**Maths:** This week you will be revising subtraction.

| Activity 1 | Subtract two 4-digit numbers- one exchange |
| Activity 2 | Subtract two 4-digit numbers- more than one exchange |
| Activity 3 | Efficient subtraction |
| Activity 4 | Estimate answers |
| Activity 5 | Checking strategies |

There is a daily True or False Challenge linked to each activity.

**English (writing and reading):** This week you will be revising direct speech.

| Activity 1 | Grammar: direct speech |
| Activity 2 | Direct speech research |
| Activity 3 | Make notes using ideas from a text |
| Activity 4 | Write in character |
| Activity 5 | Direct speech |

**Phonics/Spelling:** This week you will learning words with the /s/ sound spelt ‘sc’

| Activity 1 | ‘Bubble writing’ activity to identify ‘sc’ part of word |
| Activity 2 | Find the definition |
| Activity 3 | ‘Back Writing’ activity with ‘sc’ spellings |
| Activity 4 | ‘Code Writing’ activity with ‘sc’ spellings |
| Activity 5 | ‘Buzzy Bees’ activity with ‘sc’ spellings |

**Weekly project:** Pizza around the world!

I’ve had lots of photos uploaded to your portfolios of your awesome cooking. I thought this project idea would be one you’d all love! Can you find out about pizza toppings from around the world? I’ve done a little research myself and there are some strange toppings being eaten out there. So do some research, find out about the toppings, or even have a go at making one yourself! You could write about toppings from different countries, write out your favourite recipe, make it, take photos, or even think of your own strange topping combination! You decide.

I liked this one. I love pizza and I love berries! Perfect!
Active/creative time:

PE:
Here are two fun PE activities to try. Let me know how you get on!

**Alphabet walk**

*Play: Outside*

*How to play:*
- Head out for a walk.
- On the way, try to spot something beginning with the letter ‘A’, then the letter ‘B’ and so on until you get to ‘Z.’
- Make this easier if there are some letters that are difficult to find by finding something that contains the letter instead of ‘starts with the letter.’

**6 in a row**

*What you need: 6 shoes, two dice, a line marker e.g. dressing gown rope or a line on the floor and two or more players.*

*How to play:*
- Place the 6 shoes in a row on the line.
- The two players begin at opposite ends of the shoes with one dice each.
- The shoes are numbered 1 – 6 from each players and so one players #6 will be their opponents #1 etc.
- Roll the dice and run to the shoe with the corresponding number. Move that shoe to the right side of the line.
- Run back to the dice and roll again.
- The winner is the player to have all 6 shoes on their right of the line, or whichever has the most shoes in 4 minutes.
- Make this easier by playing first to four shoes.

Music:
Access charanga at https://soundstorm.charanga.com/yumu and put in your username and password. Continue with the activities on there!

Or revise melody and pitch on BBC Bitesize with some fun activities. Here is the link: https://www.bbc.co.uk/bitesize/articles/z7xf4j
Maths Tips for this week:
Last Friday you started revising subtraction and completed calculations with column subtraction where there was no exchange needed. This week you continue with subtraction involving exchanges before moving on to look at the most efficient method, estimation and then a lesson that focusses on checking your answers.

Remember:
- When writing down calculations, separate the numbers into ones, tens, hundreds, and thousands.
- List the numbers in a column and always start subtraction with the ones column first.
- Make sure it is clearly written.
- Estimate first and check afterwards - it’s a good idea to estimate a rough answer first and then check your actual answer. You could use the inverse operation to check. Remember that the inverse of subtraction is addition!
- The daily maths challenges will help consolidate your learning for that day. They are after Activity 5. If you need to explain why you think it is true or false make sure, please do! I would love to see a photo of the challenge answers in your portfolios.

Column subtraction reminder:
Maths Activity 1: Subtract two 4-digit numbers one exchange

1a) Use a place value chart to complete the calculation.
5,435 - 3,216

b) Use a place value chart to complete the calculation.
5,435 - 3,216
c) Which calculation was easier? Talk about it with a partner.
d) What happens when you don’t have enough counters in a column to take away?

2. Complete the sentences.
1 ten can be exchanged for __________ ones.
1 hundred can be exchanged for 10 __________
1 thousand can be exchanged for __________

3. Use a place value chart to complete the calculations.

a) 3,276
   - 1,198
   __________

b) 7,673
   - 2,811
   __________

c) 9,845
   - 6,216
   __________

d) 9,845
   - 3,276
   __________

4. Use a place value chart to complete the calculations.

a) 3,276
   - 1,321
   __________

b) 7,673
   - 2,360
   __________

c) 9,845
   - 2,360
   __________

d) 9,845
   - 1,521
   __________

5. Use a place value chart to complete the calculations.

a) 3,270 - 1,320
b) 7,673 - 721
c) 5,845 - 1,921

6. Annie is calculating 3,467 - 2,148
Do you agree with Annie?
Explain your answer.

7. A car costs £8,716
A motorbike costs £2,341 less than the car.
How much does the motorbike cost?

8. Jack is thinking of two 4-digit numbers.
The greater number is 6,410.
The difference between the two numbers is 3,107
What is the sum of the two numbers?
Maths Activity 1 Answers:

1. Subtract two 4-digit numbers – one exchange

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a) Use the place value chart to complete the calculation.

\[ 5,435 - 3,215 = 2,220 \]

b) Use the place value chart to complete the calculation.

\[ 5,435 - 3,216 = 2,219 \]

c) Which calculation was easier? Talk about it with a partner.

d) What happens when you don’t have enough counters in a column to take away?


2. Complete the sentences.

1 ten can be exchanged for \(10\) ones.

1 hundred can be exchanged for 100 \(\text{hundreds}\).

1 thousand can be exchanged for \(10\) \(\text{thousands}\).

3. Use a place value chart to complete the calculations.

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<td>1</td>
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\[ 3,270 - 1,320 = 1,950 \]

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<td>7</td>
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\[ 6,763 - 7,21 = 6,042 \]

4. Use a place value chart to complete the calculations.

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\[ 9,845 - 1,921 = 7,924 \]

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\[ 9,829 - 2,16 = 7,663 \]

5. Use a place value chart to complete the calculations.

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\[ 7,200 - 1,32 = 6,868 \]

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<td>9</td>
<td>8</td>
<td>4</td>
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<td></td>
<td>1</td>
<td>9</td>
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\[ 9,845 - 1,929 = 7,916 \]

6. Annie is calculating 3,467 – 2,148

Here is her working.

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<td>7</td>
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<tr>
<td>2</td>
<td>1</td>
<td>4</td>
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</table>

\[ 3,467 - 2,148 = 1,319 \]

Do you agree with Annie? Explain your answer.

She has counted the difference between the numbers in each column rather than moving an exchange.

7. A car costs £8,716

A motorbike costs £2,341 less than the car.

How much does the motorbike cost?

\[ £6,375 \]

8. Jack is thinking of two 4-digit numbers.

The greater number is 6,410.

The difference between the two numbers is 3,107

What is the sum of the two numbers?

[Diagram showing 6,410 and 3,107 with question mark]

\[ 9,517 \]
Maths Activity 2: Subtract two 4-digit numbers - more than one exchange

1. Subtract two 4-digit numbers – more than one exchange

   36
   Th H T O
   7 3 2 5
   – 2 4 0 6
   a) Subtract 8 from Kim’s number.
   b) Explain the method you used.
   c) Subtract 20 from Kim’s number.
   d) Subtract 900 from Kim’s number.
   e) Complete the subtractions.
   1,002 – 28 =
   1,702 – 928 =

2. Use the place value chart to complete the subtractions.

   H   T   O
   8  5  4
   5  6  5
   a) 564 – 354 =
   b) 564 – 355 =

   Look at your calculations in parts a), b) and c).
   What is the same? What is different?

3. Use the place value chart to complete the subtractions.

   Th H T O
   5 4 3 5
   3 2 1 0
   a) 5,435 – 2,036 =
   b) 5,436 – 2,036 =
   c) 5,437 – 2,036 =

   Look at your calculations in parts a), b) and c).
   What is the same? What is different?

4. Complete the calculations.

   a) Th H T O
       7 3 2 5
       – 2 4 0 6
   b) Th H T O
       5 6 3 4
       – 2 7 4 5
   c) Th H T O
       7 1 0 2
       – 3 9 8
   d) Th H T O
       5 0 0 0
       – 1 7 3 3

5. A jug contains 1,500 ml of juice.

   The juice is poured into 2 glasses. Each glass holds 258 ml of juice. How much juice is left in the jug?

6. Work out the missing digits.

   a) Th H T O
       7 4
       – 1 2 3
       9 5 8
   b) Th H T O
       4 0 3
       – 3 8
       8 4

7. Arrange all the digit cards to make a possible subtraction for each description.

   0 1 2 3 4 5 6 7
   a) There are 2 exchanges. The answer is less than 2,000
   b) There are 2 exchanges. The answer is greater than 4,000
   c) There are 3 exchanges.
Maths Activity 2 Answers:

1. Subtract two 4-digit numbers - more than one exchange

Kim has made a number using base 10

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<td>1</td>
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<td>9</td>
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</table>

a) Subtract 8 from Kim's number.

1,694

b) Explain the method you used.

Exchange: 1 hundred for 10 tens

1,682

c) Subtract 20 from Kim’s number.

1,682

d) Subtract 900 from Kim’s number.

802

e) Complete the subtractions.

1,702 – 28 = 1,674

1,702 – 528 = 1,174

2. Use the place value chart to complete the subtractions.

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<tr>
<td>564</td>
<td>354</td>
<td>210</td>
</tr>
<tr>
<td>564 – 354 = 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>564</td>
<td>355</td>
<td>209</td>
</tr>
<tr>
<td>564 – 355 = 209</td>
<td></td>
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</table>

Look at your calculations in parts a), b) and c).

What is the same? What is different?

3. Use the place value chart to complete the subtractions.

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<td>5,435</td>
<td>2,036</td>
<td>3,399</td>
<td></td>
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<tr>
<td>5,435 – 2,036 = 3,399</td>
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<tr>
<td>5,436</td>
<td>2,036</td>
<td>3,400</td>
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<td>5,436 – 2,036 = 3,400</td>
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<tr>
<td>5,437</td>
<td>2,036</td>
<td>3,401</td>
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<td>5,437 – 2,036 = 3,401</td>
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Look at your calculations in parts a), b) and c).

What is the same? What is different?

4. Complete the calculations.

a)  

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<td>3</td>
<td>9</td>
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<td>4,919</td>
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b)  

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<td>2</td>
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<td>2,858</td>
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5. A jug contains 1,500 ml of juice.

The juice is poured into 2 glasses. Each glass holds 258 ml of juice. How much juice is left in the jug?

984 ml

6. Work out the missing digits.

a)  

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<td>4</td>
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<tr>
<td>1</td>
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<td>3</td>
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<td>6,704</td>
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b)  

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<td>3</td>
<td>8</td>
<td>4</td>
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7. Arrange all the digit cards to make a possible subtraction for each description.

\[
\begin{array}{ccccccc}
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 \\
\end{array}
\]

a) There are 2 exchanges.
The answer is less than 2,000

| \[
\begin{array}{c}
2 \ 3 \ 5 \ 3 \\
\end{array}
| \[
\begin{array}{c}
1 \ 0 \ 6 \ 4 \\
\end{array}
| \[
\begin{array}{c}
7 \ 6 \ 4 \ 0 \\
\end{array}
| \[
\begin{array}{c}
2 \ 3 \ 5 \ 1 \\
\end{array}
| \[
\begin{array}{c}
7 \ 4 \ 2 \ 0 \\
\end{array}
| \[
\begin{array}{c}
6 \ 5 \ 3 \ 1 \\
\end{array}
| \end{array}
\]
Maths Activity 3: Efficient subtraction

Efficient subtraction

1a) Use the column method to work out 704 – 696

```
    7 0 4
- 6 9 6
```

1b) Count on the number line to work out 704 – 696

```
| 695 | 696 | 697 | 698 | 700 | 701 | 702 | 703 | 704 | 705 |
```

1c) Which method do you prefer? Why?

2 Complete the subtractions by counting on.

   a) 902 – 897  
   b) 1,902 – 1,894  
   c) 2,027 – 1,999

3a) Use column subtraction to complete the calculations.

```
    7 0 0
- 3 4 8
```

What do you notice?

3b) Rosie’s method

```
    H  T  O
  6  9  1
- 3  4  8
  3  5  1
```

3c) Amir’s method

```
    H  T  O
  6  9  1
- 3  4  8
  3  5  2
```

3d) Whose method do you prefer, Rosie’s or Amir’s?

4 Use the column method to work out the subtractions.

   a) 500 – 341  
   b) 1,000 – 729  
   c) 10,000 mm – 7,302 mm

5 A theme park has 3,002 light bulbs.

   1,785 of the light bulbs are blue.

   How many bulbs are not blue?

   Use a method where you subtract 3 from each number.

6 Eva is working out 7,385 – 1,999

   I subtracted 2,000 from 7,385 and then added one on.

   7,385 – 2,000 = 5,385
   7,385 – 1,999 = 5,386

   a) Explain why Eva’s method works.

   b) Explain a different method that Eva could have used.

   The method should involve changing each number before subtracting.

   c) Work out the subtractions.

   4,512 – 2,999  
   3,704 – 2,998  
   5,147 – 997
Maths Activity 3 Answers:

**Efficient subtraction**

1. a) Use the column method to work out 704 – 696

```
            7 0 4  
-          6 9 6  
-----------
            0 0 8  
```

b) Count on the number line to work out 704 – 696

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What do you notice?

*You have to make multiple exchanges in each step.*

---

2. Complete the subtractions by counting on.

a) 902 – 897 = 5

b) 1,902 – 1,894 = 8

c) 2,027 – 1,999 = 28

d) Amin’s method

```
    H T O  
  7 0 4  
- 6 9 6  
-----------
    0 0 8  
```

Use Amin’s method to work out 6,000 – 2,145

```
    5 9 9 9  
- 2 1 4 5  
-----------
    3 8 5 4  
```

3. a) Use column subtraction to complete the calculations.

```
           H T O  
  7 0 4  
- 3 4 8  
-----------
    3 5 2  
```

b) Rosie’s method

```
           H T O  
  3 5 1  
+ 1 0 0  
-----------
    4 5 1  
```

Use Rosie’s method to work out 6,000 – 2,145

```
    5 9 9 9  
- 2 1 4 5  
-----------
    3 8 5 4  
```

---

4. a) A theme park has 3,002 light bulbs. 1,785 of the light bulbs are blue. How many bulbs are not blue? Use a method where you subtract 3 from each number.

```
  3 0 0 2  
- 1 7 8 5  
-----------
    1 2 1 7  
```

b) Eva is working out 7,385 – 1,999

```
  7 3 8 5  
- 1 9 9 9  
-----------
    5 3 8 6  
```

1 subtracted 2,000 from 7,385 and then added one on.

---

5. a) Explain why Eva’s method works.

```
  7 3 8 5  
- 1 9 9 9  
-----------
    5 3 8 6  
```

b) Explain a different method that Eva could have used.

The method should involve changing each number before subtracting.

```
  7 3 8 5  
+ 2 0 00  
-----------
  9 3 8 5  
```

```
  9 3 8 5  
- 1 9 9 9  
-----------
    7 3 8 6  
```

---

6. Use the column method to work out the subtractions.

a) 560 – 341

```
       5 6 0  
-     3 4 1  
-----------
       2 1 9  
```

d) £3,000 – £2,782

```
      3 0 0 0  
-    2 7 8 2  
-----------
      2 1 1 8  
```

b) 1,000 – 729

```
     1 0 0 0  
-    7 2 9  
-----------
     2 7 1  
```

d) 10,000 mm – 7,302 mm

```
      1 0 0 0 0  
-    7 3 0 2  
-----------
      2 6 9 8  
```

c) Work out the subtractions.

```
  4,512 – 2,999 = 1,513  
  5,147 – 997 = 4,150  
  3,704 – 2,998 = 706  
```
Maths Activity 4: To estimate answers.

Estimate answers

1. Filip is working out 607 + 395.
   He rounds his numbers to the nearest hundred to estimate the answer.
   a) Complete the sentences.
      607 rounded to the nearest hundred is ________
      395 rounded to the nearest hundred is ________
      Filip’s estimate for the answer is ________ + ________ = ________
   
   b) Use column addition to work out the actual answer.
      \[
      \begin{array}{cccc}
      & T & H & O \\
      6 & 0 & 7 & \\
      + & 3 & 9 & 5 \\
      \hline
      & & & \end{array}
      \]
      The actual answer is ________

2. Alex is working out 7,958 - 6,103.
   Alex rounds her numbers to the nearest thousand to estimate the answer.
   a) Complete the sentences.
      7,958 rounded to the nearest thousand is ________
      6,103 rounded to the nearest thousand is ________
      Alex’s estimate is ________ ________ ________
   
   b) Use column subtraction to work out the actual answer.
      \[
      \begin{array}{cccc}
      & T & H & O \\
      7 & 9 & 5 & 8 \\
      - & 6 & 1 & 0 & 3 \\
      \hline
      & & & \end{array}
      \]
      The actual answer is ________

3. Mr. Howell writes a subtraction on the board.
   \[
   745 - 503
   \]
   I estimate the answer will be close to 200 because 700 - 500 = 200.
   What mistake has Dora made?
   Write a better estimate.

4. a) Tom is estimating an addition calculation.
   His estimate is 3,000 + 1,000 = 4,000
   Write three possible additions Tom could be estimating.
   b) Dom is estimating a subtraction calculation.
   Her estimate is £600 - £100 = £500
   Write three possible subtractions Dom could be estimating.

5. Complete the table. Show your workings.

<table>
<thead>
<tr>
<th>Question</th>
<th>Estimated answer</th>
<th>Accurate answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,970 km - 1,850 km</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7,076 - 852</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7,076 - 652</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,394 ml + 1,994 ml</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Whitney and Dexter are estimating the answer to 2,786 - 1,394.
Whitney’s estimate is 3,000 - 1,000 = 2,000
Dexter’s estimate is 2,700 - 1,400 = 1,300
Whose estimate is more accurate? Why?

6. A forest has 2,638 trees.
   1,172 more trees are planted.
   a) Use rounding to estimate the number of trees in the forest now.
   b) Work out the actual number of trees in the forest.
   c) How accurate was your estimate?
Maths Activity 4 Answers:

1. Filip is working out 607 + 395.
   He rounds his numbers to the nearest hundred to estimate the answer.
   a) Complete the sentences.
      607 rounded to the nearest hundred is 600
      395 rounded to the nearest hundred is 400
      Filip’s estimate for the answer is 600 + 400 = 1,000
   b) Use column addition to work out the actual answer.
      \[
      \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
      & & 6 & 0 & 7 \\
      + & & 3 & 9 & 5 \\
      \hline
      & & 1 & 0 & 0 & 2
      \end{array}
      \]
      The actual answer is 1,002

2. Alex is working out 7,958 - 6,103.
   Alex rounds her numbers to the nearest thousand to estimate the answer.
   a) Complete the sentences.
      7,958 rounded to the nearest thousand is 8,000
      6,103 rounded to the nearest thousand is 6,000
      Alex’s estimate is 8,000 - 6,000 = 2,000

3. Mr. Howell writes a subtraction on the board:
   795 - 503
   I estimate the answer will be close to 200 because 700 - 500 = 200
   What mistake has Dora made?
   Write a better estimate.
   795 rounds to 800 not 700
   800 - 500 = 300

4. a) Tom is estimating an addition calculation.
    His estimate is 2,000 + 1,000 = 4,000
    Write three possible additions Tom could be estimating.
    \[
    \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
    & & 2 & , 9 & 9 & 9 \\
    + & & 9 & 9 & 9 & =
    \end{array}
    \]
    \[
    \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
    & & 3 & , 0 & 9 & 6 \\
    + & & 1 & , 2 & 0 & 0 & =
    \end{array}
    \]
    \[
    \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
    & & 2 & , 6 & 2 & 1 \\
    + & & 1 & , 8 & 3 & 4 & =
    \end{array}
    \]
    b) Dani is estimating a subtraction calculation.
    Her estimate is £600 - £100 = £500
    Write three possible subtractions Dani could be estimating.
    \[
    \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
    & & 6 & 0 & 1 \\
    - & & 1 & 0 & 9 & =
    \end{array}
    \]
    \[
    \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
    & & 6 & 4 & 9 \\
    - & & 1 & 1 & 0 & =
    \end{array}
    \]
    \[
    \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
    & & 5 & 5 & 0 \\
    - & & 7 & 2 & =
    \end{array}
    \]

5. Complete the table. Show your workings.

<table>
<thead>
<tr>
<th>Question</th>
<th>Estimated answer</th>
<th>Accurate answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,970 km - 1,850 km</td>
<td>2,000 km</td>
<td>2,120 km</td>
</tr>
<tr>
<td>7,076 - 852</td>
<td>6,000</td>
<td>6,224</td>
</tr>
<tr>
<td>7,076 - 652</td>
<td>6,000</td>
<td>6,424</td>
</tr>
<tr>
<td>1,994 ml + 1,994 ml</td>
<td>4,000 ml</td>
<td>3,988 ml</td>
</tr>
</tbody>
</table>

6. Whitney and Dexter are estimating the answer to 2,706 - 1,394.
   Whitney’s estimate is 3,000 - 1,000 = 2,000
   Dexter’s estimate is 2,700 - 1,400 = 1,300
   Whose estimate is more accurate? Why?
   Dexter’s because he has rounded to the nearest 100

7. A forest has 2,638 trees.
   1,172 more trees are planted.
   a) Use rounding to estimate the number of trees in the forest now.
   \[
   \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
   & & 2 & , 6 & 3 & 8 \\
   + & & 1 & , 1 & 7 & 2
   \end{array}
   \]
   b) Work out the actual number of trees in the forest.
   \[
   \begin{array}{c@{}c@{}c@{}c@{}c@{}c@{}c}
   & & 3 & , 8 & 1 & 0
   \end{array}
   \]
   c) How accurate was your estimate?
Maths Activity 5: Checking strategies

Reminder: Think about using the inverse (opposite) to check the calculation.

1. Circle the subtractions that can be used to check the addition 271 + 516 = 787.
   
   787 - 271 = 516
   516 - 271 = 271 - 787
   787 - 516

2. Circle the additions that can be used to check the subtraction 2,364 - 1,202 = 1,162.
   
   2,364 + 1,202 = 1,202 + 1,162

3. Use an inverse operation to check these calculations.
   
   a) HTO
      +465
      836
   
   b) HTO
      567
      -152
      415

4. Complete the fact family for the bar model.
   
   4,563
   2,100 + 2,403

5. Teddy is working out 5,671 + 325.
   
   Teddy checks his calculation using the same addition. Is this a good idea? What mistake has Teddy made? What addition should he do? Check Teddy's calculation.

6. Match the inverse calculations.
   
   a) 623 + 1,240 = 1,863
      2,483 - 623 = 1,860
   
   b) 1,860 + 1,240 = 3,100
      2,483 + 617 = 3,100
   
   c) 1,860 + 623 = 2,483
      3,100 - 1,860 = 1,240
   
   d) 3,100 - 2,483 = 617
      617 + 1,866 = 2,483
   
   e) 2,483 - 617 = 1,866
      1,863 - 1,240 = 623

7. Complete the calculations.
   Use inverse operations to check your answers.
   
   a) 372 + 405 =
      
   b) 1,372 + 450 =
      
   c) 6,572 - 2,320 =
      
   d) 6,004 - 720 =
      
   e) 2,483 - 1,202 =
      
   f) 836 - 465 =
      
   g) 567 - 152 =
      
   h) 1105 - 241 =
      
   i) 271 - 1306 =
      
   j) 516 - 1105 =
      
   k) 787 - 787 =
      
   l) 787 - 271 =
      
   m) 787 - 516 =
      
   n) 2,100 + 2,403 =
      
   o) 4,563 =
      
   p) 5,671 + 325 =
      
   q) 1,202 + 1,162 =
      
   r) 2,364 + 1,202 =
      
   s) 2,364 - 1,202 =
      
   t) 1,162 =
      
   u) 2,364 =
      
   v) 516 =
      
   w) 271 =
      
   x) 787 =
      
   y) 2,100 =
      
   z) 2,403 =
      
   {White Rose Maths 2019}
Maths Activity 5 Answers:

Checking strategies

1. Circle the subtractions that can be used to check the addition 271 + 516 = 787

   \[
   \begin{align*}
   787 - 271 &= 516 \quad 271 - 787 \quad 787 - 516
   \end{align*}
   \]

2. Circle the additions that can be used to check the subtraction 2,364 - 1,202 = 1,162

   \[
   2,364 + 1,202 = 3,566 \quad 1,162 + 1,202 = 2,364
   \]

3. Use an inverse operation to check these calculations.
   a) \[
   \begin{array}{c|c}
   H & O \\
   \hline
   3 & 7 \\
   + & 4 & 5 \\
   \hline
   8 & 3 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   H & O \\
   \hline
   3 & 7 \\
   - & 1 & 5 \\
   \hline
   4 & 1 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   H & O \\
   \hline
   3 & 7 \\
   + & 5 & 6 \\
   \hline
   5 & 6 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   H & O \\
   \hline
   5 & 6 \\
   + & 1 & 5 \\
   \hline
   7 & 1 \\
   \end{array}
   \]
   b) \[
   \begin{array}{c|c}
   H & O \\
   \hline
   2 & 8 \\
   + & 6 & 7 \\
   \hline
   9 & 5 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   H & O \\
   \hline
   2 & 8 \\
   - & 1 & 5 \\
   \hline
   1 & 3 \\
   \end{array}
   \]

4. Complete the fact family for the bar model.

   \[
   \begin{align*}
   2,160 + 2,403 &= 4,563 \\
   2,403 + 2,160 &= 4,563 \\
   4,563 - 2,403 &= 2,160 \\
   4,563 - 2,160 &= 2,403
   \end{align*}
   \]

5. Teddy is working out 5,671 + 325

   \[
   \begin{array}{c|c|c|c|c|c}
   H & T & O \\
   \hline
   5 & 6 & 7 & 1 \\
   + & 3 & 2 & 5 \\
   \hline
   8 & 9 & 2 & 1 \\
   \end{array}
   \]

   Teddy checks his calculation using the same addition. Is this a good idea? What mistake has Teddy made? What addition should he do? Check Teddy’s calculation.

6. Match the inverse calculations.

   a) 623 + 1,240 = 1,863
   b) 2,483 - 623 = 1,860
   c) 1,860 + 1,240 = 3,100
   d) 2,483 + 617 = 3,100
   e) 1,860 + 623 = 2,483
   f) 3,100 - 1,860 = 1,240
   g) 2,483 - 617 = 1,866
   h) 617 + 1,866 = 2,483
   i) 2,483 - 617 = 1,866
   j) 1,863 - 1,240 = 623

7. Complete the calculations.
   Use inverse operations to check your answers.
   a) 372 + 405 = 777
   b) 1,372 + 450 = 1,822
   c) 6,572 - 2,320 = 4,252
   d) 6,004 - 729 = 5,275
**Day 1**

**True or False?**

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
<th>7</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Day 2**

Tommy is using a place value grid to explore 4,211 − 1,288

```
<table>
<thead>
<tr>
<th></th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>
```

I will need to do 2 exchanges to find the answer.

**Day 3**

To avoid repeated exchanges, Eva is using the calculation 4,999 − 3,723 to solve the calculation 5,000 − 3,724

If I reduce each number by one, the difference between the numbers will stay the same.

**Day 4**

Tommy buys 3 items of shopping

£8.99, £4.99 and £4.99

I will have change from £30.

**Day 5**

You can use addition to show that one of the calculations is incorrect.

```
<table>
<thead>
<tr>
<th>6</th>
<th>3</th>
<th>4</th>
<th>2</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>8</th>
<th>4</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
```
Daily Challenge Answers:

**Day 1**

**True or False?**

- **False**

  \[
  \begin{array}{cccc}
  4 & 5 & 7 & 2 \\
  - & 3 & 1 & 4 \\
  \hline
  1 & 4 & 3 & 6 \\
  \end{array}
  \]

When using the column method, you need to check for exchanges.

**Day 2**

**True or False?**

- **False**

  \[4,211 - 1,288\] will need 3 exchanges.

**Day 3**

**True or False?**

- **True**

  We can demonstrate this using a number line.

  \[
  \begin{align*}
  3,724 & \quad 1,276 & \quad 5,000 \\
  3,723 & \quad 1,276 & \quad 4,999 \\
  \end{align*}
  \]

**Day 4**

**True or False?**

- **True**

  Round each amount to the nearest £

  - £8.99 → £9
  - £4.99 → £5
  - £4.99 → £5

  £9 + £5 + £5 = £29

**Day 5**

**True or False?**

- **True**

  By using the inverse operation to check, we can identify the mistake made in the second example.

  \[
  \begin{array}{cccc}
  8 & 4 & 3 & 4 \\
  - & 4 & 5 & 2 & 1 \\
  \hline
  4 & 1 & 1 & 3 \\
  \end{array}
  \]

  1 + 5 does not equal 4
English Activity 1: Revise direct speech

What is Direct Speech?

Direct Speech is a sentence where the exact words that are spoken are written in speech marks, quotation marks or inverted commas.

Direct Speech can be used within stories to help readers feel engaged and understand characters better.

Example of Direct Speech

"What are your plans for tonight?" Said Lisa.

"I don't really have any!" Said Janine

"Do you fancy going out for a meal?" Said Alex.
Here is a conversation between Aminah and her son, Sunil. Write the direct speech using inverted commas and the correct punctuation.

Sunil, can you come and help me send an email?

Aminah

Here is a conversation between Mr. Miller and Max. Write the direct speech using inverted commas and the correct punctuation. Where more than one person is talking, remember to start a new paragraph for each new speaker.

Please could you take those to Jessica’s classroom?

No problem, sir.

Mr Miller

Max

Froggy Freeze Frame
Write what each frog is saying using the correct speech punctuation...
Answers:
It does not matter if you used said, asked, exclaimed or any other reporting verb - just try to mix it up in your writing. The use of ‘said’ can get boring if it’s used too many times.

“Sunil, can you come and help me send an email?” shouted Aminah.

“Please could you take those to Jessica’s classroom?” asked Mr. Miller.
“No problem, sir,” replied Max.
English Activity 2: Identify errors in direct speech

Here are fine examples of direct speech – but they are all incorrectly punctuated. Identify the errors and write each sentence with the correct punctuation. (The answers are on the next sheet, but don’t cheat!)

You need to get off the bus here” said the driver.

Stop annoying me! shouted Sophie.

“Who goes there” grumbled the troll.

“What a beautiful day it is! rejoiced Sheila.”

“That’s all the money I have, explained Frank.

Write a line of direct speech for each of the boys in the picture.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
“You need to get off the bus here,” said the driver.

“Stop annoying me!” shouted Sophie.

“Who goes there?” grumbled the troll.

“What a beautiful day it is!” rejoiced Sheila.

“That’s all the money I have,” explained Frank.
**English Activity 3: Make notes using ideas from a text**

Today you are going to think about the character from the text you have been reading.

You have read the first two chapters and know that Edward Tulane is not a happy bunny! He is annoyed and upset because of lots of things that have happened to him.

Make a list of as many of the things about Edward Tulane as you can remember. It can be in note form, so doesn’t need to be written in complete sentences. Alternatively, you could draw your ideas. You choose how to record your ideas, but you will need them tomorrow!

You may want to re-read the text from last week to remind you.

(If you get stuck there are some answers on the next page. Please don’t cheat! Try first!)

Example:

Notes:

- Couldn’t see anything when he was sat at the table
Ideas for answers. Here are a few ideas from a couple of pages. You may have different ones.

- Didn’t like Abilene’s dad speaking slowly and repeating what he said
- Not interested in what adults had to say
- Rosie the dog did a wee on the table leg
- Dog put him in her mouth, shook him and dribbled on him
- Abilene’s mum called him ‘IT’

English Activity 4: write in character using ideas from the text

Use your ideas from yesterday to write in character. Imagine you are Edward and write sentences in **first person** *(I, me, my, myself)* around the template using the ideas from yesterday. I have included my example from yesterday’s notes.

**Challenge:** Try and include question marks and exclamation marks as well as full stops!

---

I really do not care what any of them say to me!
English Activity 5: Direct speech

Use yesterday’s template and convert the sentences to direct speech.

Remember you need to make sure that:

- Speech is opened with quotation marks, speech marks or inverted commas
- Each line of speech will start with a capital letter
- A reporting clause is used at the end of the sentence
- A full stop is placed at the end of the reporting clause

Example of Direct Speech:

"What are your plans for tonight?" Said Lisa.

"I don't really have any!" Said Janine

Try to include a different reporting verb (said word). Here are some ideas of synonyms you could use in place of ‘said’. Remember, it needs to be appropriate and make sense!

My example using yesterday’s learning:

“I really do not care what any of them say to me!” muttered Edward.
Phonics/Spellings:
This week you will be learning words with the /s/ sound spelt ‘sc’.

<table>
<thead>
<tr>
<th>science</th>
<th>abscess</th>
<th>ascend</th>
<th>descend</th>
</tr>
</thead>
<tbody>
<tr>
<td>scene</td>
<td>scissors</td>
<td>scented</td>
<td>crescent</td>
</tr>
</tbody>
</table>

Phonics/Spelling Activity 1:
Read the words above.
What do you notice about them?
What do they all have in common?
Underline the grapheme ‘sc’ in each word.
Write out the words in ‘Bubble Letters’ and underline the tricky parts.

Phonics/Spelling Activity 2:
Find the definition. Use a dictionary to find the definition of the following words:

| abscess | ascend | descend | scene | scented | crescent |

Phonics/Spelling Activity 3:
‘Back writing’ activity (see below) using all of the words for this week.

Phonics/Spelling Activity 4: ‘
Code Words’ activity with the following words:

| abscess | ascend | descend | scene | scented | crescent |

Phonics/Spelling Activity 5:
‘Buzzing Bees’ activity with the following words.

| science | scissors | abscess | crescent | descend | ascend |
Back Writing

Use your finger to spell out each of your spelling words, one letter at a time, on your mom or dad’s back. Then it’s YOUR turn to try to FEEL and spell.

Blue Vowels!

Write each of your spelling words. You will need a blue colored pencil. Trace over the vowels in each word with your blue colored pencil. Vowels = a e i o u

Bubble Letters

Write your spelling words in bubble letters. After you write your words in bubble letters, color your words with a crayon or colored pencil. Bubble Letters Rock!

Buzzing Bees

Draw and color an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of the “spelling” bees. Write neatly.

Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different colored crayon for each word. Ex. hopmopestopdrop

Code Words

Come up with a code for each letter of the alphabet. Write down your code. *Example: a=, b=, c=*

Then write your spelling words in code. You must write the actual spelling word next to the "code word."