Maths - Monday

Subtracting money

Group B

Task 1

Subtract these amounts of money (you can do some of these in your head):

£10 - £7 =   £130 - £40 =

£13 - £8 =   £150 - £60 =

£100 - £83 =   £180 - £70 =

Task 2

1) Work out how much money each child has left. You may need to exchange pounds for pence to help you.

   a) Charlie has £7 and 60 pence.

   She spends £1 and 30p on a postcard.

   £7 - £1 = £_____   60p - 30p = _____p

   Charlie has £_____ and _____p left.

   b) Holly has £5 and 20 pence.

   She spends £2 and 80p on a postcard.

   £4 - £2 = £_____   120p - 80p = _____p

   Holly has £_____ and _____p left.

   c) William has £8 and 12p. He spends £3 and 70p.

   £_____ - £_____ = £_____   _____p - _____p = _____p

   William has £_____ and _____p left.

Task 3

Use column subtraction to subtract these amounts of money:

£457 - £136 =

£594 - £173 =

£673 - £387 =

£382 - £135 =

Challenge—subtract these amounts of money

```
  £  p
  3.51
- 2.36
_____
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```
  £  p
  7.60
- 5.29
_____
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```
  £  p
  8.42
- 2.83
_____
```

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  £  p
  4.95
- 1.47
_____
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Maths - Tuesday

Giving change

Group B

Let's go shopping! Remember that change is the coins in your pocket, it is also the difference between the cost of something and how much money you give the shop.

Coloured pencils	Ruler	Rubber	Pack of pens	Sharpener
£1.20	£1.00	40p	60p	36p

1. James buys <u>a rubber</u>. He pays **with a £1.00 coin**. How much change does he receive?

2. Ellen buys <u>a ruler and a rubber</u>. She pays **with a £2.00 coin**. How much change is she given?

3. Tom has **£2.00**. He buys <u>a pack of pens and a rubber</u>. How much money does he have left over?

4. Sophie buys <u>a packet of coloured pencils and a rubber</u>. She pays **with a £2.00 coin** How much change is she given?

5. Joe buys <u>a packet of coloured pencils and a ruler</u>. He pays **with a £5.00 note**. How much change is he given?

6. Amy has saved up **£5.00**. She buys <u>coloured pencils and a pack of pens</u>. How much money does she have left over?

Challenge! Hint: You might have to use a numberline to count up to make change here.

Work out these money problems. Show your working out. Marcia has £100, Oliver has £200 and Laura has £500.

£125 £68 £348 £90 £253 £500

1   Marcia buys a tennis racquet. How much change will she get?

2   Laura buys a skateboard. How much change will she get?

3   Oliver buys the cheapest item in the shop. How much change will he get?

Maths - Wednesday

Welcome back to fractions

Group B

fraction

A fraction is any part of a group, number or whole.

One circle has been cut in half.
A half is a fraction.
We write one half as

The top number is called the numerator.

It is the number of parts we have.

$\dfrac{1}{2}$

The bottom number is called the denominator.

It is the total number of parts the whole is divided into.

Fractions

WHOLES	$\frac{1}{1}$	SIXTHS	$\frac{1}{6}$
HALVES	$\frac{1}{2}$	SEVENTHS	$\frac{1}{7}$
THIRDS	$\frac{1}{3}$	EIGHTHS	$\frac{1}{8}$
FOURTHS	$\frac{1}{4}$	NINTHS	$\frac{1}{9}$
FIFTHS	$\frac{1}{5}$	TENTHS	$\frac{1}{10}$
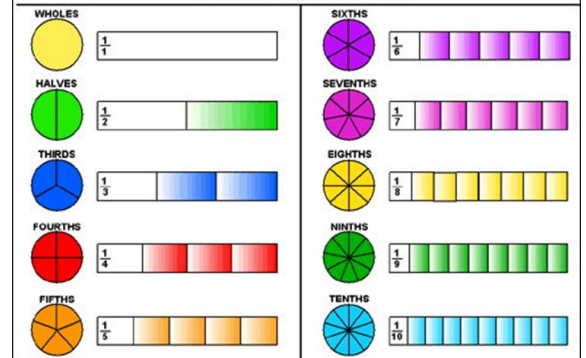
Task 1

How many ways can you find to shade half of this shape?

Check that you are shading in the same amount on each shape and that each way is different.
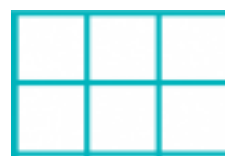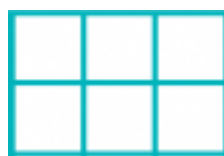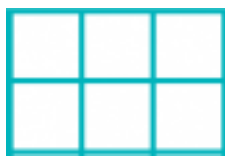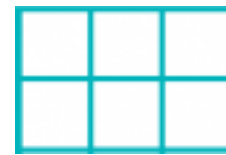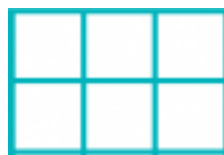
Task 2—fill in the table

What fraction of each shape is:
a) blue
b) yellow?
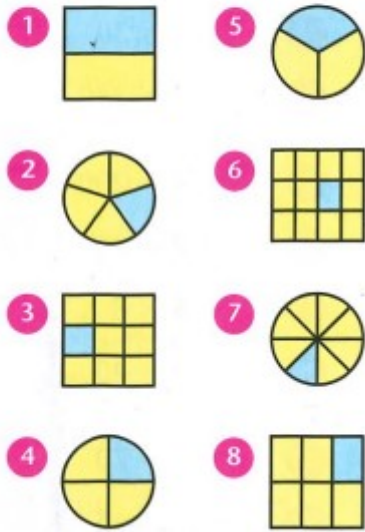
Shape number	Fraction that is blue	Fraction that is
1		
2		
3		
4		
5		
6		
7		
8		

Task 3—what fraction of these shapes are yellow?
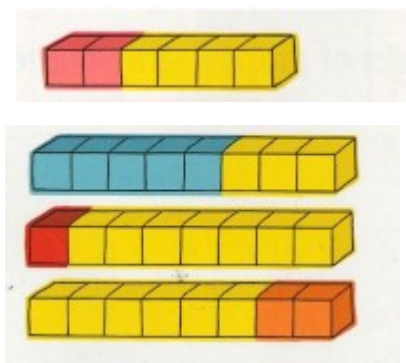
Task 4—making a whole.

1. $1 = \frac{\square}{2} + \frac{\square}{2}$

2. $1 = \frac{\square}{4} + \frac{\square}{4}$

3. $1 = \frac{\square}{4} + \frac{\square}{4}$

4. $1 = \frac{\square}{3} + \frac{\square}{3}$
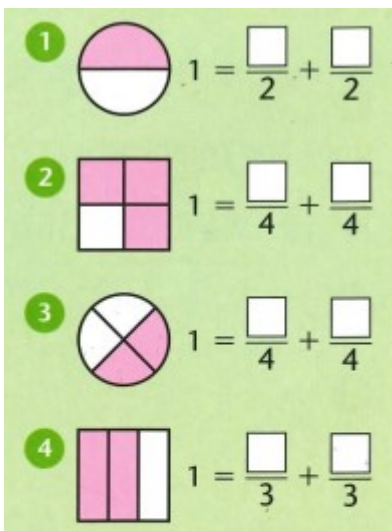
Complete the fractions with the pink and white sections to show how fractions are part of a whole. What do you notice about the denominator and numerator when you have a whole?

Maths - Thursday

Finding equivalent fractions

Group B

Task 1

Remember that equivalent means the same.

1. Colour 1/4 of the circle red.

2. Colour 1/4 of the circle blue.

3. Colour 1/4 of the circle yellow.

4. How many quarters are equal to a
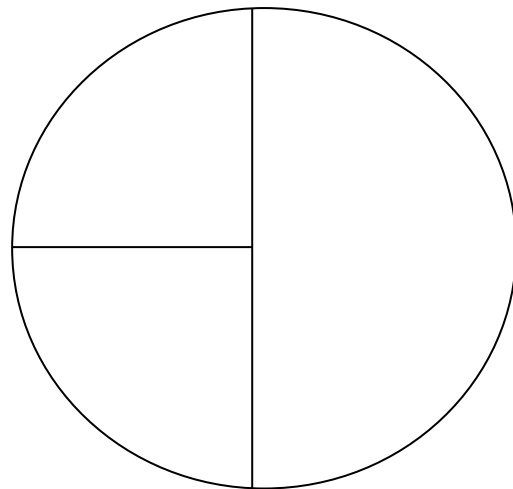
1. Colour half of the circle blue.

2. Colour 1/4 of the circle green.

3. Colour 2/8 of the circle yellow.

4. How many eighths are equal to a quarter?

5. Split your green-coloured quarter into two eighths by drawing a line. Now count all of the eighths.

6. How many eighths are equal to 1/2 ?
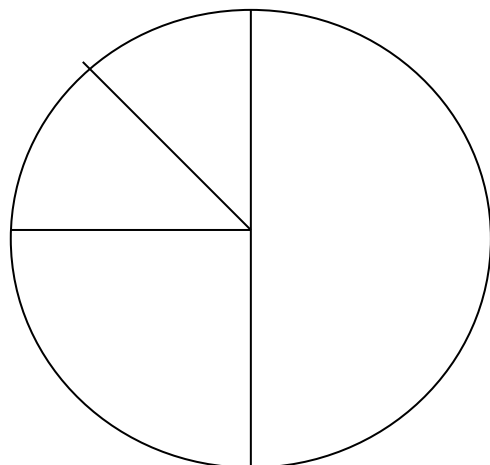
Task 2

3. Ring $\frac{4}{5}$ of these cylinders.

Ring $\frac{8}{10}$ of these cylinders.

This shows that _____ and _____ are equivalent fractions.

4. Ring $\frac{9}{12}$ of these clouds.
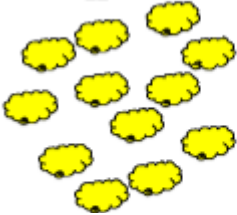
Ring $\frac{3}{4}$ of these clouds.
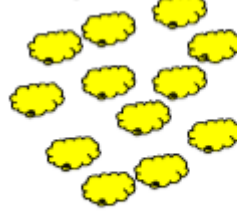
This shows that _____ and _____ are _____.

Task 3

1a. Find 2 different ways to colour in a half of the same shape.
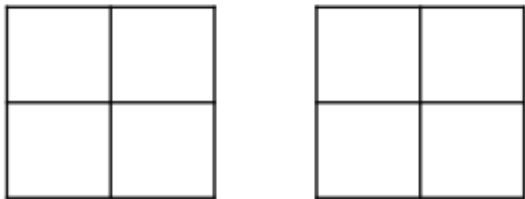
Complete this statement: $\frac{1}{2} = \frac{\square}{4}$

1b. Find 2 different ways to colour in a quarter of the same shape.
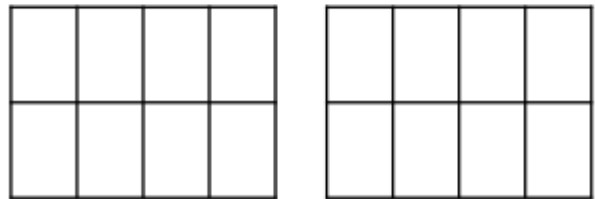
Complete this statement: $\frac{1}{4} = \frac{\square}{8}$

Maths - Friday

Comparing fractions

Group B

Task 1 — write the correct <   > = symbol between the two fractions. Remember that the hungry crocodile mouth goes towards the bigger number/fraction.

Use the < or > signs to compare these pairs of fractions.

1.
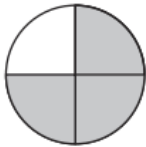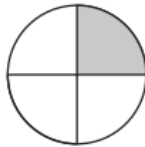
$\frac{3}{4}$ ☐ $\frac{1}{4}$

2.

$\frac{1}{3}$ ☐ $\frac{2}{3}$

3.

$\frac{2}{5}$ ☐ $\frac{3}{5}$

4.
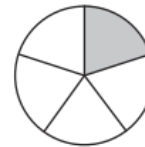
$\frac{4}{5}$ ☐ $\frac{1}{5}$

Task 2—write the fractions of the shaded sections in the boxes and use these to help you write the correct <   >   = symbol between the two fractions

$\frac{2}{5}$ ☐ $\frac{6}{15}$

$\frac{2}{3}$ ☐ $\frac{10}{12}$

$\frac{2}{3}$ ☐ $\frac{3}{6}$

$\frac{3}{5}$ ☐ $\frac{4}{10}$

☐/☐ ☐ ☐/☐

☐/☐ ☐ ☐/☐

☐/☐ ☐ ☐/☐

☐/☐ ☐ ☐/☐
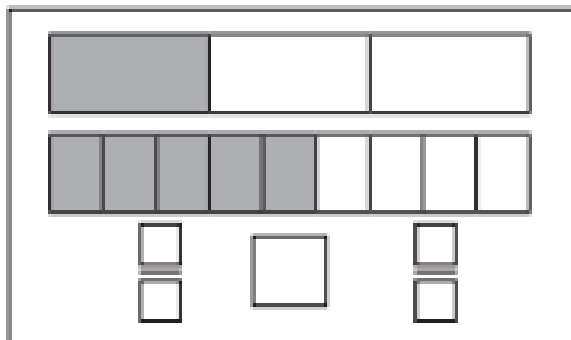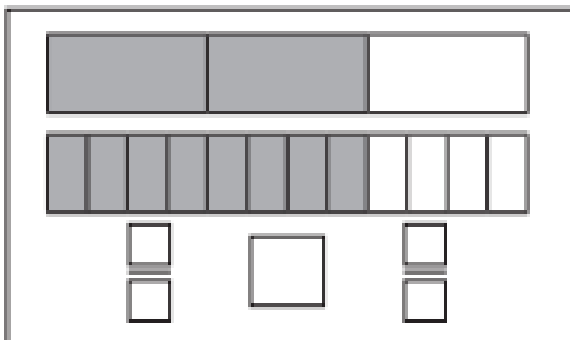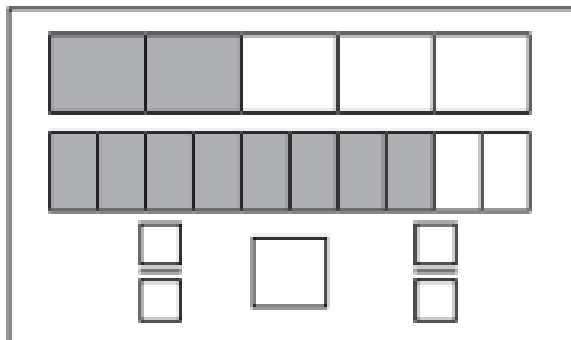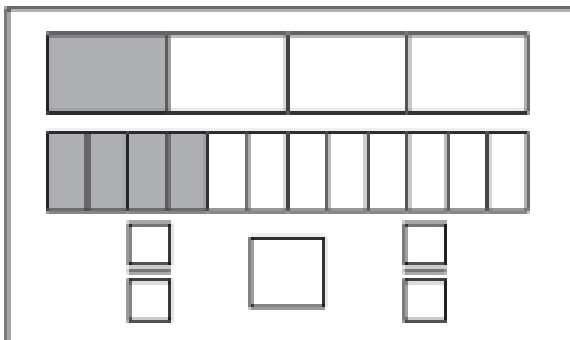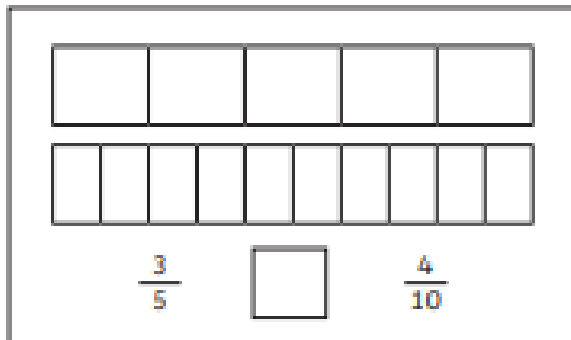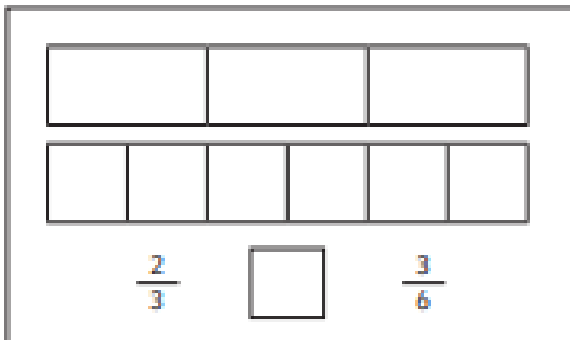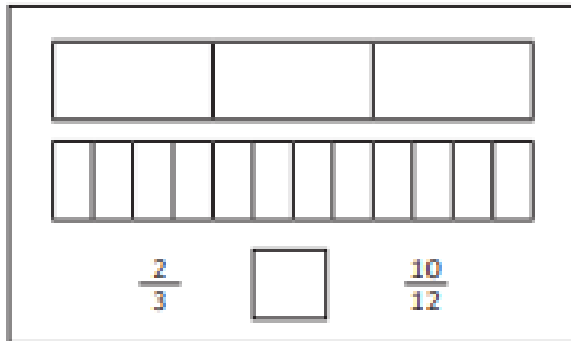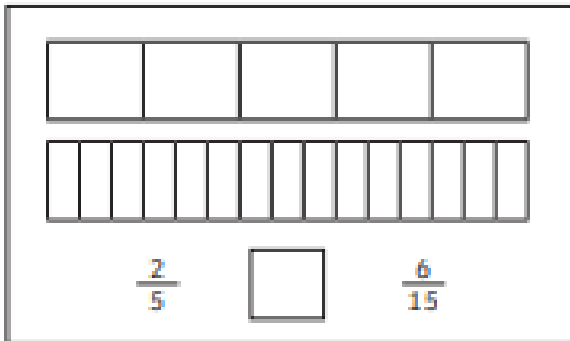
Task 3 —shade in the correct sections for each fraction and write the correct <
> = symbol between the two fractions.

$\frac{1}{4}$ [<] $\frac{2}{4}$ $\frac{1}{2}$ [ ] $\frac{3}{4}$

$\frac{3}{4}$ [ ] $\frac{2}{3}$ $\frac{4}{6}$ [ ] $\frac{1}{5}$

$\frac{4}{4}$ [ ] $\frac{1}{2}$ $\frac{1}{3}$ [ ] $\frac{3}{8}$

Would you rather?

Would you rather have 1/4 of a cake or 1/2 of a cake? Why?

Would you rather have 1/3 of a pizza or 3/8/ of a pizza? Why?