

MathSeeds

Between Years 3 and 4

# BACK ON TRACK

MATHS • WEEK 1



Open the  
door to  
Year 4!

[www.mathseeds.co.uk](http://www.mathseeds.co.uk)

# Welcome!



This Back On Track programme provides a great way to help your child make the successful transition into Year 4. Using fun-filled online learning activities, combined with carefully selected printed activity sheets, this programme will boost your child's maths skills.

Getting back on track is simple with **Mathseeds** and can be done in just half an hour a day. So, let's maximise each day and get started now!

The outline for each week will tell you the online lessons and worksheets to be completed each day, as well as additional **Mental Minute** and **Driving Test** quizzes.



## Login

Login with your parent email and password. If you are unable to remember either of these, please select the *I've forgotten my password or login button* and follow the steps.

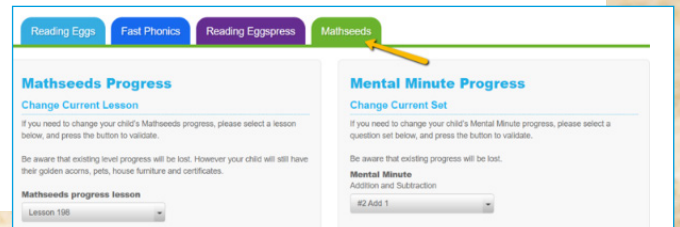


To help you navigate through the site we have listed a few steps below. For more information on the programme please see our *Parent User Guide*. This can be found on the Family Dashboard in Bonus Material.



Select the programme that you wish to adjust your progress for, then use the dropdown menus to adjust.

If your child is not working at the correct level you can adjust it by clicking here.

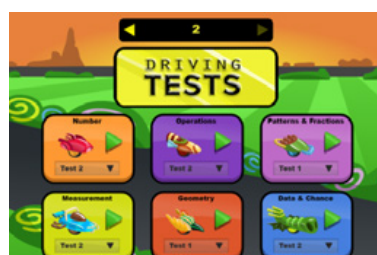


The **Mental Minute** section is on the student navigation page. There are two sections, the + and - section, and the x and ÷ section. If you need to adjust the progress of the **Mental Minute** sprints you can do so in *Redo placement test or adjust level* as shown above.

Your child is now ready to begin!



**Driving Tests** can also be found on the Student Navigation screen. Choose the suggested Year level and maths topic to work in.



## Let's start Week 1

The team behind Mathseeds have created this Back On Track programme that is guaranteed to boost your child's mathematics skills.

This booklet is the first of ten weekly booklets. The **Mathseeds** Back On Track programme provides a great way to make sure that your child knows the essentials they need to make a successful transition into Year 4.

Over the next 10 weeks, your child will have the opportunity to engage in fun-filled, online learning activities. These activities will allow your child to revisit, consolidate and build crucial Year 3 maths concepts. In addition, each booklet contains a set of carefully selected activity sheets to really boost your child's maths skills, getting them ready and settled into Year 4!

Keeping your child on track is simple with **Mathseeds**, and can be done in just half an hour a day. We recommend you follow these simple steps to keep your child learning whilst still having fun.

- 1 Print the pupil pages for the week. Ensure your child has pencils and erasers to complete the worksheets.
- 2 To reset your child's Lesson number to **151** go to the *Family Dashboard*.

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  - ➡ Click on the **Adjust level** link.
  - ➡ Choose the **Mathseeds** tab and set the **Change Current Lesson** to **Lesson 151**.
  - ➡ Click on **Change Current Lesson** to place your child correctly.

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- 3 Encourage your child to complete the online lesson for the day and then follow up with the worksheets from this booklet.
- 4 Once each day's work is done, complete the incentive chart.
- 5 At the end of the week, fill in the certificate. Add stickers if you have them.
- 6 Enjoy the learning. Keep it light and fun.

We know your child will enjoy learning on **Mathseeds** because **Mathseeds** makes learning fun!



# Back On Track for Year 4

## Week 1

### Day 1 focus: Numbers 1000 to 5000

**Online lesson:** Lesson 151 – Counting 1000 to 5000

**Worksheets:** Tens, Hundreds and Thousands, Order 4-Digit Numbers

### Day 2 focus: Symmetry

**Online lesson:** Lesson 152 – Symmetry

**Worksheets:** Lines of Symmetry, Identify Symmetry

### Day 3 focus: Number Patterns: 2-step Rules

**Online lesson:** Lesson 153 – Number Patterns 2

**Worksheets:** Follow the Rules, What is the Rule?

### Day 4 focus: Measuring Capacity

**Online lesson:** Lesson 154 – Litres and Millilitres

**Worksheets:** Litres and Millilitres, Measure Capacity

### Day 5 focus: Multiplication Revision

**Online lesson:** Lesson 155 – Multiplication Revision

**Worksheets:** Skip Count to Multiply, Multiplication Problems

## Week 1 Bonus

**Online:** Mental Minute + – Badges 88, 89, 91 and  $\times \div$  Badges 52, 62, 73

**Sheets:** Dizzy's Numbers, Fibonacci Sequence, Symmetrical Pictures

**Hands-on:** Array Race



# Week 1 • Answers

## Week 1 Day 1: Tens, hundreds and thousands

- 1 Parent to check
- 2 **a** 2510, 2520, 2530, 2540, 2550, 2560  
**b** 4950, 4960, 4970, 4980, 4990, 5000
- 3 **a** < **b** > **c** < **d** > **e** < **f** < **g** < **h** > **i** > **j** < **k** < **l** >

## Week 1 Day 1: Order 4-digit Numbers

- 1 **a** 1563, 2945, 3890, 4798  
**b** 1890, 2490, 3764, 4902  
**c** 4165, 4398, 4629, 4890
- 2 2316, 3429, 3781, 4213, 4930
- 3 **a** 2539 **b** 4890

## Week 1 Day 2: Lines of Symmetry

Parent to check

## Week 1 Day 2: Identify Symmetry

Parent to check

## Week 1 Day 3: Follow the Rules

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <b>a</b> 10, 13, 16, 19, 22, 25 | <b>b</b> 46, 41, 36, 31, 26, 21 |
| <b>c</b> 3, 5, 4, 6, 5          | <b>d</b> 11, 8, 13, 10, 15      |
| <b>e</b> 31, 34, 40, 43, 49     | <b>f</b> 43, 41, 37, 35, 31     |
| <b>g</b> 14, 24, 19, 29, 24     | <b>h</b> 20, 11, 21, 12, 22     |
| <b>i</b> 55, 65, 80, 90, 105    | <b>j</b> 81, 76, 72, 67, 63     |
| <b>k</b> 35, 48, 42, 55, 49     |                                 |

## Week 1 Day 3: What is the Rule?

- 1 **a** 30, 40, 35; +10, -5 **b** 29, 21, 31; -8, +10  
**c** 50, 52, 55; +2, +3 **d** 90, 81, 87; -9, +6  
**e** 191, 190, 194; +4, -1 **f** 470, 477, 475; -2, +7  
**g** 871, 875, 878; +3, +4 **h** 256, 246, 146; -100, -10  
**i** 481, 474, 479; +5, -7
- 2 **a** 22, 29, 37; add ascending numbers  
**b** 224, 234, 334; +1, +10, +100  
**c** 64, 128, 256; double the last number to find the next

## Week 1 Day 4: Litres and Millilitres

- 1 **a** 2 L **b** 5 L **c** 4 L
- 2 Parent to check
- 3 **a** 100 mL **b** 400 mL **c** 350 mL
- 4 Parent to check

## Week 1 Day 4: Measure Capacity

- 1 **a** 2 L **b** 5 L **c** 1 L
- 2 **a** 2000 mL **b** 5000 mL **c** 1000 mL
- 3 **a** mL **b** L **c** mL **d** L
- 4 **a**  $\frac{1}{2}$  L **b**  $1\frac{1}{2}$  L **c**  $3\frac{1}{2}$  L **d**  $4\frac{1}{2}$  L **e**  $2\frac{1}{2}$  L

## Week 1 Day 5: Skip Count to Multiply

- 1 **a**  $2 + 2 + 2 + 2 + 2 + 2 = 12$   
**b** 3, 6, 9, 12, 15
- 2 16
- 3 35
- 4 **a**  $10 \times 4 = 40$  **b**  $5 \times 3 = 15$

## Week 1 Day 5: Multiplication Problems

- 1 15
- 2 60
- 3 50
- 4 12
- 5 18
- 6 70 minutes

## Week 1 Bonus: Dizzy's Numbers

- 1 **a** Parent to check  
**b** Parent to check  
**c** 1245, 1254, 1425, 1452, 1524, 1542, 2145, 2154, 2451, 2415, 2514, 2541, 4125, 4152, 4215, 4251, 4512, 4521, 5124, 5142, 5214, 5241, 5412, 5421  
**d** 24
- 2 **a** 5421 **b** 1542 **c** 2541 **d** 4521
- 3 Find the largest thousands digit, then the largest hundreds digit, then the largest tens digit, then the largest ones digit.

## Week 1 Bonus: Fibonacci Sequence

- 1 2, 3, 5, 8
- 2 13, 21, 34, 55
- 3  $5 + 8 = 13$ ,  $8 + 13 = 21$ ,  $13 + 21 = 34$ ,  $21 + 34 = 55$
- 4  $34 + 55 = 89$ ,  $55 + 89 = 144$ ,  $89 + 144 = 233$ ,  
 $144 + 233 = 377$
- 5 Add the last two numbers to get the next number

## Week 1 Bonus: Symmetrical Pictures

Parent to check






# Week 1



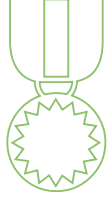


Incentive chart for:

\_\_\_\_\_

Colour each one when you have completed each day's work.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	151	152	153	154	155

Worksheets					
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Day Done!					
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Notes/thoughts/ideas

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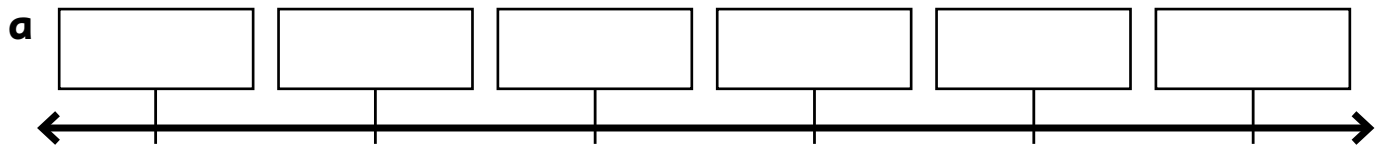
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1 Fill in the missing numbers.

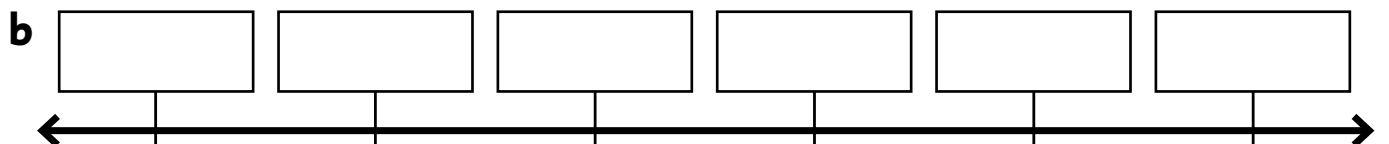
100	200	300	400				800	900	
1100	1200	1300	1400	1500	1600				2000
2100			2400	2500	2600	2700			
		3300				3700	3800	3900	4000
4100	4200	4300		4500	4600	4700	4800	4900	

2 Put these numbers in order on the number line.

2510    2530    2550    2560    2540    2520



4990    4970    5000    4980    4960    4950



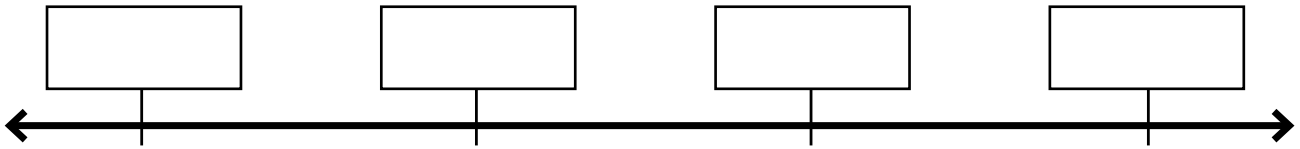
3 Put the correct symbol in the box: < >

- |   |      |                      |      |   |      |                      |      |   |      |                      |      |
|---|------|----------------------|------|---|------|----------------------|------|---|------|----------------------|------|
| a | 1000 | <input type="text"/> | 4000 | b | 3400 | <input type="text"/> | 2900 | c | 1100 | <input type="text"/> | 1700 |
| d | 4250 | <input type="text"/> | 2070 | e | 1400 | <input type="text"/> | 1900 | f | 3560 | <input type="text"/> | 3760 |
| g | 3500 | <input type="text"/> | 3600 | h | 4440 | <input type="text"/> | 4410 | i | 2110 | <input type="text"/> | 2010 |
| j | 2930 | <input type="text"/> | 2970 | k | 3870 | <input type="text"/> | 3880 | l | 1950 | <input type="text"/> | 1780 |

1 Put these numbers in order on the number line.

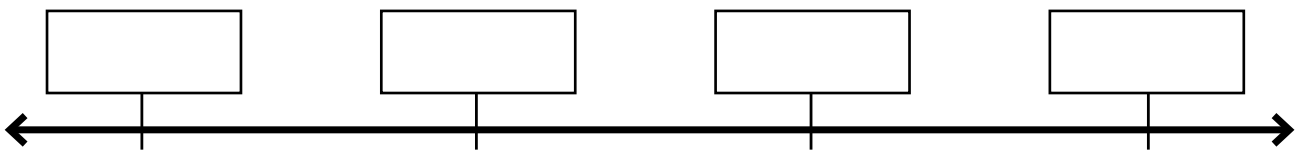
a

1563      4798      2945      3890



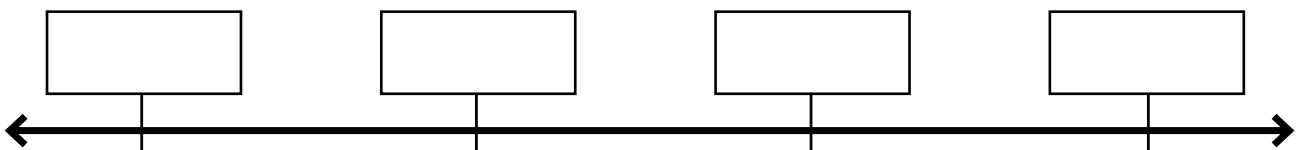
b

3764      1890      4902      2490



c

4398      4890      4165      4629



2 Write these numbers in order from **smallest** to **largest**.

3429      4930      2316      3781      4213

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3 Write these numbers in numerals.

a two thousand, five hundred and thirty-nine \_\_\_\_\_

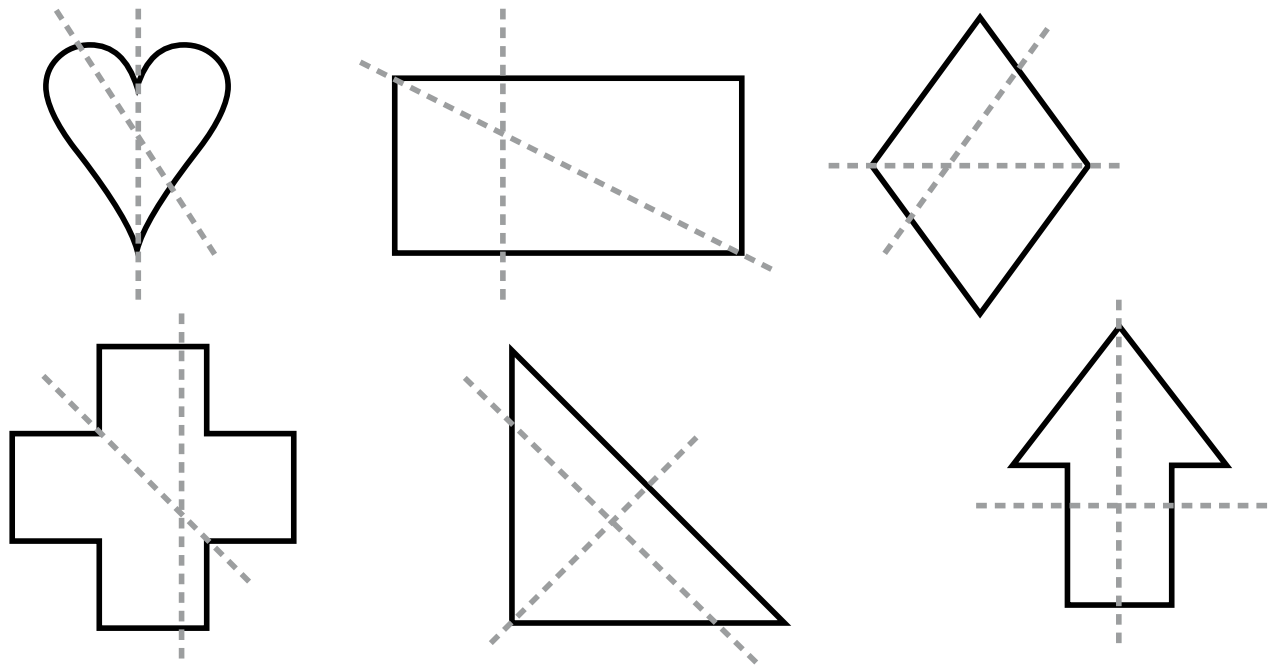
b four thousand, eight hundred and ninety \_\_\_\_\_

c three thousand and twenty-five \_\_\_\_\_

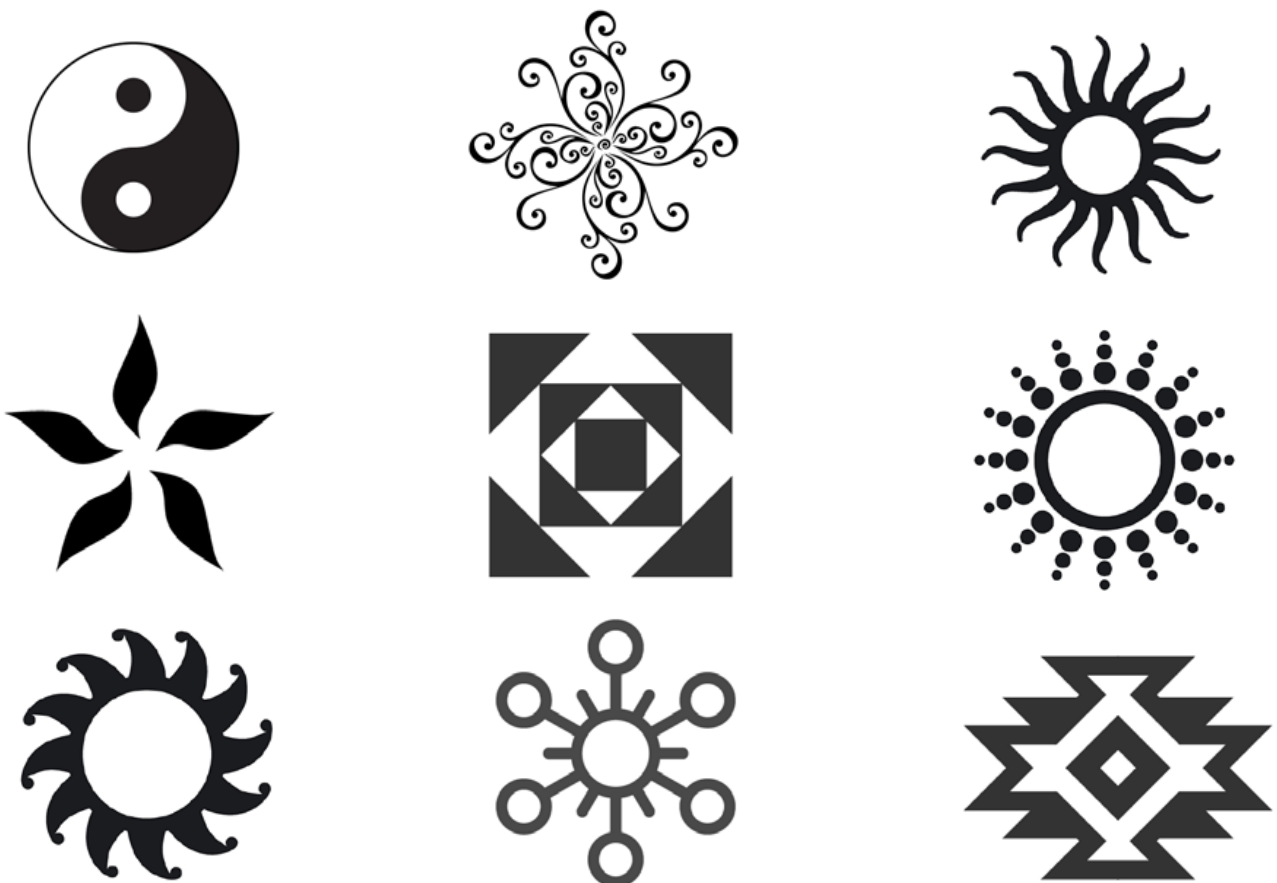
d one thousand, seven hundred and nine \_\_\_\_\_



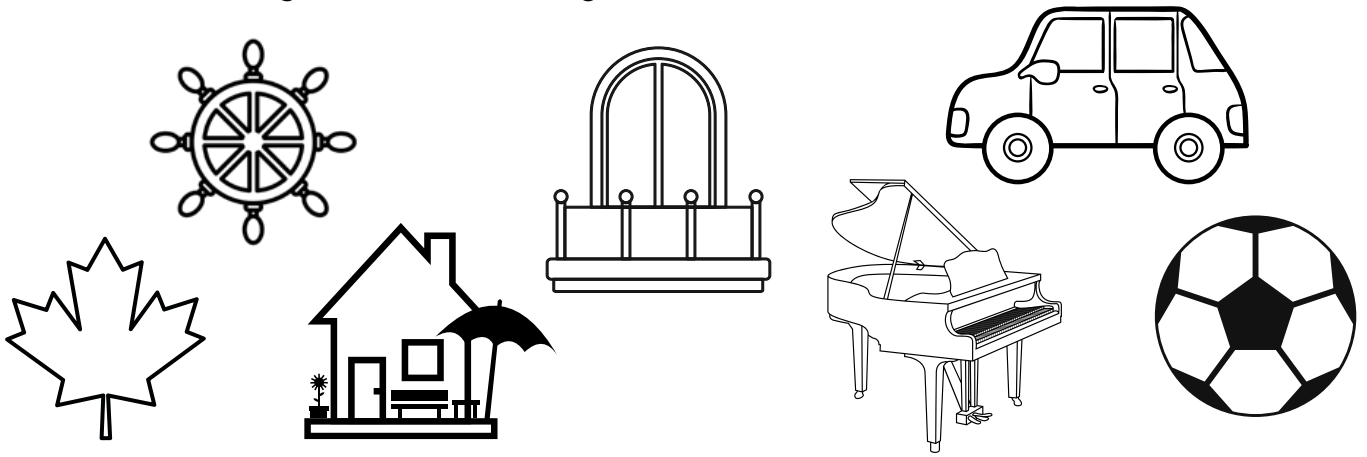
1 Trace over the lines of symmetry.



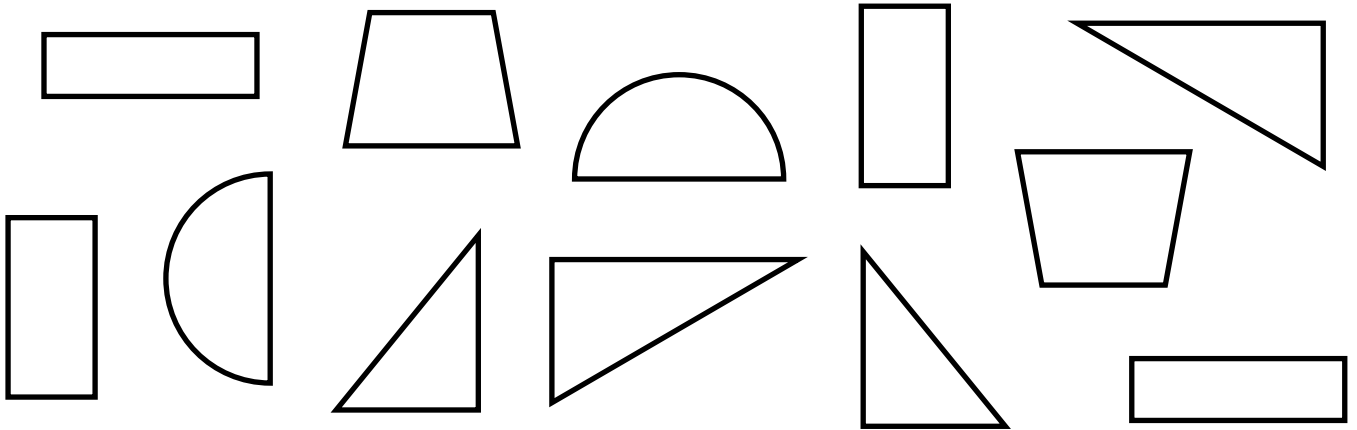
2 Draw a line of symmetry on the patterns that are symmetrical.



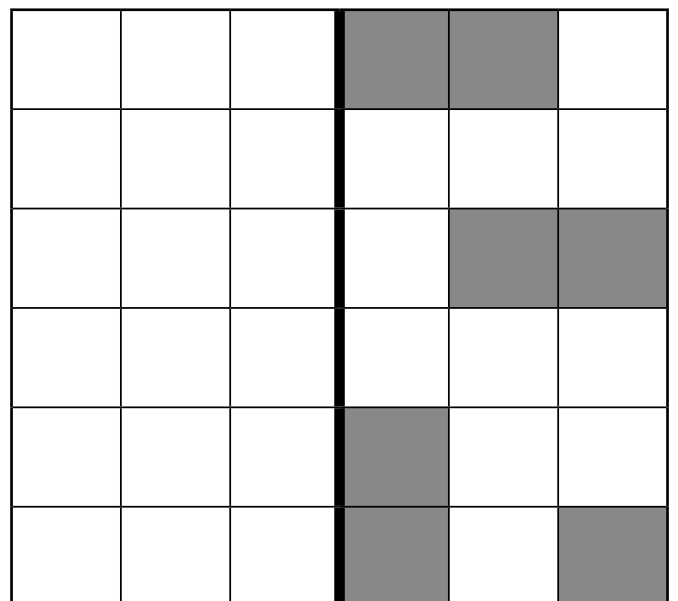
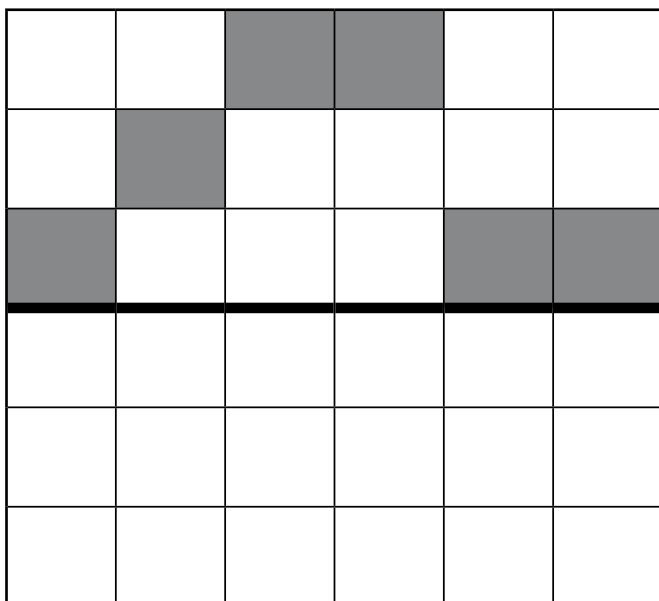
1 Circle the symmetrical things.



2 Colour the symmetrical halves in matching colours.



3 Complete the symmetrical patterns.



Follow the rule to complete the pattern.

<b>a</b>	<b>+3</b>	1	4	7					
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<b>b</b>	<b>-5</b>	61	56	51					
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<b>c</b>	<b>+2, -1</b>	1	3	2	4				
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<b>d</b>	<b>-3, +5</b>	7	4	9	6				
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<b>e</b>	<b>+3, +6</b>	13	16	22	25				
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<b>f</b>	<b>-2, -4</b>	55	53	49	47				
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<b>g</b>	<b>+10, -5</b>	4	14	9	19				
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<b>h</b>	<b>-9, +10</b>	18	9	19	10				
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<b>i</b>	<b>+10, +15</b>	5	15	30	40				
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<b>j</b>	<b>-5, -4</b>	99	94	90	85				
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<b>k</b>	<b>+13, -6</b>	21	34	28	41				
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1 What comes next?

What is the rule?

a 15, 25, 20, 30, 25, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

b 23, 15, 25, 17, 27, 19, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

c 35, 37, 40, 42, 45, 47, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

d 99, 90, 96, 87, 83, 74, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

e 181, 185, 184, 188, 187, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

f 462, 460, 467, 465, 472, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

g 854, 857, 861, 864, 868, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

h 576, 476, 466, 366, 356, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

i 480, 485, 478, 483, 476, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

2 Now try these trickier ones. What is the rule?

a 1, 2, 4, 7, 11, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

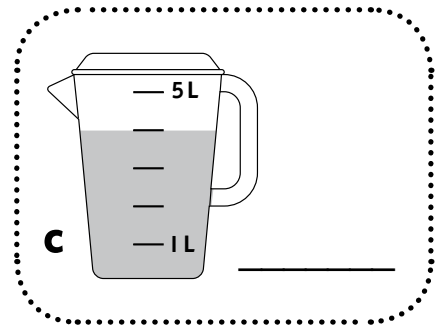
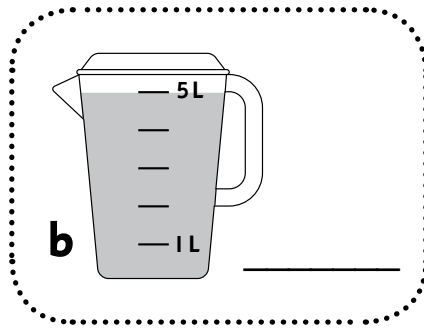
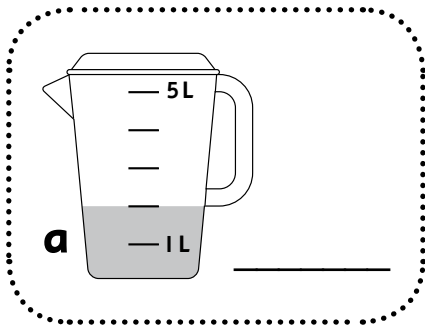
b 1, 2, 12, 112, 113, 123, 223, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

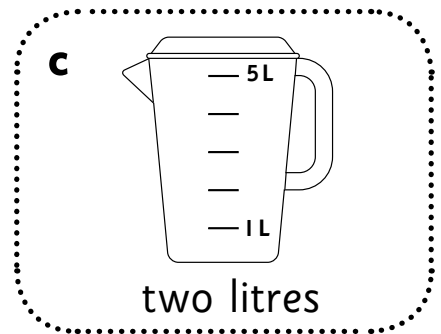
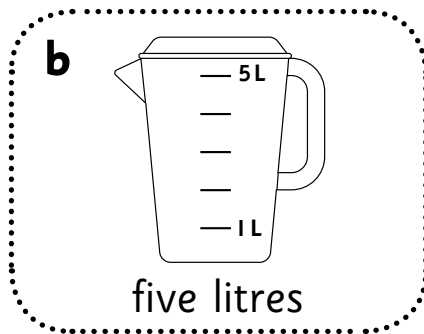
c 1, 2, 4, 8, 16, 32 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

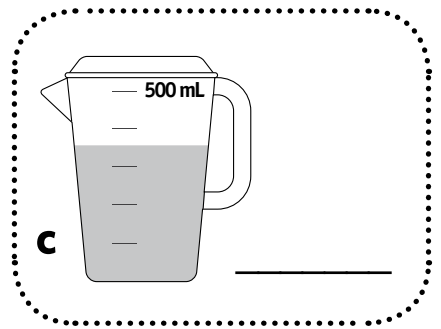
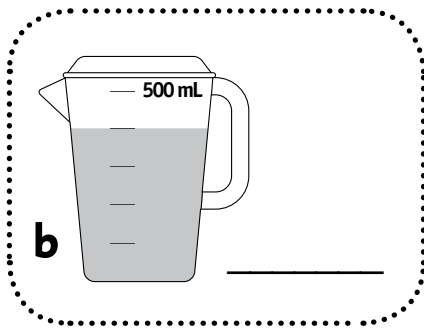
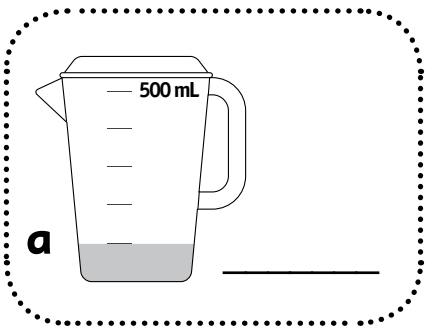
1 Write the measurement in litres, eg 1 L.



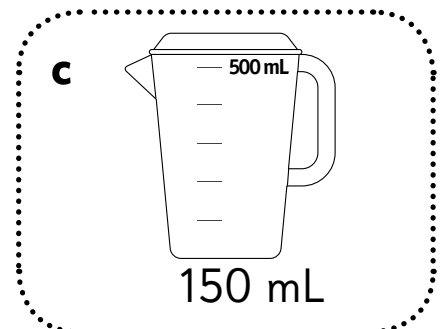
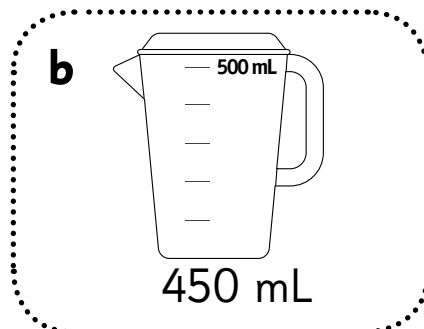
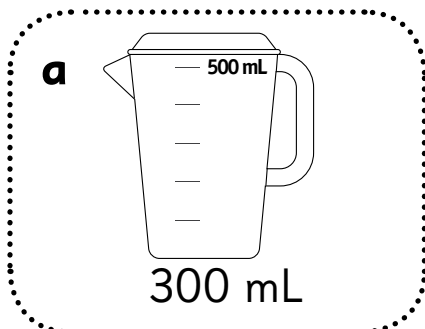
2 Colour the jugs to show the amounts.



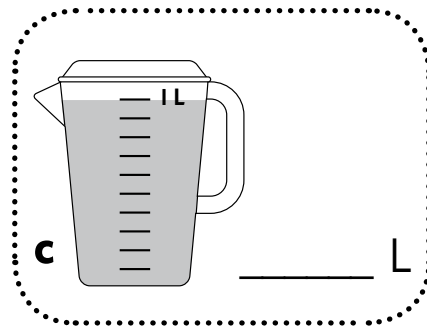
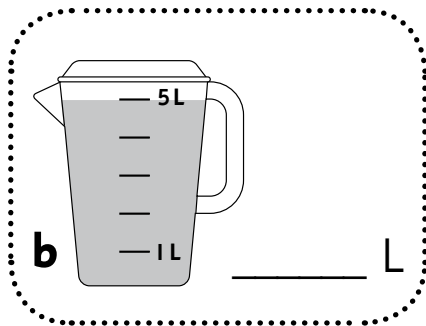
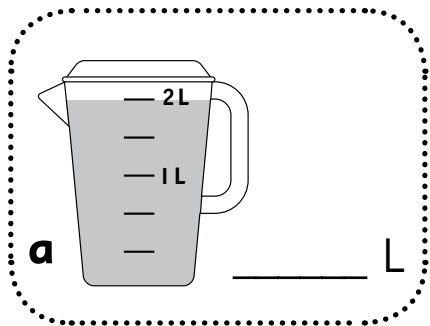
3 Write the measurement in millilitres, eg 200 mL.



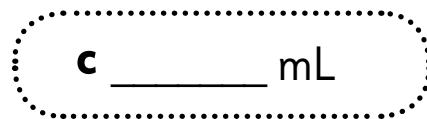
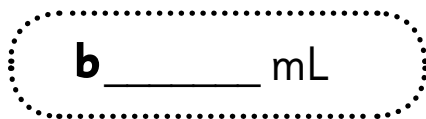
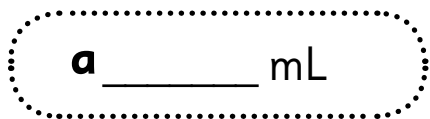
4 Colour the jugs to show the amounts.



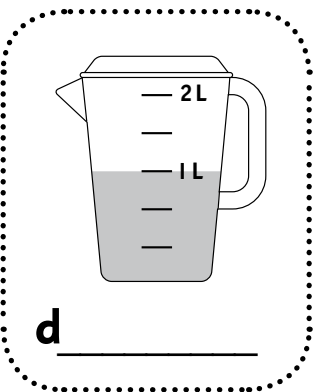
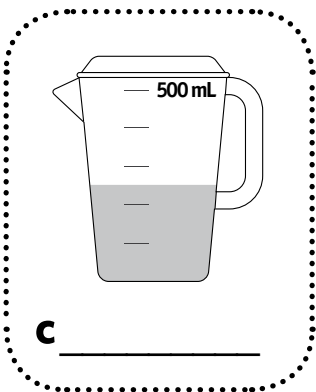
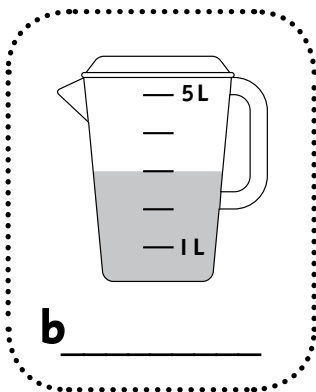
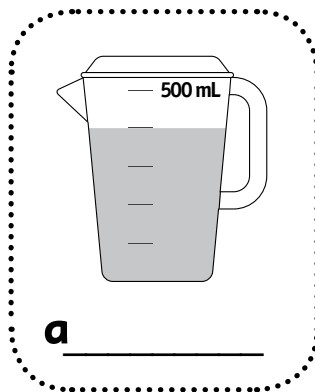
1 Write the capacity of each jug in litres.



2 Write the same capacities in millilitres.



3 Which units should you write the measurement in – mL or L?



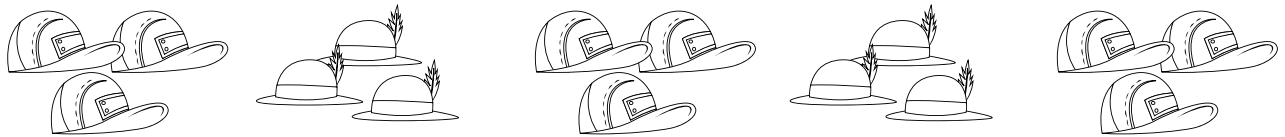
4 Match the correct label to each jug.

<b>a</b> 	<b>b</b> 	<b>c</b> 	<b>d</b> 	<b>e</b> 
$3\frac{1}{2}$ L	$\frac{1}{2}$ L	$1\frac{1}{2}$ L	$2\frac{1}{2}$ L	$4\frac{1}{2}$ L

1 How many? Complete the repeated addition.



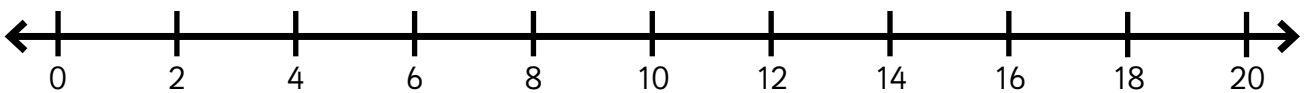
a  $2 + 2 + \square + \square + \square + \square = \square$



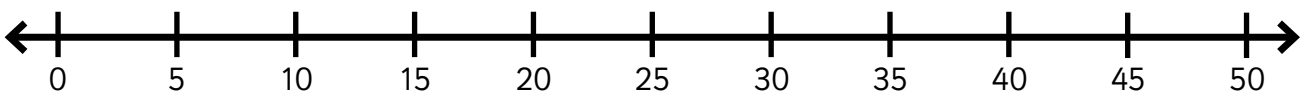
b 3,  $\square$ ,  $\square$ ,  $\square$ ,  $\square$

2 Jump along the number line to find how many.

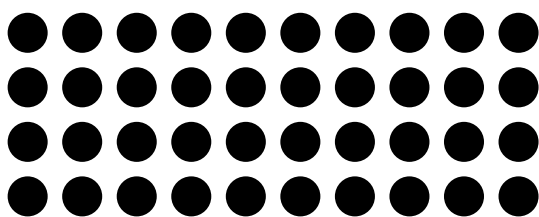
a I buy 8 pairs of shoes. How many shoes altogether? \_\_\_\_\_



b  $7 \times 5 = \underline{\hspace{2cm}}$



3 Write an equation to match the array.



a  $\square \times \square = \square$



b  $\square \times \square = \square$

Draw an array, a number line, or a picture to solve the problem.

**1** Ruby folds t-shirts into piles of five. She has three piles. How many shirts altogether?

shirts

**2** Dizzy grabs six bags of balls for game day. Each bag has ten balls in it. How many balls altogether?

balls

**3** Doc has five shelves with ten books on each shelf. How many books altogether?

books

**4** Ruby, Mrs T and Mango are trying on hats. They end up buying four hats each. How many hats altogether?

hats

**5** Mrs T uses three tea bags for each pot of tea. She drank six pots of tea today. How many tea bags did she use?

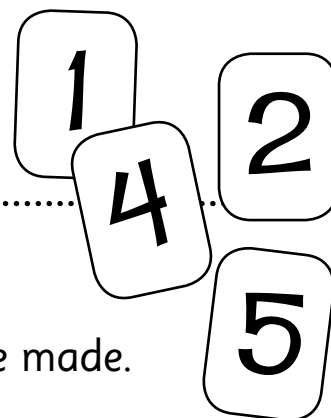
bags

**6** Waldo naps for ten minutes. He does this seven times today! How much extra sleep did Waldo get from his naps?

mins



**1** Dizzy has four number cards: 1, 2, 4 and 5.  
How many 4-digit numbers can he make?



- a** Underline the question.      **b** Circle the facts.
- c** Make a list of all the 4-digit numbers that can be made.

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**d** There are \_\_\_\_\_ 4-digit numbers.

**2** Mango has some questions.

- a** What is the largest number on the list? \_\_\_\_\_
- b** What is the largest number starting with 1? \_\_\_\_\_
- c** What is the largest number starting with 2? \_\_\_\_\_
- d** What is the largest number starting with 4? \_\_\_\_\_

**3** How do you find the largest number in a list? Write the steps.

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**1** Complete these sums.

$$1 + 1 = \square$$

$$1 + 2 = \square$$

$$2 + 3 = \square$$

$$3 + 5 = \square$$



**2** Find the next four numbers in the Fibonacci sequence.

1, 1, 2, 3, 5, 8,  $\square$ ,  $\square$ ,  $\square$ ,  $\square$

**3** Complete the sums for the numbers you added to the sequence.

$$5 + 8 = \square$$

$$8 + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

**4** Find the next four numbers in the Fibonacci sequence.

$$34 + 55 = \square$$

$$55 + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

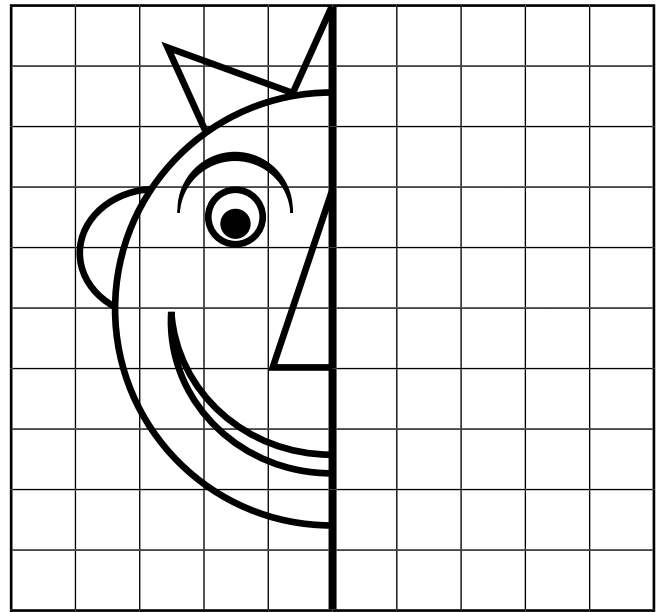
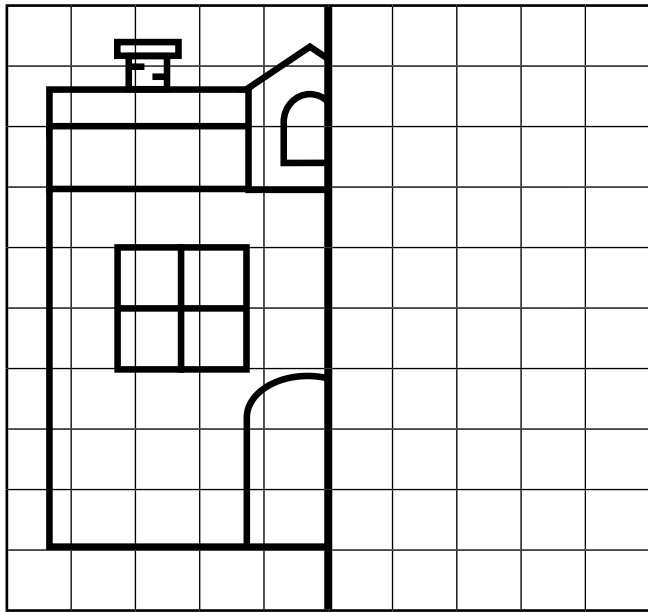
**5** Explain the rule for the Fibonacci sequence.

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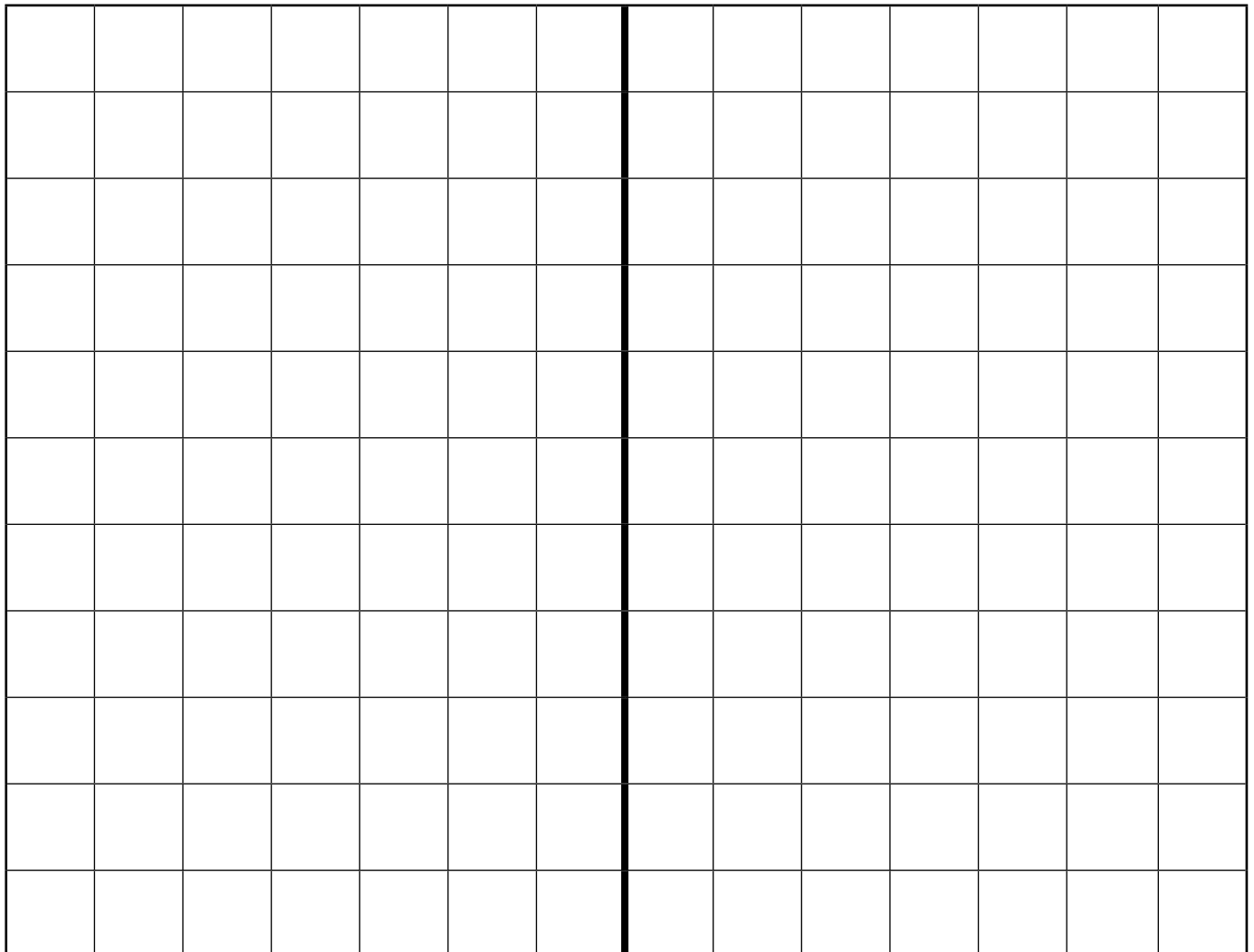


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1 Complete the symmetrical pictures.



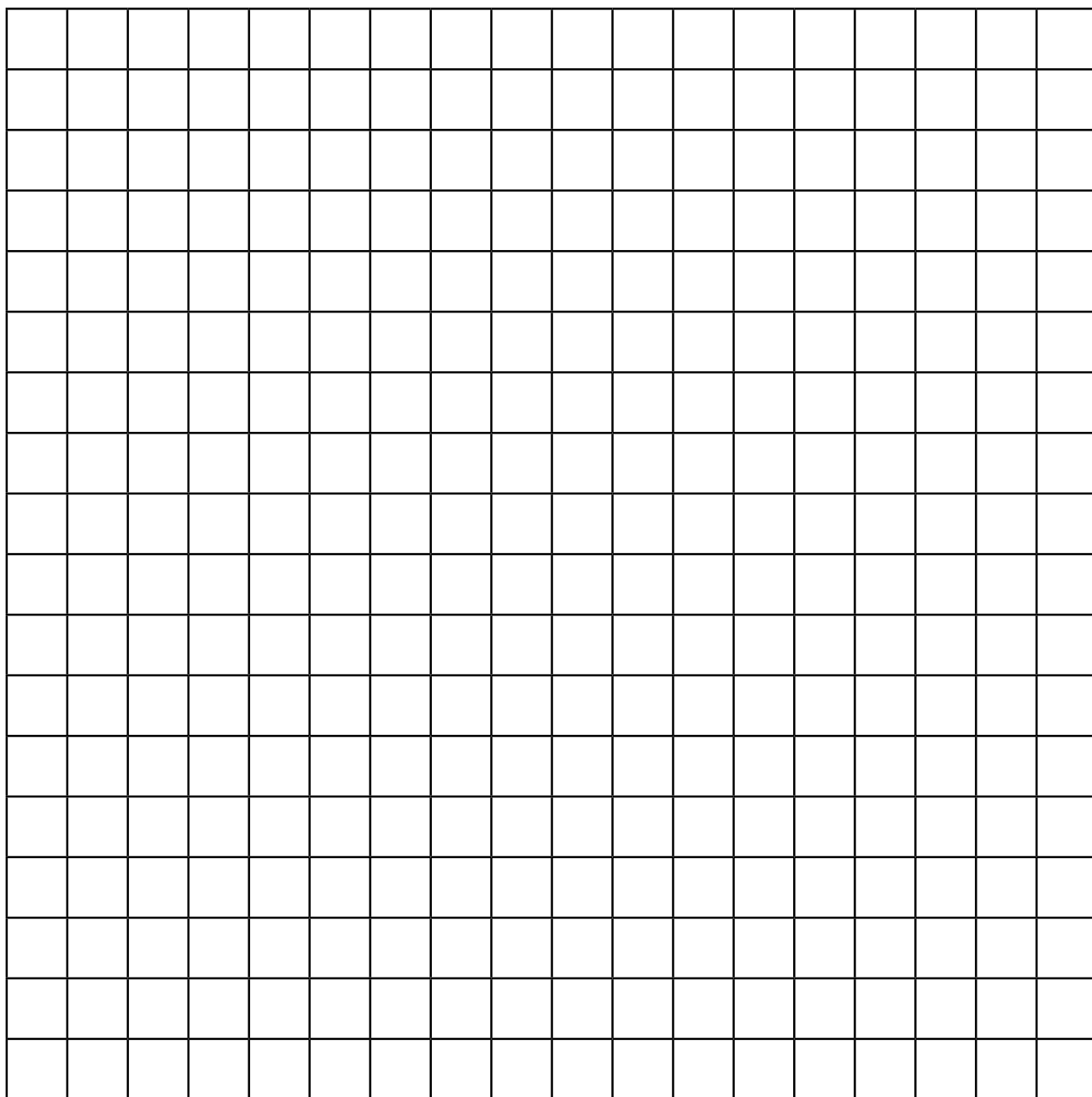
2 Draw your own symmetrical picture.



You need a partner, a different coloured pencil each and two dice.

### HOW TO PLAY

- 1 Player A rolls both dice. Use the two numbers to colour in an array that size. For example, if you roll a 5 and a 3, then you colour 5 rows of 3 squares or 3 rows of 5 squares.
- 2 Player B rolls the dice and colours an array.
- 3 Keep taking turns until one player can't fit their array in.  
The winner has coloured in the most squares.





Fantastic!

You have successfully  
finished Week 1!

