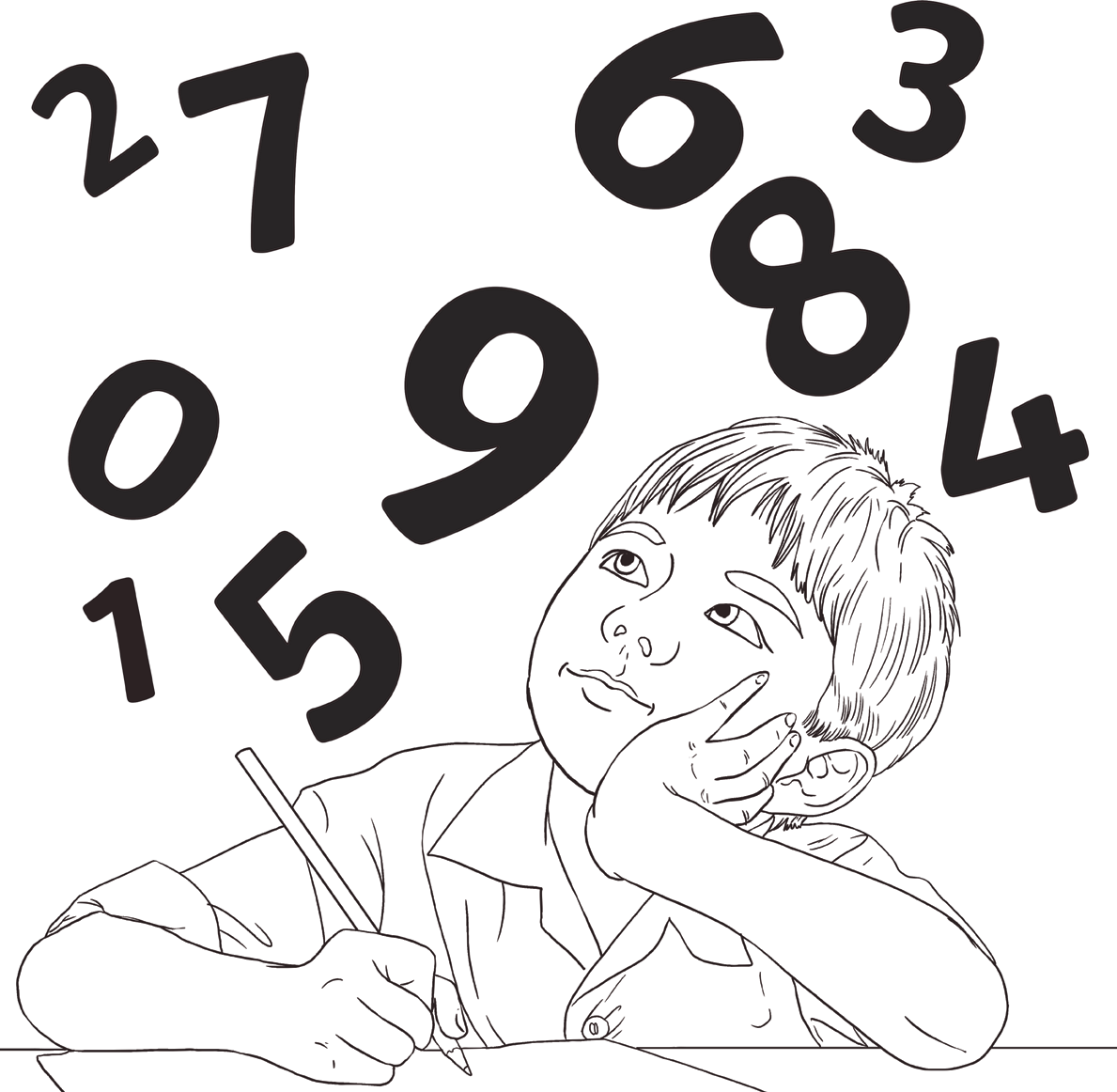
Maths Activity Booklet



# Number and Place Value

1. Continue these number sequences:

9, 18, 27, 36, 45, , , , , , , ,

775, 750, 725, 700, , , , , , , ,

5, 4, 3, 2, , , , , , , ,

1. Find 100 less than these numbers:

3912

9201

1083

1. Find 1000 less than these numbers:

59 003

17 351

20 882

1. What is the value of the underlined digit in each number?

1846

2004

1589

1. Put these numbers in order from smallest to largest.

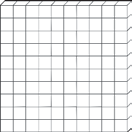
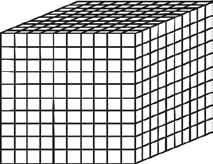
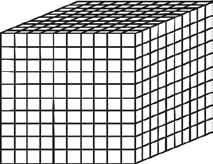
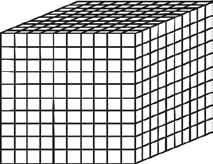
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| 10 111 | 11 011 | 10 011 | 11 110 | 11 101 |
| **Smallest** |  |  |  | **Largest** |

1. Compare these numbers using <, > or =.

454 544 660 606 2 tens 4 ones 24 ones

# Representing Number

1. What number is shown below?



1. Complete the table, showing the numbers in numerals and words.

|  |  |
| --- | --- |
| 2109 |  |
|  | One thousand, two hundred and  ninety-three. |
| 29 431 |  |
|  | Seventy-five thousand and  ninety-eight. |

1. Use the information in the table to work out the value of these Roman numerals.

|  |  |
| --- | --- |
| **Roman** | **Numeral** |
| I | 1 |
| V | 5 |
| X | 10 |
| L | 50 |
| C | 100 |

LXXII = XIV = CCLIX=

1. a) What is the largest number that can be made from these digit cards?

**2**

**7**

**6**

b) What is the smallest number that can be made from

these digit cards?

**5**

**9**

# Addition and Subtraction

1. Complete these calculations mentally:

421 + 50 =

376 + 200 =

250 - 99 =

1. Complete these calculations:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 3 | 5 | 7 |
| + | 2 | 6 | 4 | 1 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 3 | 5 | 9 | 2 |
| + | 4 | 2 | 3 | 8 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 7 | 9 | 8 | 5 |
| - | 1 | 3 | 4 | 2 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 3 | 1 | 9 |
| - | 3 | 2 | 6 | 7 |
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1. Complete these calculations:

3410 + = 5655

6720 – = 5220

1. Use appropriate calculations to solve these problems.
2. At a cinema, there is room for 750 people in a screen. If the cinema sells 641 tickets for a screen, how many are left?

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1. In one day, 2345 people visit the cinema. 1032 of them go and see an action film and the

others go and see a comedy. How many people went to see the comedy?

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# Multiplication and Division

1. Fill in the missing numbers in the multiplication square.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **x** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **1** | 1 | 2 |  | 4 |  | 6 |  | 8 | 9 |  | 11 | 12 |
| **2** | 2 |  | 6 | 8 |  | 12 | 14 |  | 18 | 20 |  | 24 |
| **3** | 3 |  |  | 12 | 15 |  | 21 | 24 |  | 30 | 33 |  |
| **4** |  | 8 | 12 |  | 20 | 24 |  | 32 | 36 |  | 44 | 48 |
| **5** | 5 | 10 |  | 20 | 25 |  | 35 | 40 |  | 50 | 55 |  |
| **6** | 6 |  | 18 | 24 | 30 | 36 |  |  | 54 | 60 |  | 72 |
| **7** |  | 14 | 21 |  |  | 42 | 49 | 56 |  | 70 | 77 |  |
| **8** | 8 | 16 |  | 32 | 40 |  | 56 | 64 | 72 |  | 88 | 96 |
| **9** |  | 18 | 27 |  | 45 | 54 | 63 |  | 81 | 90 | 99 | 108 |
| **10** | 10 |  | 30 | 40 |  | 60 | 70 | 80 | 90 | 100 |  | 120 |
| **11** |  | 22 | 33 |  | 55 | 66 |  | 88 |  |  | 121 |  |
| **12** | 12 | 24 |  | 48 | 60 |  | 84 |  | 108 | 120 |  | 144 |

1. Explain the pattern of the 9 times table.

### Multiplication and Division

1. Complete these calculations:

250 × 4 =

555 × 100 =

2540 × 0 =

1. Use your knowledge of multiplication and division methods to solve these problems.
   1. A box of glue sticks contains 128 glue sticks. There are 4 classes in the school. How many

glue sticks does each class get?

* 1. To make a model, each child needs 8 lolly sticks. If lolly sticks come in packs of 30, how many packs would be needed for 28 children to make a model?

1. Use formal methods to complete these calculations.

a) 45 × 6 = b)333 ÷ 9 =

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1. If we know that 12 × 13 = 156, what other calculations do we know? Write them below.
2. Fill in the missing numbers.

× 12 = 132 125 ÷ = 5

8 × = 120 ÷ 7 = 50

# Fractions

1. Continue the number sequences.

2 3 4 5

10 ,10 , 10 , 10 ,

56 54 52 50

100 , 100 ,100 ,100,

1. Find 6

8

of these bananas.



1. a) What fraction of the shape is shaded?

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

b) Write 2 equivalent fractions to the amount shaded.

### Fractions

1. Use the fraction wall to help you answer these questions.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | | | | | | | | | | | | | | | | | | | | | | | |
| 1  3 | | | | | | | | 1  3 | | | | | | | | 1  3 | | | | | | | |
| 1  6 | | | | 1  6 | | | | 1  6 | | | | 1  6 | | | | 1  6 | | | | 1  6 | | | |
| 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | | 1  12 | |
| 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 | 1  24 |

1. How many sixths are equivalent to 2

3

1. How many twelfths are equivalent to

?

6

24 ?

5

1. How many twenty-fourths are equivalent to 6 ?
2. Would you rather have 7

12

or 15

24

of a cake? Why?

1. Complete these calculations:

1 + 3

10 10 = =

3 + 4

8 8 =

7 – 2

9 9 =

4 – 1

6 6 = =

1. Put these fractions in order from smallest to largest.

3 2

## 6 3

#### Smallest

1 2

## 10 8

5

## 6

#### Largest

# Fractions and Decimals

1. Match the decimal to its equivalent fraction.

1

2

1

10

3

4

6

10

1 100

0.01

0.6

0.5

0.1

0.75

1. Complete the table. One has been done for you.

|  |  |  |
| --- | --- | --- |
|  | **÷ 10** | **÷ 100** |
| **13** | 1.3 | 0.13 |
| **42** |  |  |
| **68** |  |  |
| **3** |  |  |

1. Round these decimals to the nearest **whole** number.

1.2

5.6

2.21

3.5

1.55

1. Compare these decimals using <, > or =.

0.5 0.05 1.02 1.020 3.75 3.775

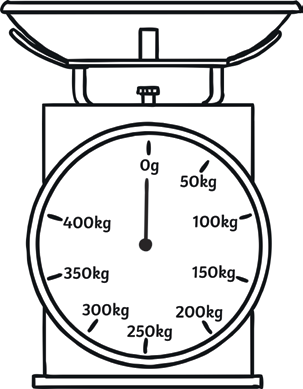
# Measurement

1. a) Measure this line using a ruler. Write its length in cm and in mm.

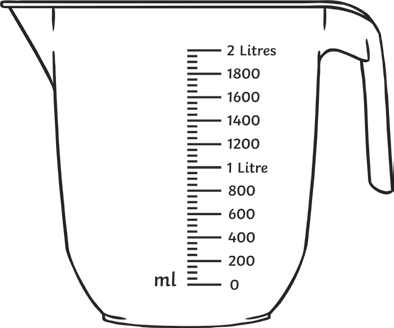
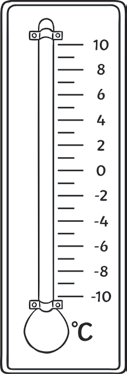
=

* 1. Use a ruler to draw a line that measures 53mm.

1. Write the amount shown on each scale.



**450kg**



kg °C ml

1. Convert these units.

a) 1500g = kg

b) 2450g = kg

c) 1.75m = cm

* + 1. 12.5cm = mm
    2. 1.2km = m

f) 2300ml = l

1. Anna says five 750ml bottles will hold more than three 1l bottles. Is she right? Explain

how you know.

# Area and Perimeter

* 1. Calculate the perimeter of this shape.

9cm

3cm

6cm

6cm

3cm

Perimeter = cm

* 1. What is the area of this shape?

|  |  |  |  |  |
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Area = cm3

### Area and Perimeter

* 1. Which of these shapes has the largest area? Circle the shape below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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1. Write the time these clocks show.

# Time



1. Draw the hands to show the given time on each clock.



1:15 or quarter past 1 4:50 or ten to 5 7:45 or quarter to 8

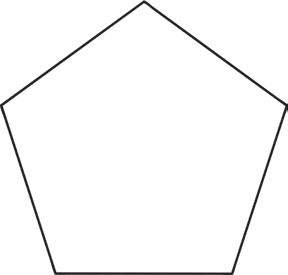
1. A film lasts for 165 minutes. How long is the film in minutes and hours?
2. Complete the sentences.

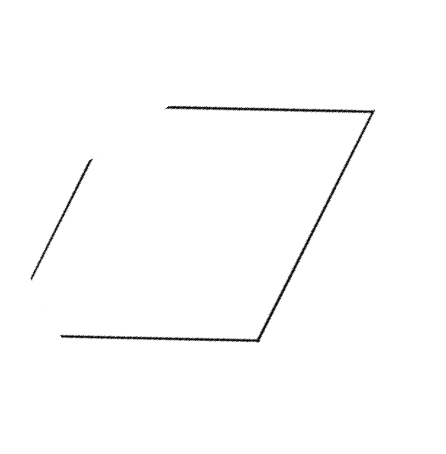
There are seconds in 1 minute. There are minutes in 1 hour.

There are hours in 1 day. There are days in 1 week. There are days in 1 year. There are months in 1 year.

1. How many days are in June?

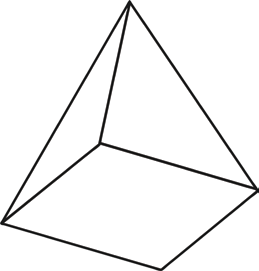
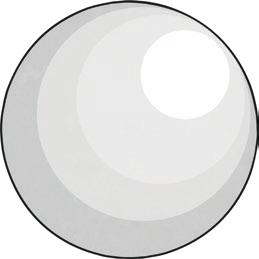
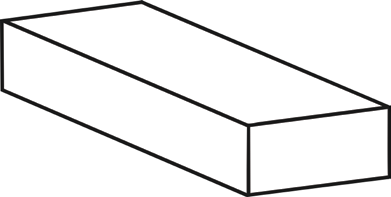
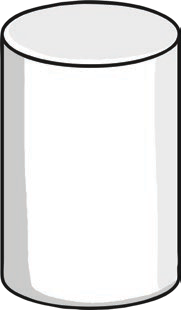
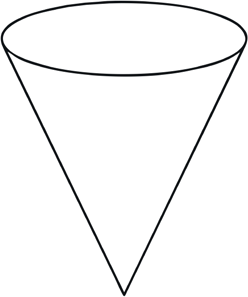
# Shape

1. Name these 2D shapes.





1. Name these 3D shapes.



### Shape

1. Draw the following shapes in the correct places on the Venn diagram.
   * square
   * right angled triangle
   * pentagon
   * parallelogram

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4

1. Match the type of triangle to its definition.

|  |  |  |  |
| --- | --- | --- | --- |
| Equilateral |  |  | One angle is a right angle |
|  |  |  |  |
| Isosceles |  | Al | l sides and angles are equal |
|  |  |  |  |
| Scalene |  |  | 2 sides and angles are equal |
|  |  |  |  |
| Right-angled triangle |  |  | No sides or angles are equal |

# Angles

1. Order these angles from smallest to largest.

|  |  |  |  |
| --- | --- | --- | --- |
| A | B | C | D |

1. Tick all the shapes that have **obtuse** angles.

# Symmetry

1. Draw a line of symmetry on these shapes.
2. Reflect the shapes in the mirror line.

|  |  |  |  |  |  |  |  |  |  |
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# Position and Direction

1. Write the coordinates for the points marked on the grid.

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|  | **A** |  |  |  |
| **B** |  |  |  |  |
|  |  |  |  |  |
|  |  |  | **C** |  |
|  |  |  |  |  |

4

A

3

B

2 C

1

0 1 2 3 4 5

1. Plot these coordinates on the grid. What shape is made?

(0, 2)

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| 4 |  |  |  |  |  |
| 3 |  |  |  |  |  |
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| 1 |  |  |  |  |  |
| 0 | 1 | 2 | 3 | 4 | 5 |

(1, 4)

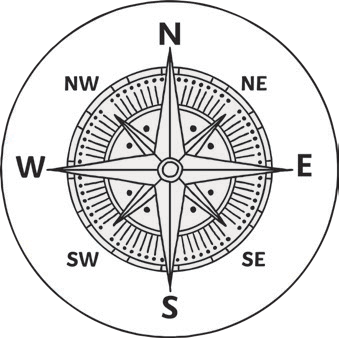
(4, 2)

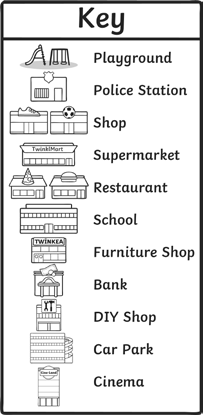
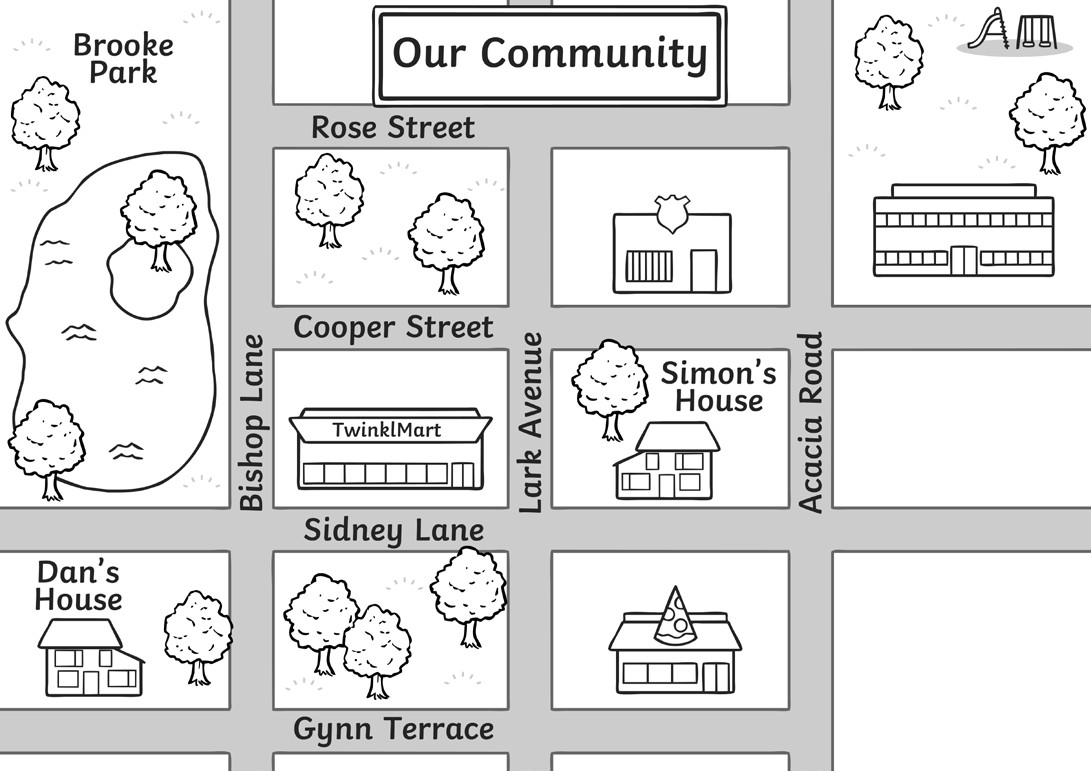
(5, 4)

### Position and Direction

1. Translate this triangle 2 squares to the right and 3 squares up. Label this new triangle B.

**A**

1. Amy is walking north east. She turns quarter of a turn anticlockwise. What direction is she walking now?
2. Simon left his house and turned right. He made a right turn at the next junction and right at the junction after. Where is Simon?



# Statistics

1. A class were asked to choose their favourite animals. These were the results:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Animal** | **Tally** | | | | | | | | | |
| Cat |  | | | | | | | | | |
| Dog |  |  |  |  |  | | |  |  |  |
| Panda |  | | | | | | | | | |
|  |  | | | |  |  |  | | | |
| Giraffe |  | | | | | | | | | |

12

10

8

6

4

2

0 Cat

Dog Panda Hippo Giraffe

1. Use the information in the bar chart to complete the information in the table.
2. Add the information for ‘Dog’ to the bar chart.
3. Which was the most popular animal?
4. Which animal was half as popular as a dog?
5. How many children were asked in total?

### Statistics

1. A school measured the heights of all children. The results are shown in the graph below.

**The Height of Children**

25

20

Number of Children

15

10

5

0

80cm - 89cm

90cm - 99cm

100cm - 109cm

110cm - 119cm

120cm - 129cm

Height in cm

1. Which height was the least common in the school?
2. How many children measured less than 1m?
3. 3 more children joined the school who measure between 110cm – 119cm. Add this information

to the graph.

1. After these children joined, how many children were measured in total?