

Yellow group (Year 5) maths.

5 a day- Day 1:

$$\begin{array}{r} 673 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 457 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 304 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 615 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 149 \\ + 16 \\ \hline \end{array}$$

5 a day- Day 2:

$$\begin{array}{r} 292 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 670 \\ + 72 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ + 75 \\ \hline \end{array}$$

$$\begin{array}{r} 387 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ + 45 \\ \hline \end{array}$$

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5 a day- Day 3:

$$\begin{array}{r} 479 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 337 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 584 \\ - 61 \\ \hline \end{array}$$

$$\begin{array}{r} 478 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 748 \\ - 16 \\ \hline \end{array}$$

5 a day- Day 4:

$$\begin{array}{r} 298 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 677 \\ - 72 \\ \hline \end{array}$$

$$\begin{array}{r} 697 \\ - 75 \\ \hline \end{array}$$

$$\begin{array}{r} 387 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 652 \\ - 32 \\ \hline \end{array}$$

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5 a day- Day 5:

$$\begin{array}{r} \\ 5 8 \\ + 3 \\ \hline 1 4 8 7 \end{array}$$

$$\begin{array}{r} 6 4 1 \\ + 7 \\ \hline 1 2 4 \end{array}$$

$$\begin{array}{r} 4 5 \\ + 8 7 8 \\ \hline 1 5 \end{array}$$

Task 1: 1s, 10s and 100s.

Watch this video:

<https://kids.classroomsecrets.co.uk/resource/100s-10s-and-1s-video-tutorial/>

The video will ask for you some questions which you can work out on a blank piece of paper.

Once you have watched the short video, have a go at answering these questions.

Look at these digit cards:



What is the smallest 3-digit number you could use these cards to make?

What is the greatest 3-digit number you could make?

Answer:

What is the value of each digit in this number?:



I'm thinking of a 3-digit number that I can make using these digit cards. I can only use each card once.



There are no tens.
The hundreds digit
is a greater number
than the ones digit.
The digit total (the
digits added
together) is 7.

What number am I thinking of?

Answer:

Task 2:

1) Complete the table below to show the number in numerals, words and base ten blocks:



hundreds	tens	ones	number (numerals)	Number (words)
			802	eight hundred and two
				two hundred and thirty-seven

1) Look at these digit cards:



a) What is the smallest number you can make that uses all three cards?

b) What is the greatest number you can make that uses all three cards?

c) Using all three cards, how many different numbers can you make? Write them below.

d) How do you know that you have found all the possible numbers?

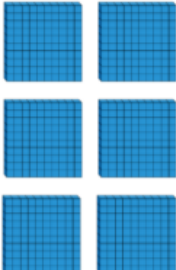
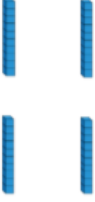

2) What is the value of each underlined digit?

134

862

220

Task 3: Challenge.

Hundreds	Tens	Ones
		

Eva


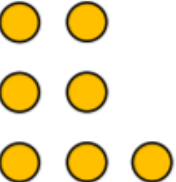


The place value grid shows the number 467

Is Eva correct? Explain your reasoning.

What do you notice about the number shown?

Answer:

100s	10s	1s
		

Dora



The place value chart shows 607

Jack



I think it shows 670

Who is correct? Explain your reasoning.

Answer:

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Answers:

5 a day:

1. 691
2. 482
3. 373
4. 653
5. 165

1. 328
2. 742
3. 737
4. 438
5. 521

1. 461
2. 312
3. 523
4. 440
5. 732

1. 262
2. 605
3. 622
4. 336
5. 620

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$$\begin{array}{r} 5 \quad \underline{} \quad 8 \\ + \quad 3 \quad \underline{} \\ \hline 1 \quad 4 \quad 8 \quad 7 \end{array}$$

$$\begin{array}{r} 6 \quad 4 \quad 1 \\ + \quad \underline{} \quad 7 \quad \underline{} \\ \hline 1 \quad 2 \quad \underline{} \quad 4 \end{array}$$

$$\begin{array}{r} 4 \quad \underline{} \quad 5 \\ + \quad 8 \quad 7 \quad 8 \\ \hline 1 \quad \underline{} \quad 5 \quad \underline{} \end{array}$$

1	4, 9, 9
2	5, 3, 1
3	7, 3, 3

Task 1:

124

985

500
(or 5 hundreds)

30
(or 3 tens)

2
(or 2 ones)

403

Task 2:

1) Complete the table below to show the number in numerals, words and base ten blocks:



Hundreds	Tens	Ones	Number (numerals)	Number (words)
			448	four hundred and forty-eight
			802	eight hundred and two
			237	two hundred and thirty-seven

1) a) 167

b) 761

c) Six different numbers – 167, 176, 617, 671, 716, 761

d) Children should show some understanding of working systematically. Example answer: I used each digit card as a hundreds number and swapped the tens and ones digit cards around to make different numbers.



2) Allow answers in digits and phrased as 'two tens' instead of 'twenty', for example.

134 four

862 eight hundred

220 twenty

Task 3:

Possible answers:

I disagree because there are six hundreds, four tens and seven ones so the number is 647.

I notice that 647 and 467 have the same digits but in a different order so the digits have different values.

Dora is correct because there are six counters in the hundreds column, none in the tens column and seven in the ones column.

If it was 670 there would be seven counters in the tens column and none in the ones column.