

Write the value of the underlined digit.

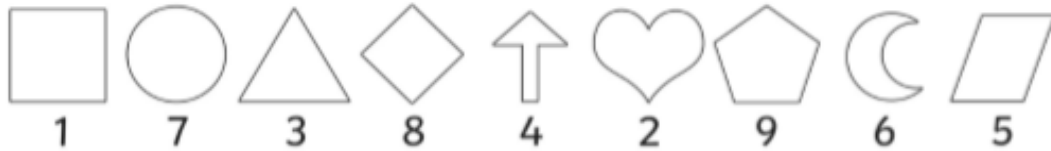
54 50 47 7 83 80

35 _____ 89 _____ 33 _____

74 _____ 25 _____ 44 _____




51 _____ 37 _____ 62 _____




Code Breaking









Example




In the number  , what is  worth? 20




1. In the number  , what is  worth? _____




2. In the number  , what is  worth? _____

3. In the number  , what is  worth? _____

4. In the number  , what is  worth? _____

5. In the number  , what is  worth? _____

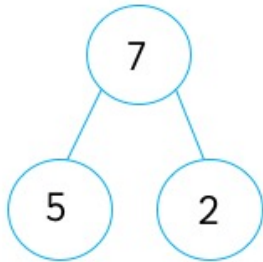
6. In the number  , what is  worth? _____

7. In the number  , what is  worth? _____

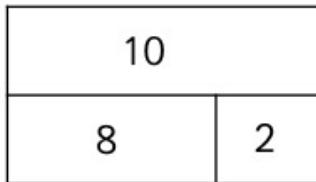
NC objective: recall and use addition and subtraction facts up to 20 fluently

2

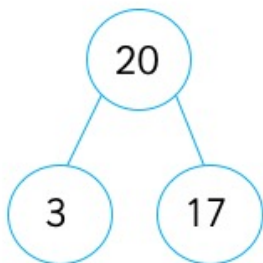
Write all of the associated facts.



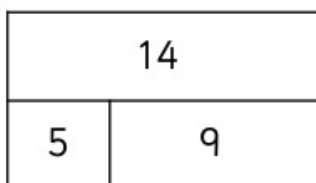
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
The whole is $\underline{\quad}$	
The parts are $\underline{\quad}$ & $\underline{\quad}$	



$\underline{\quad} = \underline{\quad} + \underline{\quad}$	$\underline{\quad} = \underline{\quad} + \underline{\quad}$
$\underline{\quad} = \underline{\quad} - \underline{\quad}$	$\underline{\quad} = \underline{\quad} - \underline{\quad}$
The whole is $\underline{\quad}$	
The parts are $\underline{\quad}$ & $\underline{\quad}$	



$\underline{\quad} = \underline{\quad} + \underline{\quad}$	$\underline{\quad} = \underline{\quad} + \underline{\quad}$
$\underline{\quad} = \underline{\quad} - \underline{\quad}$	$\underline{\quad} = \underline{\quad} - \underline{\quad}$
The whole is $\underline{\quad}$	
The parts are $\underline{\quad}$ & $\underline{\quad}$	



$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
The whole is $\underline{\quad}$	
The parts are $\underline{\quad}$ & $\underline{\quad}$	

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3rd July 2020

NC objective: derive and use related facts up to 100

Fluency and precision

Complete the sentences.

2



I have 10 counters. I drop 5.
I have 5 counters left.



I have 100 counters. I drop 50.
I have _____ counters left.



I have 4 counters. I drop 2.
I have 2 counters left.



I have 40 counters. I drop 20.
I have _____ counters left.



I have 6 smarties. I eat 1.
I have 5 smarties left.



I have 60 smarties. I eat 10.
I have _____ smarties left.



I have 7 raisins. I eat 2.
I have 5 raisins left.



I have 70 raisins. I eat 20.
I have _____ raisins left.



I have 9 smarties. I eat 7.
I have 2 smarties left.



I have 90 smarties. I eat 70.
I have _____ smarties left.

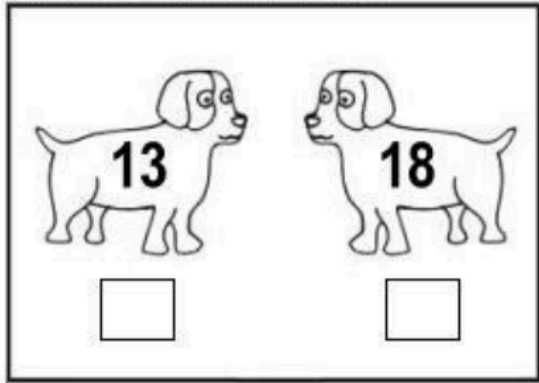
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3rd July 2020

L.O. To recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables. |

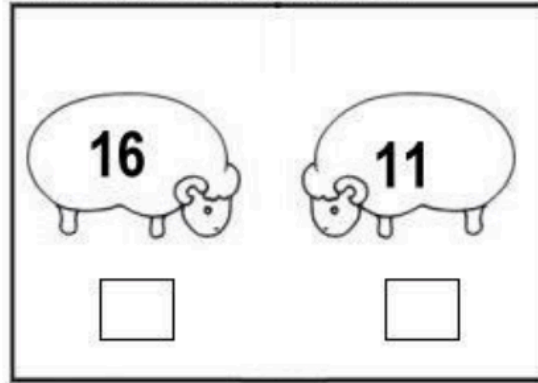
<p>I have 7 plates and 2 sweets on each plate. How many sweets altogether? _____</p> <p>____ x ____ = _____</p> <p>____ + ____ = _____</p>	<p>I have 6 plates and 5 sweets on each plate. How many sweets altogether? _____</p> <p>____ x ____ = _____</p> <p>____ + ____ = _____</p>
<p>I have 5 plates and 10 sweets on each plate. How many sweets altogether? _____</p> <p>____ x ____ = _____</p> <p>____ + ____ = _____</p>	<p>I have 7 plates and 5 sweets on each plate. How many sweets altogether? _____</p> <p>____ x ____ = _____</p> <p>____ + ____ = _____</p>
<p>I have 9 plates and 5 sweets on each plate. How many sweets altogether? _____</p> <p>_____</p> <p>_____</p>	<p>I have 9 plates and 10 sweets on each plate. How many sweets altogether?</p> <p>_____</p> <p>_____</p>
<p>I have 12 plates and 2 sweets on each plate. How many sweets altogether? _____</p> <p>_____</p> <p>_____</p>	<p>I have 8 plates and 5 sweets on each plate. How many sweets altogether? _____</p> <p>_____</p> <p>_____</p>

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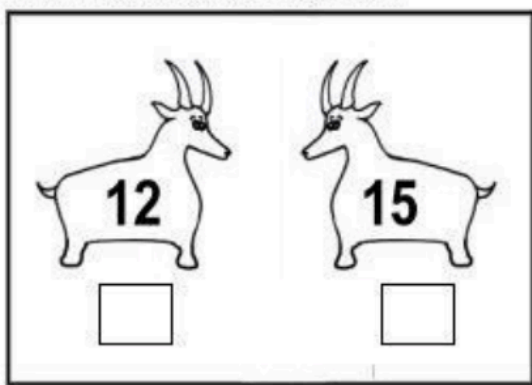
1. Tick the odd number



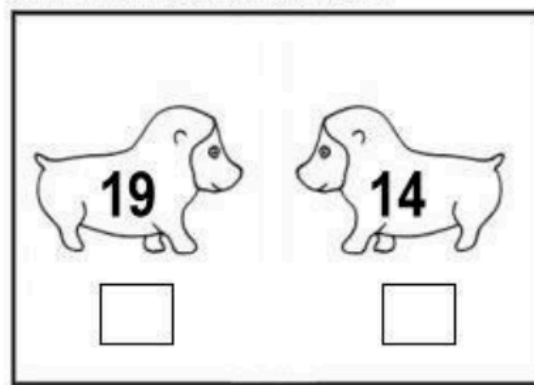
4. Tick the even number



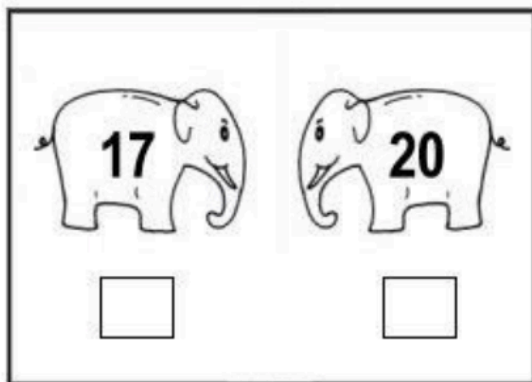
2. Tick the even number



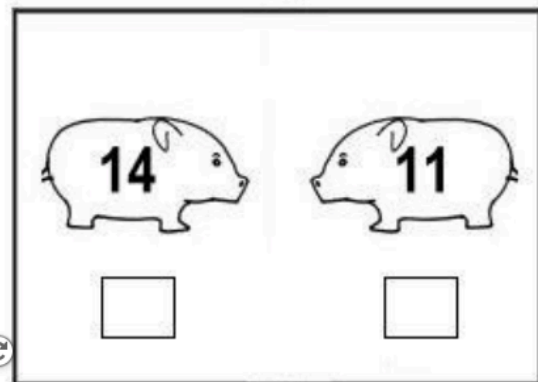
5. Tick the odd number



3. Tick the odd number



6. Tick the even number



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3rd July 2020

NC objective: calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (x) and equals (=) signs

Complete the sentences and then write the multiplication and division number sentence represented.

5 5 5

There are ___ lots of ___

$5 \times 3 = 15$	$3 \times 5 = 15$
$15 \div 3 = 5$	$15 \div 5 = 3$

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5 5 5 5 5 5

There are ___ lots of ___

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5 5 5 5

There are ___ lots of ___

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5 5 5 5 5 5 5 5 5 5

There are ___ lots of ___

5

There is ___ lot of ___

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5 5 5 5 5 5 5 5 5

There are ___ lots of ___

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5 5

There are ___ lots of ___





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5 5 5 5 5

There are ___ lots of ___

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Colour $\frac{1}{2}$ of the butterflies 	Colour $\frac{1}{2}$ of the stars 
Colour $\frac{3}{4}$ of the leaves 	Colour $\frac{2}{4}$ of the umbrellas 

Can you solve these problems?

Priya's pencil is 12cm long. Daniel's pencil is half the length of Priya's. How long is Daniel's pencil?





Lucy has 12 sweets. She eats one quarter of them. How many does she have left?

It takes dad 4 minutes to tie his shoelaces. It takes Sam $\frac{3}{4}$ of that time. How long does it take Sam?

Half the children in Red Class go out to play. There are 10 children left in the classroom. How many children are in Red Class?

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3rd July 2020

Write a fraction sentence for each picture. The first one has been done for you.

 <p>$\frac{1}{2}$ of 6 = 3</p>	
	

Now draw pictures to go with these fraction sentences.

<p>$\frac{1}{2}$ of 10 is 5</p>	<p>$\frac{1}{2}$ of 12 is 3</p>
<p>$\frac{2}{4}$ of 4 is 2</p>	<p>$\frac{3}{2}$ of 12 is 9</p>