

Numeracy Home Learning w/b 14th September 2020

Hughes Class

A Pencil and paper will be needed to complete tasks.

Times table focus 6x. Children to practice 6 times tables and aim for rapid recall of all facts up to 12x6

Homework Tasks set on mymaths

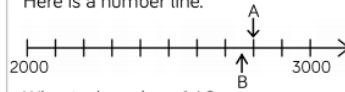
<u>Day1</u>	https://whiterosemaths.com/homelearning/year-5/week-2/ Look at numbers to 100 000. Pause the video at relevant points to allow children to complete questions. Complete questions below.
<u>Day2</u>	https://whiterosemaths.com/homelearning/year-5/week-2/ Compare and order numbers to 100 000. Pause the video at relevant points to allow children to complete the questions.
<u>Day3</u>	https://whiterosemaths.com/homelearning/year-5/week-2/ Round numbers within 100 000. Pause the video at relevant point to allow children to complete the questions set on the video.
<u>Day4</u>	https://whiterosemaths.com/homelearning/year-5/week-2/ Numbers to a million Pause the video at relevant point to allow children to complete the questions set on the video.
<u>Day5</u>	https://whiterosemaths.com/homelearning/year-5/week-2/ Counting, 10s, 100s, 1000s, 10 000s, 100 000s. Pause the video at relevant point to allow children to complete the questions set on the video.

Day 1

Numbers to 100,000

Reasoning and Problem Solving

Here is a number line.



What is the value of A?

B is 40 less than A.
What is the value of B?

C is 500 less than B.
Add C to the number line.

Here are three ways of partitioning 27,650

- 27 thousands and 650 ones
- 27 thousands, 5 hundreds and 150 ones
- 27 thousands and 65 tens

Write three more ways

Rosie counts forwards and backwards in 10s from 317

Circle the numbers Rosie will count.

- | | | |
|-------|-------|-------|
| 427 | 997 | -7 |
| 1,666 | 3,210 | 5,627 |
| -23 | 7 | -3 |

Explain why Rosie will not say the other numbers.

Day 2

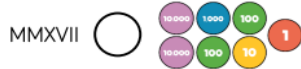
Varied Fluency

Put these numbers in ascending order.

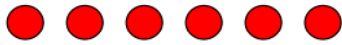


10,000s	1,000s	100s	10s	1s
6	3	3	2	0

Add the symbol $<$, $>$ or $=$ to make the statement correct.



Use six counters to make five different 5-digit numbers.



10,000s	1,000s	100s	10s	1s

Order your numbers from greatest to smallest.

Place the digits cards 0 to 9 face down and select five of them.

Make the greatest number possible and the smallest number possible.

How do you know which is the greatest or smallest?

Day 3

- Round 85,617
 - To the nearest 10
 - To the nearest 100
 - To the nearest 1,000
 - To the nearest 10,000

Round the distances to the nearest 1,000 miles.

Destination	Miles from Manchester airport	Miles to the nearest 1,000
New York	3,334	
Sydney	10,562	
Hong Kong	5,979	
New Zealand	11,550	

Complete the table.

Rounded to the nearest 100	Start Number	Rounded to the nearest 1,000
	15,999	
	28,632	
	55,555	

23

©White Rose Maths

Day 4

Varied Fluency

Thousands			Ones		
H	T	O	H	T	O

Use counters to make these numbers on the place value chart.

32,651 456,301 50,030

Can you say the numbers out loud?

Complete the following part-whole diagrams.



Eva has the following number.

Thousands			Ones		
H	T	O	H	T	O
	●●●●	●●●●●●●●	●●●●	●●	●●

She adds 4 counters to the hundreds column.

What is her new number?

25

©White Rose Maths

Describe the value of the digit 7 in each of the following numbers. How do you know?

407,338

700,491

25,571

Day 5

Complete the sequence.


____, _____, 2, _____, 22, _____, 42, _____, _____, 72

The rule for the sequence is _____.

Circle and correct the mistake in each sequence.


- 7,875, 8,875, 9,875, 11,875, 12,875, 13,875, ...
- 864,664, 764,664, 664,664, 554,664, 444,664, ...

I am counting up in 10s from 184
I will include 224




Mo

I am counting up in 100s from 604
I will include 1,040



Rosie

I am counting up in 1,000s from 13
I will include 130,000



Jack

Who has made a mistake?
Identify anyone who has made a mistake
and explain how you know.