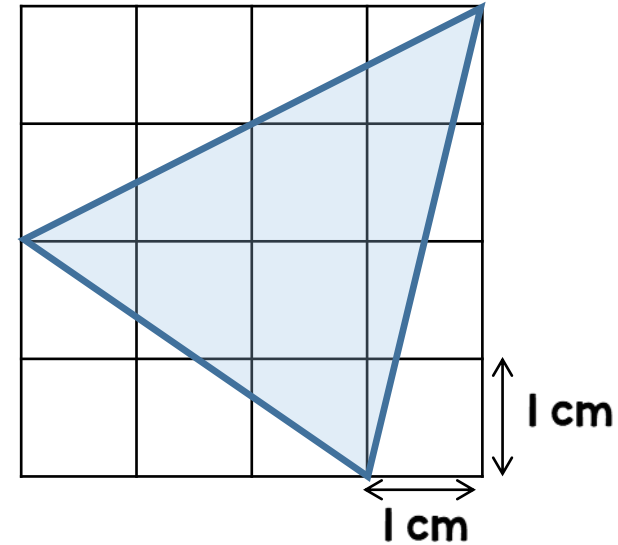


They have the same amount left.

Dora spent £72

How much money did Jack spend?

- 2 What is the area of the triangle?



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

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.

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They have the same amount left.

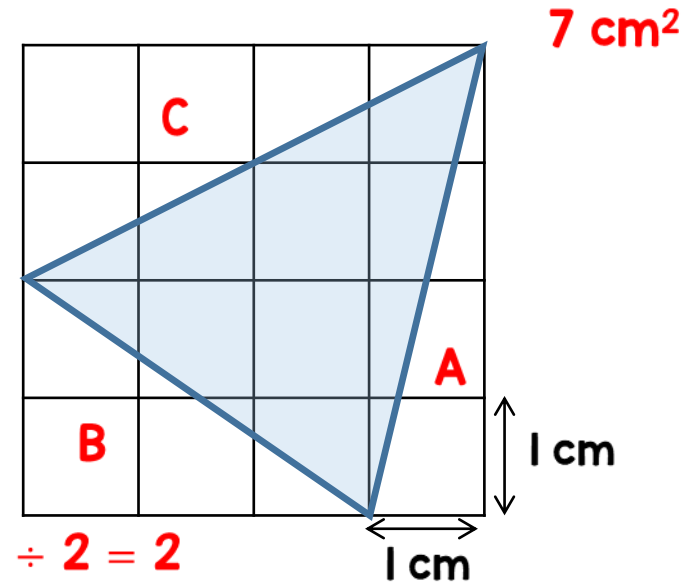
Dora spent £72

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?



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

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

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

$$1 + 2 + 2 = 5$$

$$16 - 5 = 11$$

- 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

Area of a Rectangle

Remember how to work out the area of a rectangle.



Complete this table:

l (cm)	w (cm)	A (cm ²)
4	6	
8	4	
	3	36
9	5	
6		90

- The area of a rectangle is expressed by this formula:
- Area = length x width
- $A = l \times w$

Area of a Rectangle

Complete this table:

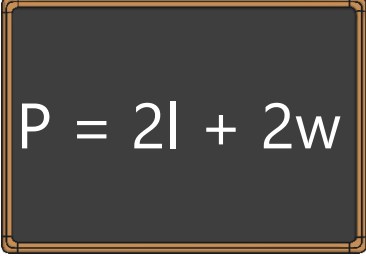


a (cm)	b (cm)	A (cm ²)
4	6	24
8	4	32
12	3	36
9	5	45
6	15	90

- The area of a rectangle is expressed by this formula:
- Area = length x width
- $A = l \times w$

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.)

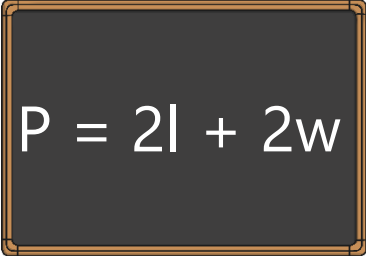

$$P = 2l + 2w$$

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 $y = 6$.

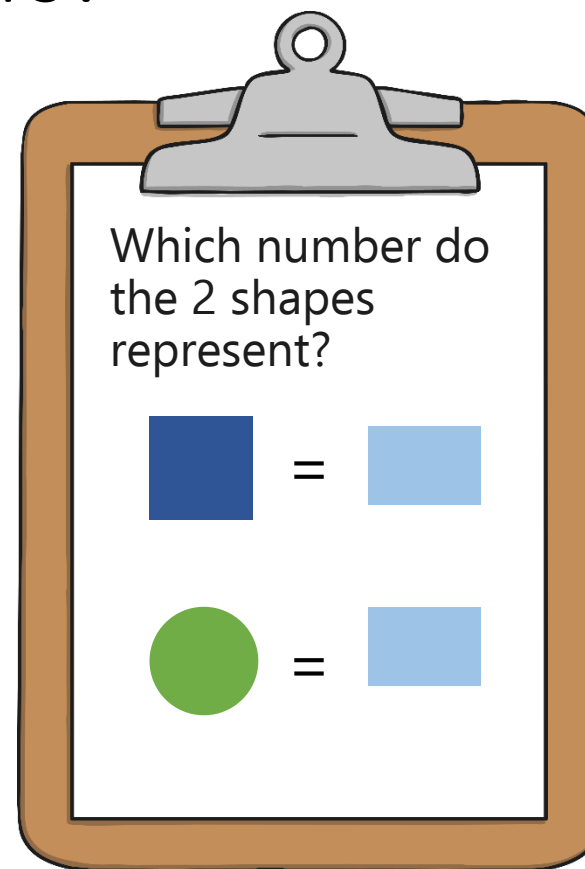
Formula	$x = 6$	$y = 6$
$y = x + 2$	$y = 8$	$x = 4$
$y = 2x - 4$	$y = 8$	$x = 5$
$y = 3 + 3x$	$y = 21$	$x = 1$
$2y = x + 8$	$y = 7$	$x = 4$

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!

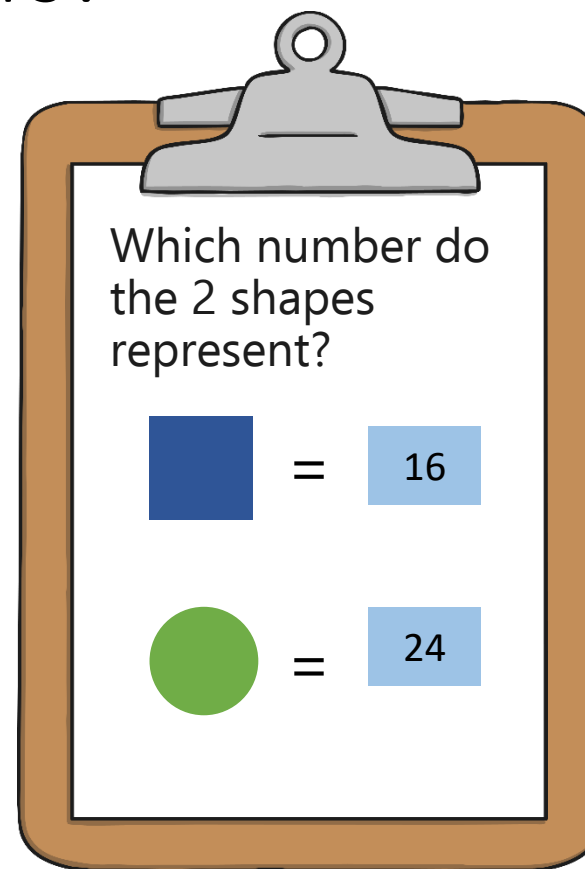


What numbers?

- 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 = 45

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

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

If $a = 3$, find the value of:

1. a
2. $2a$
3. $3a + 4$
4. $15 - 3a$
5. $5a - 3a$

If $a = 3$, and $b = 7$ find the value of:

6. $2a + b$
7. $5a + 5b$
8. $5b - 3a$

$$x = 2c + 6$$

Amir says,

When $c = 5$, $x = 31$



Amir is wrong.

Explain why.

What would the correct value of x be?

Extra Challenge

Let's make a zoo!

6	2	3	12	18	19	10	30	22	15	1	0	50
A	B	C	D	E	F	G	H	I	J	K	L	M

100	99	4	16	5	40	20	21	7	9	13	8	25
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Q1)	X + W	2M	N - K	D - 2A	Q2)	3B	2T	H - D	M/G	N/M

Q3)	E/C	4Z	T - B	Z - 2D	H + G	8R

Q4)	2D - B	2W	T + K	3C + K	3H + G	D/C	100K

Q5)	S/G	H - 2P	4Z - K	3G	Q/P

Q6)	J/J	T - 2K	Z - R	E - D	2W	2Z	T/P

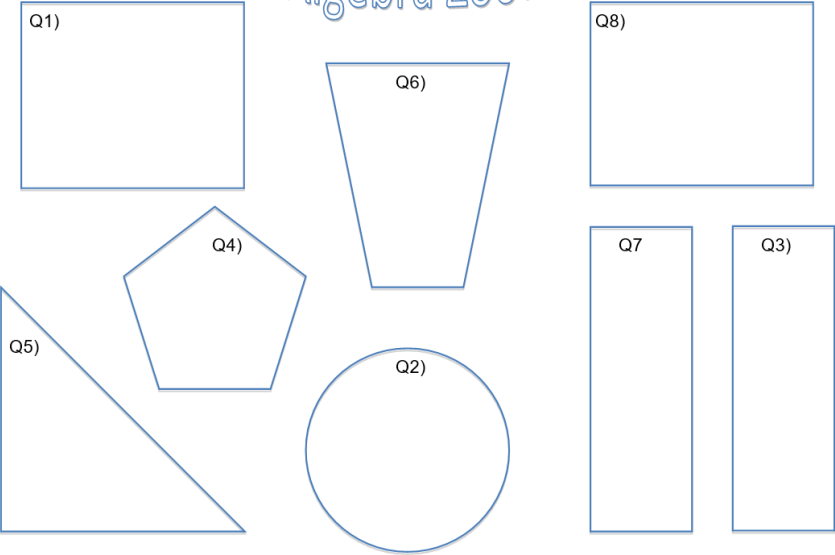
Q7)	6C + K	3A	H/C	V - 2K	M - 3G - K	J + 7	3B

Q8)	O + K	2B + 2	S/B	I + Y	Q - D	G + 2P	9B	M - M

Task: Break the code to find out which animal goes in which enclosure! Scramble the letters to find the animal, then draw it inside its new home.

Challenge! If you finish, can you make your own puzzle for an animal to swap with a sibling?

Algebra Zoo!



Wednesday 13th 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.

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

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

Mason is creating word problems from equations which have been built in stages. Can you match the word problems to the equations?

I think of a number. I add 14. My answer is 20.

I think of a number. I subtract 8. My answer is 17.

$$n$$

$$n - 8$$

$$n - 8 = 17$$

$$n$$

$$2n$$

$$2n + 10$$

$$2n + 10 = 18$$

$$n$$

$$n + 14$$

$$n + 14 = 20$$

Mason is creating word problems from equations which have been built in stages. Can you match the word problems to the equations?

I think of a number. I add 14. My answer is 20.

I think of a number. I subtract 8. My answer is 17.

I think of a number. I multiply it by 2. I add 10. My answer is 18.

$$n$$

$$n - 8$$

$$n - 8 = 17$$

$$n$$

$$2n$$

$$2n + 10$$

$$2n + 10 = 18$$

$$n$$

$$n + 14$$

$$n + 14 = 20$$

Use the equation below to fill in the gaps in the word problem.

$$p \div 3 = 9$$

I think of a number. I divide it by ____ and my answer is ____.

Use the equation below to fill in the gaps in the word problem.

$$p \div 3 = 9$$

I think of a number. I divide it by **3** and my answer is **9**.

Write a formula to represent this word problem.

- **Kerry had 17 sweets. Miles stole some. Kerry has 13 sweets left. How many did Miles steal?**
- **Michael had 14 grapes. He ate some of them. He has 8 grapes left. How many grapes did Michael eat?**
- **Try out these problems before checking the answer on the next page.**

Write a formula to represent this word problem.

- **Kerry had 17 sweets. Miles stole some. Kerry has 13 sweets left. How many did Miles steal?**

Let the unknown (number of sweets stolen) be y .

total number of sweets = 17

number of sweets left = 13

Formula:

$$17 - y = 13$$

- **Michael had 14 grapes. He ate some of them. He has 8 grapes left. How many grapes did Michael eat?**

Let the unknown (number of grapes eaten) be g .

total number of grapes = 14

number of grapes left = 8

Formula:

$$14 - g = 8$$

- **Can you write an example problem of your own?**

Circle the equation which matches the word problem below:

Theo thinks of a number. He multiplies it by 4 and then subtracts 3. His answer is 13. What was his starting number?

$$3n - 4 = 13$$

$$4n - 3 = 13$$

$$4 - 3 = 13$$

Circle the equation which matches the word problem below:

Theo thinks of a number. He multiplies it by 4 and then subtracts 3. His answer is 13. What was his starting number?

$$3n - 4 = 13$$

$$4n - 3 = 13$$

$$4 - 3 = 13$$

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.



Tasks

Complete –

- Worksheet.

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Worksheet

Write the equation then solve the problem.

1a. Use the equation below to fill in the gaps in the word problem.

$$p + 3 = 8$$

I think of a number. I add ____ to it and my answer is ____.

2. Kiara has collected 11 models. Her mum buys her some more. Now Kiara has 16 models. How many did her mum buy?

3a. Circle the equation which matches the word problem below.

Cassi thinks of a number. She subtracts 9 from it. Her answer is 4. What was her starting number?

$$4n = 9 \qquad n = 4 - 9 \qquad 4 = n - 9$$

4. There are some pencils in a pot. Ollie puts 6 more pencils in the pot. Now there are 15 pencils altogether. How many pencils were in the pot to start with?

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?

Extra Challenge

Toya and Riley are creating word problems based on the equation below.

$$2n = 24$$



Toya

I think of a number. I multiply it by 2 to make 24.

I think of two numbers. One is 2 and the other is 4.



Riley

Who is incorrect? Explain your answer.

Thursday 14th 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.

$$\begin{aligned} 400 - 60 &= 340 \\ \frac{340}{400} &= \frac{17}{20} \end{aligned}$$

$$17 \times 5 = 85$$

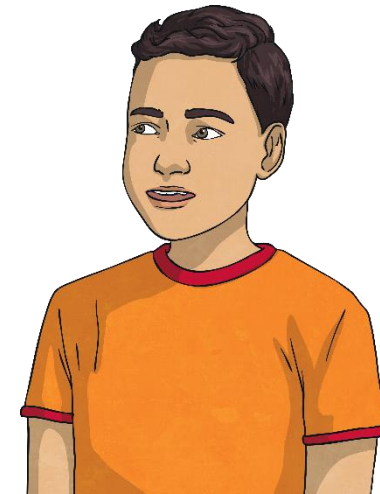
What percentage of the muffins did she sell on Tuesday?

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?"



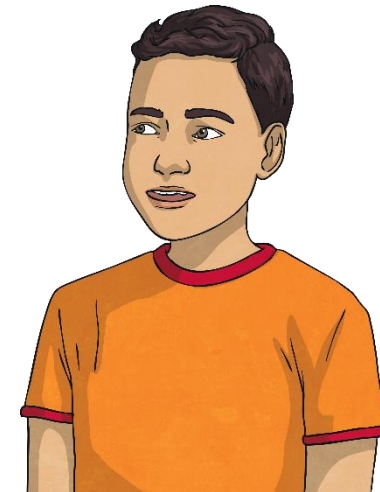
Length of Rope

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?"

$$a + b = 9$$

What are all the different values of a and b , and any patterns you spot?



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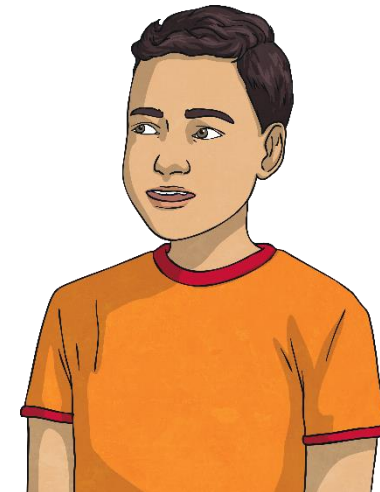
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$a = 8, b = 1$
 $a = 7, b = 2$
 $a = 6, b = 3$
 $a = 5, b = 4$
 $a = 4, b = 5$
 $a = 3, b = 6$
 $a = 2, b = 7$
 $a = 1, b = 8$

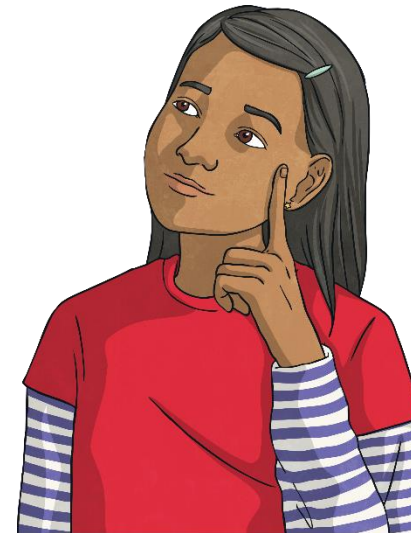
Written like this, you
can see that a
decreases by 1 as b
increases by 1.



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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$$c - d = 8$$

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



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

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 1m^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.

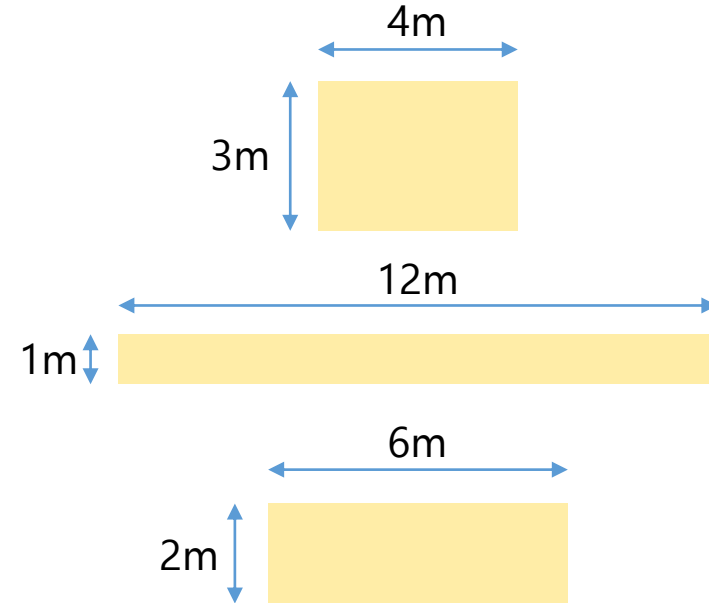
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Draw the different rectangles and show the lengths of the sides. Check with a partner.

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?



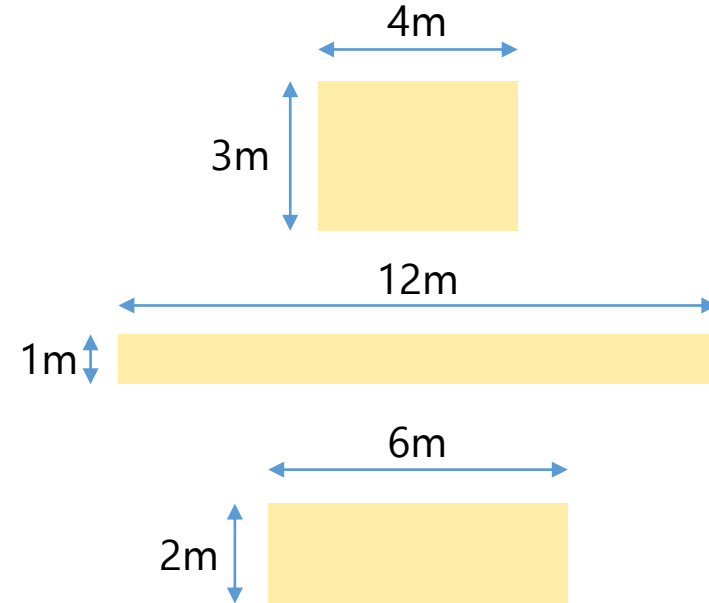
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$$lw = 12$$

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

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?

$$74 = 15t + 2m$$

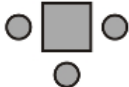


 and  each stand for a different number.

 = 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**.

Friday 15th 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.

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

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

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

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

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

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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.

















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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?