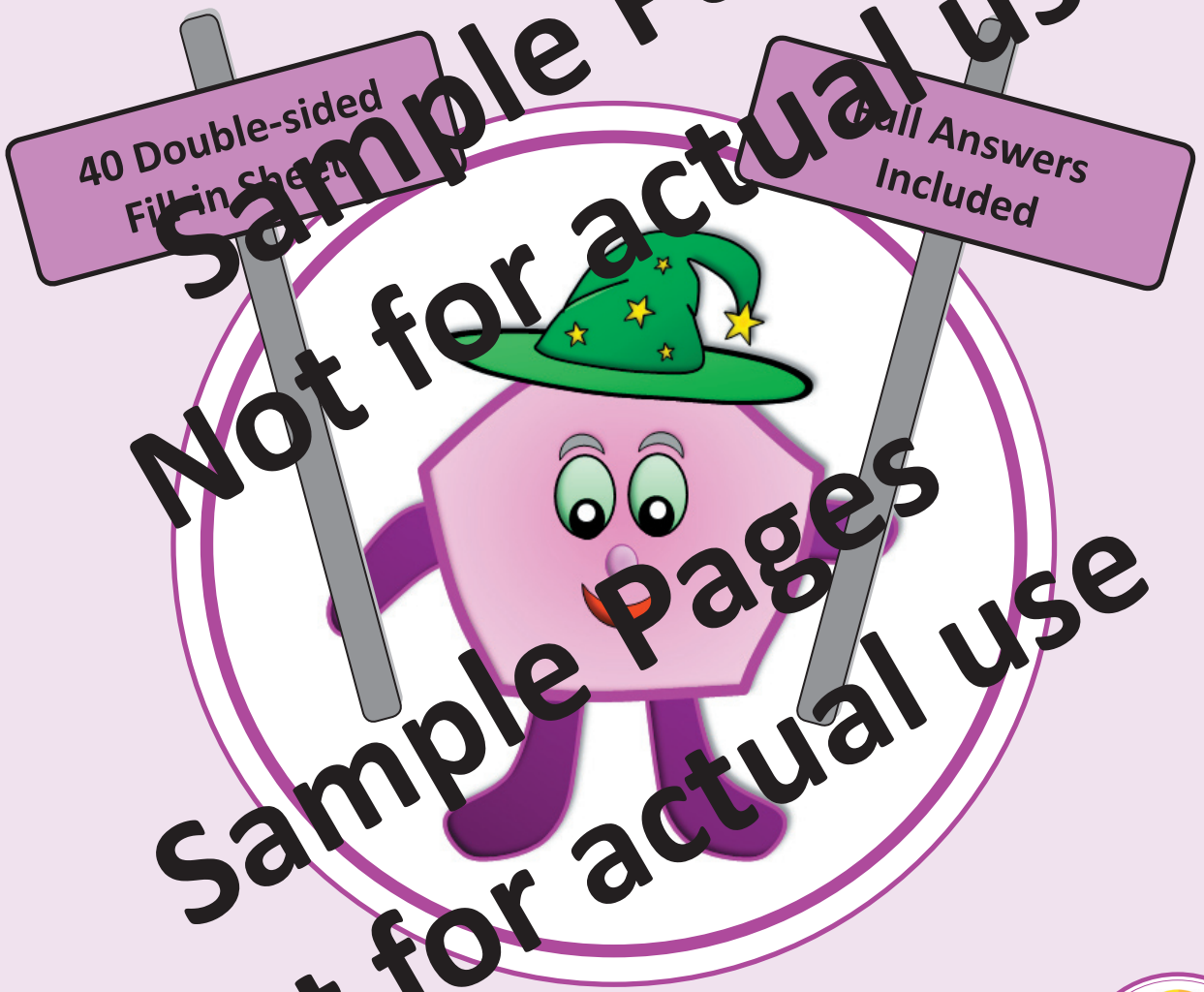
Maths Topics

Homework Sheets

for Year 5

by

Brian Taylor



2021 Edition

Introduction

Welcome to the **Maths Topics Homework Sheets for Year 5** PDF book, a resource designed to cover your entire maths homework requirement for Year 5.

This practical learning tool includes 40 double-sided homework sheets, covering topics on the Year 5 National Curriculum. We recommend one homework sheet to be set each week, with any remaining sheets to be set as holiday homework.

As the year progresses, pupils could put their completed sheets into a homework file or folder, hence providing a full homework record for every pupil in your Year 5 class.

Alternatively, the PDF book could be printed out and stapled or ring-bound to make a complete book for each pupil.

The sheets can be tackled in any order depending upon your own scheme of work for Year 5. They appear in this book broadly in the order in which the topics are listed in the National Curriculum.

Answers are also provided in the form of fully filled-in sheets. This should make marking easy and also allows for the relevant page to be projected onto a screen in your classroom to allow for peer marking.

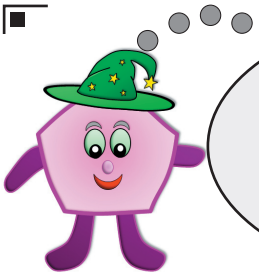
We hope that your pupils enjoy and benefit from the material in this book.

Details of our other fantastic mathematics resources can be found on our website:

www.mentaltoteacco.uk

Topic Contents

Answer sheets follow the question sheets.



Maths Homework this week is about:

Reading, Writing and Ordering Numbers

Name:

Date:

Teacher:

Year 5

(1) Write each of the numbers below in words.

(a) 99

(b) 278

(c) 487

(d) 284

(e) 2 046

(f) 7 912

(g) 10 043

(h) 23 032

(i) 420 306

(2) Write each of these numbers in digits.

(a) Eighty three

(b) Ninety five

(c) One hundred and five

(d) Six hundred and forty eight

(e) Eight hundred and [illegible]

(f) One thousand, nine hundred and twenty six

(g) Three thousand, two hundred and five

(h) Seven thousand, three hundred and sixteen

(i) Twelve thousand, four hundred and twenty eight

(3) Write the biggest number from each list in the box.

(a)	868	886	879	8[illegible]	896	
(b)	938	983	979	[illegible]78	937	
(c)	10 999	11 197	1[illegible]799	11 797	1[illegible]779	
(d)	21 864	20 8[illegible]	23 021	21 [illegible]01	22 648	
(e)	16 724	1[illegible]452	16 742	16[illegible]247	16 274	

(4) For each of these numbers, give the value of the underlined digit.

	Number	Value of Underlined Digit
eg:	3<u>2</u>5	20
(a)	[illegible]	
(b)	3<u>6</u>6	
(c)	1<u>2</u>9	
(d)	<u>5</u> 481	
(e)	7 <u>4</u>56	
(f)	[illegible]324	
(g)	<u>92</u> [illegible]23	
(h)	6<u>3</u> 754	
(i)	<u>45</u> 677	
(j)	[illegible]	

(5) Write each set of numbers in order in the columns, starting with the lowest number.

(a)

337 209 343 217 238

(b)

588 592 463 597 489

(c)

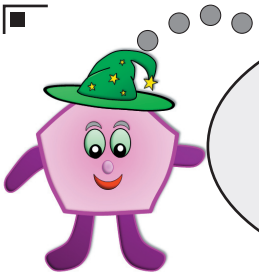
1 027 1 409 1 194 1 068 397

(d)

3 998 3 897 3 999 3 978 3 987

(e)

1 674 1 428 1 429 1 563 1 575



Maths Homework this week is about:

Counting Forwards and Backwards

Name:

Date:

Teacher:

Year 5

(1) Fill in the missing numbers in the boxes by counting forwards and backwards as asked.

(a)

- 10	- 10	- 10		+ 10	+ 10	+ 10

(b)

- 10	- 10	- 10		+ 10	+ 10	+ 10
			246			

(c)

	- 10	- 10		+ 10	+ 10	+ 10
			519			

(d)

- 100	- 100	- 100	+ 100	+ 100	+ 100
		725			

(e)

- 100	- 100	- 100	+ 100	+ 100	+ 100
		4 832			

(f)

- 100	- 100	- 100	+ 100	+ 100	+ 100
		2 278			

(g)

- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
		4 093			

(h)

- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
		12 4[illegible]			

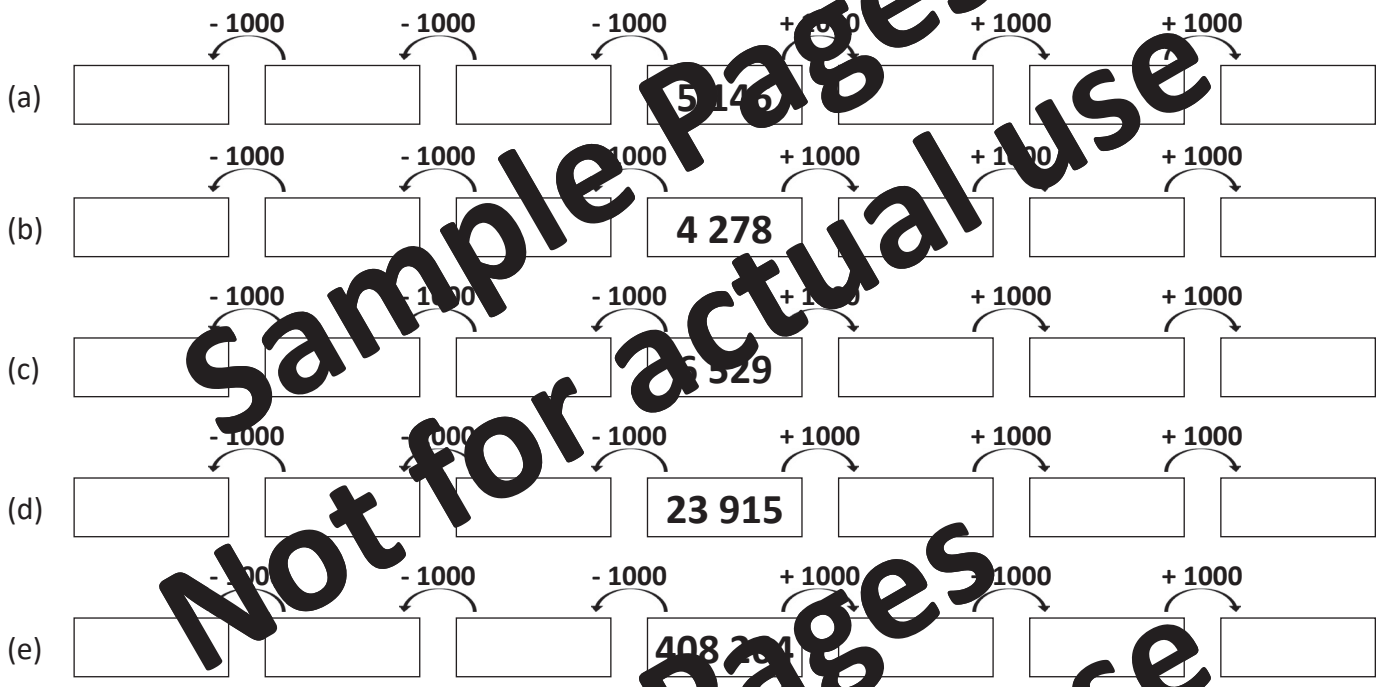
(i)

- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
		48 267			

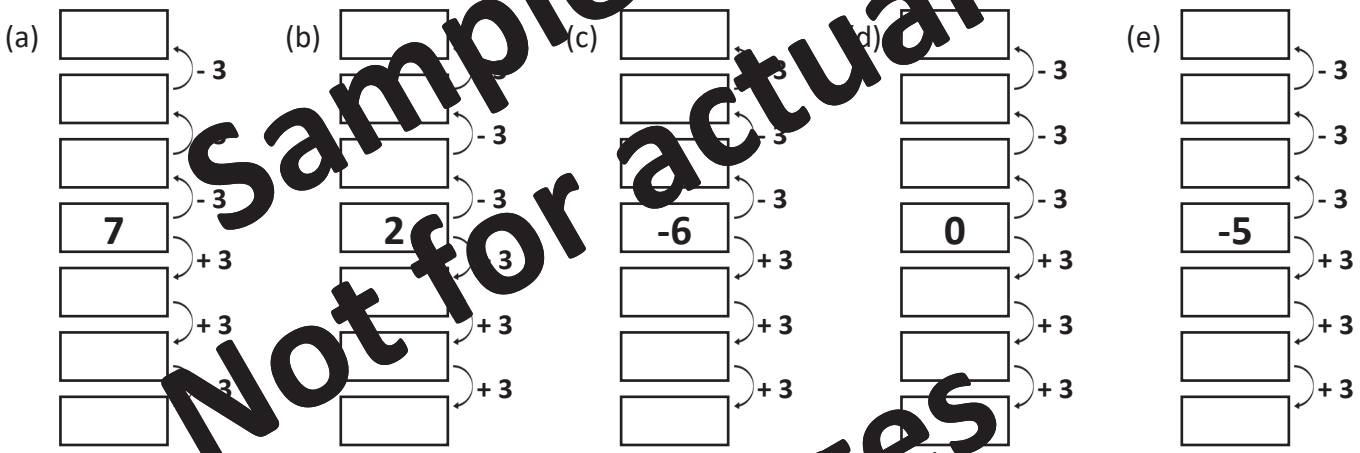
(j)

- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
		197 605			

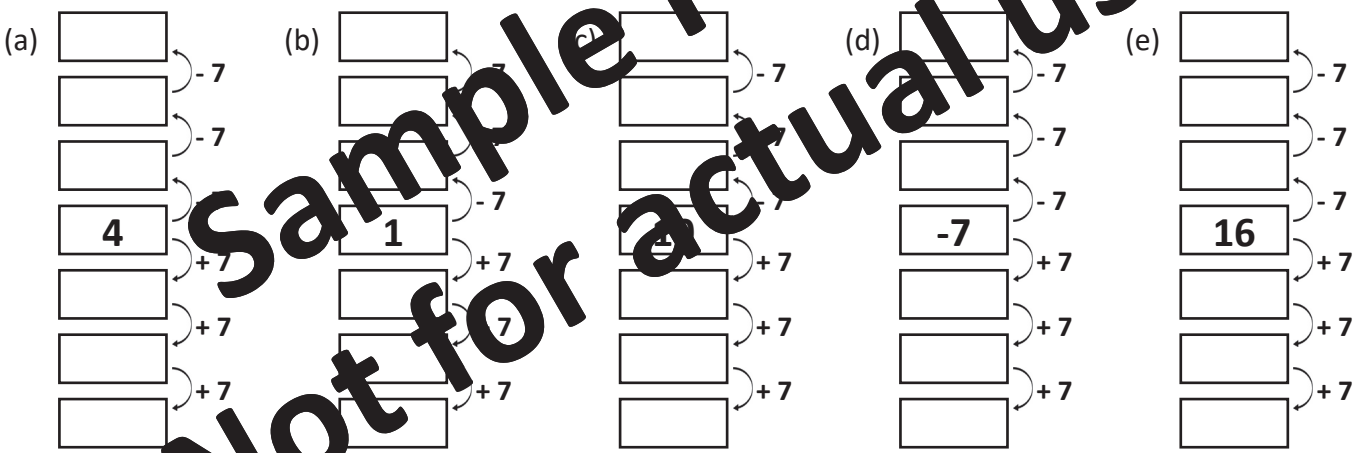
(2) Fill in the missing numbers in the boxes by counting forwards and backwards in 1000s.

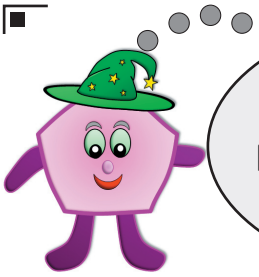


(3) Add 3 or take 3, as asked in each of these number ladders



(4) Add 7 or take 7, as asked in each of these number ladders





Maths Homework this week is about:

Rounding Numbers and Solving Problems

Name:

Date:

Teacher:

Year 5

(1) Round each of these numbers to the nearest 10.

(a) 362 — to the nearest 10

(b) 537 — to the nearest 10

(c) 1 688 — to the nearest 10

(d) 4 392 — to the nearest 10

(e) 26 8[illegible] — to the nearest 10

(f) 45 444 — to the nearest 10

(g) 472 [illegible] — to the nearest 10

(h) 931 731 — to the nearest 10

(2) Round each of these numbers to the nearest 100.

(a) 637 — to the nearest 100

(b) 485 — to the nearest 100

(c) 2 817 — to the nearest 100

(d) 3 472 — to the nearest 100

(e) 6 96[illegible] — to the nearest 100

(f) 13 156 — to the nearest 100

(g) 86 [illegible] — to the nearest 100

(h) 356 872 — to the nearest 100

(3) Round each of these numbers as asked.

(a) 7 243 — to the nearest 1 000

(b) [illegible] — to the nearest 1 000

(c) 29 463 — to the nearest 10 000

(d) 52 724 — to the nearest 10 000

(e) 31 874 — to the nearest 1 000

(f) 384 651 — to the nearest [illegible]

(g) 162 [illegible] — to the nearest 10 000

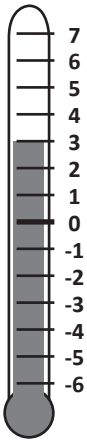
(h) 1 683 928 — to the nearest 100 000

(i) 41 638 — to the nearest 1 000

(j) 675 832 — to the nearest 10 000

(4) For each of these thermometers, give the new temperature after each given change in temperature.

(a)



Temperature **drops** by **8°C**

New Temperature

(b)

Temperature **drops** by **10°C**

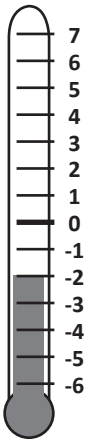
New Temperature

(c)

Temperature **drops** by **5°C**

New Temperature

(d)



Temperature **rises** by **6°C**

New Temperature

(e)

Temperature **rises** by **12°C**

New Temperature

(f)

Temperature **rises** by **3°C**

New Temperature

(5) Give each of these weights to the accuracy asked for.

(a) **87 g** — **to nearest 10g**

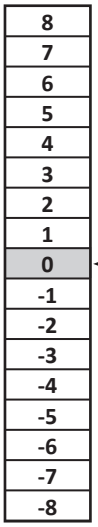
(b) **329 g** — **to nearest 100g**

(c) **289 g** — **to nearest 100g**

(d) **92 g** — **to nearest 10g**

(e) **550 g** — **to nearest 100g**

(6) Say which floor each lift ends up on after the rise or descend given.



(a) Start Floor **4** — Descend **8** Levels — End Floor

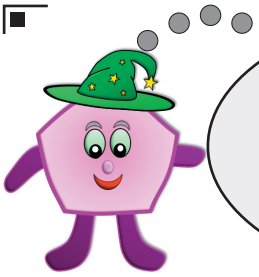
(b) Start Floor **-5** — Rises **4** Levels — End Floor

(c) Start Floor **-7** — Rises **11** Levels — End Floor

(d) Start Floor **7** — Descend **4** Levels — End Floor

(e) Start Floor **-6** — Rises **10** Levels — End Floor

(f) Start Floor **-8** — Rises **5** Levels — End Floor



Maths Homework this week is about:

Roman Numerals

Name:

Date:

Teacher:

Year 5

(1) The Romans has their own names for English towns and cities. These signs give the distances to various towns (with their Roman names in Roman Numerals). Give the distance on each sign using digits.

(a) Deva Victrix — XV; Chester

(b) Eboracum — XIX; York

(c) Aqua Sulis — XXI; Bath

(d) Luguvalium — XXV; Carlisle

(e) Londinium — XXXI; London

(f) Coria — XXXVI; Corbridge

(g) Danum — XLVIII; Doncaster

(h) Durnovaria — LII; Dorchester

(i) Mamucium — LXVI; Manchester

(j) Leodis — LXXXVII; Leeds

(k) Calcaria — XCII; Tadcaster

(l) Pons Aelius — XCIX; Newcastle

(2) Write each of these years in Roman Numerals.

(a) 1066

(b) 1074

(c) 1185

(d) 1222

(e) 1419

(f) 1536

(g) 1649

(h) 1735

(i) 1899

(j) 1964

(k) 2001

(l) 2010

(3) Which years are shown in Roman Numerals?

(a) MLXXXII

(b) MC

(c) MCC

(d) MCCCXIX

(e) MCDXLV

(f) MD

(g) MDCI

(h) MDCCXXII

(i) MDCCCX

(j) MCMLXXX

(k) MC

(l) MMXVIII

(4) Write the ages of each of these soldiers in Roman Numerals.

(a) XVIII

(b) XX

(c) XX

(d) XXV

(e) XX

(f) XXIX

(g) XXXV

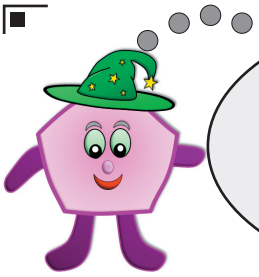
(h) XXXIX

(i) XL

(j) XLV

(k) XLVII

(l) XLIX



Maths Homework this week is about:

Adding Whole Numbers

Name:

Date:

Teacher:

Year 5

For each question add the numbers, showing your working.

(1)
$$\begin{array}{r} 3\,1\,4\,2 \\ +\ 6\,1\,7\,5\,3 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 3\,0\,9\,5\,2 \\ +\ 4\,2\,0\,3\,7 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 5\,1\,7\,6\,3 \\ +\ 2\,6\,2\,3\,3 \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 3\,1\,7\,7\,3 \\ +\ 2\,5\,6\,6\,3 \\ \hline \end{array}$$

(5)
$$\begin{array}{r} 8\,4\,3\,5\,4 \\ +\ 3\,2\,8\,5 \\ \hline \end{array}$$

(6)
$$\begin{array}{r} 2\,6\,9\,7\,1 \\ +\ 4\,9\,8\,9\,5 \\ \hline \end{array}$$

(7)
$$\begin{array}{r} 8\,3\,7\,8\,1 \\ +\ 7\,4\,4\,2\,6 \\ \hline \end{array}$$

(8)
$$\begin{array}{r} 2\,4\,3\,8\,8 \\ +\ 8\,1\,7\,7\,5 \\ \hline \end{array}$$

(9)
$$\begin{array}{r} 1\,3\,4\,3\,9 \\ +\ 2\,6\,8\,3\,\square \\ \hline \end{array}$$

(10)
$$\begin{array}{r} 5\,6\,4\,5\,4 \\ +\ 8\,9\,2\,5\,3 \\ \hline \end{array}$$

(11)
$$\begin{array}{r} 6\,2\,3\,6\,\square \\ +\ 4\,8\,5\,\square\,\square \\ \hline \end{array}$$

(12)
$$\begin{array}{r} 2\,6\,1\,2\,5 \\ +\ 9\,3\,8\,3\,6 \\ \hline \end{array}$$

(13)
  2 6 3 1 4 5
+ 3 2 4 7 2 3

(14)
  7 6 2 2 1 2
+ 1 3 3 4 7 2

(15)
  2 8 4 7 7 5
+ 1 6 3 8 5 6

(16)
  1 7 6 4 3 4
+ 5 2 9 3 4 7

(17)
  2 7 8 6 9 1
+ 4 1 9 3 0 8

(18)
  2 8 3 5 8 7
+ 6 9 2 6 8 4

(19)
  1 9 6 3 2 3
+ 7 8 4 2 6 6

(20)
  4 3 6 4 9 8
+ 1 9 5 4 1 5

(21)
  2 0 4 3 3
  1 2 [illegible] [illegible] 4
+ 2 [illegible] 4 3 1

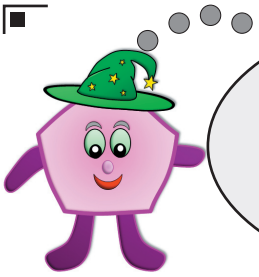
(22)
  1 2 4 6 3
  3 2 7 9 1
+ 8 0 3 1 6

(23)
  3 2 1 4 6
  6 4 8 9 2
+ 3 6 2 4 4

(24)
  4 2 1 6 3
  8 1 6 5 7
+ 2 9 1 3 1

(25)
  3 0 8 0 9
  2 3 2 3 2
+ 6 4 6 2 6

(26)
  9 9 9 9 9
  8 8 8 8 8
+ 7 7 7 7 7



Maths Homework this week is about:

Subtracting Whole Numbers

Name:

Date:

Teacher:

Year 5

For each question, subtract the numbers, showing your working.

(1) 3 2 5 − 2 2 5

(2) 8 5 7 − 4 2 6

(3) 7 6 2 − 4 1 5

(4) 8 9 3 − 4 6 8

(5) 9 5 6 − 2 8 1

(6) 8 2 3 − 4 8 7

(7) 9 5 3 6 − 5 2 1 4

(8) 8 2 6 4 − 5 1 3 0

(9) 2 8 6 5 − 1 3 4 2

(10) 8 7 2 6 − 5 4 0 9

(11) 7 0 4 8 − 4 5 6 2

(12) 9 3 0 5 − 6 7 9 8

(13) 8 4 6 2 − 6 9 5 4

(14) 9 2 4 8 − 6 2 3 5

(15) 9 3 9 1 − 7 5 6 3

(16) 26153 - 15021 =

(17) 46587 - 15112 =

(18) 94738 - 42211 =

(19) 92929 - 29292 =

(20) 43862 - 17598 =

(21) 68493 - 51642 =

(22) 84165 - 38243 =

(23) 42630 - 21746 =

(24) 84693 - 37285 =

(25) 86293 - 53152 =

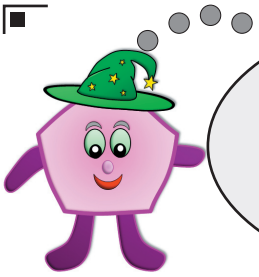
(26) 526841 - 418265 =

(27) 729483 - 268497 =

(28) 834627 - 129385 =

(29) 964725 - 168472 =

(30) 724638 - 294631 =



Maths Homework this week is about:

Rounding and Various Problems

Name:

Date:

Teacher:

Year 5

(1) A pupil has given the answers below to the addition questions. Round the numbers in the questions to the **nearest 10** to see whether or not the pupil's answer could be correct.

	Question	Pupil's answer	Question numbers rounded	Rounded answer	Could it be correct?
(eg)	31 + 58	89	30 + 60	90	YES
(a)	82 + 41	123			
(b)	53 + 19	92			
(c)	122 + 68	191			
(d)	97 + 44	141			
(e)	23 + 118	181			
(f)	189 + 56	245			
(g)	151 + 37	188			
(h)	148 + 94	242			
(i)	32 + 137	169			
(j)	45 + 161	206			

(2) Another pupil has given the answers below to the subtraction questions. Round the numbers in the questions to the **nearest 10** to see whether or not the pupil's answer could be correct.

	Question	Pupil's answer	Question numbers rounded	Rounded answer	Could it be correct?
(eg)	171 - 43	128	170 - 40	130	YES
(a)	198 - 59	119			
(b)	132 - 22	110			
(c)	241 - 112	129			
(d)	226 - 172	54			
(e)	278 - 91	187			
(f)	244 - 139	105			
(g)	302 - 181	101			
(h)	348 - 72	176			
(i)	444 - 222	222			
(j)	399 - 131	266			

(3) Tom has a box of plastic bricks with 2465 pieces altogether.
Alex has a box of plastic bricks, but he has 732 less pieces than Tom.

(a) Find how many pieces Alex has.

pieces

(b) Find how many pieces they both have altogether.

pieces

(4) There are 86 400 seconds in 24 hours (1 day).
There are 604 800 seconds in a week (7 days).

(a) How many seconds are there in 6 days?

seconds

(b) How many seconds are there in 8 days?

seconds

(5) A plane flew 6 693 kilometres from London to Delhi.
It then flew a further 5 839 kilometres from Delhi to Tokyo

(a) How far did the plane fly in total?

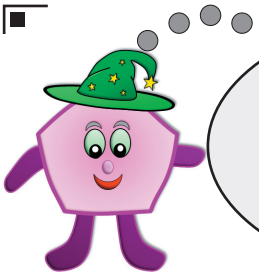
km

(b) How much further is the distance from London to Delhi than from Delhi to Tokyo?

km

(6) The distance from the sun to Mercury is 57 910 000 kilometres.
The distance from the Sun to Venus is 108 200 000 kilometres.
When they are all in line with Mercury between Venus and the Sun, how far is Venus from Mercury?

km



Maths Homework this week is about:

Multiples, Factors and Common Factors

Name:

Date:

Teacher:

Year 5

(1) Give the next five multiples of each of these numbers.

(a)	3					
(b)	6					
(c)	8					
(d)	12					
(e)	15					
(f)	20					
(g)	50					
(h)	75					
(i)	80					
(j)	90					

(2) Circle the numbers in each box which are multiples of the number in the star.

(a) 4

22	24
36	42
50	52

(b) 7

21	27
35	49
57	63

(c) 9

20	27
29	35
45	63

(d) 14

21	28
35	40
42	56

(e) 18

27	36
45	58
72	90

(f) 25

45	50
70	75
90	95

(g) 40

60	80
90	100
120	140

(h) 45

80	90
100	135
180	225

(3) Give all the factor pairs for each of these numbers:

(a) Factors of **6**

(b) Factors of **8**

(c) Factors of **12**

(d) Factors of **14**

(e) Factors of **15**

(f) Factors of **18**

(g) Factors of **24**

(h) Factors of **36**

(i) Factors of **40**

(j) Factors of **45**

(k) Factors of **60**

(l) Factors of **90**

(4) Use your answers to question 3 to help you find the common factors of each of these pairs of numbers.

(a) **6 and 8** →

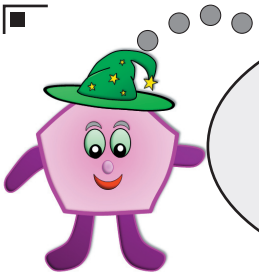
(b) **6 and 12** →

(c) **8 and 12** →

(d) **18 and 24** →

(e) **40 and 6** →

(f) **9 and 60** →



Maths Homework this week is about:

Prime Numbers

Name:

Date:

Teacher:

Year 5

Here are the prime numbers under 100:

2	3	5	7	11	13	17	19	23	29	31	37	41
43	47	53	59	61	67	71	73	79	83	89	97	

Answer the following questions about prime numbers:

(1) What is the smallest and only even prime number?

(2) (a) A prime number has exactly how many factors?

(b) Describe these factors.

(3) How many prime numbers less than 100 are there?

(4) Prime numbers with two or more digits can only end in certain digits. What digits are these?

(5) (a) Which digits do **no** prime numbers end in?

(b) Why can prime numbers **not** end in these digits?

(6) What do you think is the smallest 3-digit prime number?

(7) A pupil said: "111 is a prime number because it ends in 1."
Is the pupil correct? Give a reason for your answer?

(8) Another pupil said: "105 is a prime number because it is an odd number."
Is the pupil correct? Give a reason for your answer?

Answer the following questions which use prime numbers.

(9) Add each of the following pairs of prime numbers.

(a) 3 + 5 =

(b) 17 + 19 =

(c) 5 + 7 =

(d) 19 + 23 =

(e) 7 + 11 =

(f) 23 + 29 =

(g) 11 + 13 =

(h) 29 + 31 =

(i) 13 + 17 =

(j) 31 + 37 =

(k) What type of number do you get for each answer?

(l) Give a reason for your answer to (k).

(10) Subtract each of the following pairs of prime numbers.

(a) 5 - 3 =

(b) 19 - 17 =

(c) 7 - 5 =

(d) 23 - 19 =

(e) 13 - 11 =

(f) 29 - 23 =

(g) 13 - 11 =

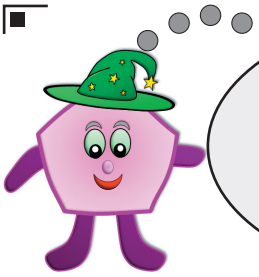
(h) 31 - 29 =

(i) 17 - 13 =

(j) 37 - 31 =

(k) What type of number do you get for each answer?

(l) Give a reason for your answer to (k).



Maths Homework this week is about:

Multiplying by a Single Digit

Name:

Date:

Teacher:

Year 5

Find the answer to each multiplication question.

(1) 8 6 × 3

(2) 5 2 × 9

(3) 4 4 × 8

(4) 6 3 × 6

(5) 9 2 × 8

(6) 2 7 × 7

(7) 6 3 × 4

(8) 4 6 × 3

(9) 7 8 × 5

(10) 5 2 × 8

(11) 5 7 4 × 7

(12) 6 5 7 × 9

(13) 8 6 7 × 6

(14) 4 7 8 × 4

(15) 3 8 5 × 5

(16) 3 3 9 × 8

(17) 6 8 4 × 3

(18) 9 9 3 × 7

(19) 3 6 9 5 × 4

(20) 9 8 1 4 × 2

(21) 2 7 3 2 × 3

(22) 4 8 5 6 × 2

(23) 4 5 3 2 × 5

(24) 1 2 6 7 × 7

(25) 4 1 3 × 9

(26) 9 3 7 8 × 6

(27) 8 9 6 6 × 8

(28) A pupil said that 243 × 9 is the same value as 729 × 3.
Work out each of these multiplications to see whether or not the pupil is correct.

2 4 3 × 9

7 2 9 × 3

(29) A second pupil said that 1248 × 5 is the same value as 1560 × 4.
Work out each of these multiplications to see whether or not the pupil is correct.

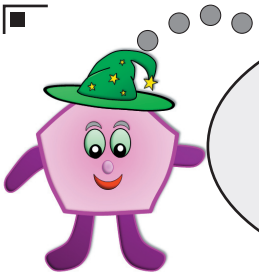
1 2 4 8 × 5

1 5 6 0 × 4

(30) A third pupil said that 2345 × 6 is the same value as 6543 × 2.
Work out each of these multiplications to see whether or not the pupil is correct.

2 3 4 5 × 6

6 5 4 3 × 2



Maths Homework this week is about:

Multiplying by a Two-Digit Number

Name:

Date:

Teacher:

Year 5

Multiply each pair of two-digit numbers

(1) 2 2 × 3 5

(2) 3 6 × 6 4

(3) 4 9 × 5 2

(4) 6 4 × 3 7

(5) 7 4 × 2 9

(6) 6 3 × 4 7

(7) 5 2 × 1 7

(8) 4 9 × 3 8

(9) 3 8 × 5 9

(10) 3 6 × 5 3

(11) 3 5 × 7 2

(12) 7 2 × 4 8

(13) 235 × 46

(14) 766 × 27

(15) 455 × 38

(16) 68 × 64

(17) 693 × 73

(18) 342 × 49

(19) 378 × 86

(20) 529 × 57

(21) 637 × 94

(22) 7584 × 29

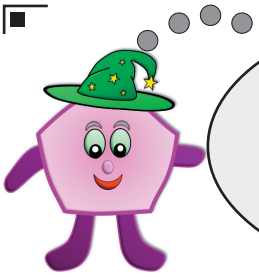
(23) 2556 × 48

(24) 4867 × 63

(25) 4698 × 37

(26) 6275 × 58

(27) 3849 × 97



Maths Homework this week is about:

Dividing Numbers

Name:

Date:

Teacher:

Year 5

Show your working for each of these division questions.

(1) **94 ÷ 2**

2 | 9 4

(2) **92 ÷ 4**

4 | 9 2

(3) **93 ÷ 3**

3 | 9 3

(4) **85 ÷ 5**

5 | 8 5

(5) **91 ÷ 7**

7 | 9 1

(6) **96 ÷ 6**

6 | 9 6

(7) **76 ÷ 4**

4 | 7 6

(8) **96 ÷ 8**

8 | 9 6

(9) **78 ÷ 6**

6 | 7 8

(10) **678 ÷ 3**

3 | 6 7 8

(11) **845 ÷ 5**

5 | 8 4 5

(12) **896 ÷ 7**

7 | 8 9 6

(13) **976 ÷ 8**

8 | 9 7 6

(14) **876 ÷ 2**

2 | 8 7 6

(15) **948 ÷ 4**

4 | 9 4 8

(16) **2844 ÷ 4**

4 | 2 8 4 4

(17) **6144 ÷ 6**

6 | 6 1 4 4

(18) **6468 ÷ 3**

3 | 6 4 6 8

(19) **4599 ÷ 7**

7 | 4 5 9 9

(20) **9360 ÷ 5**

5 | 9 3 6 0

(21) **7408 ÷ 8**

8 | 7 4 0 8

These division questions have remainders. Find the answer to each one.

(22) **53 ÷ 3**

re:

3 | 5 3

(23) **76 ÷ 5**

re:

5 | 7 6

(24) **99 ÷ 7**

re:

7 | 9 9

(25) **67 ÷ 4**

re:

4 | 6 7

(26) **89 ÷ 6**

re:

6 | 8 9

(27) **89 ÷ 5**

re:

5 | 8 9

(28) **766 ÷ 6**

re:

6 | 7 6 6

(29) **517 ÷ 3**

re:

3 | 5 1 7

(30) **628 ÷ 5**

re:

5 | 6 2 8

(31) **967 ÷ 4**

re:

4 | 9 6 7

(32) **978 ÷ 7**

re:

7 | 9 7 8

(33) **982 ÷ 4**

re:

4 | 9 8 2

(34) **927 ÷ 8**

re:

8 | 9 2 7

(35) **835 ÷ 6**

re:

6 | 8 3 5

(36) **5127 ÷ 4**

re:

4 | 5 1 2 7

(37) **9136 ÷ 7**

re:

7 | 9 1 3 6

(38) **8927 ÷ 7**

re:

7 | 8 9 2 7

(39) **6935 ÷ 6**

re:

6 | 6 9 3 5

(40) **8384 ÷ 3**

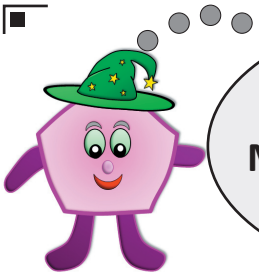
re:

3 | 8 3 8 4

(41) **7595 ÷ 6**

re:

6 | 7 5 9 5



Maths Homework this week is about:

Multiplying and Dividing by 10, 100, 1000

Name:

Date:

Teacher:

Year 5

(1) **Multiplying by 10.** Write the answer to each multiplication in the box.

(a)	8	× 10 =		(b)	496	× 10 =	
(c)	9	× 10 =		(d)	3 847	× 10 =	
(e)	16	× 10 =		(f)	9 246	× 10 =	
(g)	25	× 10 =		(h)	2.7	× 10 =	
(i)	36	× 10 =		(j)	8.9	× 10 =	
(k)	45	× 10 =		(l)	15	× 10 =	
(m)	83	× 10 =		(n)	16.2	× 10 =	
(o)	97	× 10 =		(p)	0.7	× 10 =	

(2) **Multiplying by 100.** Write the answer to each multiplication in the box.

(a)	7	× 100 =		(b)	615	× 100 =	
(c)	4	× 100 =		(d)	717	× 100 =	
(e)	18	× 100 =		(f)	8.6	× 100 =	
(g)	23	× 100 =		(h)	9.3	× 100 =	
(i)	34	× 100 =		(j)	14.2	× 100 =	
(k)	47	× 100 =		(l)	38.7	× 100 =	
(m)	196	× 100 =		(n)	838.8	× 100 =	
(o)	284	× 100 =		(p)	0.62	× 100 =	

(3) **Multiplying by 1000.** Write the answer to each multiplication in the box.

(a)	23	× 1000 =		(b)	908	× 1000 =	
(c)	5	× 1000 =		(d)	72	× 1000 =	
(e)	38	× 1000 =		(f)	8.9	× 1000 =	
(g)	39	× 1000 =		(h)	26.4	× 1000 =	
(i)	52	× 1000 =		(j)	26.47	× 1000 =	
(k)	86	× 1000 =		(l)	38.125	× 1000 =	
(m)	362	× 1000 =		(n)	426.28	× 1000 =	
(o)	84	× 1000 =		(p)	426.283	× 1000 =	

(4) **Dividing by 10.** Write the answer to each division in the box.

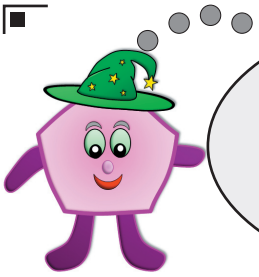
(a)	30	÷ 10 =			
(c)	80	÷ 10 =			
(e)	46	÷ 10 =			
(g)	92	÷ 10 =			
(i)	800	÷ 10 =			
(k)	500	÷ 10 =			
(m)	293	÷ 10 =			
(o)	852	÷ 10 =			
(b)	6 200	÷ 10 =			
(d)	9 300	÷ 10 =			
(f)	24.7	÷ 10 =			
(h)	3.9	÷ 10 =			
(j)	8.5	÷ 10 =			
(l)	9.2	÷ 10 =			
(n)	0.6	÷ 10 =			
(p)	0.42	÷ 10 =			

(5) **Dividing by 100.** Write the answer to each division in the box.

(a)	700	÷ 100 =			
(c)	900	÷ 100 =			
(e)	1 500	÷ 100 =			
(g)	2 600	÷ 100 =			
(i)	260	÷ 100 =			
(k)	8 700	÷ 100 =			
(m)	870	÷ 100 =			
(o)	4 690	÷ 100 =			
(b)	12	÷ 100 =			
(d)	36	÷ 100 =			
(f)	96	÷ 100 =			
(h)	92	÷ 100 =			
(j)	9.2	÷ 100 =			
(l)	27.3	÷ 100 =			
(n)	27	÷ 100 =			
(p)	2.7	÷ 100 =			

(6) **Dividing by 1000.** Write the answer to each division in the box.

(a)	5 000	÷ 1000 =			
(c)	8 000	÷ 1000 =			
(e)	13 000	÷ 1000 =			
(g)	79 000	÷ 1000 =			
(i)	7 900	÷ 1000 =			
(k)	92 000	÷ 1000 =			
(m)	9 200	÷ 1000 =			
(o)	48 600	÷ 1000 =			
(b)	128	÷ 1000 =			
(d)	12	÷ 1000 =			
(f)	939	÷ 1000 =			
(h)	52	÷ 1000 =			
(j)	857	÷ 1000 =			
(l)	85.7	÷ 1000 =			
(n)	85	÷ 1000 =			
(p)	1.9	÷ 1000 =			



Maths Homework this week is about:

Square and Cube Numbers

Name:

Date:

Teacher:

Year 5

(1) Square numbers are formed by multiplying a whole number by itself.
Carry out the following multiplications to find the first twelve square numbers.

(a) 1×1 →

(b) 2×2 →

(c) 3×3 →

(d) 4×4 →

(e) 5×5 →

(f) 6×6 →

(g) 7×7 →

(h) 8×8 →

(i) 9×9 →

(j) 10×10 →

(k) 11×11 →

(l) 12×12 →

(2) Carry out the following long multiplications to find the remaining square numbers up to 20.

(a) $13^2 = 13 \times 13$

$$\begin{array}{r} 1\ 3 \\ \times\ 1\ 3 \\ \hline \\ \\ \hline \end{array}$$

$13^2 =$

(b) $14^2 = 14 \times 14$

$$\begin{array}{r} 1\ 4 \\ \times\ 1\ 4 \\ \hline \\ \\ \hline \end{array}$$

$14^2 =$

(c) $15^2 = 15 \times 15$

$$\begin{array}{r} 1\ 5 \\ \times\ 1\ 5 \\ \hline \\ \\ \hline \end{array}$$

$15^2 =$

(d) $16^2 = 16 \times 16$

$$\begin{array}{r} 1\ 6 \\ \times\ 1\ 6 \\ \hline \\ \\ \hline \end{array}$$

$16^2 =$

(e) $17^2 = 17 \times 17$

$$\begin{array}{r} 1\ 7 \\ \times\ 1\ 7 \\ \hline \\ \\ \hline \end{array}$$

$17^2 =$

(f) $18^2 = 18 \times 18$

$$\begin{array}{r} 1\ 8 \\ \times\ 1\ 8 \\ \hline \\ \\ \hline \end{array}$$

$18^2 =$

(g) $19^2 = 19 \times 19$

$$\begin{array}{r} 1\ 9 \\ \times\ 1\ 9 \\ \hline \\ \\ \hline \end{array}$$

$19^2 =$

(h) $20^2 = 20 \times 20$

$$\begin{array}{r} 2\ 0 \\ \times\ 2\ 0 \\ \hline \\ \\ \hline \end{array}$$

$20^2 =$

(3) Cube numbers are formed by multiplying a whole number by itself, then multiplying by itself again.
Carry out the following multiplications to find the first six cube numbers.

(a) $1 \times 1 \times 1$ →

(b) $2 \times 2 \times 2$ →

(c) $3 \times 3 \times 3$ →

(d) $4 \times 4 \times 4$ →

(e) $5 \times 5 \times 5$ →

(f) $6 \times 6 \times 6$ →

(4) Here is a method to find the 7th cube number:

Work out $7 \times 7 \times 7$

From multiplication tables: $7 \times 7 = 49$

answer × 7:

$$\begin{array}{r} 49 \\ \times \quad 7 \\ \hline 343 \end{array}$$

so 7^3 = **343**

Use this method to find the next five cube numbers.

(a) $8 \times 8 \times 8$

From tables: 8×8 = ☐

answer × 8:

so 8^3 = ☐

(b) $9 \times 9 \times 9$

From tables: 9×9 = ☐

answer × 9:

so 9^3 = ☐

(c) $10 \times 10 \times 10$

From tables: 10×10 = ☐

answer × 10:

so 10^3 = ☐

(d) $11 \times 11 \times 11$

From tables: 11×11 = ☐

answer × 11:

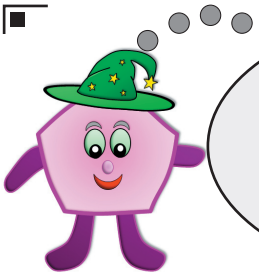
so 11^3 = ☐

(e) $12 \times 12 \times 12$

From tables: 12×12 = ☐

answer × 12:

so 12^3 = ☐



Maths Homework this week is about:

Solving Problems using Multiplying and Dividing

Name:

Date:

Teacher:

Year 5

Use multiplication, showing your working, to find the answers to each of the following problems.

(1) A pupil gets a bus to school each morning which takes 4 minutes. She walks back home after school and this takes 23 minutes.

(a) How many minutes does she spend each week (5 days) on the bus?

Minutes on bus:

(b) How many minutes does she spend walking home from school each week?

Minutes walking:

(2) A DVD storage unit has 6 shelves. If it can hold 28 DVDs per shelf, how many DVDs can it hold altogether?

Number of DVDs:

(3) A packet of digestive biscuits contains 18 biscuits. How many biscuits are there in 8 packets?

Number of biscuits:

(4) A child is allowed to play computer games for 45 minutes every day. For how many minutes in total is the child allowed to play computer games in 7 days?

Number of minutes:

(5) Milk crates hold 12 bottles of milk. How many bottles of milk will there be altogether in 10 crates?

Number of bottles:

(6) A tower block has 12 windows on each floor. How many windosws are there altogether if the tower block has 15 floors?

Number of windows:

Use division, showing your working, to find the answers to each of the following problems.

(7) A school has six classes and a total of 162 pupils. If there are the same number of pupils in each class, how many pupils are there in each class?

Pupils per class:

(8) A car park has a total of 136 spaces. If there are 8 rows with the same number of spaces in each row, how many spaces are there in each row?

Spaces per row:

(9) A tin of sweets contained 97 sweets. Helen ate 9 sweets each day. For how many days did the tin of sweets last?

Number of days:

(10) The total number of legs on all of the 6-legged insects in an insect house at a zoo was 1356. How many insects altogether were there?

Number of insects:

(11) A teacher gave counters to each pupil in a class to solve a maths problem. If she gave out 145 counters altogether, how many pupils were there in the class?

Number of pupils:

(12) A factory packages cans of peaches into packs of 9. If it packaged a total of 4104 cans one day, how many packs of 9 was this?

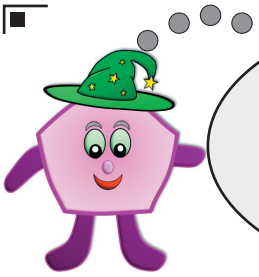
Number of packs:

(13) 1052 ml of lemonade was divided equally between four glasses. How many ml of lemonade was put into each glass?

ml per glass:

(14) Seven people shared a prize of £2695 equally between themselves. How much did each person get?

Amount each:



Maths Homework this week is about:

Solving Problems using Operations

Name:

Date:

Teacher:

Year 5

Decide whether you need to add, subtract, multiply or divide to find the answer to each problem. Then show your working and find the answer to each one.

(1) Cakes cost 17p each. Find the cost of 4 cakes.

Total cost:

(2) A pupil ran 184 m and then walked 257 m to school? Find the total length of this journey.

Total length of journey:

(3) Kevin had £346 in his wallet. He bought a new TV costing £193. How much money did he have left?

Amount of money left:

(4) Ruth drew a number of 7-sided shapes in her maths book. If she drew a total of 322 sides, how many 7-sided shapes did she draw?

Number of shapes:

(5) A worker used to travel 3 427 m to work. He got a new job where the journey was 1495 m less. What distance is the new journey?

New distance:

(6) A booklet has 48 pages. How many pages will there be altogether in 26 of these booklets?

Number of pages:

(7) A taxi driver drove 647 miles last week and 389 miles this week. How many miles did the driver drive in both weeks?

Number of miles:

(8) Last year a car was worth £938. This year it is worth £147 less. How much is it worth this year?

Value this year:

(9) Four books have total of 1544 pages. If they each have the same number of pages, how many pages does each one have?

Number of pages each:

(10) Canned drinks are packaged in boxes of 24 cans. How many cans would you have if you bought 9 boxes?

Number of cans:

(11) Rob has £635 and Sue has £879. How much have they altogether?

Total amount:

(12) A box contains 460 g of corn flakes. How many grams of corn flakes would there be in 7 identical boxes?

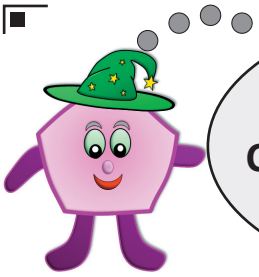
Total weight of corn flakes:

(13) A farmer planted 9 rows of potatoes. He put the same number of potatoes in each row. If he planted 2214 potatoes altogether, how many were in each row?

Number in each row:

(14) A pupil was 152 cm tall at the end of a year. If she was 127 cm at the start of the year, how many centimetres had she grown that year?

Centimetres grown:



Maths Homework this week is about:

Comparing and Ordering Fractions

Name:

Date:

Teacher:

Year 5

(1) Put a circle around the **biggest** fraction in each of these lists.

(a) $\frac{4}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{1}{5}$

(b) $\frac{3}{7}$ $\frac{2}{7}$ $\frac{5}{7}$ $\frac{4}{7}$

(c) $\frac{6}{10}$ $\frac{4}{5}$ $\frac{2}{10}$ $\frac{2}{5}$

(d) $\frac{1}{2}$ $\frac{2}{6}$ $\frac{5}{8}$ $\frac{3}{4}$

(2) Put a circle around the **smallest** fraction in each of these lists.

(a) $\frac{3}{8}$ $\frac{2}{8}$ $\frac{5}{8}$ $\frac{4}{8}$

(b) $\frac{7}{15}$ $\frac{1}{15}$ $\frac{4}{15}$ $\frac{6}{15}$

(c) $\frac{24}{40}$ $\frac{7}{10}$ $\frac{15}{30}$ $\frac{6}{20}$

(d) $\frac{5}{8}$ $\frac{7}{12}$ $\frac{3}{4}$ $\frac{11}{16}$

(3) Write **LARGER** or **SMALLER** in each of these boxes.

(a) $\frac{8}{17}$ is ☐ than $\frac{7}{17}$

(b) $\frac{13}{20}$ is ☐ than $\frac{17}{20}$

(c) $\frac{5}{6}$ is ☐ than $\frac{8}{12}$

(d) $\frac{2}{3}$ is ☐ than $\frac{7}{15}$

(e) $\frac{5}{8}$ is ☐ than $\frac{7}{12}$

(f) $\frac{3}{18}$ is ☐ than $\frac{8}{12}$

(g) $\frac{11}{15}$ is ☐ than $\frac{12}{20}$

(h) $\frac{5}{8}$ is ☐ than $\frac{14}{16}$

(i) $\frac{4}{10}$ is ☐ than $\frac{5}{20}$

(j) $\frac{11}{30}$ is ☐ than $\frac{11}{15}$

(k) $\frac{5}{12}$ is ☐ than $\frac{4}{6}$

(l) $\frac{3}{4}$ is ☐ than $\frac{10}{16}$

(4) Put each of these sets of fractions in order, from **lowest** to **highest**.

(a) $\frac{3}{5}$ $\frac{4}{5}$ $\frac{2}{5}$ →

(b) $\frac{5}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ →

(c) $\frac{6}{12}$ $\frac{11}{12}$ $\frac{9}{12}$ →

(d) $\frac{5}{8}$ $\frac{3}{4}$ $\frac{1}{4}$ →

(e) $\frac{8}{12}$ $\frac{2}{3}$ $\frac{3}{6}$ →

(f) $\frac{6}{7}$ $\frac{4}{7}$ $\frac{5}{14}$ →

(g) $\frac{7}{9}$ $\frac{3}{6}$ $\frac{2}{3}$ →

(h) $\frac{7}{15}$ $\frac{3}{5}$ $\frac{1}{10}$ →

(5) Put each of these sets of fractions in order, from **highest** to **lowest**.

(a) $\frac{2}{6}$ $\frac{5}{6}$ $\frac{4}{6}$ →

(b) $\frac{6}{11}$ $\frac{8}{11}$ $\frac{3}{11}$ →

(c) $\frac{14}{15}$ $\frac{3}{15}$ $\frac{7}{15}$ →

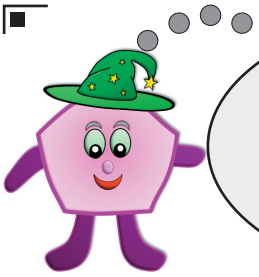
(d) $\frac{6}{10}$ $\frac{4}{5}$ $\frac{2}{5}$ →

(e) $\frac{5}{8}$ $\frac{6}{16}$ $\frac{7}{8}$ →

(f) $\frac{2}{12}$ $\frac{1}{4}$ $\frac{5}{8}$ →

(g) $\frac{13}{14}$ $\frac{5}{21}$ $\frac{3}{7}$ →

(h) $\frac{3}{9}$ $\frac{15}{17}$ $\frac{15}{18}$ →



Maths Homework this week is about:

Equivalent Fractions

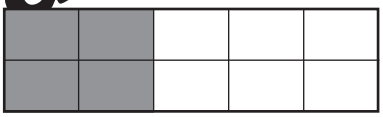
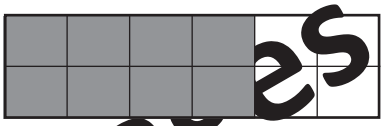
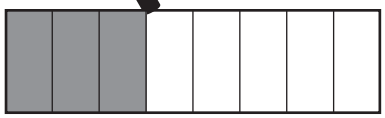
Name:

Date:

Teacher:

Year 5

(1) For each pair of diagrams, say what fraction is shaded, and say whether the fractions are equivalent. (The top number of your fraction should be the number of shaded parts and the bottom number should be the total number of parts).

		Fraction Shaded		Fraction Shaded	Are the fractions equivalent?
(a)					
(b)					
(c)					
(d)					
(e)					

(2) For each pair of diagrams, shade the given fraction, and say whether the fractions are equivalent.

(a)	$\frac{5}{8}$	$\frac{10}{16}$		
(b)	$\frac{7}{12}$	$\frac{14}{24}$		
(c)	$\frac{10}{14}$	$\frac{12}{21}$		
(d)	$\frac{1}{6}$	$\frac{3}{18}$		
(e)	$\frac{7}{10}$	$\frac{11}{15}$		

(3) For each pair of fractions, say whether they are equivalent or not by writing **YES** or **NO** in the box.

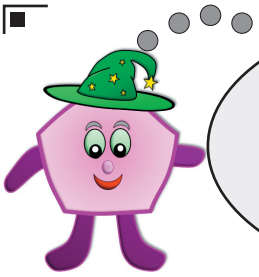
(a)	$\frac{4}{5}$	$\frac{20}{25}$	(b)	$\frac{5}{8}$	$\frac{35}{40}$	(c)	$\frac{1}{2}$	$\frac{25}{50}$
(d)	$\frac{1}{4}$	$\frac{8}{36}$	(e)	$\frac{3}{7}$	$\frac{12}{28}$	(f)	$\frac{2}{5}$	$\frac{20}{50}$
(g)	$\frac{5}{6}$	$\frac{35}{42}$	(h)	$\frac{3}{14}$	$\frac{6}{28}$	(i)	$\frac{27}{30}$	$\frac{54}{60}$
(j)	$\frac{2}{17}$	$\frac{5}{34}$	(k)	$\frac{9}{12}$	$\frac{18}{20}$	(l)	$\frac{6}{16}$	$\frac{12}{32}$
(m)	$\frac{7}{15}$	$\frac{35}{45}$	(n)	$\frac{5}{13}$	$\frac{10}{26}$	(o)	$\frac{7}{24}$	$\frac{17}{48}$

(4) Fill in the missing value for each pair of fractions to make them equivalent.

(a)	$\frac{1}{9} = \frac{\square}{18}$		(b)	$\frac{\square}{7} = \frac{35}{49}$		(c)	$\frac{9}{\square} = \frac{27}{51}$	
(d)	$\frac{\square}{14} = \frac{9}{42}$		(e)	$\frac{7}{20} = \frac{28}{\square}$		(f)	$\frac{3}{13} = \frac{\square}{52}$	
(g)	$\frac{11}{\square} = \frac{33}{36}$		(h)	$\frac{5}{\square} = \frac{50}{80}$		(i)	$\frac{3}{\square} = \frac{12}{44}$	
(j)	$\frac{3}{8} = \frac{15}{\square}$		(k)	$\frac{3}{11} = \frac{\square}{77}$		(l)	$\frac{2}{9} = \frac{\square}{45}$	
(m)	$\frac{\square}{15} = \frac{27}{45}$		(n)	$\frac{\square}{14} = \frac{45}{28}$		(o)	$\frac{\square}{19} = \frac{28}{38}$	

(4) In each list, circle the fraction which is **different** to the others.

(a)	$\frac{1}{3}$	$\frac{3}{6}$	$\frac{2}{9}$	$\frac{4}{12}$	(b)	$\frac{4}{8}$	$\frac{9}{12}$	$\frac{3}{4}$	$\frac{12}{16}$
(c)	$\frac{6}{15}$	$\frac{3}{5}$	$\frac{3}{20}$	$\frac{4}{10}$	(d)	$\frac{12}{21}$	$\frac{4}{7}$	$\frac{16}{28}$	$\frac{10}{14}$



Maths Homework this week is about:

Mixed Numbers and Improper Fractions

Name:

Date:

Teacher:

Year 5

(1) Say whether each of the following is a **MIXED NUMBER** or an **IMPROPER FRACTION**.

(a) $\frac{17}{4}$

(b) $\frac{19}{6}$

(c) $1\frac{3}{7}$

(d) $4\frac{5}{6}$

(e) $\frac{13}{8}$

(f) $8\frac{1}{2}$

(2) Change each of these mixed numbers into an improper fraction.

(a) $2\frac{1}{2} =$

(b) $2\frac{2}{3} =$

(c) $2\frac{5}{8} =$

(d) $2\frac{3}{11} =$

(e) $2\frac{5}{16} =$

(f) $2\frac{9}{14} =$

(g) $3\frac{2}{3} =$

(h) $3\frac{4}{5} =$

(i) $3\frac{8}{9} =$

(j) $3\frac{6}{7} =$

(k) $3\frac{7}{12} =$

(l) $3\frac{8}{15} =$

(m) $4\frac{3}{5} =$

(n) $4\frac{7}{8} =$

(o) $4\frac{2}{9} =$

(p) $5\frac{8}{11} =$

(q) $6\frac{2}{5} =$

(r) $7\frac{3}{4} =$

(s) $5\frac{6}{7} =$

(t) $7\frac{2}{9} =$

(u) $6\frac{7}{8} =$

(v) $8\frac{1}{2} =$

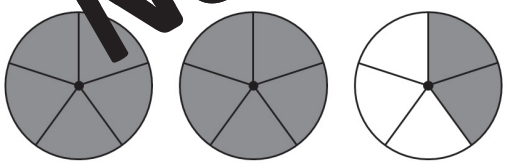
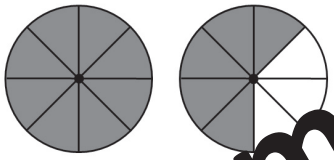
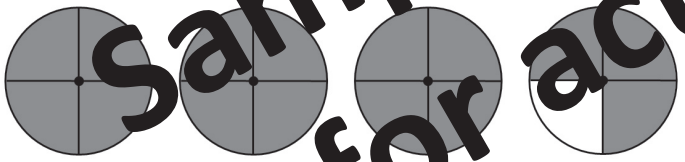
(w) $9\frac{3}{5} =$

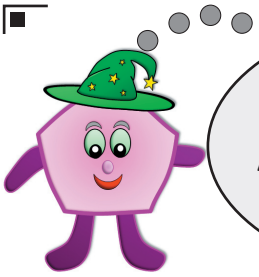
(x) $8\frac{2}{9} =$

(3) Change each of these improper fractions into a mixed number.

(a)	$\frac{11}{5}$ =		(b)	$\frac{18}{7}$ =		(c)	$\frac{29}{10}$ =	
(d)	$\frac{22}{7}$ =		(e)	$\frac{23}{6}$ =		(f)	$\frac{42}{11}$ =	
(g)	$\frac{34}{7}$ =		(h)	$\frac{67}{12}$ =		(i)	$\frac{47}{15}$ =	
(j)	$\frac{51}{8}$ =		(k)	$\frac{65}{14}$ =		(l)	$\frac{52}{9}$ =	
(m)	$\frac{46}{11}$ =		(n)	$\frac{74}{15}$ =		(o)	$\frac{83}{12}$ =	
(p)	$\frac{36}{5}$ =		(q)	$\frac{83}{24}$ =		(r)	$\frac{71}{11}$ =	
(s)	$\frac{59}{8}$ =		(t)	$\frac{77}{8}$ =		(u)	$\frac{27}{4}$ =	
(v)	$\frac{35}{4}$ =		(w)	$\frac{52}{7}$ =		(x)	$\frac{69}{7}$ =	

(4) Write each of these sets of pictures as a mixed number and as an improper fraction.

		Mixed Number	Improper Fraction
(a)			
(b)			
(c)			
(d)			



Maths Homework this week is about:

Adding and Subtracting Fractions

Name:

Date:

Teacher:

Year 5

(1) Add each of these pairs of fractions.

(a) $\frac{2}{5} + \frac{1}{5} = \square$

(b) $\frac{3}{7} + \frac{3}{7} = \square$

(c) $\frac{4}{9} + \frac{1}{9} = \square$

(d) $\frac{3}{10} + \frac{4}{10} = \square$

(e) $\frac{2}{8} + \frac{3}{8} = \square$

(f) $\frac{6}{11} + \frac{3}{11} = \square$

(g) $\frac{5}{12} + \frac{2}{12} = \square$

(h) $\frac{4}{14} + \frac{9}{14} = \square$

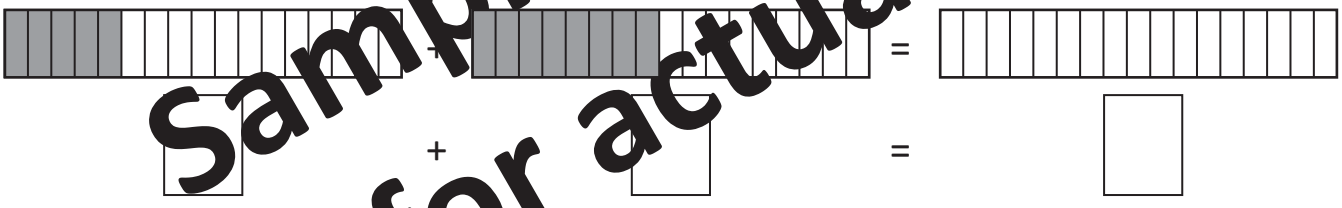
(i) $\frac{7}{15} + \frac{4}{15} = \square$

(j) $\frac{7}{20} + \frac{5}{20} = \square$

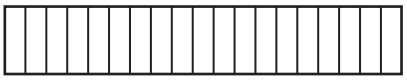
(k) $\frac{3}{25} + \frac{16}{25} = \square$

(l) $\frac{5}{18} + \frac{6}{18} = \square$

(2) Give the fraction shaded in each diagram, then add the fractions, and shade the diagram to show your answer.

(a)  + =

+ =

(b)  + = 

+ =

(c)  +  = 

+ =

(3) Change to fractions with the same denominator, and then add each pair of fractions.

(a) $\frac{1}{2} + \frac{1}{4} = \square + \square = \square$

(b) $\frac{1}{4} + \frac{5}{8} = \square + \square = \square$

(c) $\frac{2}{5} + \frac{2}{10} = \square + \square = \square$

(d) $\frac{3}{14} + \frac{5}{7} = \square + \square = \square$

(4) Subtract each of these pairs of fractions.

(a) $\frac{5}{7} - \frac{2}{7} = \square$

(b) $\frac{8}{9} - \frac{4}{9} = \square$

(c) $\frac{10}{11} - \frac{6}{11} = \square$

(d) $\frac{9}{13} - \frac{7}{13} = \square$

(e) $\frac{8}{15} - \frac{1}{15} = \square$

(f) $\frac{14}{15} - \frac{13}{15} = \square$

(g) $\frac{12}{13} - \frac{5}{13} = \square$

(h) $\frac{8}{17} - \frac{3}{17} = \square$

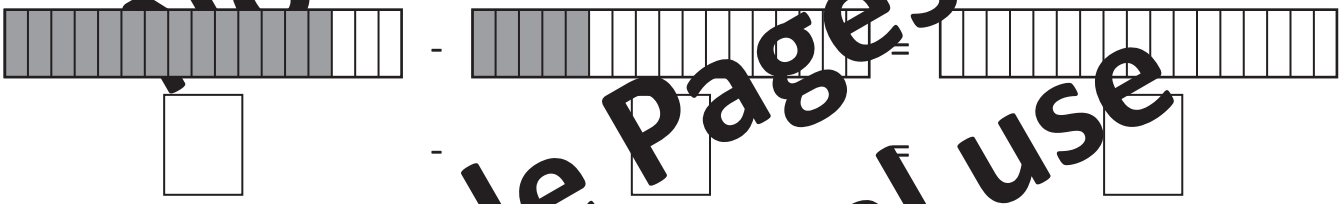
(i) $\frac{19}{20} - \frac{12}{20} = \square$

(j) $\frac{16}{21} - \frac{3}{21} = \square$

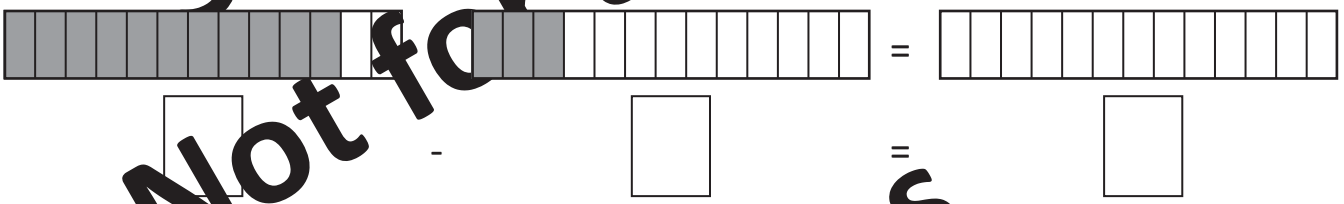
(k) $\frac{21}{23} - \frac{16}{23} = \square$

(l) $\frac{22}{29} - \frac{14}{29} = \square$

(5) Give the fraction shaded in each diagram, then subtract the fractions, and shade the diagram to show your answer.

(a) 

(b) 

(c) 

(6) Change to fractions with the same denominator, and then subtract each pair of fractions.

(a) $\frac{4}{5} - \frac{1}{10} = \square - \square = \square$

(b) $\frac{12}{14} - \frac{5}{14} = \square - \square = \square$

(c) $\frac{11}{12} - \frac{2}{3} = \square - \square = \square$

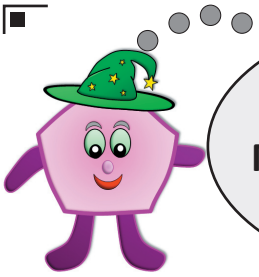
(d) $\frac{5}{8} - \frac{7}{24} = \square - \square = \square$

(e) $\frac{5}{6} - \frac{7}{18} = \square - \square = \square$

(f) $\frac{16}{21} - \frac{4}{7} = \square - \square = \square$

(g) $\frac{7}{11} - \frac{5}{22} = \square - \square = \square$

(h) $\frac{5}{7} - \frac{20}{49} = \square - \square = \square$



Maths Homework this week is about:

Multiplying Fractions by Whole Numbers

Name:

Date:

Teacher:

Year 5

(1) (a) Shade $\frac{2}{5}$ of this diagram.

(b) Shade another $\frac{2}{5}$ of the diagram.

(c) What fraction of the diagram is shaded? ___

(d) Complete this statement: $\frac{2}{5} \times 2 =$ ☐

(2) (a) Shade $\frac{3}{11}$ of this diagram.

(b) Shade another $\frac{3}{11}$ of the diagram.

(c) What fraction of the diagram is shaded? ☐

(d) Complete this statement: $\frac{3}{11} \times 2 =$ ☐

(3) (a) Shade $\frac{4}{13}$ of this diagram.

(b) Shade another $\frac{4}{13}$ of the diagram.

(c) Shade yet another $\frac{4}{13}$ of the diagram.

(d) What fraction of the diagram is shaded? ☐

(e) Complete this statement: $\frac{4}{13} \times 3 =$ ☐

(4) (a) Shade $\frac{3}{17}$ of this diagram.

(b) Shade another $\frac{3}{17}$ of the diagram.

(c) Shade yet another $\frac{3}{17}$ of the diagram.

(d) What fraction of the diagram is shaded? ☐

(e) Complete this statement: $\frac{3}{17} \times 3 =$ ☐

(5) (a) Shade $\frac{4}{17}$ of this diagram.

(b) Shade another $\frac{4}{17}$ of the diagram.

(c) Shade yet another $\frac{4}{17}$ of the diagram.

(d) What fraction of the diagram is shaded? ☐

(e) Complete this statement: $\frac{4}{17} \times 3 =$ ☐

(6) (a) Shade $\frac{2}{15}$ of this diagram.

(b) Shade another $\frac{2}{15}$ of the diagram.

(c) Shade yet another $\frac{2}{15}$ of the diagram.

(d) Shade one more $\frac{2}{15}$ of the diagram.

(e) What fraction of the diagram is shaded? ☐

(f) Complete this statement: $\frac{2}{15} \times 4 =$ ☐

(7) Find the answer to each of these multiplications.

(a) $\frac{5}{11} \times 2 =$ ☐

(b) $\frac{3}{17} \times 4 =$ ☐

(c) $\frac{9}{71} \times 3 =$ ☐

(d) $\frac{4}{37} \times 6 =$ ☐

(e) $\frac{3}{29} \times 7 =$ ☐

(f) $\frac{4}{81} \times 9 =$ ☐

(g) $\frac{13}{37} \times 2 =$ ☐

(h) $\frac{9}{53} \times 5 =$ ☐

(i) $\frac{15}{61} \times 4 =$ ☐

(8) For each of these multiplications, give your answer as an improper fraction, then convert this to a mixed number.

(a) $\frac{3}{8} \times 3 =$ ☐ = ☐

(b) $\frac{6}{7} \times 4 =$ ☐ = ☐

(c) $\frac{5}{7} \times 2 =$ ☐ = ☐

(d) $\frac{3}{8} \times 5 =$ ☐ = ☐

(e) $\frac{3}{5} \times 6 =$ ☐ = ☐

(f) $\frac{4}{5} \times 3 =$ ☐ = ☐

(9) Multiply each mixed number by the whole number given. Give your answer as a mixed number.

(a) $2\frac{1}{2} \times 2 =$ ☐

(b) $2\frac{1}{3} \times 8 =$ ☐

(c) $1\frac{1}{4} \times 3 =$ ☐

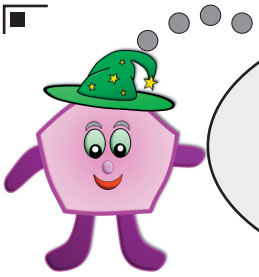
(d) $1\frac{1}{5} \times 2 =$ ☐

(e) $2\frac{1}{7} \times 3 =$ ☐

(f) $2\frac{1}{7} \times 6 =$ ☐

(g) $2\frac{1}{4} \times 4 =$ ☐

(h) $2\frac{1}{9} \times 8 =$ ☐



Maths Homework this week is about:

Writing Decimals as Fractions

Name:

Date:

Teacher:

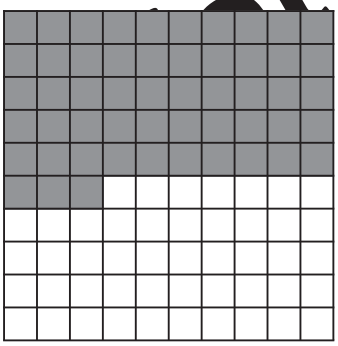
Year 5

(1) Write each shaded area as both a decimal and as a fraction out of 10.

	Decimal	Shaded Area	Fraction
(a)			
(b)			
(c)			
(d)			
(e)			
(f)			
(g)			
(h)			

(2) Write each of these shaded areas as both a decimal and as a fraction of 100.

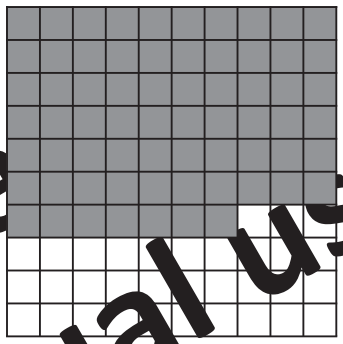
(a)



Decimal:

Fraction:

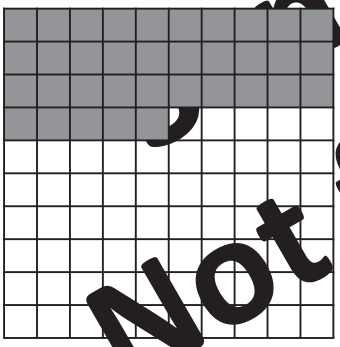
(b)



Decimal:

Fraction:

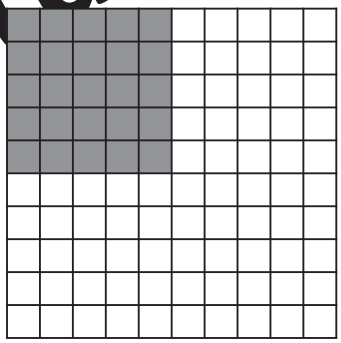
(c)



Decimal:

Fraction:

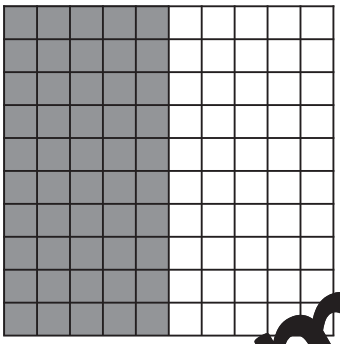
(d)



Decimal:

Fraction:

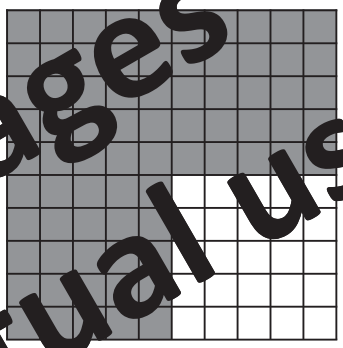
(e)



Decimal:

Fraction:

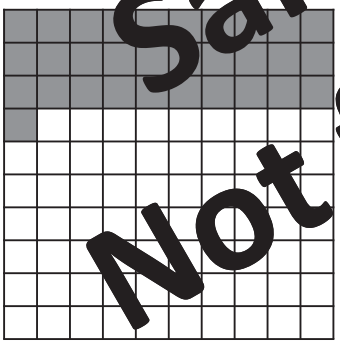
(f)



Decimal:

Fraction:

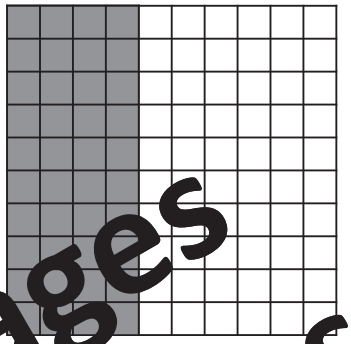
(g)



Decimal:

Fraction:

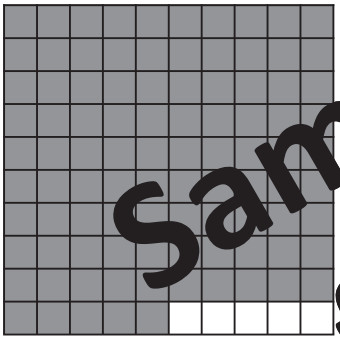
(h)



Decimal:

Fraction:

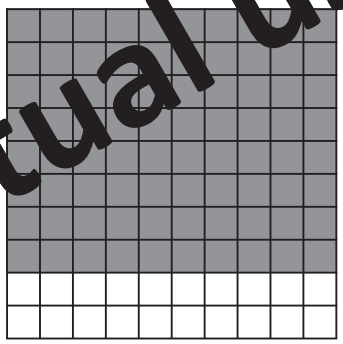
(i)



Decimal:

Fraction:

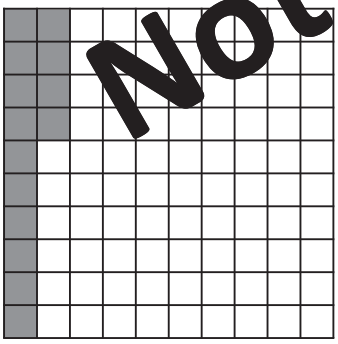
(j)



Decimal:

Fraction:

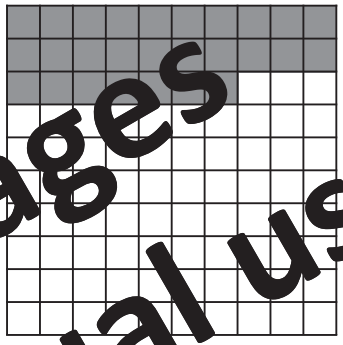
(k)



Decimal:

Fraction:

(l)



Decimal:

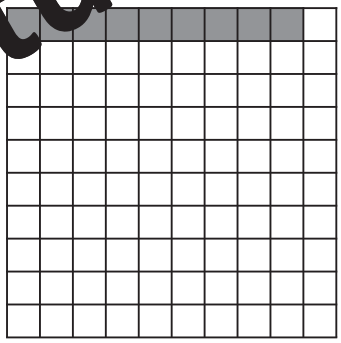
Fraction:

(m)

Decimal:

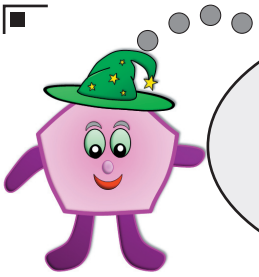
Fraction:

(n)



Decimal:

Fraction:



Maths Homework this week is about:

Looking at 1000ths

Name:

Date:

Teacher:

Year 5

(1) Each of these fractions has a 3-digit numerator. Write each one as a decimal.

(a) $\frac{293}{1000}$ =

(b) $\frac{971}{1000}$ =

(c) $\frac{837}{1000}$ =

(d) $\frac{268}{1000}$ =

(e) $\frac{101}{1000}$ =

(f) $\frac{404}{1000}$ =

(g) $\frac{1}{1000}$ =

(h) $\frac{}{1000}$ =

(i) $\frac{695}{1000}$ =

(j) $\frac{928}{1000}$ =

(2) Each of these fractions has a 2-digit numerator. Write each one as a decimal.

(a) $\frac{73}{1000}$ =

(b) $\frac{12}{1000}$ =

(c) $\frac{58}{1000}$ =

(d) $\frac{64}{1000}$ =

(e) $\frac{92}{1000}$ =

(f) $\frac{87}{1000}$ =

(g) $\frac{1}{1000}$ =

(h) $\frac{39}{1000}$ =

(i) $\frac{90}{1000}$ =

(j) $\frac{70}{1000}$ =

(3) Each of these fractions has a 1-digit numerator. Write each one as a decimal.

(a) $\frac{4}{1000}$ =

(b) $\frac{}{1000}$ =

(c) $\frac{7}{1000}$ =

(d) $\frac{6}{1000}$ =

(e) $\frac{2}{1000}$ =

(f) $\frac{9}{1000}$ =

(g) $\frac{8}{1000}$ =

(h) $\frac{5}{1000}$ =

(4) Fill in the missing values for these decimals and fractions.

	thousandths		hundredths		tenths		decimal
(a)	$\frac{200}{1000}$	=	$\frac{\square}{100}$	=	$\frac{\square}{10}$	=	$\square$
(b)	$\frac{\square}{1000}$	=	$\frac{\square}{100}$	=	$\frac{4}{\square}$		$\square$
(c)	$\frac{\square}{1000}$	=	$\frac{70}{100}$	=	$\frac{\square}{10}$	=	$\square$
(d)	$\frac{\square}{1000}$	=	$\frac{\square}{100}$	=	$\frac{\square}{10}$	=	0.6
(e)	$\frac{\square}{1000}$	=	$\frac{\square}{100}$	=	$\frac{\square}{10}$	=	0.9

(5) Write each decimal as a fraction over 1000.

(a) 0.829 = $\square$

(b) 0.221 = $\square$

(c) 0.907 = $\square$

(d) 0.807 = $\square$

(e) 0.403 = $\square$

(f) 0.129 = $\square$

(g) 0.051 = $\square$

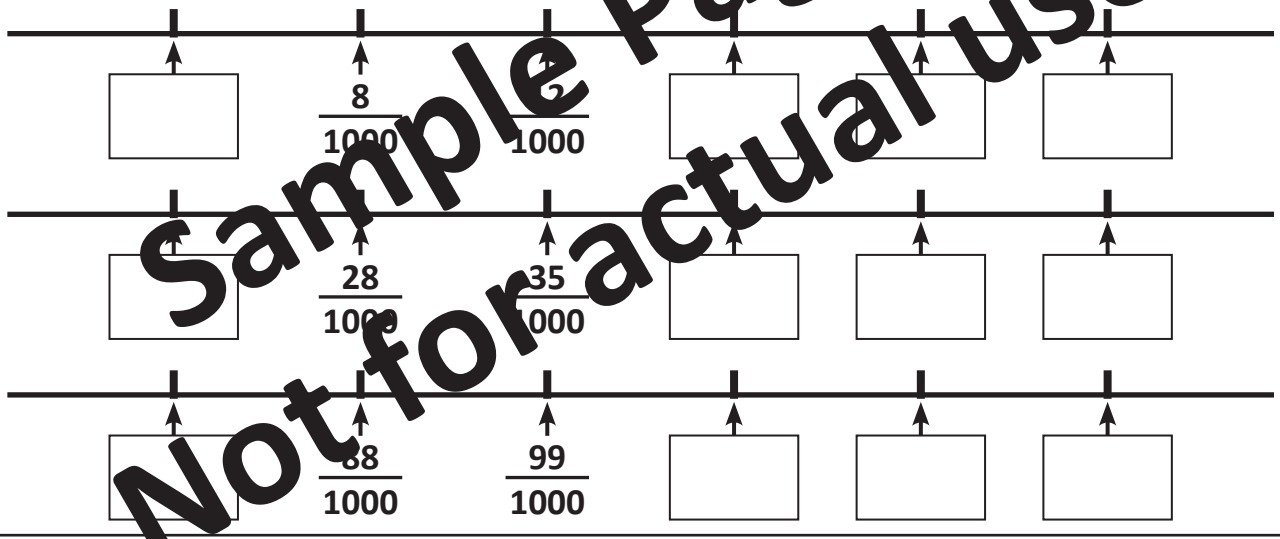
(h) 0.093 = $\square$

(i) 0.037 = $\square$

(j) 0.001 = $\square$

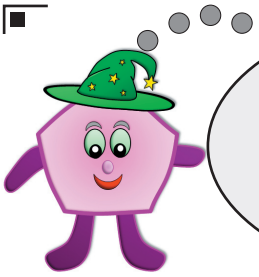
(6) Put the correct values, as fractions with a denominator of 1000, in the boxes on these number lines.

(a)



(b)

(c)



Maths Homework this week is about:

Rounding Decimals

Name:

Date:

Teacher:

Year 5

(1) These decimals have one units digit and one decimal digit. Round each one to the nearest whole number.

	Decimal	Rounded to nearest whole number		Decimal	Rounded to nearest whole number
(a)	8.2 →		(b)	6.9 →	
(c)	3.7 →		(d)	5.1 →	
(e)	4.4 →		(f)	7.5 →	
(g)	9.8 →		(h)	3.2 →	

(2) These decimals have a tens and a units digit and one decimal digit. Round each one to the nearest whole number.

	Decimal	Rounded to nearest whole number		Decimal	Rounded to nearest whole number
(a)	94.6 →		(b)	28.4 →	
(c)	13.5 →		(d)	83.8 →	
(e)	62.9 →		(f)	36.2 →	
(g)	27.3 →		(h)	49.5 →	

(3) These decimals have two decimal places. Round each one to the nearest whole number.

	Decimal	Rounded to nearest whole number		Decimal	Rounded to nearest whole number
(a)	7.38 →		(b)	6.46 →	
(c)	5.17 →		(d)	8.73 →	
(e)	12.8 →		(f)	17.38 →	
(g)	26.51 →		(h)	37.42 →	
(i)	39.67 →		(j)	42.93 →	

(4) Round each of these decimals to one decimal place.

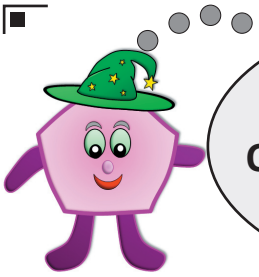
	Decimal	Rounded to one decimal place		Decimal	Rounded to one decimal place
(a)	3.35 →		(b)	6.25 →	
(c)	6.42 →		(d)	5.81 →	
(e)	5.28 →		(f)	9.68 →	
(g)	4.64 →		(h)	7.48 →	

(5) Round each of these decimals to one decimal place.

	Decimal	Rounded to one decimal place		Decimal	Rounded to one decimal place
(a)	57.27 →		(b)	72.48 →	
(c)	82.46 →		(d)	38.52 →	
(e)	46.32 →		(f)	43.67 →	
(g)	96.84 →		(h)	52.39 →	

(6) For each of these decimals, first round them to one decimal place, then round the original decimal to the nearest whole number.

	Decimal	Rounded to one decimal place	Rounded to nearest whole number
(a)	39.52		
(b)	28.68		
(c)	126.48		
(d)	149.37		
(e)	232.18		
(f)	246.45		
(g)	350.38		
(h)	419.24		



Maths Homework this week is about:

Ordering and Comparing Decimals

Name:

Date:

Teacher:

Year 5

(1) Write **LARGER** or **SMALLER** in each of these boxes.

(a)	**6.7**	is	than **6.6**	(b)	**7.3**	is	than **7.29**
(c)	**4.08**	is	than **4.8**	(d)	**6.51**	is	than **6.52**
(e)	**3.92**	is	than **3.9**	(f)	**4.06**	is	than **4.04**
(g)	**4.26**	is	than **4.3**	(h)	**2.79**	is	than **2.8**
(i)	**8.67**	is	than **8.65**	(j)	**5.1**	is	than **5.09**
(k)	**3.8**	is	than **3.12**	(l)	**6.62**	is	than **6.71**
(m)	**9.14**	is	than **9.2**	(n)	**7.09**	is	than **7.08**
(o)	**5.72**	is	than **5.8**	(p)	**9.26**	is	than **9.3**

(2) Circle the largest decimal in each of these lists.

(a)	**48.04**	**48.14**	**48.4**	**48.3**
(b)	**12.63**	**12.6**	**12.36**	**12.55**
(c)	**92.0**	**92.09**	**92.0**	**92.04**
(d)	**37.09**	**37.88**	**37.9**	**37.86**
(e)	**83.08**	**83.18**	**83.8**	**83.81**
(f)	**76.3**	**76.12**	**76.3**	**76.18**
(g)	**26.75**	**26.76**	**26.67**	**26.7**
(h)	**72.4**	**72.24**	**72.42**	**72.37**
(i)	**56.08**	**56.79**	**56.18**	**56.81**
(j)	**87.6**	**87.68**	**87.67**	**87.09**

(3) For each of these lists of decimals, put them in order from smallest to largest.

(a) 4.6 4.37 4.09 →

(b) 6.2 6.14 6.21 →

(c) 8.15 8.05 8.25 →

(d) 4.5 4.61 4.53 →

(e) 2.23 2.19 2.09 →

(f) 3.71 3.6 3.62 →

(g) 7.[illegible] 7.32 7.4 →

(h) 4.91 4.62 4.66 →

(i) 9.08 9.19 9.03 →

(j) 5.74 5.68 5.82 →

(4) For each of these lists of decimals, put them in order from smallest to largest.

(a) 12.31 12.301 12.103 12.43 12.013 →

(b) 26.27 26.32 26.102 26.384 26.276 →

(c) 87.31 87.39 87.078 87.404 87.064 →

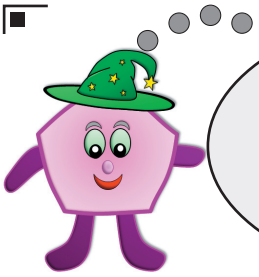
(d) 35.126 35.065 35.131 35.06 35.12 →

(e) 97.59 97.626 97.71 97.7 97.601 →

(f) 52.826 52.806 52.817 82.852 82.838 →

(g) 46.27 46.48 46.503 46.30 46.196 →

(h) 81.243 81.306 81.392 81.801 81.38 →



Maths Homework this week is about:

Solving Problems using Decimals

Name:

Date:

Teacher:

Year 5

(1) In these number pyramids, the number in a box is found by adding the two numbers in the box underneath it. Fill in the missing boxes.

(a)

1.2	2.3	1.6

(b)

1.1	4.5	3.2

(c)

5.4	2.9	4.5

(d)

2.6	4.9	7.8

(e)

1.6	[illegible]	3.7

(f)

[illegible]	2.7	5.7

(g)

4.3	[illegible]	6.5

(h)

3.8	[illegible]	6.6

(i)

1.2	2.6	4.5

(j)

2.4	[illegible]	7.9

(k)

3.4	5.5	3.3

(l)

3.9	6.8	5.4

(2) These were the amounts of money in four money boxes:

£8.40	£2.45	£3.65	£1.95

Find the total amount of money in all four boxes.
(Show your working).

(3) Another set of four money boxes contained these amounts:

£6.35	£7.28	£4.36	£5.24

Find the total amount in these boxes.
(Show your working).

(4) Some lengths of ribbon were each cut into three pieces with lengths as given.
Find the original length of each piece of ribbon. Show your working.

(a) 8.2 cm | 2.6 cm | 3.7 cm

(b) 7.3 cm | 6.4 cm | 4.7 cm

(c) 5.9 cm | 3.2 cm | 6.8 cm

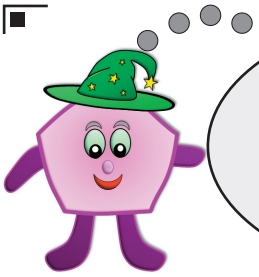
(d) 7.8 cm | 3.7 cm | 6.2 cm

(e) 8.6 cm | 6.8 cm | 4.3 cm

(f) 9.3 cm | 4.2 cm | 5.7 cm

(g) 2.9 cm | 8.2 cm | 9.7 cm

(h) 8.4 cm | 9.8 cm | 7.5 cm



Maths Homework this week is about:

Writing Percentages as Fractions and Decimals

Name:

Date:

Teacher:

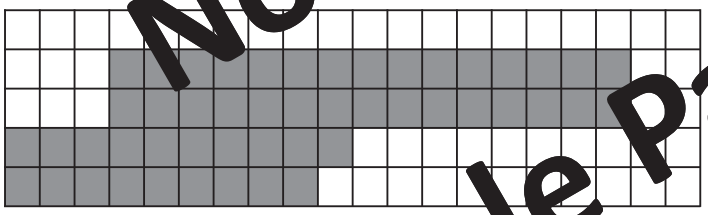
Year 5

For each diagram, say what percentage is shaded and then write each one as a fraction of 100, and as a decimal.

(1)

Percentage: Fraction: Decimal:

(2)

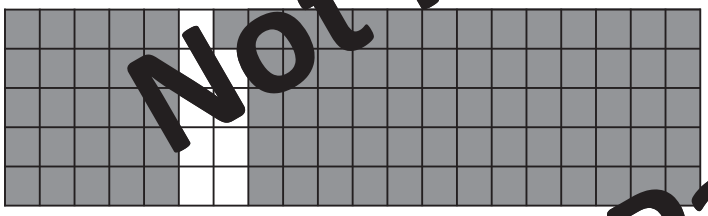


Percentage: Fraction: Decimal:

(3)

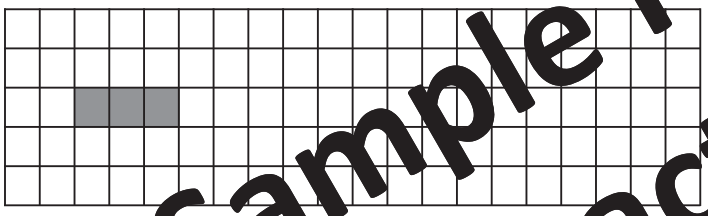
Percentage: Fraction: Decimal:

(4)



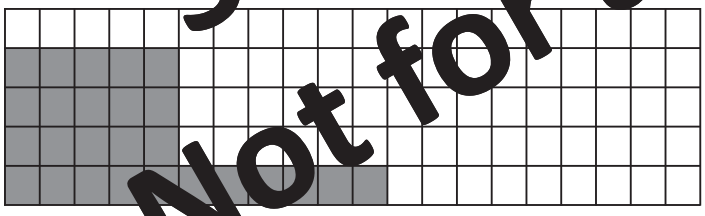
Percentage: Fraction: Decimal:

(5)



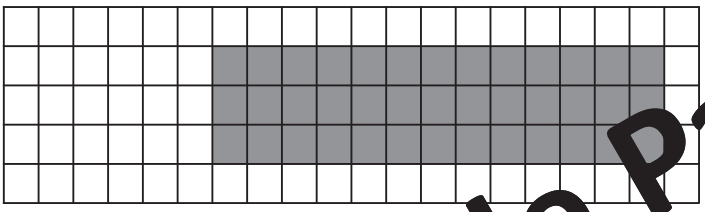
Percentage: Fraction: Decimal:

(6)



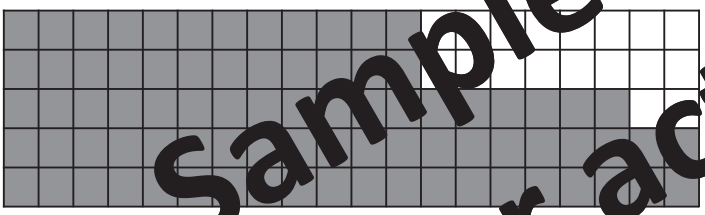
Percentage: Fraction: Decimal:

(7)



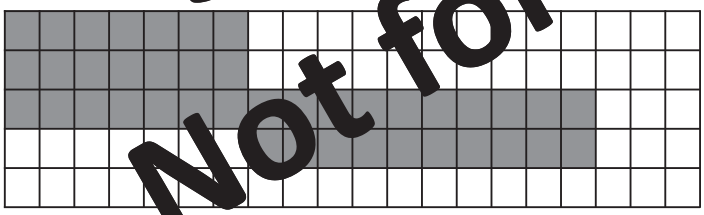
Percentage: Fraction: Decimal:

(8)



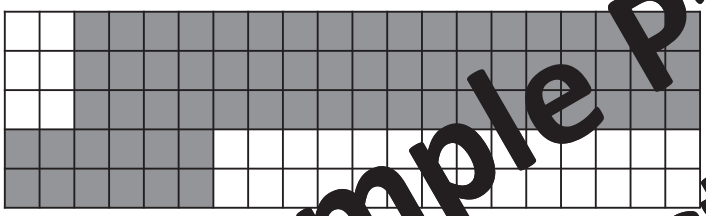
Percentage: Fraction: Decimal:

(9)



Percentage: Fraction: Decimal:

(10)

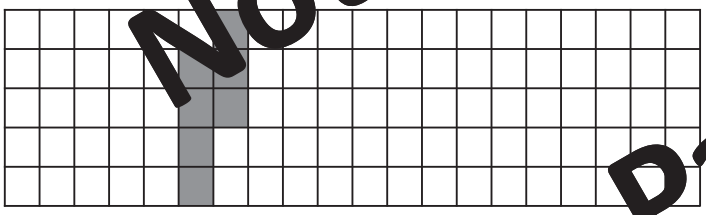


Percentage: Fraction: Decimal:

(11)

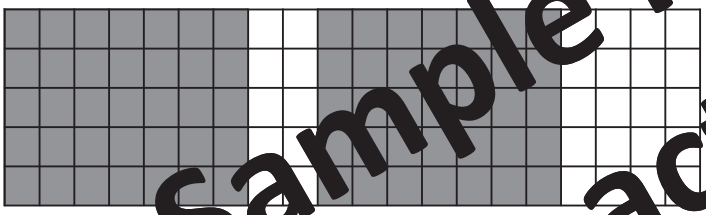
Percentage: Fraction: Decimal:

(12)



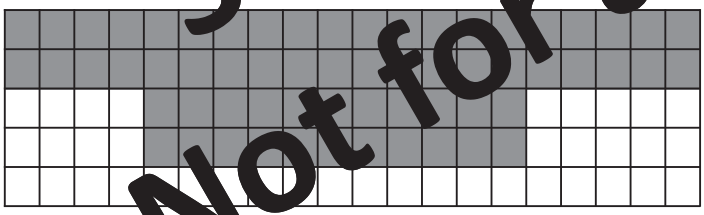
Percentage: Fraction: Decimal:

(13)

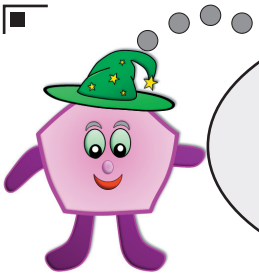


Percentage: Fraction: Decimal:

(14)



Percentage: Fraction: Decimal:



Maths Homework this week is about:

Solving Percentage and Fraction Problems

Name:

Date:

Teacher:

Year 5

(1) Find 50% of each of these amounts of money.

(a) 50% of £12 =

(b) 50% of £18 =

(c) 50% of £30 =

(d) 50% of £50 =

(e) 50% of £64 =

(f) 50% of £2.50 =

(g) 50% of £6.40 =

(h) 50% of £7.40 =

(i) 50% of £8.60 =

(j) 50% of £9.60 =

(2) Find 25% of each of these weights.

(a) 25% of 100 kg =

(b) 25% of 20 kg =

(c) 25% of 28 kg =

(d) 25% of 36 kg =

(e) 25% of 64 kg =

(f) 25% of 8 kg =

(g) 25% of 60 kg =

(h) 25% of 40 kg =

(i) 25% of 10 kg =

(j) 25% of 6 kg =

(3) Find 10% of each of these distances.

(a) 10% of 100 km

(b) 10% of 50 km =

(c) 10% of 200 km =

(d) 10% of 900 km =

(e) 10% of 80 km =

(f) 10% of 30 km =

(g) 10% of 45 km =

(h) 10% of 26 km =

(i) 10% of 6 km =

(j) 10% of 2 km =

(4) Find 20% of each of the following lengths. (hint: Find 10% then double this).

(a) 20% of 100 m =

(b) 20% of 40 m =

(c) 20% of 80 m =

(d) 20% of 400 m =

(e) 20% of 900 m =

(f) 20% of 240 m =

(g) 20% of 34 m =

(h) 20% of 39 m =

(i) 20% of 2 m =

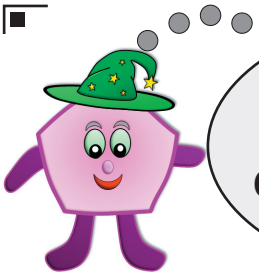
(j) 20% of 3 m =

(5) Find the answer to each fraction question.

	Working	Answer
(a) Find $\frac{1}{10}$ of 80		
(b) Find $\frac{1}{4}$ of 120		
(c) Find $\frac{1}{5}$ of 90		
(d) Find $\frac{2}{5}$ of 45		
(e) Find $\frac{3}{5}$ of 60		
(f) Find $\frac{3}{10}$ of 500		
(g) Find $\frac{7}{10}$ of 800		
(h) Find $\frac{9}{1}$ of 40		
(i) Find $\frac{1}{25}$ of 200		
(j) Find $\frac{1}{50}$ of 800		
(k) Find $\frac{1}{75}$ of 750		
(l) Find $\frac{4}{5}$ of 30		

(6) Find the answer to each percentage question.

	Working	Answer
(a) Find 10% of 480		
(b) Find 20% of 60		
(c) Find 30% of 40		
(d) Find 40% of 500		
(e) Find 50% of 80		
(f) Find 60% of 25		
(g) Find 70% of 30		
(h) Find 80% of 40		
(i) Find 90% of 80		
(j) Find 25% of 60		
(k) Find 75% of 60		
(l) Find 75% of 12		



Maths Homework this week is about:

Converting Metric Units

Name:

Date:

Teacher:

Year 5

(1) Fill in the missing lengths for each question.

1000 m = 1 km

(a)	2000	m	=		km			
(b)	5000	m	=		km			
(c)		m	=	3.5	km	(d)		m = 4.5 km
(e)	6500	m	=		km	(f)		m = 1.25 km
(g)	700	m	=		km	(h)	830	m = km
(i)		m	=	6.2	km	(j)		m = 9.6 km

(2) Fill in the missing lengths for each question.

100 cm = 1 m

(a)	300	cm	=		m			
(b)		cm	=		m			
(c)	550	cm	=		m	(d)		cm = 6.3 m
(e)		cm	=	4.7	m	(f)	146	cm = m
(g)		cm	=	2.27	m	(h)		cm = 3.04 m
(i)	562	cm	=		m	(j)	775	cm = m

(3) Fill in the missing lengths for each question.

10 mm = 1 cm

(a)	80	mm	=		cm			
(b)		mm	=	11	cm			
(c)		mm	=	126	cm	(d)	3	mm = cm
(e)	4	mm	=		cm	(f)		mm = 6.6 cm
(g)		mm	=	8.2	cm	(h)	12	mm = cm
(i)	12.5	mm	=		cm	(j)		mm = 3.72 cm

(4) Fill in the missing lengths for each question.

(a)	300	m	=		km	(b)	1290	cm = m
(c)		cm	=	6.3	m	(d)		m = 8.08 km
(e)	93	mm	=		cm	(f)		mm = 0.03 cm
(g)	1	m	=		km	(h)	800	cm = m

(5) Fill in the missing weights.

1000 g = 1 kg

(a)	6000	g	=		kg	(d)	11000	g	=		kg
(b)		g	=	0.9	kg	(f)		g	=	0.3	kg
(c)		g	=	1.3	kg						
(e)	8070	g	=		kg						
(g)		g	=		kg	(h)	6400	g	=		kg
(i)	12700	g	=		kg	(j)	1990	g	=		kg

(6) Fill in the missing weights.

1000 g = 1 kg

(a)	7	kg	=		g						
(b)		kg	=	14000	g						
(c)	0.1	kg	=		g	(d)	0.6	kg	=		g
(e)	2.4	kg	=		g	(f)		kg	=	3500	g
(g)		kg	=	2620	g	(h)	7.74	kg	=		g
(i)	19.3	kg	=		g	(j)	3.07	kg	=		g

(7) Fill in the missing volumes.

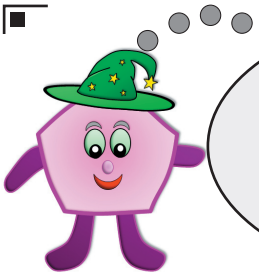
1000 ml = 1 litre (l)

(a)		ml	=	9	l						
(b)	17000	ml	=		l						
(c)		ml	=	0.2	l	(d)		ml	=	0.5	l
(e)	810	ml	=		l	(f)	9600	ml	=		l
(g)		ml	=	3.35	l	(h)	7	ml	=		l
(i)	21100	ml	=		l	(j)		ml	=	3.01	l

(8) Fill in the missing volumes.

1000 ml = 1 litre (l)

(a)	3	l	=		ml						
(b)	8	l	=		ml						
(c)		l	=	4700	ml	(d)	0.7	l	=		ml
(e)	0.8	l	=		ml	(f)		l	=	2800	ml
(g)	6.21	l	=		ml	(h)		l	=	9810	ml
(i)		l	=	39010	ml	(j)	42.76	l	=		ml



Maths Homework this week is about:

Equivalence between Metric and Imperial Units

Name:

Date:

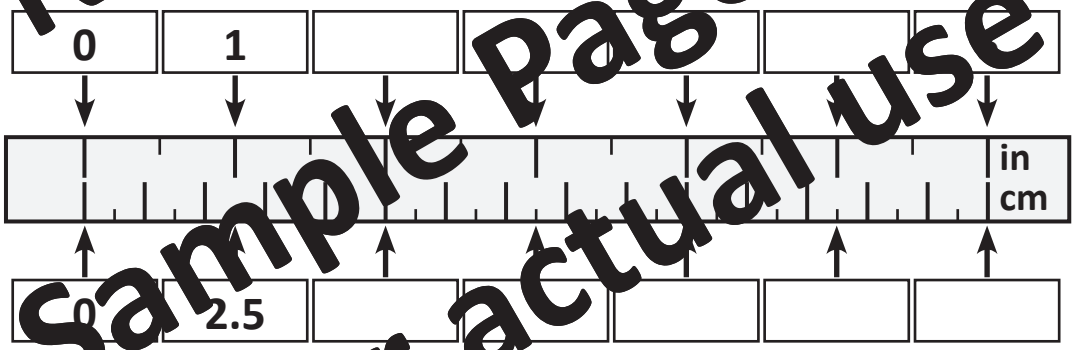
Teacher:

Year 5

For the questions here, use the approximate conections between the metric and imperial units to find your answers.

Length	1 inch (in) is about 2.5 centimetres (cm)
Weight	1 kilogram (kg) is about 2.2 pounds (lb)
Capacity	1 litre (l) is about 1.75 pints (pt)

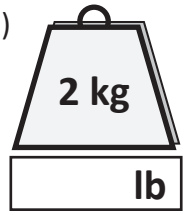
(1) Fill in the missing values on this ruler.

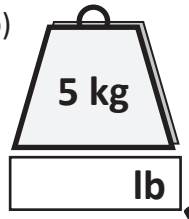


(2) Fill in the missing values in this table.

	Inches	Centimetres
(a)	7	
(b)	8	
(c)		25
(d)	10	
(e)	16	
(f)		27.5
(g)	30	
(h)		55
(i)		100
(j)	62	

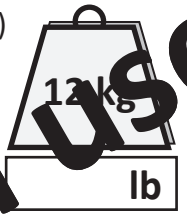
(3) For each of these weights, give their approximate value in pounds (lb).

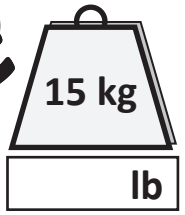
(a) 

(b) 

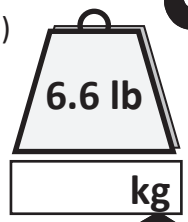
(c) 

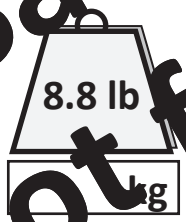
(d) 

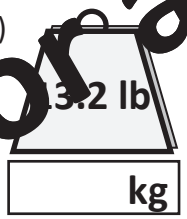
(e) 

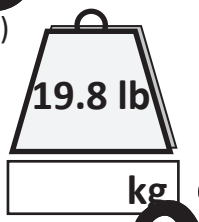
(f) 

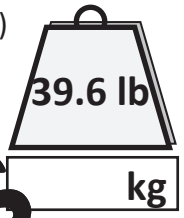
(4) For each of these weights, give their approximate value in kilograms (kg).

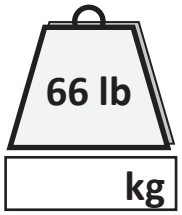
(a) 

(b) 

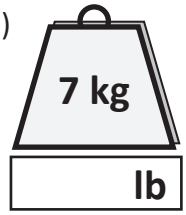
(c) 

(d) 

(e) 

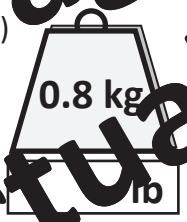
(f) 

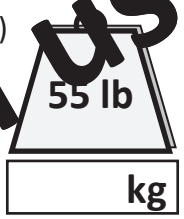
(5) Find the missing values under each of these weights.

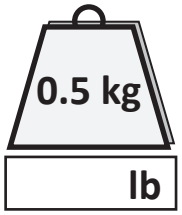
(a) 

(b) 

(c) 

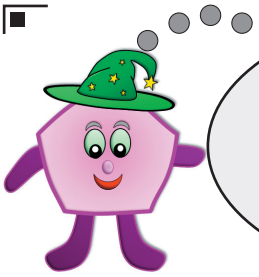
(d) 

(e) 

(f) 

(6) Fill in the missing values in this table to convert litres into pints.

	Litres	Pints
(a)	1	
(b)	2	
(c)	3	
(d)	4	
(e)	5	
(f)	6	
(g)	7	
(h)	8	
(i)	9	
(j)	10	
(k)	11	
(l)	12	



Maths Homework this week is about:

Perimeter of Rectilinear Shapes

Name:

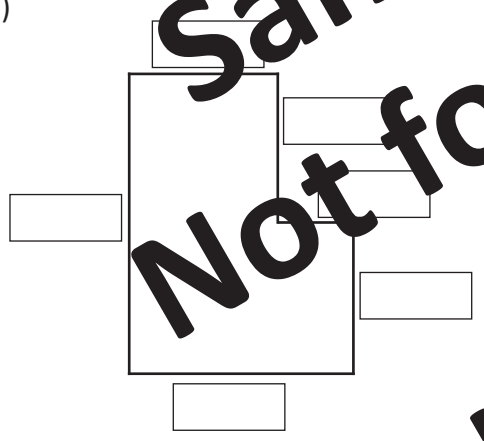
Date:

Teacher:

Year 5

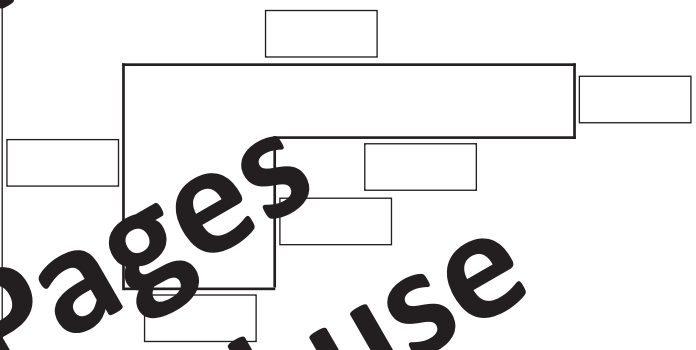
(1) For each of the shapes in this question, measure each side length, as a whole number of centimetres. Write the side lengths in the boxes, and then add these together to find the perimeter of each shape.

(a)



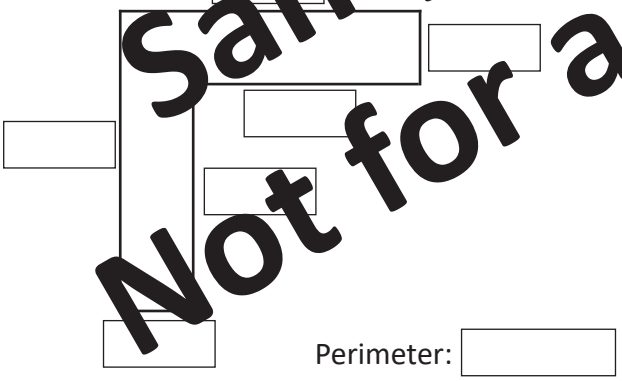
Perimeter:

(b)



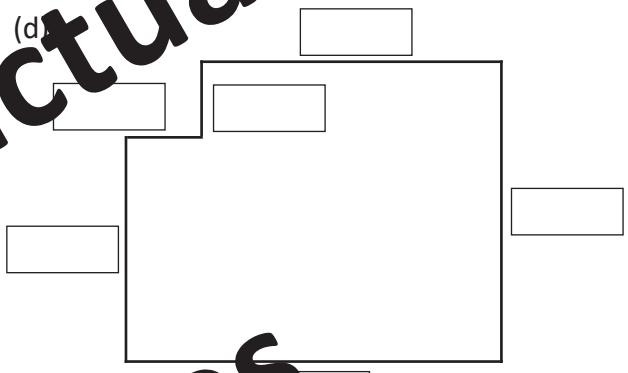
Perimeter:

(c)



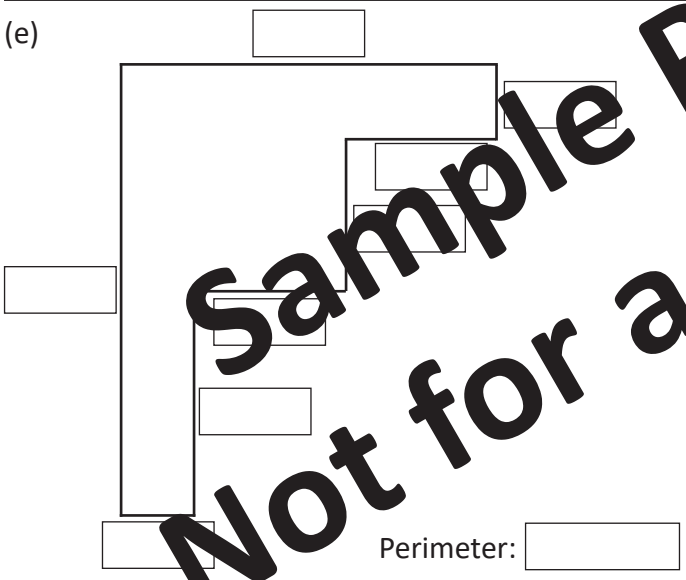
Perimeter:

(d)



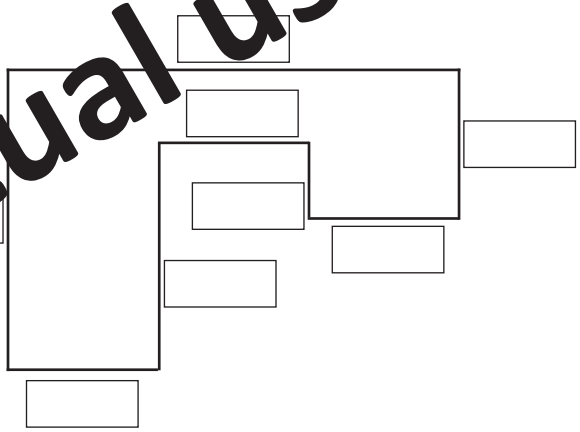
Perimeter:

(e)



Perimeter:

(f)

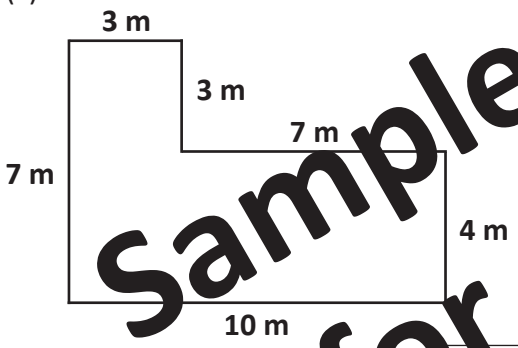


Perimeter:

(2) By adding together the side lengths, give the total perimeter of each shape in metres.

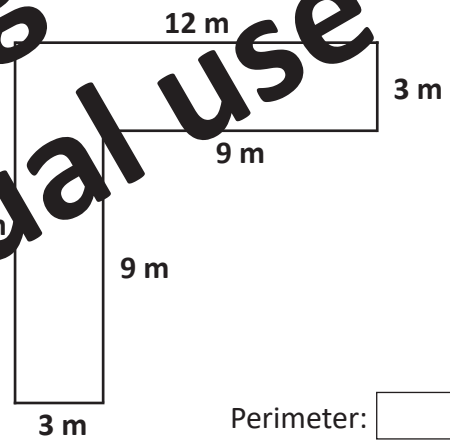
(a)

(c)



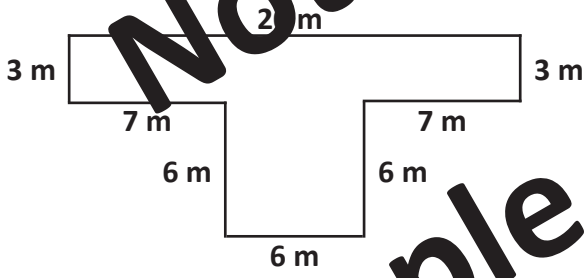
Perimeter:

(b)



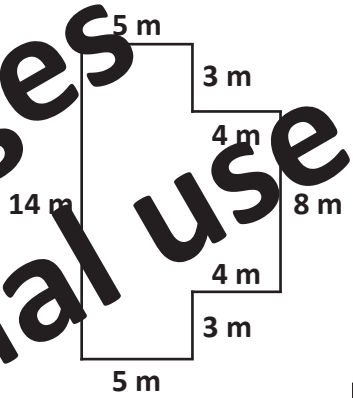
Perimeter:

(c)



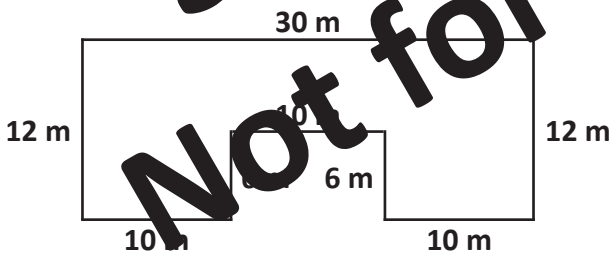
Perimeter:

(d)



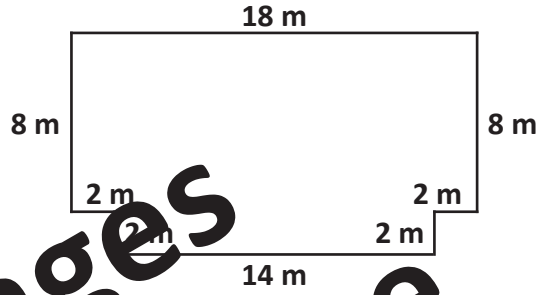
Perimeter:

(e)



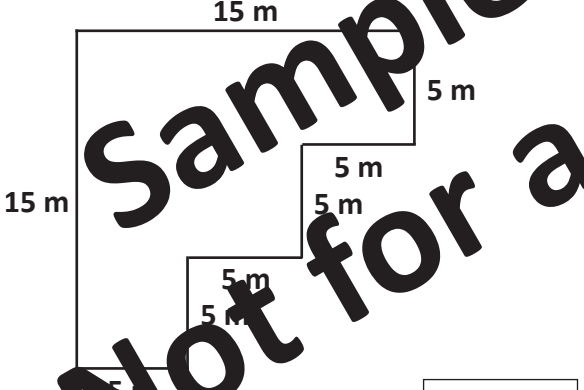
Perimeter:

(f)



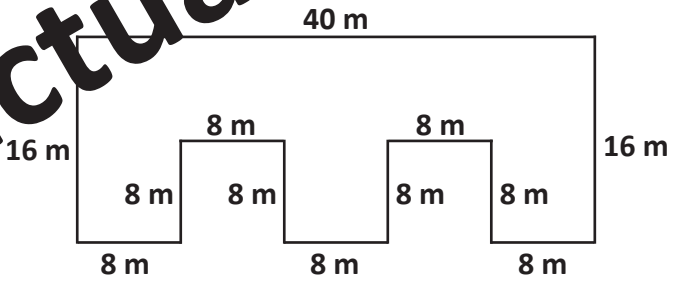
Perimeter:

(g)

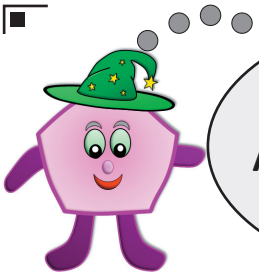


Perimeter:

(h)



Perimeter:



Maths Homework this week is about:

Areas of Rectangles and Estimating Areas

Name:

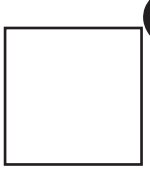
Date:

Teacher:

Year 5

(1) Work out the area of each of these squares and rectangles.
Show your working for each one.

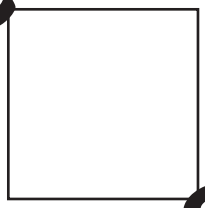
(a)



Working

Area =

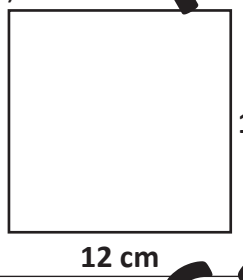
(b)



Working

Area =

(c)



Working

Area =

(d)

Working

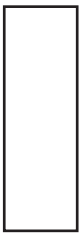
Area =

(e)

Working

Area =

(f)



Working

Area =

(g)

Working

Area =

(h)

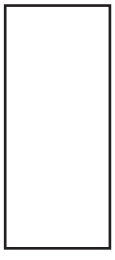
Working

Area =

(i)

Working

Area =

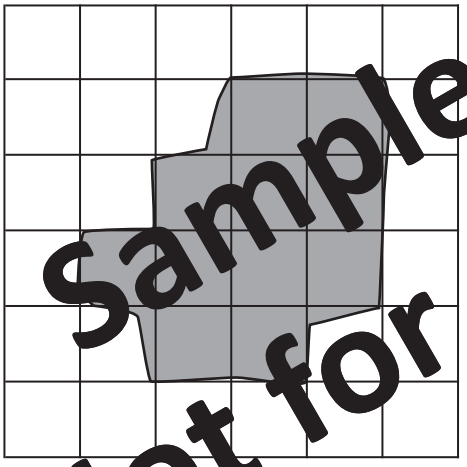


Working

Area =

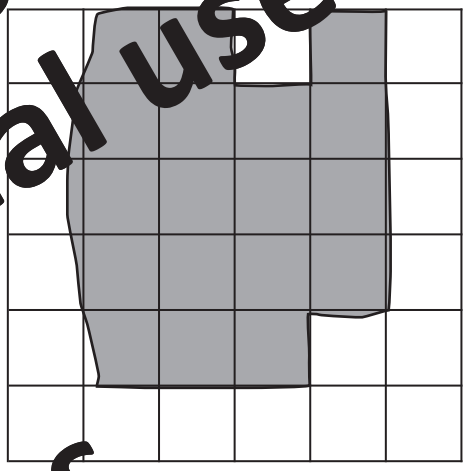
(2) These shapes are drawn on a grid of squares which are each 1cm by 1cm. By counting the squares which have have at least half of their area covered by the shape, estimate the area, in cm^2 of each shape.

(a)



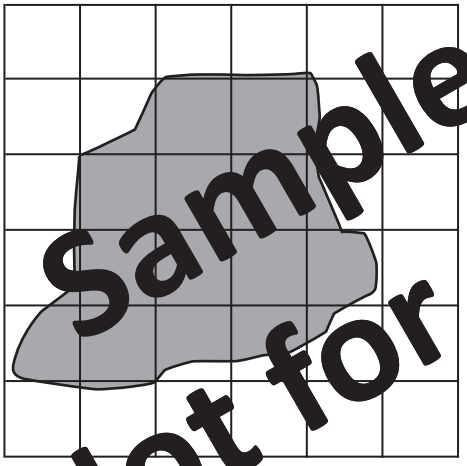
Area =

(b)



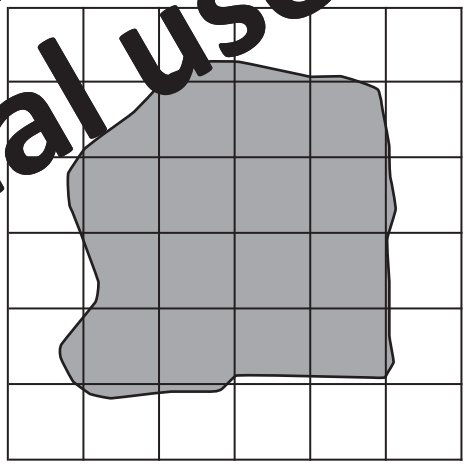
Area =

(c)



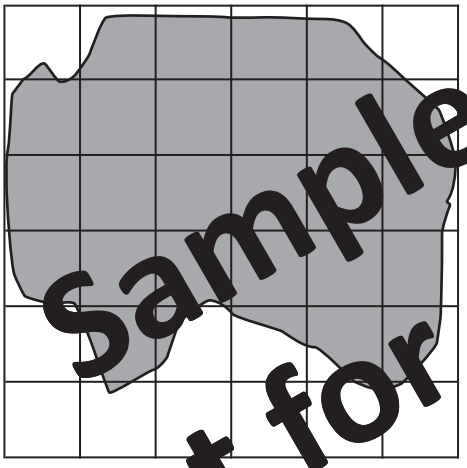
Area =

(d)



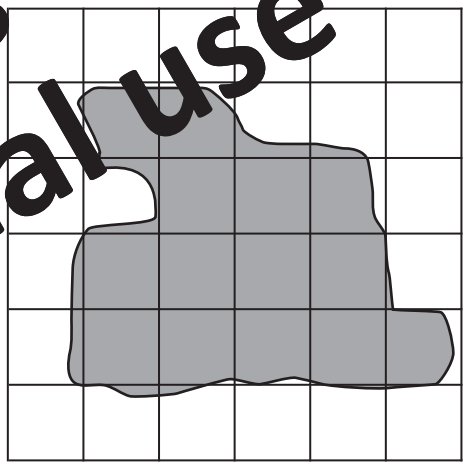
Area =

(e)

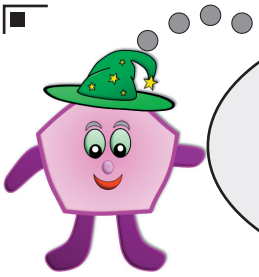


Area =

(f)



Area =



Maths Homework this week is about:

Converting between Units of Time

Name:

Date:

Teacher:

Year 5

(1) (a) How many days are there in 1 week?

(b) How many days are there in 4 weeks?

(c) 42 days is how many weeks?

(d) 63 days is how many weeks?

(2) This table shows the number of hours and minutes a pupil spent on sport in one week of their holidays. Change these times into minutes.

	Day	Hours and Minutes	Minutes
(a)	Monday	1 hour	
(b)	Tuesday	1 hour 24 minutes	
(c)	Wednesday	hours 36 minutes	
(d)	Thursday	2 hours 45 minutes	
(e)	Friday	3 hours minutes	
(f)	Saturday	2 hours 11 minutes	
(g)	Sunday	2 hours 26 minutes	

(3) Change each of these numbers of minutes into hours and minutes.

(a) **36** minutes → hours minutes

(b) **84** minutes → hours minutes

(c) **196** minutes → hours minutes

(d) **149** minutes → hours minutes

(e) **43** minutes → hours minutes

(f) **194** minutes → hours minutes

(g) **112** minutes → hours minutes

(h) **245** minutes → hours minutes

(i) **159** minutes → hours minutes

(j) **341** minutes → hours minutes

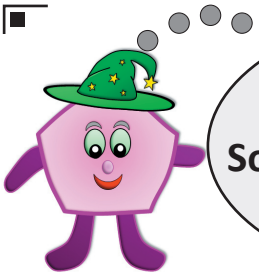
(4) **There are 60 seconds in a minute.**

Use this to fill in the missing values.

(a)	**2**	minutes	=		seconds
(b)	**1.5**	minutes	=		seconds
(c)		minutes	=	**300**	seconds
(d)		minutes	=	**90**	seconds
(e)	**3**	minutes	=		seconds
(f)		minutes	=	**150**	seconds
(g)	**25**	minutes	=		seconds
(h)		minutes	=	**420**	seconds
(i)		minutes	=	**15**	seconds
(j)	**1.25**	minutes	=		seconds

(5) Fill in the missing values in the following questions.

(a)	**8**	hours	=		minutes
(b)	**49**	days	=		weeks
(c)	**1**	fortnight	=		weeks
(d)	**300**	minutes	=		hours
(e)	**480**	seconds	=		minutes
(f)	**3**	weeks	=		days
(g)	**4800**	seconds	=		minutes
(h)	**10**	hours	=		minutes
(i)	**1**	fortnight	=		days
(j)	**140**	days	=		weeks
(k)	**1200**	minutes	=		hours
(l)	**9**	minutes	=		seconds
(m)	**8**	weeks	=		days
(n)	**20**	hours	=		minutes
(o)	**90**	minutes	=		seconds
(p)	**1**	leap year	=		days



Maths Homework this week is about:

Solving Problems involving Measures

Name:

Date:

Teacher:

Year 5

(1) Four children shared £30.00 equally. How much did they each receive?

Amount each:

(2) A tree was 1.25 m tall. If it grew by another 0.36 m, what was the new height?

New height:

(3) A bottle of lemonade contained 2000 ml. If Sue took 320 ml from the bottle, how much lemonade was left?

Amount of lemonade left:

(4) Six small cakes each weigh 25 g. How much do they weigh altogether?

Total weight:

(5) Helen saved £1.60 per week for 5 weeks. How much money did she save altogether?

Total amount saved:

(6) Find the total of these three weights.

Total weight:

(7) A length of wood was 236 cm long. 152 cm was cut off, what length of wood was left?

Length left:

(8) Sam decided to lose some weight. His starting weight was 96.5 kg, and he lost 17.3 kg.
What was his new weight?

New weight:

(9) A shopper bought three items with the following prices: £1.36, £2.79 and £4.63.
What was the total cost of these items?

Total cost:

(10) Rolls of ribbon each contain 135 cm of ribbon.
How many cm of ribbon is there altogether on 6 of these rolls?

Total length of ribbon:

(11) How many ml of milk is there altogether in 8 cartons which each contain 250 ml?

Total amount of milk:

(12) A computer was originally priced at £[illegible].
If it was reduced by £136 in a sale, what was the sale price?

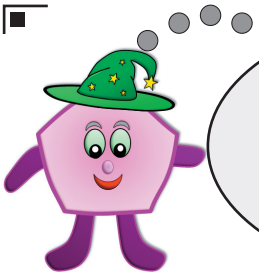
Sale price:

(13) A 756 ml jug of water is divided exactly into 6 glasses.
How many ml of water is in each glass?

Amount in each glass

(14) A pupil cut a length of string into 8 identical lengths.
If the string was originally 688 cm long, how long was each of the pieces?

Length of each piece:



Maths Homework this week is about:

Identifying 3D Shapes

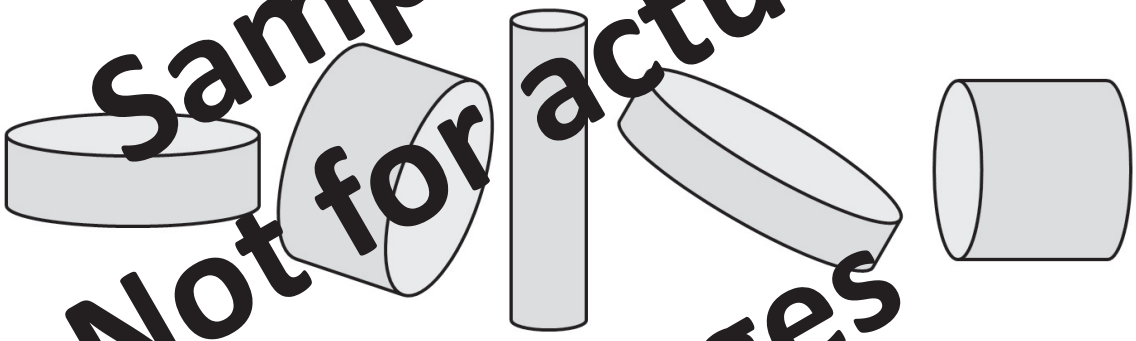
Name:

Date:

Teacher:

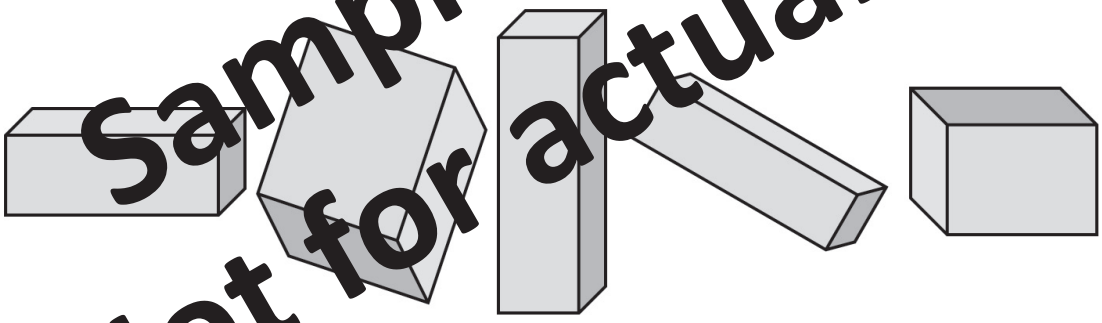
Year 5

(1) What is the name of the 3D shape in these diagrams?



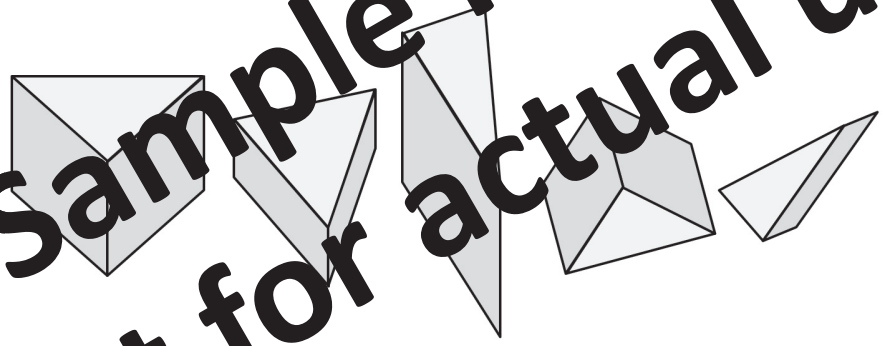
Each drawing is a:

(2) What is the name of the 3D shape in these diagrams?



Each drawing is a:

(3) What is the name of the 3D shape in these diagrams?



Each drawing is a:

(4) Give the best mathematical name for the solid in each of these puzzles.

(a)

Name of solid:

(b)

Name of solid:

(c)

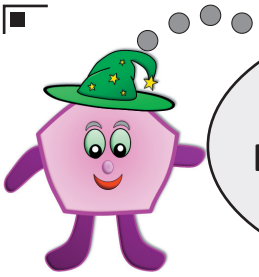
Name of solid:

(d)

Name of solid:

(5) What type of mathematical solid are these wooden shapes?

Each of these solids is a:



Maths Homework this week is about:

Drawing and Measuring Angles

Name:

Date:

Teacher:

Year 5

(a)

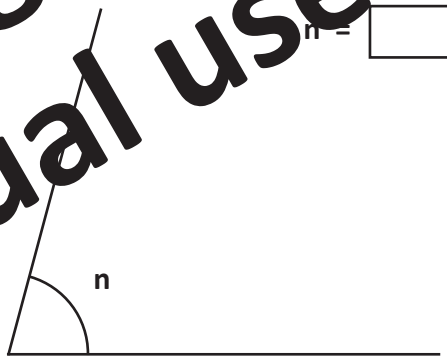
(1) Measure each of these angles using a protractor.

(a) t =

(b) c =

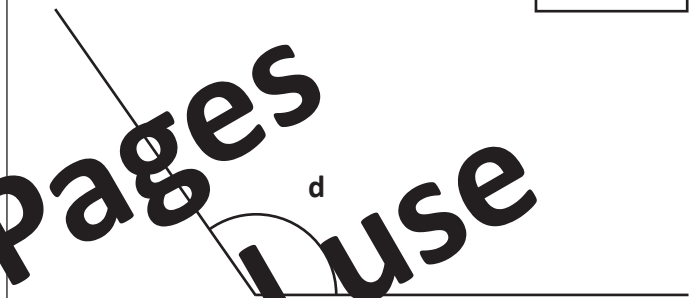
(c) r =

(d) n =

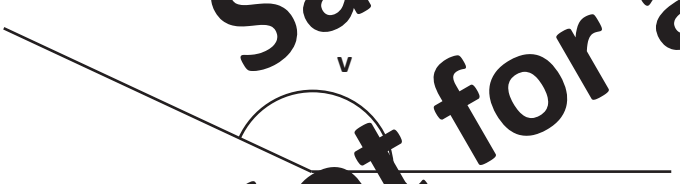


(e) e =

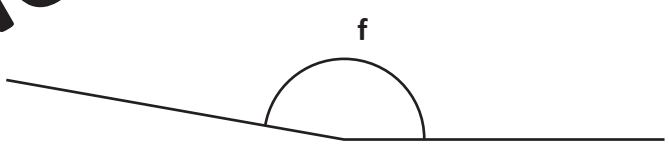
(f) d =



(g) v =



(h) f =



(2) Draw angles of the sizes asked. Draw your angle on the left hand side of the line given and label your angle with its size.

(a) **40°**

(b) **23°**

(c) **77°**

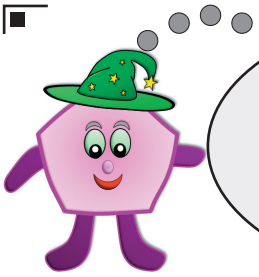
(d) **56°**

(e) **8°**

(f) **128°**

(g) **39°**

(h) **162°**



Maths Homework this week is about:

Calculating with Angles

Name:

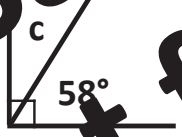
Date:

Teacher:

Year 5

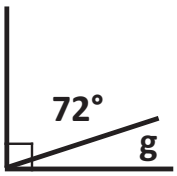
Find the size of the lettered angle in each question.

(1)



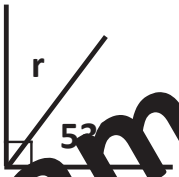
c =

(2)



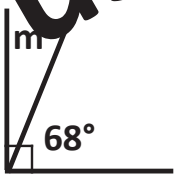
g =

(3)



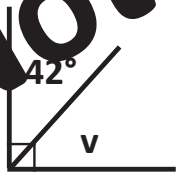
r =

(4)



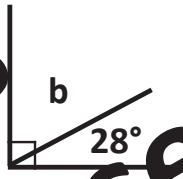
m =

(5)



v =

(6)

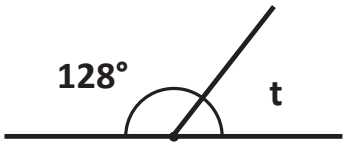


b =

(7)

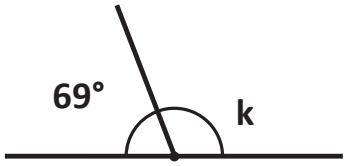
s =

(8)



t =

(9)

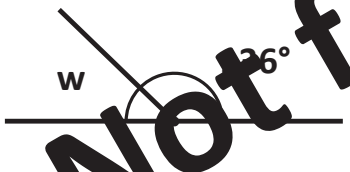


k =

(10)

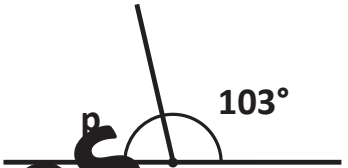
f =

(11)



w =

(12)

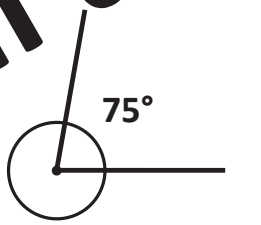


p =

(13)

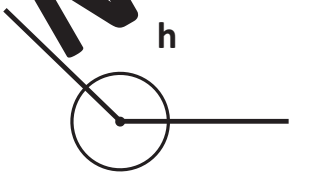
n =

(14)



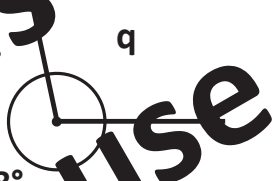
a =

(15)



h =

(16)

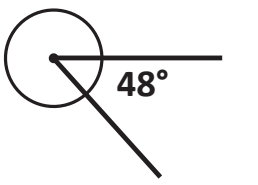


q =

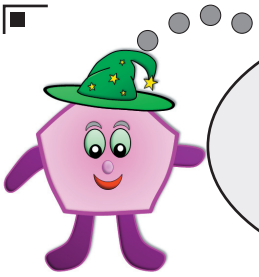
(17)

e =

(18)



m =



Maths Homework this week is about:

Reflections and Translations

Name:

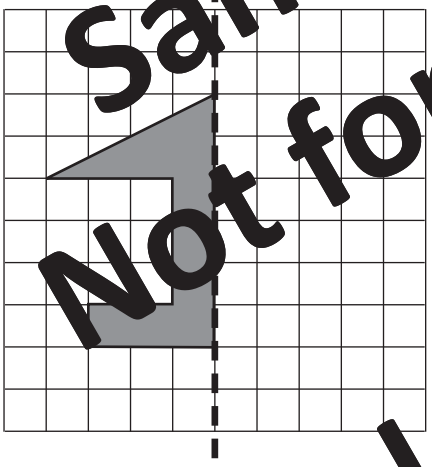
Date:

Teacher:

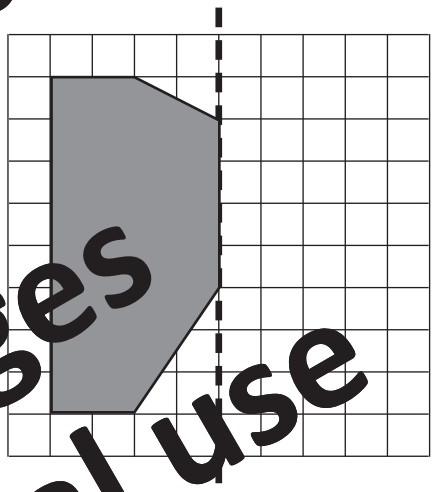
Year 5

(1) Reflect each shape in the dotted mirror line.

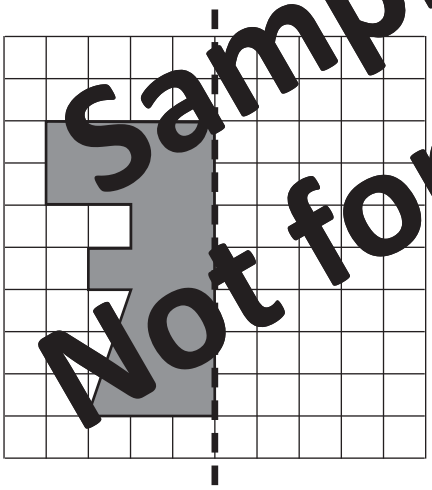
(a)

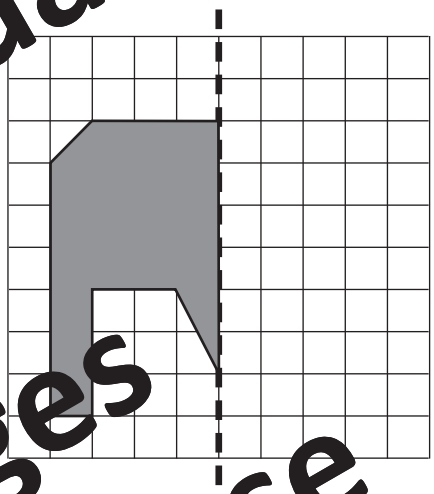


(b)

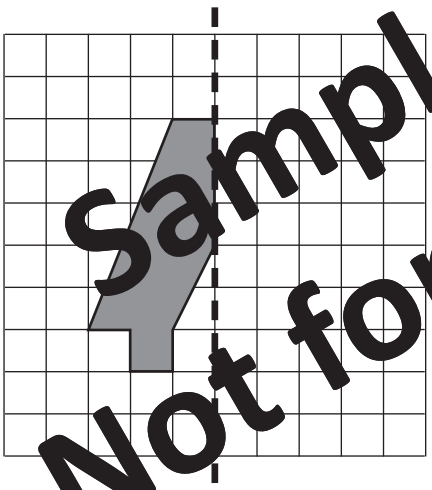


(c)

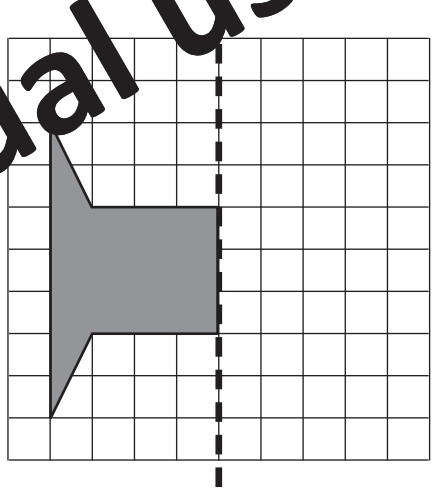




(e)

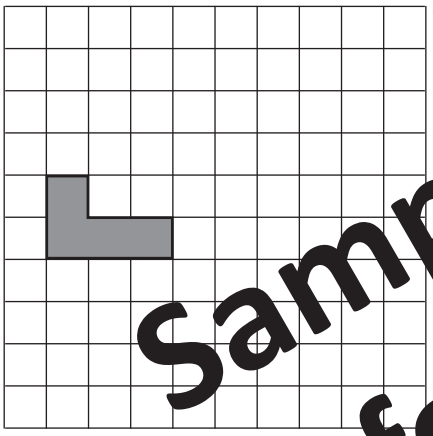


(f)



(2) Translate each shape using the instructions, and draw each answer on the grid.

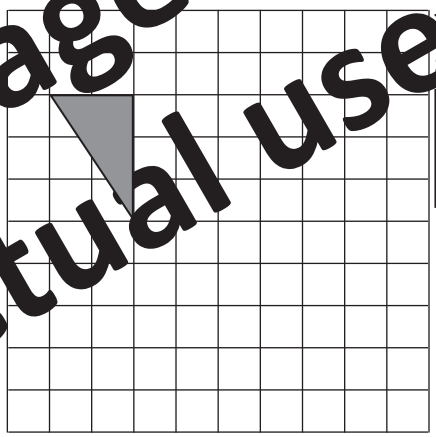
(a)



Translate this shape:

5 RIGHT
2 UP

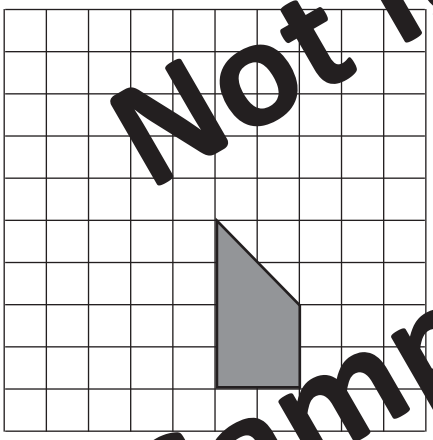
(b)



Translate this shape:

7 RIGHT
4 DOWN

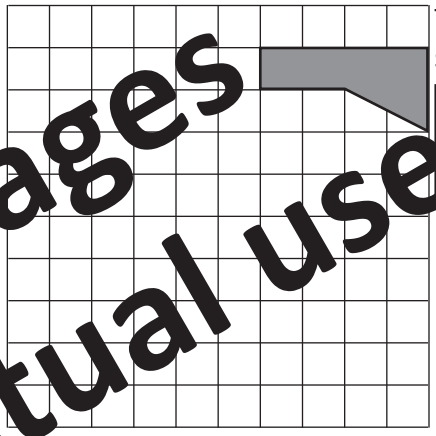
(c)



Translate this shape:

4 LEFT
4 UP

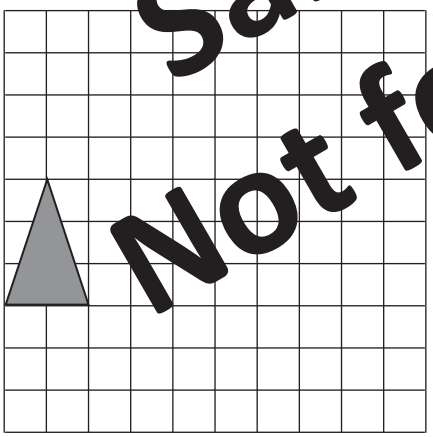
(d)



Translate this shape:

6 LEFT
5 DOWN

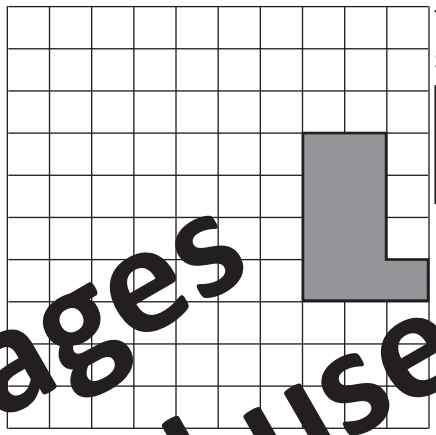
(e)



Translate this shape:

5 RIGHT
2 UP

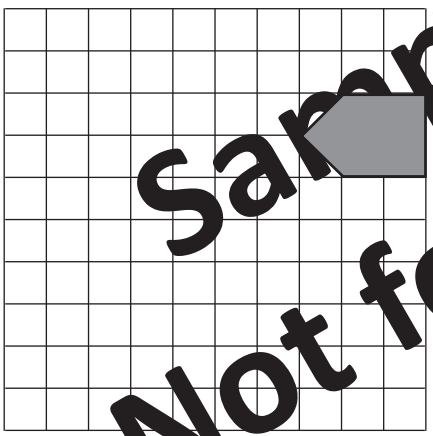
(f)



Translate this shape:

6 LEFT
1 UP

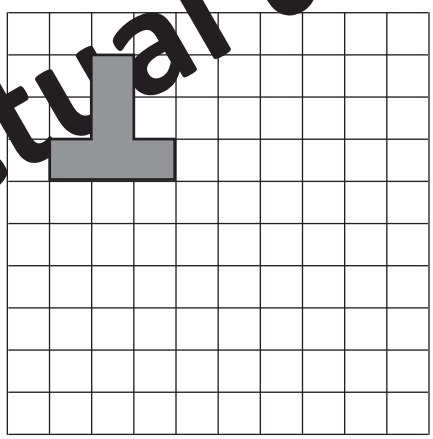
(g)



Translate this shape:

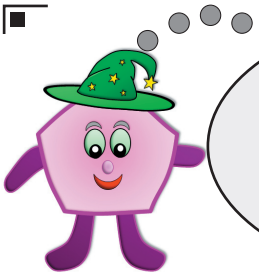
6 LEFT
2 DOWN

(h)



Translate this shape:

2 RIGHT
4 DOWN



Maths Homework this week is about:

Line Graph Problems

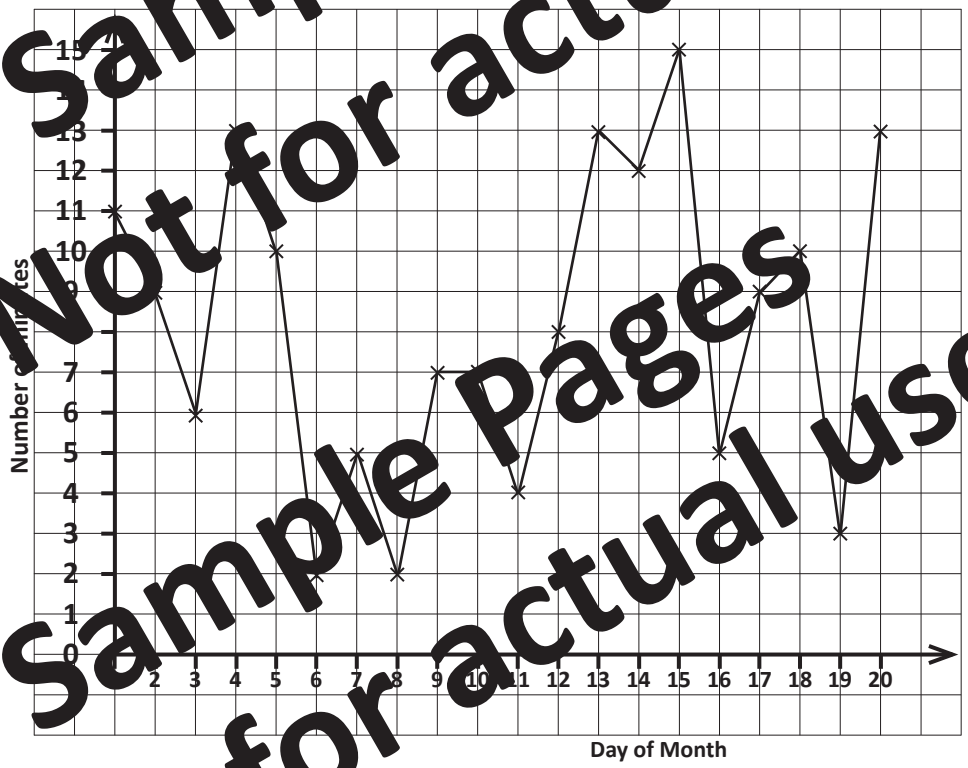
Name:

Date:

Teacher:

Year 5

(1) This line graph shows the number of minutes a pupil spent reading on each of the first 20 days of one month. Use this line graph to answer the questions below.



(a) How many minutes were spent reading on the 8th day of the month?

(b) On which day did the pupil spend the most time reading?

(c) Exactly 8 minutes were spent reading on which day of the month?

(d) On which two consecutive days were the same number of minutes spent reading?

(e) On which days of the month were exactly 10 minutes spent reading?

(f) How many minutes were spent reading on the 14th day of the month?

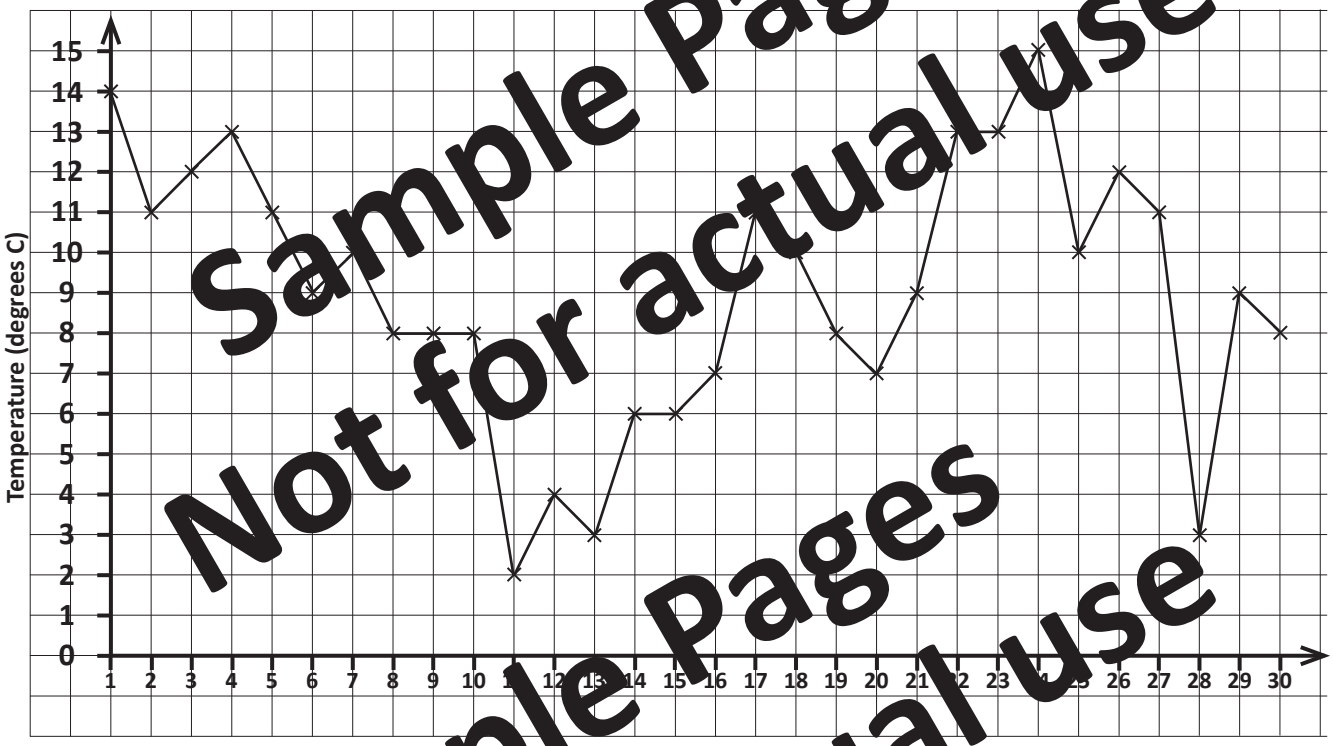
(g) On which other day were the same number of minutes spent reading as the number spent on the 2nd?

(h) On which day was one less minute spent reading than the number of minutes spent on the 4th?

(i) How many more minutes were spent reading on the 5th of the month than on the 6th?

(j) How many minutes were spent reading altogether on these 20 days?

(2) This line graph shows the temperature on each day of one month.
Use this line graph to answer the questions below.



(a) What was the lowest temperature during the month?

(b) On which day of the month did the lowest temperature occur?

(c) On which three consecutive days was the temperature the same?

(d) On which day of the month was the temperature 11°C?

(e) By how many degrees did the temperature drop between the 27th and 28th of the month?

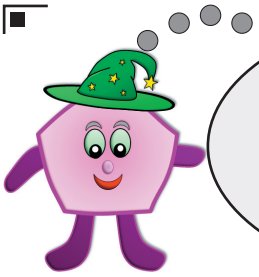
(f) What was the temperature on the 1st of the month?

(g) On which day of the month was the temperature the highest?

(h) On which day of the month was it 4°C?

(i) Give the temperature on the 16th of the month.

(j) Give the day of the month on which the temperature was 13°C.



Maths Homework this week is about:

Reading Information in Tables

Name:

Date:

Teacher:

Year 5

(1) This timetable shows the times of some buses from Bus Station to Octagon Park.
Use the timetable to answer the questions below.

Bus Station	07 05	08 14	09 36	10 32	11 56	13 10	14 22	15 23
Square Street	07 14	08 23	09 45	10 41	12 10	13 19	14 31	15 32
Circle Road	07 23	08 32	09 54	10 50	12 19	13 28	14 40	15 41
Triangle Drive	07 38	08 47	10 09	11 05	12 34	13 43	14 55	15 56
Hexagon Avenue	07 46	08 55	10 17	11 13	12 42	13 51	15 03	16 04
Pentagon Place	07 52	09 01	10 23	11 19	12 48	13 57	15 09	16 10
Octagon Park	08 00	09 09	10 32	11 27	12 52	14 [illegible]	15 17	16 16

(a) What time does the 09 36 from Bus Station arrive in Octagon Park?

(b) If you get on the bus at Square Street at 14 31, what time will you get to Hexagon Avenue?

(c) How many minutes does it take to get from Triangle Drive to Pentagon Place?

(d) If you miss the 08 14 bus from Bus Station by one minute, how long will you have to wait for the next bus?

(e) What time does the last bus on the timetable leave Circle Road for Octagon Park?

(f) If you want to be in Triangle Drive by 13 50, what time is the last bus you could catch from Bus Station?

(g) If you arrive at Circle Road at 10 30, how many minutes do you have to wait for the next bus to Octagon Park?

(h) From which place does a bus leave at 12 34?

(i) Where will the 14 22 from Bus Station be at 18 minutes after leaving Bus Station?

(j) What time did the bus which arrived in Octagon Park at 12 52 leave Bus Station?

(k) How many minutes does it take to get from Square Street to Hexagon Avenue on the first bus on the timetable?

(l) How many minutes does the 07 05 journey from Bus Station to Octagon Park take?

(2) This distance table shows the distances, in miles, between a number of places.
Use this table to find the distances between the places in each question.

Addport							
126	Takeley						
189	317	Sumingham					
414	299	406	Shareton				
91	208	184	395	Squareham			
288	297	302	359	262	Multipliham		
62	193	137	476	231	222	Fractionley	
136	261	257	541	263	329	117	Decimalton
139	271	212	332	66	325	89	109	Dividington

(a) It is ____ miles from Takeley to Sumingham.

(b) It is ____ miles from Shareton to Squareham.

(c) It is ____ miles from Fractionley to Dividington.

(d) It is ____ miles from Addport to Takeley.

(e) It is ____ miles from Sumingham to Fractionley.

(f) It is ____ miles from Addport to Dividington.

(g) It is ____ miles from Takeley to Multipliham.

(h) It is ____ miles from Multipliham to Decimalton.

(i) It is ____ miles from Shareton to Takeley.

(j) It is ____ miles from Decimalton to Shareton.

(k) It is ____ miles from Dividington to Sumingham.

(l) It is ____ miles from Squareham to Addport.

(m) It is ____ miles from Sumingham to Squareham.

(n) It is ____ miles from Fractionley to Multipliham.

(o) It is ____ miles from Squareham to Dividington.

(p) It is ____ miles from Shareton to Fractionley.

(q) It is ____ miles from Takeley to Dividington.

(r) It is ____ miles from Addport to Fractionley.

(s) It is ____ miles from Multipliham to Squareton.

(t) It is ____ miles from Decimalton to Takeley.

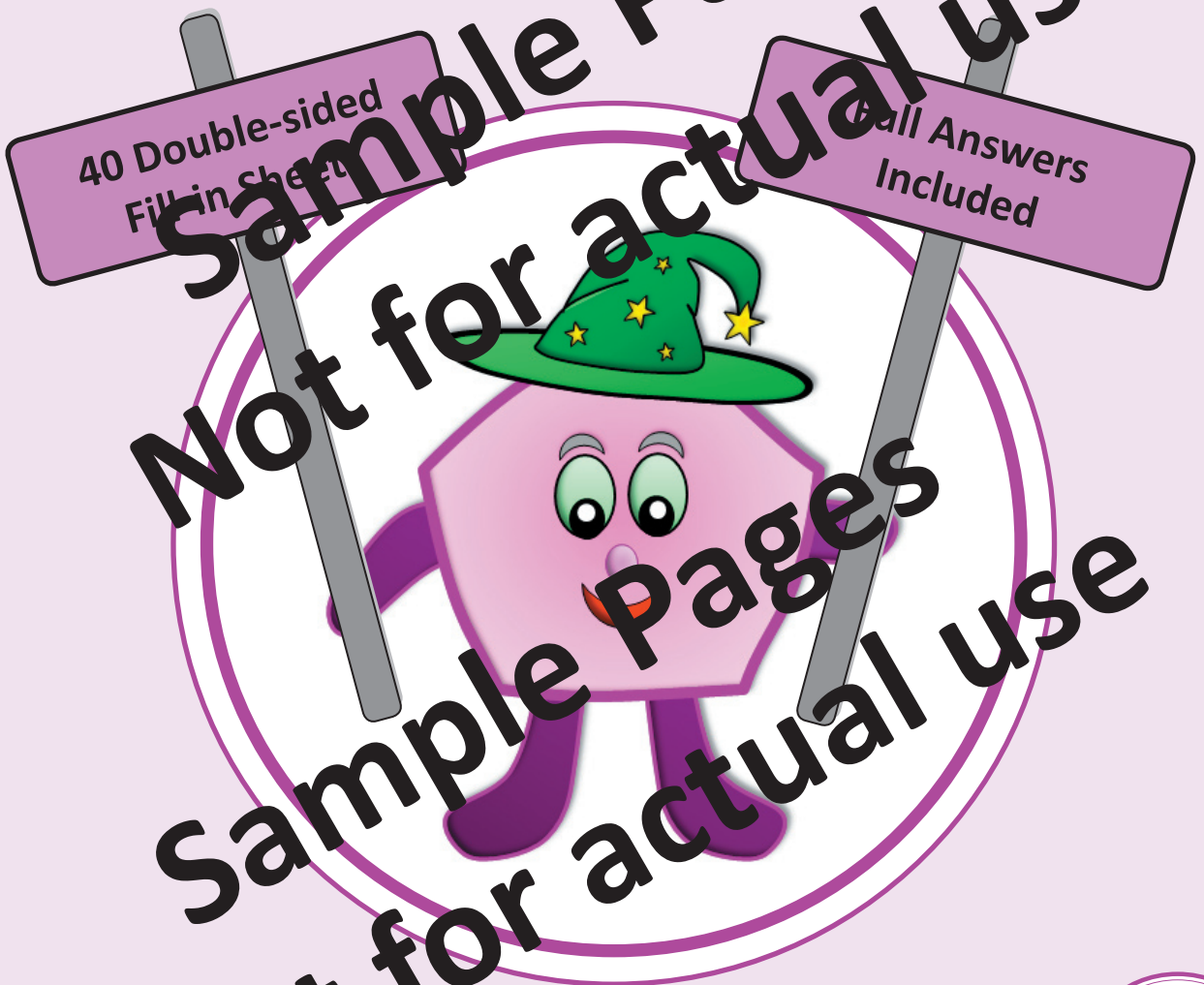
Maths Topics

Homework Sheets

for Year 5

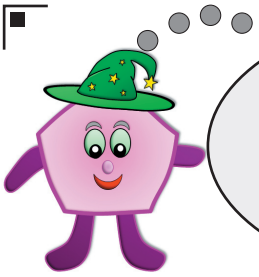
by

Brian Taylor



Answers

2021 Edition



Maths Homework this week is about:

Reading, Writing and Ordering Numbers

Answers

Date:

Teacher:

Year 5

(1) Write each of the numbers below in words.

(a) 99 — Ninety Nine

(b) 278 — Two hundred and seventy eight

(c) 487 — Four hundred and eighty seven

(d) 1 234 — One thousand, two hundred and thirty four

(e) 2 046 — Two thousand and forty six

(f) 7 912 — Seven thousand, nine hundred and twelve

(g) 10 043 — Ten thousand and forty three

(h) 23 032 — Twenty three thousand and thirty two

(i) 420 306 — Four hundred and twenty thousand, three hundred and six

(2) Write each of these numbers in digits.

(a) Eighty three — 83

(b) Ninety five — 95

(c) One hundred and five — 105

(d) Six hundred and forty eight — 648

(e) Eight hundred and thirty seven — 837

(f) One thousand, nine hundred and twenty six — 1 926

(g) Three thousand, two hundred and five — 3 205

(h) Seven thousand, three hundred and sixteen — 7 316

(i) Twelve thousand, four hundred and twenty eight — 12 428

(3) Write the biggest number from each list in the box.

(a)	868	886	879	[illegible]	896	897
(b)	938	983	979	[illegible]	937	983
(c)	10 999	11 197	[illegible]	11 797	[illegible]	11 797
(d)	21 864	20 [illegible]	23 021	21 [illegible]	22 648	23 021
(e)	16 724	[illegible]	16 742	[illegible]	16 274	16 742

(4) For each of these numbers, give the value of the underlined digit.

	Number	Value of Underlined Digit
eg:	3<u>2</u>5	20
(a)	[illegible]	700
(b)	3<u>6</u>6	6
(c)	1<u>2</u>9	20
(d)	<u>5</u> 481	5 000
(e)	7 <u>4</u>56	400
(f)	[illegible]324	1 000
(g)	9<u>2</u> [illegible]23	90 000
(h)	6<u>3</u> 754	3 000
(i)	<u>4</u>5 677	40 000
(j)	[illegible]	800 000

(5) Write each set of numbers in order in the columns, starting with the lowest number.

(a)

209
217
238
337
343

(b)

463
489
588
592
597

(c)

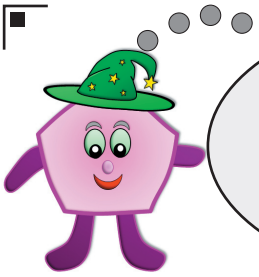
397
1 027
1 068
1 194
1 409

(d)

3 897
3 978
3 987
3 998
3 999

(e)

1 428
1 429
1 563
1 575
1 674



Maths Homework this week is about:

Counting Forwards and Backwards

Answers

Date:

Teacher:

Year 5

(1) Fill in the missing numbers in the boxes by counting forwards and backwards as asked.

(a)

- 10	- 10	- 10	+ 10	+ 10	+ 10
57	67	77	87	97	107	117

(b)

- 10	- 10	- 10	+ 10	+ 10	+ 10
216	226	236	246	256	266	276

(c)

- 10	- 10	- 10	+ 10	+ 10	+ 10
289	299	309	319	329	339	349

(d)

- 100	- 100	- 100	+ 100	+ 100	+ 100
425	525	625	725	825	925	1 025

(e)

- 100	- 100	- 100	+ 100	+ 100	+ 100
4 532	4 632	4 732	4 832	4 932	5 032	5 132

(f)

- 100	- 100	- 100	+ 100	+ 100	+ 100
1 978	2 078	2 178	2 278	2 378	2 478	2 578

(g)

- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
1 093	2 093	3 093	4 093	5 093	6 093	7 093

(h)

- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
9 413	10 413	11 413	12 413	13 413	14 413	15 413

(i)

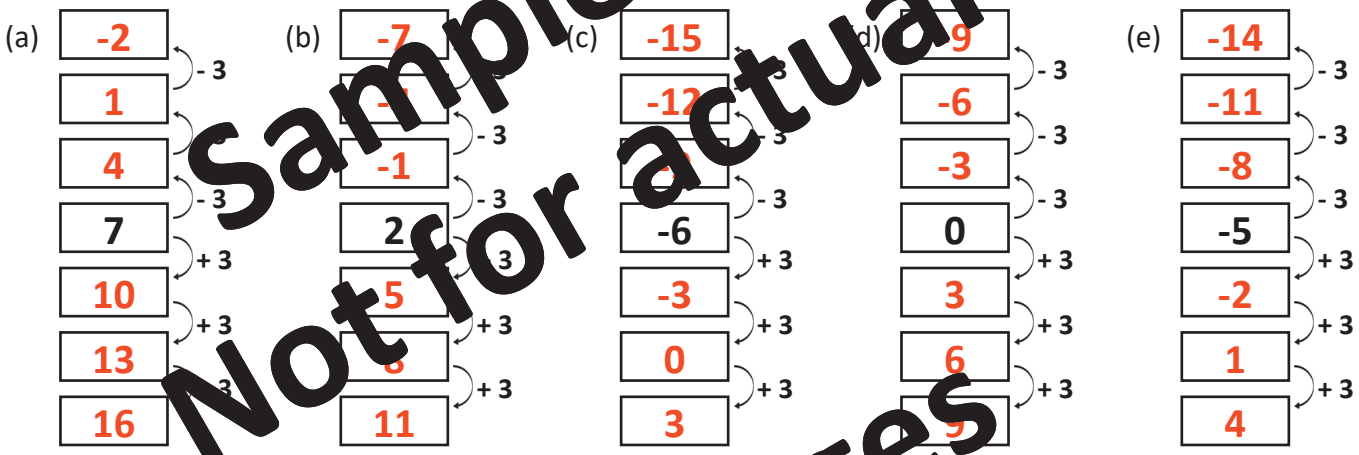
- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
45 267	46 267	47 267	48 267	49 267	50 267	51 267

(j)

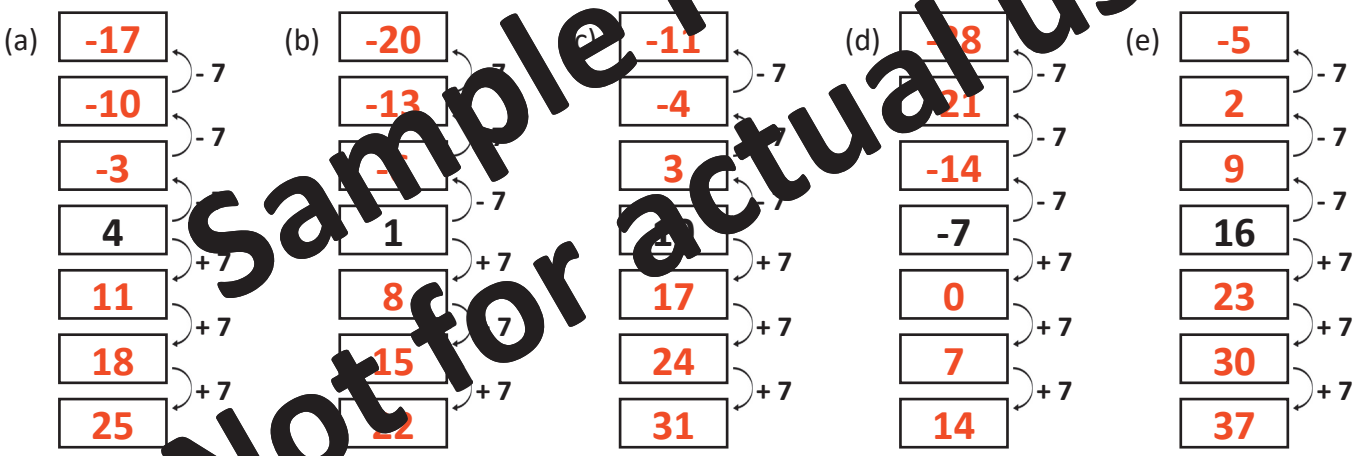
- 1000	- 1000	- 1000	+ 1000	+ 1000	+ 1000
194 605	195 605	196 605	197 605	198 605	199 605	200 605

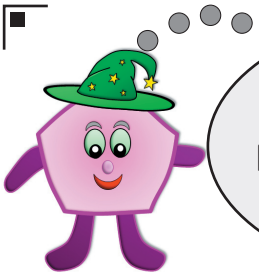
(2) Fill in the missing numbers in the boxes by counting forwards and backwards in 1000s.

(3) Add 3 or take 3, as asked in each of these number ladders



(4) Add 7 or take 7, as asked in each of these number ladders





Maths Homework this week is about:

Rounding Numbers and Solving Problems

Answers

Date:

Teacher:

Year 5

(1) Round each of these numbers to the nearest 10.

(a) 362 → 360 to the nearest 10

(b) 537 → 540 to the nearest 10

(c) 1 688 → 1 690 to the nearest 10

(d) 4 392 → 4 390 to the nearest 10

(e) 26 835 → 26 830 to the nearest 10

(f) 45 444 → 45 440 to the nearest 10

(g) 472 168 → 472 170 to the nearest 10

(h) 931 731 → 931 730 to the nearest 10

(2) Round each of these numbers to the nearest 100.

(a) 637 → 600 to the nearest 100

(b) 485 → 500 to the nearest 100

(c) 2 817 → 2 800 to the nearest 100

(d) 3 472 → 3 500 to the nearest 100

(e) 6 965 → 7 000 to the nearest 100

(f) 13 156 → 13 200 to the nearest 100

(g) 86 249 → 86 200 to the nearest 100

(h) 356 872 → 356 900 to the nearest 100

(3) Round each of these numbers as asked.

(a) 7 243 → 7 000 to the nearest 1 000

(b) 3 621 → 4 000 to the nearest 1 000

(c) 29 463 → 30 000 to the nearest 10 000

(d) 52 724 → 50 000 to the nearest 10 000

(e) 31 874 → 32 000 to the nearest 1 000

(f) 384 651 → 400 000 to the nearest 100 000

(g) 162 743 → 160 000 to the nearest 10 000

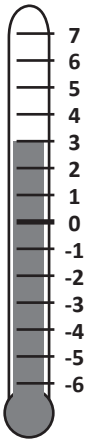
(h) 1 683 928 → 1 700 000 to the nearest 100 000

(i) 41 638 → 42 000 to the nearest 1 000

(j) 675 832 → 680 000 to the nearest 10 000

(4) For each of these thermometers, give the new temperature after each given change in temperature.

(a)



Temperature **drops** by **8°C**

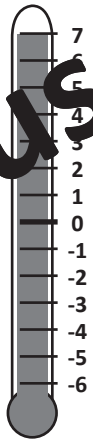
New Temperature **-5°C**

(b)

Temperature **drops** by **10°C**

New Temperature **-4°C**

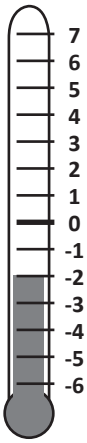
(c)



Temperature **drops** by **5°C**

New Temperature **2°C**

(d)



Temperature **rises** by **8°C**

New Temperature **4°C**

(e)

Temperature **rises** by **12°C**

New Temperature **6°C**

(f)

Temperature **rises** by **3°C**

New Temperature **-2°C**

(5) Give each of these weights to the accuracy asked for.

(a) **87 g** — to nearest 10g — **90 g**

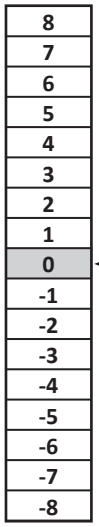
(b) **329 g** — to nearest 100g — **300 g**

(c) **289 g** — to nearest 100g — **300 g**

(d) **92 g** — to nearest 10g — **90 g**

(e) **550 g** — to nearest 100g — **600 g**

(6) Say which floor each lift ends up on after the rise or descent given.



(a) Start Floor **4**; Descend **8** Levels; End Floor **-4**

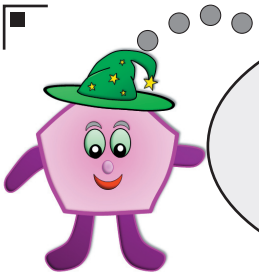
(b) Start Floor **-5**; Rises **4** Levels; End Floor **-1**

(c) Start Floor **-7**; Rises **11** Levels; End Floor **4**

(d) Start Floor **7**; Descend **4** Levels; End Floor **3**

(e) Start Floor **-6**; Rises **10** Levels; End Floor **4**

(f) Start Floor **-8**; Rises **5** Levels; End Floor **-3**



Maths Homework this week is about:

Roman Numerals

Answers

Date:

Teacher:

Year 5

(1) The Romans has their own names for English towns and cities. These signs give the distances to various towns (with their Roman names in Roman Numerals). Give the distance on each sign using digits.

(a) Deva Victrix XIV / Chester 14

(b) Eboracum XIX / York 19

(c) Aqua Sulis XXI / Bath 21

(d) Luguvalium XXV / Carlisle 25

(e) Londinium XXXI / London 31

(f) Coria XXXVI / Corbridge 36

(g) Danum XLVIII / Doncaster 48

(h) Durnovaria L / Dorchester 50

(i) Mamucium LXVI / Manchester 66

(j) Leodis LXXXVII / Leeds 87

(k) Calcaria XCIII / Tadcaster 93

(l) Pons Aelius XCIX / Newcastle 99

(2) Write each of these years in Roman Numerals.

(a) 1066 MLXVI

(b) 1074 MLXXIV

(c) 1185 MCLXXXV

(d) 1222 MCCXXII

(e) 1419 MCDXIX

(f) 1536 MDXXXVI

(g) 1649 MDCXLIX

(h) 1735 MDCCXXXV

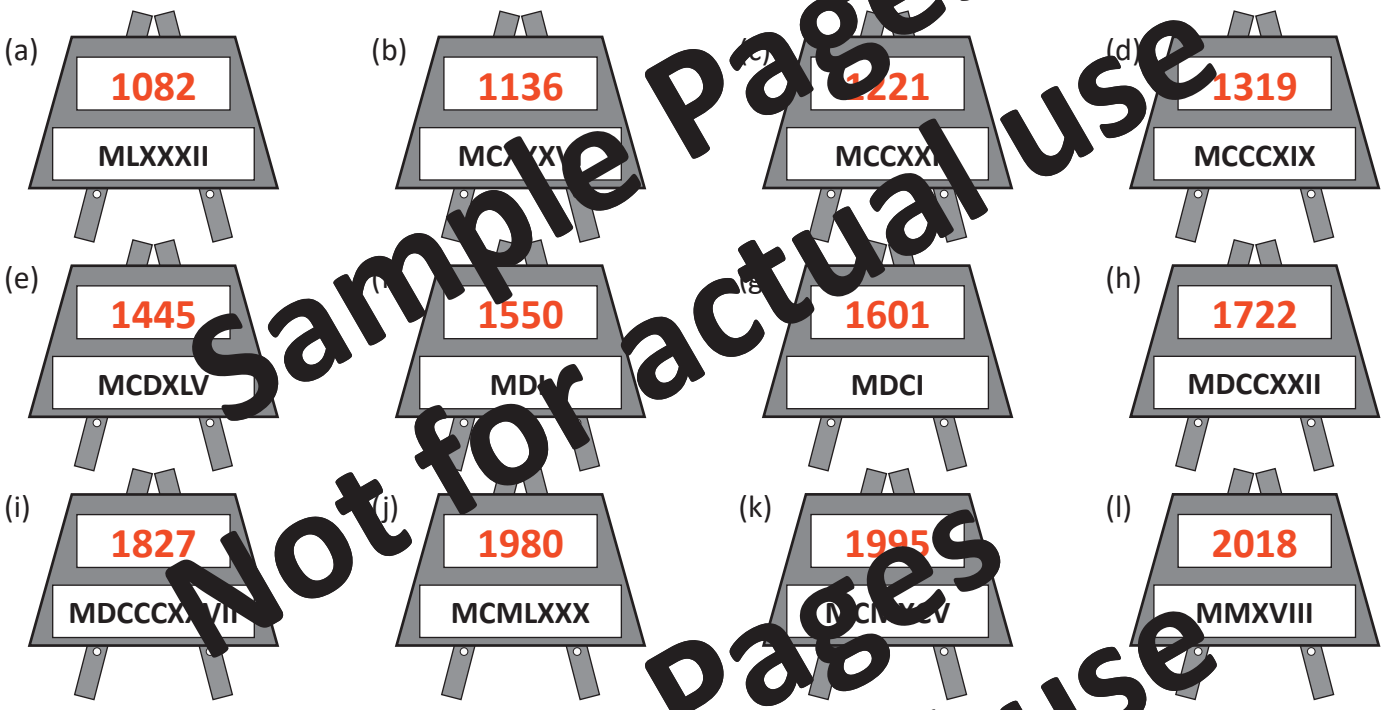
(i) 1899 MDCCCXCIX

(j) 1964 MCMLXIV

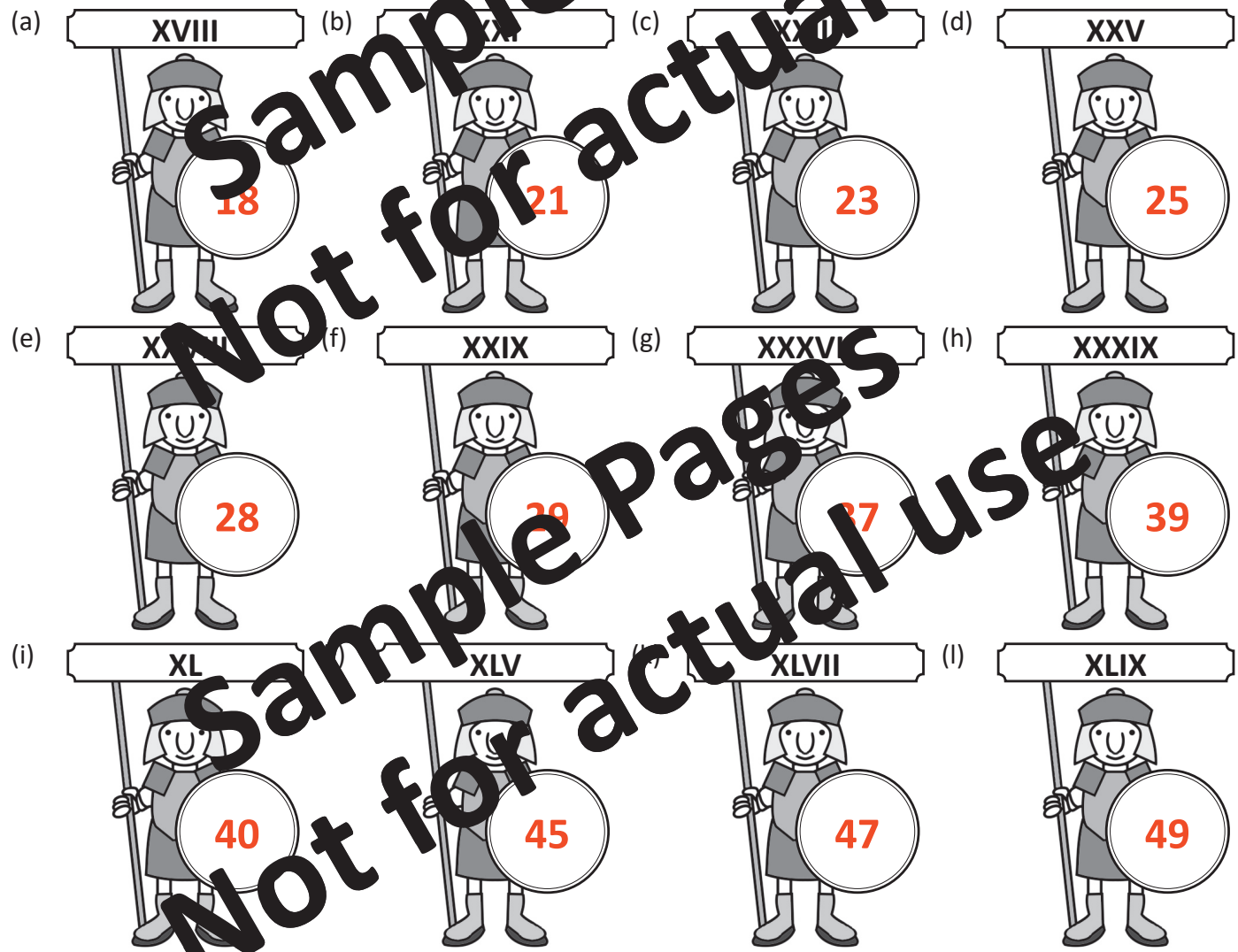
(k) 2001 MMI

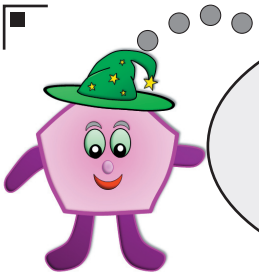
(l) 2010 MMX

(3) Which years are shown in Roman Numerals?



(4) Write the ages of each of these soldiers in Roman Numerals.





Maths Homework this week is about:

Adding Whole Numbers

Answers

Date:

Teacher:

Year 5

For each question add the numbers, showing your working.

(1)

$$\begin{array}{r} 2\,3\,1\,4\,2 \\ +\;6\,1\,7\,5\,3 \\ \hline 8\,4\,8\,9\,5 \end{array}$$

(2)

$$\begin{array}{r} 3\,0\,9\,5\,2 \\ +\;4\,2\,0\,3\,7 \\ \hline 7\,2\,9\,8\,9 \end{array}$$

(3)

$$\begin{array}{r} 5\,1\,7\,6\,3 \\ +\;2\,6\,2\,3\,3 \\ \hline 7\,7\,9\,9\,6 \end{array}$$

(4)

$$\begin{array}{r} 3\,1\,7\,7\,3 \\ +\;2\,5\,6\,6\,3 \\ \hline 5\,7\,4\,3\,6 \\ \;\;1\;1 \end{array}$$

(5)

$$\begin{array}{r} 8\,4\,3\,5\,4 \\ +\;2\,3\,2\,8\,5 \\ \hline 1\,0\,3\,6\,4\,9 \\ \;1\;\;\;1 \end{array}$$

(6)

$$\begin{array}{r} 2\,6\,9\,7\,1 \\ +\;4\,9\,8\,9\,5 \\ \hline 7\,6\,8\,6\,6 \\ \;1\;1\;1 \end{array}$$

(7)

$$\begin{array}{r} 9\,7\,8\,1 \\ +\;7\,4\,4\,2\,6 \\ \hline 1\,6\,8\,2\,0\,7 \\ \;\;\;1\;1 \end{array}$$

(8)

$$\begin{array}{r} 2\,4\,3\,8\,8 \\ +\;8\,1\,7\,7\,5 \\ \hline 1\,0\,6\,1\,6\,3 \\ \;\;\;1\;1\;1 \end{array}$$

(9)

$$\begin{array}{r} 1\,3\,4\,3\,9 \\ +\;2\,6\,8\,2\,8 \\ \hline 4\,0\,2\,6\,7 \\ \;1\;1\;\;\;1 \end{array}$$

(10)

$$\begin{array}{r} 5\,6\,4\,5\,4 \\ +\;8\,9\,2\,5\,3 \\ \hline 1\,4\,5\,7\,0\,7 \\ \;1\;\;\;1 \end{array}$$

(11)

$$\begin{array}{r} 6\,2\,3\,6\,0 \\ +\;4\,8\,5\,8\,8 \\ \hline 1\,1\,0\,9\,4\,8 \\ \;1\;\;\;1 \end{array}$$

(12)

$$\begin{array}{r} 2\,6\,1\,2\,5 \\ +\;9\,3\,8\,3\,6 \\ \hline 1\,1\,9\,9\,6\,1 \\ \;\;\;\;\;1 \end{array}$$

(13)

	2	6	3	1	4	5
+	3	2	4	7	2	3
	5	8	7	8	6	8

(14)

	7	6	2	2	1	2
+	1	3	3	4	7	2
	8	9	5	6	8	4

(15)

	2	8	4	7	7	5
+	1	6	3	8	5	6
	4	4	8	6	3	1
	1		1	1	1	

(16)

	1	7	6	4	3	4
+	5	2	9	3	4	7
	7	0	5	7	8	1
	1	1			1	

(17)

	2	7	8	6	9	1
+	4	1	9	3	0	8
	6	9	7	9	9	9
		1				

(18)

	2	8	3	5	8	7
+	6	9	2	6	8	4
	9	7	6	2	7	1
	1		1	1	1	

(19)

	1	9	6	3	2	3
+	7	8	4	2	6	5
	9	8	0	5	8	9
	1	1				

(20)

	4	3	6	4	9	8
+	1	9	5	4	1	5
	6	3	1	9	1	3
	1	1		1	1	

(21)

	2	0	4	3	3	
	1	2	1	4	4	
+	2	4	3	1		
	5	9	3	8	8	
		1				

(22)

		1	2	4	6	3
		3	2	7	9	1
+		8	0	3	1	6
	1	2	5	5	7	0
			1	1	1	

(23)

		3	2	1	4	6
		6	4	8	9	2
+		3	6	2	4	4
	1	3	3	2	8	2
		1	1	1	1	

(24)

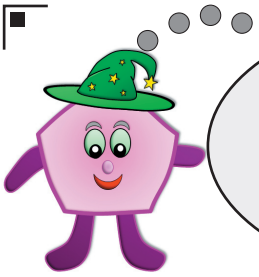
		4	2	1	6	3
		8	1	6	5	7
+		2	9	1	3	1
	1	5	2	9	5	1
		1		1	1	

(25)

		8	0	8	0	9
		2	3	2	3	2
+		6	4	6	2	6
	1	6	8	6	6	7
			1		1	

(26)

		9	9	9	9	9
		8	8	8	8	8
+		7	7	7	7	7
	2	6	6	6	6	4
		2	2	2	2	



Maths Homework this week is about:

Subtracting Whole Numbers

Answers

Date:

Teacher:

Year 5

For each question, subtract the numbers, showing your working.

(1) 337 − 225 = 412

(2) 863 − 426 = 437

(3) 762 − 415 = 347

(4) 893 − 468 = 425

(5) 956 − 281 = 675

(6) 823 − 487 = 136

(7) 9536 − 5214 = 4322

(8) 8264 − 5130 = 3134

(9) 2865 − 1342 = 1523

(10) 8726 − 5409 = 3317

(11) 7008 − 4562 = 2446

(12) 9305 − 6798 = 2507

(13) 8462 − 6951 = 1511

(14) 9248 − 6235 = 3013

(15) 9391 − 7563 = 1828

(16)
$$\begin{array}{r} 26153 \\ -\ 15021 \\ \hline 11132 \end{array}$$

(17)
$$\begin{array}{r} 46587 \\ -\ 15112 \\ \hline 31475 \end{array}$$

(18)
$$\begin{array}{r} 94738 \\ -\ 42211 \\ \hline 52527 \end{array}$$

(19)
$$\begin{array}{r} 92929 \\ -\ 29292 \\ \hline 63637 \end{array}$$

(20)
$$\begin{array}{r} 43862 \\ -\ 17598 \\ \hline 26264 \end{array}$$

(21)
$$\begin{array}{r} 68493 \\ -\ 51642 \\ \hline 16851 \end{array}$$

(22)
$$\begin{array}{r} 84165 \\ -\ 38243 \\ \hline 45922 \end{array}$$

(23)
$$\begin{array}{r} 42630 \\ -\ 21746 \\ \hline 20884 \end{array}$$

(24)
$$\begin{array}{r} 84693 \\ -\ 37285 \\ \hline 47408 \end{array}$$

(25)
$$\begin{array}{r} 862934 \\ -\ 531527 \\ \hline 331407 \end{array}$$

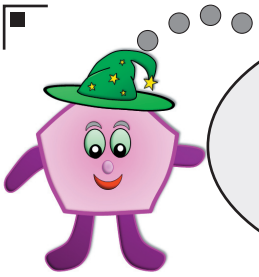
(26)
$$\begin{array}{r} 526841 \\ -\ 418265 \\ \hline 108576 \end{array}$$

(27)
$$\begin{array}{r} 729483 \\ -\ 268497 \\ \hline 460986 \end{array}$$

(28)
$$\begin{array}{r} 834627 \\ -\ 629385 \\ \hline 205242 \end{array}$$

(29)
$$\begin{array}{r} 964725 \\ -\ 168472 \\ \hline 796253 \end{array}$$

(30)
$$\begin{array}{r} 724638 \\ -\ 294631 \\ \hline 430007 \end{array}$$



Maths Homework this week is about:

Rounding and Various Problems

Answers

Date:

Teacher:

Year 5

(1) A pupil has given the answers below to the addition questions. Round the numbers in the questions to the **nearest 10** to see whether or not the pupil's answer could be correct.

	Question	Pupil's answer	Question numbers rounded	Rounded answer	Could it be correct?
(eg)	31 + 58	89	30 + 60	90	YES
(a)	82 + 41	123	80 + 40	120	YES
(b)	53 + 19	92	50 + 20	70	NO
(c)	123 + 68	191	120 + 70	190	YES
(d)	97 + 44	141	100 + 40	140	YES
(e)	23 + 118	181	20 + 120	140	NO
(f)	189 + 56	245	190 + 60	250	YES
(g)	151 + 37	188	150 + 40	190	NO
(h)	148 + 94	242	150 + 90	240	NO
(i)	32 + 137	169	30 + 140	170	YES
(j)	45 + 161	206	50 + 160	210	YES

(2) Another pupil has given the answers below to the subtraction questions. Round the numbers in the questions to the **nearest 10** to see whether or not the pupil's answer could be correct.

	Question	Pupil's answer	Question numbers rounded	Rounded answer	Could it be correct?
(eg)	171 - 43	128	170 - 40	130	YES
(a)	198 - 59	119	200 - 60	140	NO
(b)	132 - 22	110	130 - 20	110	YES
(c)	241 - 112	129	240 - 110	130	YES
(d)	226 - 172	54	230 - 170	60	NO
(e)	278 - 91	187	280 - 90	190	YES
(f)	244 - 139	105	240 - 140	100	YES
(g)	302 - 181	101	300 - 180	120	NO
(h)	348 - 72	276	350 - 70	280	NO
(i)	444 - 222	222	440 - 220	220	YES
(j)	397 - 131	266	400 - 130	270	YES

(3) Tom has a box of plastic bricks with 2465 pieces altogether.
Alex has a box of plastic bricks, but he has 732 less pieces than Tom.

(a) Find how many pieces Alex has.

2465 - 732 = 1733 pieces

(b) Find how many pieces they both have altogether.

2465 + 1733 = 4198 pieces

(4) There are 86 400 seconds in 24 hours (1 day).
There are 604 800 seconds in a week (7 days).

(a) How many seconds are there in 6 days?

604 800 - 86 400 = 518 400 seconds

(b) How many seconds are there in 8 days?

604 800 + 86 400 = 691 200 seconds

(5) A plane flew 6 693 kilometres from London to Delhi.
It then flew a further 5 839 kilometres from Delhi to Tokyo

(a) How far did the plane fly in total?

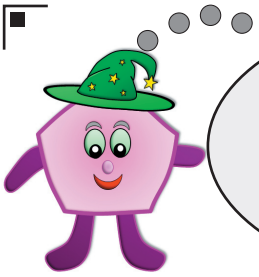
6 693 + 5 839 = 12 532 km

(b) How much further is the distance from London to Delhi than from Delhi to Tokyo?

6 693 - 5 839 = 854 km

(6) The distance from the sun to Mercury is 57 910 000 kilometres.
The distance from the Sun to Venus is 108 200 000 kilometres.
When they are all in line with Mercury between Venus and the Sun, how far is Venus from Mercury?

108 200 000 - 57 910 000 = 50 290 000 km



Maths Homework this week is about:

Multiples, Factors and Common Factors

Answers

Date:

Teacher:

Year 5

(1) Give the next five multiples of each of these numbers.

(a)	3	6	9	12	15	18
(b)	5	10	15	20	25	30
(c)	8	16	24	32	40	48
(d)	12	24	36	48	60	72
(e)	15	30	45	60	75	90
(f)	20	40	60	80	100	120
(g)	50	100	150	200	250	300
(h)	75	150	225	300	375	450
(i)	80	160	240	320	400	480
(j)	90	180	270	360	450	540

(2) Circle the numbers in each box which are multiples of the number in the star.

(a) 4: 22, **24**, **36**, 42, 50, **52**

(b) 7: **21**, 27, **35**, **49**, 57, 63

(c) 9: 20, 27, 29, 35, **45**, 54

(d) 14: 21, **28**, 35, 40, **42**, **56**

(e) 18: 27, 36, 45, 58, **72**, **90**

(f) 25: 45, **50**, 70, **75**, 90, 95

(g) 40: 60, **80**, 90, 100, **120**, 140

(h) 45: 80, **90**, 100, **135**, **180**, **225**

(3) Give all the factor pairs for each of these numbers:

(a)

Factors of 6
1 x 6 2 x 3

(b)

Factors of 8
1 x 8 2 x 4

(c)

Factors of 12
1 x 12 2 x 6 3 x 4

(d)

Factors of 14
1 x 14 2 x 7

(e)

Factors of 15
1 x 15 3 x 5

(f)

Factors of 18
1 x 18 2 x 9 3 x 6

(g)

Factors of 24
1 x 24 2 x 12 3 x 8 4 x 6

(h)

Factors of 36
1 x 36 2 x 18 3 x 12 4 x 9 6 x 6

(i)

Factors of 40
1 x 40 2 x 20 4 x 10 5 x 8

(j)

Factors of 45
1 x 45 3 x 15 5 x 9

(k)

Factors of 60
1 x 60 2 x 30 3 x 20 4 x 15 5 x 12 6 x 10

(l)

Factors of 90
1 x 90 2 x 45 3 x 30 5 x 18 6 x 15 9 x 10

(4) Use your answers to question 3 to help you find the common factors of each of these pairs of numbers.

(a) 6 and 8 → 1, 2

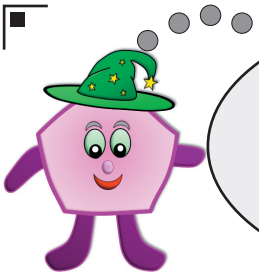
(b) 6 and 12 → 1, 2, 3, 6

(c) 8 and 12 → 1, 2, 4

(d) 18 and 24 → 1, 2, 3, 6

(e) 40 and 15 → 1, 5

(f) 90 and 60 → 1, 2, 4, 5, 10, 20



Maths Homework this week is about:

Prime Numbers

Answers

Date:

Teacher:

Year 5

Here are the prime numbers under 100:

2	3	5	7	11	13	17	19	23	29	31	37	41
43	47	53	59	61	67	71	73	79	83	89	97	

Answer the following questions about prime numbers:

(1) What is the smallest and only even prime number?

2

(2) (a) A prime number has exactly how many factors?

2

(b) Describe these factors.

1 and the number itself.

(3) How many prime numbers less than 100 are there?

25

(4) Prime numbers with two or more digits can only end in certain digits. What digits are these?

1, 3, 7, 9

(5) (a) Which digits do **no** prime numbers end in?

0, 4, 6, 8

(b) Why can prime numbers **not** end in these digits?

Numbers ending in 0, 2, 4, 6 and 8 are always even.
TWO is the ONLY even prime number.

(6) What do you think is the smallest 3-digit prime number?

101

(7) A pupil said: "111 is a prime number because it ends in 1."
Is the pupil correct? Give a reason for your answer?

NO

Numbers ending in 1 are not always prime numbers.
111 can be divided by 3. (3 × 37 = 111)

(8) Another pupil said: "105 is a prime number because it is an odd number."
Is the pupil correct? Give a reason for your answer?

NO

Odd numbers are not always prime numbers.
Numbers ending in 5 (other than 5 itself) are not prime as they have 5 as a factor.

Answer the following questions which use prime numbers.

(9) Add each of the following pairs of prime numbers.

(a)	3 + 5 =	8	(b)	17 + 19 =	36
(c)	5 + 7 =	12	(d)	19 + 23 =	42
(e)	7 + 11 =	18	(f)	23 + 29 =	52
(g)	11 + 13 =	24	(h)	29 + 31 =	60
(i)	13 + 17 =	30	(j)	31 + 37 =	68

(k) What type of number do you get for each answer? EVEN

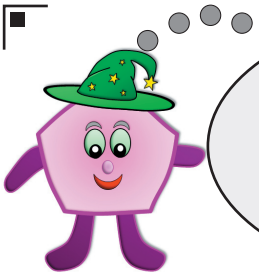
(l) Give a reason for your answer to (k). All the prime numbers in this question are odd, and ODD + ODD always gives EVEN.

(10) Subtract each of the following pairs of prime numbers.

(a)	5 - 3 =	2	(b)	19 - 17 =	2
(c)	7 - 5 =	2	(d)	23 - 19 =	4
(e)	11 - 7 =	4	(f)	29 - 23 =	6
(g)	13 - 11 =	2	(h)	31 - 29 =	2
(i)	17 - 13 =	4	(j)	37 - 31 =	6

(k) What type of number do you get for each answer? EVEN

(l) Give a reason for your answer to (k). All the prime numbers in this question are odd, and ODD - ODD always gives EVEN.



Maths Homework this week is about:

Multiplying by a Single Digit

Answers

Date:

Teacher:

Year 5

Find the answer to each multiplication question.

(1) 8 6 × 7 = 602 (4)

(2) 5 2 × 9 = 468 (1)

(3) 4 4 × 8 = 352 (3)

(4) 6 8 × 6 = 408 (4)

(5) 9 2 × 8 = 736 (1)

(6) 2 7 × 7 = 189 (4)

(7) 6 3 × 4 = 252 (1)

(8) 4 6 × 3 = 138 (1)

(9) 7 8 × 5 = 390 (4)

(10) 5 2 8 × 8 = 4232 (2 7)

(11) 5 7 4 × 7 = 4018 (5 2)

(12) 6 5 7 × 9 = 5913 (5 6)

(13) 8 6 7 × 6 = 5202 (4 4)

(14) 4 7 8 × 4 = 1912 (3 3)

(15) 3 8 5 × 5 = 1925 (4 2)

(16) 3 5 9 × 8 = 2872 (4 7)

(17) 6 8 4 × 3 = 2052 (2 1)

(18) 9 9 3 × 7 = 6951 (6 2)

(19)
$$\begin{array}{r} 3695 \\ \times\ 4 \\ \hline 14780 \\ \hline 2\ 3\ 2 \end{array}$$

(20)
$$\begin{array}{r} 9814 \\ \times\ 7 \\ \hline 68698 \\ \hline 5\ \ \ 2 \end{array}$$

(21)
$$\begin{array}{r} 2732 \\ \times\ 3 \\ \hline 8196 \\ \hline 2 \end{array}$$

(22)
$$\begin{array}{r} 4856 \\ \times\ 2 \\ \hline 9718 \\ \hline 1\ 1\ 1 \end{array}$$

(23)
$$\begin{array}{r} 4532 \\ \times\ 5 \\ \hline 22660 \\ \hline 2\ 1\ 1 \end{array}$$

(24)
$$\begin{array}{r} 1267 \\ \times\ 7 \\ \hline 8869 \\ \hline 1\ 4\ 4 \end{array}$$

(25)
$$\begin{array}{r} 5643 \\ \times\ 9 \\ \hline 50787 \\ \hline 5\ 3\ 2 \end{array}$$

(26)
$$\begin{array}{r} 9378 \\ \times\ 6 \\ \hline 56268 \\ \hline 2\ 4\ 4 \end{array}$$

(27)
$$\begin{array}{r} 8966 \\ \times\ 8 \\ \hline 71728 \\ \hline 7\ 5\ 4 \end{array}$$

(28) A pupil said that 243×9 is the same value as 729×3.
Work out each of these multiplications to see whether or not the pupil is correct.

$$\begin{array}{r} 243 \\ \times\ 9 \\ \hline 2187 \\ \hline 3\ 2 \end{array}$$

$$\begin{array}{r} 729 \\ \times\ 3 \\ \hline 2187 \\ \hline 2 \end{array}$$

The pupil is correct

(29) A second pupil said that 1248×5 is the same value as 1560×4.
Work out each of these multiplications to see whether or not the pupil is correct.

$$\begin{array}{r} 1248 \\ \times\ 5 \\ \hline 6240 \\ \hline 1\ 2\ 4 \end{array}$$

$$\begin{array}{r} 1560 \\ \times\ 4 \\ \hline 6240 \\ \hline 2\ 2 \end{array}$$

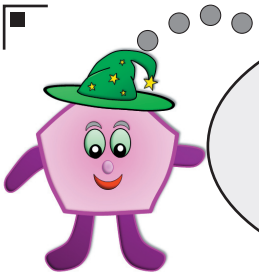
The pupil is correct

(30) A third pupil said that 2345×6 is the same value as 6543×2.
Work out each of these multiplications to see whether or not the pupil is correct.

$$\begin{array}{r} 2345 \\ \times\ 6 \\ \hline 14070 \\ \hline 2\ 2\ 3 \end{array}$$

$$\begin{array}{r} 6543 \\ \times\ 2 \\ \hline 13086 \\ \hline 1 \end{array}$$

The pupil is NOT correct



Maths Homework this week is about:

Multiplying by a Two-Digit Number

Answers

Date:

Teacher:

Year 5

Multiply each pair of two-digit numbers

(1)
$$\begin{array}{r} 22 \\ \times\ 35 \\ \hline 110 \\ 660 \\ \hline 770 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 36 \\ \times\ 24 \\ \hline 144 \\ 720 \\ \hline 864 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 49 \\ \times\ 52 \\ \hline 98 \\ 2450 \\ \hline 2548 \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 64 \\ \times\ 37 \\ \hline 448 \\ 1920 \\ \hline 2368 \\ \hline \end{array}$$

(5)
$$\begin{array}{r} 71 \\ \times\ 29 \\ \hline 639 \\ 1420 \\ \hline 2059 \\ \hline \end{array}$$

(6)
$$\begin{array}{r} 63 \\ \times\ 47 \\ \hline 441 \\ 2520 \\ \hline 2961 \\ \hline \end{array}$$

(7)
$$\begin{array}{r} 52 \\ \times\ 47 \\ \hline 364 \\ 2080 \\ \hline 2444 \\ \hline \end{array}$$

(8)
$$\begin{array}{r} 49 \\ \times\ 38 \\ \hline 392 \\ 1470 \\ \hline 1862 \\ \hline \end{array}$$

(9)
$$\begin{array}{r} 38 \\ \times\ 59 \\ \hline 342 \\ 1900 \\ \hline 2242 \\ \hline \end{array}$$

(10)
$$\begin{array}{r} 36 \\ \times\ 58 \\ \hline 288 \\ 1800 \\ \hline 2088 \\ \hline \end{array}$$

(11)
$$\begin{array}{r} 35 \\ \times\ 72 \\ \hline 70 \\ 2450 \\ \hline 2520 \\ \hline \end{array}$$

(12)
$$\begin{array}{r} 72 \\ \times\ 48 \\ \hline 576 \\ 2880 \\ \hline 3456 \\ \hline \end{array}$$

(13)
$$\begin{array}{r} 235 \\ \times\ 46 \\ \hline 1410 \\ 9400 \\ \hline 10810 \end{array}$$

(14)
$$\begin{array}{r} 766 \\ \times\ 27 \\ \hline 5362 \\ 15320 \\ \hline 20682 \end{array}$$

(15)
$$\begin{array}{r} 455 \\ \times\ 38 \\ \hline 3640 \\ 13650 \\ \hline 17290 \end{array}$$

(16)
$$\begin{array}{r} 68 \\ \times\ 64 \\ \hline 2348 \\ 35220 \\ \hline 37568 \end{array}$$

(17)
$$\begin{array}{r} 653 \\ \times\ 73 \\ \hline 1959 \\ 45710 \\ \hline 47669 \end{array}$$

(18)
$$\begin{array}{r} 342 \\ \times\ 49 \\ \hline 3078 \\ 13680 \\ \hline 16758 \end{array}$$

(19)
$$\begin{array}{r} 378 \\ \times\ 86 \\ \hline 2268 \\ 30240 \\ \hline 32508 \end{array}$$

(20)
$$\begin{array}{r} 329 \\ \times\ 57 \\ \hline 6503 \\ 46450 \\ \hline 52953 \end{array}$$

(21)
$$\begin{array}{r} 637 \\ \times\ 94 \\ \hline 2548 \\ 57330 \\ \hline 59878 \end{array}$$

(22)
$$\begin{array}{r} 7584 \\ \times\ 29 \\ \hline 68256 \\ 151680 \\ \hline 219936 \end{array}$$

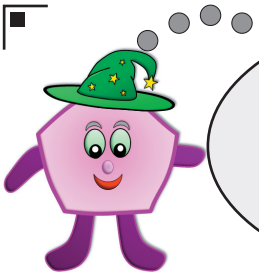
(23)
$$\begin{array}{r} 2556 \\ \times\ 48 \\ \hline 20448 \\ 102240 \\ \hline 122688 \end{array}$$

(24)
$$\begin{array}{r} 4867 \\ \times\ 63 \\ \hline 14601 \\ 292020 \\ \hline 306621 \end{array}$$

(25)
$$\begin{array}{r} 469 \\ \times\ 87 \\ \hline 32886 \\ 375840 \\ \hline 408726 \end{array}$$

(26)
$$\begin{array}{r} 627 \\ \times\ 58 \\ \hline 50200 \\ 31375 \\ \hline 36395 \end{array}$$

(27)
$$\begin{array}{r} 3849 \\ \times\ 97 \\ \hline 26943 \\ 346410 \\ \hline 373353 \end{array}$$



Maths Homework this week is about:

Dividing Numbers

Answers

Date:

Teacher:

Year 5

Show your working for each of these division questions.

(1) **94 ÷ 2** = 47

(2) **92 ÷ 4** = 23

(3) **93 ÷ 3** = 31

(4) **85 ÷ 5** = 17

(5) **91 ÷ 7** = 13

(6) **96 ÷ 6** = 16

(7) **76 ÷ 4** = 19

(8) **96 ÷ 8** = 12

(9) **78 ÷ 6** = 13

(10) **678 ÷ 3** = 226

(11) **845 ÷ 5** = 169

(12) **896 ÷ 7** = 128

(13) **976 ÷ 8** = 122

(14) **876 ÷ 2** = 438

(15) **948 ÷ 4** = 237

(16) **2844 ÷ 4** = 711

(17) **6144 ÷ 6** = 1024

(18) **6468 ÷ 3** = 2156

(19) **4599 ÷ 7** = 657

(20) **9360 ÷ 5** = 1872

(21) **7408 ÷ 8** = 926

These division questions have remainders. Find the answer to each one.

(22) **53 ÷ 3**

$$3\overline{)53} = 17 \text{ re: } 2$$

(23) **76 ÷ 5**

$$5\overline{)76} = 15 \text{ re: } 1$$

(24) **99 ÷ 7**

$$7\overline{)99} = 14 \text{ re: } 1$$

(25) **67 ÷ 4**

$$4\overline{)67} = 16 \text{ re: } 3$$

(26) **89 ÷ 6**

$$6\overline{)89} = 14 \text{ re: } 5$$

(27) **89 ÷ 5**

$$5\overline{)89} = 17 \text{ re: } 4$$

(28) **766 ÷ 6**

$$6\overline{)766} = 127 \text{ re: } 4$$

(29) **517 ÷ 3**

$$3\overline{)517} = 172 \text{ re: } 1$$

(30) **628 ÷ 5**

$$5\overline{)628} = 125 \text{ re: } 3$$

(31) **967 ÷ 4**

$$4\overline{)967} = 241 \text{ re: } 3$$

(32) **978 ÷ 7**

$$7\overline{)978} = 139 \text{ re: } 5$$

(33) **982 ÷ 4**

$$4\overline{)982} = 245 \text{ re: } 2$$

(34) **927 ÷ 8**

$$8\overline{)927} = 115 \text{ re: } 7$$

(35) **835 ÷ 6**

$$6\overline{)835} = 139 \text{ re: } 1$$

(36) **5127 ÷ 4**

$$4\overline{)5127} = 1281 \text{ re: } 3$$

(37) **9136 ÷ 7**

$$7\overline{)9136} = 1305 \text{ re: } 1$$

(38) **8927 ÷ 7**

$$7\overline{)8927} = 1275 \text{ re: } 2$$

(39) **6935 ÷ 6**

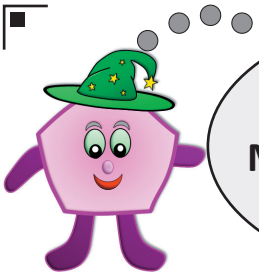
$$6\overline{)6935} = 1155 \text{ re: } 5$$

(40) **8384 ÷ 3**

$$3\overline{)8384} = 2794 \text{ re: } 2$$

(41) **7595 ÷ 6**

$$6\overline{)7595} = 1265 \text{ re: } 5$$



Maths Homework this week is about:

Multiplying and Dividing by 10, 100, 1000

Answers

Date:

Teacher:

Year 5

(1) **Multiplying by 10.** Write the answer to each multiplication in the box.

(a)	8	× 10 =	80	(b)	496	× 10 =	4 960
(c)	9	× 10 =	90	(d)	3 847	× 10 =	38 470
(e)	16	× 10 =	160	(f)	9 246	× 10 =	92 460
(g)	25	× 10 =	250	(h)	2.7	× 10 =	27
(i)	36	× 10 =	360	(j)	8.9	× 10 =	89
(k)	45	× 10 =	450	(l)	15.3	× 10 =	153
(m)	83	× 10 =	830	(n)	126.2	× 10 =	1 262
(o)	97	× 10 =	970	(p)	0.7	× 10 =	7

(2) **Multiplying by 100.** Write the answer to each multiplication in the box.

(a)	7	× 100 =	700	(b)	625	× 100 =	62 500
(c)	4	× 100 =	400	(d)	717	× 100 =	71 700
(e)	18	× 100 =	1 800	(f)	8.6	× 100 =	860
(g)	23	× 100 =	2 300	(h)	9.3	× 100 =	930
(i)	34	× 100 =	3 400	(j)	14.2	× 100 =	1 420
(k)	47	× 100 =	4 700	(l)	38.7	× 100 =	3 870
(m)	196	× 100 =	19 600	(n)	838.8	× 100 =	83 880
(o)	284	× 100 =	28 400	(p)	0.62	× 100 =	62

(3) **Multiplying by 1000.** Write the answer to each multiplication in the box.

(a)	23	× 1000 =	23 000	(b)	908	× 1000 =	908 000
(c)	5	× 1000 =	5 000	(d)	7.2	× 1000 =	7 200
(e)	38	× 1000 =	38 000	(f)	8.9	× 1000 =	8 900
(g)	39	× 1000 =	39 000	(h)	26.4	× 1000 =	26 400
(i)	52	× 1000 =	52 000	(j)	26.47	× 1000 =	26 470
(k)	86	× 1000 =	86 000	(l)	38.125	× 1000 =	38 125
(m)	362	× 1000 =	362 000	(n)	426.28	× 1000 =	426 280
(o)	847	× 1000 =	847 000	(p)	426.283	× 1000 =	426 263

(4) **Dividing by 10.** Write the answer to each division in the box.

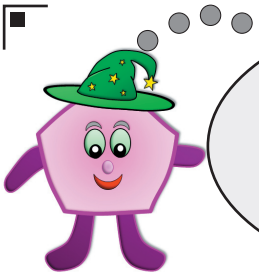
(a)	30	÷ 10 =	3	(b)	6 200	÷ 10 =	620
(c)	80	÷ 10 =	8	(d)	9 300	÷ 10 =	930
(e)	46	÷ 10 =	4.6	(f)	24.7	÷ 10 =	2.47
(g)	92	÷ 10 =	9.2	(h)	36.9	÷ 10 =	3.69
(i)	800	÷ 10 =	80	(j)	8.5	÷ 10 =	0.85
(k)	500	÷ 10 =	50	(l)	9.2	÷ 10 =	0.92
(m)	293	÷ 10 =	29.3	(n)	0.6	÷ 10 =	0.06
(o)	852	÷ 10 =	85.2	(p)	0.42	÷ 10 =	0.042

(5) **Dividing by 100.** Write the answer to each division in the box.

(a)	700	÷ 100 =	7	(b)	12	÷ 100 =	0.12
(c)	900	÷ 100 =	9	(d)	36	÷ 100 =	0.36
(e)	1 500	÷ 100 =	15	(f)	3.6	÷ 100 =	0.036
(g)	2 600	÷ 100 =	26	(h)	92	÷ 100 =	0.92
(i)	260	÷ 100 =	2.6	(j)	9.2	÷ 100 =	0.092
(k)	8 700	÷ 100 =	87	(l)	27.3	÷ 100 =	0.273
(m)	870	÷ 100 =	8.7	(n)	27	÷ 100 =	0.27
(o)	4 690	÷ 100 =	46.9	(p)	2.7	÷ 100 =	0.027

(6) **Dividing by 1000.** Write the answer to each division in the box.

(a)	5 000	÷ 1000 =	5	(b)	128	÷ 1000 =	0.128
(c)	8 000	÷ 1000 =	8	(d)	12	÷ 1000 =	0.012
(e)	13 000	÷ 1000 =	13	(f)	529	÷ 1000 =	0.529
(g)	79 000	÷ 1000 =	79	(h)	52	÷ 1000 =	0.052
(i)	7 900	÷ 1000 =	7.9	(j)	857	÷ 1000 =	0.857
(k)	92 000	÷ 1000 =	92	(l)	85.7	÷ 1000 =	0.0857
(m)	9 200	÷ 1000 =	9.2	(n)	85	÷ 1000 =	0.085
(o)	48 600	÷ 1000 =	48.6	(p)	1.9	÷ 1000 =	0.0019



Maths Homework this week is about:

Square and Cube Numbers

Answers

Date:

Teacher:

Year 5

(1) Square numbers are formed by multiplying a whole number by itself.
Carry out the following multiplications to find the first twelve square numbers.

(a)	1×1	1
(b)	2×2	4
(c)	3×3	9
(d)	4×4	16
(e)	5×5	25
(f)	6×6	36
(g)	7×7	49
(h)	8×8	64
(i)	9×9	81
(j)	10×10	100
(k)	11×11	121
(l)	12×12	144

(2) Carry out the following long multiplications to find the remaining square numbers up to 20.

(a) $13^2 = 13 \times 13$

$$\begin{array}{r} 13 \\ \times\ 13 \\ \hline 39 \\ 130 \\ \hline 169 \end{array}$$

$13^2 =$ **169**

(b) $14^2 = 14 \times 14$

$$\begin{array}{r} 14 \\ \times\ 14 \\ \hline 56 \\ 140 \\ \hline 196 \end{array}$$

$14^2 =$ **196**

(c) $15^2 = 15 \times 15$

$$\begin{array}{r} 15 \\ \times\ 15 \\ \hline 75 \\ 150 \\ \hline 225 \end{array}$$

$15^2 =$ **225**

(d) $16^2 = 16 \times 16$

$$\begin{array}{r} 16 \\ \times\ 16 \\ \hline 96 \\ 160 \\ \hline 256 \end{array}$$

$16^2 =$ **256**

(e) $17^2 = 17 \times 17$

$$\begin{array}{r} 17 \\ \times\ 17 \\ \hline 119 \\ 170 \\ \hline 289 \end{array}$$

$17^2 =$ **289**

(f) $18^2 = 18 \times 18$

$$\begin{array}{r} 18 \\ \times\ 18 \\ \hline 144 \\ 180 \\ \hline 324 \end{array}$$

$18^2 =$ **324**

(g) $19^2 = 19 \times 19$

$$\begin{array}{r} 19 \\ \times\ 19 \\ \hline 171 \\ 190 \\ \hline 361 \end{array}$$

$19^2 =$ **361**

(h) $20^2 = 20 \times 20$

$$\begin{array}{r} 20 \\ \times\ 20 \\ \hline 00 \\ 400 \\ \hline 400 \end{array}$$

$20^2 =$ **400**

(3) Cube numbers are formed by multiplying a whole number by itself, then multiplying by itself again.
Carry out the following multiplications to find the first six cube numbers.

(a)	$1 \times 1 \times 1$	1
(b)	$2 \times 2 \times 2$	8
(c)	$3 \times 3 \times 3$	27
(d)	$4 \times 4 \times 4$	64
(e)	$5 \times 5 \times 5$	125
(f)	$6 \times 6 \times 6$	216

(4) Here is a method to find the 7th cube number:

Work out $7 \times 7 \times 7$

From multiplication tables: $7 \times 7 = 49$

answer × 7:

$$\begin{array}{r} 49 \\ \times \quad 7 \\ \hline 343 \end{array}$$

so $7^3 =$ **343**

Use this method to find the next five cube numbers.

(a) $8 \times 8 \times 8$

From tables: $8 \times 8 =$ **64**

answer × 8:

$$\begin{array}{r} 64 \\ \times \quad 8 \\ \hline 512 \\ {\scriptstyle 3} \end{array}$$

so $8^3 =$ **512**

(b) $9 \times 9 \times 9$

From tables: $9 \times 9 =$ **81**

answer × 9:

$$\begin{array}{r} 81 \\ \times \quad 9 \\ \hline 729 \end{array}$$

so $9^3 =$ **729**

(c) $10 \times 10 \times 10$

From tables: $10 \times 10 =$ **100**

answer × 10:

$100 \times 10 = 1000$

so $10^3 =$ **1000**

(d) $11 \times 11 \times 11$

From tables: $11 \times 11 =$ **121**

answer × 11:

$$\begin{array}{r} 121 \\ \times \quad 11 \\ \hline 121 \\ 1210 \\ \hline 1331 \end{array}$$

so $11^3 =$ **1331**

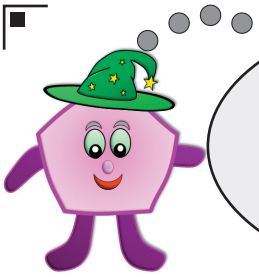
(e) $12 \times 12 \times 12$

From tables: $12 \times 12 =$ **144**

answer × 12:

$$\begin{array}{r} 144 \\ \times \quad 12 \\ \hline 288 \\ 1440 \\ \hline 1728 \\ {\scriptstyle 1} \end{array}$$

so $12^3 =$ **1728**



Maths Homework this week is about:

Solving Problems using Multiplying and Dividing

Answers

Date:

Teacher:

Year 5

Use multiplication, showing your working, to find the answers to each of the following problems.

(1) A pupil gets a bus to school each morning which takes 4 minutes. She walks back home after school and this takes 23 minutes.

(a) How many minutes does she spend each week (5 days) on the bus?

$4 \times 5 = 20$

Minutes on bus: **20**

(b) How many minutes does she spend walking home from school each week?

$$\begin{array}{r} 23 \\ \times \quad 5 \\ \hline 115 \\ {\scriptstyle 1} \end{array}$$

Minutes walking: **115**

(2) A DVD storage unit has 6 shelves. If it can hold 28 DVDs per shelf, how many DVDs can it hold altogether?

$$\begin{array}{r} 28 \\ \times \quad 6 \\ \hline 168 \\ {\scriptstyle 4} \end{array}$$

Number of DVDs: **168**

(3) A packet of digestive biscuits contains 18 biscuits. How many biscuits are there in 8 packets?

$$\begin{array}{r} 18 \\ \times \quad 8 \\ \hline 144 \\ {\scriptstyle 6} \end{array}$$

Number of biscuits: **144**

(4) A child is allowed to play computer games for 45 minutes every day. For how many minutes in total is the child allowed to play computer games in 7 days?

$$\begin{array}{r} 45 \\ \times \quad 7 \\ \hline 315 \\ {\scriptstyle 3} \end{array}$$

Number of minutes: **315**

(5) Milk crates hold 12 bottles of milk. How many bottles of milk will there be altogether in 16 crates?

$$\begin{array}{r} 16 \\ \times \ 12 \\ \hline 32 \\ 160 \\ \hline 192 \\ {\scriptstyle 1} \end{array} \quad \text{or} \quad \begin{array}{r} 12 \\ \times \ 16 \\ \hline 72 \\ 120 \\ \hline 192 \\ {\scriptstyle 1} \end{array}$$

Number of bottles: **192**

(6) A tower block has 16 windows on each floor. How many windosws are there altogether if the tower block has 15 floors?

$$\begin{array}{r} 16 \\ \times \ 15 \\ \hline 80 \\ 160 \\ \hline 240 \\ {\scriptstyle 1} \end{array} \quad \text{or} \quad \begin{array}{r} 15 \\ \times \ 16 \\ \hline 90 \\ 150 \\ \hline 240 \\ {\scriptstyle 1} \end{array}$$

Number of windows: **240**

Use division, showing your working, to find the answers to each of the following problems.

(7) A school has six classes and a total of 162 pupils. If there are the same number of pupils in each class, how many pupils are there in each class?

$$6 \overline{)\,1^{1}6^{4}2} \quad = \quad 2\,7$$

Pupils per class: **27**

(8) A car park has a total of 136 spaces. If there are 8 rows with the same number of spaces in each row, how many spaces are there in each row?

$$8 \overline{)\,1^{1}3^{5}6} \quad = \quad 1\,7$$

Spaces per row: **17**

(9) A tin of sweets contained 207 sweets. Helen ate 9 sweets each day. For how many days did the tin of sweets last?

$$9 \overline{)\,2^{2}0^{2}7} \quad = \quad 2\,3$$

Number of days: **23**

(10) The total number of legs on all of the 6-legged insects in an insect house at a zoo was 1356. How many insects altogether were there?

$$6 \overline{)\,1^{1}3^{1}5^{3}6} \quad = \quad 2\,2\,6$$

Number of insects: **226**

(11) A teacher gave counters to each pupil in a class to solve a maths problem. If she gave out 145 counters altogether, how many pupils were there in the class?

$$5 \overline{)\,1^{1}4^{4}5} \quad = \quad 2\,9$$

Number of pupils: **29**

(12) A factory packaged cans of peaches into packs of 9. If it packaged a total of 4104 cans one day, how many packs of 9 was this?

$$9 \overline{)\,4^{4}1^{5}0^{5}4} \quad = \quad 4\,5\,6$$

Number of packs: **456**

(13) 1052 ml of lemonade was divided equally between four glasses. How many ml of lemonade was put into each glass?

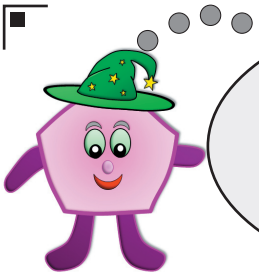
$$4 \overline{)\,1^{1}0^{2}5^{1}2} \quad = \quad 2\,6\,3$$

ml per glass: **263**

(14) Seven people shared a prize of £2695 equally between themselves. How much did each person get?

$$7 \overline{)\,2^{2}6^{5}9^{3}5} \quad = \quad 3\,8\,5$$

Amount each: **£385**



Maths Homework this week is about:

Solving Problems using Operations

Answers

Date:

Teacher:

Year 5

Decide whether you need to add, subtract, multiply or divide to find the answer to each problem. Then show your working and find the answer to each one.

(1) Cakes cost 17p each. Find the cost of 4 cakes.

$$\begin{array}{r} 1\,7 \\ \times\ 4 \\ \hline 6\,8 \\ {\scriptstyle 2} \end{array}$$

Total cost: **68p**

(2) A pupil ran 184 m and then walked 257 m to school? Find the total length of this journey.

$$\begin{array}{r} 1\,8\,4 \\ +\ 2\,5\,7 \\ \hline 4\,4\,1 \\ {\scriptstyle 1\ \ 1} \end{array}$$

Total length of journey: **441 m**

(3) Kevin had £346 in his wallet. He bought a new TV costing £193. How much money did he have left?

$$\begin{array}{r} {\scriptstyle 2}\not{3}^{\,1}\,4\,6 \\ -\ 1\,9\,3 \\ \hline 1\,5\,3 \end{array}$$

Amount of money left: **£153**

(4) Ruth drew a number of 7-sided shapes in her maths book. If she drew a total of 322 sides, how many 7-sided shapes did she draw?

$$7\overline{)\,3\,{\scriptstyle 3}2\,{\scriptstyle 4}2}\quad 4\,6$$

Number of shapes: **46**

(5) A worker used to travel 3 127 m to work. He got a new job where the journey was 1495 m less. What distance is the new journey?

$$\begin{array}{r} {\scriptstyle 2}\not{3}^{\,{\scriptstyle 1}\not{0}}\,\not{1}^{\,{\scriptstyle 1}}\,2\,7 \\ -\ 1\,4\,9\,5 \\ \hline 1\,6\,3\,2 \end{array}$$

New distance: **1632 m**

(6) A booklet has 48 pages. How many pages will there be altogether in 26 of these booklets?

$$\begin{array}{r} 4\,8 \\ \times\ 2\,6 \\ \hline 2\,8\,8 \\ 9\,6\,{\scriptstyle 0} \\ \hline 1\,2\,4\,8 \\ {\scriptstyle 1} \end{array} \quad \text{or} \quad \begin{array}{r} 2\,6 \\ \times\ 4\,8 \\ \hline 2\,0\,{\scriptstyle 8} \\ 1\,0\,4\,{\scriptstyle 0} \\ \hline 1\,2\,4\,8 \end{array}$$

Number of pages: **1248**

(7) A taxi driver drove 647 miles last week and 839 miles this week. How many miles did the driver drive in both weeks?

$$\begin{array}{r} 6\,4\,7 \\ +\ 8\,3\,9 \\ \hline 1\,4\,8\,6 \\ {\scriptstyle 1} \end{array}$$

Number of miles: **1486**

(8) Last year a car was worth £938. This year it is worth £147 less. How much is it worth this year?

$$\begin{array}{r} {}^{8}\not{9}\,{}^{1}3\,8 \\ -\;1\,4\,7 \\ \hline 7\,9\,1 \end{array}$$

Value this year: **£791**

(9) Four books have total of 1544 pages. If they each have the same number of pages, how many pages does each one have?

$$4\overline{)\,1\,{}^{1}5\,{}^{3}4\,{}^{2}4} \quad = \quad 3\,8\,6$$

Number of pages each: **386**

(10) Canned drinks are packaged in boxes of 24 cans. How many cans would you have if you bought 9 boxes?

$$\begin{array}{r} 2\,4 \\ \times\quad 9 \\ \hline 2\,1\,6 \\ {\scriptstyle 3} \end{array}$$

Number of cans: **216**

(11) Rob has £635 and Sue has £879. How much have they have altogether?

$$\begin{array}{r} 6\,3\,5 \\ +\,8\,7\,9 \\ \hline 1\,5\,1\,4 \\ {\scriptstyle 1}\quad {\scriptstyle 1} \end{array}$$

Total amount: **£1514**

(12) A box contains 460 g of corn flakes. How many grams of corn flakes would there be in 7 identical boxes?

$$\begin{array}{r} 4\,6\,0 \\ \times\quad 7 \\ \hline 3\,2\,2\,0 \\ {\scriptstyle 4} \end{array}$$

Total weight of corn flakes: **3220 g**

(13) A farmer planted 9 rows of potatoes. He put the same number of potatoes in each row. If he planted 2214 potatoes altogether, how many were in each row?

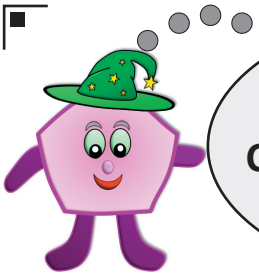
$$9\overline{)\,2\,{}^{2}2\,{}^{4}1\,{}^{5}4} \quad = \quad 2\,4\,6$$

Number in each row: **246**

(14) A pupil was 152 cm tall at the end of a year. If she was 127 cm at the start of the year, how many centimetres had she grown that year?

$$\begin{array}{r} 1\,{}^{4}\not{5}\,{}^{1}2 \\ -\;1\,2\,7 \\ \hline 0\,2\,5 \end{array}$$

Centimetres grown: **25 cm**



Maths Homework this week is about:

Comparing and Ordering Fractions

Answers

Date:

Teacher:

Year 5

(1) Put a circle around the **biggest** fraction in each of these lists.

(a) $\frac{4}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{1}{5}$

(b) $\frac{3}{7}$ $\frac{2}{7}$ $\frac{5}{7}$ $\frac{4}{7}$

(c) $\frac{6}{10}$ $\frac{4}{5}$ $\frac{1}{10}$ $\frac{2}{5}$

(d) $\frac{1}{2}$ $\frac{2}{6}$ $\frac{5}{8}$ $\frac{3}{4}$

(2) Put a circle around the **smallest** fraction in each of these lists.

(a) $\frac{3}{8}$ $\frac{2}{8}$ $\frac{5}{8}$ $\frac{4}{8}$

(b) $\frac{7}{15}$ $\frac{11}{15}$ $\frac{4}{15}$ $\frac{6}{15}$

(c) $\frac{24}{40}$ $\frac{7}{10}$ $\frac{15}{30}$ $\frac{6}{20}$

(d) $\frac{5}{8}$ $\frac{7}{12}$ $\frac{3}{4}$ $\frac{11}{16}$

(3) Write **LARGER** or **SMALLER** in each of these boxes.

(a) $\frac{8}{17}$ is LARGER than $\frac{7}{17}$

(b) $\frac{13}{20}$ is SMALLER than $\frac{17}{20}$

(c) $\frac{5}{6}$ is LARGER than $\frac{8}{12}$

(d) $\frac{11}{15}$ is LARGER than $\frac{7}{15}$

(e) $\frac{5}{8}$ is SMALLER than $\frac{7}{12}$

(f) $\frac{3}{18}$ is SMALLER than $\frac{8}{12}$

(g) $\frac{11}{15}$ is LARGER than $\frac{12}{20}$

(h) $\frac{5}{8}$ is SMALLER than $\frac{14}{16}$

(i) $\frac{4}{10}$ is LARGER than $\frac{5}{20}$

(j) $\frac{11}{30}$ is SMALLER than $\frac{11}{15}$

(k) $\frac{5}{12}$ is SMALLER than $\frac{4}{6}$

(l) $\frac{3}{4}$ is LARGER than $\frac{10}{16}$

(4) Put each of these sets of fractions in order, from **lowest** to **highest**.

(a) $\frac{3}{5}$ $\frac{4}{5}$ $\frac{2}{5}$ → $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$

(b) $\frac{5}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ → $\frac{1}{8}$ $\frac{5}{8}$ $\frac{7}{8}$

(c) $\frac{6}{12}$ $\frac{11}{12}$ $\frac{9}{12}$ → $\frac{6}{12}$ $\frac{9}{12}$ $\frac{11}{12}$

(d) $\frac{5}{8}$ $\frac{3}{4}$ $\frac{1}{4}$ → $\frac{1}{4}$ $\frac{5}{8}$ $\frac{3}{4}$

(e) $\frac{8}{12}$ $\frac{2}{6}$ $\frac{5}{6}$ → $\frac{2}{6}$ $\frac{8}{12}$ $\frac{5}{6}$

(f) $\frac{6}{7}$ $\frac{4}{7}$ $\frac{5}{14}$ → $\frac{5}{14}$ $\frac{4}{7}$ $\frac{6}{7}$

(g) $\frac{7}{9}$ $\frac{3}{6}$ $\frac{2}{3}$ → $\frac{3}{6}$ $\frac{2}{3}$ $\frac{7}{9}$

(h) $\frac{7}{15}$ $\frac{3}{5}$ $\frac{3}{10}$ → $\frac{3}{10}$ $\frac{7}{15}$ $\frac{3}{5}$

(5) Put each of these sets of fractions in order, from **highest** to **lowest**.

(a) $\frac{2}{6}$ $\frac{5}{6}$ $\frac{4}{6}$ → $\frac{5}{6}$ $\frac{4}{6}$ $\frac{2}{6}$

(b) $\frac{6}{11}$ $\frac{8}{11}$ $\frac{3}{11}$ → $\frac{8}{11}$ $\frac{6}{11}$ $\frac{3}{11}$

(c) $\frac{14}{15}$ $\frac{3}{15}$ $\frac{7}{15}$ → $\frac{14}{15}$ $\frac{7}{15}$ $\frac{3}{15}$

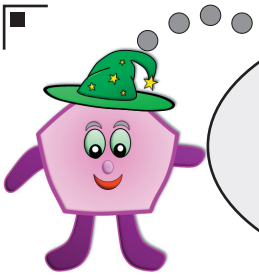
(d) $\frac{6}{10}$ $\frac{4}{5}$ $\frac{2}{5}$ → $\frac{4}{5}$ $\frac{6}{10}$ $\frac{2}{5}$

(e) $\frac{5}{8}$ $\frac{6}{16}$ $\frac{7}{8}$ → $\frac{7}{8}$ $\frac{5}{8}$ $\frac{6}{16}$

(f) $\frac{2}{12}$ $\frac{1}{4}$ $\frac{5}{8}$ → $\frac{5}{8}$ $\frac{1}{4}$ $\frac{2}{12}$

(g) $\frac{13}{14}$ $\frac{5}{21}$ $\frac{3}{7}$ → $\frac{13}{14}$ $\frac{3}{7}$ $\frac{5}{21}$

(h) $\frac{3}{9}$ $\frac{15}{27}$ $\frac{15}{18}$ → $\frac{15}{18}$ $\frac{15}{27}$ $\frac{3}{9}$



Maths Homework this week is about:

Equivalent Fractions

Answers

Date:

Teacher:

Year 5

(1) For each pair of diagrams, say what fraction is shaded, and say whether the fractions are equivalent. (The top number of your fraction should be the number of shaded parts and the bottom number should be the total number of parts).

	Fraction Shaded	Fraction Shaded	Are the fractions equivalent?
(a)	$\frac{2}{5}$	$\frac{4}{10}$	YES
(b)	$\frac{5}{6}$	$\frac{8}{12}$	NO
(c)	$\frac{3}{8}$	$\frac{6}{16}$	YES
(d)	$\frac{5}{9}$	$\frac{15}{27}$	NO
(e)	$\frac{2}{7}$	$\frac{6}{21}$	YES

(2) For each pair of diagrams, shade the given fraction, and say whether the fractions are equivalent.

Different shading possible. Check that number of shaded parts in each diagram are the same as those in the answers below.

(a)	$\frac{5}{8}$	$\frac{10}{16}$	YES
(b)	$\frac{7}{12}$	$\frac{14}{24}$	YES
(c)	$\frac{10}{14}$	$\frac{12}{21}$	NO
(d)	$\frac{1}{6}$	$\frac{3}{18}$	YES
(e)	$\frac{7}{10}$	$\frac{11}{15}$	NO

(3) For each pair of fractions, say whether they are equivalent or not by writing **YES** or **NO** in the box.

(a)	$\frac{4}{5}$ $\frac{20}{25}$	YES	(b)	$\frac{5}{8}$ $\frac{35}{4}$	NO	(c)	$\frac{1}{2}$ $\frac{2}{10}$	NO
(d)	$\frac{1}{4}$ $\frac{8}{36}$	NO	(e)	$\frac{3}{7}$ $\frac{12}{28}$	YES	(f)	$\frac{2}{5}$ $\frac{20}{50}$	YES
(g)	$\frac{5}{6}$ $\frac{35}{42}$	YES	(h)	$\frac{3}{14}$ $\frac{28}{28}$	NO	(i)	$\frac{27}{30}$ $\frac{54}{60}$	YES
(j)	$\frac{2}{17}$ $\frac{5}{34}$	NO	(k)	$\frac{9}{12}$ $\frac{18}{20}$	NO	(l)	$\frac{6}{16}$ $\frac{12}{32}$	YES
(m)	$\frac{7}{15}$ $\frac{21}{45}$	YES	(n)	$\frac{5}{13}$ $\frac{10}{26}$	YES	(o)	$\frac{7}{24}$ $\frac{17}{48}$	NO

(4) Fill in the missing value for each pair of fractions to make them equivalent.

(a)	$\frac{1}{9} = \frac{2}{18}$		(b)	$\frac{5}{7} = \frac{35}{49}$		(c)	$\frac{9}{17} = \frac{27}{51}$	
(d)	$\frac{3}{14} = \frac{9}{42}$		(e)	$\frac{7}{20} = \frac{28}{80}$		(f)	$\frac{3}{13} = \frac{12}{52}$	
(g)	$\frac{11}{12} = \frac{33}{36}$		(h)	$\frac{5}{8} = \frac{50}{80}$		(i)	$\frac{3}{11} = \frac{12}{44}$	
(j)	$\frac{3}{8} = \frac{15}{40}$		(k)	$\frac{3}{11} = \frac{21}{77}$		(l)	$\frac{2}{9} = \frac{10}{45}$	
(m)	$\frac{9}{15} = \frac{27}{45}$		(n)	$\frac{8}{14} = \frac{40}{28}$		(o)	$\frac{14}{19} = \frac{28}{38}$	

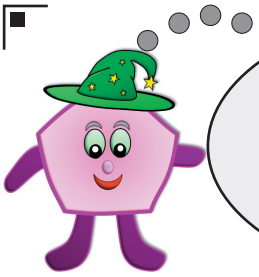
(4) In each list, circle the fraction which is **different** to the others.

(a) $\frac{1}{3}$ $\frac{2}{6}$ $\frac{2}{9}$ $\frac{4}{12}$

(b) $\frac{4}{8}$ $\frac{9}{12}$ $\frac{3}{4}$ $\frac{12}{16}$

(c) $\frac{6}{15}$ $\frac{3}{5}$ $\frac{3}{20}$ $\frac{4}{10}$

(d) $\frac{12}{21}$ $\frac{4}{7}$ $\frac{16}{28}$ $\frac{10}{14}$



Maths Homework this week is about:

Mixed Numbers and Improper Fractions

Answers

Date:

Teacher:

Year 5

(1) Say whether each of the following is a **MIXED NUMBER** or an **IMPROPER FRACTION**.

(a) $\frac{17}{4}$ — IMPROPER FRACTION

(b) $\frac{19}{6}$ — IMPROPER FRACTION

(c) $1\frac{3}{7}$ — MIXED NUMBER

(d) $4\frac{5}{6}$ — MIXED NUMBER

(e) $\frac{13}{8}$ — IMPROPER FRACTION

(f) $8\frac{1}{2}$ — MIXED NUMBER

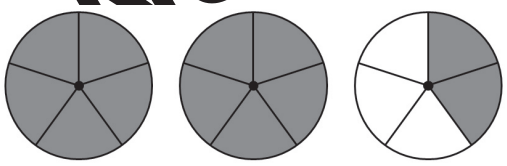
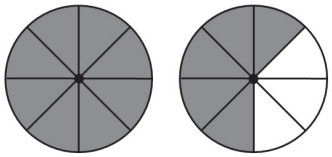
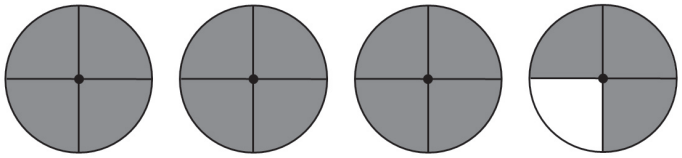
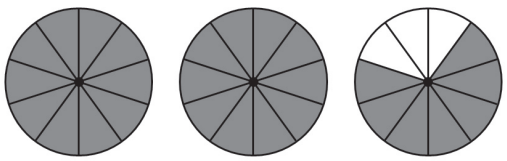
(2) Change each of these mixed numbers into an improper fraction.

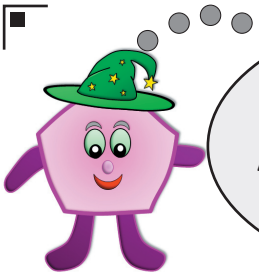
(a) $2\frac{1}{2} = \frac{5}{2}$	(b) $2\frac{2}{3} = \frac{8}{3}$	(c) $2\frac{5}{8} = \frac{21}{8}$
(d) $2\frac{3}{11} = \frac{25}{11}$	(e) $2\frac{5}{16} = \frac{37}{16}$	(f) $2\frac{9}{14} = \frac{37}{14}$
(g) $3\frac{2}{3} = \frac{11}{3}$	(h) $3\frac{4}{5} = \frac{19}{5}$	(i) $3\frac{8}{9} = \frac{35}{9}$
(j) $3\frac{6}{7} = \frac{27}{7}$	(k) $3\frac{7}{12} = \frac{43}{12}$	(l) $3\frac{8}{15} = \frac{53}{15}$
(m) $4\frac{3}{5} = \frac{23}{5}$	(n) $4\frac{7}{8} = \frac{39}{8}$	(o) $5\frac{2}{9} = \frac{47}{9}$
(p) $5\frac{8}{11} = \frac{63}{11}$	(q) $6\frac{2}{5} = \frac{32}{5}$	(r) $7\frac{3}{4} = \frac{31}{4}$
(s) $5\frac{6}{7} = \frac{41}{7}$	(t) $7\frac{2}{9} = \frac{65}{9}$	(u) $6\frac{7}{8} = \frac{55}{8}$
(v) $8\frac{1}{2} = \frac{17}{2}$	(w) $9\frac{3}{5} = \frac{48}{5}$	(x) $8\frac{2}{9} = \frac{74}{9}$

(3) Change each of these improper fractions into a mixed number.

(a)	$\frac{11}{5}$ =	$2\frac{1}{5}$	(b)	$\frac{18}{7}$ =	$2\frac{4}{7}$	(c)	$\frac{29}{10}$ =	$2\frac{9}{10}$
(d)	$\frac{22}{7}$ =	$3\frac{1}{7}$	(e)	$\frac{23}{6}$ =	$3\frac{5}{6}$	(f)	$\frac{42}{11}$ =	$3\frac{9}{11}$
(g)	$\frac{34}{7}$ =	$4\frac{6}{7}$	(h)	$\frac{67}{12}$ =	$5\frac{7}{12}$	(i)	$\frac{47}{15}$ =	$3\frac{2}{15}$
(j)	$\frac{51}{8}$ =	$6\frac{3}{8}$	(k)	$\frac{65}{14}$ =	$4\frac{9}{14}$	(l)	$\frac{52}{9}$ =	$5\frac{7}{9}$
(m)	$\frac{46}{11}$ =	$4\frac{2}{11}$	(n)	$\frac{74}{15}$ =	$4\frac{14}{15}$	(o)	$\frac{83}{12}$ =	$6\frac{11}{12}$
(p)	$\frac{36}{5}$ =	$7\frac{1}{5}$	(q)	$\frac{83}{14}$ =	$5\frac{13}{14}$	(r)	$\frac{91}{11}$ =	$8\frac{3}{11}$
(s)	$\frac{59}{8}$ =	$7\frac{3}{8}$	(t)	$\frac{77}{8}$ =	$9\frac{5}{8}$	(u)	$\frac{27}{4}$ =	$6\frac{3}{4}$
(v)	$\frac{35}{4}$ =	$8\frac{3}{4}$	(w)	$\frac{52}{7}$ =	$7\frac{3}{7}$	(x)	$\frac{69}{7}$ =	$9\frac{6}{7}$

(4) Write each of these sets of pictures as a mixed number and as an improper fraction.

		Mixed Number	Improper Fraction
(a)		$2\frac{2}{5}$	$\frac{12}{5}$
(b)		$1\frac{5}{8}$	$\frac{13}{8}$
(c)		$3\frac{3}{4}$	$\frac{15}{4}$
(d)		$2\frac{7}{10}$	$\frac{27}{10}$



Maths Homework this week is about:

Adding and Subtracting Fractions

Answers

Date:

Teacher:

Year 5

(1) Add each of these pairs of fractions.

(a) $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

(b) $\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$

(c) $\frac{4}{9} + \frac{1}{9} = \frac{5}{9}$

(d) $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$

(e) $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

(f) $\frac{6}{11} + \frac{3}{11} = \frac{9}{11}$

(g) $\frac{5}{12} + \frac{2}{12} = \frac{7}{12}$

(h) $\frac{4}{14} + \frac{9}{14} = \frac{13}{14}$

(i) $\frac{7}{15} + \frac{4}{15} = \frac{11}{15}$

(j) $\frac{7}{20} + \frac{5}{20} = \frac{12}{20}$

(k) $\frac{3}{25} + \frac{16}{25} = \frac{19}{25}$

(l) $\frac{5}{18} + \frac{3}{18} = \frac{8}{18}$

(2) Give the fraction shaded in each diagram, then add the fractions, and shade the diagram to show your answer.

(a) $\frac{5}{17} + \frac{8}{17} = \frac{13}{17}$

(b) $\frac{8}{19} + \frac{11}{19} = \frac{17}{19}$

(c) $\frac{3}{13} + \frac{8}{13} = \frac{11}{13}$

(3) Change to fractions with the same denominator, and then add each pair of fractions.

(a) $\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4}$

(b) $\frac{1}{4} + \frac{5}{8} = \frac{2}{8} + \frac{5}{8} = \frac{7}{8}$

(c) $\frac{2}{5} + \frac{2}{10} = \frac{4}{10} + \frac{2}{10} = \frac{6}{10}$

(d) $\frac{3}{14} + \frac{5}{7} = \frac{3}{14} + \frac{10}{14} = \frac{13}{14}$

(4) Subtract each of these pairs of fractions.

(a) $\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$

(b) $\frac{8}{9} - \frac{4}{9} = \frac{4}{9}$

(c) $\frac{10}{11} - \frac{6}{11} = \frac{4}{11}$

(d) $\frac{9}{13} - \frac{7}{13} = \frac{2}{13}$

(e) $\frac{8}{15} - \frac{1}{15} = \frac{7}{15}$

(f) $\frac{14}{15} - \frac{13}{15} = \frac{1}{15}$

(g) $\frac{12}{13} - \frac{5}{13} = \frac{7}{13}$

(h) $\frac{8}{17} - \frac{3}{17} = \frac{5}{17}$

(i) $\frac{19}{20} - \frac{12}{20} = \frac{7}{20}$

(j) $\frac{16}{21} - \frac{3}{21} = \frac{13}{21}$

(k) $\frac{21}{23} - \frac{16}{23} = \frac{5}{23}$

(l) $\frac{22}{29} - \frac{14}{29} = \frac{8}{29}$

(5) Give the fraction shaded in each diagram, then subtract the fractions, and shade the diagram to show your answer.

(a) 

$\frac{14}{17} - \frac{9}{17} = \frac{5}{17}$

(b) 

$\frac{17}{19} - \frac{9}{19} = \frac{8}{19}$

(c) 

$\frac{11}{13} - \frac{3}{13} = \frac{8}{13}$

(6) Change to fractions with the same denominator, and then subtract each pair of fractions.

(a) $\frac{4}{5} - \frac{1}{10} = \frac{8}{10} - \frac{1}{10} = \frac{7}{10}$

(b) $\frac{13}{14} - \frac{5}{7} = \frac{13}{14} - \frac{10}{14} = \frac{3}{14}$

(c) $\frac{11}{12} - \frac{2}{3} = \frac{11}{12} - \frac{8}{12} = \frac{3}{12}$

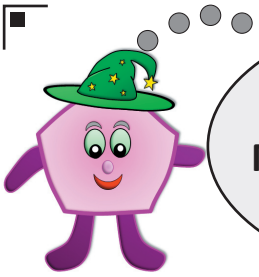
(d) $\frac{5}{8} - \frac{7}{24} = \frac{15}{24} - \frac{7}{24} = \frac{8}{24}$

(e) $\frac{5}{6} - \frac{7}{18} = \frac{15}{18} - \frac{7}{18} = \frac{8}{18}$

(f) $\frac{16}{21} - \frac{4}{7} = \frac{16}{21} - \frac{12}{21} = \frac{4}{21}$

(g) $\frac{7}{11} - \frac{5}{22} = \frac{14}{22} - \frac{5}{22} = \frac{9}{22}$

(h) $\frac{5}{7} - \frac{20}{49} = \frac{35}{49} - \frac{20}{49} = \frac{15}{49}$



Maths Homework this week is about:

Multiplying Fractions by Whole Numbers

Answers

Date:

Teacher:

Year 5

(1) (a) Shade $\frac{2}{5}$ of this diagram.

(b) Shade another $\frac{2}{5}$ of the diagram.

(c) What fraction of the diagram is shaded? $\frac{4}{5}$

(d) Complete this statement: $\frac{2}{5} \times 2 = \frac{4}{5}$

(2) (a) Shade $\frac{3}{11}$ of this diagram.

(b) Shade another $\frac{3}{11}$ of the diagram.

(c) What fraction of the diagram is shaded? $\frac{6}{11}$

(d) Complete this statement: $\frac{3}{11} \times 2 = \frac{6}{11}$

(3) (a) Shade $\frac{4}{13}$ of this diagram.

(b) Shade another $\frac{4}{13}$ of the diagram.

(c) Shade yet another $\frac{4}{13}$ of the diagram.

(d) What fraction of the diagram is shaded? $\frac{12}{13}$

(e) Complete this statement: $\frac{4}{13} \times 3 = \frac{12}{13}$

(4) (a) Shade $\frac{3}{17}$ of this diagram.

(b) Shade another $\frac{3}{17}$ of the diagram.

(c) Shade yet another $\frac{3}{17}$ of the diagram.

(d) What fraction of the diagram is shaded? $\frac{9}{17}$

(e) Complete this statement: $\frac{3}{17} \times 3 = \frac{9}{17}$

(5) (a) Shade $\frac{4}{17}$ of this diagram.

(b) Shade another $\frac{4}{17}$ of the diagram.

(c) Shade yet another $\frac{4}{17}$ of the diagram.

(d) What fraction of the diagram is shaded? $\frac{12}{17}$

(e) Complete this statement: $\frac{4}{17} \times 3 = \frac{12}{17}$

(6) (a) Shade $\frac{2}{15}$ of this diagram.

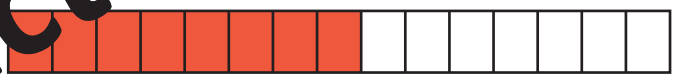
(b) Shade another $\frac{2}{15}$ of the diagram.

(c) Shade yet another $\frac{2}{15}$ of the diagram.

(d) Shade one more $\frac{2}{15}$ of the diagram.

(e) What fraction of the diagram is shaded? $\frac{8}{15}$

(f) Complete this statement: $\frac{2}{15} \times 4 = \frac{8}{15}$



(7) Find the answer to each of these multiplications.

(a) $\frac{5}{11} \times 2 = \boxed{\frac{10}{11}}$

(b) $\frac{3}{17} \times 4 = \boxed{\frac{12}{17}}$

(c) $\frac{9}{77} \times 5 = \boxed{\frac{45}{77}}$

(d) $\frac{4}{37} \times 6 = \boxed{\frac{24}{37}}$

(e) $\frac{3}{29} \times 7 = \boxed{\frac{21}{29}}$

(f) $\frac{4}{81} \times 9 = \boxed{\frac{36}{81}}$

(g) $\frac{13}{37} \times 2 = \boxed{\frac{26}{37}}$

(h) $\frac{9}{53} \times 5 = \boxed{\frac{45}{53}}$

(i) $\frac{15}{61} \times 4 = \boxed{\frac{60}{61}}$

(8) For each of these multiplications, give your answer as an improper fraction, then convert this to a mixed number.

(a) $\frac{3}{8} \times 3 = \boxed{\frac{9}{8}} = \boxed{1\frac{1}{8}}$

(b) $\frac{6}{7} \times 4 = \boxed{\frac{24}{7}} = \boxed{3\frac{3}{7}}$

(c) $\frac{5}{7} \times 2 = \boxed{\frac{10}{7}} = \boxed{1\frac{3}{7}}$

(d) $\frac{5}{8} \times 5 = \boxed{\frac{25}{8}} = \boxed{3\frac{1}{8}}$

(e) $\frac{3}{5} \times 6 = \boxed{\frac{18}{5}} = \boxed{3\frac{3}{5}}$

(f) $\frac{4}{5} \times 3 = \boxed{\frac{12}{5}} = \boxed{2\frac{2}{5}}$

(9) Multiply each mixed number by the whole number given. Give your answer as a mixed number.

(a) $2\frac{1}{2} \times 2 = \boxed{5}$

(b) $2\frac{1}{2} \times 3 = \boxed{7\frac{1}{2}}$

(c) $1\frac{1}{4} \times 3 = \boxed{3\frac{3}{4}}$

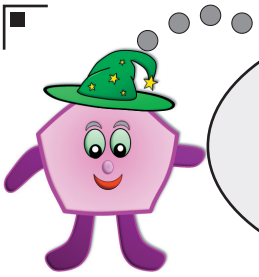
(d) $1\frac{2}{5} \times 2 = \boxed{2\frac{4}{5}}$

(e) $2\frac{1}{7} \times 3 = \boxed{6\frac{3}{7}}$

(f) $2\frac{1}{7} \times 6 = \boxed{12\frac{6}{7}}$

(g) $2\frac{1}{9} \times 4 = \boxed{8\frac{4}{9}}$

(h) $2\frac{1}{9} \times 8 = \boxed{16\frac{8}{9}}$



Maths Homework this week is about:

Writing Decimals as Fractions

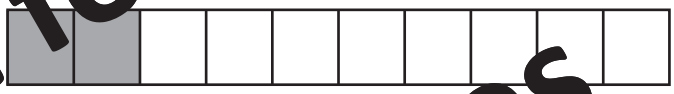
Answers

Date:

Teacher:

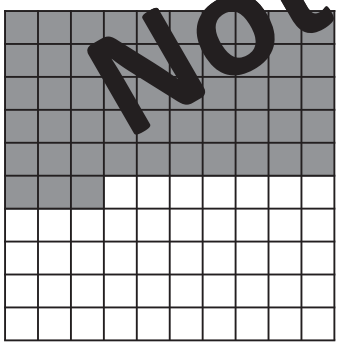
Year 5

(1) Write each shaded area as both a decimal and as a fraction out of 10.

	Decimal	Shaded Area	Fraction
(a)	0.3		$\frac{3}{10}$
(b)	0.5		$\frac{5}{10}$
(c)	0.2		$\frac{2}{10}$
(d)	0.7		$\frac{7}{10}$
(e)	0.4		$\frac{4}{10}$
(f)	0.6		$\frac{6}{10}$
(g)	0.9		$\frac{9}{10}$
(h)	0.8		$\frac{8}{10}$

(2) Write each of these shaded areas as both a decimal and as a fraction of 100.

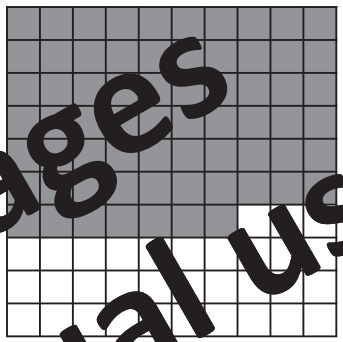
(a)



Decimal: **0.53**

Fraction: $\frac{53}{100}$

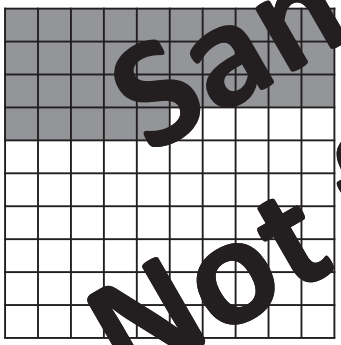
(b)



Decimal: **0.67**

Fraction: $\frac{67}{100}$

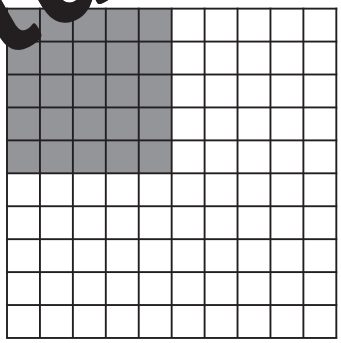
(c)



Decimal: **0.35**

Fraction: $\frac{35}{100}$

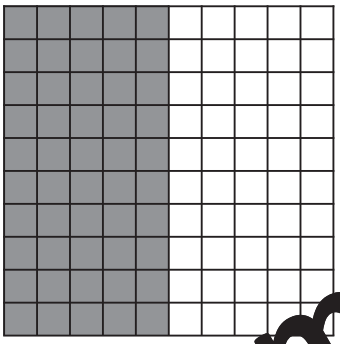
(d)



Decimal: **0.25**

Fraction: $\frac{25}{100}$

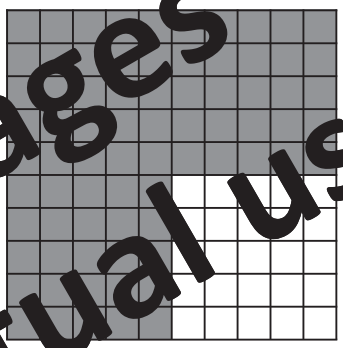
(e)



Decimal: **0.5**

Fraction: $\frac{50}{100}$

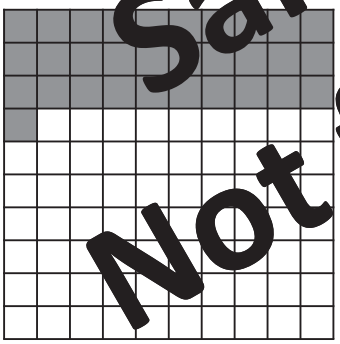
(f)



Decimal: **0.75**

Fraction: $\frac{75}{100}$

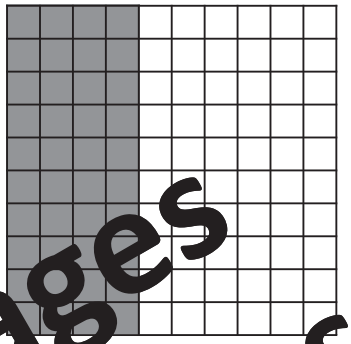
(g)



Decimal: **0.31**

Fraction: $\frac{31}{100}$

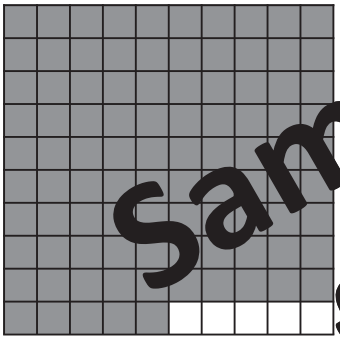
(h)



Decimal: **0.4**

Fraction: $\frac{40}{100}$

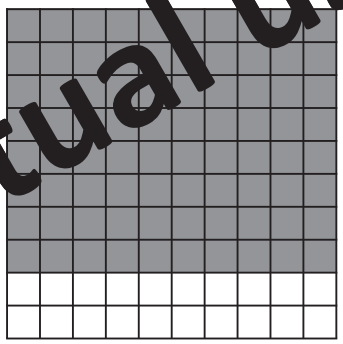
(i)



Decimal: **0.95**

Fraction: $\frac{95}{100}$

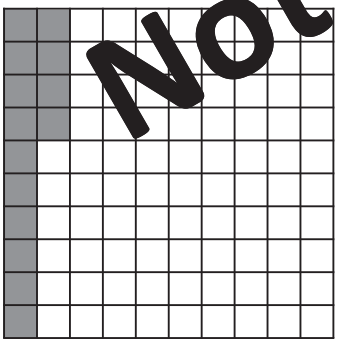
(j)



Decimal: **0.8**

Fraction: $\frac{80}{100}$

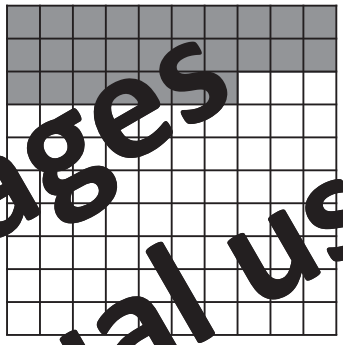
(k)



Decimal: **0.14**

Fraction: $\frac{14}{100}$

(l)



Decimal: **0.27**

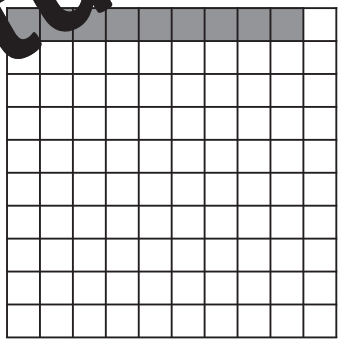
Fraction: $\frac{27}{100}$

(m)

Decimal: **0.99**

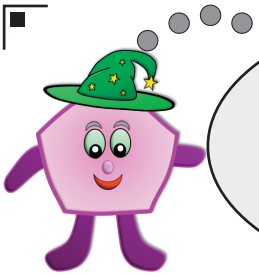
Fraction: $\frac{99}{100}$

(n)



Decimal: **0.09**

Fraction: $\frac{9}{100}$



Maths Homework this week is about:

Looking at 1000ths

Answers

Date:

Teacher:

Year 5

(1) Each of these fractions has a 3-digit numerator. Write each one as a decimal.

(a)	$\frac{293}{1000}$ =	0.293	(b)	$\frac{671}{1000}$ =	0.671
(c)	$\frac{837}{1000}$ =	0.837	(d)	$\frac{268}{1000}$ =	0.268
(e)	$\frac{101}{1000}$ =	0.101	(f)	$\frac{404}{1000}$ =	0.404
(g)	$\frac{196}{1000}$ =	0.196	(h)	$\frac{726}{1000}$ =	0.726
(i)	$\frac{695}{1000}$ =	0.695	(j)	$\frac{928}{1000}$ =	0.928

(2) Each of these fractions has a 2-digit numerator. Write each one as a decimal.

(a)	$\frac{73}{1000}$ =	0.073	(b)	$\frac{12}{1000}$ =	0.012
(c)	$\frac{58}{1000}$ =	0.058	(d)	$\frac{64}{1000}$ =	0.064
(e)	$\frac{92}{1000}$ =	0.092	(f)	$\frac{87}{1000}$ =	0.087
(g)	$\frac{17}{1000}$ =	0.017	(h)	$\frac{39}{1000}$ =	0.039
(i)	$\frac{90}{1000}$ =	0.09	(j)	$\frac{70}{1000}$ =	0.07

(3) Each of these fractions has a 1-digit numerator. Write each one as a decimal.

(a)	$\frac{4}{1000}$ =	0.004	(b)	$\frac{3}{1000}$ =	0.003
(c)	$\frac{7}{1000}$ =	0.007	(d)	$\frac{6}{1000}$ =	0.006
(e)	$\frac{2}{1000}$ =	0.002	(f)	$\frac{9}{1000}$ =	0.009
(g)	$\frac{8}{1000}$ =	0.008	(h)	$\frac{5}{1000}$ =	0.005

(4) Fill in the missing values for these decimals and fractions.

	thousandths		hundredths		tenths		decimal
(a)	200/1000	=	20/100	=	2/10	=	0.2
(b)	400/1000	=	40/100	=	4/10	=	0.4
(c)	700/1000	=	70/100	=	7/10	=	0.7
(d)	600/1000	=	60/100	=	6/10	=	0.6
(e)	900/1000	=	90/100	=	9/10	=	0.9

(5) Write each decimal as a fraction over 1000.

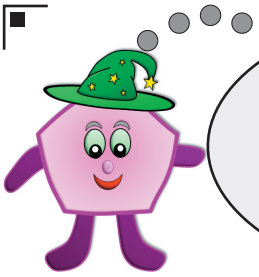
(a)	0.829	=	829/1000	(b)	0.627 = 627/1000
(c)	0.907	=	907/1000	(d)	0.807 = 807/1000
(e)	0.403	=	403/1000	(f)	0.129 = 129/1000
(g)	0.051	=	51/1000	(h)	0.093 = 93/1000
(i)	0.037	=	37/1000	(j)	0.001 = 1/1000

(6) Put the correct values, as fractions with a denominator of 1000, in the boxes on these number lines.

(a) 4/1000, 8/1000, 12/1000, 16/1000, 20/1000, 24/1000

(b) 21/1000, 28/1000, 35/1000, 42/1000, 49/1000, 56/1000

(c) 77/1000, 88/1000, 99/1000, 110/1000, 121/1000, 132/1000



Maths Homework this week is about:

Rounding Decimals

Answers

Date:

Teacher:

Year 5

(1) These decimals have one units digit and one decimal digit. Round each one to the nearest whole number.

	Decimal	Rounded to nearest whole number		Decimal	Rounded to nearest whole number
(a)	8.2 →	8	(b)	6.9 →	7
(c)	3.7 →	4	(d)	5.1 →	5
(e)	4.4 →	4	(f)	7.5 →	8
(g)	9.8 →	10	(h)	2.2 →	2

(2) These decimals have a tens and a units digit and one decimal digit. Round each one to the nearest whole number.

	Decimal	Rounded to nearest whole number		Decimal	Rounded to nearest whole number
(a)	94.6 →	95	(b)	28.4 →	28
(c)	13.5 →	14	(d)	83.8 →	84
(e)	62.9 →	63	(f)	36.2 →	36
(g)	27.3 →	27	(h)	49.5 →	50

(3) These decimals have two decimal places. Round each one to the nearest whole number.

	Decimal	Rounded to nearest whole number		Decimal	Rounded to nearest whole number
(a)	7.38 →	7	(b)	6.96 →	7
(c)	5.17 →	5	(d)	8.73 →	9
(e)	12.8 →	13	(f)	17.38 →	17
(g)	26.51 →	27	(h)	37.42 →	37
(i)	39.67 →	40	(j)	42.93 →	43

(4) Round each of these decimals to one decimal place.

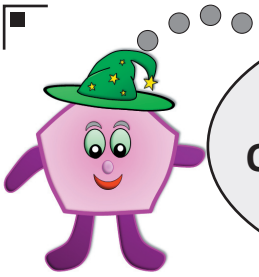
	Decimal	Rounded to one decimal place		Decimal	Rounded to one decimal place
(a)	3.35 →	3.4	(b)	6.25 →	6.3
(c)	6.42 →	6.4	(d)	5.8[illegible] →	5.8
(e)	5.28 →	5.3	(f)	9.68 →	9.7
(g)	4.64 →	4.6	(h)	7.48 →	7.5

(5) Round each of these decimals to one decimal place.

	Decimal	Rounded to one decimal place		Decimal	Rounded to one decimal place
(a)	57.27 →	57.3	(b)	71.48 →	71.5
(c)	82.46 →	82.5	(d)	38.52 →	38.5
(e)	46.32 →	46.3	(f)	63.[illegible] →	63.7
(g)	96.84 →	96.8	(h)	52.39 →	52.4

(6) For each of these decimals, first round them to one decimal place, then round the original decimal to the nearest whole number.

	Decimal	Rounded to one decimal place	Rounded to nearest whole number
(a)	39.52	39.5	40
(b)	28.68	28.7	29
(c)	126.48	126.5	126
(d)	149.37	149.4	149
(e)	232.[illegible]	232.7	233
(f)	246.45	246.5	246
(g)	350.3[illegible]	350.4	350
(h)	429.24	429.2	429



Maths Homework this week is about:

Ordering and Comparing Decimals

Answers

Date:

Teacher:

Year 5

(1) Write **LARGER** or **SMALLER** in each of these boxes.

(a)	**6.7**	is	LARGER	than	**6.6**	(b)	**7.3**	is	LARGER	than	**7.29**
(c)	**4.08**	is	SMALLER	than	**4.8**	(d)	**6.51**	is	SMALLER	than	**6.52**
(e)	**3.92**	is	LARGER	than	**3.9**	(f)	**4.06**	is	LARGER	than	**4.04**
(g)	**4.26**	is	SMALLER	than	**4.3**	(h)	**2.79**	is	SMALLER	than	**2.8**
(i)	**8.67**	is	LARGER	than	**8.65**	(j)	**5.11**	is	LARGER	than	**5.09**
(k)	**3.8**	is	LARGER	than	**3.12**	(l)	**6.62**	is	SMALLER	than	**6.71**
(m)	**9.14**	is	SMALLER	than	**9.2**	(n)	**7.09**	is	LARGER	than	**7.08**
(o)	**5.72**	is	SMALLER	than	**5.8**	(p)	**9.26**	is	SMALLER	than	**9.3**

(2) Circle the largest decimal in each of these lists.

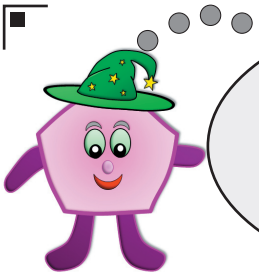
(a)	**48.04**	**48.14**	**48.4**	**48.3**
(b)	**12.63**	**12.6**	**12.36**	**12.55**
(c)	**92.03**	**92.09**	**92.0**	**92.04**
(d)	**37.09**	**37.88**	**37.9**	**37.86**
(e)	**83.08**	**83.1**	**83.8**	**83.81**
(f)	**76.3**	**76.12**	**76.3**	**76.18**
(g)	**26.75**	**26.76**	**26.67**	**26.7**
(h)	**72.4**	**72.24**	**72.42**	**72.37**
(i)	**56.08**	**56.79**	**56.18**	**56.81**
(j)	**87.6**	**87.68**	**87.67**	**87.09**

(3) For each of these lists of decimals, put them in order from smallest to largest.

(a)	4.6	4.37	4.09	→	4.09	4.37	4.6
(b)	6.2	6.14	6.23	→	6.14	6.2	6.23
(c)	8.15	8.05	8.25	→	8.05	8.15	8.25
(d)	4.5	4.61	4.53	→	4.5	4.53	4.61
(e)	2.23	2.19	2.09	→	2.09	2.19	2.23
(f)	3.71	3.6	3.62	→	3.6	3.62	3.71
(g)	7.09	7.32	7.4	→	7.09	7.32	7.4
(h)	4.91	4.62	4.66	→	4.62	4.66	4.91
(i)	9.08	9.19	9.05	→	9.05	9.08	9.19
(j)	5.74	5.63	5.82	→	5.63	5.74	5.82

(4) For each of these lists of decimals, put them in order from smallest to largest.

(a)	12.31	12.301	12.103	12.42	12.013	→	12.013	12.103	12.301	12.31	12.42
(b)	26.27	26.38	26.102	26.384	26.276	→	26.102	26.27	26.276	26.38	26.384
(c)	87.31	87.39	87.078	87.404	87.064	→	87.064	87.078	87.31	87.39	87.404
(d)	35.126	35.065	35.131	35.06	35.12	→	35.06	35.065	35.12	35.126	35.131
(e)	97.59	97.626	97.75	97.57	97.601	→	97.57	97.59	97.601	97.626	97.75
(f)	52.826	52.803	52.817	82.852	82.838	→	52.803	52.817	52.826	52.838	52.852
(g)	46.27	46.48	46.507	46.304	46.196	→	46.196	46.27	46.304	46.48	46.507
(h)	81.243	81.386	81.392	81.801	81.38	→	81.243	81.38	81.386	81.392	81.801



Maths Homework this week is about:

Solving Problems using Decimals

Answers

Date:

Teacher:

Year 5

(1) In these number pyramids, the number in a box is found by adding the two numbers in the box underneath it. Fill in the missing boxes.

(a)

	7.4	
3.5	3.9	
1.2	2.3	1.6

(b)

	13.3	
5.6	7.7	
1.1	4.5	3.2

(c)

	15.7	
8.3	7.4	
5.4	2.9	4.5

(d)

	20.2	
7.5	12.7	
2.6	4.9	7.8

(e)

	13.7	
5.8	7.9	
1.6	4.2	3.7

(f)

	16.4	
8.0	8.4	
5.3	2.7	5.7

(g)

	14.4	
6.1	8.3	
4.3	3.8	6.5

(h)

	13.8	
5.5	8.3	
3.8	2.7	6.6

(i)

	10.9	
3.8	7.1	
1.2	2.6	4.5

(j)

	22.9	
8.7	14.2	
2.4	6.3	7.9

(k)

	17.7	
8.9	8.8	
3.4	5.5	3.3

(l)

	22.9	
10.7	12.2	
3.9	6.8	5.4

(2) These were the amounts of money in four money boxes:

£8.40	£2.45	£3.65	£1.95

Find the total amount of money in all four boxes.
(Show your working).

```
  8.40
  2.45
+ 3.65
  1.95
 16.45
  2  1
```

£16.45

(3) Another set of four money boxes contained these amounts:

£6.35	£7.28	£4.96	£5.24

Find the total amount in these boxes.
(Show your working).

```
  6.35
  7.28
+ 4.96
  5.24
 23.83
  1  2
```

£23.83

(4) Some lengths of ribbon were each cut into three pieces with lengths as given.
Find the original length of each piece of ribbon. Show your working.

(a) 8.2 cm, 2.6 cm, 3.7 cm

$$\begin{array}{r} 8.2 \\ +\ 2.6 \\ 3.7 \\ \hline 14.5 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

14.5 cm

(b) 7.3 cm, 6.4 cm, 4.7 cm

$$\begin{array}{r} 7.3 \\ +\ 6.4 \\ 4.7 \\ \hline 18.4 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

18.4 cm

(c) 5.9 cm, 3.2 cm, 6.8 cm

$$\begin{array}{r} 5.9 \\ +\ 3.2 \\ 6.8 \\ \hline 15.9 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

15.9 cm

(d) 7.8 cm, 3.7 cm, 6.2 cm

$$\begin{array}{r} 7.8 \\ +\ 3.7 \\ 6.2 \\ \hline 17.7 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

17.7 cm

(e) 8.6 cm, 6.8 cm, 4.3 cm

$$\begin{array}{r} 8.6 \\ +\ 6.8 \\ 4.3 \\ \hline 19.7 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

19.7 cm

(f) 9.3 cm, 4.2 cm, 5.7 cm

$$\begin{array}{r} 9.3 \\ +\ 4.2 \\ 5.7 \\ \hline 19.2 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

19.2 cm

(g) 2.9 cm, 8.2 cm, 9.7 cm

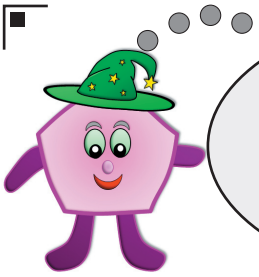
$$\begin{array}{r} 2.9 \\ +\ 8.2 \\ 9.7 \\ \hline 20.8 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

20.8 cm

(h) 8.4 cm, 9.8 cm, 7.5 cm

$$\begin{array}{r} 8.4 \\ +\ 9.8 \\ 7.5 \\ \hline 25.7 \\ {\scriptstyle 1\ \ \ \ } \end{array}$$

25.7 cm



Maths Homework this week is about:

Writing Percentages as Fractions and Decimals

Answers

Date:

Teacher:

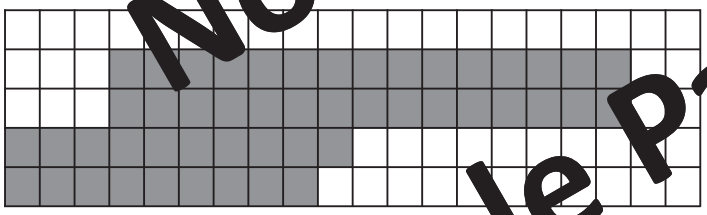
Year 5

For each diagram, say what percentage is shaded and then write each one as a fraction of 100, and as a decimal.

(1)

Percentage:	Fraction:	Decimal:
37 %	$\frac{37}{100}$	0.37

(2)



Percentage:	Fraction:	Decimal:
49 %	$\frac{49}{100}$	0.49

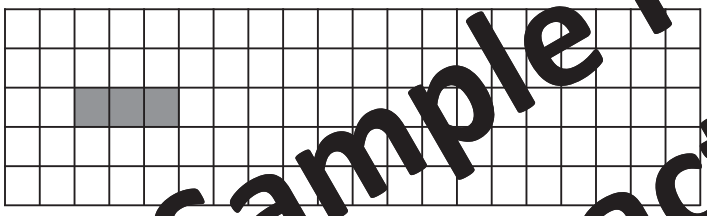
(3)

Percentage:	Fraction:	Decimal:
89 %	$\frac{89}{100}$	0.89

(4)

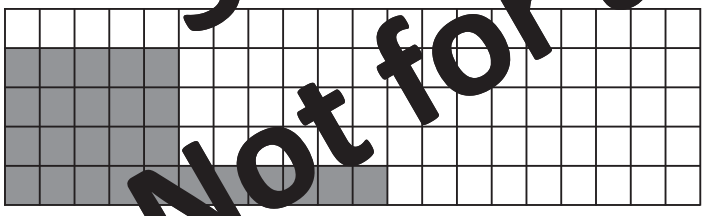
Percentage:	Fraction:	Decimal:
91 %	$\frac{91}{100}$	0.91

(5)



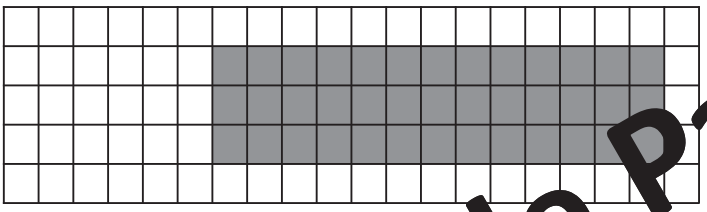
Percentage:	Fraction:	Decimal:
3 %	$\frac{3}{100}$	0.03

(6)



Percentage:	Fraction:	Decimal:
26%	$\frac{26}{100}$	0.26

(7)

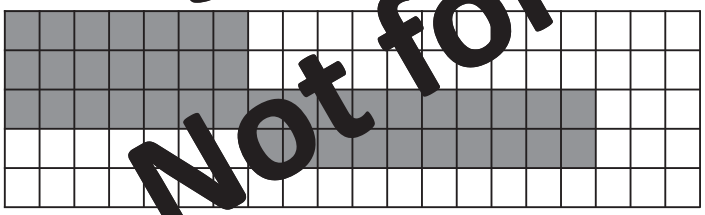


Percentage:	Fraction:	Decimal:
39 %	39/100	0.39

(8)

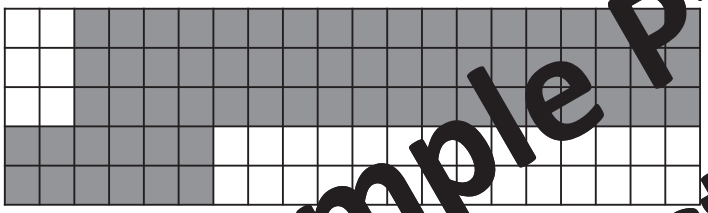
Percentage:	Fraction:	Decimal:
82 %	82/100	0.82

(9)



Percentage:	Fraction:	Decimal:
41%	41/100	0.41

(10)

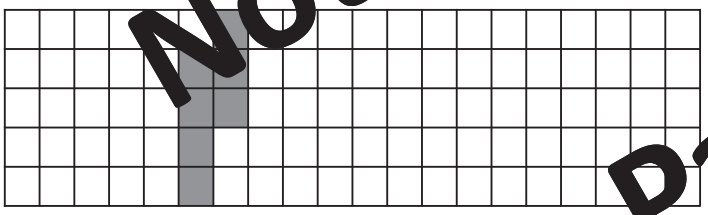


Percentage:	Fraction:	Decimal:
66 %	66/100	0.66

(11)

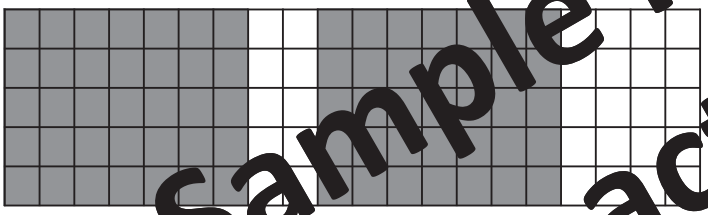
Percentage:	Fraction:	Decimal:
22 %	22/100	0.22

(12)



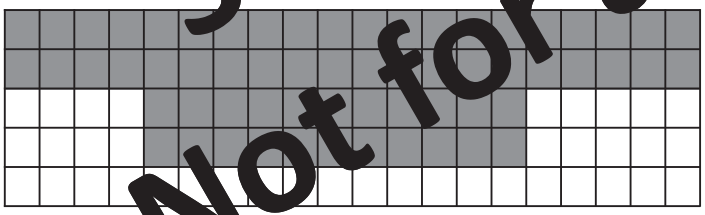
Percentage:	Fraction:	Decimal:
7 %	7/100	0.07

(13)

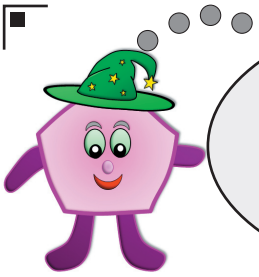


Percentage:	Fraction:	Decimal:
70 %	70/100	0.7

(14)



Percentage:	Fraction:	Decimal:
62 %	62/100	0.62



Maths Homework this week is about:

Solving Percentage and Fraction Problems

Answers

Date:

Teacher:

Year 5

(1) Find 50% of each of these amounts of money.

(a) 50% of £12 =	£6	(b) 50% of £18 =	£9
(c) 50% of £30 =	£15	(d) 50% of £50 =	£25
(e) 50% of £64 =	£32	(f) 50% of £2.50 =	£1.25
(g) 50% of £6.40 =	£3.20	(h) 50% of £7.40 =	£3.70
(i) 50% of £8.60 =	£4.30	(j) 50% of £9.60 =	£4.80

(2) Find 25% of each of these weights.

(a) 25% of 100 kg =	25 kg	(b) 25% of 20 kg =	5 kg
(c) 25% of 28 kg =	7 kg	(d) 25% of 36 kg =	9 kg
(e) 25% of 64 kg =	16 kg	(f) 25% of 88 kg =	22 kg
(g) 25% of 60 kg =	15 kg	(h) 25% of 40 kg =	10 kg
(i) 25% of 10 kg =	2.5 kg	(j) 25% of 6 kg =	1.5 kg

(3) Find 10% of each of these distances.

(a) 10% of 100 km =	10 km	(b) 10% of 50 km =	5 km
(c) 10% of 400 km =	40 km	(d) 10% of 900 km =	90 km
(e) 10% of 80 km =	8 km	(f) 10% of 30 km =	3 km
(g) 10% of 45 km =	4.5 km	(h) 10% of 26 km =	2.6 km
(i) 10% of 6 km =	0.6 km	(j) 10% of 2 km =	0.2 km

(4) Find 20% of each of the following lengths. (hint: Find 10% then double this).

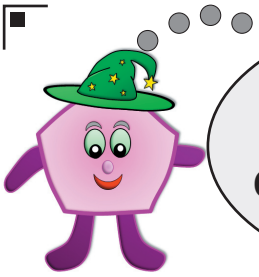
(a) 20% of 100 m =	20 m	(b) 20% of 40 m =	8 m
(c) 20% of 80 m =	16 m	(d) 20% of 400 m =	80 m
(e) 20% of 900 m =	180 m	(f) 20% of 240 m =	48 m
(g) 20% of 34 m =	6.8 m	(h) 20% of 39 m =	7.8 m
(i) 20% of 8 m =	1.6 m	(j) 20% of 3 m =	0.6 m

(5) Find the answer to each fraction question.

	Working		Answer
(a) Find $\frac{1}{10}$ of 80	80 ÷ 10 = 8		8
(b) Find $\frac{1}{4}$ of 120	120 ÷ 4 = 30		30
(c) Find $\frac{1}{5}$ of 90	90 ÷ 5 = 18		18
(d) Find $\frac{2}{5}$ of 45	45 ÷ 5 = 9	9 × 2 = 18	18
(e) Find $\frac{3}{5}$ of 60	60 ÷ 5 = 12	12 × 3 = 36	36
(f) Find $\frac{3}{10}$ of 500	500 ÷ 10 = 50	50 × 3 = 150	150
(g) Find $\frac{7}{10}$ of 800	800 ÷ 10 = 80	80 × 7 = 560	560
(h) Find $\frac{9}{10}$ of 400	400 ÷ 10 = 40	40 × 9 = 360	360
(i) Find $\frac{1}{25}$ of 200	200 ÷ 25 = 8		8
(j) Find $\frac{1}{50}$ of 800	800 ÷ 50 = 16		16
(k) Find $\frac{1}{75}$ of 750	750 ÷ 75 = 10		10
(l) Find $\frac{4}{5}$ of 30	30 ÷ 5 = 6	6 × 4 = 24	24

(6) Find the answer to each percentage question.

	Working		Answer
(a) Find 10% of 480	480 ÷ 10 = 48		48
(b) Find 20% of 60	60 ÷ 10 = 6	6 × 2 = 12	12
(c) Find 30% of 400	400 ÷ 10 = 40	40 × 3 = 120	120
(d) Find 40% of 500	500 ÷ 10 = 50	50 × 4 = 200	200
(e) Find 50% of 80	80 ÷ 10 = 8	8 × 5 = 40	40
(f) Find 60% of 25	25 ÷ 10 = 2.5	2.5 × 6 = 15	15
(g) Find 70% of 30	30 ÷ 10 = 3	3 × 7 = 21	21
(h) Find 80% of 40	40 ÷ 10 = 4	4 × 8 = 32	32
(i) Find 90% of 90	90 ÷ 10 = 9	9 × 9 = 81	81
(j) Find 25% of 60	60 ÷ 4 = 15		15
(k) Find 75% of 60	60 ÷ 4 = 15	15 × 3 = 45	45
(l) Find 75% of 120	120 ÷ 4 = 30	30 × 3 = 90	90



Maths Homework this week is about:

Converting Metric Units

Answers

Date:

Teacher:

Year 5

(1) Fill in the missing lengths for each question.

1000 m = 1 km

(a)	2000	m	=	2	km	(d)	4500	m	=	4.5	km
(b)	5000	m	=	5	km	(f)	1250	m	=	1.25	km
(c)	3500	m	=	3.5	km	(h)	830	m	=	0.83	km
(e)	6500	m	=	6.5	km	(j)	9600	m	=	9.6	km
(g)	700	m	=	0.7	km						
(i)	6200	m	=	6.2	km						

(2) Fill in the missing lengths for each question.

100 cm = 1 m

(a)	300	cm	=	3	m	(d)	630	cm	=	6.3	m
(b)	900	cm	=	9	m	(f)	146	cm	=	1.46	m
(c)	550	cm	=	5.5	m	(h)	304	cm	=	3.04	m
(e)	470	cm	=	4.7	m	(j)	775	cm	=	7.75	m
(g)	227	cm	=	2.27	m						
(i)	562	cm	=	5.62	m						

(3) Fill in the missing lengths for each question.

10 mm = 1 cm

(a)	80	mm	=	8	cm	(d)	39	mm	=	3.9	cm
(b)	110	mm	=	11	cm	(f)	66	mm	=	6.6	cm
(c)	1260	mm	=	126	cm	(h)	120	mm	=	12	cm
(e)	4	mm	=	0.4	cm	(j)	37.2	mm	=	3.72	cm
(g)	82	mm	=	8.2	cm						
(i)	12.5	mm	=	1.25	cm						

(4) Fill in the missing lengths for each question.

(a)	300	m	=	0.3	km	(b)	1290	cm	=	12.9	m
(c)	680	cm	=	6.8	m	(d)	8080	m	=	8.08	km
(e)	93	mm	=	9.3	cm	(f)	0.3	mm	=	0.03	cm
(g)	10	m	=	0.01	km	(h)	800	cm	=	8	m

(5) Fill in the missing weights.

1000 g = 1 kg

(a)	6000	g	=	6	kg	(d)	11000	g	=	11	kg
(b)	900	g	=	0.9	kg	(f)	300	g	=	0.3	kg
(c)	1300	g	=	1.3	kg	(h)	6200	g	=	6.2	kg
(e)	8070	g	=	8.07	kg	(j)	1990	g	=	1.99	kg
(g)	2410	g	=	2.41	kg						
(i)	12700	g	=	12.7	kg						

(6) Fill in the missing weights.

1000 g = 1 kg

(a)	7	kg	=	7000	g	(d)	0.6	kg	=	600	g
(b)	14	kg	=	14000	g	(f)	3.5	kg	=	3500	g
(c)	0.1	kg	=	100	g	(h)	7.74	kg	=	7740	g
(e)	2.4	kg	=	2400	g	(j)	5.02	kg	=	5020	g
(g)	2.62	kg	=	2620	g						
(i)	19.3	kg	=	19300	g						

(7) Fill in the missing volumes.

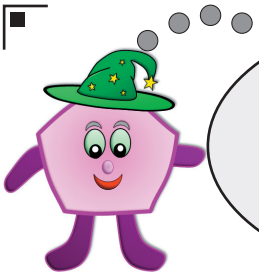
1000 ml = 1 litre (l)

(a)	9000	ml	=	9	l	(d)	500	ml	=	0.5	l
(b)	17000	ml	=	17	l	(f)	9600	ml	=	9.6	l
(c)	200	ml	=	0.2	l	(h)	4760	ml	=	4.76	l
(e)	8100	ml	=	8.1	l	(j)	2010	ml	=	2.01	l
(g)	3350	ml	=	3.35	l						
(i)	21100	ml	=	21.1	l						

(8) Fill in the missing volumes.

1000 ml = 1 litre (l)

(a)	3	l	=	3000	ml	(d)	0.7	l	=	700	ml
(b)	8	l	=	8000	ml	(f)	2.8	l	=	2800	ml
(c)	4.7	l	=	4700	ml	(h)	9.81	l	=	9810	ml
(e)	0.8	l	=	800	ml	(j)	42.76	l	=	42760	ml
(g)	6.21	l	=	6210	ml						
(i)	39.01	l	=	39010	ml						



Maths Homework this week is about:

Equivalence between Metric and Imperial Units

Answers

Date:

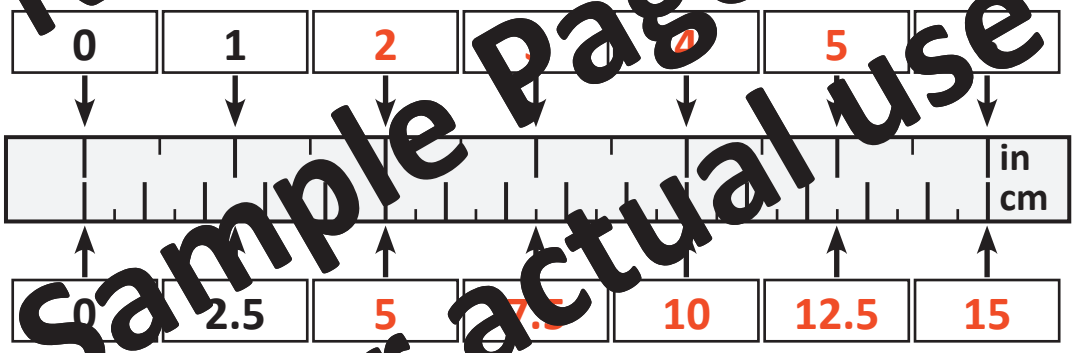
Teacher:

Year 5

For the questions here, use the approximate conections between the metric and imperial units to find your answers.

Length	1 inch (in) is about 2.5 centimetres (cm)
Weight	1 kilogram (kg) is about 2.2 pounds (lb)
Capacity	1 litre (l) is about 1.75 pints (pt)

(1) Fill in the missing values on this ruler.



(2) Fill in the missing values in this table.

	Inches	Centimetres
(a)	7	17.5
(b)	8	20
(c)	10	25
(d)	20	50
(e)	16	40
(f)	11	27.5
(g)	30	75
(h)	22	55
(i)	40	100
(j)	62	155

(3) For each of these weights, give their approximate value in pounds (lb).

(a) 2 kg — 4.4 lb

(b) 5 kg — 11 lb

(c) 8 kg — [illegible] lb

(d) [illegible] kg — 22 lb

(e) [illegible] kg — 26.4 lb

(f) 15 kg — 33 lb

(4) For each of these weights, give their approximate value in kilograms (kg).

(a) 6.6 lb — 3 kg

(b) 8.8 lb — [illegible] kg

(c) [illegible] lb — 6 kg

(d) 19.8 lb — 9 kg

(e) 39.6 lb — 18 kg

(f) 66 lb — 30 kg

(5) Find the missing values under each of these weights.

(a) 7 kg — 15.4 lb

(b) 24.2 lb — [illegible] kg

(c) [illegible] lb — 1.5 kg

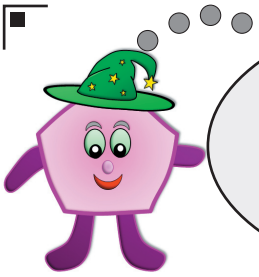
(d) 0.8 kg — [illegible] lb

(e) 55 lb — 25 kg

(f) 0.5 kg — 1.1 lb

(6) Fill in the missing values in this table to convert litres into pints.

	Litres	Pints
(a)	1	1.75
(b)	2	3.5
(c)	3	[illegible]
(d)	4	[illegible]
(e)	5	8.75
(f)	[illegible]	[illegible]
(g)	[illegible]	[illegible]
(h)	8	14
(i)	9	15.75
(j)	[illegible]	17.5
(k)	11	19.25
(l)	12	21



Maths Homework this week is about:

Perimeter of Rectilinear Shapes

Answers

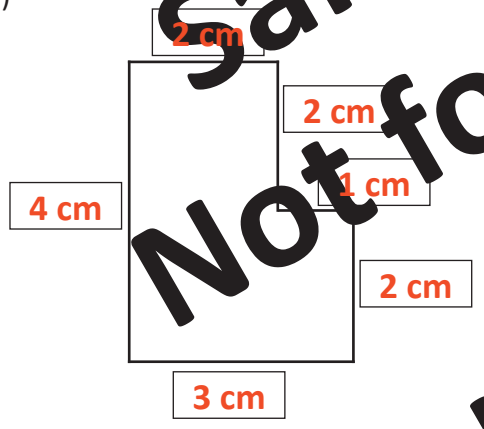
Date:

Teacher:

Year 5

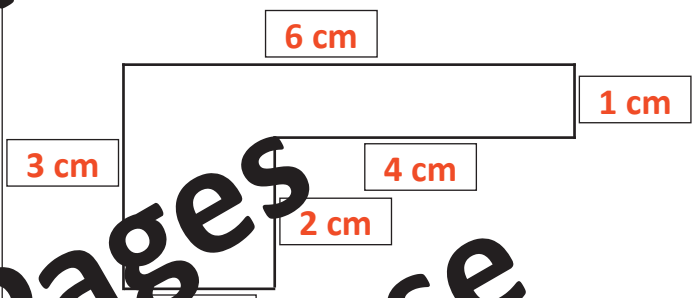
(1) For each of the shapes in this question, measure each side length, as a whole number of centimetres. Write the side lengths in the boxes, and then add these together to find the perimeter of each shape.

(a)



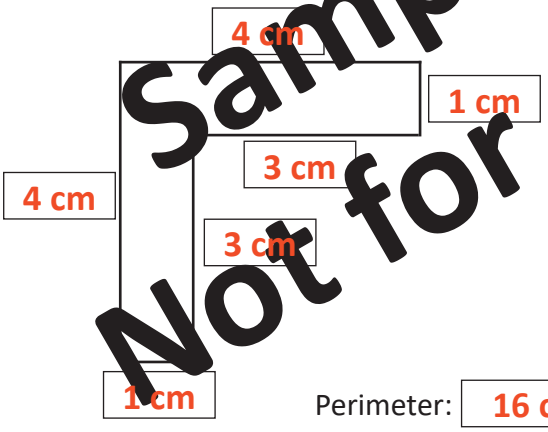
Perimeter: 14 cm

(b)



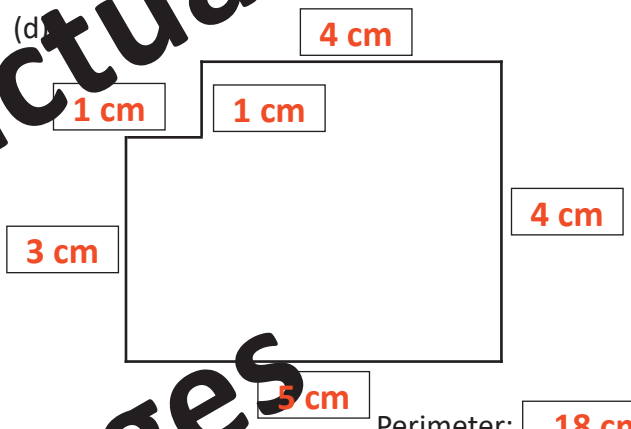
Perimeter: 18 cm

(c)



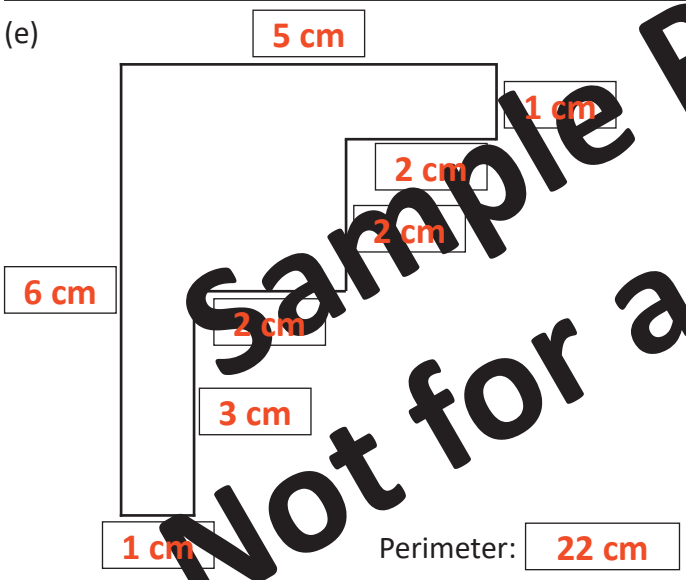
Perimeter: 16 cm

(d)



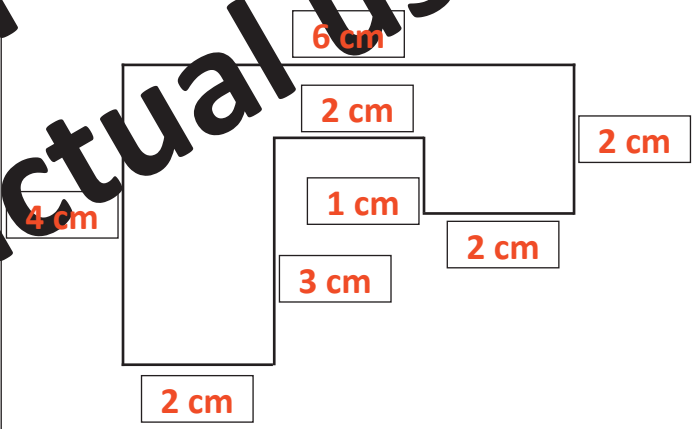
Perimeter: 18 cm

(e)



Perimeter: 22 cm

(f)

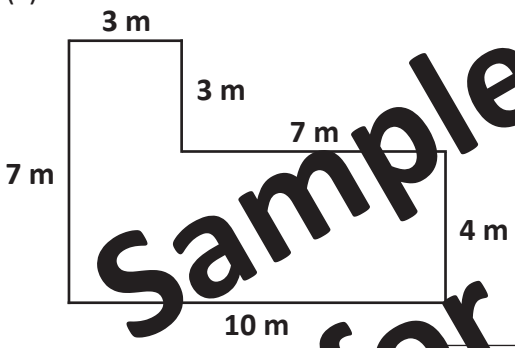


Perimeter: 22 cm

(2) By adding together the side lengths, give the total perimeter of each shape in metres.

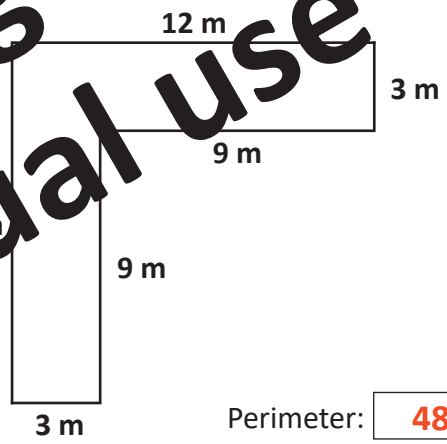
(a)

(c)



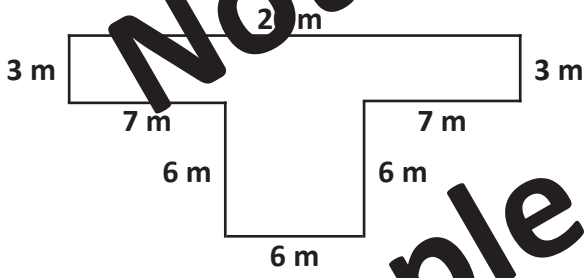
Perimeter: 34 m

(b)



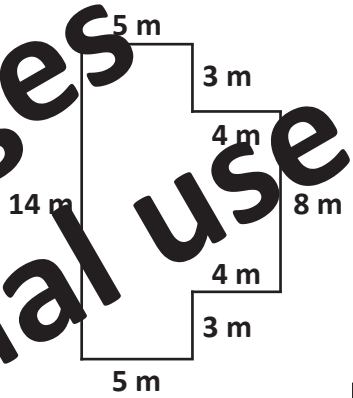
Perimeter: 48 m

(c)



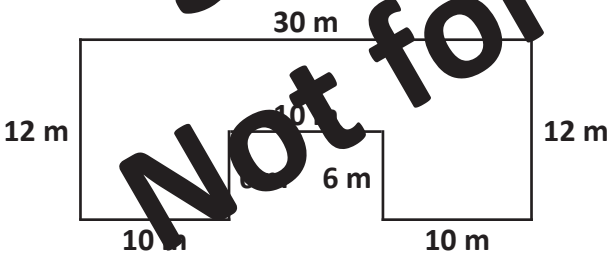
Perimeter: 58 m

(d)



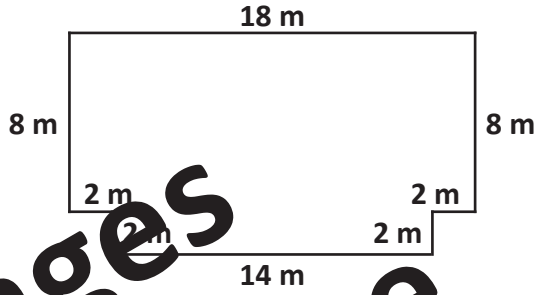
Perimeter: 46 m

(e)



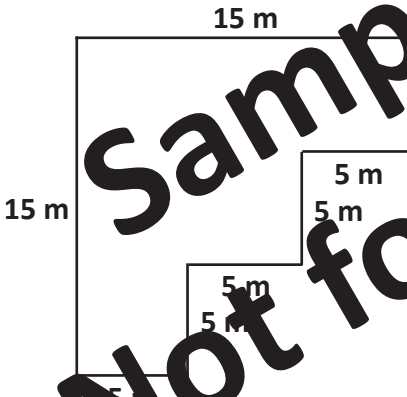
Perimeter: 96 m

(f)



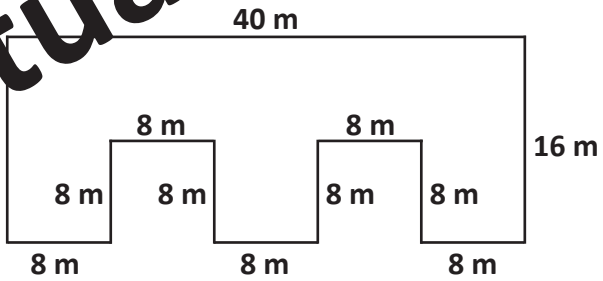
Perimeter: 56 m

(g)

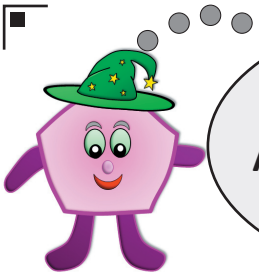


Perimeter: 60 m

(h)



Perimeter: 144 m



Maths Homework this week is about:

Areas of Rectangles and Estimating Areas

Answers

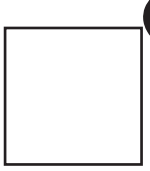
Date:

Teacher:

Year 5

(1) Work out the area of each of these squares and rectangles.
Show your working for each one.

(a)

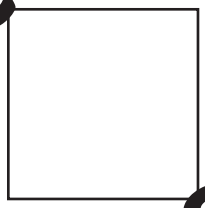


Working

Area = 5 × 5

Area = **25 cm²**

(b)

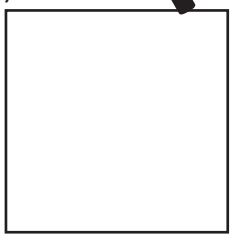


Working

Area = 7 × 7

Area = **49 m²**

(c)



Working

Area = 12 × 12

Area = **144 cm²**

(d)

Working

Area = 1.2 × 1.2

Area = **1.44 cm²**

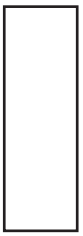
(e)

Working

Area = 8 × 3

Area = **24 m²**

(f)



Working

Area = 4 × 12

Area = **48 cm²**

(g)

Working

Area = 11 × 7

Area = **77 cm²**

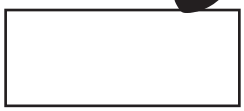
(h)

Working

Area = 4 × 2.5

Area = **10 m²**

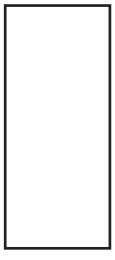
(i)



Working

Area = 12 × 5

Area = **60 cm²**



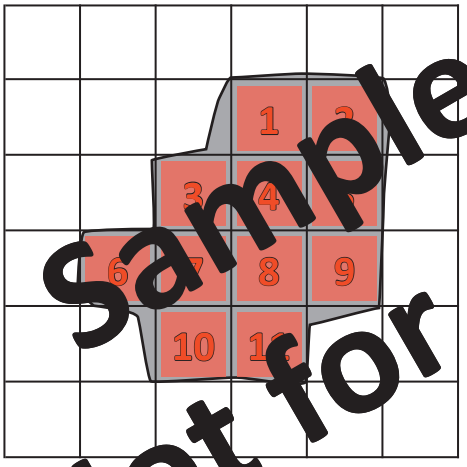
Working

Area = 3.5 × 8

Area = **28 m²**

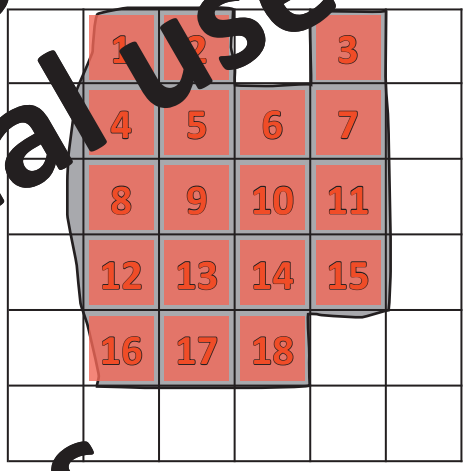
(2) These shapes are drawn on a grid of squares which are each 1cm by 1cm. By counting the squares which have have at least half of their area covered by the shape, estimate the area, in cm² of each shape.

(a)



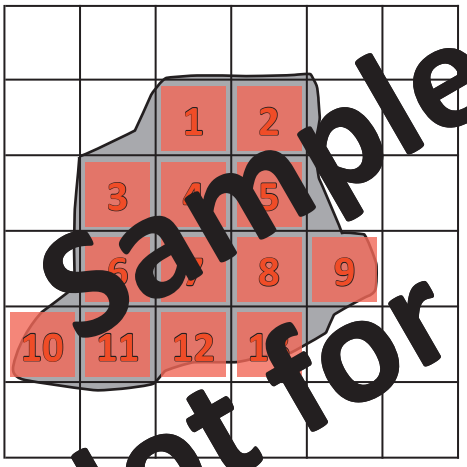
Area = 11 cm²

(b)



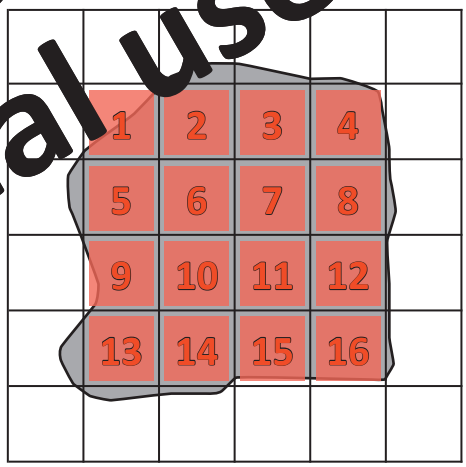
Area = 18 cm²

(c)



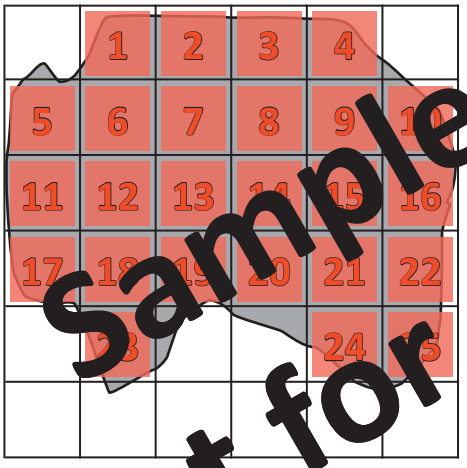
Area = 13 cm²

(d)



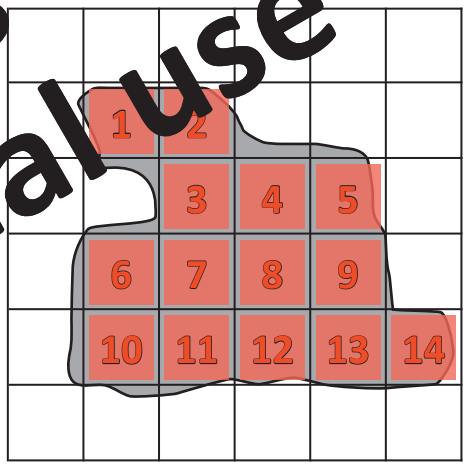
Area = 16 cm²

(e)

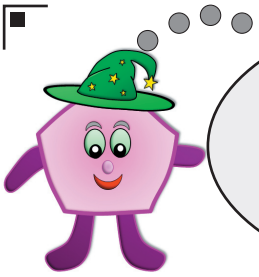


Area = 25 cm²

(f)



Area = 14 cm²



Maths Homework this week is about:

Converting between Units of Time

Answers

Date:

Teacher:

Year 5

(1) (a) How many days are there in 1 week?

7 days

(b) How many days are there in 4 weeks?

28 days

(c) 42 days is how many weeks?

6 weeks

(d) 63 days is how many weeks?

9 weeks

(2) This table shows the number of hours and minutes a pupil spent on sport in one week of their holidays. Change these times into minutes.

	Day	Hours and Minutes		Minutes
(a)	Monday	1 hour	17 minutes	77
(b)	Tuesday	1 hour	24 minutes	84
(c)	Wednesday	2 hours	36 minutes	156
(d)	Thursday	2 hours	45 minutes	165
(e)	Friday	3 hours	12 minutes	192
(f)	Saturday	2 hours	11 minutes	131
(g)	Sunday	2 hours	26 minutes	146

(3) Change each of these numbers of minutes into hours and minutes.

(a)	36 minutes	→	0	hours	36	minutes
(b)	84 minutes	→	1	hour	24	minutes
(c)	196 minutes	→	3	hours	16	minutes
(d)	149 minutes	→	2	hours	29	minutes
(e)	43 minutes	→	0	hours	43	minutes
(f)	194 minutes	→	3	hours	14	minutes
(g)	112 minutes	→	1	hours	52	minutes
(h)	245 minutes	→	4	hours	5	minutes
(i)	159 minutes	→	2	hours	39	minutes
(j)	341 minutes	→	5	hours	41	minutes

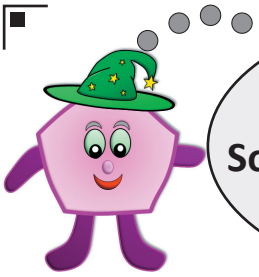
(4) **There are 60 seconds in a minute.**

Use this to fill in the missing values.

(a)	2	minutes	=	120	seconds
(b)	1.5	minutes	=	90	seconds
(c)	5	minutes	=	300	seconds
(d)	10	minutes	=	600	seconds
(e)	3	minutes	=	180	seconds
(f)	2.5	minutes	=	150	seconds
(g)	25	minutes	=	1500	seconds
(h)	7	minutes	=	420	seconds
(i)	0.25	minutes	=	15	seconds
(j)	1.25	minutes	=	75	seconds

(5) Fill in the missing values in the following questions.

(a)	8	hours	=	480	minutes
(b)	49	days	=	7	weeks
(c)	1	fortnight	=	2	weeks
(d)	300	minutes	=	5	hours
(e)	480	seconds	=	8	minutes
(f)	3	weeks	=	21	days
(g)	4800	seconds	=	80	minutes
(h)	10	hours	=	600	minutes
(i)	1	fortnight	=	14	days
(j)	140	days	=	20	weeks
(k)	1200	minutes	=	20	hours
(l)	9	minutes	=	540	seconds
(m)	8	weeks	=	56	days
(n)	20	hours	=	1200	minutes
(o)	90	minutes	=	5400	seconds
(p)	1	leap year	=	366	days



Maths Homework this week is about:

Solving Problems involving Measures

Answers

Date:

Teacher:

Year 5

(1) Four children shared £30.00 equally. How much did they each receive?

$$4 \overline{)30.00} = 7.50$$

Amount each: **£7.50**

(2) A tree was 1.25 m tall. If it grew by another 0.36 m, what was the new height?

$$1.25 + 0.36 = 1.61$$

New height: **1.61 m**

(3) A bottle of lemonade contained 2000 ml. If Sue took 326 ml from the bottle, how much lemonade was left?

$$2000 - 326 = 1674$$

Amount of lemonade left: **1674 ml**

(4) Six small cakes each weigh 125 g. How much do they weigh altogether?

$$125 \times 6 = 750$$

Total weight: **750 g**

(5) Helen saved £1.60 per week for 5 weeks. How much money did she save altogether?

$$1.60 \times 5 = 8.00$$

Total amount saved: **£8.00**

(6) Find the total of these three weights.

$$238 + 192 + 375 = 805$$

Total weight: **805 g**

(7) A length of wood was 236 cm long. 152 cm was cut off, what length of wood was left?

$$236 - 152 = 84$$

Length left: **84 cm**

(8) Sam decided to lose some weight. His starting weight was 96.5 kg, and he lost 17.3 kg.
What was his new weight?

$$\begin{array}{r} {}^{8}\not{9}\,{}^{1}\not{6}.5 \\ -\ 1\ 7.3 \\ \hline 7\ 9.2 \end{array}$$

New weight: **79.2 kg**

(9) A shopper bought three items with the following prices: £1.36, £2.79 and £4.63.
What was the total cost of these items?

$$\begin{array}{r} {\scriptstyle 1\ 1}\ \ \ \ \ \\ 1.3\ 6 \\ 2.7\ 9 \\ +\ 4.6\ 3 \\ \hline 8.7\ 8 \end{array}$$

Total cost: **£8.78**

(10) Rolls of ribbon each contain 135 cm of ribbon.
How many cm of ribbon is there altogether on 6 of these rolls?

$$\begin{array}{r} {\scriptstyle 2\ 3}\ \ \ \\ 1\ 3\ 5 \\ \times\ \ \ 6 \\ \hline 8\ 1\ 0 \end{array}$$

Total length of ribbon: **810 cm**

(11) How many ml of milk is there altogether in 8 cartons which each contain 240 ml?

$$\begin{array}{r} {\scriptstyle 3}\ \ \ \ \\ 2\ 4\ 0 \\ \times\ \ \ 8 \\ \hline 1\ 9\ 2\ 0 \end{array}$$

Total amount of milk: **1920 ml**

(12) A computer was originally priced at £695.
If it was reduced by £136 in a sale, what was the sale price?

$$\begin{array}{r} \ \ {}^{8}\not{6}\,{}^{1}\not{9}\,5 \\ -\ 1\ 3\ 6 \\ \hline 5\ 5\ 9 \end{array}$$

Sale price: **£559**

(13) A 756 ml jug of water is divided exactly into 6 glasses.
How many ml of water is in each glass?

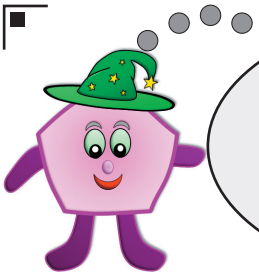
$$\begin{array}{r} 1\ 2\ 6 \\ 6\overline{)\ 7\ {}^{1}5\ {}^{3}6} \end{array}$$

Amount in each glass: **126 ml**

(14) A pupil cut a length of string into 8 identical lengths.
If the string was originally 688 cm long, how long was each of the pieces?

$$\begin{array}{r} \ \ 8\ 6 \\ 8\overline{)\ 6\ {}^{6}8\ {}^{4}8} \end{array}$$

Length of each piece: **86 cm**



Maths Homework this week is about:

Identifying 3D Shapes

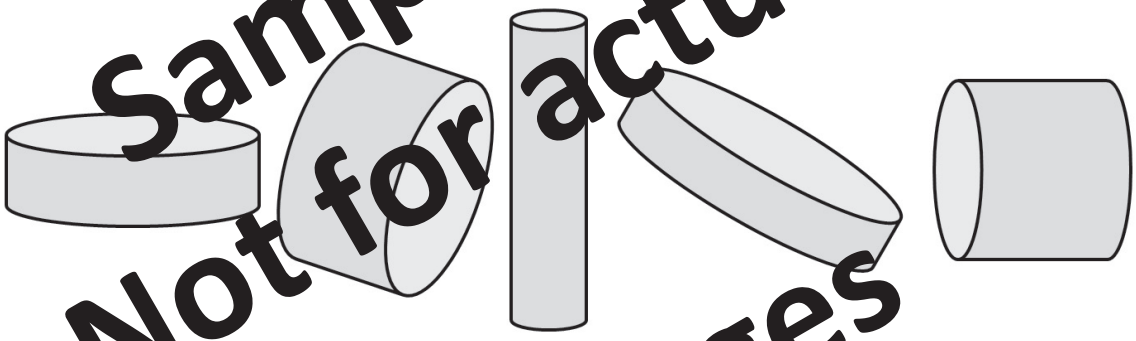
Answers

Date:

Teacher:

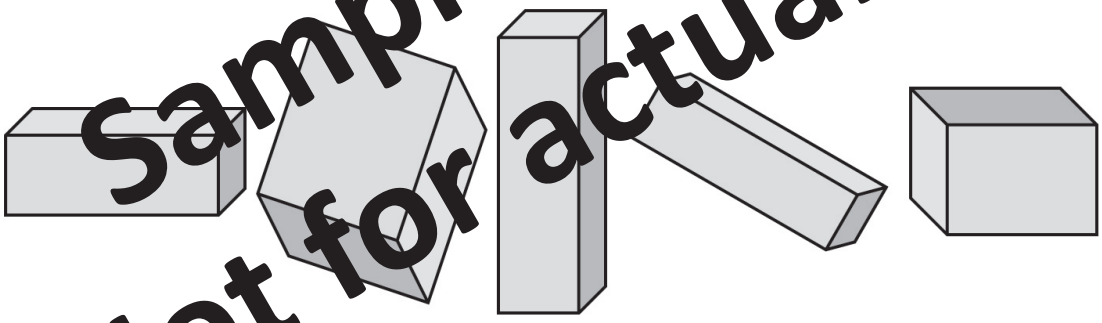
Year 5

(1) What is the name of the 3D shape in these diagrams?



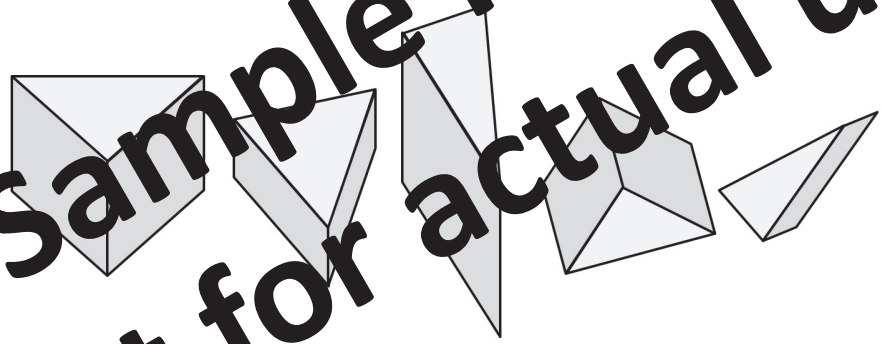
Each drawing is a: **Cylinder**

(2) What is the name of the 3D shape in these diagrams?



Each drawing is a: **Cuboid**

(3) What is the name of the 3D shape in these diagrams?



Each drawing is a: **Triangular Prism**

(4) Give the best mathematical name for the solid in each of these puzzles.

(a)

Name of solid: Cube

(b)

Name of solid: Octagonal Prism

(c)

Name of solid: Tetrahedron

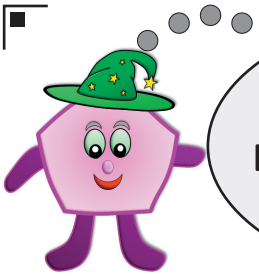
(d)

Name of solid: Cube

(5) What type of mathematical solid are these wooden shapes?

Each of these solids is a:

Cone



Maths Homework this week is about:

Drawing and Measuring Angles

Answers

Date:

Teacher:

Year 5

(a)

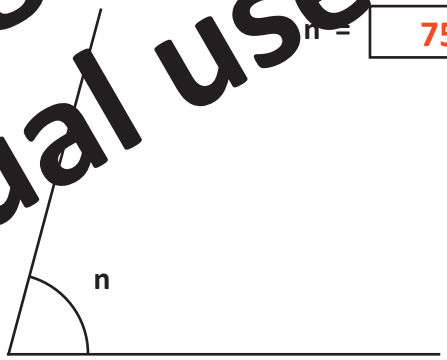
(1) Measure each of these angles using a protractor.

(a) t = **45°**

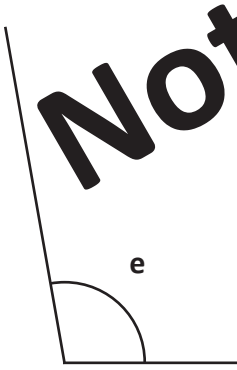
(b) c = **80°**

(c) r = **25°**

(d) n = **75°**



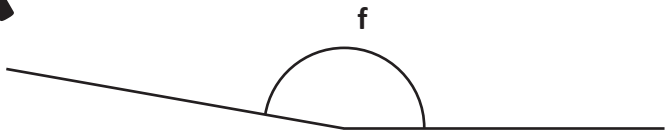
(e) e = **100°**



(f) d = **125°**

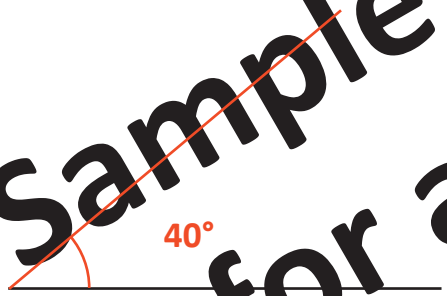
(g) v = **155°**

(h) f = **170°**

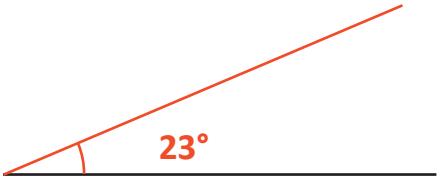


(2) Draw angles of the sizes asked. Draw your angle on the left hand side of the line given and label your angle with its size.

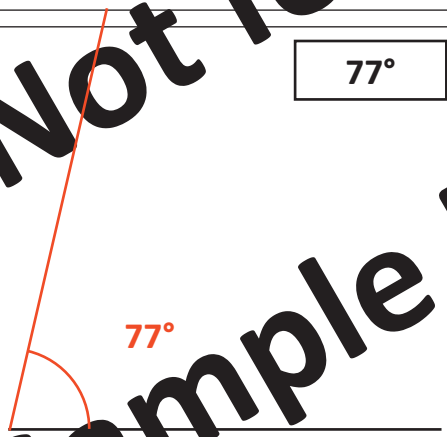
(a) 40°



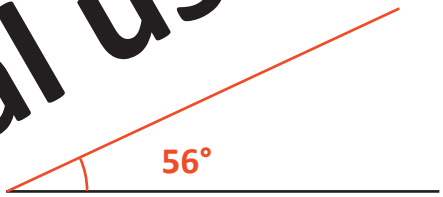
(b) 23°



(c) 77°



(d) 56°

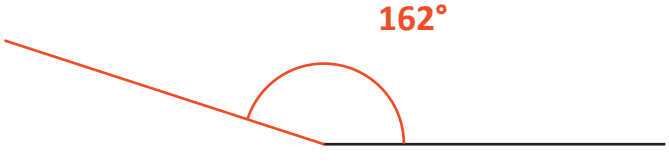


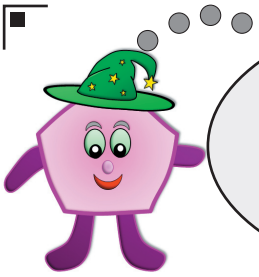
(e) 98°

(f) 128°

(g) 139°

(h) 162°





Maths Homework this week is about:

Calculating with Angles

Answers

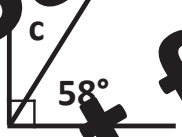
Date:

Teacher:

Year 5

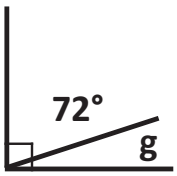
Find the size of the lettered angle in each question.

(1)



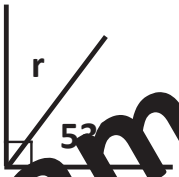
c = **32°**

(2)



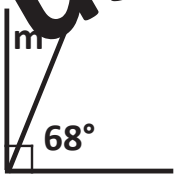
g = **18°**

(3)



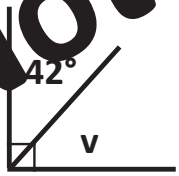
r = **37°**

(4)



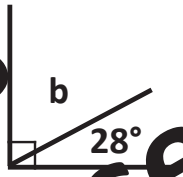
m = **22°**

(5)



v = **48°**

(6)

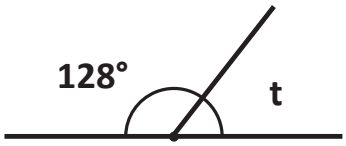


b = **62°**

(7)

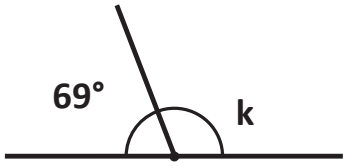
s = **60°**

(8)



t = **52°**

(9)

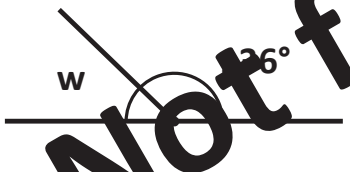


k = 111°

(10)

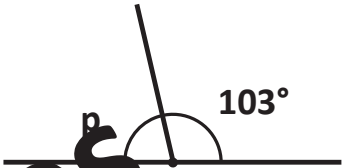
f = 122°

(11)



w = 44°

(12)

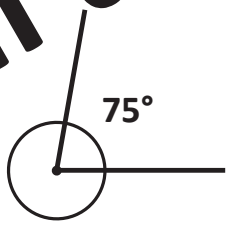


p = 77°

(13)

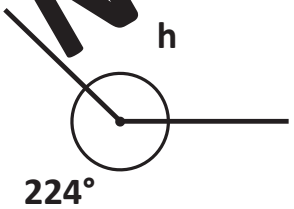
n = 220°

(14)



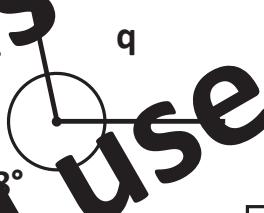
a = 285°

(15)



h = 136°

(16)

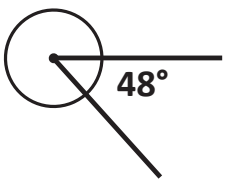


q = 112°

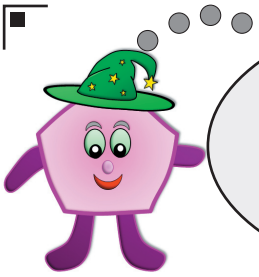
(17)

e = 124°

(18)



m = 312°



Maths Homework this week is about:

Reflections and Translations

Answers

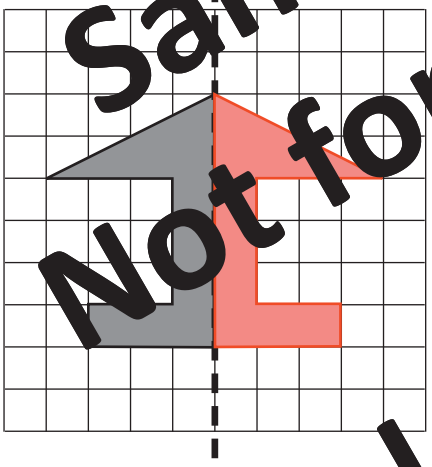
Date:

Teacher:

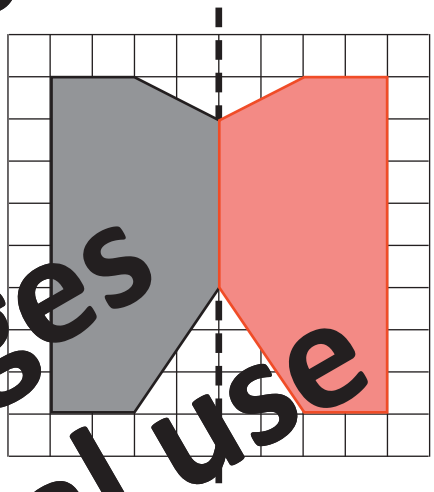
Year 5

(1) Reflect each shape in the dotted mirror line.

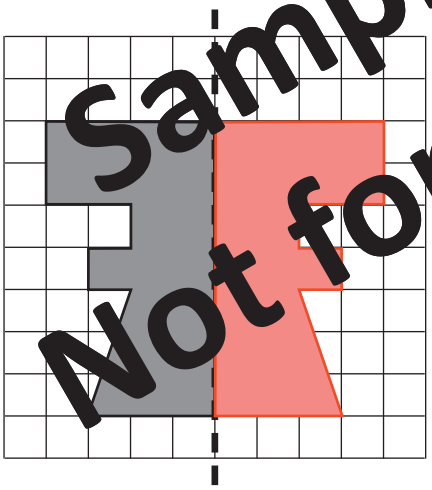
(a)

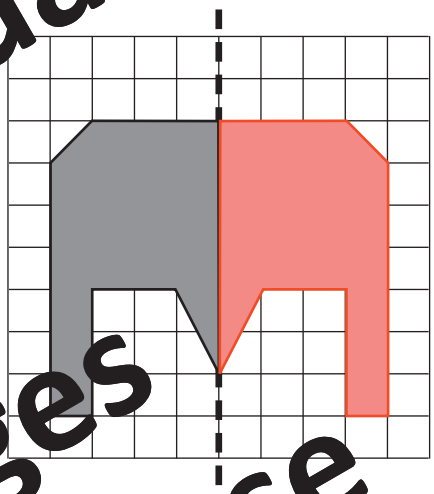


(b)

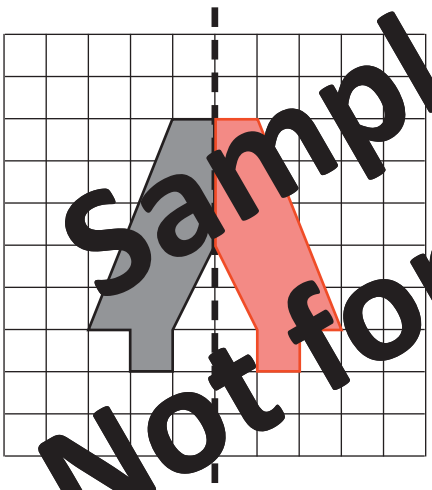


(c)

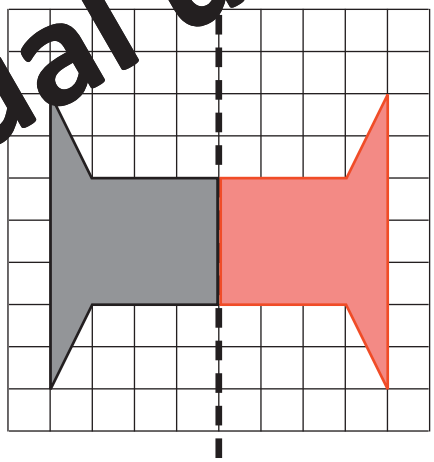




(e)

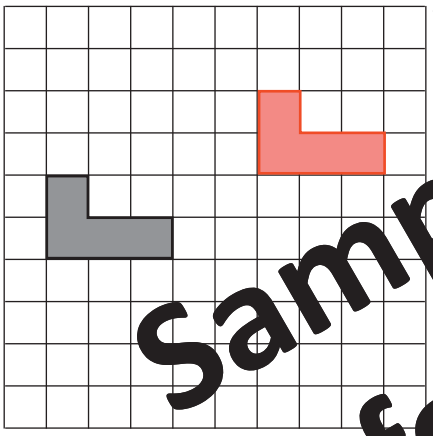


(f)



(2) Translate each shape using the instructions, and draw each answer on the grid.

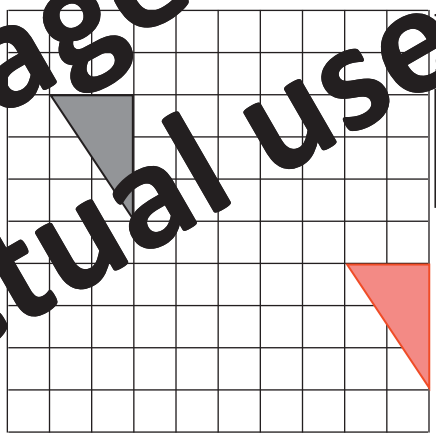
(a)



Translate this shape:

5 RIGHT
2 UP

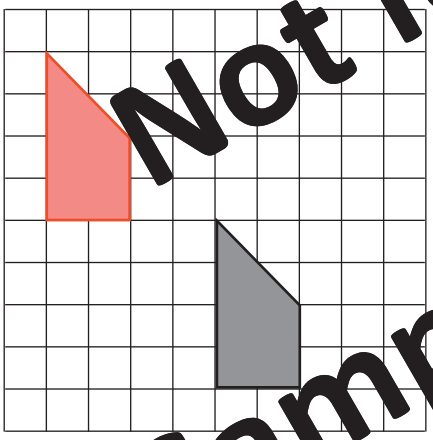
(b)



Translate this shape:

7 RIGHT
4 DOWN

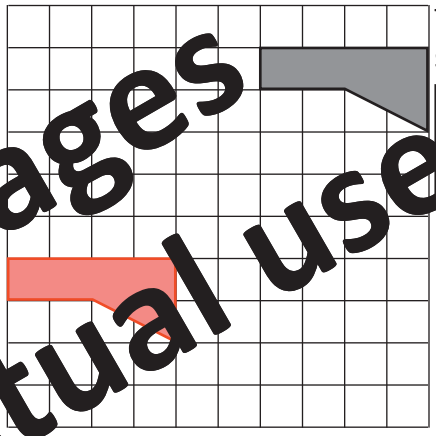
(c)



Translate this shape:

4 LEFT
4 UP

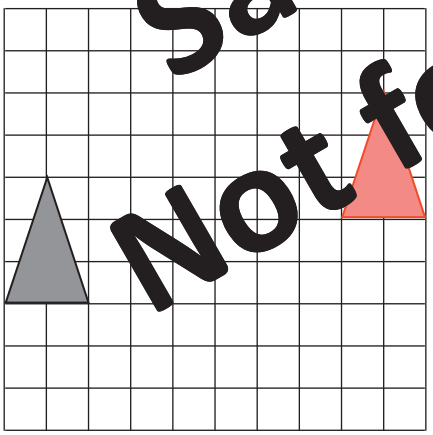
(d)



Translate this shape:

6 LEFT
5 DOWN

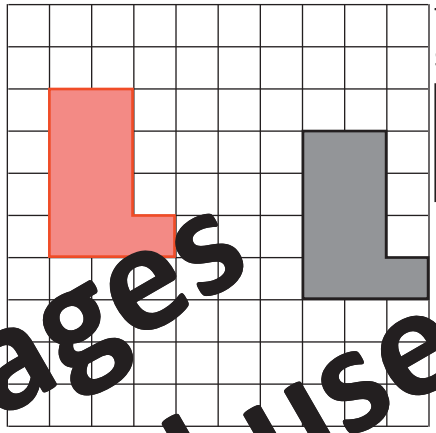
(e)



Translate this shape:

6 RIGHT
2 UP

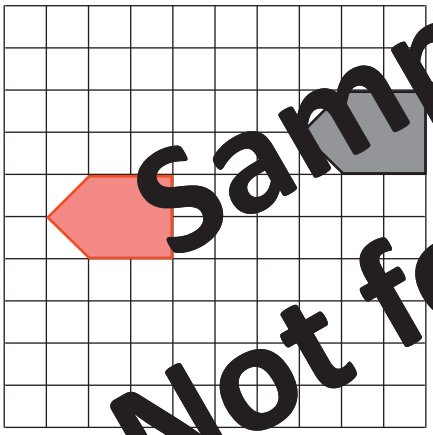
(f)



Translate this shape:

6 LEFT
1 UP

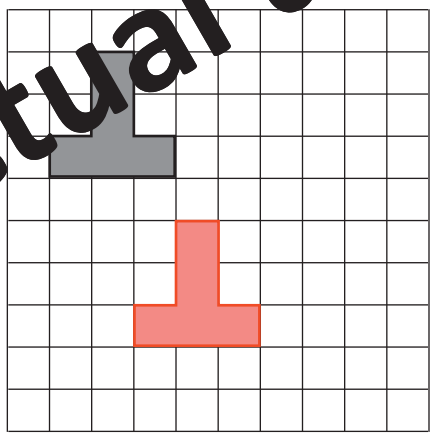
(g)



Translate this shape:

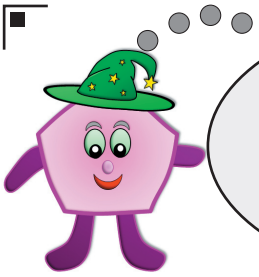
6 LEFT
2 DOWN

(h)



Translate this shape:

2 RIGHT
4 DOWN



Maths Homework this week is about:

Line Graph Problems

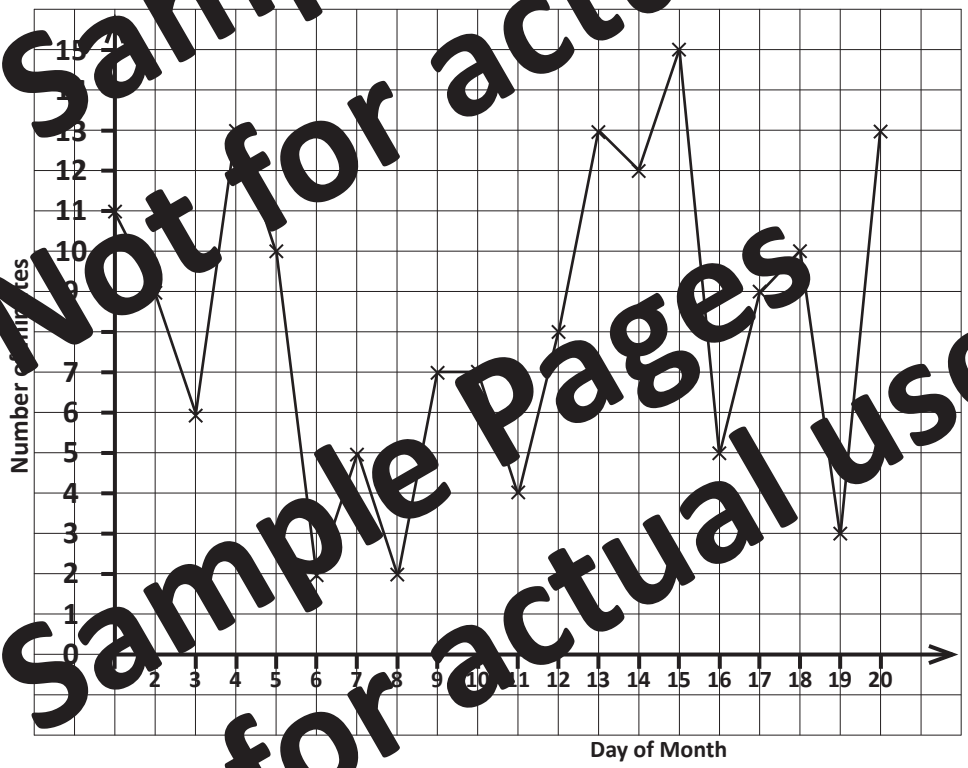
Answers

Date:

Teacher:

Year 5

(1) This line graph shows the number of minutes a pupil spent reading on each of the first 20 days of one month. Use this line graph to answer the questions below.



(a) How many minutes were spent reading on the 8th day of the month? — **2 minutes**

(b) On which day did the pupil spend the most time reading? — **15th**

(c) Exactly 8 minutes were spent reading on which day of the month? — **12th**

(d) On which two consecutive days were the same number of minutes spent reading? — **9th and 10th**

(e) On which days of the month were exactly 10 minutes spent reading? — **5th and 18th**

(f) How many minutes were spent reading on the 14th day of the month? — **12 minutes**

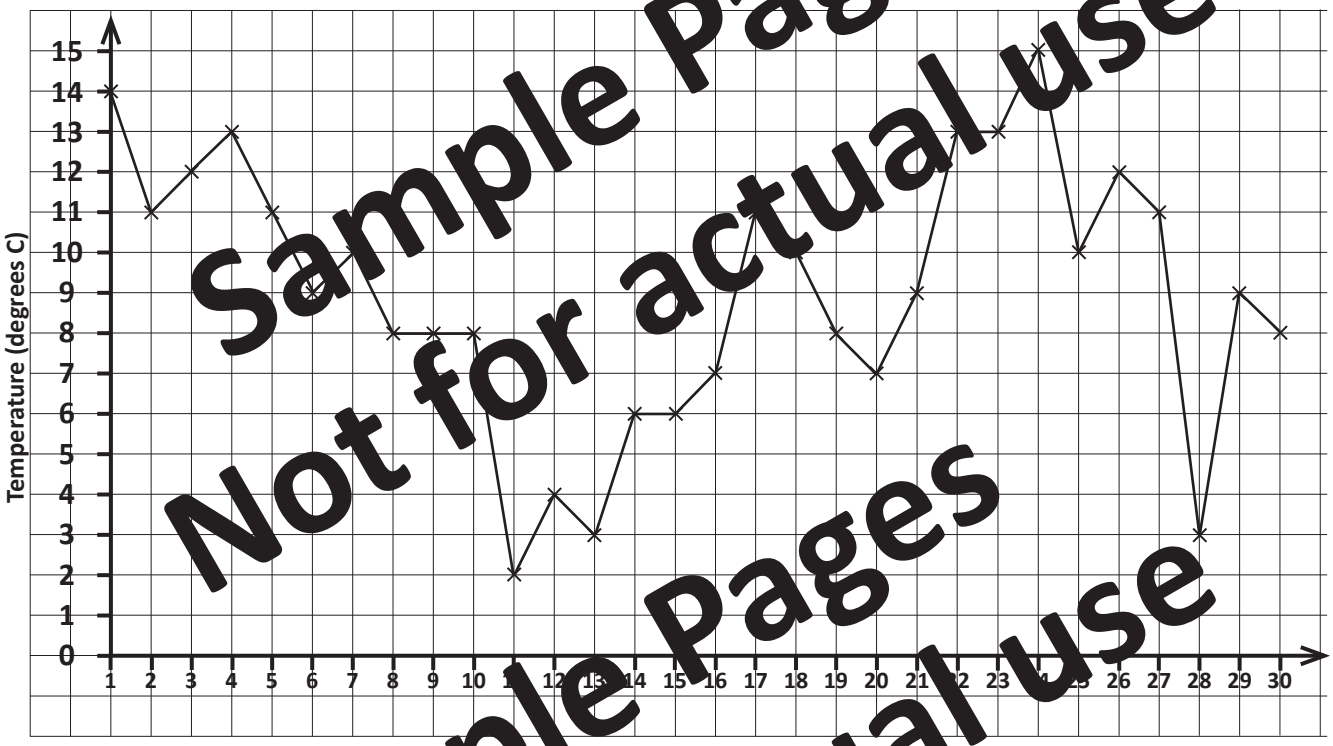
(g) On which other day were the same number of minutes spent reading as the number spent on the 2nd? — **17th**

(h) On which day was one less minute spent reading than the number of minutes spent on the 4th? — **14th**

(i) How many more minutes were spent reading on the 5th of the month than on the 6th? — **8 minutes**

(j) How many minutes were spent reading altogether on these 20 days? — **164 minutes**

(2) This line graph shows the temperature on each day of one month.
Use this line graph to answer the questions below.



(a) What was the lowest temperature during the month? **2°C**

(b) On which day of the month did the lowest temperature occur? **11th**

(c) On which three consecutive days was the temperature the same? **8th, 9th and 10th**

(d) On which days of the month was the temperature 11°C? **2nd, 5th, 17th, 27th**

(e) By how many degrees did the temperature drop between the 27th and 28th of the month? **8°C**

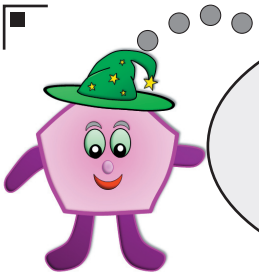
(f) What was the temperature on the 1st of the month? **14°C**

(g) On which day of the month was the temperature the highest? **24th**

(h) On which day of the month was it 4°C? **12th**

(i) Give the temperature on the 16th of the month. **7°C**

(j) Give the day of the month on which the temperature was 13°C. **4th, 22nd, 23rd**



Maths Homework this week is about:

Reading Information in Tables

Answers

Date:

Teacher:

Year 5

(1) This timetable shows the times of some buses from Bus Station to Octagon Park.
Use the timetable to answer the questions below.

Bus Station	07 05	08 14	09 36	10 32	11 56	13 10	14 22	15 23
Square Street	07 14	08 23	09 45	10 41	12 10	13 19	14 31	15 32
Circle Road	07 23	08 32	09 54	10 50	12 19	13 28	14 40	15 41
Triangle Drive	07 38	08 47	10 09	11 05	12 34	13 43	14 55	15 56
Hexagon Avenue	07 46	08 55	10 17	11 13	12 42	13 51	15 03	16 04
Pentagon Place	07 52	09 01	10 23	11 19	12 48	13 57	15 09	16 10
Octagon Park	08 00	09 09	10 32	11 27	12 52	14 06	15 17	16 16

(a) What time does the 09 36 from Bus Station arrive in Octagon Park? — 10 32

(b) If you get on the bus at Square Street at 14 31, what time will you get to Hexagon Avenue? — 15 03

(c) How many minutes does it take to get from Triangle Drive to Pentagon Place? — 14 minutes

(d) If you miss the 08 14 bus from Bus Station by one minute, how long will you have to wait for the next bus? — 55 minutes

(e) What time does the last bus on the timetable leave Circle Road for Octagon Park? — 15 41

(f) If you want to be in Triangle Drive by 13 50, what time is the last bus you could catch from Bus Station? — 13 10

(g) If you arrive at Circle Road at 10 30, how many minutes do you have to wait for the next bus to Octagon Park? — 20 minutes

(h) From which place does a bus leave at 12 34? — Triangle Drive

(i) Where will the 14 22 from Bus Station be at 18 minutes after leaving Bus Station? — Circle Road

(j) What time did the bus which arrived in Octagon Park at 12 52 leave Bus Station? — 11 56

(k) How many minutes does it take to get from Square Street to Hexagon Avenue on the first bus on the timetable? — 32 minutes

(l) How many minutes does the 07 05 journey from Bus Station to Octagon Park take? — 55 minutes

(2) This distance table shows the distances, in miles, between a number of places.
Use this table to find the distances between the places in each question.

Addport							
126	Takeley						
189	317	Sumingham					
414	299	406	Shareton				
91	208	164	499	Squareham			
288	397	302	359	262	Multipliham		
62	193	137	476	231	222	Fractionley	
136	261	257	541	263	329	117	Decimalton
139	271	211	332	66	325	89	109	Dividington

(a) It is 317 miles from Takeley to Sumingham.

(b) It is 499 miles from Shareton to Squareham.

(c) It is 89 miles from Fractionley to Dividington.

(d) It is 126 miles from Addport to Takeley.

(e) It is 137 miles from Sumingham to Fractionley.

(f) It is 139 miles from Addport to Dividington.

(g) It is 397 miles from Takeley to Multipliham.

(h) It is 329 miles from Multipliham to Decimalton.

(i) It is 299 miles from Shareton to Takeley.

(j) It is 541 miles from Decimalton to Shareton.

(k) It is 221 miles from Dividington to Sumingham.

(l) It is 91 miles from Squareham to Addport.

(m) It is 164 miles from Sumingham to Squareham.

(n) It is 222 miles from Fractionley to Multipliham.

(o) It is 66 miles from Squareham to Dividington.

(p) It is 476 miles from Shareton to Fractionley.

(q) It is 271 miles from Takeley to Dividington.

(r) It is 62 miles from Addport to Fractionley.

(s) It is 262 miles from Multipliham to Squareton.

(t) It is 261 miles from Decimalton to Takeley.