Connected Learning Team Primary

Year Four

Mathematics Package

Place Value
Mapping
Chance and Data
Time

2 Weeks

Overview

Week 1	Week 2
Focus: Place value of 4-digit numbers	Focus: Chance and Data
Focus: Place value of 5-digit numbers	Focus: Units of time and a.m/p.m
Focus: Place value of 6-digit numbers	Focus: Elapsed time
Focus: Finding information on a map	Focus: Using place value to solve problems and addition
Focus: Finding information on a map	Focus: Using place value to solve problems and addition

WEEK 1

Day 1

Good morning!

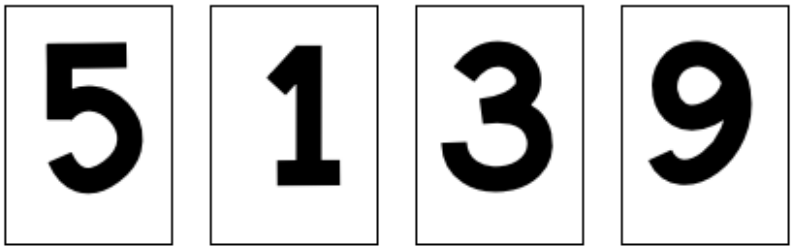
Well, here we go, the start of a new adventure!

MATHEMATICS
PLACE VALUE: 4-DIGIT NUMBERS

We are learning to:
- Understand place value of 4-digit numbers.

I will be successful when:
- I can name which digit represents the ones, tens, hundreds and thousands.

Task 1
Use a deck of cards (remove the suits) or make cards by using scrap paper and write one number on each card (0-9). Select 4 cards from random, lay them next to each other and read out the number.



Think about: Which number represents the ones, tens, hundreds and thousands?

Thousands	Hundreds	Tens	Ones
5	1	3	9

Move these 4 cards around to create the highest number, lowest number and a number that would fit between these. E.g. 5139 could be shuffled to create 1359 as the lowest number and 9531 as the highest number.

Task 2
Repeat this activity multiple times with 4 new cards and record your answers below:

4 cards drawn from the pack:	**Lowest** number I can make with these cards:	**Highest** number I can make with these cards:	A number that would fit **between** the lowest and highest number:
E.g. 5139	1359	9531	3915

Task 3

Before completing this activity, think about the place value of numbers. Which number represents the ones, tens, hundreds and thousands? You may wish to write numbers down from the activity onto scrap paper and draw the columns between the numbers to remind yourself of the value the number represents.

E.g. the number '5' in '5139' represents the thousands and the number '3' represents the tens.

Thousands	Hundreds	Tens	Ones
5	1	3	9

Write the place value of each underlined digit. The first one has been done for you.

a) 4<u>7</u>53 = 700	e) <u>7</u>283	i) 345<u>6</u>
b) 35<u>4</u>2	f) 6<u>4</u>16	j) 67<u>6</u>3
c) 673<u>9</u>	g) 63<u>5</u>1	k) 5<u>7</u>43
d) 2<u>5</u>74	h) <u>5</u>434	l) 65<u>9</u>4

Task 4

Expanding numbers helps you to understand what value each digit represents in a larger number. Expand each number. The first one has been done for you.

a) 5267	5000	+	200	+	60	+	7
b) 6794							
c) 8567							
d) 2976							
e) 3589							
f) 7649							
g) 8617							

Task 5

Order the following numbers from lowest to highest.

a) 46, 247, 56, 474	
b) 357, 323, 531, 784	
c) 2374, 7423, 3742, 2743	
d) 8723, 9013, 91, 1272	

CHALLENGE 1

Find 20 numbers around the house that have 4-digits or more. Order these from lowest to highest. Record your answers below.

CHALLENGE 2

Use your cards to create a game (similar to Task 1). Invite someone in your house to play. Record the rules to your game below and how to play the game.

WEEK 1

Day 2

Ola!

I hope you are all keeping well and happy.

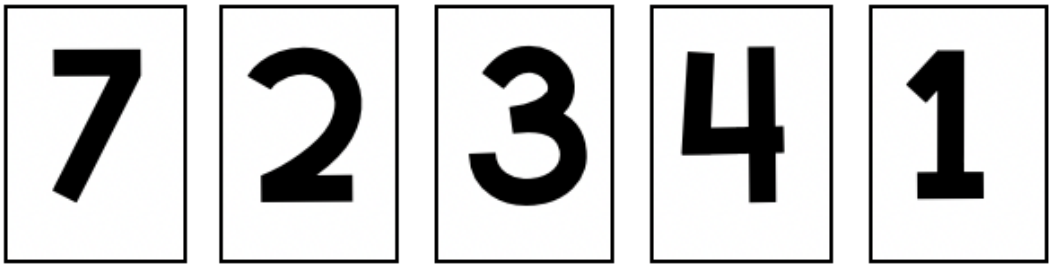
MATHEMATICS
PLACE VALUE: 5-DIGIT NUMBERS

We are learning to:
- Understand place value of 5-digit numbers.

I will be successful when:
- I can name which digit represents the ones, tens, hundreds, thousands and ten thousands.

Task 1

Use a deck of cards (remove the suits) or make cards by using scrap paper and write one number on each card (0-9). Select 5 cards from random, lay them next to each other and read out the number.



Think about: Which digit represents the ones, tens, hundreds, thousands and ten thousands?

Ten Thousands	Thousands	Hundreds	Tens	Ones
7	2	3	4	1

Move these 5 cards around to create the highest number, lowest number and a number that would fit between these.

E.g. 72 341 could be shuffled to create 12 347 as the lowest number and 74 321 as the highest number.

Task 2

Repeat this activity multiple times with 5 new cards and record your answers below:

5 cards drawn from the pack:	**Lowest** number I can make:	**Highest** number I can make:	A number that would fit **between:**
Eg. 72 341	12347	74321	47132

Task 3

Before completing this activity, think about the place value of digits, which digits represents the ones, tens, hundreds, thousands and ten thousands.

Eg. the digit '2' in '72 341' represents the thousands and the digit '1' represents the ones.

Ten Thousands	Thousands	Hundreds	Tens	Ones
7	2	3	4	1

Write the digits on the place value chart.

Number	Ten Thousands	Thousands	Hundreds	Tens	Ones
a) 800			8	0	0
b) 47 296					
c) 52 307					
d) 60					
e) 52 207					
f) 1406					
g) 64 237					

Task 4

Expanding numbers helps you to understand what place each digit represents in a larger number. Expand each number. The first one has been done for you.

a) 72 341	70 000	+	2000	+	300	+	40	+	1
b) 67 254									
c) 89 167									
d) 32 271									
e) 60 902									
f) 43 287									
g) 86 269									

CHALLENGE 1

Find 20 numbers around the house that have 5 digits or more. Order these from lowest to highest. Record your answers below.

CHALLENGE 2

Create a Mathematics board game. Think about what the aim of the game will be. What will the players need to do? Record your ideas below and make the game using paper and coloured pencils. You could even adapt a game you already use.

WEEK 1
Day 3

Bonjour!

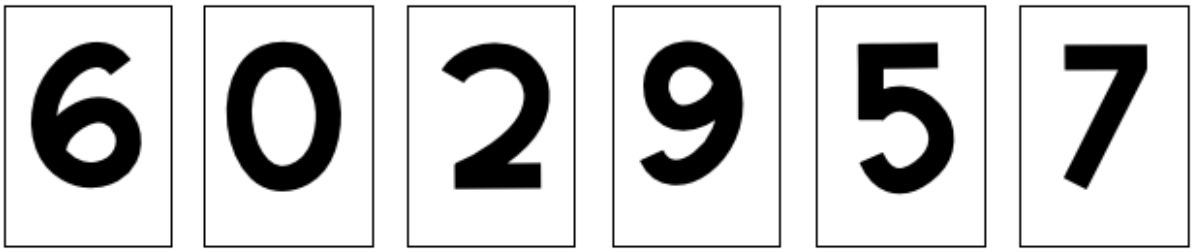
I hope you are enjoying some fresh air each day.

MATHEMATICS
PLACE VALUE: 6-DIGIT NUMBERS

We are learning to:
- Understand place value of 6-digit numbers.

I will be successful when:
- I can name which digit represents the ones, tens, hundreds, thousands, ten thousands and hundred thousands.

Task 1
Use a deck of cards (remove the suits) or make cards by using scrap paper and write one number on each card (0-9). Select 6 cards from random, lay them next to each other and read out the number.



Think about: Which digit represents the ones, tens, hundreds, thousands, ten thousands and hundred thousands?

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
6	0	2	9	5	7

Move these 6 cards around to create the highest number, lowest number and a number that would fit between these.

Eg. 602 967 could be shuffled to create 205 679 as the lowest number and 976 520 as the highest number.

Task 2

Repeat this activity multiple times with 6 new cards and record your answers below:

6 cards drawn from the pack:	**Lowest** number I can make:	**Highest** number I can make:	A number that would fit **between:**
Eg. 602 957	205 679	976 520	520 976

Task 3

Before completing this activity, think about the place value of digits, which digits represents the ones, tens, hundreds, thousands, ten thousands and hundred thousands.

Eg. '6' in '602 957' represents the hundred thousands and the '9' represents the hundreds.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
6	0	2	9	5	7

Write the place value of each underlined digit.

a) <u>5</u>04 678	h) 20<u>4</u> 282
b) 4<u>2</u>8 320	i) 3<u>9</u>8 283
c) 609 2<u>2</u>0	j) 988 <u>2</u>87
d) 928 26<u>7</u>	k) 270 3<u>7</u>3
e) 39<u>8</u> 447	l) 925 98<u>6</u>
f) 1<u>0</u>0 287	m) 29<u>5</u> 333
g) 10<u>5</u> 287	n) <u>7</u>98 281

Task 4

Write a number that is lower and higher.

Lower	Number	Higher
	100 287	
	962 911	
	766 984	
	543 879	
	192 118	
	286 475	
	293 982	

CHALLENGE

Create a comic strip where the characters are talking about place value in numbers. Draw the comic strip below. E.g. Use the digits as characters in the story to talk about place value.

WEEK 1
Day 4

Kia Ora!

Today we are looking at mapping. Where is somewhere in your house that you will find a map?

MATHEMATICS
MAPPING

We are learning to:
- Understand information on a map and find information on a map.

I will be successful when:
- I can use a legend to locate information on a map.

Task 1
Think about a time when you have seen a map or used a map. Can you find a map around the house or in the car? When you find a map or have a picture of a map in your head, think about: What was on the map? What information was being displayed on the map? Was there something near the map that helped you understand what was on the map?

Legends
We can use a legend to help us understand what information is being presented on a map. E.g. the picture of the tree on the map represents a park. We know this because the legend has the picture of the tree and then the word park next to it.
We can also use coordinates (numbers and letters e.g. B2) to locate what is on a map.

Legend
Tom's House
School
Park
Swimming Centre
Sally's House
Shops
Zoo
Zoe's House
Mountain

Coordinates
We can also use coordinates (numbers and letters e.g. B2) to locate what is on a map. E.g. A zoo is located at B2.

5					
4					
3					
2					
1					
	A	B	C	D	E

Task 2

Use the map and legend on the previous page to answer the following questions.

What is located at the following coordinates?	
a) A5 =	d) A3 =
b) C1 =	e) E4 =
c) B4 =	f) D5 =

Task 3

Use the map and legend on the previous page to answer the following questions.

At what coordinates are the following located?	
a) Tom's House =	d) School =
b) Zoo =	e) Shops =
c) Swimming Centre =	f) Mountains =

Task 4

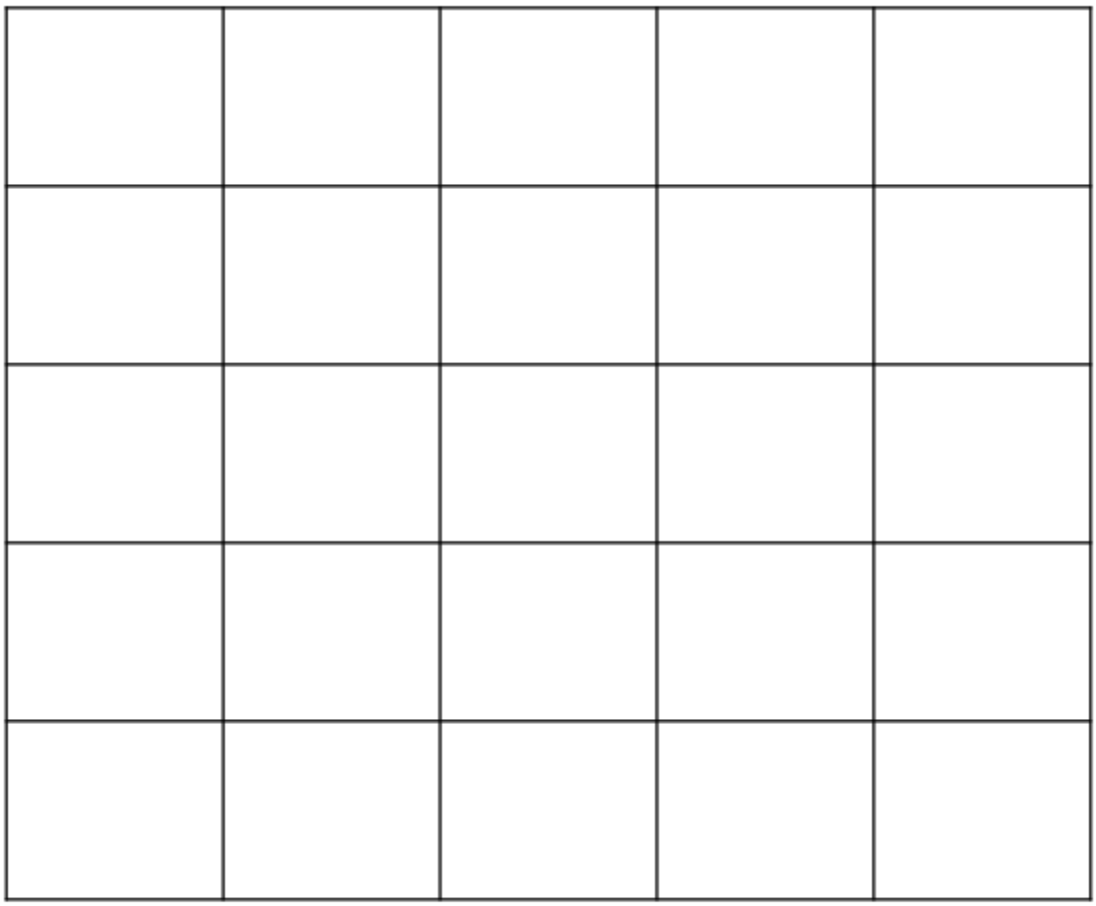
Use the map and legend on the previous page.

Draw these things on the map and create a icon.			
a) Doctors surgery at A4		d) Bus stop at C2	
b) Lake at D3 & E3		e) Hospital at B3	
c) Coffee shop at D1		f) Skatepark B5	

Task 5

Use the grid below to draw a birds eye view map of your bedroom. Please remember to:

- ✓ Add coordinates on the sides of the map
- ✓ Add a legend



Legend

CHALLENGE: Create your own grid and birds eye view map of an area of your choice. (Eg. another room in your house. Add coordinates and a legend.

WEEK 1
Day 5

Ni hao students!

Did you enjoy the mapping activity? We are doing mapping again today. You are going to map your neighbourhood. With an adult you might like to go for a walk to see what landmarks or features you can add.

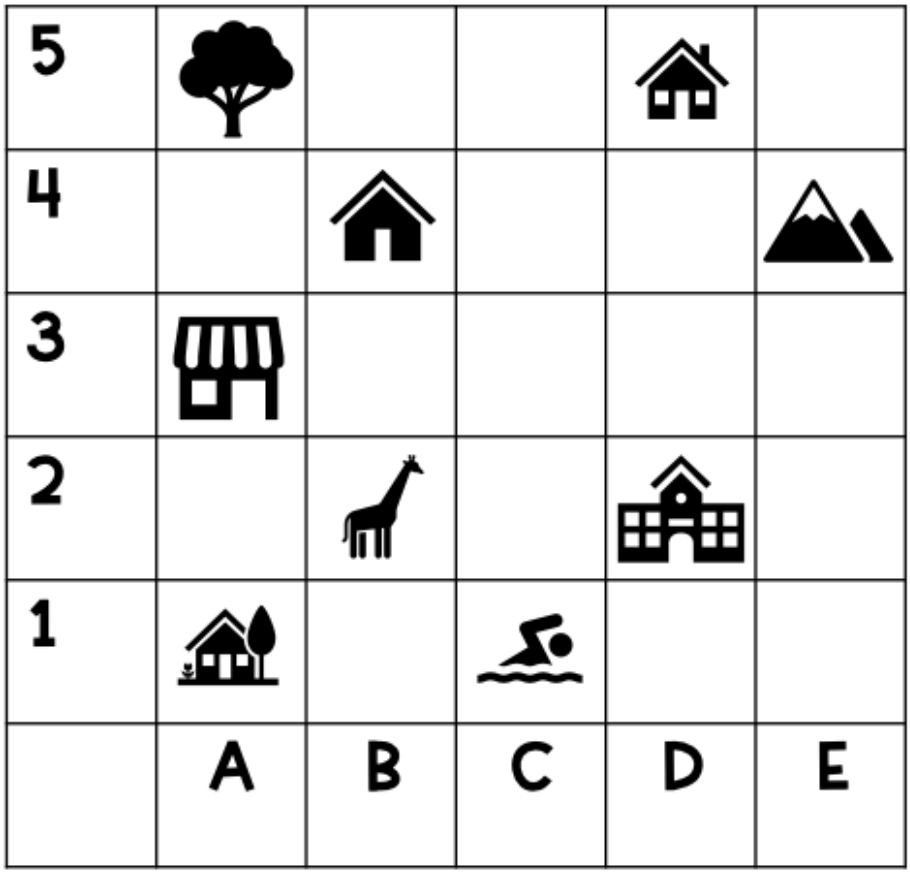
MATHEMATICS
MAPPING

We are learning to:
- Understand information on a map and find information on a map.

I will be successful when:
- I can use a legend to find information on a map.

Task 1
Use the map and legend below to answer the following questions.

Legend
Tom's House
School
Park
Swimming Centre
Sally's House
Shops
Zoo
Zoe's House
Mountain



1. Draw on the map the shortest route you would take to get from the school to Sally's house.

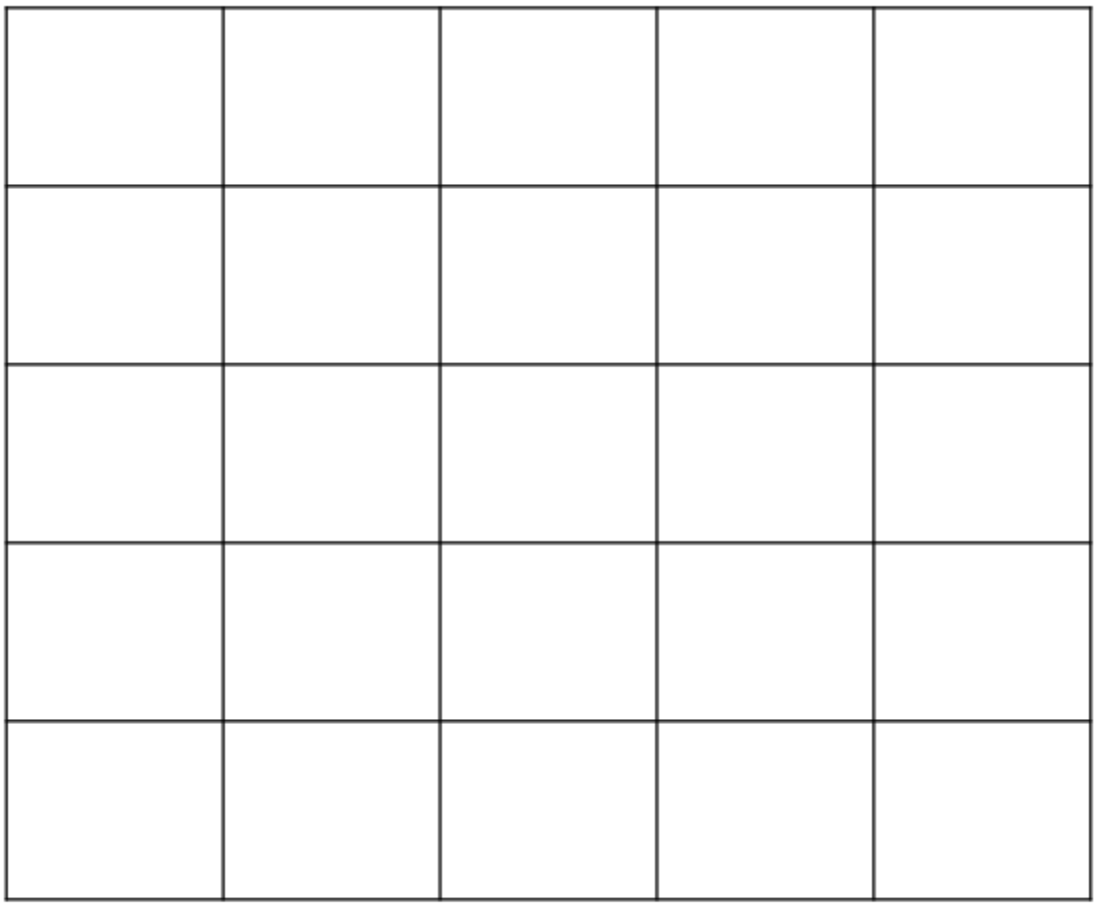
2. Draw on the map the shortest route you would take to get from the park to the zoo.

3. Draw on the map the shortest route you would take to get from the mountains to Zoe's house.

Task 2

Use the grid below to draw a birds eye view map of your neighbourhood.
Think about what is in your neighbourhood. Is there a shop, a park, skatepark, a friends house?
Please remember to:

- ✓ Add coordinates on the sides of the map
- ✓ Add a legend



Legend

CHALLENGE: Create your own grid and birds eye view of a treasure map. What can you add? Here are some ideas: a volcano, cave, treasure, beaches, bridges. Add coordinates and a legend.

WEEK 2

Day 1

Good morning!

We are moving onto chance and data. What is the chance it will rain today? Discuss this with an adult in your house.

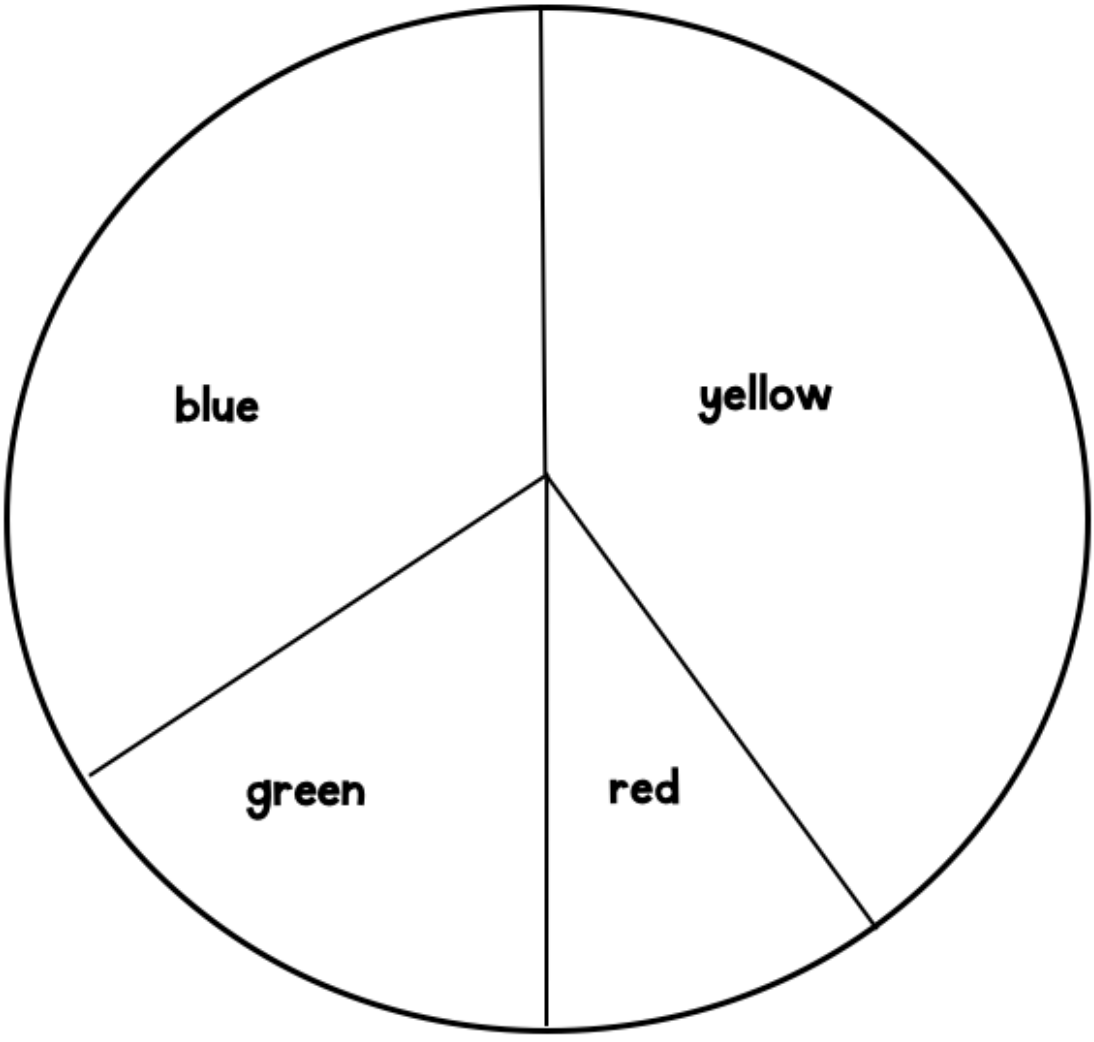
MATHEMATICS
CHANCE AND DATA

We are learning to:
- Collect data and understand data.
- Order the chances of events occurring.

I will be successful when:
- I can accurately collect data and answer questions about data.
- I can order events based on the chance of them occurring.

Task 1

Use paper and coloured pencils to create a spinner that looks like the picture below. It needs to have 4 different colours (yellow, red, green, blue) which do not have an equal chance of occurring. Or colour the spinner below to match the labels and use this spinner to answer the following questions.



Task 2

Use the spinner that you made or the spinner on the previous page to answer the questions below. You will need to make or find something that can be used as a spinner.
E.g. find a paperclip and place a pencil in the centre of the paperclip then flick the paperclip to help it spin.

Question 1

Prediction: List the 4 colours in order from least likely to most likely to occur when the spinner is spun.

_____

Question 2

Spin the spinner 50 times and record your results in the table below.

Colour	Tally	Score
Blue		
Yellow		
Red		
Green		

Question 3

Based on your results in the table above, list the 4 colours in order from least spun to most spun.

_____

Question 4

Compare your results from question 3 to your prediction in question 1. How are they the same/different?

_____

_____

_____

_____

Task 3

Question 1

Spin the spinner another 50 times and record your results in the table below.

Colour	First Score (from first table)	Tally	Total Score
Blue			
Yellow			
Red			
Green			

Question 2

List the 4 colours in order from least spun to most spun from the results of your 100 spins.

Question 3

How has the order changed?

Question 4

If you spun the spinner another 50 times, how would this affect the colours least spun to most spun?

CHALLENGE

Create your own spinner. You can choose what things will be on your spinner and the possibility of them occurring. Then use your spinner to collect data and record this in a table. What did you discover?

WEEK 2
Day 2

Hola!

I hope you have been getting some fresh air during your time at home.

MATHEMATICS
TELLING TIME & AM/PM

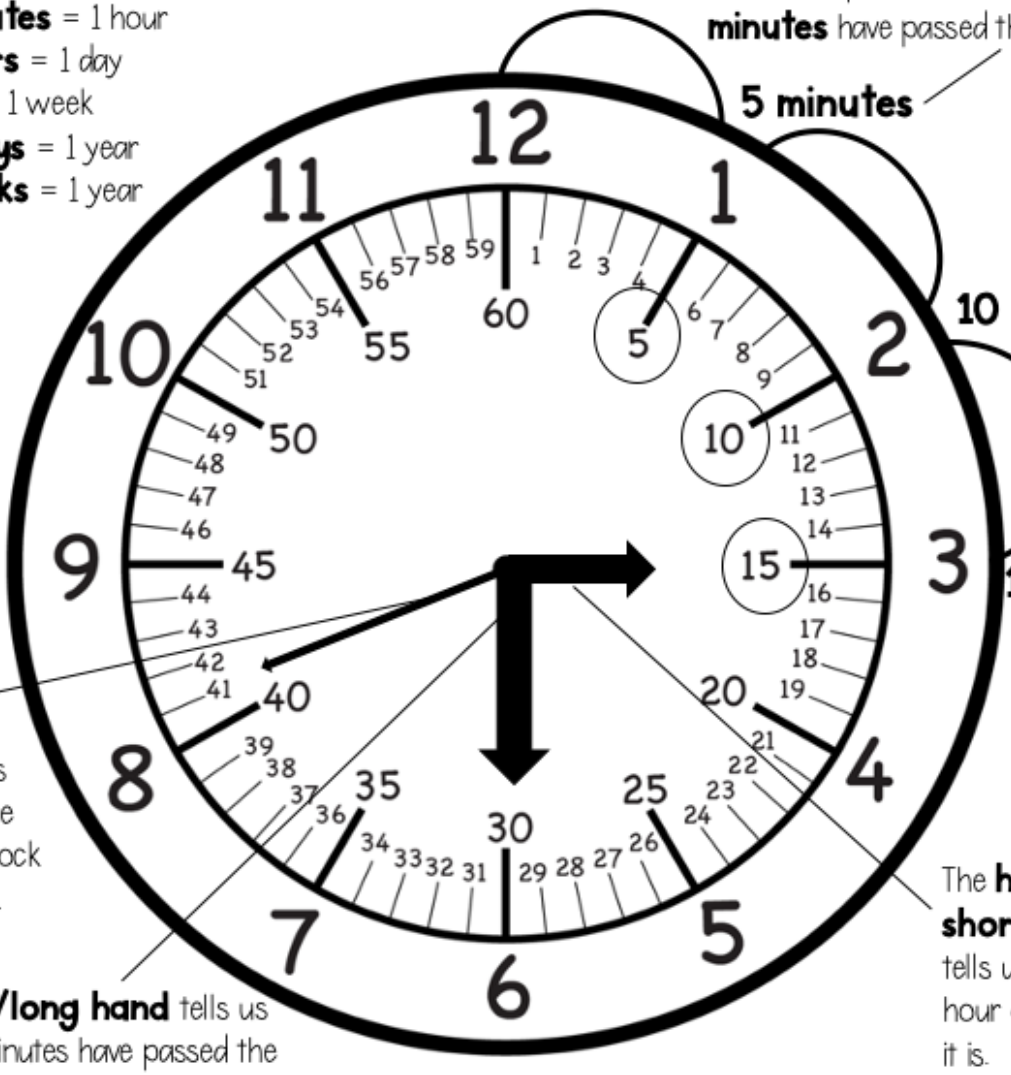
We are learning to:
- Convert between units of time (digital and analogue).
- Use 'a.m' and 'p.m' next to a time.

I will be successful when:
- I can convert digital time to analogue time.
- I can convert analogue time to digital time.
- I can use the correct description of time for an event ('a.m' or 'p.m').

Task 1
Let's warm up! Study the information below to remind yourself about telling time and the features of a clock.

60 seconds = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days= 1 week
365 days = 1 year
52 weeks = 1 year

We skip count by fives around the clock to help us understand how many **minutes** have passed the hour.



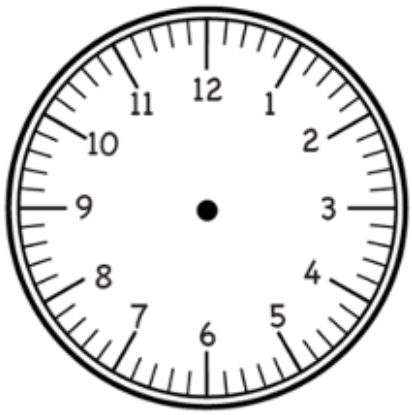
THE TIME IS 3:30, ALSO KNOWN AS HALF PAST THREE.

Task 2

Use the clock on the previous page to help you draw the hands on the analogue clocks to match the digital time. The first one has been done for you.

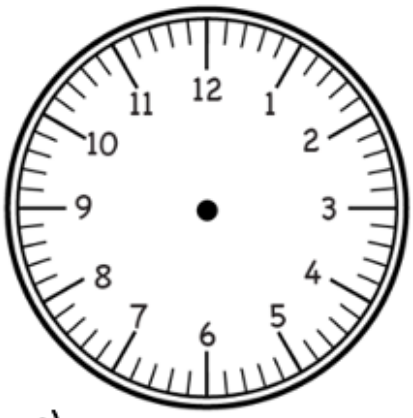
a)

4 : 00



b)

6 : 15

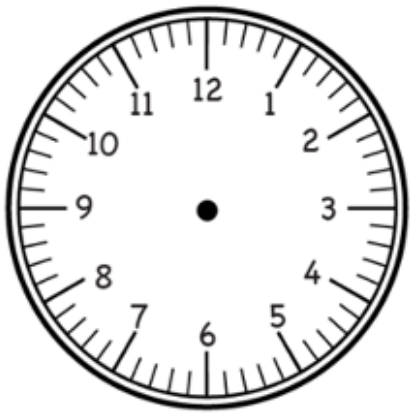


c)

2 : 30

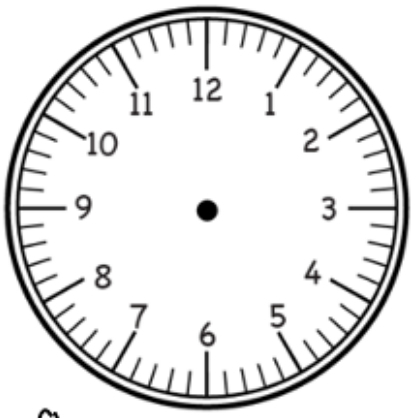
d)

12 : 05



e)

9 : 45

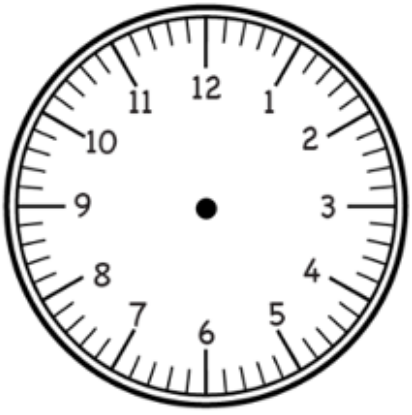


f)

5 : 28

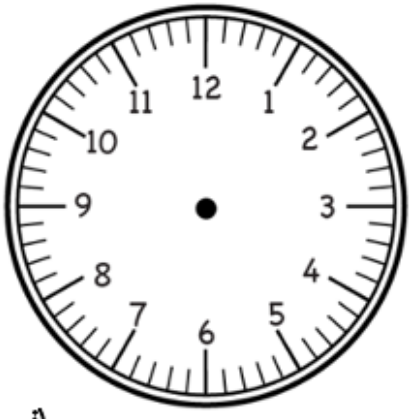
g)

7 : 13



h)

1 : 27



i)

3 : 59

Task 3

Read the time on the analogue clocks and then write down the time in digital form. The first one has been done for you.

a) hour minutes

4 : 10

b) :

c) :

d) :

e) :

f) :

g) :

h) :

i) :

Task 4

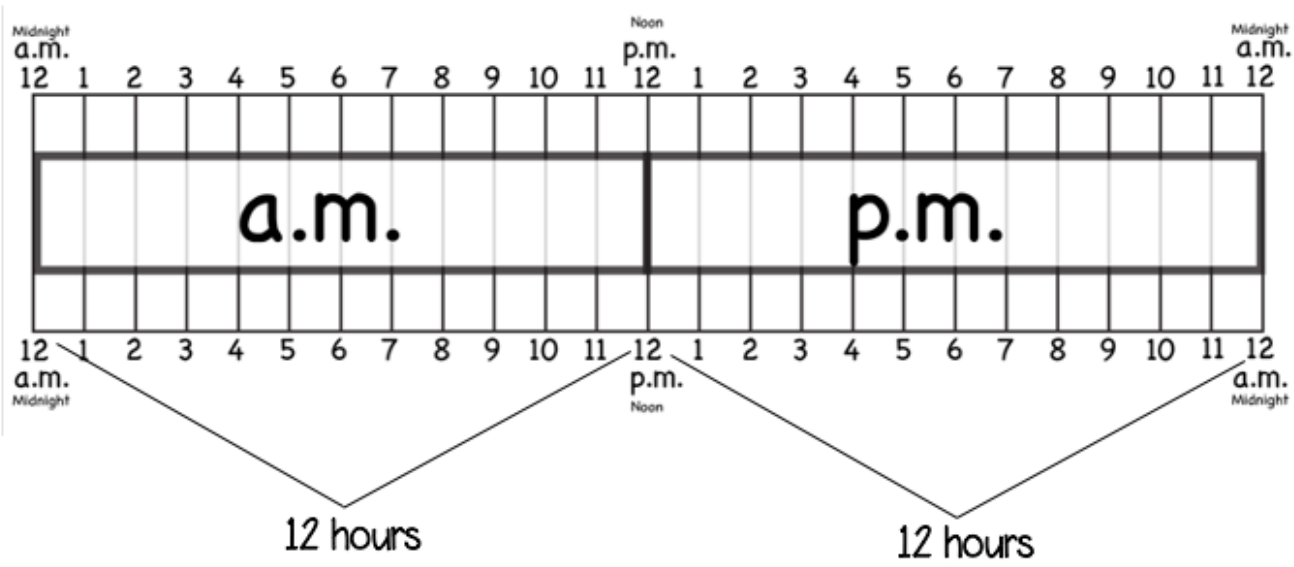
We use '**a.m**' and '**p.m**' next to a time to communicate what part or time of day it is.

- a.m. is an abbreviation for *ante meridiem* which means 'before midday'.
- p.m. is an abbreviation for *post meridiem* which means 'after midday'.
- Midday is 12 o'clock.

E.g. You might eat breakfast at 7:00am each morning and then eat dinner at 7:00pm at night.

Look at the diagram below which shows all 24 hours in a day. It divides the 24 hours up into 2 halves. Each half has 12 hours. The first 12 hours is known as 'a.m' and the next 12 hours are known as 'p.m'.

The diagram explains that 'a.m' starts from midnight and ends at noon, also known as midday. It also shows that 'p.m' starts at noon/midday and ends at midnight.



Question 1

Write a.m or p.m next to each clock. The first one has been done for you.

a) morning

12:15 am

b) evening

:

c) morning

:

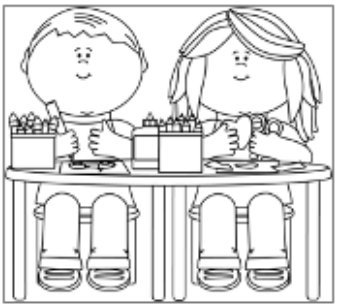
d) evening

:

Question 2

Look at the time each activity takes place. Place the activities in order, using the numbers 1 to 6, 1 being the earliest in the day and 6 the latest. Write the numbers in the box next to each picture.

a) 10:00 am



b) 4:00 pm

c) 7:30 am

d) 7:10 pm

e) 10:00 pm

f) 2:00pm

Question 3

Write a.m or p.m to show when you would complete the activity. The first one has been done for you.

a) Wake up	am	e) Lunchtime	
b) Eat breakfast		f) School finishes	
c) Leave for school.		g) Dinnertime	
d) School starts		h) Watch a tv show	

CHALLENGE

How many clocks or devices that show time can you find in your house? Is the time presented in analogue or digital form? List your findings below.

WEEK 2
Day 3

Guten Tag!

Did you find the clocks around your house? How many do you have? Are they more analogue or digital? I wonder why this is so? Discuss this with an adult.

MATHEMATICS
FIGURING OUT TIME

We are learning to:
- Solve time problems.
- Calculate the time required to travel between two locations.

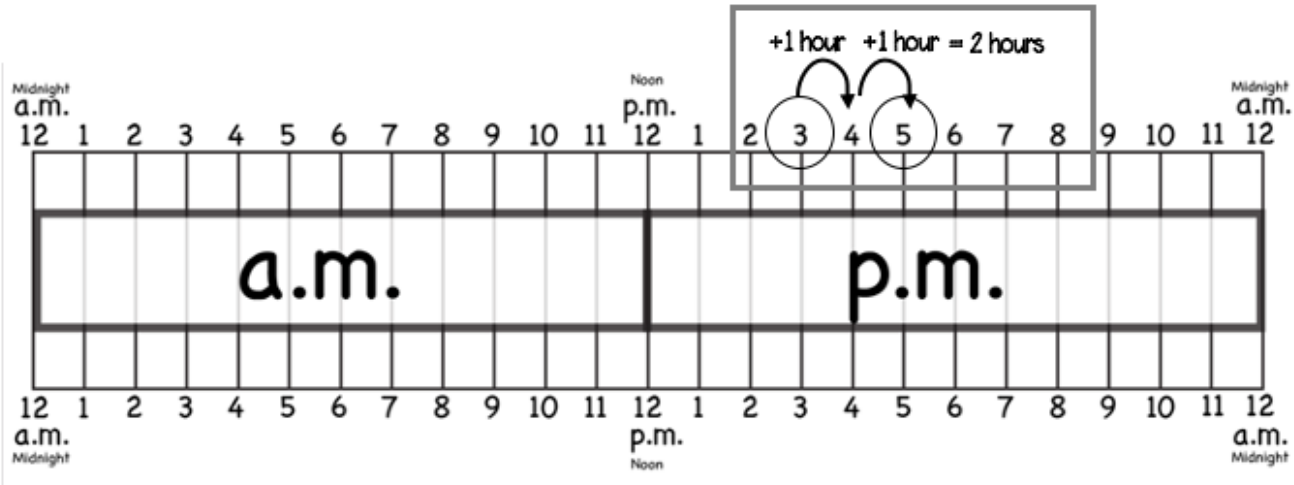
I will be successful when:
- I can calculate the time it takes to complete a task.
- I can calculate the time difference between two events.

Task 1

Use the diagram below as a number line to solve time problems.
For example, if a bus leaves Stop #1 at 3:00pm and arrives at Stop #2 at 5:00pm, how long did the trip take?

We can find 3:00pm on the number line and skip count until we get to 5:00pm. Each number on the number line represents one hour. Therefore, you would skip count by one each time.

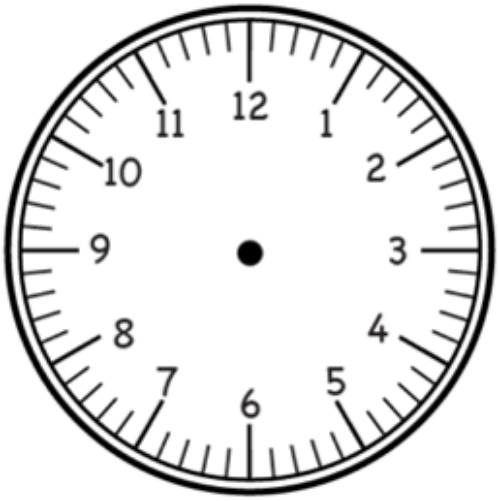
Jump from 3 to 4 which is one hour then jump from 4 to 5 which is another hour. All up, it has taken 2 hours for the bus to travel.



If the same bus left Stop #2 at 5:00pm and arrived at Stop #3 at 8:00pm, how long did it take to travel between these two stops? You would now look at 5:00pm on the diagram then skip count until you get to 8:00pm. The answer would be 3 hours to travel between Stop #2 and Stop #3.

Task 2

Use what you have learnt from the first page to answer the following questions. You will need to calculate the time difference between an event starting and finishing. You can use the blank clock below to skip count the time.



Question 1

a) John's soccer practise starts at 4:00pm and finishes at 5:00pm. How long is soccer practice?

_____

a) Josh goes to his friend's house at 3:45pm and comes home at 4:15pm. How long was Josh at his friend's house?

_____

b) Susan spends some time at the skatepark. She arrived at 4:00pm and left at 5:20 pm. How much time did she spend at the skatepark?

_____

c) Greg takes his dog for a walk at 3:40pm and returns home at 4:05pm. How long did the walk take?

_____

d) Kristy starts getting ready for netball practice at 3:50pm and is ready by 4:06pm. How long did it take Kristy to get ready?

_____

e) Phillip puts a load of washing on at 6:12pm and it finishes at 7:00pm. How long did it take?

_____

f) Michael is only allowed to play on his X-box between 3:10pm and 4:20pm. How long is he allowed to play for?

_____

g) Margaret bakes some muffins before school. She puts them in the oven at 6:45am and they are ready by 7:15am. How long did they take to cook?

_____

Task 3

You will need to estimate how long it takes to complete a set of tasks, and then record the time it takes you to complete the same task. You will need a stopwatch or a clock with a seconds hand to record your time. The first one has been completed for you.

Activity	Estimate	Actual time taken
Write your name 10 times	1 minute 10 seconds	35 seconds
Write your name 12 times		
Throw and catch a ball 20 times		
Do 15 star jumps		
Run up and down your driveway 4 times		
Do 10 sit-ups		
Say the 2 times tables		
Sing Twinkle, Twinkle Little Star		
Click your fingers 7 times		

Question 1

Compare your estimates to your actual times taken. How close were your estimations?

_____

_____

Question 2

Did any of the activities take you longer than you thought? Why/ or why not?

_____

_____

Question 3

Estimate how long it would take to complete the following activities:

a) Run around an oval _____

b) Make dinner _____

c) Complete homework _____

d) Sing along to a song on the radio _____

e) Tidy your bedroom _____

CHALLENGE 1

Create your own table of activities. Estimate how long these activities will take and then time yourself completing them. Draw your table below and record your results.

CHALLENGE 2

Write time problems similar to Task 2 for someone in your house to solve below. Can they calculate the time difference? Record their answers. Were they correct?

WEEK 2
Day 4

Kaya students!

How did you go yesterday with your estimates? I hope you had fun completing all the time activities.

MATHEMATICS
PLACE VALUE REVISION DAY 1

We are learning to:
- Use our knowledge of place value to solve problems.

I will be successful when:
- I can solve problems involving 4-digit numbers.
- I can solve problems involving 5-digit numbers.
- I can solve problems involving 6-digit numbers.

Task 1
Use your understanding and knowledge of place value to answer the questions below. See the table below to remind you.

Thousands	Hundreds	Tens	Ones
5	1	3	9

Question 1
Can you use the clues below to figure out the secret number? The first one has been done for you.

a) My number has 3 tens, zero ones, 4 thousands and 2 hundreds. What is my secret number?	4230
b) My number has 5 thousands, 6 ones, 3 hundreds and 2 tens. What is my secret number?	
c) My number has 7 ones, 4 tens, 8 thousands and 2 hundreds. What is my secret number?	
d) My number has 5 ones, 5 tens, 6 hundreds and 9 thousands. What is my secret numbers?	
e) My number has 8 hundreds, 7 thousands, 1 ones and 5 tens. What is my secret number?	
f) My number has 9 tens, 6 ones, 8 thousands and 5 hundreds. What is my secret number?	
g) My number has 7 ones, 0 tens, 0 hundreds and 4 thousands. What is my secret number?	

Task 2

Use your understanding and knowledge of place value to answer the questions below. See the table below to remind you.

Ten Thousands	Thousands	Hundreds	Tens	Ones
1	3	6	9	0

Question 1 Can you use the clues below to figure out the secret number? The first one has been done for you.	
a) My number has 7 tens, 9 ones, 2 thousands, 2 hundreds and 6 ten thousands. What is my secret number?	62 279
b) My number has 9 ten thousands, 5 hundreds, 4 thousands, 4 ones and 6 tens. What is my secret number?	
c) My number has 8 ones, 0 tens, 4 thousands, 5 hundreds and 2 ten thousands. What is my secret number?	
d) My number has 6 ten thousands, 5 hundreds, 3 thousands, 2 tens and 0 ones. What is my secret number?	
e) My number has 7 ten thousands, 0 hundreds, 0 thousands, 3 tens and 5 ones. What is my secret number?	
f) My number has 4 ones, 7 tens, 8 ten thousands, 2 hundreds and 0 thousands. What is my secret number?	
g) My number has 7 ones, 1 tens, 5 thousands, 0 hundreds and 1 ten thousands. What is my secret number?	
h) My number has 6 ten thousands, 6 hundreds, 5 thousands, 7 ones and 4 tens. What is my secret number?	
i) My number has 2 thousands, 5 ten thousands, 7 hundreds, 7 tens and 9 ones. What is my secret number?	
j) My number has 4 ones, 5 tens, 6 hundreds, 1 ten thousands and 0 thousands. What is my secret number?	

Task 3

Use your understanding and knowledge of place value to answer the addition number sentences.

a) 1000 + 300 =
b) 4000 + 200 + 10 =
c) 60 000 + 4000 + 20 + 1 =
d) 100 000 + 50 000 + 40 =
e) 60 000 + 3000 + 700 + 40 + 2 =
f) 200 000 + 60 000 + 3000 + 700 + 40 + 2 =
g) 4000 + 200 + 50 + 2 =
h) 7000 + 900 + 20 =
i) 400 000 + 70 000 + 70 =
j) 90 000 + 1000 + 200 + 80 + 3 =
k) 400 000 + 50 000 + 2000 + 800 + 80 + 9 =
l) 9000 + 700 =
m) 8000 + 500 + 90 =
n) 80 000 + 8000 + 30 + 4 =
o) 700 000 + 20 000 + 70 =
p) 90 000 + 5000 + 600 + 20 + 7 =
q) 700 000 + 80 000 + 2000 + 900 + 30 + 4 =

CHALLENGE

Create your own secret numbers for someone in your house to solve. Record your clues below and their answers.

WEEK 2
Day 5

Good morning!

Last day ☺ Have you learnt lots the past two weeks? I hope you have enjoyed the Mathematics as much as I did creating the lessons.

MATHEMATICS
PLACE VALUE REVISION DAY 2

We are learning to:
- Use our knowledge of place value to solve problems.

I will be successful when:
- I can solve problems involving 4-digit numbers.
- I can solve problems involving 5-digit numbers.
- I can solve problems involving 6-digit numbers.

Task 1

Use your understanding and knowledge of place value to answer the following questions. See the table below to remind you.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
8	2	0	1	6	3

Question 1

Can you use the clues below to figure out the secret number? The first one has been done for you.

a) My number has 9 hundred thousands, 4 ones, 6 tens, 5 hundreds, 9 thousands and 1 ten thousands. What is my secret number?	919 564
b) My number has 5 hundred thousands, 6 ten thousands, 7 thousands, 1 hundreds, 0 tens and 3 ones. What is my secret number?	
c) My number has 0 ones, 3 tens, 5 hundreds, 7 thousands, 8 ten thousands and 4 hundred thousands. What is my secret number?	
d) My number has 7 thousands, 5 hundreds, 9 ten thousands, 0 tens, 0 ones and 3 hundred thousands. What is my secret number?	
e) My number has 9 ten thousands, 9 thousands, 9 hundred thousands, 6 hundred, 2 tens and 5 ones. What is my secret number?	
f) My number has 6 hundreds, 4 thousands, 0 ten thousands, 8 ones, 1 tens and 2 hundred thousands. What is my secret number?	
g) My number has 4 hundred thousands, 7 ones, 0 tens, 0 thousands, 7 hundreds and 9 ten thousands. What is my secret number?	

Task 2

Use your understanding and knowledge of place value to solve the following word problems.

Question 1

John was selling tickets to a concert. On Monday he sold 900 tickets, on Tuesday he sold 7000 tickets and on Wednesday he sold 10 000 tickets. How many tickets did he sell altogether? Show your working out below.

Question 2

Alice owns a farm and she wants to plant lots of seeds to grow some vegetables and flowers. On Saturday, she plants 40 seeds to grow carrots and on Sunday she plants 400 seeds to grow daisies. The plants had started to grow so a week later she planted 5000 seeds to grow wheat and 12 000 seeds to grow fresh grass. How many seeds did she plant altogether? Show your working out below.

Question 3

Four people won lotto on the weekend. The first person won $50, the second person won $120, the third person won $16 000 and the fourth person she won the jackpot of $175 000! How much money was won altogether? Show your working out below.

Task 3

Use your understanding and knowledge of place value. To answer the subtraction number sentences.

a) 1000 - 300 =
b) 4000 - 200 =
c) 60 000 - 4000 =
d) 100 000 - 50 000 =
e) 60 000 – 3000 =
f) 700 - 40 =
g) 4000 - 200 =
h) 900 - 20 =
i) 70 000 - 70 =
j) 90 000 - 1000 =
k) 50 000 - 800 =
l) 9000 - 700 =
m) 8000 - 500 =
n) 80 000 - 30 =
o) 20 000 - 700 =
p) 500 - 400 =
q) 700 000 - 80 000 =

CHALLENGE

Create two word problems for someone in your house to solve. Record your word problems below and their answers. If

Task 3

Use your understanding and knowledge of place value. To answer the subtraction number sentences.

a) 1000 - 300 =
b) 4000 - 200 =
c) 60 000 - 4000 =
d) 100 000 - 50 000 =
e) 60 000 – 3000 =
f) 700 - 40 =
g) 4000 - 200 =
h) 900 - 20 =
i) 70 000 - 70 =
j) 90 000 - 1000 =
k) 50 000 - 800 =
l) 9000 - 700 =
m) 8000 - 500 =
n) 80 000 - 30 =
o) 20 000 - 700 =
p) 500 - 400 =
q) 700 000 - 80 000 =

CHALLENGE

Create two word problems for someone in your house to solve. Record your word problems below and their answers. If

REFLECTION

Student Feedback

Student Feedback

Choose a sentence starter from the list in the box to write a letter in the space below to your teacher. Remember to start with a greeting.

Sentence Starters

- The most important ideas that I discovered from the lessons are...
- My teacher wants me to understand... because...
- My 'ah-ha' moment from the lessons are... because...
- Something I am unsure of or did not understand is...

Dear_____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

From,

_____

PARENT HELP

Information for Parents/Guardians

- Thank you for your assistance with your child's learning at home.
- This section has been designed to assist you with understanding the learning for the activities your child has completed.
- The written responses are only a guide for you to understand the type of responses a child might answer. Each child's response is going to be different, so please take that into consideration when comparing your child's response to the one given.
- Answers to the majority of the activities have been included in the following pages.

Week 1 Day 1

Task 1

Answers may vary. Did your child create the cards or use a deck of cards? These can be used for lots of other maths activities. Have them show you how to do the activity.

Task 2

Answers may vary. Check that your child has completed the below table. There is an example below.

4 cards drawn from the pack:	**Lowest** number I can make with these cards:	**Highest** number I can make with these cards:	A number that would fit **between** the lowest and highest number:
Eg. 5139	1359	9531	3915

Task 3

Check the answers below:

a) 4<u>7</u>53= 700	e) <u>7</u>283= 7000	i) 345<u>6</u>= 6
b) 35<u>4</u>2= 40	f) 6<u>4</u>16= 400	j) 67<u>6</u>3= 60
c) 673<u>9</u>= 9	g) 63<u>5</u>1= 50	k) 5<u>7</u>43= 700
d) 2<u>5</u>74= 500	h) <u>5</u>434= 5000	l) 65<u>9</u>4= 90

Week 1 Day 2

Task 1

Answers may vary. Have your child show you one of the numbers they created.

Task 2

Answers will vary. See the example below to help you mark.

5 cards drawn from the pack:	**Lowest** number I can make:	**Highest** number I can make:	A number that would fit **between:**
Eg. 72 341	12347	74321	47132

Task 3

Check your answers below:

Number	Ten Thousands	Thousands	Hundreds	Tens	Ones
a) 800			8	0	0
b) 47 296	4	7	2	9	6
c) 52 307	5	2	3	0	7
d) 60				6	0
e) 52 207	5	2	2	0	7
f) 1406		1	4	0	6
g) 64 237	6	4	2	3	7

Task 4

Check the answers below:

a) 72 341	**70 000**	**+**	**2000**	**+**	**300**	**+**	**40**	**+**	**1**
b) 67 254	60000	+	7000	+	200	+	50	+	4
c) 89 167	80000	+	9000	+	100	+	60	+	7
d) 32 271	30000	+	2000	+	200	+	70	+	1
e) 60 902	60000	+	0	+	900	+	0	+	2
f) 43 287	40000	+	3000	+	200	+	80	+	7
g) 86 269	80000	+	6000	+	200	+	60	+	9

Week 1 Day 3

Task 1

Answers may vary. Have your child show you one of the numbers they created.

Task 2

Answers may vary. Use the example below to check your child's work.

6 cards drawn from the pack:	**Lowest** number I can make:	**Highest** number I can make:	A number that would fit **between:**
E.g. 602 957	205 679	976 520	520 976

Task 3

Check the answers below:

a) 5̲04 678= 500000	h) 204̲ 282= 4000
b) 42̲8 320= 20000	i) 39̲8 283= 90000
c) 609 22̲0= 20	j) 988 2̲87= 200
d) 928 26̲7 = 7	k) 270 37̲3 = 70
e) 39̲8 447 = 8000	l) 925 98̲6 = 6
f) 1̲00 287 = 0	m) 29̲5 333 = 5000
g) 10̲5 287= 5000	n) 7̲98 281 = 700000

Task 4

Answers may vary. Check the example below:

Lower	Number	Higher
1000	100 287	795 122
877 154	962 911	1 236 999
658 997	766 984	985 487
	543 879	
	192 118	
	286 475	
	293 982	

Week 1 Day 4

Task 1

Can they tell you where in the house/car they found a map?

Task 2

Check the answers below:

What is located at the following coordinates?	
a) A5 = park	d) A3 = shop
b) C1 = swimming centre	e) E4 = mountain
c) B4 = Sally's house	f) D5 = Tom's house

Task 3

Check the answers below:

At what coordinates are the following located?	
a) Tom's House = A5	d) School = D2
b) Zoo = B2	e) Shops = A3
c) Swimming Centre = C1	f) Mountains = E4

Task 4

Check your child has drawn the pictures on their map.

Draw these things on the map:	
a) Doctors surgery at A4	d) Bus stop at C2
b) Lake at D3 & E3	e) Hospital at B3
c) Coffee shop at D1	f) Skatepark B5

Task 5

Answers will vary. Check your child has drawn a map of their bedroom.

Week 1 Day 5

Task 1

Answers may vary. Check your child has drawn the route on their map.

Task 2

Has your child drawn their map of the neighbourhood?
You could check they are correct by going for a walk with the map and seeing if they included all of the landmarks.

Week 2 Day 1

Task 1

Did you check if your child created their spinner? Do they need help? This could be a nice activity to do together.

Task 2

Question 1

Least

Red

Green

Blue

Yellow

Most

Answers will vary for the rest of the questions.

Check your child has spun it 50 times and filled out the table. Ask them questions about their results. Check they have answered the questions.

Task 3

Is the table filled out? Have they re-spun their spinner? Did they answer the questions?

Week 2 Day 2

Task 1

Look at the clock with your child. Read through the features and discuss how an analogue clock is different from a digital clock.

Task 2

Check the answers below:

a)

4 : 00

b)

6 : 15

c)

2 : 30

d)

12 : 05

e)

9 : 45

f)

5 : 28

g)

7 : 13

h)

1 : 27

i)

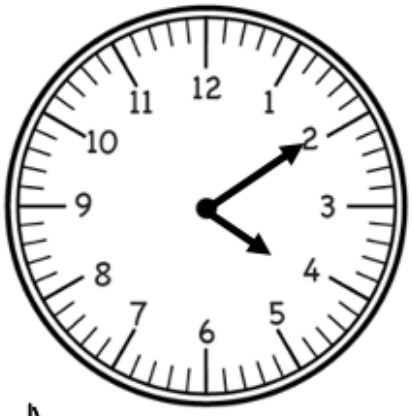
3 : 59

Task 3

Check your answers below:

a) hour minutes

4 : 10



b)

7: 00

c)

9: 30

d)

5:45

e)

11:07

f)

8:55

g)

12:15

h)

12:53

i)

4:38

Task 4

Question 1

Check the answers below:

a) morning

12:15 am

b) evening

9:30pm

c) morning

1: 00am

d) evening

10:40pm

Question 2:

1. D
2. C
3. A
4. F
5. B
6. E

Question 3:

a) Wake up	am	e) Lunchtime	pm
b) Eat breakfast	am	f) School finishes	pm
c) Leave for school	am	g) Dinnertime	pm
d) School starts	am	h) Watch a tv show	pm

Week 2 Day 3

Task 1

Read through the example with your child and check for their understanding. You may need some blank paper to do some working out.

Task 2

Check the answers below:

a) John's soccer practise starts at 4:00pm and finishes at 5:00pm. How long is soccer practice? **1 hour**

b) Josh goes to his friend's house at 3:45pm and comes home at 4:15pm. How long was Josh at his friend's house? **30 minutes**

c) Susan spends some time at the skatepark. She arrived at 4:00pm and left at 5:20 pm. How much time did she spend at the skatepark? **1 hour and 20 minutes**

d) Greg takes his dog for a walk at 3:40pm and returns home at 4:05pm. How long did the walk take? **25 minutes**

e) Kristy starts getting ready for netball practice at 3:50pm and is ready by 4:06pm. How long did it take Kristy to get ready? **16 minutes**

f) Phillip puts a load of washing on at 6:12pm and it finishes at 7:00pm. How long did it take? **48 minutes**

g) Michael is only allowed to play on his X-box between 3:10pm and 4:20pm. How long is he allowed to play for? **1 hour and 10 minutes**

h) Margaret bakes some muffins before school. She puts them in the oven at 6:45am and they are ready by 7:15am. How long did they take to cook? **30 minutes**

Task 3

Questions 1 to 3:

Answers will vary.

Check they have filled out the table and answered the questions.

You may like to ask them the questions and see their responses.

This would also be a great activity to do together.

Week 2 Day 4

Task 1

Check the answers below:

Question 1 Can you use the clues below to figure out the secret number? The first one has been done for you.	
a) My number has 3 tens, zero ones, 4 thousands and 2 hundreds. What is my secret number?	**4230**
b) My number has 5 thousands, 6 ones, 3 hundreds and 2 tens. What is my secret number?	5326
c) My number has 7 ones, 4 tens, 8 thousands and 2 hundreds. What is my secret number?	8247
d) My number has 5 ones, 5 tens, 6 hundreds and 9 thousands. What is my secret numbers?	9655
e) My number has 8 hundreds, 7 thousands, 1 ones and 5 tens. What is my secret number?	7851
f) My number has 9 tens, 6 ones, 8 thousands and 5 hundreds. What is my secret number?	8596
g) My number has 7 ones, 0 tens, 0 hundreds and 4 thousands. What is my secret number?	4007

Task 2

Check the answers below:

Question 1 Can you use the clues below to figure out the secret number? The first one has been done for you.	
a) My number has 7 tens, 9 ones, 2 thousands, 2 hundreds and 6 ten thousands. What is my secret number?	**62 279**
b) My number has 9 ten thousands, 5 hundreds, 4 thousands, 4 ones and 6 tens. What is my secret number?	94564
c) My number has 8 ones, 0 tens, 4 thousands, 5 hundreds and 2 ten thousands. What is my secret number?	24508
d) My number has 6 ten thousands, 5 hundreds, 3 thousands, 2 tens and 0 ones. What is my secret number?	63520
e) My number has 7 ten thousands, 0 hundreds, 0 thousands, 3 tens and 5 ones. What is my secret number?	70035
f) My number has 4 ones, 7 tens, 8 ten thousands, 2 hundreds and 0 thousands. What is my secret number?	80274
g) My number has 7 ones, 1 tens, 5 thousands, 0 hundreds and 1 ten thousands. What is my secret number?	15017
h) My number has 6 ten thousands, 6 hundreds, 5 thousands, 7 ones and 4 tens. What is my secret number?	65647
i) My number has 2 thousands, 5 ten thousands, 7 hundreds, 7 tens and 9 ones. What is my secret number?	52779
j) My number has 4 ones, 5 tens, 6 hundreds, 1 ten thousands and 0 thousands. What is my secret number?	10654

Task 3

Check the answers below:

a) 1000 + 300 = 1300
b) 4000 + 200 + 10 = 4210
c) 60 000 + 4000 + 20 + 1 = 64021
d) 100 000 + 50 000 + 40 = 150040
e) 60 000 + 3000 + 700 + 40 + 2 = 63742
f) 200 000 + 60 000 + 3000 + 700 + 40 + 2 = 263742
g) 4000 + 200 + 50 + 2 = 4252
h) 7000 + 900 + 20 = 7920
i) 400 000 + 70 000 + 70 = 470070
j) 90 000 + 1000 + 200 + 80 + 3 = 91283
k) 400 000 + 50 000 + 2000 + 800 + 80 + 9 = 452889
l) 9000 + 700 = 9700
m) 8000 + 500 + 90 = 8590
n) 80 000 + 8000 + 30 + 4 = 88034
o) 700 000 + 20 000 + 70 = 72070
p) 90 000 + 5000 + 600 + 20 + 7 = 95627
q) 700 000 + 80 000 + 2000 + 900 + 30 + 4 = 7829334

Week 2 Day 5

Task 1

Check the answers below:

Question 1 Can you use the clues below to figure out the secret number? The first one has been done for you.	
a) My number has 9 hundred thousands, 4 ones, 6 tens, 5 hundreds, 9 thousands and 1 ten thousands. What is my secret number?	**919 564**
b) My number has 5 hundred thousands, 6 ten thousands, 7 thousands, 1 hundreds, 0 tens and 3 ones. What is my secret number?	567103
c) My number has 0 ones, 3 tens, 5 hundreds, 7 thousands, 8 ten thousands and 4 hundred thousands. What is my secret number?	487530
d) My number has 7 thousands, 5 hundreds, 9 ten thousands, 0 tens, 0 ones and 3 hundred thousands. What is my secret number?	397500
e) My number has 9 ten thousands, 9 thousands, 9 hundred thousands, 6 hundred, 2 tens and 5 ones. What is my secret number?	999625
f) My number has 6 hundreds, 4 thousands, 0 ten thousands, 8 ones, 1 tens and 2 hundred thousands. What is my secret number?	204618
g) My number has 4 hundred thousands, 7 ones, 0 tens, 0 thousands, 7 hundreds and 9 ten thousands. What is my secret number?	490707

Task 2

Check the answers below:

Question 1. 17900
Question 2. 17440
Question 3. 191170

Task 3

Check the answers below:

a) 1000 - 300 = 700
b) 4000 - 200 = 3800
c) 60 000 - 4000 = 56000
d) 100 000 - 50 000 = 50000
e) 60 000 – 3000 = 57000
f) 700 - 40 = 660
g) 4000 - 200 = 3800
h) 900 - 20 = 880
i) 70 000 - 70 = 69930
j) 90 000 - 1000 = 89000
k) 50 000 - 800 = 49200
l) 9000 - 700 = 8300
m) 8000 - 500 = 7500
n) 80 000 - 30 = 79970
o) 20 000 - 700 = 19300
p) 500 - 400 = 100
q) 700 000 - 80 000 = 620000

