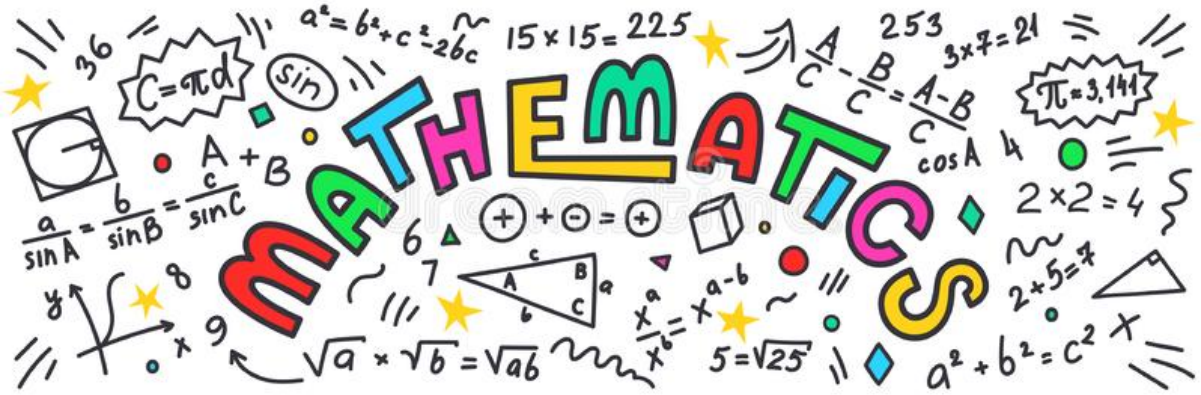
WEEK 5

Hello! Here are this week's maths activities. There is no need to print out the sheets - just write the answers in the yellow exercise book that went home in your distance learning pack.

If you have any questions, or when you have completed your work, email me at:

Beech@newvalleyprimary.com

You can send a photo of the answers in your distance learning book or add a document as an attachment.



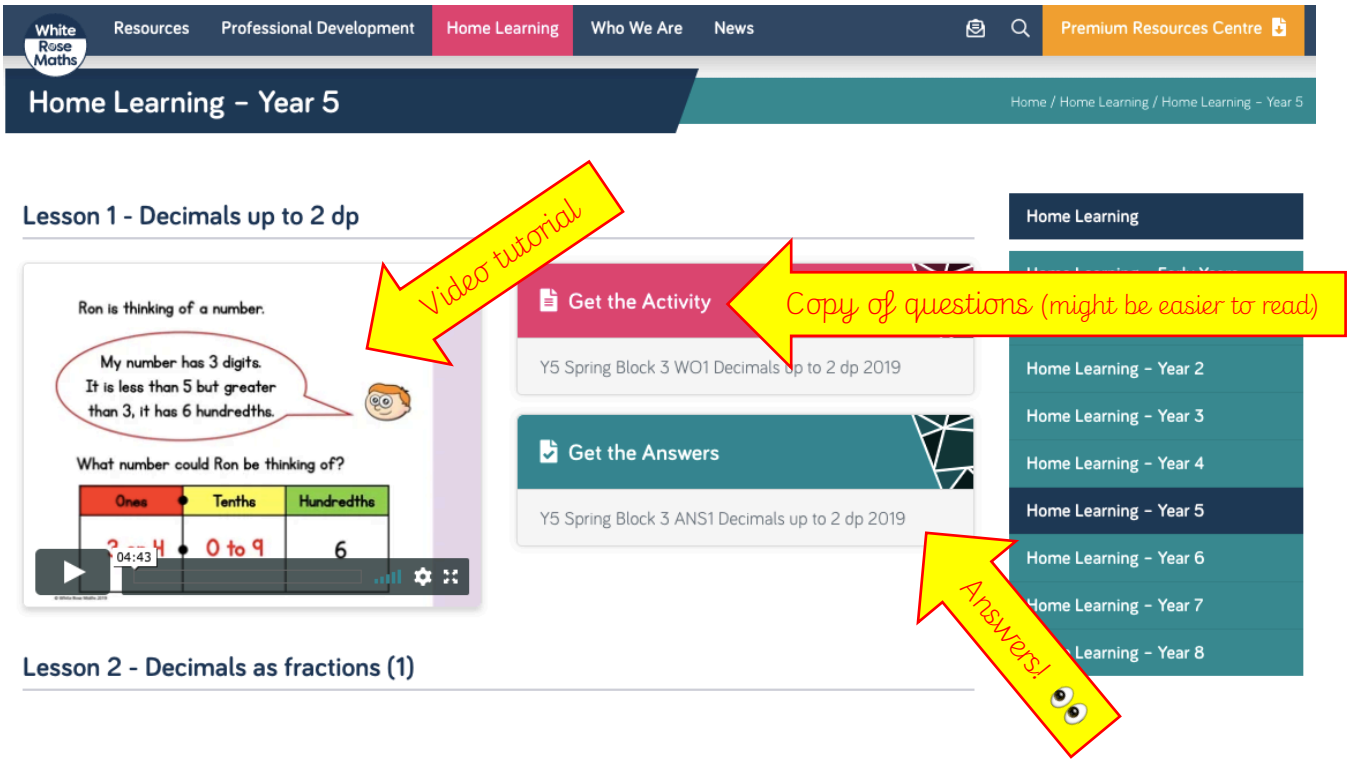
You don't have to do every single question from every day's lesson. Get as far through the lesson as you can and try your best!

We are going to be using the White Rose home learning resources. This resource, which we also use in school, includes video tutorials which I think will be very helpful.

If you are finding the lessons too hard (or easy) or need a bit more explanation, don't forget you can email me.

To access the video tutorials, follow this link:

https://whiterosemaths.com/homelearning/year-5/



Week 5
Maths Lesson 1

Don't forget to write this heading in your distance learning book.

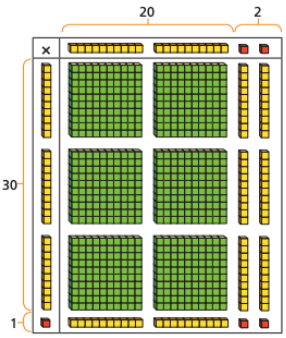
My learning journey:

Draw your learning journey in your book

Watch the Lesson 1 video:
Multiply two 2-digit numbers (area model)

1 Kim is using base 10 to work out 31 × 22

Use Kim's model to help you complete the sentences.



There are ☐ ones altogether.

There are ☐ tens altogether.

There are ☐ hundreds altogether.

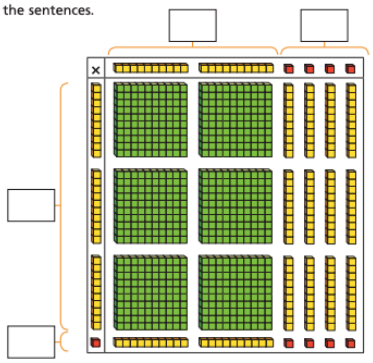
31 × 22 = ☐

2 Use base 10 to work out the multiplications.

a) 12 × 14 = ☐ **b)** 23 × 13 = ☐

3 Amir is using base 10 to calculate 31 × 24

a) Add the missing information to the area model and complete the sentences.



There are ☐ ones altogether.

There are ☐ tens altogether.

There are ☐ hundreds altogether.

b) Describe any exchanges you need to make.

c) Complete the multiplication.

31 × 24 = ☐

4 Use base 10 to work out these multiplications.

a) 25 × 15 = ☐ **b)** 36 × 12 = ☐

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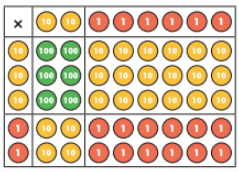
5 Use the place value counters to complete the multiplication grid and sentence.



×	20	6
30		
2		

26 × 32 = ☐

6 Use an area model to help you complete the multiplication.

a) 28 × 14 = ☐ **c)** 35 × 22 = ☐

×	20	8
10		
4		

b) 27 × 16 = ☐ **d)** 45 × 36 = ☐

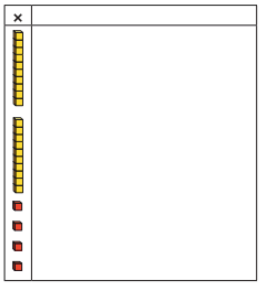
×		

7 Complete the multiplications.

21 × 24 = ☐ 31 × 25 = ☐

8 24 × ☐ = 768

Complete the area model to find the missing number.



9 Use each digit card once to write a multiplication.

2	3	4	5

☐ × ☐ = ☐

How many different answers can you find?

How many products are there between 1,000 and 1,500?

Week 5
Maths Lesson 2

Don't forget to write this heading in your distance learning book.

My learning journey:

Draw your learning journey in your book

Watch the Lesson 2 video:
Multiply 4-digits by 2-digits

1 Complete the multiplication.

		1	2	3	4	
×				2	1	
		1	2	3	4	
	2	4	6	8	0	

(1,234 × ☐)

(1,234 × ☐)

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

			1	2	3	4
×					2	6
			7_1	4_2	0_2	4
		2	4	6	8	0

(☐ × ☐)

(☐ × ☐)

b) Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

×	1,000	200	30	4
20				
6				

Be resilient today, this lesson is tricky!
We will discuss it in our catch-up call.

3 Rosie is calculating 2,541 × 42

Here is Rosie's working.

	2	5	4	1	
×			4	2	
	4_1	0	8	2	(2,541 × 2)
	8_2	0_1	6	4	(2,541 × 40)
1_1	2	1_1	4	6	

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

☐

4 Work out the multiplications.

a) 4,284 × 23 **b)** 2,142 × 46

What do you notice?

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5 A machine makes 2,734 boxes every hour.

The machine works for 3 hours each day.

a) How many boxes will it make in 12 days?

☐

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6 Work out 378 × 7 × 12

Show your method clearly.

☐

7 1 2 3 4 5 6

☐☐☐☐ × ☐☐

a) Using all the digit cards, create 4 different calculations and work out the answer to each.

b) Write your answers in ascending order.

c) What is the smallest product that can be made? ☐

8 Amir scores 4,680 points in a computer game for 12 games in a row.

Whitney scores 2,512 points every game for 24 games.

Who scores more points? ☐

How many more? ☐

Week 5
Maths Lesson 3

Don't forget to write this heading in your distance learning book.

My learning journey:

Draw your learning journey in your book

Watch the Lesson 3 video:
Divide with remainders

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O
1			

		1		
	3	3	9	3	8

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [ ] remainder [ ]

Be resilient today, this lesson is tricky! We will discuss it in our catch-up call.

b) Use place value counters to work out 8,407 ÷ 4

Th	H	T	O

4	8	4	0	7

8,407 ÷ 4 = [ ] remainder [ ]

2 **a)** Complete the divisions.

Use place value counters to help you.

3	7	5	9	5

4	8	5	6	7

5	6	5	6	2

3	3	9	3	5

b) Write <, > or = to complete the statements.

7,595 ÷ 3 ( ) 8,567 ÷ 4

6,562 ÷ 5 ( ) 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

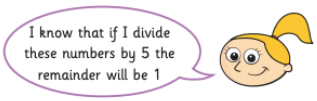
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? _____

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

[ ]

7

2	3	4	5

[ ][ ][ ] ÷ [ ]

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Week 5
Maths Lesson 4

Don't forget to write this heading in your distance learning book.

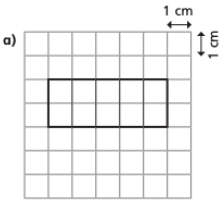
My learning journey:

Draw your learning journey in your book

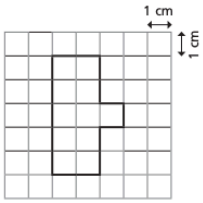
Watch the Lesson 4 video:
Calculate perimeter

1 Calculate the perimeter of each shape.

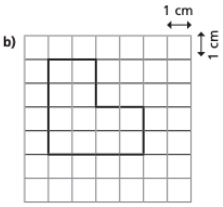
a)



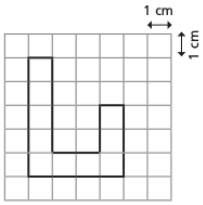
c)



b)

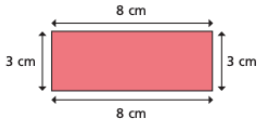


d)

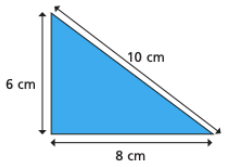


2 Calculate the perimeter of these shapes.

a)

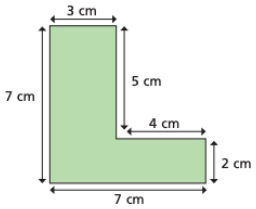


b)



3 Calculate the perimeter of these shapes.

a)



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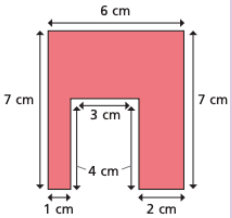
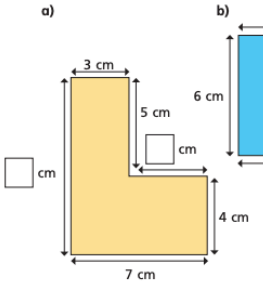


4 Work out the missing lengths on these shapes.

a)



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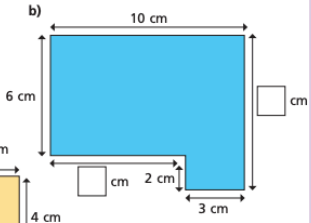
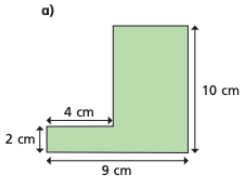


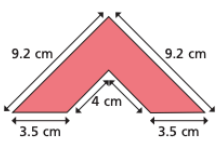
Discuss with a partner how you worked them out.

5 Calculate the perimeter of these shapes.

a)

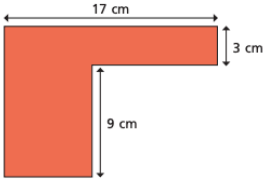


b)



6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

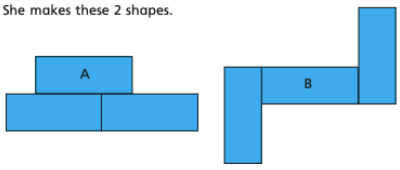
Is he correct? How do you know?



7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



a) Which shape has the greatest perimeter? _____

b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

Week 5
Problem Solving

Don't forget to write this heading in your distance learning book.

Want to grow your brain some more? Have a go at these...

1 There are 5 marbles in a bag.

Ron has 10 bags of marbles.

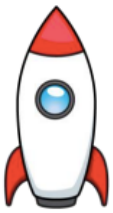
He puts 1 more marble in each bag.

How many marbles are there in total now?

2 Work out the missing digit.

$$\boxed{5} + \square + \boxed{4} = 16$$

3 A toy train costs £4 more than a rocket.



The train costs £15

How much does the train and the rocket cost in total?

Fancy something a little harder? Try these...

1 Marbles are put into bags of 10

- 67 bags of marbles are packed.
- 3 more marbles are added to each bag.

How many marbles are there in total now?

2 Work out the missing digits.

$$\boxed{5} \times \square \times \square = 105$$

3 A toy train costs three times as much as a rocket.

The total cost of the train and rocket is £52

How much does the train cost?