# Activity Booklet 1 'Working At' **Answers**

**Activity 1.1 Talk Maths**

The answers to the number sequences are:

Add 3 = 27, 30, 33

Subtract 7 = 63, 56, 49

Add 25 = 600, 625, 650

Subtract 100 = 950, 850, 750

Add 12 = 60, 72, 84

Subtract 1,000 = 128,501, 127,501, 126,501

**Activity 1.2 Key Skills**

The cards should be placed on the windows of the buildings to make the following number sequences:

Subtract 1,000 = 21,253, **20,253, 19,253, 18,253, 17,253**, 16,253

Add 100 = 18,784, **18,884, 18,984, 19,084, 19,184**, 19,284

Add 1,000 = 20,344, **21,344, 22,344, 23,344, 24,344,** 25,344

**Activity 1.3**

**Using and Applying**

1. The mazes should be completed like this: **Term-to-term rule: + 9**

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|---|---|---|---|---|---|---|---|
| **90** | **99** | **108** | **117** | 108 | 117 | 108 | 126 |
| 108 | 81 | 144 | **126** | **135** | 126 | 81 | 180 |
| 126 | 72 | 108 | 99 | **144** | **153** | **162** | **171** |

2. **Term-to-term rule: - 100**

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|---|---|---|---|---|---|---|---|
| **2,013** | **1,713** | **1,613** | **1,513** | 1,713 | 1,413 | 713 | 613 |
| **1,913** | **1,813** | 1,213 | **1,413** | **1,313** | **1,213** | **913** | **813** |
| 1,713 | 2,013 | 1,813 | 1,613 | 713 | **1,113** | **1,013** | 513 |

3. **Term-to-term rule: - 25**

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|---|---|---|---|---|---|---|---|
| **600** | **575** | 600 | 550 | 450 | **375** | **350** | **325** |
| **625** | **550** | 650 | 500 | **425** | **400** | 425 | 375 |
| 675 | **525** | **500** | **475** | **450** | 300 | 350 | 400 |

# Activity Booklet 1 'Working At' **Answers**

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| **Assess and Review 1.4** | Encourage the children to notice that the child answering the question has identified that the numbers are decreasing but they haven't shown they understand that the sequencing is created by subtracting 11. The correct answer is 506. |

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| **Activity 2.1 Talk Maths** | In this open-ended activity, encourage the children to identify:<br>• the prime numbers are 11, 13, 17, 19 and 23;<br>• the square numbers are 9 and 16;<br>• use the language multiple in statements, such as 15 is a multiple of 3;<br>• use the language of factors in statements, such as 4 is a factor of 12. |
| **Activity 2.2 Key Skills** | In this open-ended activity, encourage the children to identify:<br>• the prime numbers are 23, 29, 31, 37, 41, 43, 47 and 53;<br>• the square numbers are 25, 36 and 49;<br>• use the language multiple is statements, such as 24 is a multiple of 2, 3, 4, 6, 8, and 12;<br>• use the language of factors in statements, such as the factors of 20 are 1, 20, 2, 10, 4 and 5. |
| **Activity 2.3 Using and Applying** | 1.<br>Odd numbers: **35, 43, 45, 53, 63, 65**<br>Multiples of three: **36, 45, 54, 63**<br>Prime numbers: **43, 53**<br>Square numbers: **36, 64**<br>2. Factors of 48 |
| **Assess and Review 2.4** | Encourage the children to notice that the child answering the question shows an understanding of factors but has only listed half of the factors of 24. The correct answer is **1, 2, 3, 4, 6, 8, 12 and 24**. |

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| **1** | 18 | 14 | **8** | **3** | **6** |
| **4** | 28 | **2** | 20 | 9 | **12** |
| 7 | 10 | **24** | 5 | **16** | **48** |

# Activity Booklet 1 'Working At' **Answers**

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| **Activity 3.1 Talk Maths** | The equivalent fractions are:<br>$\frac{9}{12} = \frac{3}{4}$ $\frac{30}{90} = \frac{1}{3}$<br>$\frac{16}{20} = \frac{4}{5}$ $\frac{500}{1000} = \frac{1}{2}$ |
| **Activity 3.2 Key Skills** | In this open-ended activity, encourage the children to:<br>• use the numerator to compare fractions with the same denominator;<br>• use multiplication to find a common dominator to compare the fractions with different denominators;<br>• use the fraction wall as a visual prompt to compare fractions. |
| **Activity 3.3 Using and Applying** | 1. There are eight possible answers to the first reasoning question:<br>$\frac{1}{6} < \frac{4}{5} > \frac{2}{5}$ $\frac{1}{6} < \frac{5}{6} > \frac{2}{5}$ $\frac{1}{6} < \frac{5}{6} > \frac{4}{5}$ $\frac{2}{5} < \frac{4}{5} > \frac{1}{6}$<br>$\frac{2}{5} < \frac{5}{6} > \frac{1}{6}$ $\frac{2}{5} < \frac{5}{6} > \frac{4}{5}$ $\frac{4}{5} < \frac{5}{6} > \frac{1}{6}$ $\frac{4}{5} < \frac{5}{6} > \frac{2}{5}$<br>2. There are eight possible answers to the second reasoning question:<br>$\frac{4}{7} < \frac{5}{7} > \frac{2}{3}$ $\frac{4}{7} < \frac{7}{9} > \frac{2}{3}$ $\frac{4}{7} < \frac{7}{9} > \frac{5}{7}$ $\frac{2}{3} < \frac{5}{7} > \frac{4}{7}$<br>$\frac{2}{3} < \frac{7}{9} > \frac{4}{7}$ $\frac{2}{3} < \frac{7}{9} > \frac{5}{7}$ $\frac{5}{7} < \frac{7}{9} > \frac{4}{7}$ $\frac{5}{7} < \frac{7}{9} > \frac{2}{3}$ |
| **Assess and Review 3.4** | Encourage the children to notice that the child answering the question has only compared the numerators of the fractions.<br>Encourage the children to explain how the child who has answered the question needs to make the denominators equal before comparing them.<br>When the fractions have the equal denominators, the statement actually says $\frac{9}{15} > \frac{10}{15}$ which is incorrect. |

# Activity Booklet 1 'Working At' **Answers**

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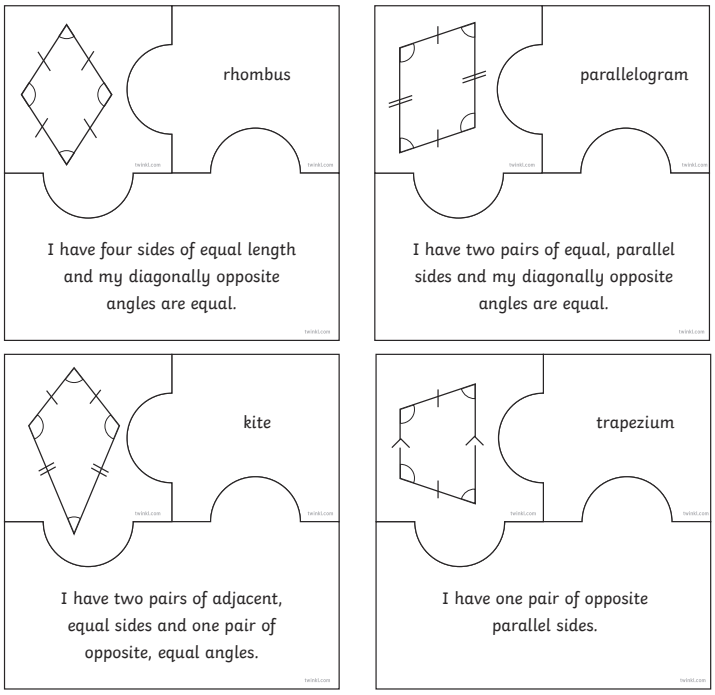
| **Activity 4.1 Talk Maths** | In this open-ended activity, correct any misconceptions in naming and describing the properties of quadrilaterals and triangles. |
| **Activity 4.2 Key Skills** | The quadrilateral jigsaw pieces make the following four jigsaws:<br>  <br> |
| **Activity 4.3 Using and Applying** | 1. The different lengths of a rectangle with a perimeter of 22cm could be:<br>1cm and 10cm<br>2cm and 9cm<br>3cm and 8cm<br>4cm and 7cm<br>5cm and 6cm<br>2. The missing angle of the rhombus is 85°.<br>3. Check to see if the 2D shape drawn has eight sides with one reflex angle. |
| **Assess and Review 4.4** | Encourage the children to discuss whether they think the child has correctly identified that all triangles have angles that total 180°. Encourage the children to realise that the child hasn't used this knowledge as the three angles total 173°.<br>Also, draw attention to the fact that an isosceles triangle should have two equal angles. The correct missing angle is 47°. |

# Activity Booklet 1 'Working At' **Answers**

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| **Activity 5.1 Talk Maths** | The answers to the bar chart are:<br>1. Cat<br>2. 8<br>3. 2 |
| **Activity 5.2 Key Skills** | During this open-ended activity, correct any misconceptions in representing data in a frequency tables and line graph as they arise. |
| **Activity 5.3 Using and Applying** | During this open-ended activity, correct any misconceptions in answering comparison, sum and difference problems as they arise. |
| **Assess and Review 5.4** | Encourage the children to notice that the child answering the question hasn't identified the correct difference between the numbers. The difference between 19 emeralds and 13 rubies is 6 jewels. |