

## Home learning- Timetable of tasks

Week beginning: 28 <sup>th</sup> September 2020		Class: 5/6B		Year Group: 6					
	Monday	Tuesday	Wednesday	Thursday	Friday				
<b>Objectives</b>	<p>SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> <li>Articulate and justify answers, arguments and opinions</li> <li>Participate in discussions</li> </ul> <p>READING COMPREHENSION</p> <ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul> <p>WRITING COMPOSITION</p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul> <p>SPaG</p> <ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Use the perfect form of verbs to make relationships of time and cause</li> </ul>								
<b>Cross curricular links and objectives</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;"> <p><i>H10 (PSHE) - to recognise, predict and assess risks in different situations and decide how to manage them responsibly</i></p> <p><i>H23 (PSHE) - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</i></p> <p><i>L10 (PSHE) - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information what jobs children did; worked in coalmines, chimney sweeps,</i></p> </td> <td style="width: 25%; vertical-align: top;"> <p><i>H10 (PSHE) - to recognise, predict and assess risks in different situations and decide how to manage them responsibly</i></p> <p><i>H23 (PSHE) - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</i></p> <p><i>L10 (PSHE) - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information what jobs children did; worked in coalmines, chimney sweeps,</i></p> </td> <td style="width: 25%; vertical-align: top;"> <p><i>Recognises beliefs, attitudes and experiences of people in the past.</i></p> <p><i>Places events and people into correct periods of time.</i></p> <p><i>Uses vocabulary relating to the passing of time</i></p> <p><i>Ask and answer questions and start to select and record from information researched.</i></p> </td> <td style="width: 25%;"></td> </tr> </table>					<p><i>H10 (PSHE) - to recognise, predict and assess risks in different situations and decide how to manage them responsibly</i></p> <p><i>H23 (PSHE) - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</i></p> <p><i>L10 (PSHE) - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information what jobs children did; worked in coalmines, chimney sweeps,</i></p>	<p><i>H10 (PSHE) - to recognise, predict and assess risks in different situations and decide how to manage them responsibly</i></p> <p><i>H23 (PSHE) - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</i></p> <p><i>L10 (PSHE) - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information what jobs children did; worked in coalmines, chimney sweeps,</i></p>	<p><i>Recognises beliefs, attitudes and experiences of people in the past.</i></p> <p><i>Places events and people into correct periods of time.</i></p> <p><i>Uses vocabulary relating to the passing of time</i></p> <p><i>Ask and answer questions and start to select and record from information researched.</i></p>	
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	<p><i>farm hands, mill workers, domestic servants.</i></p> <p><i>I can research and write about the key roles children had in Victorian Britain.</i></p>	<p><i>farm hands, mill workers, domestic servants.</i></p> <p><i>I can research and write about the key roles children had in Victorian Britain.</i></p>	<p><i>Start to recall, select and organise historical information and start to suggest where to find information.</i></p>		
<b>Literacy</b>	<p>A detailed look at the jobs that Victorian children did. The second to look at is a maid.</p> <p>During listening, the children are to complete a task question as they gather information.</p>	<p>A detailed look at the jobs that Victorian children did. The third to look at is a chimney sweep.</p> <p>During listening, the children are to complete a task question as they gather information.</p>	<p>Find out about the following three key people from Victorian times who all set out to help children.</p> <p>Lord Shaftsbury (1801-1885)</p> <p>Charles Dickens (1812-1870)</p> <p>Dr Barnardo (1845 - 1905)</p>	<p>Children are to decide which of the key people from yesterday's research they would like to write a biography about.</p> <p>Decide on the categories they will create (from our literacy at the beginning of last week - if they are unsure go through the powerpoint from last week to remind themselves how to do so).</p> <p>Think about their topic sentences.</p> <p>Begin to draft their biography.</p>	<p>Children to continue with their first draft of their biography.</p> <p>Reminder of the 7 power openers used in class previously.</p>
<b>Links to learning</b>	<p><a href="http://teach.files.bbc.co.uk/schoolradio/working_in_service_the_maid.pdf">http://teach.files.bbc.co.uk/schoolradio/working_in_service_the_maid.pdf</a></p>	<p><a href="https://www.bbc.co.uk/teach/school-radio/history-chimney-sweeps/z6k9bdm">https://www.bbc.co.uk/teach/school-radio/history-chimney-sweeps/z6k9bdm</a></p>	Free research		Powerpoint designed by me and uploaded to the school website.
<b>Objectives</b>	Identifying how language contributes to meaning; exploring the meaning of words in context.	Identifying how language, structure and presentation contribute to meaning.  Reading books that are structured in different ways and reading for a range of purposes.	Retrieve and record and present information from non-fiction.  Provide reasoned justifications for their views.	Asking questions to improve their understanding  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Increasing familiarity with a wide range of books.  Continue to read a wide range of books.
<b>Reading</b>	Read through the vocabulary pdf.	Share the text "The Story of Two Very Different Childhoods" with another human at home with you! Or even your pet will do – but read	Answer the questions on the attached sheet "The Story of Two	Imagine you were able to carry out interviews with Edmund Hillary and Tenzing Norgay.	Free reading!!  Spend 30 mins (or more if you like) reading to

	<p>Children to complete the sheet which is attached linking the vocabulary to two synonyms.</p> <p>vocabulary studied:</p> <p>infamous dysentery established hives resign ideal conjure beliefs clashed encountered</p>	<p>aloud so you can practice using expression and pronunciation.</p> <p>Discuss the pictures and the information with somebody – perhaps even over a video call with your grandparents?</p> <p>Look at the vocab from yesterday and the synonyms you chose. Can you think of any antonyms to change the meaning of the text?</p>	Very Different Childhoods”	<p>Ask each of them questions about their families and their childhoods.</p> <p>include questions and answers about their hobbies and interests.</p> <p>How can you show their different personalities through their speech, body language and facial expressions?</p>	<p>yourself or out loud to another human or your pet. (My dog really loves me reading to her – she is probably waiting for me to say “treat” or “walkies” ☺)</p> <p>Why not build a “reading den”? – somewhere comfy and snug where you can enjoy a peaceful time enjoying your book.</p>
Links to learning	<p><a href="http://www.collinsdictionary.com/">www.collinsdictionary.com/</a>  <a href="http://www.kidthesaurus.com/">www.kidthesaurus.com/</a>  <a href="http://www.wordsmyth.net">www.wordsmyth.net</a>  <a href="https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf">https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf</a></p>				
Objectives	Subtract whole numbers with more than 4-digits	Inverse operations (addition and subtraction)	Multi-step addition and subtraction problems	Add and subtract integers	Multiply 4-digits by 1-digit
Maths	<p>Watch the video from Oak Academy.</p> <p>Complete the attached worksheets when you have finished watching the video.</p>	<p>Complete the worksheet – no video available for this lesson.</p> <p>Read through the powerpoint slides in the resources section of the planning.</p>	<p>Complete the WRM worksheet and then attempt the challenge cards.</p>	<p>Watch the video by following the link.</p> <p>Then complete the worksheet when the teacher asks you to.</p>	<p>Watch the teacher video by following the link.</p> <p>Complete the worksheet when the teacher asks you to.</p>
Links to learning	<p><a href="https://classroom.thenational.academy/lessons/subtracting-using-the-column-method-6xj32d">https://classroom.thenational.academy/lessons/subtracting-using-the-column-method-6xj32d</a></p>			<p><a href="https://vimeo.com/456840497">https://vimeo.com/456840497</a></p>	<p><a href="https://vimeo.com/458470803">https://vimeo.com/458470803</a></p>
Objectives	<p><i>SCIENCE</i></p> <p><i>To know different materials are used for different jobs</i></p> <p><i>to know the properties of a material, decide the use of the material</i></p> <p><i>to know how to investigate the best materials to use for a bridge</i></p>			<p><i>Recognises beliefs, attitudes and experiences of people in the past.</i></p> <p><i>Ask and answer questions and start to select and record from information researched.</i></p>	

	<p><i>DT - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world</i></p>	
<p><b>Core/ Non- core subjects</b></p>	<p>DT/Science Bridge Challenge Building on work completed in school, this challenge was to be set for homework over this two weeks in my planning.</p> <p>Building on work in Science (materials and their properties; DT and History – Victorians)</p>	<p>History Two tasks linked to the work in Literacy this week.</p> <p>Task one, to create a diagram or mind map of the different jobs within a large Victorian house.</p> <p>Task two, dealing with problem solving and associated risks for the Victorian children in their jobs.</p>
<p><b>Links to learning</b></p>	<p><a href="http://www.pbs.org/wgbh/buildingbig/lab/shapes.html">http://www.pbs.org/wgbh/buildingbig/lab/shapes.html</a>  <a href="https://gridclub.com/activities/brunels-britain">https://gridclub.com/activities/brunels-britain</a>  <a href="http://www.pbs.org/wgbh/buildingbig/bridge/index.html">http://www.pbs.org/wgbh/buildingbig/bridge/index.html</a>  <a href="https://gridclub.com/activities/brunel-video">https://gridclub.com/activities/brunel-video</a></p>	<p>The same resource links as in Literacy.</p>
<p><b>Spellings</b></p>	<p>Words from the Year 5/6 list: Especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass</p>	
<p><b>Mathletics</b></p>	<p>Work set according to the individual needs of the children.</p>	

Dear 5/6B Year 6 children,

I hope that you have had another lovely weekend with your families. I hope that you enjoyed the work that I set last week. Again, I will date each piece of work so that you know when to do it. I will also date the resources so that you know which is which. The answers are at the very bottom and are TOP SECRET until you have completed the worksheet.

My cheeky dog, Bailey, is enjoying having me at home all day long and is being quite a cheeky monkey! I caught her sat at the breakfast table one morning as if she was an actual human being!! I think she was expecting some breakfast with me.

Mrs Mulhall has also been busy, taking her dog for lots of lovely walks.

Keep smiling, keep busy and soon we will see you all again.

Keep safe,

Mrs Birchenall and Mrs Mulhall

Literacy	Maths	Guided Reading
<p><b>Monday 28 September</b> <b>BIOGRAPHIES</b> More history to enable us to understand the reasons why our three key figures for our biographical writing needed to help children in Victorian times.</p> <p><b>Jobs children did in Victorian Britain- THE MAID</b> One of the most common jobs for a girl in Victorian times was going 'into service' - which meant becoming a maid in the house of a wealthier family. Servants were common in Victorian times and a wealthy family in a large house might employ several different servants - butlers, housekeepers, cooks, gardeners and several different types of maid - while even middle class families often had one maid, called a 'maid of all work'.</p> <p>Girls often went into service aged just 12 or 13, sometimes younger. Girls from rural villages were in demand as maids, as it was often thought that they would work harder than children from cities. It was common for young girls to be placed in a house 30 or 40 kilometres away from their family home because it made it harder for her to run away to be with her family again.</p>	<p><b>Monday 28 September</b> <b>SUBTRACT WHOLE NUMBERS WITH MORE THAN 4 DIGITS</b></p> <p>Watch the video from Oak Academy by following this link: <a href="https://classroom.thenational.academy/lessons/subtracting-using-the-column-method-6xj32d">https://classroom.thenational.academy/lessons/subtracting-using-the-column-method-6xj32d</a></p> <p>Complete the attached worksheets when you have finished watching the video.</p>	<p><b>Monday 28 September</b> Read through the vocabulary slides that I have created for you. It is after this table of instructions.</p> <p>Next complete the sheet I have attached below. Can you link the word and it's two synonyms? If you need a bit of help then you could use a thesaurus or a dictionary.</p> <p>If you do not have a thesaurus handy at home, then there are plenty available online. Try some of these: <a href="http://www.collinsdictionary.com/">www.collinsdictionary.com/</a> <a href="http://www.kidthesaurus.com/">www.kidthesaurus.com/</a> <a href="http://www.wordsmyth.net">www.wordsmyth.net</a></p>

<p>Listen to the three audio files at:  <a href="http://teach.files.bbc.co.uk/schoolradio/working_in_service_the_maid.pdf">http://teach.files.bbc.co.uk/schoolradio/working_in_service_the_maid.pdf</a></p> <p><b>Episode 1 - Martha's First Day</b>  There was no electricity supply to most houses during the Victorian era. There were no vacuum-cleaners or washing machines. What different jobs do you think needed to be done in a large Victorian house?  <i>During listening:</i> one question to focus on - 'What different jobs are done in the house'</p> <p><b>Episode 2 - Martha's Duties</b>  In the Victorian era it was popular to be very strict about rules and politeness. What rules and duties do you think a Victorian maid needed to stick to?  <i>During listening:</i> one question to focus on - 'What rules does Martha have to follow?'</p> <p><b>Episode 3 - Christmas for servants</b>  In the Victorian era it was unusual for workers to be given holidays. How different do you think Christmas celebrations were in the Victorian era?  <i>During listening:</i> one question to focus on - 'How are the Christmas celebrations in the Victorian era different from Christmas celebrations today?'</p>		
<p><b>Tuesday 29 September</b>  <b>Jobs children did in Victorian Britain- THE CHIMNEY SWEEP</b></p> <p>The three stories in this programme focus on the life of a young chimney-sweep called Charlie. In the first two episodes Charlie tells us how he became a chimney-sweep and some of the dangers he faces, before finally being discharged from his work. In the final episode he is reunited with Maddy, Jacko and Gyp, this time at Covent Garden fruit market. While scavenging for food they meet Thomas Barnardo (the first of our key Victorian people who helped children).</p> <p>Listen to the three audio files at:  <a href="https://www.bbc.co.uk/teach/school-radio/history-chimney-sweeps/z6k9bdm">https://www.bbc.co.uk/teach/school-radio/history-chimney-sweeps/z6k9bdm</a></p>	<p><b>Tuesday 29 September</b>  <b>INVERSE OPERATIONS (ADDITION AND SUBTRACTION)</b></p> <p>Complete the worksheet - no teacher video today I am afraid as it is not available. However, I have included some slides to read.</p>	<p><b>Tuesday 29 September</b>  Share the text "The Story of Two Very Different Childhoods" with another human at home with you! Or even your pet will do - but read aloud so you can practice using expression and pronunciation.</p> <p>Discuss the pictures and the information with somebody - perhaps even over a video call with your grandparents?</p> <p>Think about your synonyms from yesterday, can you think of any antonyms? How do your antonyms change the meaning of the text?</p>

<p><b>Episode 1 - Climbing Boys</b> Chimneys are long, narrow, stone passages to carry smoke from coal fires up to the roof where it can escape into the sky. How could you get hurt doing this job? <i>During listening:</i> one question to focus on - 'What do you need to be a good chimney sweep?'</p> <p><b>Episode 2 - The Grand London House</b> The only heating in houses came from coal fires that needed chimneys to carry away the smoke. What is soot? <i>During listening:</i> one question to focus on - 'What dangers did sweeps put up with?'</p> <p><b>Episode 3 - Thomas Barnardo</b> Charities were very important in the Victorian era. There was little free education, medical care or housing without them. What basic services are provided for us now that did not exist in the Victorian era? <i>During listening:</i> one question to focus on - 'Why does Thomas Barnardo help the children?'</p>		<p>Remember, if you don't have a thesaurus handy, you can use the online versions I mentioned yesterday.</p> <p>IF YOU ARE FINDING IT HARD TO READ THE TEXT THEN IT CAN BE FOUND USING THE FOLLOWING LINK: <a href="https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf">https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf</a></p>
<p><b>Wednesday 30 September</b> Find out about the following three key people from Victorian times who all set out to help children.</p> <p>Lord Shaftsbury (1801-1885) Charles Dickens (1812-1870) Dr Barnardo (1845 - 1905)</p> <p>Each of the men above changed history for Victorian children and therefore for you.</p>	<p><b>Wednesday 30 September</b> <b>MULTI STEP ADDITION AND SUBTRACTION PROBLEMS</b></p> <p>Complete the worksheet and then there are some challenge cards to complete. Don't worry if you don't finish all of them, I have put plenty on there so you have a choice.</p>	<p><b>Wednesday 30 September</b> Answer the questions on the attached sheet "The Story of Two Very Different Childhoods"</p>
<p><b>Thursday 1 October</b> Decide which of the key people from yesterday's research you would like to write a biography about.</p>	<p><b>Thursday 1 October</b> <b>ADD AND SUBTRACT INTEGERS</b></p>	<p><b>Thursday 1 October</b> Imagine you were able to carry out interviews with Edmund Hillary and Tenzing Norgay.</p>

<p>Decide on the categories you will create (from our literacy at the beginning of last week - if you are unsure go through the powerpoint from last week to remind yourself how to do so).</p> <p>Think about your topic sentences.</p> <p>Begin to draft your biography.</p>	<p>Watch the video by clicking on the link:  <a href="https://vimeo.com/456840497">https://vimeo.com/456840497</a></p> <p>Then complete the worksheet when the teacher asks you to.</p>	<p>Ask each of them questions about their families and their childhoods.</p> <p>include questions and answers about their hobbies and interests.</p> <p>How can you show their different personalities through their speech, body language and facial expressions?</p>
<p><b>Friday 2 October</b>  Continue to write your first draft of your biography. This will be an assessed piece of writing, so you will need to put in maximum effort - aim to make me amazed at your work!</p> <p>Once you have finished your first draft, then read it out loud so that you can spot any mistakes. Remember to use the 7 power openers. I will attach a powerpoint as a reminder with them on. Using these power openers will help you to write your sentences in different and interesting ways.</p>	<p><b>Friday 2 October</b>  <b>MULTIPLY 4-DIGIT BY 1-DIGIT</b></p> <p>Watch the teacher video by clicking here:  <a href="https://vimeo.com/458470803">https://vimeo.com/458470803</a></p> <p>Complete the worksheet attached below when the teacher asks you to.</p>	<p><b>Friday 2 October</b>  Free reading!!</p> <p>Spend 30 mins (or more if you like) reading to yourself or out loud to another human being or your pet. (My dog really loves me reading to her - she is probably waiting for me to say "treat" or "walkies" ☺).</p> <p>Why not build a reading den? Somewhere comfy and snug where you can enjoy a peaceful time enjoying your book.</p>
<p><b>History</b>  <b>TASK 1</b>  Having listened to more information about life for Victorian children, create a diagram or mind map of the different jobs within a large Victorian house.</p> <p>Three things to include in your diagram or mind map:</p> <ul style="list-style-type: none"> <li>• the different jobs in the household</li> <li>• extra information about rules servants had to follow, rules during celebrations and how the law applied to servants.</li> </ul>	<p><b>Spelling</b>  Especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass</p>	<p><b>DT/Science</b>  <b>Bridge Challenge</b></p> <p>Continue on with your Bridge Challenge.</p> <p>As a reminder, here is your task:</p> <p>We are challenging you to build a bridge. The full details are on your sheet (see last week's resources) - please remember you do not need to buy anything</p>



Challenge: can you add additional information to your diagram about the different roles of each worker? What do you think the difference is between the work of a Chambermaid and a Scullery Maid?

#### TASK 2

I would like you to think about the following areas, discuss them with somebody at home and then write a piece of text answering the three areas:

- the skills and dangers a sweep might be thinking about as they climb a chimney
- a problem or accident that might happen while working
- what the master sweep might do to solve the problem

#### Maths Code Crackers!

Just for a bit of fun 😊

I have attached a sheet at the end of the resources but before the answer section.

Have a bit of fun!!

for this activity; use items from the recycling at home.

This homework will last two weeks. This will give you plenty of time to collect the items you need and to plan the best way to construct your bridge shape. Enjoy spending time thinking about our lessons in school about bridge building in DT and properties of materials from our Science. Good luck!



# infamous

in\*fa\*mous adjective \ 'in-fə-məs \

1 : having an evil reputation <an infamous traitor >

From the book:  
*...fought in the First World War in the infamous Gallipoli Campaign.*

On 25th April 1915, troops of the British Empire, including several battalions/ companies of New Zealand and Australian troops, landed in multiple places along the Gallipoli coastline. Many of the British troops were attacked by the Turkish army. They could not get ashore and were killed at sea.

# dysentery

From the book: *...after being shot through the nose and catching dysentery...*



dys\*en\*tery noun \ 'dis-an-ter-ē \

1 : a disease characterized by severe diarrhea with passage of mucus and blood from the bowels

# hives

From the book: *...he established hundreds of hives...*

hive noun \ 'hīv \

1 a : a container for housing honeybees  
b : the usually aboveground nest of bees  
c : a colony of bees



# established

From the book: ...*he established hundreds of hives...*



**es\*tab\*lish** verb \is-'tab-lish\ 🔊

- 1 : to make a permanent part of a nation's laws <establish a constitution >
- 2 : to make firm or stable <establish a statue on its base >
- 3 a : to bring into existence : **found** <establish a republic > <establish a school >

# ideal

**ide\*al** adjective \ī-'dē(-ə), ī-'dē(-ə)\ 🔊

- 1 : existing only in the mind : not real <a purely *ideal* conception of society >
- 2 : having no flaw : **perfect** <*ideal* weather >

From the book: *The hills and fields of Tuakau provided an ideal playground...*



# resign

From the book: ...*to resign from the newspaper...*

**re\*sign** verb \ri-'zīn\ 🔊

- 1 : to give up by a formal or official act <*resign* an office >
- 2 : to give up an office or position : **quit**



# conjure

From the book: *Despite being able to conjure up a good bedtime story...*



**con\*jure** verb \ 'kän-jär, 'kän-, kən-'jü(ə)r\ 🔊

- 1 : to beg earnestly or solemnly : **beseech**
- 2 a : to call forth (as a spirit or a devil) by magical words
- b : to produce as if by magic <her imagination *conjured* up a splendid scene >

# beliefs

From the book: ... a strict man who held very strong beliefs about how things should be done.



**be\*lief** noun \bə-'lief\

- 1 : a feeling sure that someone or something exists or is true or trustworthy <a belief in Santa Claus > <a belief in democracy >
- 2 : something that one thinks is true <political beliefs >

# clashed

From the book: *Ed and his father often clashed...*



**clash** verb \ 'klash \

- 1 : to make a clash <clashing cymbals >
  - 2 a : to come into conflict <pickets clashed with the police >
  - b : to not match well <our ideas clashed > <some colors clash >
- clash\*er noun

# encountered

what are other words for encountered?

met, confronted, battled, conflicted, struggled, faced, clashed, detect, confront, turn up



Thesaurus.plus

From the book: *Ed encountered his first real challenges at school.*

**en\*coun\*ter** verb \ in-'kaunt-ər \

- 1 : to engage in a struggle with as an enemy or rival
- 2 : to come upon face-to-face : **meet**
- 3 : to come upon unexpectedly <encountered problems >

# MONDAY - MATHS

## SUBTRACTING NUMBERS WITH MORE THAN 4-DIGITS

Subtract whole numbers with more than 4 digits (column method)



1

Th	H	T	O

Complete the subtractions.

a)

	7	3	1	5
-	2	1	0	4
<hr/>				

c)

	7	3	1	5
-	5	4	2	0
<hr/>				

b)

	7	3	1	5
-	3	2	4	1
<hr/>				

2

Complete the calculations.

a)

	8	4	3	4
-	2	1	0	4
<hr/>				

b)

	£	8	8	2	0	0
-	£		6	1	0	0
<hr/>						



c)

	4	6	8	3	2	
-	1	9	0	2	4	
<hr/>						

d)

		3	4	5	2	0
-			6	7	9	
<hr/>						

3

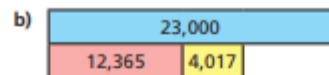
A family has £22,658 in the bank.  
They spend £3,600 on a holiday.  
How much money do they have left?

4

It is 10,553 miles from London to Sydney.  
It is 9,929 miles from New York to Sydney.  
How much further away is Sydney from London than from New York?

 miles

5 Complete the models.



6 Mr Hall has written these subtractions on the board.

$$45,541 - 25,865$$

$$68,945 - 34,758$$

Rosie's workings

2	5	8	6	5	
-	4	5	5	4	1
<hr/>					
2	0	3	2	4	

Whitney's workings

6	8	9	4	5	
-	3	4	7	5	8
<hr/>					
3	4	2	1	3	

Explain the mistakes that Rosie and Whitney have made.

7 Complete the subtractions.

a)  $10,004 - 9,995 =$

b)  $10,000 - 6,727 =$

c)  $15,923 - 9,998 =$

How did you work this out?

Is there another method you could use?

8 Teddy and Jack are playing a computer game.

Teddy scores 55,890 points.

Jack scores 36,475 points fewer than Teddy.

a) How many points does Jack score?

b) How many points do they have altogether?

9 Here are some digit cards.



Ron makes a 4-digit number with the cards.

Eva makes a 4-digit number with the cards.

The difference between their numbers is between 1,000 and 3,000

What numbers could Ron and Eva have made?

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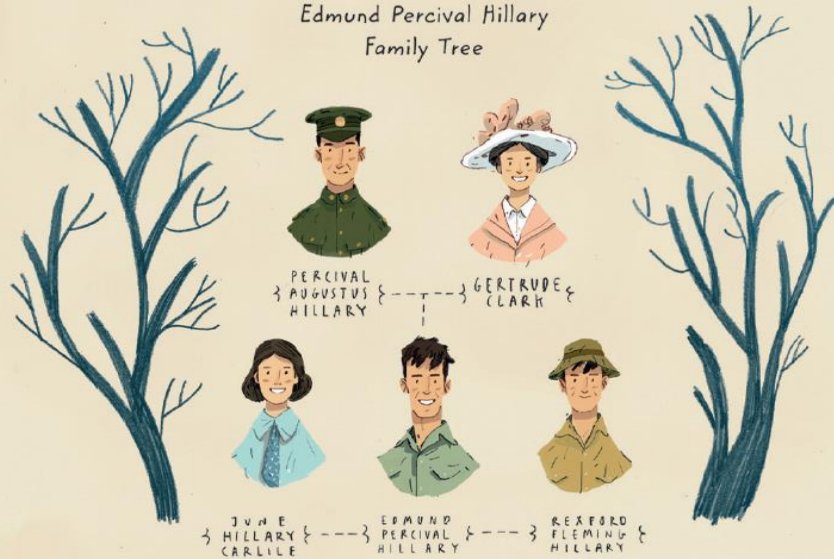
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## < PART ONE >

### THE STORY OF TWO VERY DIFFERENT CHILDHOODS

Edmund Percival Hillary  
Family Tree



Edmund Percival Hillary was born on 20th July 1919 in Auckland, a city on New Zealand's North Island.

'Ed', as he would become known, was the second of three children. He had an elder sister called June and a younger brother called Rex.

Their father, Percy, had fought in the First World War in the infamous Gallipoli Campaign. In 1916, after being shot through the nose and catching dysentery, he was sent back home to New Zealand. Not long afterwards, he married Ed's mother, a schoolteacher called Gertrude Clark.

Percy set up a newspaper in a small town called Tuakau. But he was also very interested in beekeeping. Over time, he established hundreds of hives producing gallons upon gallons of honey, which he would then sell. Eventually, he would earn enough money to resign from the newspaper and become a full-time beekeeper.

#### Growing up in Tuakau

The hills and fields of Tuakau provided an ideal playground for the young Ed – who was something of a dreamer. Inspired by the adventure stories he loved to read, he would disappear for long walks, carrying a stick that he would pretend was a sword.

However, Ed's childhood was far from perfect. Despite being able to conjure up a good bedtime story, his father was a strict man who held very strong beliefs about how things should be done. Ed and his father often clashed, which resulted in Ed developing a strong and spirited character.



Ed's childhood home surrounded by beehives

#### Going to school

Ed encountered his first real challenges at school. As a young boy, he would walk barefoot the half-mile to Tuakau Primary School, whatever the weather. His mother's patient coaching meant that he progressed well at school, and he was able to skip a couple of years. However, this was not necessarily a good thing for Ed, who found himself far the youngest in his class. He struggled to make friends and was a shy and quiet pupil.

When he was just 11, his parents sent him to Auckland Grammar School. Here, his classmates were a full two years older than him. Unsurprisingly, he was terrified and, once again, he found himself alone and friendless. When lunchtime arrived, he would escape to the back of the school where he would sit and watch a colony of ants busy at work. These ants – he would later say – were the only friends he really had during that bleak time.

Nevertheless, things eventually began to improve for Ed. He performed well in lessons and began to grow taller and stronger.



By the final year of his sixth form, he had begun to enjoy himself.

## TUESDAY - MATHS - INVERSE OPERATIONS

Inverse Operations (Addition and Subtraction)

Diving



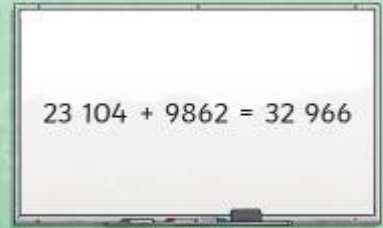
Write all the other calculations you can make using these three numbers.

$$9862 + 23\ 104 = 32\ 966$$

$$32\ 966 - 9862 = 23\ 104$$

$$32\ 966 - 23\ 104 = 9862$$

$$23\ 104 + 9862 = 32\ 966$$



Inverse Operations (Addition and Subtraction)

Diving



Can you work out the number in each of these?

- a) I am thinking of a number. I add 7852 and then subtract 2607. I now have 32 451. What is my number?

$$27\ 206 \quad (32\ 451 + 2607 = 35\ 058, 35\ 058 - 7852 = 27\ 206)$$



- b) I am thinking of a number. I subtract 19 657 and then add 26 205. I now have 61 305. What is my number?

$$54\ 757 \quad (61\ 305 - 26\ 205 = 35\ 100, 35\ 100 + 19\ 657 = 54\ 757)$$



- c) I am thinking of a number. I add 32 981, subtract 6305 and then add 25 154. I now have 56 287. What is my number?

$$4457 \quad (56\ 287 - 25\ 154 = 31\ 133, 31\ 133 + 6305 = 37\ 438, 37\ 438 - 32\ 981 = 4457)$$







Tony has written the different calculations that can be made from each original calculation.



He has made some mistakes. Can you find them all?

$32\ 255 + 25\ 251 = 57\ 506$	$74\ 258 - 34\ 102 = 40\ 156$	$6721 + 25\ 973 = 32\ 694$
$25\ 251 + 32\ 255 = 57\ 506$	$40\ 156 + 34\ 102 = 74\ 258$	$25\ 973 + 32\ 694 = 6721$
$57\ 506 - 32\ 255 = 25\ 251$	$34\ 102 + 40\ 156 = 74\ 258$	$32\ 694 - 25\ 973 = 6721$
$32\ 255 - 57\ 506 = 25\ 251$	$34\ 102 - 74\ 258 = 40\ 156$	$32\ 694 - 6721 = 25\ 973$



Tony has written the different calculations that can be made from each original calculation.



What should Tony have written?

$32\ 255 + 25\ 251 = 57\ 506$	$74\ 258 - 34\ 102 = 40\ 156$	$6721 + 25\ 973 = 32\ 694$
$25\ 251 + 32\ 255 = 57\ 506$	$40\ 156 + 34\ 102 = 74\ 258$	$25\ 973 + 6721 = 32\ 694$
$57\ 506 - 32\ 255 = 25\ 251$	$34\ 102 + 40\ 156 = 74\ 258$	$32\ 694 - 25\ 973 = 6721$
$57\ 506 - 25\ 251 = 32\ 255$	$74\ 258 - 40\ 156 = 34\ 102$	$32\ 694 - 6721 = 25\ 973$



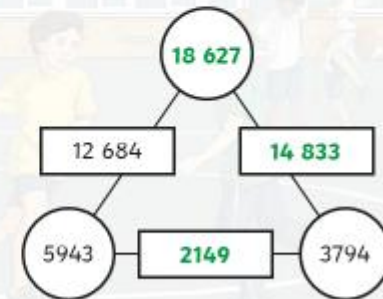
Can you fill in the missing numbers in this arithmagon?

The two corner numbers need to be added to equal the number in the rectangle between them.



Can you find the missing numbers in this arithmagon?

The number in the rectangle is found by finding the difference between the two corner numbers either side of it.



## WEDNESDAY GUIDED READING - QUESTIONS

- In what country was Edmund Percival Hillary born?
- How many brothers and sisters did he have?
- What can you **infer** about 'young Ed's' personality?  
Pick out key words and phrases that support your ideas.
- What signs can you find in the text on page 9 to indicate that Edmund Hillary might one day become a climber and an adventurer?
- Now, look at **pages 14–15**. In what country was Tenzing Norgay born?
- How many brothers and sisters did Tenzing Norgay have?
- Why was Tenzing considered to be 'a lucky baby'?
- What was Tenzing's dream? How long had he had his dream?
- Can you identify the **differences** between Edmund and Tenzing's childhoods?

Multi-step addition and subtraction problems



1 Eva is reading a book before bedtime.  
On Monday she reads 38 pages.  
On Tuesday she reads 6 pages more than she did on Monday.

a) How many pages does she read on Tuesday?

b) How many pages does she read altogether on Monday and Tuesday?

c) There are 123 pages in the book altogether.  
How many pages does Eva have left to read?

2 Here are two number cards.



The sum of the two cards is 2,900  
What is the difference between the two cards?

3 Mo has £1,000 to spend. He buys a TV and a games console.



Does Mo have enough money left to buy the phone? \_\_\_\_\_

Show your workings.

4 Two families each have £1,800

The table shows how much they need to spend.

	The Websters	The Changs
Housing	£465	£550
Food	£420	£380
Bills	£120	£135

Which family has the most money left?

\_\_\_\_\_

How much more money do they have?

- 5 There are 15,600 people at a concert.  
There are 9,050 adults.  
The rest are children.  
How many more adults than children are there?

- 6 Jack, Whitney and Amir are counting their sticker collections.



Jack

I have twice  
as many stickers  
as Whitney.

I have 100  
stickers fewer than  
Whitney.



Amir

They have 900 stickers altogether.  
How many stickers do they each have?

Jack has  stickers.

Amir has  stickers.

Whitney has  stickers.

- 7 Two numbers have a difference of 1,200 and a total of 6,484  
What are the two numbers?

 and 

- 8 Three 4-digit numbers add together to make 10,000  
One of the numbers is 2,560  
Complete the sentences to describe the other numbers.

The total of the two numbers must be

The two numbers could be  and

One of the numbers cannot be greater than

Write your own problem like this for a partner to solve.

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# Maths Mastery

## Addition and Subtraction Problems Challenge Cards

twinkl

Addition and Subtraction Problems

**Nikita has to solve this problem:**

Mr Green drives a lorry. Last week he drove 197 miles, 232 miles and 164 miles on his 3 journeys.

This week he drove 309 miles and 265 miles on his 2 journeys.

What was the difference in mileage between this week and last week?

Nikita says it is best to find the total of miles for each week first. Discuss with a partner why this is the case, and then solve the problem.



Addition and Subtraction Problems

Over the weekend, Nikita spends 85 minutes on her project and 45 minutes on her maths homework.

On Monday, she spends 65 minutes on her spelling and grammar homework.

Explain how you would work out how much longer she spends on her homework over the weekend. Can you find more than one method?



Addition and Subtraction Problems

Pavel buys a T-shirt for £4.50, a skirt for £7.99 and a pair of shorts. He pays for the items with a £20 note and gets the following coins as change.



Discuss with a partner your answer and compare methods. Can you find a way to solve this using a diagram? How much were the shorts?



Addition and Subtraction Problems

George read three books in January, which had 173 pages, 206 pages and 139 pages.

He has some books to read in February. Two books have 287 pages and 114 pages. How many more pages must he read to read more pages in February than in January?

Draw a diagram, such as a bar model, to explain how to calculate the answer, and then solve the problem.

Explain your ideas to a partner.



Addition and Subtraction Problems

Pavel has been keeping a track of the number of calories he eats. On Monday he consumes 1760 calories. On Tuesday he consumes thirty more than Monday, and on Wednesday he consumes the same as Tuesday.

The daily recommended calorie intake for a ten year old boy is 2032 calories. Over the 3 days, by how much is Pavel's calorie intake less than the recommended amount?

Work with a partner to find 2 different ways of calculating the answer and solve in both ways, checking the answer.



Addition and Subtraction Problems



George writes the following calculations:

$$4518 + 949 = 5467$$

$$5467 - 2083 = 3384$$

Write a word problem where these calculations provide the answer.

Compare your answer with a partner.

Change the numbers and ask another partner to solve the problem.

Addition and Subtraction Problems

Nikita wants to travel from Doncaster to Lincoln. If she gets the train at 20:27 she will arrive at Retford 36 minutes later. She will have a 20 minute wait for the 13 minute train to Lincoln.

Alternatively, she could get a direct train at 20:52 that takes 51 minutes. Which train will allow her to get to Lincoln first?

Show how you could use a timeline to explain your answer. Compare yours with a partner.

## THURSDAY GUIDED READING - WRITTEN TASK

Pretend you are able to carry out interviews with Edmund Hillary and Tenzing Norgay.

Ask each of them some questions about their families and their childhoods. Include questions and answers about their hobbies and interests.

**Extension: How can you show their different personalities through their speech, body language and facial expressions?**



Add and subtract integers

1 Complete the calculations.

a)

		3	0	5	9	4	
		+	1	5	4	2	3

c)  $5,236 + 424,850$

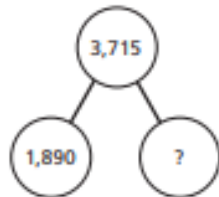

b)

		4	2	4	8	5	0
		-		5	2	3	6

d)  $30,594 - 15,423$


2 Calculate the missing numbers. Show your method.

a)




b)

			?				
		2,354	750	1,500			


c)  $23,500 + \square + 120,578 = 1,201,079$


d)  $\square - 233,233 = 322,322$


3 Match the calculations to the best estimates.

$8,000,500 - 6,100,000$

$1,250,000 + 900,000$

double 600,000

$123,999 + 84,178$

200,000

one million

$2\frac{1}{4}$  million

2 million

Talk about your answers with a partner.

4 Complete the calculations.

a)

		8	1		8	5	
		+			0	6	
			9	9	5		8

c)

		8		4	8	5	
		-	3	6			4
				5	5	5	5

b)

		2			5	5	
		-	2		0	5	
				9	0		5

d)

		2	1		8	5	
		+			0	6	
			4	1	0		2

- 5 Four players have scored points in a video game.

Player	Score
Annie	350,250
Jack	175,900
Mo	99,750
Dora	?

Dora's score is 88,300 less than Jack's.

- a) What is Dora's score?

- b) What is the difference between the highest score and the lowest score?

- c) What is the total of all the players' scores?

- 6 What is the difference between A and B?



The difference between A and B is

- 7



Use each digit card once to complete the calculation.

$$\square\square\square - \square\square\square = \square\square\square$$

Try different combinations of digits to get an answer that is as close to 500 as possible.

- 8

I am thinking of a number. I add 200,000, then subtract half a million, then add a quarter of a million. Then I round to the nearest 10, which is two million and fifty.



What number could Alex have been thinking of to start with?

Alex could have been thinking of

Multiply 4-digits by 1-digit



1 Complete the sentences to describe the multiplication.

Th	H	T	O
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1

There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

There are  thousands altogether.

$2,213 \times 3 =$

2 Complete the multiplication.

Use the place value chart to help you.

Th	H	T	O

		2	1	0	2
	x				4
<hr/>					
<hr/>					



3 A football stadium holds 2,214 people.  
The stadium is full for 4 matches in a row.  
What was the attendance for all 4 matches?

Th	H	T	O
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1

		2	2	1	4
	x				4
<hr/>					
<hr/>					

The attendance for all 4 matches was

4 Nijah is calculating  $2,430 \times 3$   
She makes this place value chart to help her.

Th	H	T	O
	100 100	10 10	1 1 1
	100 100	10 10	1 1 1
	100 100	10 10	1 1 1

She gets the answer 729

What mistake has Nijah made?

\_\_\_\_\_

\_\_\_\_\_

What is the correct answer?



5 Complete the multiplications.

a)  $3,126 \times 3 =$

c)  $4,132 \times 6 =$



b)  $4,812 \times 2 =$

d)  $1,502 \times 5 =$



6 Ron is working out  $7,423 \times 0$

$$\begin{array}{r} 7\ 4\ 2\ 3 \\ \times \quad 0 \\ \hline 7\ 4\ 2\ 3 \end{array}$$

The answer is 7,423



Do you agree with Ron? \_\_\_\_\_

Did Ron have to use a column method? Is there a quicker way?

7 Work out these multiplications.

$2,846 \times 2 =$

$2,846 \times 4 =$

$2,846 \times 8 =$

What do you notice about the answers?

8

$$248 \times 10 = 2,480$$

Without using the formal method, how could you use this fact to calculate  $248 \times 9$ ?

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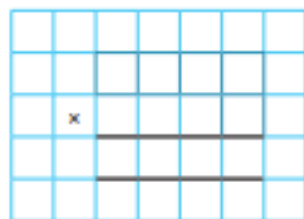
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Check your answer using the formal method.

Which method was easier?

9

Use each digit card once to write a multiplication.



How many different products can you find?

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What is the closest product to 8,000?

Maths Code Crackers | Year 6 | Place Value | Questions

Autumn Equinox for the Northern Hemisphere (22 - 24 September)

'Equinox' means the time or date when the amount of day and night are of equal length. The Earth is tilted on an axis. This means that the northern and southern hemispheres will have different day and night durations throughout the year. There are only two points in the year when the day and night are equal. In Autumn, the equinox happens between September 21 and 24.

Solve each question below. Then use the key to find the answer to the joke. Letters can be used more than once.

1. What is 7 more than -1?	2. How many thousands are in 32,529,425?	3. What is the difference between -19 and -13?
4. Write this number in digits: eight million six hundred and seventy-four thousand two hundred and forty.	5. What is the missing digit? $583,387 < 583,3\_2$	<p><b>Did you know?</b> Other planets also have equinoxes. Saturn takes 30 years to orbit the sun so it has an equinox roughly every 15 years.</p>
6. Complete the missing digit so that the number rounds to 170,000 to the nearest 10,000: 1, 1,999	7. How many millions are in 17,008,283?	
8. What is the largest number you can make using the digits 4 0 6 7 4 2 8?	9. $-7 + 15 =$	10. Round 17,551 to the nearest 100.
11. Complete the missing digit so that the number rounds to 89,000 to the nearest 1,000: 8, 499	12. What is the missing digit? $3,280,929 > 3,2\_1,207 > 3,289,410$	13. Car A costs £25,000. Car B costs £10,000. Car C costs halfway between the two. In pounds, how much does car C cost?
14. What is the difference between -3 and 5?	15. What is 5 less than one million?	16. $-6 + 16 =$

A	B	C	D	E	F	G	H	I	J	K	L	M
8	5	8,764,240	22	9,995	8,764,420	16	20	6	17,550	10	999,995	11
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
3	7	8,674,420	12	17,600	8,674,240	9	18	4	17,500	8476,240	99,995	67,842

Why do birds fly south in Autumn?

1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16

# ANSWERS

TOP SECRET - TOP SECRET - TOP SECRET - TOP SECRET - TOP SECRET - TOP SECRET - TOP SECRET - TOP SECRET

Question	Answer
1	<p>a)</p> $\begin{array}{r} 7315 \\ - 2104 \\ \hline 5211 \end{array}$ <p>b)</p> $\begin{array}{r} 7315 \\ - 3241 \\ \hline 4074 \end{array}$ <p>c)</p> $\begin{array}{r} 7315 \\ - 5420 \\ \hline 1895 \end{array}$
2	<p>a)</p> $\begin{array}{r} 8434 \\ - 2104 \\ \hline 6330 \end{array}$ <p>b)</p> $\begin{array}{r} \pounds 88200 \\ - \pounds 6100 \\ \hline \pounds 82100 \end{array}$ <p>c)</p> $\begin{array}{r} 3682 \\ - 19024 \\ \hline 27808 \end{array}$ <p>d)</p> $\begin{array}{r} 3380 \\ - 679 \\ \hline 33841 \end{array}$
3	£19,058
4	624 miles

Question	Answer						
5	<p>a)</p> <pre> graph TD     A(63,826) --- B(12,532)     A --- C(51,294)         </pre> <p>b)</p> <table border="1"> <tr> <td colspan="3">23,000</td> </tr> <tr> <td>12,365</td> <td>4,017</td> <td>6,618</td> </tr> </table>	23,000			12,365	4,017	6,618
23,000							
12,365	4,017	6,618					
6	<p>Rosie has written the numbers the wrong way round and then found the difference between the digits in each column. Whitney has found the difference between the digits in each column, instead of taking the second digit from the first digit, exchanging where necessary.</p>						
7	<p>a) 9 b) 3,273 c) 5,925 Work out <math>15,923 - 10,000</math> and add 2 Work out <math>15,925 - 10,000</math> Count up from 9,998 to 15,923</p>						
8	<p>a) 19,415 b) 75,305</p>						
9	<p>multiple possible answers, e.g: 5,189 and 8,159 5,198 and 8,195 8,159 and 9,518 8,591 and 9,815</p>						

Question	Answer																																																																																																																									
1	$1,039 - 719$ $719 - 320$	$328 - 1,039$ $1,039 - 320$																																																																																																																								
2	$4,098 + 2,158$ $1,390 + 2,358$	$4,098 + 1,790$ $1,348 + 4,098$																																																																																																																								
3	<p>a)</p> <table border="1" data-bbox="1234 435 1391 671"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>9</td><td>1</td><td>3</td><td>3</td></tr> <tr><td></td><td></td><td>-</td><td>1</td><td>3</td><td>0</td></tr> <tr><td></td><td></td><td colspan="4"><hr/></td></tr> <tr><td></td><td></td><td>2</td><td>9</td><td>7</td><td>3</td></tr> </table> <p>or</p> <table border="1" data-bbox="1032 435 1189 671"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>5</td><td>1</td><td>2</td><td>2</td></tr> <tr><td></td><td></td><td>+</td><td>3</td><td>1</td><td>4</td></tr> <tr><td></td><td></td><td colspan="4"><hr/></td></tr> <tr><td></td><td></td><td>8</td><td>2</td><td>6</td><td>4</td></tr> </table>									9	1	3	3			-	1	3	0			<hr/>						2	9	7	3									5	1	2	2			+	3	1	4			<hr/>						8	2	6	4	<p>or</p> <table border="1" data-bbox="1234 778 1391 1015"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>9</td><td>1</td><td>3</td><td>3</td></tr> <tr><td></td><td></td><td>-</td><td>2</td><td>9</td><td>7</td></tr> <tr><td></td><td></td><td colspan="4"><hr/></td></tr> <tr><td></td><td></td><td>1</td><td>3</td><td>6</td><td>0</td></tr> </table> <p>or</p> <table border="1" data-bbox="1032 778 1189 1015"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>3</td><td>1</td><td>4</td><td>2</td></tr> <tr><td></td><td></td><td>+</td><td>5</td><td>1</td><td>1</td></tr> <tr><td></td><td></td><td colspan="4"><hr/></td></tr> <tr><td></td><td></td><td>8</td><td>2</td><td>6</td><td>4</td></tr> </table>									9	1	3	3			-	2	9	7			<hr/>						1	3	6	0									3	1	4	2			+	5	1	1			<hr/>						8	2	6	4
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4	<p>Tommy should check his calculation using a subtraction.  <math>91,380 - 12,350</math> or <math>91,380 - 7,903</math>  <math>20,253</math></p>																																																																																																																									
5	<table border="0" data-bbox="528 395 842 914"> <tr> <td><math>2,482 + 6,428 = 8,910</math></td> <td><math>5,271 + 4,272 = 9,543</math></td> </tr> <tr> <td><math>5,984 - 1,173 = 2,810</math></td> <td><math>1,912 - 6,428 = 2,482</math></td> </tr> <tr> <td><math>9,483 - 5,271 = 4,212</math></td> <td><math>1,912 - 5,271 = 3,361</math></td> </tr> <tr> <td><math>8,912 + 2,681 = 5,271</math></td> <td><math>5,984 - 1,173 = 2,810</math></td> </tr> </table>		$2,482 + 6,428 = 8,910$	$5,271 + 4,272 = 9,543$	$5,984 - 1,173 = 2,810$	$1,912 - 6,428 = 2,482$	$9,483 - 5,271 = 4,212$	$1,912 - 5,271 = 3,361$	$8,912 + 2,681 = 5,271$	$5,984 - 1,173 = 2,810$																																																																																																																
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6	<p>a) 4,835  b) 7,658  c) 17,057</p>																																																																																																																									
7	<p>2,910</p>																																																																																																																									
8	<p>possible methods include:  Add 3,729 and 8,451, then subtract this total from 20,000  Subtract 3,729 from 20,000, then subtract 8,451 from the answer.  7,820</p>																																																																																																																									

Question	Answer
1	a) 44 b) 82 c) 41
2	1,300
3	No. $349 + 199 + 479 = 1,027$ and $1,027 < 1,000$
4	the Websters £60
5	2,500
6	Jack has 500 stickers. Amir has 150 stickers. Whitney has 250 stickers.
7	2,642 and 3,842
8	The total of the two numbers must be 7,440 e.g. The two numbers could be 2,000 and 5,440 One of the numbers cannot be greater than 6,440



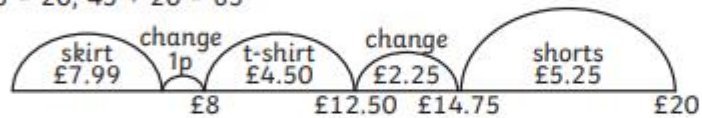
# Maths Mastery Addition and Subtraction Problems Answers

1. It is helpful to know in which week Mr Green did the most miles to complete the subtraction to find the difference.  $(197 + 232 + 164) - (309 + 265) = 19$

2.  $(85 + 45) - 65 = 65$

$$85 - 65 = 20, 45 + 20 = 65$$

3. £5.25



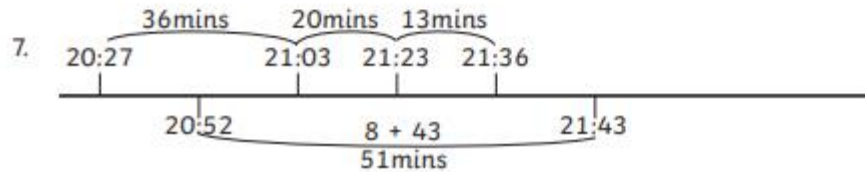
4.

173 pages	206 pages	139 pages
287 pages	114 pages	<b>117 pages</b>

5. 1. Find the total number of calories consumed over the 3 days and then subtract from  $2032 \times 3$ .

2. Find the difference for each day and add together. 756 calories.

6. Answers will vary





# Multiply 4-digits by 1-digit



- 1 Complete the sentences to describe the multiplication.

Th	H	T	O
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1

There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

There are  thousands altogether.

$2,213 \times 3 =$

- 2 Complete the multiplication.

Use the place value chart to help you.

Th	H	T	O
00	0		00
00	0		00
00	0		00
00	0		00

		2	1	0	2
	x				4
		8	4	0	8



- 3 A football stadium holds 2,214 people.  
The stadium is full for 4 matches in a row.  
What was the attendance for all 4 matches?

Th	H	T	O
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1

		2	2	1	4
	x				4
		8	8	5	6

The attendance for all 4 matches was

- 4 Nijah is calculating  $2,430 \times 3$   
She makes this place value chart to help her.

Th	H	T	O
	100 100	10 10	1 1 1
	100 100	10 10	1 1 1
	100 100	10 10	1 1 1

She gets the answer 729

What mistake has Nijah made?

She hasn't put her counters in the correct column.

What is the correct answer?



Autumn Equinox for the Northern Hemisphere (22 - 24 September)

1. What is 7 more than -1? **6** **I**
2. How many thousands are in 32,529,425? **9** **T**
3. What is the difference between -19 and -13? **6** **I**
4. Write this number in digits: eight million six hundred and seventy-four thousand two hundred and forty. **8,674,240** **S**
5. What is the missing digit?  $583,387 < 583,3\_2$  **9** **T**
6. Complete the missing digit so that the number rounds to 170,000 to the nearest 10,000:  $1\_1,999$  **7** **O**
7. How many millions are in 17,008,283? **7** **O**
8. What is the largest number you can make using the digits 4 0 6 7 4 2 8? **8,764,420** **F**
9.  $-7 + 15 =$  **8** **A**
10. Round 17,551 to the nearest 100. **17,600** **R**
11. Complete the missing digit so that the number rounds to 89,000 to the nearest 1,000:  $8\_499$  **9** **T**
12. What is the missing digit?  $3,280,029 > 3,2\_1,207 > 3,269,410$  **7** **O**
13. Car A costs £25,000. Car B costs £10,000. Car C costs halfway between the two. In pounds, how much does car C cost? **17,500** **W**
14. What is the difference between -3 and 5? **8** **A**
15. What is 5 less than one million? **999,995** **L**
16.  $-6 + 16 =$  **10** **K**

Why do birds fly south in Autumn?

It is too far to walk.