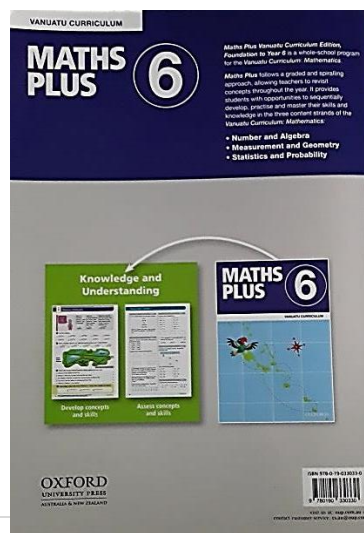
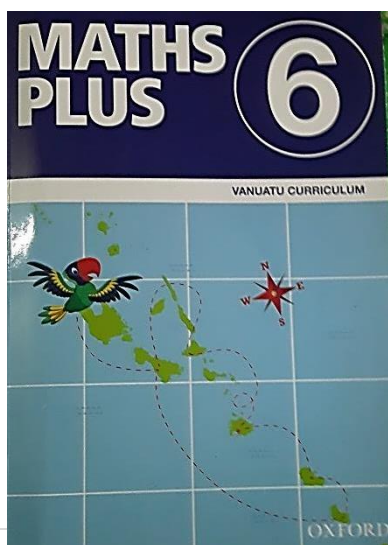


Week 5 & 6 Mathematics Overview

		Monday	Tuesday	Wednesday	Thursday	Friday
5	Numbers and Algebra	Factors Maths Plus [Page 10 Activity] [Pg. 2 HSP]	Addition and subtraction strategies Maths Plus [Page 3 Activity] [Pg. 3 HSP]	Multiplication Strategies Maths Plus [Page 6 Activity] [Pg. 4 HSP]	Revising Division Maths Plus [Page 14 Activity] [Pg. 5 HSP]	Subtraction of whole numbers Maths Plus [Page 22 Activity] [Pg. 6 HSP]
6	Number and Algebra	Adding Decimals Maths Plus [Page 7 Activity] [Pg. 7 HSP]	Subtracting Decimals Maths Plus [Page 19 Activity] [Pg. 8 HSP]	4 digit x 1 digit multiplication Maths Plus [Page 30 Activity] [Pg. 9 HSP]	Addition and Subtraction Strategies Maths Plus [Page 40 Activity] [Pg. 10 HSP]	Diagnostic Review Test [Page 38 Activity] [Pg. 11 HSP]


The pictures below are the front and the back of the Maths Curriculum text book the year 6's are using this year.



Date / Week:	Monday / Week 5																																	
Topic:	Factors																																	
Instructions:	Read the concept at the top grey rectangular box and do exercises 1 & 2 of the activity sheet below pg. 10:																																	
Activity:	<div><div><div><div>unit</div><div>3</div><div>Factors</div></div><div><p>Factors are whole numbers that can be multiplied with another number to make a new number. For example, the factors of 18 are: 1, 2, 3, 6, 9 and 18. ($2 \times 9 = 18$ $6 \times 3 = 18$ $18 \times 1 = 18$)</p><p>1 Answer true or false.</p><p>a 6 is a factor of 18 _____</p><p>b 6 is a factor of 15 _____</p><p>c 6 is a factor of 24 _____</p><p>d 7 is a factor of 49 _____</p><p>e 8 is a factor of 35 _____</p><p>f 9 is a factor of 27 _____</p><p>2 List all the factors of the following numbers. The first one is done for you.</p><table><tr><td>a</td><td>10</td><td>1, 2, 5, 10</td></tr><tr><td>b</td><td>12</td><td></td></tr><tr><td>c</td><td>14</td><td></td></tr><tr><td>d</td><td>16</td><td></td></tr><tr><td>e</td><td>18</td><td></td></tr><tr><td>f</td><td>20</td><td></td></tr><tr><td>g</td><td>24</td><td></td></tr><tr><td>h</td><td>30</td><td></td></tr><tr><td>i</td><td>28</td><td></td></tr><tr><td>j</td><td>40</td><td></td></tr><tr><td>k</td><td>48</td><td></td></tr></table><p>The factors of 15 are 1, 3, 5, 15.</p><p>3 Use division to find the missing factors.</p><p>a 14 7 _____</p><p>b 18 6 _____</p><p>c 24 8 _____</p><p>d 32 8 _____</p><p>e 27 3 _____</p><p>f 30 15 _____</p><p>g 28 7 _____</p><p>h 45 9 _____</p></div></div><div><div><div>10</div><div>Oxford U</div></div></div></div>	a	10	1, 2, 5, 10	b	12		c	14		d	16		e	18		f	20		g	24		h	30		i	28		j	40		k	48	
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Topic:	Addition and Subtraction Strategies																								
Instructions:	Read the instructions carefully and do exercises 4 & 5 of the activity sheet below pg. 3:																								
Activity:	<div><div><div>unit 1</div><div>Addition and subtraction strategies</div></div><div><div><div>4</div><div>Add these numbers mentally.</div><div><div>a $64 + 29 =$</div><div>b $135 + 38 =$</div><div>c $163 + 29 =$</div><div>d $135 + 28 =$</div><div>e $237 + 49 =$</div><div>f $156 + 19 =$</div><div>g $127 + 37 =$</div><div>h $229 + 48 =$</div><div>i $333 + 29 =$</div><div>j $247 + 38 =$</div><div>k $128 + 67 =$</div><div>l $347 + 47 =$</div><div>m $675 + 29 =$</div><div>n $876 + 37 =$</div><div>o $293 + 58 =$</div></div><div><div>5</div><div>Give an estimate for each question by rounding each number. The first one has been done for you.</div><div><div>a $212 + 397 \approx 600$</div><div>b $316 + 484 \approx$</div><div>c $309 + 201 \approx$</div><div>d $678 + 320 \approx$</div><div>e $476 + 281 \approx$</div><div>f $979 + 219 \approx$</div><div>g $354 + 146 \approx$</div><div>h $245 + 360 \approx$</div><div>i $739 + 555 \approx$</div><div>j $347 + 563 \approx$</div><div>k $797 + 707 \approx$</div><div>l $369 + 432 \approx$</div><div>m $1379 + 222 \approx$</div><div>n $1498 + 307 \approx$</div><div>o $1689 + 221 \approx$</div><div>p $2365 + 437 \approx$</div><div>q $5290 + 615 \approx$</div><div>r $309 + 2388 \approx$</div></div></div><div><div><div>6</div><div>Subtract these numbers mentally.</div><div><div>a $75 - 39 =$</div><div>b $87 - 48 =$</div><div>c $93 - 49 =$</div><div>d $87 - 58 =$</div><div>e $86 - 37 =$</div><div>f $193 - 49 =$</div><div>g $292 - 38 =$</div><div>h $156 - 27 =$</div><div>i $194 - 29 =$</div><div>j $176 - 39 =$</div><div>k $187 - 38 =$</div><div>l $297 - 27 =$</div><div>m $356 - 49 =$</div><div>n $275 - 37 =$</div><div>o $196 - 29 =$</div></div></div><div><div><div>7</div><div>Estimate first, then solve the problems mentally.</div><table><thead><tr><th></th><th>Problem</th><th>Estimate</th><th>Answer</th></tr></thead><tbody><tr><td>a</td><td>Joseph had 155 sheep in one paddock and 38 sheep in another. How many sheep did he have altogether?</td><td></td><td></td></tr><tr><td>b</td><td>Marina had 379 g of flour and 122 g of sugar. If she mixed them together, how much would the mixture weigh?</td><td></td><td></td></tr><tr><td>c</td><td>Jessica had a collection of 156 hair clips but sold 39 of them. How many hair clips does she have left?</td><td></td><td></td></tr><tr><td>d</td><td>Sai travelled 1106 km on Tuesday and 488 km on Wednesday. How far has he travelled altogether?</td><td></td><td></td></tr><tr><td>e</td><td>Uncle Sam's Car Sales had 173 vehicles in the lot. If 58 of them were damaged by hail, how many were not damaged?</td><td></td><td></td></tr></tbody></table></div></div></div><div><div>3</div><div>Oxford University Press</div></div></div></div></div>		Problem	Estimate	Answer	a	Joseph had 155 sheep in one paddock and 38 sheep in another. How many sheep did he have altogether?			b	Marina had 379 g of flour and 122 g of sugar. If she mixed them together, how much would the mixture weigh?			c	Jessica had a collection of 156 hair clips but sold 39 of them. How many hair clips does she have left?			d	Sai travelled 1106 km on Tuesday and 488 km on Wednesday. How far has he travelled altogether?			e	Uncle Sam's Car Sales had 173 vehicles in the lot. If 58 of them were damaged by hail, how many were not damaged?		
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Activity:	<div data-bbox="352 321 1984 1412"> <div> <div>unit 2</div> <div>Multiplication strategies</div> </div> <div> <p>1 Complete the multiplication grid.</p> <table border="1"> <tr> <td>x</td> <td>4</td> <td>6</td> <td>5</td> <td>0</td> <td>7</td> <td>10</td> <td>9</td> <td>3</td> <td>8</td> <td>1</td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> </div> <div> <p>2 Use your knowledge of number facts to answer these questions.</p> <table border="0"> <tr> <td>a $4 \times 5 =$</td> <td>f $40 \times 3 =$</td> <td>k $20 \times 9 =$</td> <td>p $300 \times 4 =$</td> </tr> <tr> <td>b $40 \times 5 =$</td> <td>g $50 \times 7 =$</td> <td>l $30 \times 9 =$</td> <td>q $400 \times 5 =$</td> </tr> <tr> <td>c $6 \times 7 =$</td> <td>h $70 \times 5 =$</td> <td>m $40 \times 7 =$</td> <td>r $600 \times 6 =$</td> </tr> <tr> <td>d $60 \times 7 =$</td> <td>i $60 \times 3 =$</td> <td>n $50 \times 8 =$</td> <td>s $800 \times 8 =$</td> </tr> <tr> <td>e $30 \times 8 =$</td> <td>j $90 \times 2 =$</td> <td>o $60 \times 6 =$</td> <td>t $900 \times 7 =$</td> </tr> </table> <p>3 Multiply by 10, then halve to multiply by 5.</p> <table border="0"> <tr> <td>a $12 \times 5 =$</td> <td>d $18 \times 5 =$</td> <td>g $36 \times 5 =$</td> <td>j $42 \times 5 =$</td> </tr> <tr> <td>b $14 \times 5 =$</td> <td>e $20 \times 5 =$</td> <td>h $48 \times 5 =$</td> <td>k $44 \times 5 =$</td> </tr> <tr> <td>c $16 \times 5 =$</td> <td>f $24 \times 5 =$</td> <td>i $38 \times 5 =$</td> <td>l $50 \times 5 =$</td> </tr> </table> <p>4 Use the double then double again strategy to multiply by 4, or the double, double, double strategy to multiply by 8.</p> <table border="0"> <tr> <td>a $12 \times 4 =$</td> <td>f $33 \times 4 =$</td> <td>k $13 \times 8 =$</td> </tr> <tr> <td>b $15 \times 4 =$</td> <td>g $45 \times 4 =$</td> <td>l $14 \times 8 =$</td> </tr> <tr> <td>c $16 \times 4 =$</td> <td>h $8 \times 8 =$</td> <td>m $23 \times 8 =$</td> </tr> <tr> <td>d $22 \times 4 =$</td> <td>i $12 \times 8 =$</td> <td>n $32 \times 8 =$</td> </tr> <tr> <td>e $18 \times 4 =$</td> <td>j $16 \times 8 =$</td> <td>o $17 \times 8 =$</td> </tr> </table> <p>5 Round to the nearest 10 or 100 to make an estimate of these multiplications.</p> <table border="0"> <tr> <td>a $19 \times 3 \approx$</td> <td>d $31 \times 6 \approx$</td> <td>g $57 \times 5 \approx$</td> <td>j $199 \times 5 \approx$</td> </tr> <tr> <td>b $22 \times 4 \approx$</td> <td>e $18 \times 7 \approx$</td> <td>h $39 \times 6 \approx$</td> <td>k $302 \times 6 \approx$</td> </tr> <tr> <td>c $28 \times 5 \approx$</td> <td>f $23 \times 8 \approx$</td> <td>i $42 \times 4 \approx$</td> <td>l $204 \times 7 \approx$</td> </tr> </table> </div> </div>	x	4	6	5	0	7	10	9	3	8	1	3											4											5											6											7											8											9											a $4 \times 5 =$	f $40 \times 3 =$	k $20 \times 9 =$	p $300 \times 4 =$	b $40 \times 5 =$	g $50 \times 7 =$	l $30 \times 9 =$	q $400 \times 5 =$	c $6 \times 7 =$	h $70 \times 5 =$	m $40 \times 7 =$	r $600 \times 6 =$	d $60 \times 7 =$	i $60 \times 3 =$	n $50 \times 8 =$	s $800 \times 8 =$	e $30 \times 8 =$	j $90 \times 2 =$	o $60 \times 6 =$	t $900 \times 7 =$	a $12 \times 5 =$	d $18 \times 5 =$	g $36 \times 5 =$	j $42 \times 5 =$	b $14 \times 5 =$	e $20 \times 5 =$	h $48 \times 5 =$	k $44 \times 5 =$	c $16 \times 5 =$	f $24 \times 5 =$	i $38 \times 5 =$	l $50 \times 5 =$	a $12 \times 4 =$	f $33 \times 4 =$	k $13 \times 8 =$	b $15 \times 4 =$	g $45 \times 4 =$	l $14 \times 8 =$	c $16 \times 4 =$	h $8 \times 8 =$	m $23 \times 8 =$	d $22 \times 4 =$	i $12 \times 8 =$	n $32 \times 8 =$	e $18 \times 4 =$	j $16 \times 8 =$	o $17 \times 8 =$	a $19 \times 3 \approx$	d $31 \times 6 \approx$	g $57 \times 5 \approx$	j $199 \times 5 \approx$	b $22 \times 4 \approx$	e $18 \times 7 \approx$	h $39 \times 6 \approx$	k $302 \times 6 \approx$	c $28 \times 5 \approx$	f $23 \times 8 \approx$	i $42 \times 4 \approx$	l $204 \times 7 \approx$
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Topic:	Revision Division																											
Instructions:	Read the Concept and instructions carefully and do exercise 1 of the activity sheet below pg. 14:																											
Activity:	<div data-bbox="352 316 1990 1412"> <div> <div>unit 4</div> <div>Revising division</div> </div> <div>  <p>767 books were shared between 5 schools.</p> </div> <div> <p>Share out the hundreds, with each school getting 1 hundred.</p> $\begin{array}{r} 1 \\ 5 \overline{) 767} \end{array}$ </div> <div> <p>Trade the 2 hundreds left for 20 tens. Now share the 26 tens. Each school gets 5 tens.</p> $\begin{array}{r} 15 \\ 5 \overline{) 7267} \end{array}$ </div> <div> <p>Trade the 1 ten left over for 10 ones. Now share the 17 ones. Each school gets 3 and there is a remainder of 2.</p> $\begin{array}{r} 1532 \\ 5 \overline{) 72617} \end{array}$ </div> </div> <p>1 Before completing each division operation write an estimate in the cloud of what you think the quotient will be.</p> <table border="0"> <tr> <td>a $3 \overline{) 426}$</td> <td>b $5 \overline{) 655}$</td> <td>c $6 \overline{) 786}$</td> <td>d $3 \overline{) 519}$</td> <td>e $2 \overline{) 768}$</td> </tr> <tr> <td>f $3 \overline{) 397}$</td> <td>g $4 \overline{) 247}$</td> <td>h $5 \overline{) 356}$</td> <td>i $6 \overline{) 372}$</td> <td>j $7 \overline{) 504}$</td> </tr> <tr> <td>k $5 \overline{) 757}$</td> <td>l $3 \overline{) 659}$</td> <td>m $6 \overline{) 269}$</td> <td>n $4 \overline{) 358}$</td> <td>o $7 \overline{) 457}$</td> </tr> </table> <p>2 Ebony's little sister put white-out on her homework. Use strategies such as backtracking to rewrite her work with the correct solutions.</p> <table border="0"> <tr> <td>a $14 \div 5 = 29$</td> </tr> <tr> <td>b $564 \div 2 = 141$</td> </tr> <tr> <td>c $2 \div 2 = 6 = 42$</td> </tr> <tr> <td>d $369 \div 3 = 123$</td> </tr> <tr> <td>e $65 \div 5 = 53$</td> </tr> <tr> <td>f $3 \times 8 = 248$</td> </tr> <tr> <td>g $5 \times 6 = 270$</td> </tr> <tr> <td>h $3 \times 9 = 342$</td> </tr> </table> <p>3 Create 4 different divisions that have a remainder of 2.</p> <table border="0"> <tr> <td>$\square \overline{) \square \square \square} \text{ r}2$</td> <td>$\square \overline{) \square \square \square} \text{ r}2$</td> <td>$\square \overline{) \square \square \square} \text{ r}2$</td> <td>$\square \overline{) \square \square \square} \text{ r}2$</td> </tr> </table> <div>14</div> <div>Oxford University</div>	a $3 \overline{) 426}$	b $5 \overline{) 655}$	c $6 \overline{) 786}$	d $3 \overline{) 519}$	e $2 \overline{) 768}$	f $3 \overline{) 397}$	g $4 \overline{) 247}$	h $5 \overline{) 356}$	i $6 \overline{) 372}$	j $7 \overline{) 504}$	k $5 \overline{) 757}$	l $3 \overline{) 659}$	m $6 \overline{) 269}$	n $4 \overline{) 358}$	o $7 \overline{) 457}$	a $14 \div 5 = 29$	b $564 \div 2 = 141$	c $2 \div 2 = 6 = 42$	d $369 \div 3 = 123$	e $65 \div 5 = 53$	f $3 \times 8 = 248$	g $5 \times 6 = 270$	h $3 \times 9 = 342$	$\square \overline{) \square \square \square} \text{ r}2$	$\square \overline{) \square \square \square} \text{ r}2$	$\square \overline{) \square \square \square} \text{ r}2$	$\square \overline{) \square \square \square} \text{ r}2$
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Activity: Leave out exercise: e, j and o	<div style="text-align: center;"> unit 6 Subtraction of whole numbers </div> <p>1 Complete the subtraction algorithms. In some cases you will have to fill in the empty boxes.</p> <p>a $\begin{array}{r} 65934 \\ - 34123 \\ \hline \end{array}$ b $\begin{array}{r} 96784 \\ - 44582 \\ \hline \end{array}$ c $\begin{array}{r} 74183 \\ - 53072 \\ \hline \end{array}$ d $\begin{array}{r} 87228 \\ - 62148 \\ \hline \end{array}$ e $\begin{array}{r} 9499 \\ - 7860 \\ \hline \end{array}$</p> <p>f $\begin{array}{r} 83408 \\ - 62761 \\ \hline \end{array}$ g $\begin{array}{r} 79675 \\ - 52908 \\ \hline \end{array}$ h $\begin{array}{r} 88796 \\ - 43567 \\ \hline \end{array}$ i $\begin{array}{r} 57396 \\ - 8475 \\ \hline \end{array}$ j $\begin{array}{r} 9959 \\ - 3493 \\ \hline \end{array}$</p> <p>k $\begin{array}{r} 4\ \square\ \square\ 8\ 6 \\ - 26405 \\ \hline \end{array}$ l $\begin{array}{r} 6\ \square\ \square\ 4\ 9 \\ - 33821 \\ \hline \end{array}$ m $\begin{array}{r} 55\ \square\ 8\ \square \\ - 23728 \\ \hline \end{array}$ n $\begin{array}{r} 7\ \square\ 8\ 1\ 2 \\ - 54\ \square\ 1\ \square \\ \hline \end{array}$ o $\begin{array}{r} 8944 \\ - 48\ \square\ \square \\ \hline \end{array}$</p> <p>1 7 4 $\begin{array}{r} \square\ \square\ \square\ \square \\ - 36\ \square\ \square \\ \hline \end{array}$ $\begin{array}{r} \square\ \square\ \square\ \square \\ - 554 \\ \hline \end{array}$</p> <p>The tables below show the areas of 15 different countries in square kilometres.</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td>Australia</td><td>7 686 830</td></tr> <tr><td>Brazil</td><td>8 511 965</td></tr> <tr><td>Canada</td><td>9 976 140</td></tr> <tr><td>China</td><td>9 596 960</td></tr> <tr><td>Egypt</td><td>1 001 450</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td>Fiji</td><td>18 270</td></tr> <tr><td>France</td><td>547 030</td></tr> <tr><td>Germany</td><td>357 021</td></tr> <tr><td>Hungary</td><td>93 030</td></tr> <tr><td>India</td><td>3 287 590</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td>Italy</td><td>301 230</td></tr> <tr><td>New Zealand</td><td>268 680</td></tr> <tr><td>United Kingdom</td><td>244 820</td></tr> <tr><td>United States</td><td>9 629 090</td></tr> <tr><td>Vietnam</td><td>329 560</td></tr> </tbody> </table> <p>2 Use the tables to calculate the difference in area between these countries. The first one has been started for you.</p> <p>a</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td>Australia</td><td>7 686 830</td></tr> <tr><td>New Zealand</td><td>268 680</td></tr> <tr><td>Difference</td><td></td></tr> </tbody> </table> <p>b</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td>Canada</td><td></td></tr> <tr><td>Australia</td><td></td></tr> <tr><td>Difference</td><td></td></tr> </tbody> </table> <p>c</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td>China</td><td></td></tr> <tr><td>Australia</td><td></td></tr> <tr><td>Difference</td><td></td></tr> </tbody> </table> <p>3 Select your own countries and calculate the difference in size between them.</p> <p>a</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td>Difference</td><td></td></tr> </tbody> </table> <p>b</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td>Difference</td><td></td></tr> </tbody> </table> <p>c</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Area (sq km)</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td>Difference</td><td></td></tr> </tbody> </table> <p>4 What country am I thinking of?</p> <p>I am </p> <p>My area is less than Germany's but more than New Zealand's. The difference between my area and the United Kingdom's is 84 740 square kilometres.</p>	Country	Area (sq km)	Australia	7 686 830	Brazil	8 511 965	Canada	9 976 140	China	9 596 960	Egypt	1 001 450	Country	Area (sq km)	Fiji	18 270	France	547 030	Germany	357 021	Hungary	93 030	India	3 287 590	Country	Area (sq km)	Italy	301 230	New Zealand	268 680	United Kingdom	244 820	United States	9 629 090	Vietnam	329 560	Country	Area (sq km)	Australia	7 686 830	New Zealand	268 680	Difference		Country	Area (sq km)	Canada		Australia		Difference		Country	Area (sq km)	China		Australia		Difference		Country	Area (sq km)					Difference		Country	Area (sq km)					Difference		Country	Area (sq km)					Difference	
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Date / Week: Monday / Week 6

Topic: Adding Decimals

Instructions: Read the instructions carefully and do exercise 6 of the activity sheet below pg. 7:

Activity:

unit **2**

Adding decimals

6 Stevie has just begun work as a carpenter and her first job is to measure and cut some timber, which will later be nailed together.

Add these decimals but, before you do, **estimate** the total in whole metres, so that you have an idea of how much timber is to be used. Remember to keep the decimal points in a straight line.

a
$$\begin{array}{r} 2.120\text{ m} \\ 3.012\text{ m} \\ + 6.134\text{ m} \\ \hline \end{array}$$

Est: _____ Est: _____

b
$$\begin{array}{r} 2.212\text{ m} \\ 3.213\text{ m} \\ + 5.004\text{ m} \\ \hline \end{array}$$

Est: _____ Est: _____

c
$$\begin{array}{r} 3.501\text{ m} \\ 4.006\text{ m} \\ + 9.500\text{ m} \\ \hline \end{array}$$

Est: _____ Est: _____

d
$$\begin{array}{r} 4.901\text{ m} \\ 3.001\text{ m} \\ + 4.102\text{ m} \\ \hline \end{array}$$

Est: _____ Est: _____


e
$$\begin{array}{r} 4.502\text{ m} \\ 3.512\text{ m} \\ + 4.028\text{ m} \\ \hline \end{array}$$

Est: _____ Est: _____


f
$$\begin{array}{r} 4.404\text{ m} \\ 2.202\text{ m} \\ + 4.101\text{ m} \\ \hline \end{array}$$

Est: _____ Est: _____

Remember: Keep your decimal points in a vertical line!



7 The post office has measured and recorded the distances between towns on this map of Green Island. Calculate the shortest distances between the towns. The first one is done for you.



a

Northern Bluff and Woodend	Northern Bluff and The Plains	Savannah and Jetty Point	Woodend and The Plains
$\begin{array}{r} 44.521\text{ km} \\ 44.521\text{ km} \\ + 17.362\text{ km} \\ \hline 61.883\text{ km} \end{array}$			

b

The Plains and Six Peaks	Savannah and Northern Bluff	The Plains and Jetty Point
$\begin{array}{r} 11.065\text{ km} \\ 11.065\text{ km} \\ + 11.476\text{ km} \\ \hline 24.078\text{ km} \end{array}$		

7

Oxford University Press

Date / Week:	Tuesday / Week 6
Topic:	Subtracting Decimals
Instructions:	Read the instructions carefully and do exercises 5 & 6 of the activity sheet below pg. 19:
Activity:	

Subtracting decimals

unit 5

5 Complete the decimal subtraction algorithms. Remember to keep the decimal points in a straight line.

a
$$\begin{array}{r} 95.36 \\ - 42.34 \\ \hline \end{array}$$

e
$$\begin{array}{r} 9.635 \\ - 4.234 \\ \hline \end{array}$$

b
$$\begin{array}{r} 76.57 \\ - 43.46 \\ \hline \end{array}$$

f
$$\begin{array}{r} 3.457 \\ - 1.23 \\ \hline \end{array}$$

c
$$\begin{array}{r} 87.87 \\ - 25.36 \\ \hline \end{array}$$

g
$$\begin{array}{r} 6.589 \\ - 2.306 \\ \hline \end{array}$$

d
$$\begin{array}{r} 78.62 \\ - 63.45 \\ \hline \end{array}$$

h
$$\begin{array}{r} 8.734 \\ - 4.25 \\ \hline \end{array}$$

6 A gardener recorded the mass of fruit and vegetables grown in one year.

Food	Mass
apples	32 kg
oranges	29.8 kg
pears	30.5 kg
potatoes	29.585 kg
carrots	35.005 kg
tomatoes	36 kg

Calculate the difference in mass between:

a apples

b potatoes

c oranges

d tomatoes

7 Solve these problems.

a Peter's mass is 47.515 kg and Kim's mass is 36.49 kg. What is the difference in their masses?

b Zara can run 76.34 m in 10 seconds and Lauren can run 73.55 m in 10 seconds. How much further can Zara run in 10 seconds?

c Sienna saved \$337.80 but spent \$229.50 on a bluetooth speaker. How much did she have left?

d Cooper needed to cut a 4.755 m piece of timber from a 6 m length. How much timber was left over?

e Karo is 1.372 m tall. How tall will she be by the end of next year if she grows another 0.09 m?

f Fei Hung wants to cut 4 lengths of timber measuring 1.675 m each from a length of timber measuring 6.5 m. Is it possible for Fei Hung to do this?

Date / Week:	Wednesday / Week 6
Topic:	4 Digits by 1 digit multiplication
Instructions:	Read the concept and instructions carefully and do exercises 1 & 2 of the activity sheet below pg. 30:
Activity:	<div><div>unit 84-digit × 1-digit multiplication</div><div><div>Sometimes trading is needed when multiplying.</div><div><div>ThousHundTensOnes</div><div><div>2645</div><div>×</div><div>3</div><div>7935</div></div></div><div><div>• 5 × 3 = 15</div><div>Write 5 in the ones column and trade the 10 ones for 1 ten.</div><div>• 4 tens × 3 equals 12 tens, plus 1 ten equals 13 tens. Trade the 10 tens for 1 hundred. Write the 3 in the tens column.</div><div>• 6 hundreds × 3 equals 18 hundreds, plus 1 hundred equals 19 hundreds. Trade the 10 hundreds for 1 thousand.</div><div>• 2 thousands × 3 equals 6 thousands, plus 1 thousand equals 7 thousands. Write the 7 in the thousands column.</div></div><div><div>1 Complete the multiplications.</div><div><div>a5768b5743c2765d6958e754</div><div>×</div><div>3</div><div>×</div><div>4</div><div>×</div><div>3</div><div>×</div><div>2</div></div><div><div>f6024g4289h4806i8654j357</div><div>×</div><div>6</div><div>×</div><div>5</div><div>×</div><div>7</div><div>×</div><div>8</div></div></div><div><div>2 Guess and then check what the missing multipliers are in these multiplications.</div><div><div>a3096b6027c3242d6098e720</div><div>×</div><div>×</div><div>×</div><div>×</div><div>×</div></div><div><div>278644821622694304906480</div></div></div><div><div>3 Solve the problems.</div><div><div>a Ying Yue has 5 bank accounts with \$457 in each. How much does she have altogether?</div><div>b Finn runs 4536 m each day. How far will he run in 7 days?</div><div>c Sarah runs 8250 m every day. If she is meant to run 60 km every week, how much further does she need to run?</div><div>d Alex saves \$33.50 each month. Will she have enough to buy a \$307 phone after 9 months?</div></div></div><div><div>4 Use the five different number cards to create different multiplications, and then answer them.</div><div><div>a□□□□b□□□□c□□□□d□□□□</div><div>×</div><div>×</div><div>×</div><div>×</div></div><div><div>1235</div></div></div></div></div>

Date / Week:	Thursday / Week 6
Topic:	Addition and Subtraction Strategies
Instructions:	Read the concept and instructions carefully and do exercises 1 & 2 of the activity sheet below pg. 40:
Activity:	<div data-bbox="352 315 1927 1419"> <div> <div>unit 10</div> <div>Addition and subtraction strategies</div> </div> <div> <p>The front-end strategy</p> <p>EXAMPLE Think $47 - 24 = 23$, so $47 \text{ thousand} - 24 \text{ thousand} \approx 23 \text{ thousand}$, therefore $47\,495 - 24\,563 \approx 23\,000$.</p> <p>$47\,495 - 24\,563$</p> </div> <p>1 Use the front-end strategy to give approximate solutions to these additions and subtractions.</p> <div> <p>a $\begin{array}{r} 4\,8365 \\ - 1\,5954 \\ \hline \approx \end{array}$</p> <p>b $\begin{array}{r} 6\,2397 \\ + 2\,9458 \\ \hline \approx \end{array}$</p> <p>c $\begin{array}{r} 8\,7369 \\ - 3\,9872 \\ \hline \approx \end{array}$</p> <p>d $\begin{array}{r} 9\,5367 \\ + 4\,2810 \\ \hline \approx \end{array}$</p> </div> <p>2 Estimate and then calculate the exact answer to these algorithms.</p> <div> <p>a $\begin{array}{r} 5\,8327 \\ - 2\,6785 \\ \hline \approx \\ = \end{array}$</p> <p>b $\begin{array}{r} 7\,5163 \\ + 2\,8621 \\ \hline \approx \\ = \end{array}$</p> <p>c $\begin{array}{r} 6\,8427 \\ + 7\,2210 \\ \hline \approx \\ = \end{array}$</p> <p>d $\begin{array}{r} 8\,7629 \\ - 5\,9208 \\ \hline \approx \\ = \end{array}$</p> <p>e $\begin{array}{r} 3\,7925 \\ + 5\,4127 \\ \hline \approx \\ = \end{array}$</p> <p>f $\begin{array}{r} 8\,6901 \\ - 3\,9218 \\ \hline \approx \\ = \end{array}$</p> <p>g $\begin{array}{r} 4\,9726 \\ + 7\,5219 \\ \hline \approx \\ = \end{array}$</p> <p>h $\begin{array}{r} 7\,4528 \\ - 9\,327 \\ \hline \approx \\ = \end{array}$</p> </div> <div> <div> <input type="checkbox"/> exact <input type="checkbox"/> approximate </div> <div>Working</div> </div> <p>3 Tick the box to indicate whether an exact or approximate answer is needed to solve these problems. Explain your reasons.</p> <p>a How much will it cost Mia to buy a new car priced at \$36 999 if she has been offered \$13 450 as a trade-in on her old car?</p> <p>Explanation: _____</p> <p>b Tom has \$10 000 in the bank and needs a car for his job. Can he afford a used car priced at \$8950 if he also has to spend \$1500 on tools?</p> <p>Explanation: _____</p> <div> <div> <input type="checkbox"/> exact <input type="checkbox"/> approximate </div> <div>Working</div> </div> </div>

Date / Week:	Friday / Week 6																																			
Topic:	Diagnostic Review Test																																			
Instructions:	Read the instructions carefully and do all the activities in this activity sheet below pg. 38 as a test:																																			
Activity:	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <h3 style="text-align: center;">Diagnostic review 1</h3> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; background-color: #f0f0f0;">PART 1</p> <p>Give the numbers before and after these numbers.</p> <p>a 36241 _____</p> <p>b 407205 _____</p> <p>c 7642 _____</p> <p>d 2628700 _____</p> <p>e 74533909 _____</p> <p>f Write the number: two million, eight hundred and seventy-two thousand, one hundred and one. _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; background-color: #f0f0f0;">PART 2</p> <p>Round each number to the nearest 1000 to give an approximate answer.</p> <p>a $49\,565 + 34\,329 \approx$</p> <p>b $72\,428 - 59\,625 \approx$</p> <p>c $86\,379 + 13\,708 \approx$</p> <p>d $99\,299 - 54\,854 \approx$</p> <p>e $70\,801 + 19\,499 \approx$</p> <p>Complete these additions and subtractions.</p> <p>f $\begin{array}{r} 4\ 8\ 3\ 5\ 7\ 4 \\ +\ 2\ 7\ 3\ 4\ 2\ 6 \\ \hline \end{array}$</p> <p>g $\begin{array}{r} 7\ 4\ 6\ 2\ 8\ 9 \\ +\ 2\ 1\ 2\ 5\ 7\ 7 \\ \hline \end{array}$</p> <p>h $\begin{array}{r} 9\ 5\ 6\ 7\ 5\ 7 \\ -\ 6\ 2\ 3\ 4\ 3\ 4 \\ \hline \end{array}$</p> <p>i $\begin{array}{r} 9\ 6\ 5\ 4\ 0\ 6 \\ -\ 2\ 8\ 4\ 6\ 8\ 3 \\ \hline \end{array}$</p> <p>j 57968 people attended the cricket test at the Sydney Cricket Ground and 168915 attended the match at the Melbourne Cricket Ground. Estimate the total attendance to the nearest ten thousand. _____</p> <p>k Merchandise sales at the Melbourne test were \$591 202 compared to \$147 808 in Sydney. What was the difference in sales? _____</p> <p>l Shade the prime numbers below. The number one is not a prime number.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> </table> </div> <div style="width: 48%;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; background-color: #f0f0f0;">PART 3</p> <p>Complete these multiplications.</p> <p>a $40 \times 5 =$</p> <p>b $400 \times 5 =$</p> <p>c $70 \times 3 =$</p> <p>d $700 \times 3 =$</p> <p>e $12 \times 4 =$</p> <p>f $12 \times 8 =$</p> <p>m $\begin{array}{r} 3\ 6\ 2 \\ \times\ 3 \\ \hline \end{array}$</p> <p>n $\begin{array}{r} 4\ 7\ 4\ 5 \\ \times\ 7 \\ \hline \end{array}$</p> <p>o $\begin{array}{r} 3\ 5\ 3\ 7 \\ \times\ 8 \\ \hline \end{array}$</p> <p>g $16 \times 4 =$</p> <p>h $16 \times 8 =$</p> <p>i $61 \times 6 =$</p> <p>j $49 \times 8 =$</p> <p>k $299 \times 4 =$</p> <p>l $305 \times 7 =$</p> <p>p If Tim's average for 9 cricket games was 67 runs, what was his total score? _____</p> <p>q $\begin{array}{r} 4\ 5\ 7\ 2\ 8 \\ \times\ 4\ 8\ 5\ 4\ 4 \\ \hline \end{array}$</p> <p>s $\begin{array}{r} 8\ 19\ 8\ 4\ 8 \\ \times\ 5 \\ \hline \end{array}$</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; background-color: #f0f0f0;">PART 4</p> <p>Complete the equivalent fraction, decimal and percentage table.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Fraction</th> <th>Decimal</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>$\frac{27}{100}$</td> <td></td> <td></td> </tr> <tr> <td></td> <td>0.99</td> <td></td> </tr> <tr> <td></td> <td></td> <td>70%</td> </tr> <tr> <td></td> <td>0.06</td> <td></td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #f0f0f0;">PART 5</p> <p>Complete these decimal operations.</p> <p>a $58.53\text{ km} + 24.42 =$</p> <p>b $67.75\text{ m} - 34.64 =$</p> <p>c $87.26\text{ m} - 63.08 =$</p> <p>e $\frac{3}{8} + \frac{2}{8} =$</p> <p>f $\frac{8}{12} - \frac{5}{12} =$</p> <p>g $\frac{3}{10} + \frac{4}{10} =$</p> <p>h $\frac{5}{10} + \frac{8}{10} =$</p> <p>i $\frac{7}{10} - \frac{1}{10} =$</p> <p>j $\frac{3}{5} + \frac{3}{5} =$</p> <p>k $\frac{7}{10} - \frac{3}{10} =$</p> <p>l $\frac{7}{8} + \frac{5}{8} =$</p> </div> </div> </div></div>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Fraction	Decimal	%	$\frac{27}{100}$				0.99				70%		0.06	
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