1. Count the amount in the box and write the number in the place-value table.

<table>
<thead>
<tr>
<th>H</th>
<th>T</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
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<td>7</td>
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<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

2. a) Write the numbers as digits.
   i) seventy eight
   ii) one hundred and seventy eight
   iii) eight
   iv) one hundred and eight
   v) one hundred and eighty
   vi) one hundred and eighty seven
   vii) seventy

   b) List these numbers in increasing order.

3. Fill in the missing numbers. Join up the given numbers to the number line.

   a) 50 60 70 80 90 100 110

   b) 150 160 170 180 190 200 210

4. a) What will the milometer show when we have gone another mile?

   b) What did the milometer show 1 mile ago?
1. Write additions or subtractions about the pictures.

   a) 
<table>
<thead>
<tr>
<th>Had</th>
<th>Was given</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
   b) 
<table>
<thead>
<tr>
<th>Had</th>
<th>Was given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
   c) 
<table>
<thead>
<tr>
<th>Had</th>
<th>Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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</tbody>
</table>
   d) 
<table>
<thead>
<tr>
<th>Had</th>
<th>Was given</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>10</td>
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<tr>
<td>10</td>
<td>10</td>
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<td>10</td>
<td>10</td>
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<td>10</td>
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</tbody>
</table>
   e) 
<table>
<thead>
<tr>
<th>Had</th>
<th>Was given</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
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<td>10</td>
<td>10</td>
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<tr>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
   f) 
<table>
<thead>
<tr>
<th>Had</th>
<th>Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Write operations about the jumps along the number lines.

   a) 
   b) 
   c) 
   d) 

3. Practise calculation.

   a) 
   \[
   \begin{align*}
   3 + 4 &= \underline{7} \\
   30 + 40 &= \underline{70} \\
   13 + 4 &= \underline{17} \\
   130 + 40 &= \underline{170} \\
   3 + 14 &= \underline{17} \\
   30 + 140 &= \underline{170} \\
   \end{align*}
   \]

   b) 
   \[
   \begin{align*}
   7 - 5 &= \underline{2} \\
   70 - 50 &= \underline{20} \\
   17 - 5 &= \underline{12} \\
   170 - 50 &= \underline{120} \\
   17 - 15 &= \underline{2} \\
   170 - 150 &= \underline{20} \\
   \end{align*}
   \]

4. Roberta keeps some of her money in a piggy bank and some of it in a purse. How much does Roberta have altogether? Complete the table.

<table>
<thead>
<tr>
<th>Pence in</th>
<th>80</th>
<th>180</th>
<th>30</th>
<th>120</th>
<th>50</th>
<th>60</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pence in</td>
<td>20</td>
<td>20</td>
<td>170</td>
<td>40</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Pence in total</td>
<td>100</td>
<td>160</td>
<td>190</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Who has more money? How much more?

<table>
<thead>
<tr>
<th></th>
<th>Anne</th>
<th>Brian</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Colin</th>
<th>Diana</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ella</th>
<th>Fred</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

A: \[100 + 3 \times 10 = 130\]

B: \[100 + 3 \times 1 = 103\]

\[130 > 103\]

\[130 - 103 = 27\]

### Practise calculation:

<table>
<thead>
<tr>
<th></th>
<th>2 + 8 =</th>
<th>20 + 80 =</th>
<th>2 + 9 =</th>
<th>20 + 90 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3 + 7 =</th>
<th>30 + 70 =</th>
<th>3 + 9 =</th>
<th>30 + 90 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10 – 4 =</th>
<th>100 – 40 =</th>
<th>12 – 4 =</th>
<th>120 – 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>c)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10 – 9 =</th>
<th>100 – 90 =</th>
<th>17 – 9 =</th>
<th>170 – 90 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>d)</td>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>90 + 40 =</th>
<th>80 + 50 =</th>
<th>90 – 40 =</th>
<th>180 – 50 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>e)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>200 – 30 =</th>
<th>200 – 130 =</th>
<th>200 – 110 =</th>
<th>200 – 10 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>f)</td>
<td></td>
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</tbody>
</table>

### Anne has £80 and Bob has £60.

a) How much money do they have altogether?

b) How much money will they have altogether if:
   
i) Anne is given an extra £10
   
ii) Bob spends £20
   
iii) they each spend £40
   
iv) Anne spends £50 and Bob is given an extra £90?

### The 3 numbers along each line add up to 200. Write in the missing numbers.

Choose from:

a) 40, 50, 60, 70, 80, 90

b) 30, 40, 50, 60, 70, 80, 90, 100
1. How many lettuces are in the gardens? Write additions and multiplications.
   a)  
   b)  

2. Frog jumps 10 units at a time and Sparrow jumps 5 units at a time along the number line. Draw their jumps and write the numbers they land on if:
   a) they start from 100
   b) they start from 60.

3. Write an addition, a multiplication and a division about each picture.
   a)  
   b)  

Page 34
1. Sue spent some money on sweets. How much did she have left? Complete the table.

<table>
<thead>
<tr>
<th>Had (p)</th>
<th>100</th>
<th>200</th>
<th>90</th>
<th>190</th>
<th>150</th>
<th>180</th>
<th>150</th>
<th>150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spent (p)</td>
<td>50</td>
<td>50</td>
<td>60</td>
<td>160</td>
<td>140</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had left (p)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>70</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

2. Use only the digits 0, 1, 2, 3, 4 or 5. Which of these digits can be put in the units, tens or hundreds boxes so that the numbers are
   a) **exactly** divisible by 5: 2 5 □ 2 □ 0 □ 30 2 0 □
   b) **exactly** divisible by 10? 2 5 □ 1 □ 0 □ 30 2 0 □

3. Fill in the missing numbers.
   a) 4 + 7 = □ 40 + 70 = □ 1 + 8 = □ 10 + 80 = □
   b) 5 + 8 = □ 50 + 80 = □ 6 + 9 = □ 60 + 90 = □
   c) 20 – 5 = □ 200 – 50 = □ 13 – 4 = □ 130 – 40 = □
   d) 30 – 6 = □ 300 – 60 = □ 15 – 8 = □ 150 – 80 = □
   e) 75 – 9 = □ 750 – 90 = □ 23 – 7 = □ 230 – 70 = □

4. a) What will the milometer show when we have gone another 10 miles?
   b) What did the milometer show 10 miles ago?

5. Which different 1-digit numbers could \(a, b\) and \(c\) be if \(a + b + c = 14\) and \(a \times b \times c = 84\)?

\[a = \square\quad b = \square\quad c = \square\]
1. Complete the table.

<table>
<thead>
<tr>
<th>×</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
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<tbody>
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<td>0</td>
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</tbody>
</table>

2. a) Exchange these amounts for £2 coins. Draw the £2 coins in the boxes.

   £12
   1 1 1 1
   1 1 1 1
   1 1 1 1

   £12
   2

   £16
   1 1 1 1
   1 1 1 1
   1 1 1 1
   1 1 1 1

   £16
   1

b) Exchange these amounts for £20 notes. Draw the £20 notes.

   £120
   10 10 10
   10 10 10
   10 10 10
   10 10 10

   £120
   20

   £160
   10 10 10 10
   10 10 10 10
   10 10 10 10
   10 10 10 10

3. Practise calculation.

   a) $6 \times \square = 60$
   b) $\square \times 10 = 0$
   c) $\square \times 3 = 60$

   $7 \times \square = 35$
   $40 \div \square = 4$
   $16 \div \square = 8$

   $\square \times 2 = 50$
   $60 \div \square = 30$
   $\square \div 2 = 100$

   $\square \times 7 = 140$
   $\square \div 8 = 20$
   $\square \div 20 = 0$

   $\square \times 10 = 110$
   $\square \div 6 = 30$
   $\square \div 50 = 3$

4. Among how many children can 60 apples be shared equally if we do not cut up any apples? Show your answer by writing divisions.

   $60 \div 2 = 30$
1. Practise calculation.
   a) \(40 + 90 - 20 = \) \(\square\) \(180 - 60 - 50 = \) \(\square\) \(110 - 40 + 90 = \) \(\square\)
   b) \(6 \times 10 \times 2 = \) \(\square\) \(150 \div 5 \div 10 = \) \(\square\) \(16 \div 2 \times 5 \div 10 = \) \(\square\)
   c) \(110 - 5 \times 8 = \) \(\square\) \(90 - 60 \div 10 = \) \(\square\) \(9 \times 10 - 45 \div 5 = \) \(\square\)
   d) \(5 \times 7 + 100 = \) \(\square\) \(130 \div 10 + 10 = \) \(\square\) \(180 - 8 \times 10 - 40 = \) \(\square\)

2. Which of the numbers 0, 1, 2, 3, 4 or 5 could be put in the place of the missing digits so that the numbers are even? List the possible 3-digit numbers.
   a) \(1 5 \square \) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\)
   b) \(1 \square 5 \) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\)
   c) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(1 6\)
   d) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(1 0 \square\)

3. Write a plan, do the calculation and write the answer as a sentence.
   a) Henry had 70 p. He paid a bill with five 10 p coins. How much money did he have left?

   Answer: \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\)

   b) Judith paid a bill with ten 5 p coins and had 70 p left. How much money did she have at first?

   Answer: \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\)

   c) Sue has 70 p. A sweet costs 1 tenth of her money. How much will Sue pay if she buys 5 sweets?

   Answer: \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\) \(\square\)

4. Solve the number puzzle.
   **Across**
   \(a\) \(152 - 20 \times 2\)
   \(d\) \(60 + 100 - 10\)
   \(e\) \(100 \div 5 + 2\)

   **Down**
   \(a\) \(200 \div 10 - 9\)
   \(b\) \(12 + 70 \times 2\)
   \(c\) \(400 \div 2 + 2 \div 1\)
1 Fill in the missing items.

a) \(1 \text{ m } 72 \text{ cm} = \underline{\phantom{0}} \text{ cm}\)

\(148 \text{ cm} = 1 \underline{\phantom{0}} 48 \underline{\phantom{0}}\)

b) \(1 \text{ m } 8 \text{ cm} = \underline{\phantom{0}} \text{ cm}\)

\(1 \text{ and a half metres} = \underline{\phantom{0}} \text{ cm}\)

c) \(1 \text{ litre } 25 \text{ cl} = 125 \underline{\phantom{0}}\)

d) \(1 \text{ litre } 5 \text{ cl} = \underline{\phantom{0}} \text{ cl}\)

\(151 \text{ cl} = \underline{\phantom{0}} \text{ litres} \quad 51 \underline{\phantom{0}}\)

\(\underline{\phantom{0}} \text{ and a half litres} = 150 \text{ cl}\)

e) \(2 \text{ litres water} \rightarrow \underline{\phantom{0}} \text{ kg}\)

\(1 \text{ km} \underline{\phantom{0}} 300 \text{ m}\)

f) \(200 \text{ g} \underline{\phantom{0}} 1 \text{ kg}\)

\(130 \text{ cl} \underline{\phantom{0}} 1 \text{ litre}\)

2 Mrs Mouse had 180 g of cheese. Help her to work out how much cheese has been eaten and how much remains. Complete the table.

<table>
<thead>
<tr>
<th>Eaten (g)</th>
<th>170</th>
<th>25</th>
<th>75</th>
<th>34</th>
<th>115</th>
<th>180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remaining (g)</td>
<td>180</td>
<td>40</td>
<td>48</td>
<td>140</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rule:* 180 g = E = R =

3 Fill in the missing numbers and standard units.

a) \(45 \text{ cm} \times 2 = \underline{\phantom{0}}\)

\(180 \text{ kg} \div 10 = \underline{\phantom{0}}\)

b) \(150 \text{ litres} \div 5 = \underline{\phantom{0}}\)

\(23 \text{ litres} \times 5 = \underline{\phantom{0}}\)

c) \(1 \text{ m } 30 \text{ cm} \div 2 = \underline{\phantom{0}}\)

\(1 \text{ m } 30 \text{ cm} \times 5 = \underline{\phantom{0}}\)

4 Write a plan, do the calculation and write the answer as a sentence.

a) Sarah’s younger brother is 90 cm tall. Sarah is 40 cm taller than her brother. How tall is Sarah?

*Answer:* ..........................................................

b) A desk is 70 cm high. We put 6 books, each 5 cm thick, one on top of the other on the desk. If we put a pencil on top of the pile of books, how far will the pencil be from the floor?

*Answer:* ..........................................................
Write additions or subtractions about the pictures.

<table>
<thead>
<tr>
<th>Had (p)</th>
<th>Was given (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Had (£)</th>
<th>Was given (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>100</td>
<td>5</td>
</tr>
</tbody>
</table>

For each sequence, complete the rule and write the next 3 terms.

a) This sequence is increasing by ___. 27, 47, 67, . . . , . . . , . . . ,

b) This sequence is increasing by ___. 9, 39, . . . , . . . , . . . ,

c) This sequence is decreasing by ___. 196, 166, . . . , . . . , . . . ,

d) This sequence is decreasing by ___. 200, 160, . . . , . . . , . . . ,

Practise calculation.

a) 27 + 60 = ___, b) 70 + 19 = ___, c) 36 – 20 = ___

27 + 160 = ___, 70 + 119 = ___, 136 – 20 = ___

127 + 60 = ___, 170 + 19 = ___, 136 – 120 = ___

Fill in the missing numbers.

a) 50 + ___ = 76  b) ___ + 13 = 53  c) 153 – ___ = 113

50 + ___ = 176  ___ + 113 = 153  179 – ___ = 40

29 + ___ = 39  ___ + 50 = 93  ___ – 16 = 130

29 + ___ = 139  ___ + 150 = 193  ___ – 120 = 15

Greg and Helen have 58 postcards altogether. Greg has 30 more than Helen. How many cards do they each have?  Helen: ___  Greg: ___
1. Write these numbers in the correct boxes.
   
   0, 3, 6, 7, 9, 13, 22, 34, 67, 88, 102, 112, 123, 156, 187

<table>
<thead>
<tr>
<th>Even</th>
<th>Odd</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>58</td>
<td>59</td>
</tr>
</tbody>
</table>

2. Write the rule and fill in the missing numbers.

   **Rule:** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

   The same shape means the same number. The number in the middle is the sum of the 4 numbers around it. Fill in the missing numbers. Choose from: 10, 20, 30, 40, 50, 60 or 70.

3. Fill in the numbers missing from the snakes. Write the rules in their heads.

   a) 109 117 125 141

   b) 155 143 125 113

4. Join up the equal amounts.

   - $36 \div 6 + 100$
   - $4 \times 15 \div 6$
   - 3 quarters of 40
   - 1 fifth of 125
   - 2 thirds of 18, minus 2
   - $57 + 7 \times 7$
   - 1 half of 50
   - $(72 + 18) \div 3$
1. How many pence are in the boxes? Write a multiplication about each picture.

   a) [2 pence symbols]
   b) [20 pence symbols]
   c) [5 pence symbols]
   d) [50 pence symbols]

2. Complete the table.

<table>
<thead>
<tr>
<th>×</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>72</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>99</td>
<td></td>
<td>117</td>
<td></td>
<td>153</td>
<td></td>
<td>171</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Calculate the products and quotients.

   a) $6 \times 3 = $ ______, $60 \times 3 = $ ______, $6 \times 30 = $ ______
   b) $9 \times 2 = $ ______, $90 \times 2 = $ ______, $9 \times 20 = $ ______
   c) $15 \div 3 = $ ______, $150 \div 3 = $ ______, $150 \div 30 = $ ______
   d) $12 \div 6 = $ ______, $120 \div 6 = $ ______, $120 \div 60 = $ ______

4. Fill in the missing numbers.

   a) $3 \times $ ______ = 12, $6 \times $ ______ = 24, $ $ ______ $ \times 3 = 150$, $ $ ______ $ \times 90 = 180$
   b) $18 \div $ ______ = 9, $180 \div $ ______ = 90, $180 \div $ ______ = 9, $ $ ______ $ \div 9 = 20$
   c) $ $ ______ $ \div 5 = 4, $ $ ______ $ \div 50 = 4, $ $ ______ $ \div 5 = 40, $200 \div $ ______ = 10

5. a) Andrew has 90 football stickers, 3 times more than David. How many stickers does David have?

   Answer: . . . . . . . . . . . .

 b) Emma saved £30, which was 1 sixth of the amount that Vicky saved. How much did Vicky save?

   Answer: . . . . . . . . . . . .
1. Pack these apples in boxes of 9. How many boxes will be filled and how many apples will remain?

2. Exchange the £1 coins for £10 notes. How many £1 coins will remain? Complete the table.

<table>
<thead>
<tr>
<th>Number of:</th>
<th>coins</th>
<th>46</th>
<th>75</th>
<th>100</th>
<th>107</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>£10 notes</td>
<td></td>
<td>6</td>
<td>12</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>£s remaining</td>
<td></td>
<td>3</td>
<td>1</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Practise division. Check with multiplication.

a) \(19 \div 2 = \) remainder 1  
Check

b) \(25 \div 6 = \) remainder 1  
Check

c) \(30 \div 9 = \) remainder 3  
Check

d) \(27 \div 5 = \) remainder 2  
Check

e) \(53 \div 6 = \) remainder 5  
Check

f) \(134 \div 20 = \) remainder 4  
Check

4. Each box can hold 6 eggs. How many boxes can be filled and how many eggs will remain? Complete the table. Complete the rule.

<table>
<thead>
<tr>
<th>Number of:</th>
<th>30</th>
<th>45</th>
<th>50</th>
<th>121</th>
<th>185</th>
</tr>
</thead>
<tbody>
<tr>
<td>filled</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>remaining</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ E = B \times \square + R \]
1

Write additions and subtractions about the pictures.

a) ★★★★★★★★★

b) ★★★★★★★★★

2

Calculate the sums and differences.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 + 8 =</td>
<td></td>
</tr>
<tr>
<td>135 + 8 =</td>
<td></td>
</tr>
<tr>
<td>102 – 5 =</td>
<td></td>
</tr>
<tr>
<td>182 – 5 =</td>
<td></td>
</tr>
<tr>
<td>94 + 7 =</td>
<td></td>
</tr>
<tr>
<td>154 + 7 =</td>
<td></td>
</tr>
<tr>
<td>104 – 8 =</td>
<td></td>
</tr>
<tr>
<td>154 – 8 =</td>
<td></td>
</tr>
<tr>
<td>96 + 9 =</td>
<td></td>
</tr>
<tr>
<td>176 + 9 =</td>
<td></td>
</tr>
<tr>
<td>103 – 6 =</td>
<td></td>
</tr>
<tr>
<td>123 – 6 =</td>
<td></td>
</tr>
</tbody>
</table>

3

Practise calculation.

a) 124 + 18 ÷ 3 =

b) 180 – 36 ÷ 6 =

c) 68 + 30 + 6 =

d) 65 – 40 – 7 =

Answer: ____________________________

4

Write a plan, do the calculation, check the answer and write it as a sentence.

a) Peter is 1 m 34 cm tall and Sarah is 8 cm taller. How tall is Sarah?

Answer: ____________________________

b) A shop had 126 kg of apples in stock. This was 9 kg more than the amount of grapes in stock. How many kg of grapes were in the shop?

Answer: ____________________________

c) There was 1 litre 50 cl of water in a jug. Another 50 cl of water was poured into the jug. How much water was in the jug then?

Answer: ____________________________
Write operations about the picture.

Complete the table.

<table>
<thead>
<tr>
<th>×</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22</td>
<td>28</td>
<td>30</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>48</td>
<td>52</td>
<td>64</td>
<td></td>
<td>72</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>104</td>
<td>128</td>
<td>136</td>
<td>152</td>
<td>160</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>77</td>
<td>84</td>
<td>91</td>
<td>105</td>
<td>119</td>
<td>126</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practise multiplication and division.

a) \(3 \times 4 = \quad \) \(3 \times 40 = \quad \) \(30 \times 4 = \quad \)
b) \(2 \times 8 = \quad \) \(20 \times 8 = \quad \) \(2 \times 80 = \quad \)
c) \(16 \div 4 = \quad \) \(160 \div 4 = \quad \) \(160 \div 40 = \quad \)
d) \(14 \div 7 = \quad \) \(140 \div 7 = \quad \) \(140 \div 70 = \quad \)

Fill in the missing numbers.

a) \(6 \times \quad = 18 \)  b) \(\quad \times 4 = 160 \)  c) \(20 \div \quad = 5 \)
\(9 \times \quad = 72 \)  \(\quad \times 30 = 120 \)  \(180 \div \quad = 90 \)
\(7 \times \quad = 63 \)  \(\quad \times 9 = 180 \)  \(\quad \div 4 = 9 \)
\(8 \times \quad = 48 \)  \(\quad \times 60 = 180 \)  \(\quad \div 8 = 20 \)
\(\quad \times 7 = 0 \)  \(\quad \times 7 = 70 \)  \(\quad \div 7 = 7 \)
List the numbers which make the inequality true.

a) \(70 \div 5 > \square > \frac{200}{10}\) : .................

b) \(8 \times 4 + 14 < \star \leq 11 \times 5 - 5\) : .................

c) \(81 \div 9 \times 3 \geq \triangle > \frac{100}{5}\) : .................

A 1st class stamp costs 27 p and a 2nd class stamp costs 21 p.

a) Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>21 p stamps</th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>2</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 p stamps</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total cost (p)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) I paid exactly £1 65 p for stamps. How many 1st class and how many 2nd class stamps did I buy?

Answer: ..............................................................

How many different results can you find? Use +, –, or × signs.

\(70 \square 10 \square 3 = \square\)

\(70 \square 10 \square 3 = \square\)

\(70 \square 10 \square 3 = \square\)

\(70 \square 10 \square 3 = \square\)

\(70 \square 10 \square 3 = \square\)

\(70 \square 10 \square 3 = \square\)

Fill in the missing numbers and complete the drawings.
Write the calculations in two ways to match the arrows on the number lines.

a) Dennis had saved £67. He was given £35 for his birthday. How much money does he have now?

\[\begin{array}{llllll}
1) & \ldots & \ldots & \ldots & \ldots & \ldots \\
2) & \ldots & \ldots & \ldots & \ldots & \ldots \\
\end{array}\]

b) Sandra had 84 p. She bought a drink for 28 p. How much money does Sandra have now?

\[\begin{array}{llllll}
1) & \ldots & \ldots & \ldots & \ldots & \ldots \\
2) & \ldots & \ldots & \ldots & \ldots & \ldots \\
\end{array}\]

Calculate:

\[\begin{array}{llllll}
a) & 36 + 20 = & 36 + 23 = & 136 + 20 = & 136 + 23 = \\
b) & 57 + 8 = & 57 + 38 = & 157 + 8 = & 157 + 38 = \\
c) & 76 - 30 = & 76 - 34 = & 176 - 30 = & 176 - 34 = \\
d) & 92 - 50 = & 92 - 56 = & 192 - 50 = & 192 - 56 = \\
\end{array}\]

The sum of any two adjacent numbers is the number directly above them.

The numbers in the bottom row increase by 4.

Fill in the missing numbers.

\[\begin{array}{llllllllllllllll}
1 & 1 & 11 & 11 & 70 & 80 & 100 & 90 & 60 & 50 & 80 & 90 & 100 & 60 & 70 & 11 & 95 & 192 & 64 & 32 & 4 & 12 & 20 \\
\end{array}\]

Fill in the numbers missing from the magic square.

The sums of the numbers in each row, column or diagonal are equal.
Write the calculation **without** brackets so that the result is the same.

a) \(128 + (30 + 5) = \) ..............................................

b) \(127 - (50 + 1) = \) ..............................................

c) \(146 - (90 - 16) = \) ..............................................

d) \((50 - 7) \times 3 = \) ..............................................

e) \((160 + 8) \div 8 = \) ..............................................

Calculate:

a) \(20 \times 6 = \) ..............................................
\(20 \times (6 - 1) = \) ..............................................
\(20 \times (6 \div 2) = \) ..............................................
\(20 \times (6 + 2) = \) ..............................................
\(20 \times (6 \times 0) = \) ..............................................
\(20 \times (6 + 4) = \) ..............................................

b) \(160 \div 8 = \) ..............................................
\(160 \div (8 \div 2) = \) ..............................................
\(160 \div (8 - 2) = \) ..............................................
\(160 \div (8 - 4) = \) ..............................................
\(160 \div (8 - 6) = \) ..............................................
\(160 \div (8 \times 2) = \) ..............................................
\(160 \div (8 \div 1) = \) ..............................................

Fill in the results and colour the matching sections to find the hidden number.

\[
\begin{align*}
142 - 6 \times 7 & = \rule{1cm}{0.5pt} \\
(120 - 40) \times 3 & = \rule{1cm}{0.5pt} \\
(70 - 25 + 55) \times 2 & = \rule{1cm}{0.5pt} \\
(30 + 8) \times 5 & = \rule{1cm}{0.5pt} \\
(20 + 8) \times 7 & = \rule{1cm}{0.5pt} \\
62 + 20 \times 4 & = \rule{1cm}{0.5pt} \\
6 \times (30 + 2) & = \rule{1cm}{0.5pt} \\
(140 + 7) \div 7 & = \rule{1cm}{0.5pt} \\
(192 - 176) \div 240 & = \rule{1cm}{0.5pt} \\
\end{align*}
\]

Write calculations in two ways, with and without brackets.

a) Seven children went to gather chestnuts. They gathered 56 kg. Three of the children just played and did not collect any.

Share the chestnuts equally among the children who collected them. How many chestnuts will each child take home?

1) .............................................. 2) ..............................................

*Answer:* ..............................................

b) Steve had £1 50 p. The 6 members in Steve's gang spent £1 80 p altogether on sweets. Each paid the same amount. How much did Steve have left?

1) .............................................. 2) ..............................................

*Answer:* ..............................................
Fill in the missing quantities.

<table>
<thead>
<tr>
<th>1 metre</th>
<th>30 cm</th>
<th>half a metre</th>
<th>75 cm</th>
<th>500 mm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>400 mm</td>
<td>92 cm</td>
<td>90 cm</td>
<td></td>
</tr>
</tbody>
</table>

2

a) Add up the first 10 positive whole numbers.

.........................

.........................

b) Find an easier way to do the calculation, using the diagram to help you.

.........................

3

Continue the sequences by writing the next 6 terms. What is the rule?

a) \[
\begin{array}{c}
1 \\
3 \\
5 \\
\end{array}
\]

1, 3, 5, ...., ...., ...., ...., ...., ....,

Rule: ..............................................

b) \[
\begin{array}{c}
\square \\
\square \\
\square \\
\square \\
\square \\
\square \\
\end{array}
\]

1, 4, 9, ...., ...., ...., ...., ...., ....,

Rule: ..............................................

4

Fill in the numbers missing from the number strips.

a) \[
\begin{array}{c}
101 \\
117 \\
141 \\
173 \\
181 \\
205 \\
\end{array}
\]

b) \[
\begin{array}{c}
176 \\
164 \\
128 \\
104 \\
80 \\
32 \\
\end{array}
\]

c) \[
\begin{array}{c}
121 \\
139 \\
148 \\
184 \\
202 \\
229 \\
\end{array}
\]

5

Continue the sequences and write the rules.

a) 100, 106, 103, 109, 106,

Rule: ..............................................

b) 150, 143, 157, 150, 164,

Rule: ..............................................
Draw a red dot at the whole ten nearest the number given.

1

List the whole numbers for which the nearest whole ten would be:

2

Which digits can be written instead of the squares so that the nearest whole ten is 260? List all the possible 3-digit numbers. (≈ means nearly equal to)

3

Two different numbers can be rounded to 70 as the nearest whole ten.

4
1. Fill in the missing numbers and signs.

\[
\begin{array}{c}
163 + 27 &=& \square \\
\square + 29 &=& 164 \\
164 + 29 &=& \square \\
\square - 13 &=& 181
\end{array}
\]

2. List the numbers which make the statement true.

\[
170 < \square + 40 < 190 - 15
\]

3. Write the answers as Roman numerals.

a) \( CXIII - XI = \)  
b) \( LXXXI + IX = \)  
c) \( CCX + L = \)

d) \( XL \times II = \)  
e) \( XLII \div VII = \)  
f) \( LX + XL = \)

4. Using each of the numbers 1 to 9 once only, make an anti-magic square.

The sums of the numbers along each row, column and diagonal must all be different.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write the calculation without brackets so that the result is the same.

a) \( 147 - (50 - 6) = \)  

b) \( 200 + (66 - 9) = \)  

c) \( 135 - (40 - 12) = \)  

d) \( (20 - 3) \times 7 = \)  

e) \( (120 + 50) \div 10 = \)

6. Draw over the parts of the number line which can be rounded to the same whole ten as the number marked. Label the highest and lowest possible whole numbers.

a)  

b)  

c)  

d)  