

7-11  
yrs



Draw a picture  
of yourself!

**This book belongs to:**

**Class:**

Author:  
TTS Limited

Copyright © 2020 TTS Group Ltd

Published by:  
TTS Group Ltd  
Unit 1 Park Lane Business Park  
Kirkby-in-Ashfield  
Nottinghamshire  
NG17 9GU

[www.tts-group.co.uk](http://www.tts-group.co.uk)

All rights reserved. This free content is subject to the condition that it shall not, by way of trade or otherwise, be lent, hired out or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and with a similar condition, including this condition, being imposed upon the subsequent purchaser.

Photocopying permission is given only for purchasers and not for borrowers of books from any lending service.

Due to the nature of the web, the publisher cannot guarantee the content or links of any of the websites referred to. It is the responsibility of the reader to assess the suitability of websites.

The authors, publisher and distributor exclude all legal responsibility for any advice or opinion given in this book to the maximum extent permitted by the applicable law. Whilst they have taken every care to be accurate, the information is a statement of general principle and any application or extension to individual cases is the sole responsibility of those who use it. Should you have any concerns about the contents of this book or its application to individual cases, please seek appropriate professional guidance.

Introduction .....	4	PE Activity 2 Your Favourite Sport .....	56-57
Reading Log .....	5	PE Activity 3 The Olympics.....	58-59
Diary .....	6-7	Computer Activity 1 Video Game Design .....	60-61
Literacy Activity 1 The Chocolate Factory .....	8-9	Computer Activity 2 Video Game Design.....	62-63
Literacy Activity 2 Learn to Fingerspell .....	10-11	Computer Activity 3 Video Game Design.....	64-65
Literacy Activity 3 The Burning of the Ricefields...	12-13	Geography Activity 1 Our World – Night and Day .....	66-67
Literacy Activity 4 Write a scintillating story! .....	14-17	Geography Activity 2 Continents, Countries and Oceans.....	68-69
Literacy Activity 6 Poetry .....	18-21	Geography Activity 3 What a Wonderful World .....	70-71
Literacy Activity 8 Tongue Twisters.....	22-23	History Activity 1 My Family Timeline.....	72-73
Literacy Activity 9 William Shakespeare .....	24-25	History Activity 2 Historical Timelines.....	74-75
Literacy Activity 10 The Aliens Have Landed.....	26-27	History Activity 3 Artefacts.....	76-77
Maths Activity 1 Hundred Square .....	28-29	Art & Design Activity 1 Mona Lisa .....	78-79
Maths Activity 2 Let's Multiply! .....	30-31	Art & Design Activity 2 Aboriginal Art.....	80-81
Maths Activity 3 Let's Multiply More! .....	32-33	Design & Technology Activity 1 Materials .....	82-83
Maths Activity 4 What's Missing? .....	34-35	Design & Technology Activity 2 No bake recipes .....	84-85
Maths Activity 5 Dip & Pick.....	36-37	Music Activity 1 Write a song about your Town .....	86-89
Maths Activity 6 Number and Place Value.....	38-39	Language Activity 1 Blue-Bot est en vacances au ski .....	90-93
Maths Activity 7 Reasoning .....	40-41	Mindfulness & Wellbeing Activity 1 Mindfulness.....	94-97
Maths Activity 8 Problem Solving .....	42-43	Resources.....	99
Maths Activity 9 More Problem Solving.....	44-45	Resources .....	101
Maths Activity 10 Shape Hunt! .....	46-47		
Science Activity 1 Mini Lava Lamps.....	48-49		
Science Activity 2 Sailing Boats .....	50-51		
Science Activity 3 Egg Parachutes .....	52-53		
PE Activity 1 Core Movements .....	54-55		

We hope that you enjoy the lessons in this book which have been carefully planned by our TTS Teachers. We have created these to support and compliment the home learning provided by schools. It is in no way intended to replace the brilliant curriculum materials your child's school will have created – but as a little something from us to you to support your child when learning at home.

All resources have been written by qualified teachers and using TTS resources. Please respect our intellectual property by keeping this pack together as it was intended and not republishing it in any way for commercial gain. Please feel free to share the free download with anyone who may benefit from it!

It is recommended that children undertake a Literacy and Numeracy task everyday plus one other lesson from another subject area. The lessons have been designed to be “pick and mix” so you do not need to follow any particular order.

Try to find a quiet place for your child to work, ideally at a table, with limited distractions.

Remember that all children work at a different pace and if you feel they are getting restless move on to another task and you can always revisit an activity later.

Encourage your child with their work and ask lots of questions, some of our lessons offer a great opportunity to learn together and share the experience. Remember to encourage your child to hold their pen/pencil correctly, think about the presentation of their work and take their time.

Use the opportunity of working at home to develop independence, perseverance, problem solving skills and creativity. Children will love the opportunity to show you what they are capable of as they work through the activities in this book. Remember, the most important thing is for children to enjoy these activities and have fun!

Date	Title	Page	Comments

<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	

<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	

# The Chocolate Factory



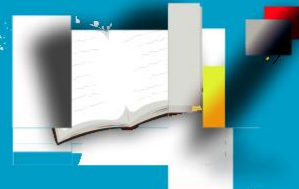
“How lucky are we?” asked Tom as he and Leah entered the chocolate factory. Leah replied, “I can’t wait to get to the tasting part!”

the local chocolate factory. After putting on hairnets, to keep the chocolate hygienic, they were shown how the chocolate starts as cacao beans. The beans

were processed to remove the shell and make the cocoa powder and the cocoa butter. Leah and Tom watched in amazement as these were mixed together with the sugar, vanilla and milk. The melted chocolate was then put into moulds, to solidify into bars and chocolates. Then the tasting began. “Hmm, delicious!” said



Product Code: LI10018 - 08 - 19 Made in UK



1. How did Leah and Tom feel as they entered the chocolate factory?  
How do you know?
2. **Why were they visiting the factory?**
3. **Find the word ‘hygienic’** in the text. What does this mean and why is it important to making chocolate?
4. \_\_\_\_\_ is?
5. **What else is added to the mixture?**
- 6.

Product Code: LI10018 - 08 - 19 Made in UK



1 .....

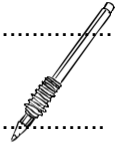
2 .....

3 .....

4 .....

5 .....

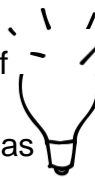
6 .....



**Draw your ideal chocolate and label with ingredients**

## What is fingerspelling?

Fingerspelling is a way of spelling words using hand movements and is a part of learning sign language. Each letter of the alphabet has a different sign. British Sign Language (BSL) uses a two-handed version, whereas others, such as American Sign Language (ASL) use only one.



## Why should we learn it?

It would be wonderful if all children were taught to fingerspell. Firstly, it can be picked up very quickly and is great fun! Everyone loves the idea of secret codes and this is like learning a code. The vowels, for example, are indicated by pointing to each finger in turn, starting with the thumb – a, e, i, o, u.

Secondly, it is a new and different way to learn the alphabet and practise spelling. Children will have better understanding of the fact that words are made up of vowels and consonants.

Last, but not least, children will be able to communicate in a small way with a deaf or hearing impaired person and would better appreciate the communication difficulties they face.

Fingerspelling is only a part of learning sign language, but getting children to try it might encourage them to want to know more.

### Questions:

1. What is fingerspelling?

.....

2. What does the acronym BSL stand for?

.....

3. Name the 5 vowels in the English language.

.....

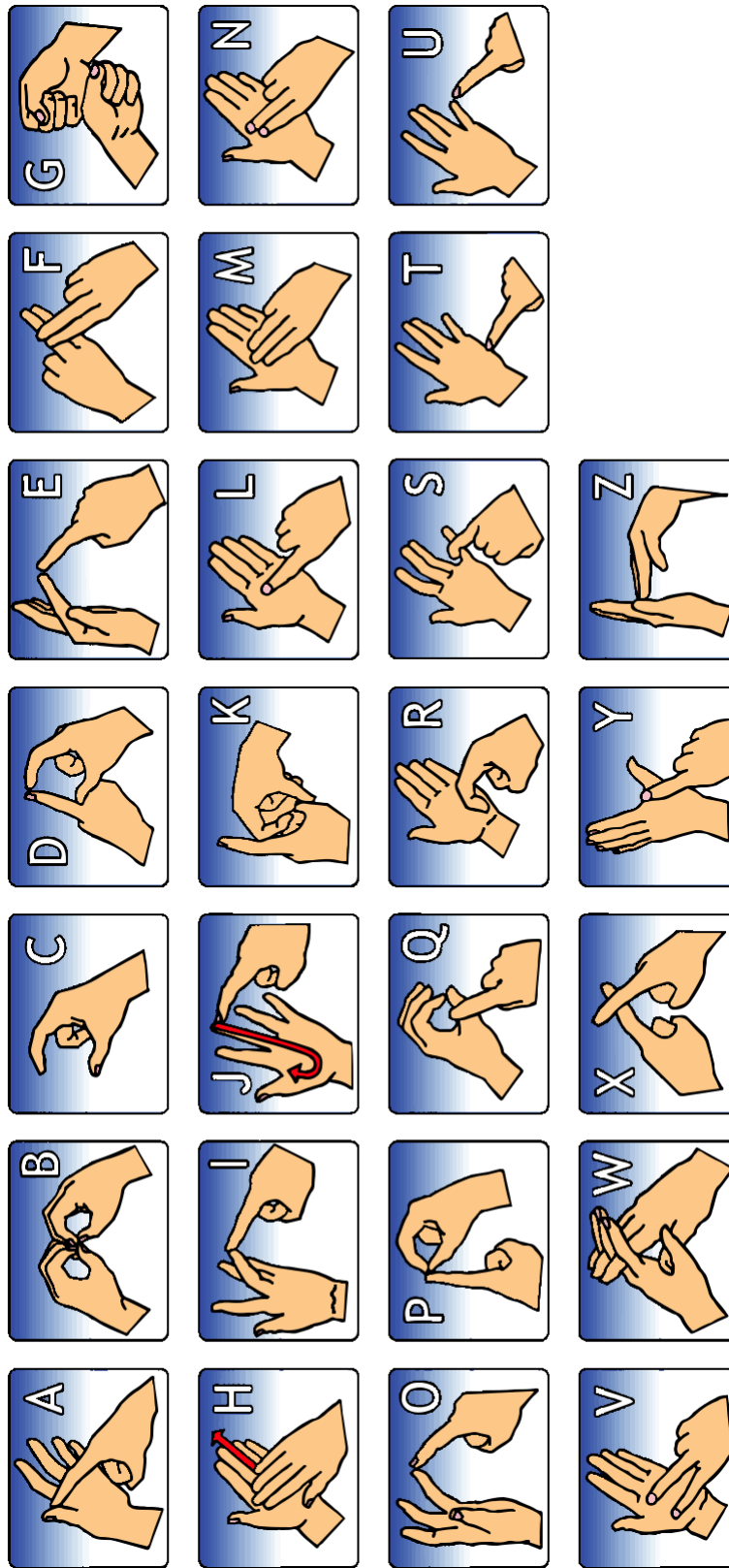
4. What are the final 5 consonants in the alphabet?

.....

5. Look carefully at the fingerspelling alphabet opposite. First, practise signing your name then try other words and perhaps a whole sentence.



# BRITISH SIGN LANGUAGE - FINGERSPELLING



[british-sign.co.uk](http://british-sign.co.uk)

LEARN BRITISH SIGN LANGUAGE ONLINE AT

Once there was an old man who lived high up on a mountain far away in Japan. All around his little house the ground was flat and the soil was good. Here were the rice fields belonging to all the people who lived in the village at the foot of the mountain. Beyond the village was the blue sea, so close that there was no room for anything but houses.

The old man lived with his grandson, Yone. The child loved the rice fields and he often helped his grandfather to watch over them because he knew that all the good food for the villagers came from there.

One day, the grandfather was standing on his own looking down at the village and the people going about their business. He was thinking how beautiful the scene was when something caught his eye far out to sea. It was as though a huge cloud was rising and as if the sea itself was lifting into the sky. The old man put his hands to his eyes and looked again as hard as he could. Then he turned and ran to the house shouting, "Grandson, grandson! Come quickly! Bring a burning stick from the fireplace!"

Yone could not imagine why his Grandfather wanted the fire, but he always did as he was told without question, so he quickly and carefully got the burning wood.

The old man grabbed the fiery wand and ran to the rice fields. Yone ran after him and was horrified to see his grandfather setting light to the dry rice in the fields. He thrust the torch in again and again as the stalks turned red, orange and yellow.

"Grandfather! What are you doing?" screamed Yone, thinking his grandfather must have lost his mind.

Very soon, the field was completely ablaze; the fire spread quickly and black smoke began to creep up the mountain side. It rose thick and dark and in no time the people in the village below saw it and knew that their precious rice fields were on fire. As quickly as their legs could carry them, they ran. Not one person stayed behind.

When they came closer, and could see that they were too late to save any of it, they cried and wailed, "Who could have done this? How could it happen?"

"I did it," said the old man.

"It's true," sobbed his grandson, "My grandfather started the fire."

The villagers gathered angrily around the old man, "Why?" they screamed, "Why?"

He turned and pointed to the sea. "Look."

They all turned to look. There, where the sea had been so beautiful, still and calm, a gigantic wall of water as tall as the sky was rolling in. The people were so aghast at the terrifying sight they could not even scream.

The wall of water fell on the village and destroyed every house and building. The sound was awful. Wave after wave battered and covered the place where the village had been until it was all under the sea.

Disastrous as this was, every last person was safe.

When they realised what the old man had done, they thanked him and honoured him for his quick thinking which had saved them all from the tidal wave.

**Answer the following questions:**

1. Where is this story set?
2. Why did Yone not ask his Grandfather why he wanted a burning stick?
3. What was the danger coming from the sea?
4. Does the story have a message? What do you think it is?
5. The Burning of the Rice Fields is a re-telling of a traditional tale. Name 3 other traditional tales.

1.....

2.....

3.....

4.....

5.....



**His torso was covered in debris as he tried to...**

**I'm an old man marooned on a desert island where my powers are useless...**

**Once upon a time in the land of 'Never Forget' lived...**

**The water thundered through my ears as I tumbled through the waves...**

**Trudging through the desert sands I had an illusion...**

**It was a lovely moonlit night...**

Choose any one of the story starters above and let your imagination run wild! Take time to think about your ideas – you might want to jot down a plan or talk it through with someone. When you are ready, write your story on the next pages.



A large rectangular area with rounded corners, outlined in green. It contains 20 horizontal green lines for writing.



A large rectangular area with rounded corners, outlined in green. It contains 20 horizontal green lines for writing, spaced evenly from top to bottom.





A large rectangular area with rounded corners, outlined in green. It contains 20 horizontal green lines for writing.

## The Revival of Crumbledown School

Truth to tell in years gone by,  
Crumbledown School, no word of a lie,  
Was an awful place,  
Full of woe,  
Where no sane child would want to go.  
Morale was low, detentions high,  
Hard to say exactly why...  
Years had passed  
With no respite,  
It kept the head awake at night.

Mr Watkin did whatever he could,  
But nothing he tried seemed to do much good.  
Pupils walked with shoulders down,  
Teachers dull,  
Their clothes all brown  
Until one day a girl arrived -  
9 years old and  
In Year 5 -  
Her name was Sue and she had a dream,  
Of starting up a football team.

The PE teacher was sadly lacking,  
Shrugged his shoulders and  
Sent her packing  
“It’s a daft idea by any token,  
And anyway, my whistle’s broken.”  
Undeterred, Sue went away,  
And made a plan that very day,  
A buzz began  
Around the school,  
A football team might be quite cool!  
A squad was formed that self-same week,  
So Mr Watkin took a peek,  
To call them ‘chaotic’  
Would be understating,  
Even ‘a shambles’ would be overrating.  
They lost every game, not just by a few

(I believe the last score was 30 to 2)  
That being said,  
They never gave up;  
Sue was determined to lift the league cup.

Then an odd thought occurred, worth supposition,  
That important as training  
Might be their nutrition...  
Carbohydrates and protein – they were the key!  
She would plan their whole diet, as strict as could be.  
So she banned crisps and pop, “Be gone chocs and sweets”,  
And made special veg smoothies  
With cabbage and beets,  
And a secret ingredient which nobody knew  
And Sue won’t divulge, not even to you!

The sensational smoothies made the team more resilient,  
And not only that -  
They were actually brilliant!  
They won every game, getting better each day  
And nothing it seemed would stand in their way.  
The children were thrilled by their new reputation  
And Sue’s special smoothies  
Were quite the sensation!  
The school was transformed from where boredom was rife  
To a place full of energy, vigour and life!

This tale has a moral, you must understand  
That health and nutrition  
Work best hand in hand.  
So please don’t ignore what good it can do  
To eat 5 a day and get exercise too.  
Cut your sugar right down, be the best you can be,  
You’ll feel so much better, just try it, and see!  
And as for Sue’s smoothies,  
The word got about  
Now it’s rumoured that England are trying them out!

## Questions about the poem



1. What is the name of the head teacher?

.....

2. Line four uses the word 'woe'. Think of a synonym for this word

.....

3. How old is Sue?

.....

4. What adjectives are used to describe the football team? Can you think of two others that could have been used?

.....

5. What is your favourite part of the poem and why?

.....

6. Crumbledown School was much improved by having a football team. What do you think would make your school a better place to be?

.....

7. Write a short poem about your school and what you like about it. It doesn't have to rhyme. It could even be an acrostic poem using your school's name, e.g.

S  
T

M  
A  
R  
K  
S

**Write your own poem**



Santa's sleigh slides on  
slick snow

Tongue Twisters

Bobby brings bright  
bells

Tongue Twisters

Ten tiny trains toot  
ten times

Tongue Twisters

She sells seashells on  
the sea shore

Tongue Twisters

Purple paper people,  
purple paper people,  
purple paper people...

Tongue Twisters

Bubble bobble, bubble,  
bobble, bubble bobble...

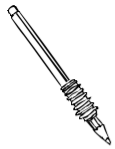
Tongue Twisters

Read each of the tongue twisters out loud.

Say them quickly four or five times.

Which one is easiest?

Which is the trickiest?



What do you notice about how the tongue twisters are written? Can you think of a good tongue twister of your own? Make it really hard to say.

A large rectangular area with a green border, containing ten horizontal green lines for writing. The lines are evenly spaced and extend across the width of the box.

# William Shakespeare



One of the most well-known English writers is William Shakespeare. He lived in the 16th and 17th Century and many of his plays are still performed today.

William Shakespeare was born at his home in Stratford Upon Avon. We do not know his exact birth date but it is usually said to be 23rd April 1564 because we know that he was baptised on 26th April 1564. He was the third child of John Shakespeare and Mary Arden. His father was a leather merchant and his mother's family owned land nearby. We do not know exactly where or if he went to school but it is likely that he went to the King's New School in Stratford to learn reading, writing and the classics.

On 28th November 1582, William married Anne Hathaway. William was just 18 years old at the time. They had a daughter and later they had twins. After this, little is known about the next seven years of Shakespeare's life. These are called the 'lost years'.

By 1592, William Shakespeare was living in London and working as an actor and playwright. By 1597, 15 of his 37 plays had been published.

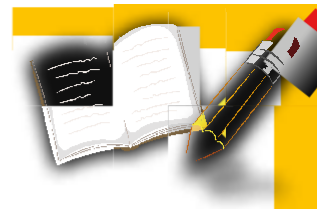
Many people believe that William died on his birthday, 23rd April 1616 but we don't know this for certain.



ProductCode: LI10043 - 11 - 17 Made in UK



## William Shakespeare Questions



1. Where and when was William Shakespeare born?
2. Who were his parents and what did they do for a living?
3. What is known about his schooling?
4. What have been called the lost years? What do you think that Shakespeare might have been doing in this time?
5. What did Shakespeare do in London?
6. What mysteries surround the life of Shakespeare? What do you think about these uncertainties?

ProductCode: LI10043 - 11 - 17 Made in UK



**What else do you know about Shakespeare? What plays did he write?**

**Find out more information and make a fact sheet or a presentation about him to share with your class.**

1 .....

2 .....

3 .....

4 .....

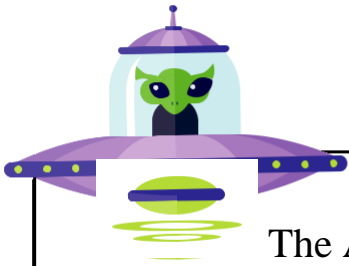
5 .....

6 .....



## Do you believe aliens exist? What would happen if they landed on Earth?

Read the poem below inspired by the book 'Aliens Love Underpants' by Claire Freedman and Ben Cort.



### The Aliens Have Landed

The aliens have landed  
Everyone beware!

The one just over there.

They jumped out very quickly  
In groups of three and four  
There must have been a hundred of  
them Maybe even more!

I wonder why they've chosen Earth  
And where they're going now? I  
hope they're feeling friendly  
But they seemed upset somehow.

They shivered as they moved  
along And very strange but true...  
Their bodies were a shade of  
green, Their feet a deepest blue.

A strangely chilly sound,  
Could it be the Earth's too cold  
For them to hang around?

But wait, they're back already  
And what is this I see?

Their feet no longer deepest  
blue, But stripy like a bee...

They're wearing socks and marching  
fast Like soldiers on parade.

So many **socks are passing by**  
They're wearing 3 pairs each,  
Yellow purple, indigo,  
Turquoise, pink and peach.

There's **long** and short ones, **old** and  
new And some with toes built in,  
Some are mighty woolly  
And some are wearing thin.

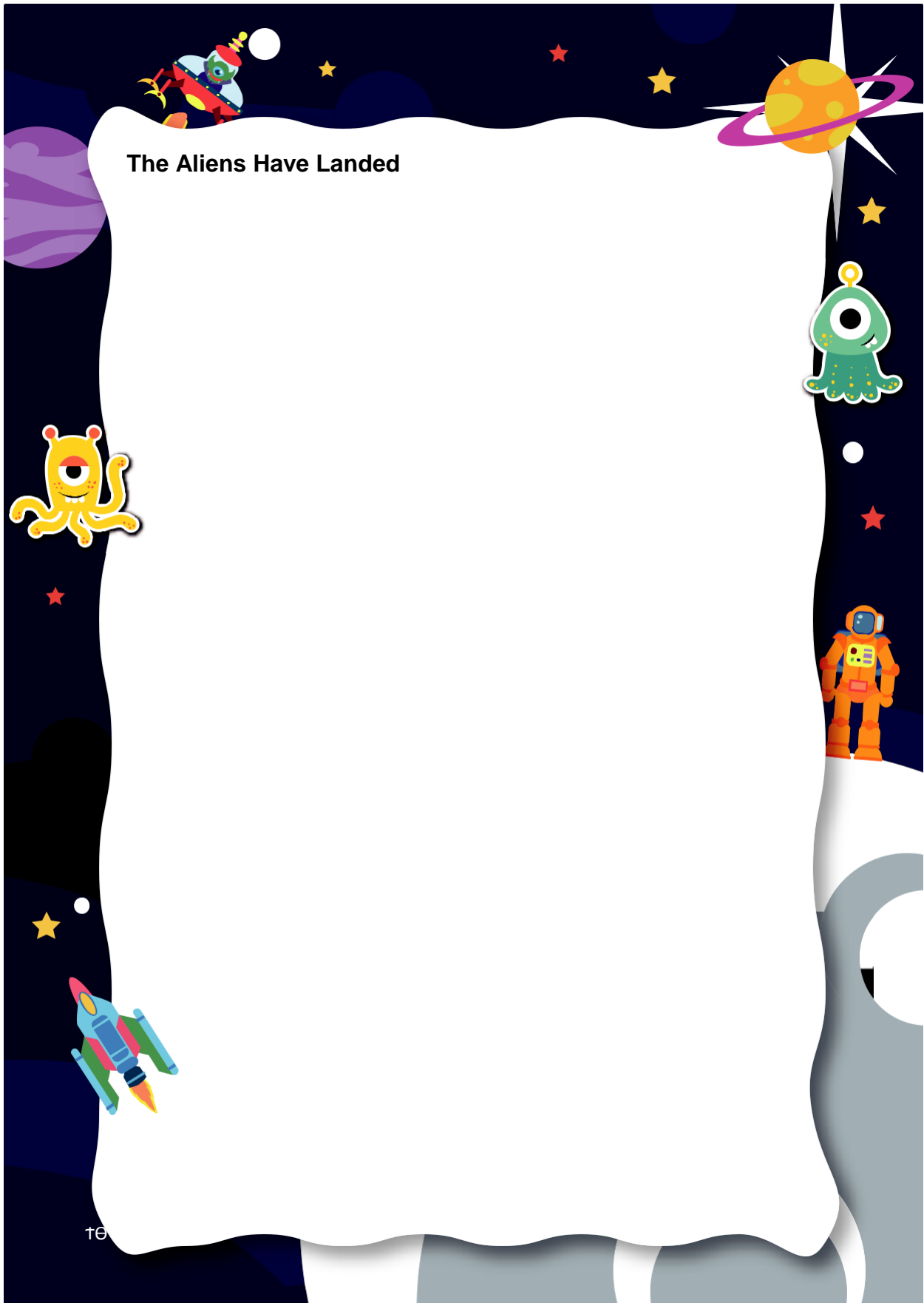
I wonder where they got them  
Did they buy them from a **shop**?  
Or steal from people's **houses**  
I wouldn't tell them "stop"!

They're heading back now into  
space I **suppose** it's a relief  
What if they'd stayed and we found  
out They all had smelly feet!

The author has changed the theme so the aliens love socks rather than underpants.

On the next page, write your own short story about aliens using the same title as the poem - 'The Aliens have Landed'.

You might think of something else the aliens are obsessed by....perhaps hats, chocolate or cheese!



The Aliens Have Landed



**Let's get familiar with the 100 square!**

**Try practising some of these activities every day.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## 100 square games and activities

- | Pick a number to start from and count in 1's, 2's, 5's and 10's.
- | Make it fun and count in funny voices – can you count like a robot or with a very high voice?
- | Cover up several numbers on the 100 square. Can you work out which numbers are missing?
- | Find all the numbers whose digits add up to 15. Then pick another total.
- | Pick two numbers. Find the difference. Find the total.



Can you fill in the missing numbers?

2	3		
	13	14	
22		24	

34		36	37
44	45		47
		56	57

	69	70
78		
	89	90

41		43
51		53
	62	

6		
16	17	18
		28


	22	23	
31			34
41		43	44

74	75		77	78
84		86		88
	95			98

It can help us in lots of areas of maths if we can quickly recall our multiplication facts.


### Let's get practising our 3x, 4x, 6x and 8x table!

**3x**




1	x	3	=	3
2	x	3	=	6
3	x	3	=	9
4	x	3	=	12
5	x	3	=	15
6	x	3	=	18
7	x	3	=	21
8	x	3	=	24
9	x	3	=	27
10	x	3	=	30
11	x	3	=	33
12	x	3	=	36

**4x**




1	x	4	=	4
2	x	4	=	8
3	x	4	=	12
4	x	4	=	16
5	x	4	=	20
6	x	4	=	24
7	x	4	=	28
8	x	4	=	32
9	x	4	=	36
10	x	4	=	40
11	x	4	=	44
12	x	4	=	48

**6x**



1	x	6	=	6
2	x	6	=	12
3	x	6	=	18
4	x	6	=	24
5	x	6	=	30
6	x	6	=	36
7	x	6	=	42
8	x	6	=	48
9	x	6	=	54
10	x	6	=	60
11	x	6	=	66
12	x	6	=	72

**8x**



1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96

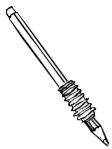
## Learning Tips



- | March like a soldier and chant the multiplication tables e.g.  $1 \times 3 = 3$ ,  $2 \times 3 = 6$ ...
- | Play multiplication ping pong with one person batting the question and the other batting back the answer.

## Quick Questions

1.  $2 \times 3 =$  .....
2.  $5 \times 6 =$  .....
3.  $7 \times 4 =$  .....
4.  $6 \times 8 =$  .....
5.  $2 \times 4 =$  .....
6.  $3 \times 3 =$  .....
7.  $8 \times 8 =$  .....
8.  $1 \times 6 =$  .....
9.  $12 \times 4 =$  .....
10.  $4 \times 3 =$  .....



Now try making your own 'quick 10' and test yourself or someone else!

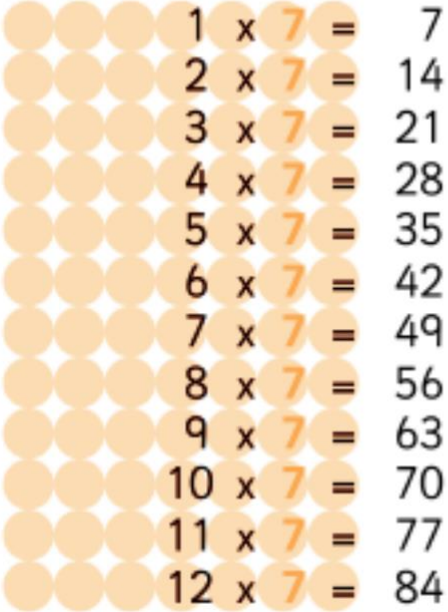


Try practising your times tables every day!

It can help us in lots of areas of maths if we can quickly recall our multiplication facts.

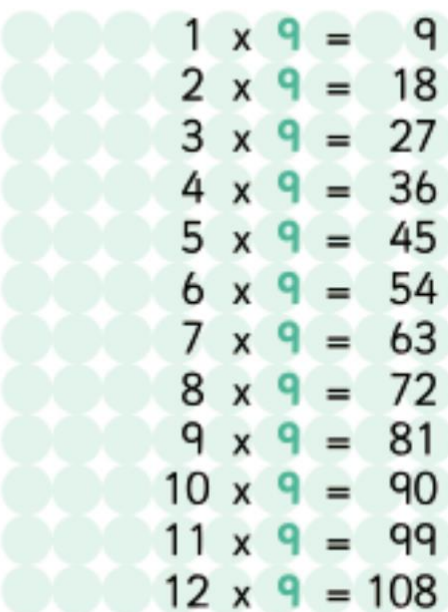
### Let's get practising our 7x, 9x, 11x and 12x table!

**7x**



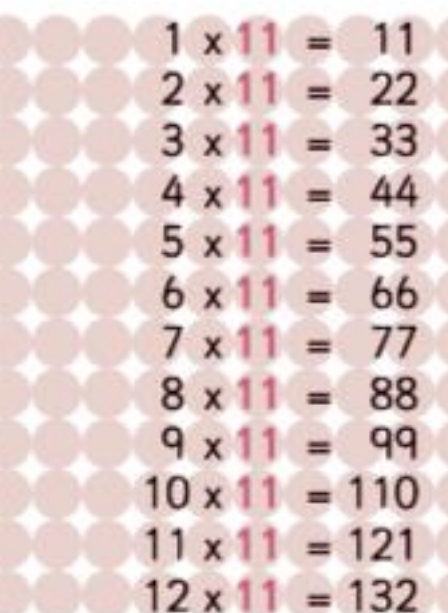
1	x 7 =	7
2	x 7 =	14
3	x 7 =	21
4	x 7 =	28
5	x 7 =	35
6	x 7 =	42
7	x 7 =	49
8	x 7 =	56
9	x 7 =	63
10	x 7 =	70
11	x 7 =	77
12	x 7 =	84

**9x**



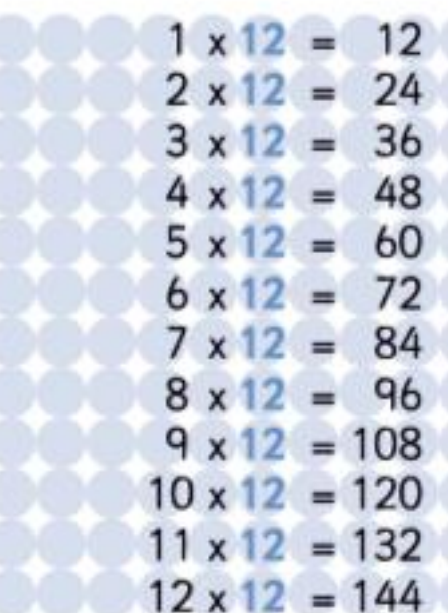
1	x 9 =	9
2	x 9 =	18
3	x 9 =	27
4	x 9 =	36
5	x 9 =	45
6	x 9 =	54
7	x 9 =	63
8	x 9 =	72
9	x 9 =	81
10	x 9 =	90
11	x 9 =	99
12	x 9 =	108

**11x**



1	x 11 =	11
2	x 11 =	22
3	x 11 =	33
4	x 11 =	44
5	x 11 =	55
6	x 11 =	66
7	x 11 =	77
8	x 11 =	88
9	x 11 =	99
10	x 11 =	110
11	x 11 =	121
12	x 11 =	132

**12x**



1	x 12 =	12
2	x 12 =	24
3	x 12 =	36
4	x 12 =	48
5	x 12 =	60
6	x 12 =	72
7	x 12 =	84
8	x 12 =	96
9	x 12 =	108
10	x 12 =	120
11	x 12 =	132
12	x 12 =	144



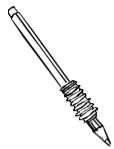
## Learning Tips



- | March like a soldier and chant the multiplication tables e.g.  $1 \times 9 = 9$ ,  $2 \times 9 = 18$ ...
- | Play multiplication ping pong with one person batting the question and the other batting back the answer.

## Quick Questions

- $5 \times 9 = \dots\dots\dots$
- $3 \times 12 = \dots\dots\dots$
- $7 \times 7 = \dots\dots\dots$
- $8 \times 9 = \dots\dots\dots$
- $4 \times 11 = \dots\dots\dots$
- $2 \times 7 = \dots\dots\dots$
- $3 \times 9 = \dots\dots\dots$
- $10 \times 7 = \dots\dots\dots$
- $8 \times 12 = \dots\dots\dots$
- $9 \times 11 = \dots\dots\dots$



Now try making your own 'quick 10' and test yourself or someone else!



Try practising your times tables every day!

Blue-Bot has been cheeky and stolen lots of numbers and operations. Become a maths detective and see if you can solve these problems and fill in the missing gaps.



What's missing?

## WHAT'S MISSING?

a) 58, 71, 84, \_\_, \_\_, \_\_, 136, \_\_

b) 140, 131, 122, \_\_, \_\_, \_\_, 86, \_\_

Explain what is happening and find the missing numbers

Product Code: MA10142 - 03 - 18 Made in UK

What's missing?

## WHAT'S MISSING?

A Venn diagram with two overlapping circles. The left circle contains the numbers 37, 16, 98, and 59. The right circle contains the numbers 21, 14, and 84. The intersection of the two circles contains the numbers 49, 56, 35, and 49. Below the circles are several question marks: one under the left circle, one under the intersection, and one under the right circle. To the right of the diagram are two more question marks.

Can you work out the headings for the Venn diagram? ■

Could you add other numbers to the sets? ■

Product Code: MA10141 - 03 - 18 Made in UK




What's missing?

## WHAT'S MISSING?

$$50 \_ 12 \_ 18 = 44$$
$$100 \_ 50 \_ 3 = 150$$
$$50 \_ 10 \_ 7 = 12$$
$$24 \_ 3 \_ 8 = 64$$
$$12 \_ 3 \_ 6 = 6$$
$$7 \_ 3 \_ 28 = 49$$

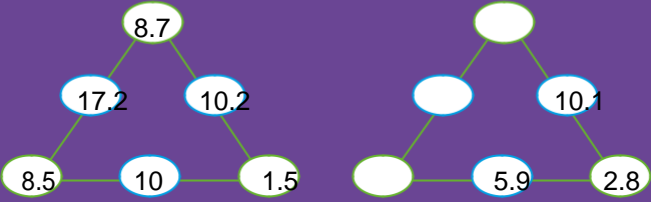
Find the correct operation signs to balance the equations, and add brackets when necessary

Product Code: MA10141 - 03 - 18 Made in UK




What's missing?

## WHAT'S MISSING?



Explain what is happening and find the missing numbers

Product Code: MA10142 - 03 - 18 Made in UK



## Have a go at our Dip & Pick problems...

1. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. How many parents are there?
2. 286 children enter the brass band competition. There are 27 teachers who accompany them and 19 parents. How many people visit the museum altogether?
3. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. One third of the parents are dads. How many dads are there?



1. Adult tickets on the front row at a pop concert cost £45.75. On the second to the tenth rows tickets cost £30.50. At the back they cost £15.25. Sita buys one adult ticket in each section. How much will it cost her?
2. Sita spends £137.25 on 3 tickets. How much did each ticket cost? Where in the concert hall would the seats be found?
3. Adam spends £91.50 on tickets for the Pop concert. What combination of tickets could he buy? Find all the possibilities.



**Bee-Bot has been struggling with his maths.**  
**Put your maths hats on and see if you can help him to solve these questions.**



1.

A large empty rectangular box for writing the answer to question 1.

2.

A large empty rectangular box for writing the answer to question 2.

3.

2 5 3 4

A large empty rectangular box for writing the answer to question 3.

4.

A large empty rectangular box for writing the answer to question 4.

5.

A large empty rectangular box for writing the answer to question 5.

6.

68352

A large empty rectangular box for writing the answer to question 6.



Record your answers and working out here.

1.

2.

3.

4.

5.

6.

Test your knowledge and combine your mathematical skills to help solve these reasoning problems.




ODD ONE OUT/PAIR THEM UP

13, 21, 31, 51

Can you find reasons why each of the numbers above could be the odd one out?

Or can you put the numbers into two pairs which share/don't share properties?

Product Code: MA10142 - 03 - 18 Made in UK




HERE IS THE ANSWER,  
WHAT IS THE QUESTION?

48

Can you use...  
Facts about time?  
Real life facts?  
Multiplication or division.  
Using three operations.

Product Code: MA10141 - 03 - 18 Made in UK





Si  
or c  
answ  
er

## CORRECT ANSWER

# Find the correct answers for answer of 60

Which of these questions below have an answer of 60?

Half of 120, double 30,  $15 + 15 + 15 + 15$ ,  $84 - 22 - 4$   
 $\frac{1}{4}$  of 280,  $600 \div 20$ ,  $5 \times 10 + 10$ ,  $8 \times 8 - 2$   $150 \div 2 -$   
 $20$ ,  $18 + 14 + 12 + 16$ ,  $\frac{1}{3}$  of 150, Double 15 + double  
12 + double 3

Product Code: MA10141 - 03 - 18 Made in UK



G  
uess m  
number/ zoni  
y  
ng

## GUESS MY NUMBER/ZONING IN

# My number is

A 2 digit number

An even number of tens

A multiple of 6

One digit is double the other digit

Divisible by 7

1 less than a multiple of 5

Product Code: MA10141 - 03 - 18 Made in UK



## You are a Maths Superstar!

Time to put your superhero cape on and apply your learning to solve these tricky problems!



### NUMBER & PLACE VALUE

I think of a four digit number.  
When rounded to the nearest 1000 my number rounds to 6000.  
When rounded to the nearest 100 my number rounds to 6300.  
When rounded to the nearest 10 my number rounds to 6350.

What could my number be? Find all possibilities.

© 18 in UK

### ADDITION & SUBTRACTION

Using each of the digits 2, 7, 4, 5, 1, 3, can you make an addition calculation with the answer 400?

© 18 in UK

## FRACTIONS

There are 30 children in a class.

$\frac{2}{5}$  of them are girls.

How many boys are in the class?

© 18 in UK

## MEASURES - MONEY

Kerry bought 3 presents. The cheapest present cost £2.80, the most expensive present cost twice as much and the nal present was exactly halfway between the prices of the other two presents.

How much did each present cost?

How much did she spend altogether?

© 18 in UK

# Blue-Bot needs some help to solve these tricky problems ...



1.

## ADDITION & SUBTRACTION

Tim says that the number that lies halfway between 1.42 and 2.34 is 2.08 because  $0.42 - 0.34 = 0.08$ .

Is he correct?

Explain your thinking.

2.

## MULTIPLICATION & DIVISION

Josie and Bill both think of a number less than 100. Josie's number is a multiple of 4 and a multiple of 6. Bill's number is a multiple of 3 and a multiple of 5.

Is it possible for them to be thinking of the same number?

If so, what could that number be?

3.

## FRACTIONS / DECIMALS / PERCENTAGES

Put these decimal fractions in order

0.36, 0.306, 0.036, 3.06, 3.6

Which decimal fraction is in the middle?

4.

## FRACTIONS / DECIMALS / PERCENTAGES

Would you rather have  $\frac{1}{4}$  of £10 or 70% of £10?

Explain your thinking.

5.

## MEASURES - MONEY

Joel emptied his moneybox.

He had twenty 50p coins, thirty 20p coins and sixty 10p coins.

How much money did he have altogether?

6.

## MEASURES - MONEY

Shoppers earn one voucher for every £15 they spend in the shop. I spend £68 on my shopping.

How many vouchers do I get?

I need ten vouchers to get a free gift.

How much more money do I need to spend?



**Record your answers and working out here.**

**1.**

**2.**

**3.**

**4.**

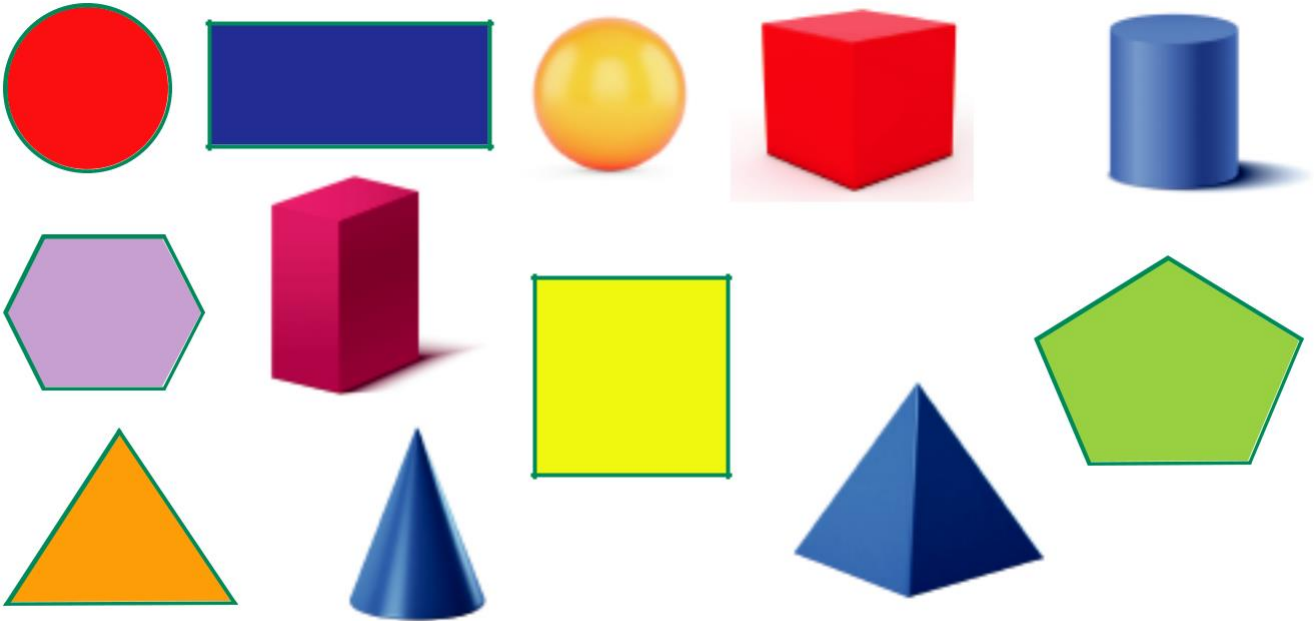
**5.**

**6.**



Take a look at the 2D and 3D shapes below and discuss:

- | What are the names of these shapes?
- | Can you name the properties of each shape? (faces, vertices, edges)



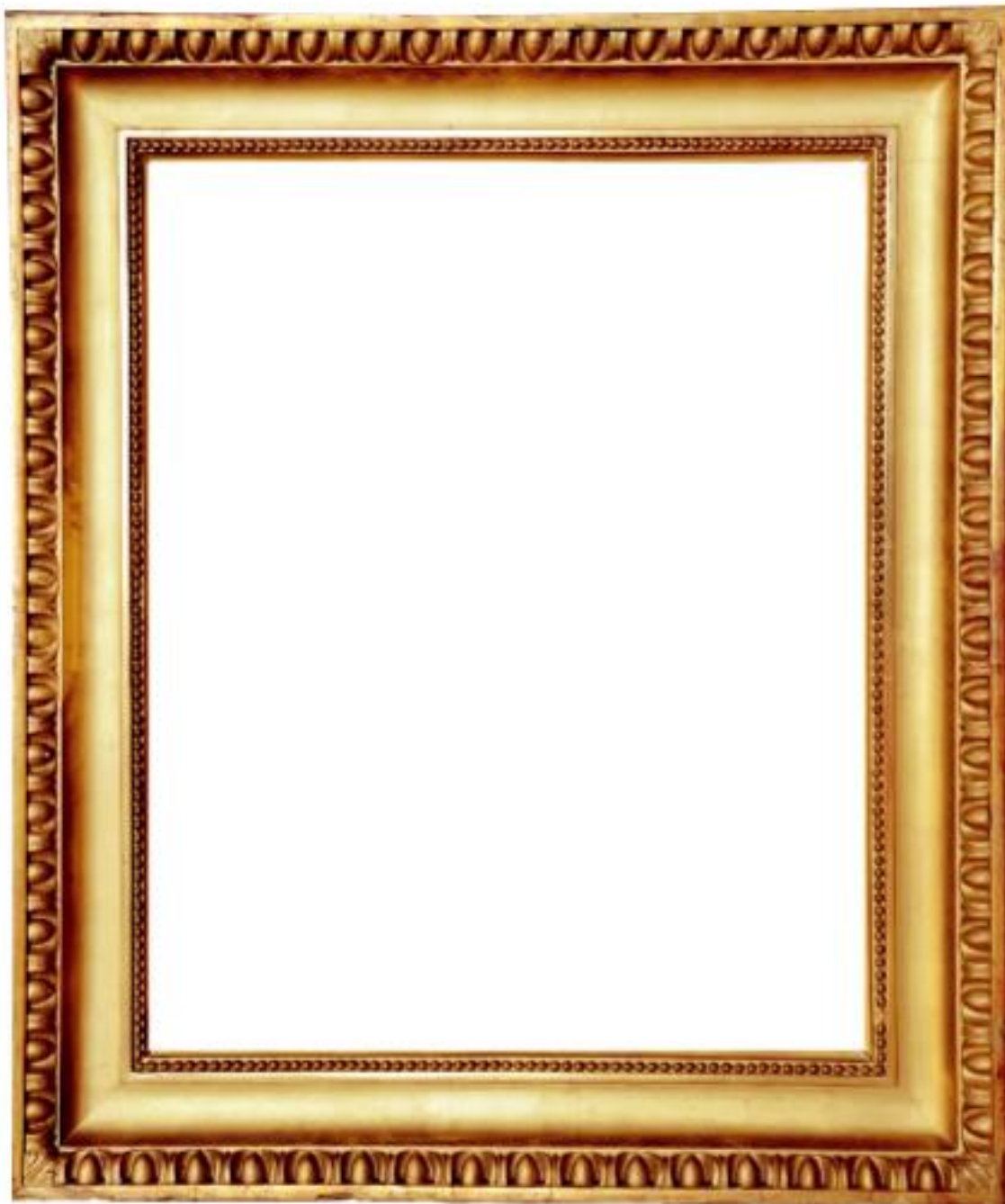
### What can you find?



- | Go on a shape hunt around your home.
- | Draw or stick pictures of the shapes that you find.



# Draw your own picture using 2D and 3D shapes



Shape Hunt! What shapes have you used in your picture?



