

MathSeeds

Between Years 3 and 4

BACK ON TRACK

MATHS • WEEK 2

Open the
door to
Year 4!

www.mathseeds.co.uk

Let's start Week 2

This week we focus on the value of practise and repetition in learning mathematical skills and knowledge.

Learning any new skill takes time. To master new skills in mathematics, children need plenty of time and practise. This is why the **Mathseeds** programme provides so many different activities for children to practise new concepts. Your child will apply each new skill in a variety of interesting animated activities. By doing this, children gain fluency and flexibility with numbers, a collection of skills known as number sense.

Every **Mathseeds** lesson includes a variety of interactive activities where children practise new skills. These short, focused activities are set in meaningful contexts and use *repetition with variation* to consolidate a child's grasp of the topic. This programme moves through our carefully planned progression of lessons, revisiting core topics and essential learnings.

Within the **Mathseeds** Back On Track school programme weekly overview, we have also suggested that students complete a series of activities called **Driving Tests**. This section consists of short quizzes that assess your child's skills and knowledge with a fun reward game to keep them motivated.

The **Mathseeds Driving Tests** provide:

- Comprehensive coverage of all R–3 maths topics.
- Six core content areas: number, operations, patterns and fractions, measurement, geometry and data.
- Questions targeting key concepts, strategies and vocabulary for student practise.
- Question formats that are clear and easy to follow, providing repetition with variation.
- Question sets that increase in difficulty level to challenge students.
- Built-in reward games to motivate students to make real progress.
- An opportunity for all students to experience success and take pride in their achievements.

If time and enthusiasm allows, encourage your child to work on the suggested **Driving Tests**, practising the skills and knowledge they have learnt that day.

This booklet is the second of ten weekly booklets you will receive in the programme. The **Mathseeds** Back On Track programme provides a great way to make sure that your child knows the essentials they need. We know your child will enjoy learning on **Mathseeds** because **Mathseeds** makes learning fun!

Back On Track for Year 4

Week 2

Day 1 focus: Numbers 5000 to 10 000

Online lesson: Lesson 156 – Counting 5000 to 10 000

Worksheets: Base 10 Blocks, Order Numbers

Day 2 focus: Area Formula

Online lesson: Lesson 157 – Area 3

Worksheets: Multiply for Area, Area in Square Metres

Day 3 focus: Times Tables $\times 2$ $\times 4$

Online lesson: Lesson 158 – Times Tables ($\times 2$ $\times 4$)

Worksheets: 2 Times Table, 4 Times Table

Day 4 focus: Equivalent Money 2

Online lesson: Lesson 159 – Equivalent Amounts of Money 2

Worksheets: Equivalent Amounts, Money Word Problems

Day 5 focus: Comparing Fractions

Online lesson: Lesson 160 – Comparing and Ordering Fractions

Worksheets: Fraction Number Lines, Mixed Numbers

Week 2 Bonus

Online: Mental Minute + – Badges 92, 94, 95, 96 and $\times \div$ Badges 77, 81, 86, 90

Sheets: Thinking Numbers, Heads and Legs, Dizzy's Money

Hands-on: Dollhouse Furniture



Week 2 • Answers

Week 2 Day 1: Base 10 Blocks

- 1 Parent to check
2 a 3262
b 1436
c 2354

Week 2 Day 1: Order Numbers

- 1 a 5329, 6349, 7980, 8324
b 3892, 5928, 7829, 9342
c 2839, 4932, 5321, 7439
d 2562, 4031, 6611, 8172
2 1347, 3946, 6394, 8230, 9928
3 8294, 7305, 5720, 4897, 2934

Week 2 Day 2: Multiply for Area

- 1 a $2 \times 6 = 12 \text{ m}^2$ b $5 \times 5 = 25 \text{ m}^2$
c $2 \times 3 = 6 \text{ m}^2$ d $4 \times 6 = 24 \text{ m}^2$
2 a 15 m^2 b 9 m^2
c 6 m^2 d 80 m^2

Week 2 Day 2: Area in Square Metres

- 1 A $1 \times 12 = 12$ B $1 \times 12 = 12$ C $8 \times 5 = 40$
D $4 \times 7 = 28$ E $4 \times 7 = 28$ F $8 \times 5 = 40$
G $4 \times 7 = 28$ H $4 \times 7 = 28$ I $1 \times 12 = 12$
J $1 \times 12 = 12$
2 240 m^2

Week 2 Day 3: 2 Times Table

- 1 a $2 \times 2 = 4$ b $5 \times 2 = 10$ c $3 \times 2 = 6$
d $4 \times 2 = 8$ e $1 \times 2 = 2$ f $6 \times 2 = 12$
2 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
3 a $4 \times 2 = 8$ b $7 \times 2 = 14$ c $3 \times 2 = 6$
d $9 \times 2 = 18$ e $5 \times 2 = 10$ f $8 \times 2 = 16$
g $10 \times 2 = 20$ h $0 \times 2 = 0$

Week 2 Day 3: 4 Times Table

- 1 a $3 \times 4 = 12$ b $6 \times 4 = 24$ c $8 \times 4 = 32$
d $4 \times 4 = 16$ e $5 \times 4 = 20$ f $7 \times 4 = 28$
2 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40
3 a $2 \times 4 = 8$ b $5 \times 4 = 20$ c $7 \times 4 = 28$
d $8 \times 4 = 32$ e $3 \times 4 = 12$ f $6 \times 4 = 24$

Week 2 Day 4: Equivalent Amounts

- 1 a £5.25 b £12.50 c £44
d £15.80 e £11.50
2 a-e Parent to check

Week 2 Day 4: Money Word Problems

- 1 a £14.05 b Parent to check
2 a £16.80 b Parent to check
3 a £18.85 b Parent to check
4 a £20 b Parent to check
5 a £6.65 b Parent to check

Week 2 Day 5: Fraction Number Lines

- 1 a $\frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \frac{5}{5}$
b $\frac{1}{6}, \frac{2}{6}, \frac{3}{6}, \frac{4}{6}, \frac{5}{6}, \frac{6}{6}$
c $\frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{5}{8}, \frac{6}{8}, \frac{7}{8}, 1$
2 a $\frac{2}{3}, 1$ b $\frac{1}{4}, \frac{3}{4}$ c $\frac{2}{5}, \frac{3}{5}, \frac{4}{5}$
d $\frac{1}{6}, \frac{4}{6}, \frac{6}{6}$ e $\frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \frac{5}{8}, \frac{7}{8}, 1$
3 $\frac{1}{8}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$

Week 2 Day 5: Mixed Numbers

- 1 a-d Parent to check
2 a $\frac{1}{4}, \frac{3}{4}, 1\frac{2}{4}, 1\frac{3}{4}$
b $\frac{2}{3}, 1\frac{1}{3}, 1\frac{2}{3}$
c $\frac{2}{5}, \frac{3}{5}, 1\frac{2}{5}, 1\frac{3}{5}, 2$
d $1, 1\frac{1}{2}, 3, 3\frac{1}{2}$

Week 2 Bonus: Thinking Numbers

- 1, 2, 3 Parent to check
4 Look for the largest thousands digit. Then the largest hundreds digit. Then the largest tens digit. Then the largest ones digit.

Week 2 Bonus: Heads and Legs

- 1 Parent to check
2 Ostriches = 8, Zebras = 10
3 Parent to check

Week 2 Bonus: Dizzy's Money

- 1, 2, 3, 4 Parent to check
5 smallest = £10, £5, £1, £1, 50p largest = $1p \times 1850$

Week 2 Bonus: Dollhouse Furniture






- 1 Parent to check
2 $10 \text{ cm} \times 10 \text{ cm} = 100 \text{ cm}^2$
3, 4, 5, 6, 7, 8 Parent to check



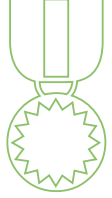


Week 2

Incentive chart for:

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

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	156	157	158	159	160

Worksheets					
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Day Done!					
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Notes/thoughts/ideas

1 Draw each number in blocks.

	Thousands	Hundreds	Tens	Ones
a 4353				
b 6229				
c 2801				

2 What is each number?

a

b

c

1 Put these numbers in order on the number lines.

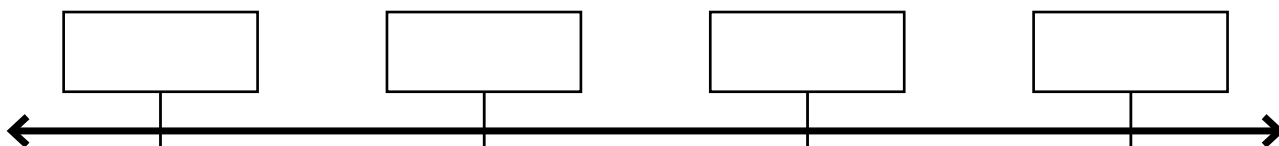
a

5329

8324

7980

6349



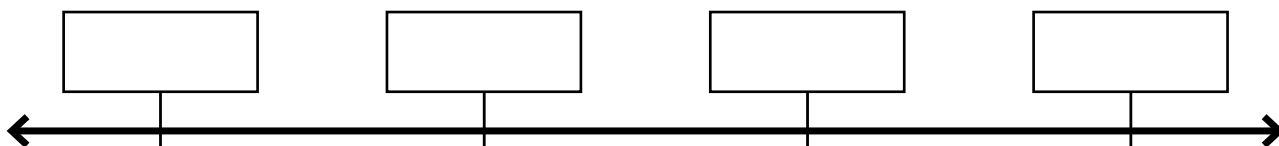
b

9342

7829

3892

5928



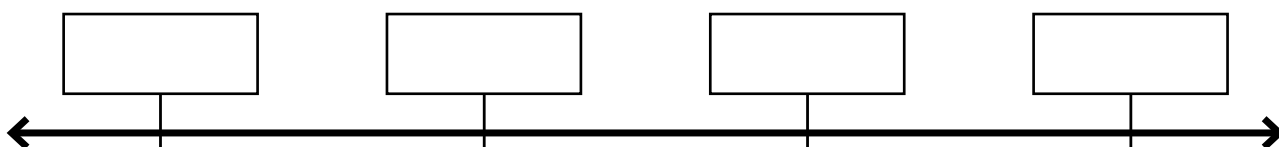
c

2839

4932

7439

5321



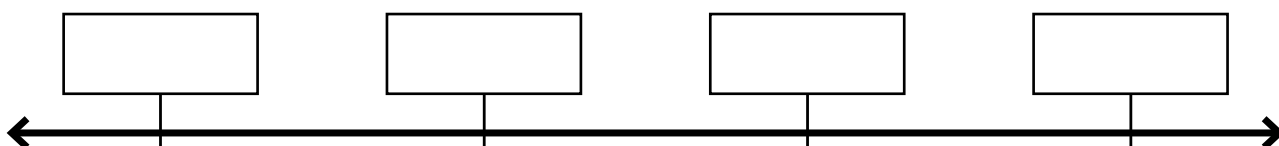
d

8172

2562

6611

4031



2 Write these numbers in order from smallest to largest.

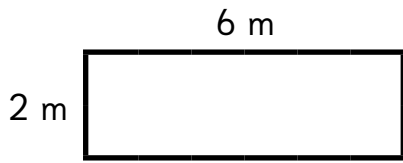
9928, 1347, 3946, 8230, 6394

3 Write these numbers in order from largest to smallest.

5720, 7305, 2934, 8294, 4897

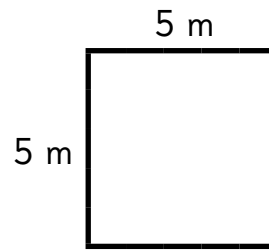
1 Calculate the area.

a



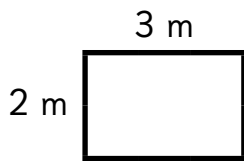
___ × ___ = ___ m²

b



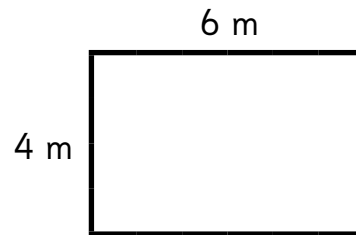
___ × ___ = ___ m²

c



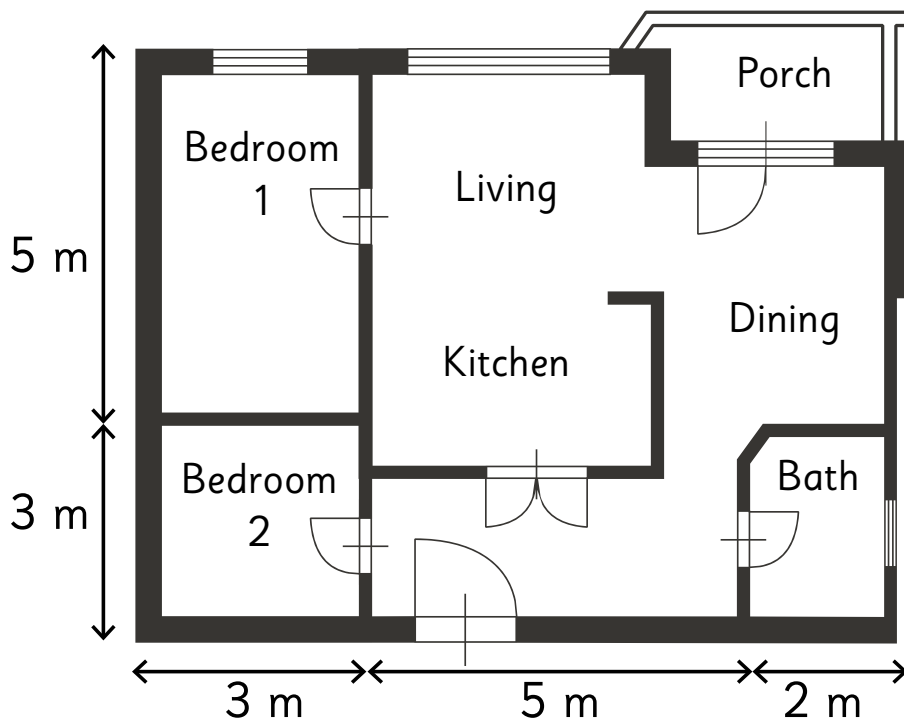
___ × ___ = ___ m²

d



___ × ___ = ___ m²

2 What is the area?



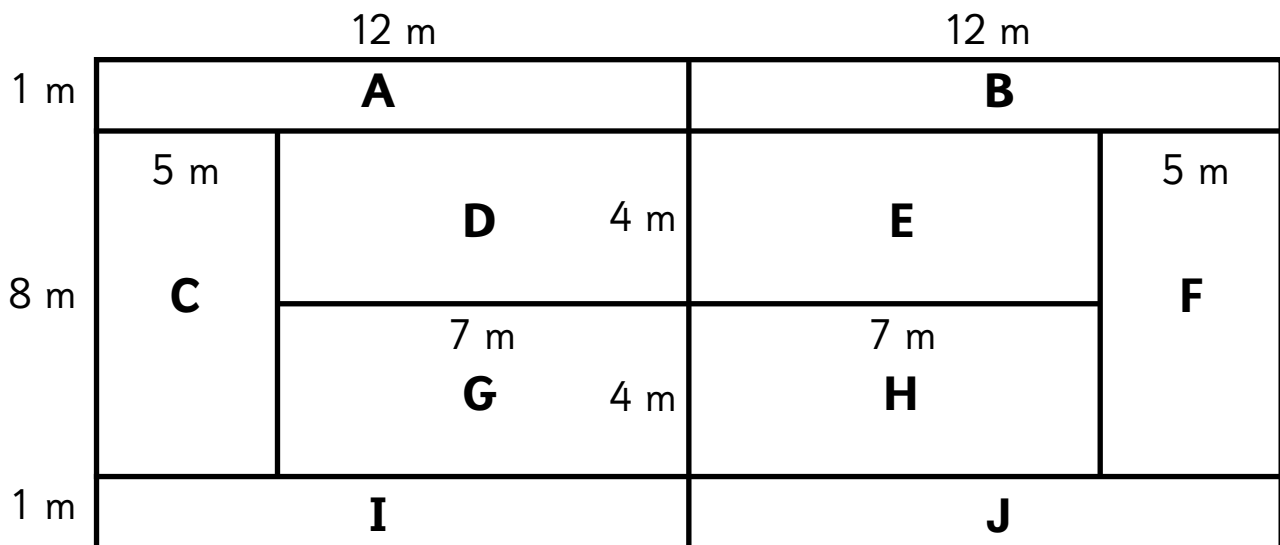
a Bedroom 1 is ___ m².

b Bedroom 2 is ___ m².

c The bathroom is ___ m².

d The house is ___ m².

1 Find the area of each section of the court in square metres.



A $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

B $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

C $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

D $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

E $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

F $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

G $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

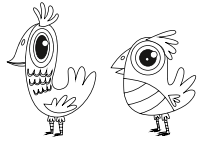
H $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

I $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

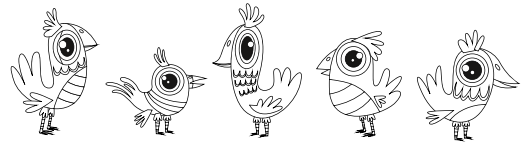
J $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ m}^2$

2 Can you find the area of the whole court?
Show your working out below.

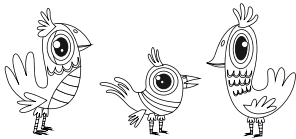
1 How many wings? Complete the equations.



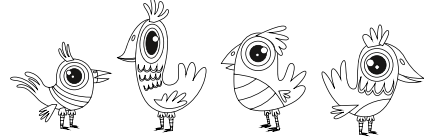
a $\underline{\quad} \times 2 = \underline{\quad}$



b $\underline{\quad} \times 2 = \underline{\quad}$



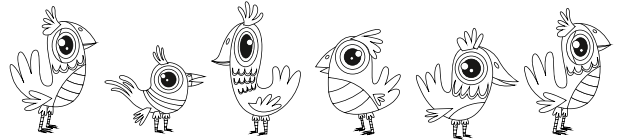
c $\underline{\quad} \times 2 = \underline{\quad}$



d $\underline{\quad} \times 2 = \underline{\quad}$



e $\underline{\quad} \times 2 = \underline{\quad}$



f $\underline{\quad} \times 2 = \underline{\quad}$

2 Find the answers.

X	0	1	2	3	4	5	6	7	8	9	10
2											

3 Complete.

a $2 \times 4 = \underline{\quad} \times 2 = 8$

b $2 \times 7 = \underline{\quad} \times 2 = \underline{\quad}$

c $2 \times 3 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

d $2 \times 9 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

e $2 \times 5 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

f $2 \times 8 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

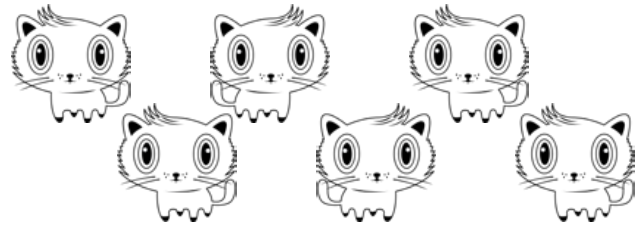
g $2 \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

h $2 \times 0 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

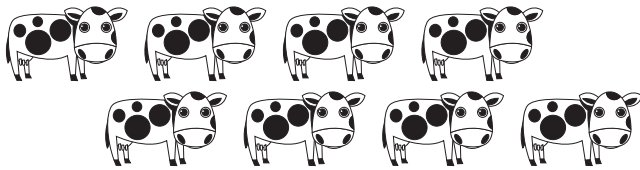
1 How many legs? Complete the equations.



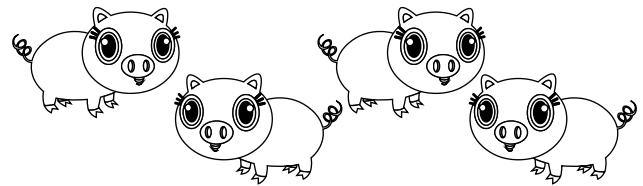
a $\underline{\quad} \times 4 = \underline{\quad}$



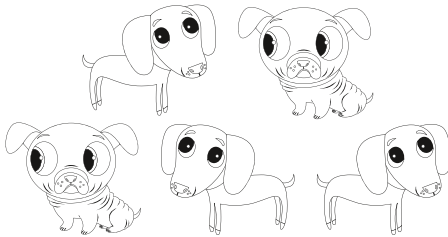
b $\underline{\quad} \times 4 = \underline{\quad}$



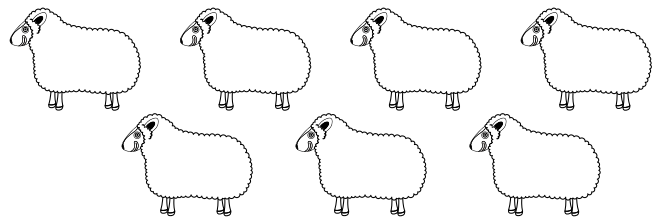
c $\underline{\quad} \times 4 = \underline{\quad}$



d $\underline{\quad} \times 4 = \underline{\quad}$



e $\underline{\quad} \times 4 = \underline{\quad}$



f $\underline{\quad} \times 4 = \underline{\quad}$

2 Find the answers.

×	0	1	2	3	4	5	6	7	8	9	10
4											

3 Complete.

a $4 \times 2 = 2 \times 4 = \underline{\quad}$

b $4 \times 5 = \underline{\quad} \times 4 = \underline{\quad}$

c $4 \times 7 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

d $4 \times 8 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

e $4 \times 3 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

f $4 \times 6 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

1 How much?

2 Write or draw another way to make this amount.

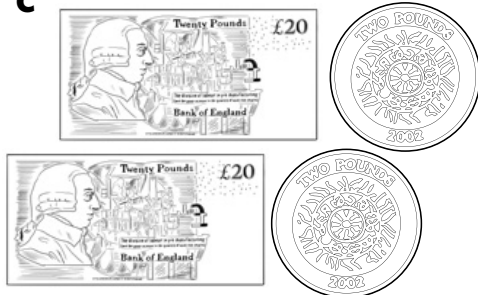
a



b



c



d



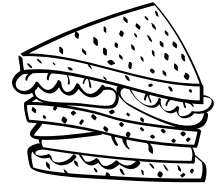
e



1 Andy buys a £5.95 sandwich and pays with a £20 note.

a What is his change? _____

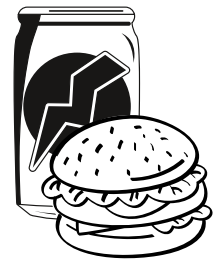
b How could this change be made in notes and coins?



2 Mandy buys a burger for £12.50 and a drink for £4.30.

a How much does her lunch cost? _____

b What notes and coins could she use to pay for her lunch with no change?



3 Sandy buys a pizza using a £20 note and gets £1.15 change.

a How much did his pizza cost? _____

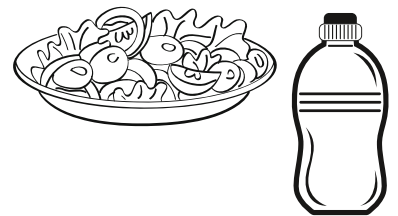
b How could his change be made in notes and coins?



4 Candy buys a £9.60 salad and a £5.50 drink. She gets £4.90 in change.

a What note did she use to pay for her lunch? _____

b If she paid the exact amount in notes and coins, what might it look like?



5 Randy spends £13.75 on his lunch. He buys a £7.10 pasta and a drink.

a How much did the drink cost? _____

b Show his change from a £20 note.



1 Put these in order from smallest to largest.

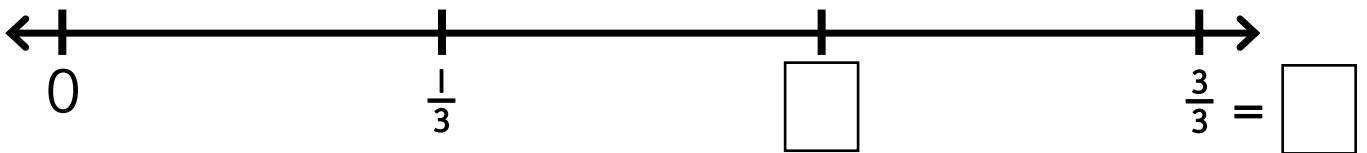
a $\frac{1}{5}, \frac{2}{5}, \frac{4}{5}, \frac{3}{5}, \frac{5}{5}$ _____

b $\frac{6}{6}, \frac{1}{6}, \frac{3}{6}, \frac{5}{6}, \frac{4}{6}, \frac{2}{6}$ _____

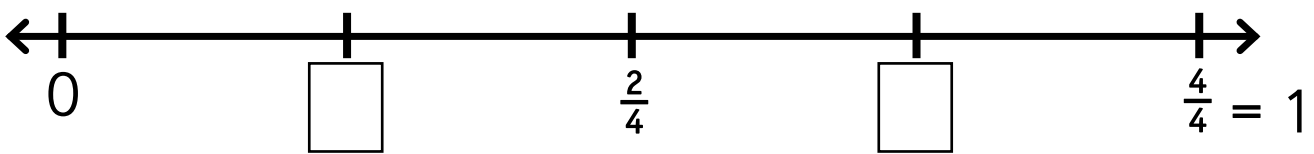
c $1, \frac{3}{8}, \frac{2}{8}, \frac{7}{8}, \frac{4}{8}, \frac{1}{8}, \frac{5}{8}, \frac{6}{8}$ _____

2 Fill in the fraction number lines.

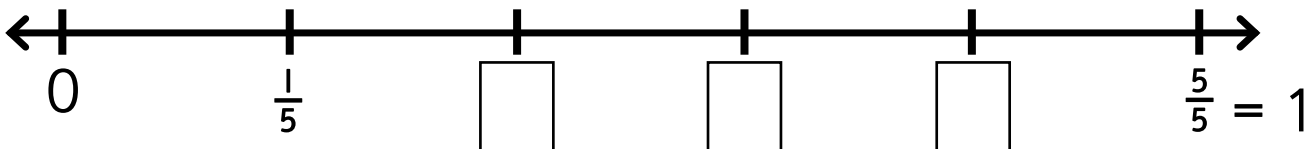
a



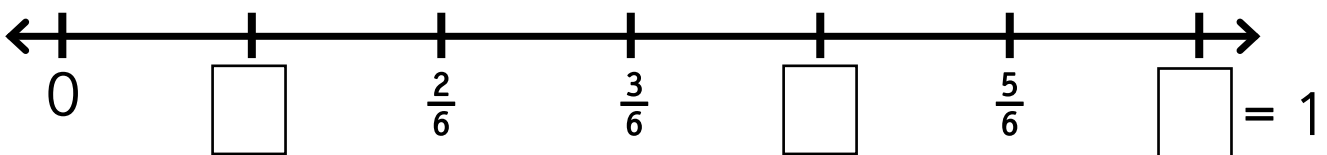
b



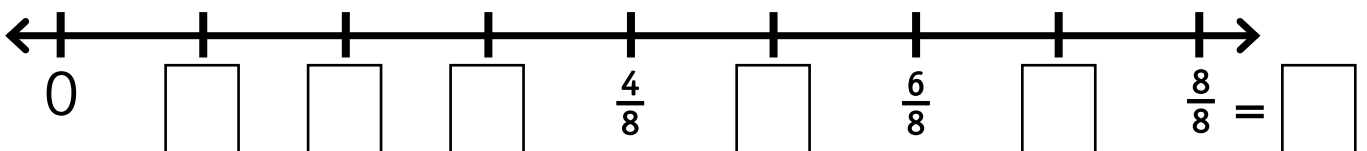
c



d



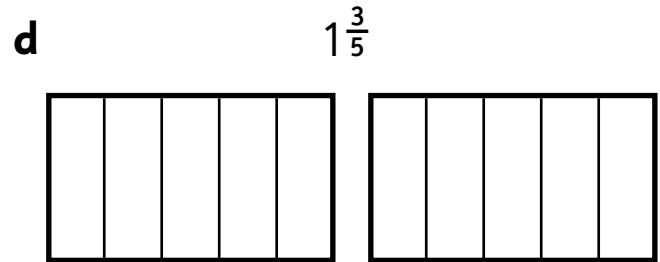
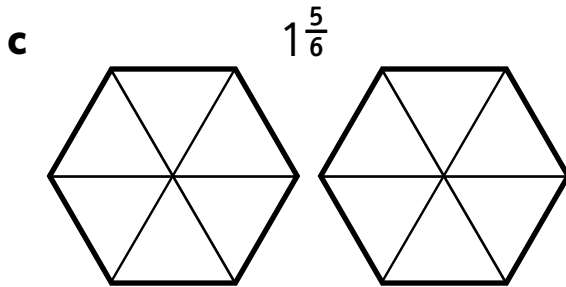
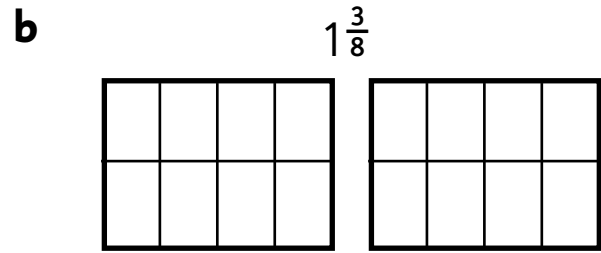
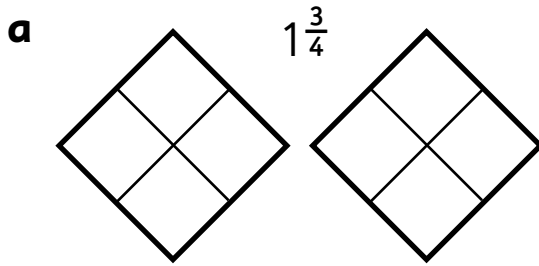
e



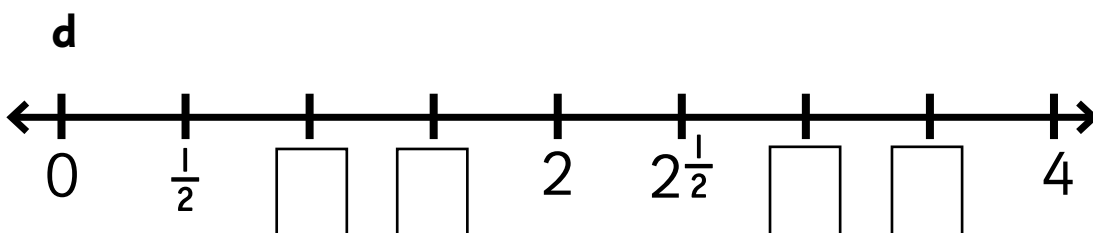
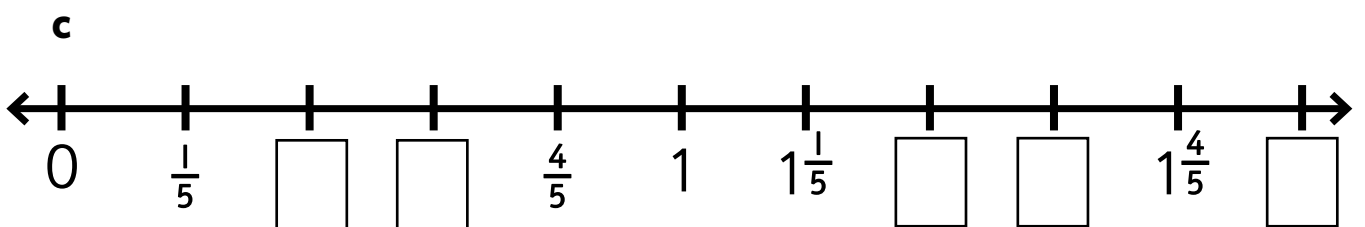
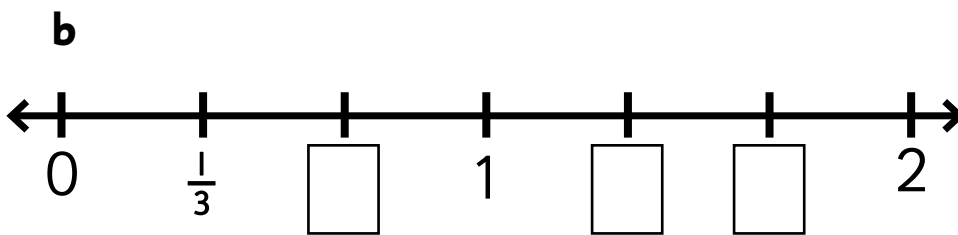
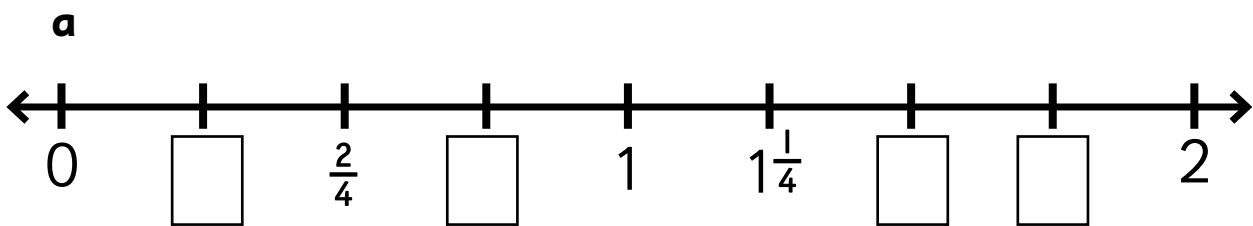
3 Put these in order from smallest to largest.

$\frac{1}{5}, \frac{1}{2}, \frac{1}{6}, \frac{1}{4}, \frac{1}{8}, \frac{1}{3}$ _____

1 Colour the fractions.



2 Fill in the fraction number lines.



1 a Pick 4 different numbers between 1 and 9 and make a 4-digit number.

--	--	--	--

b Add 1 to the number.

--	--	--	--

c Add 100 to the number.

--	--	--	--

d Add 1000 to the number.

--	--	--	--

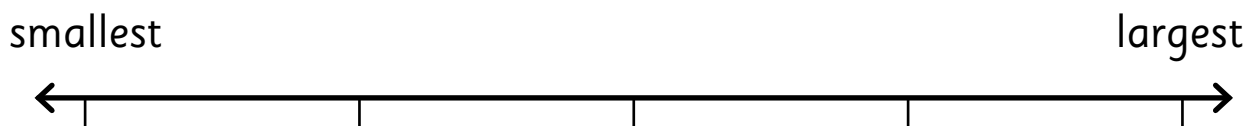
e Add 10 to the number.

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2 From the five numbers you made:

a Circle the largest number. b Highlight the smallest number.

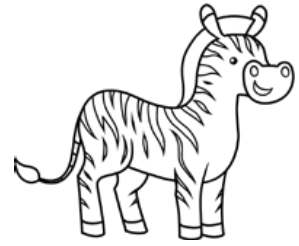
c Put the numbers in order on this number line.



3 Add or subtract 10, 100 or 1000 from each number to make 5 more numbers. Put all ten numbers into order from smallest to largest.

4 What are the steps for ordering 4-digit numbers?

- 1 In Africa, Doc saw a herd of ostrich and zebra. He counted 18 heads and 56 legs altogether. How many of each animal were in the herd?



- a Underline the question. b Circle the facts.
- c Guess: how many ostriches and how many zebras?
- d Check: does this add to 18 heads? Yes No
- e Calculate the number of legs. An ostrich has 2 legs, a zebra has 4.
- f Check: does this add to 56 legs? Yes No

- 2 Keep guessing until you find the correct answer.

How many of each animal were in the herd?

Ostriches = _____ Zebras = _____

- 3 Can you write your own heads and legs problem?
See if anyone in your family can find the answer.

1 Dizzy wants to buy a new pot for his cactus. The pot costs £18.50. How can he make the right amount in notes and coins?



- a** Underline the question. **b** Circle the facts.
c How can Dizzy make exactly £18.50 with notes and coins?

2 Dizzy has no £10 notes. Find another way to make £18.50.

3 Dizzy has no 50p coins. Find another way to make £18.50.

4 Dizzy ends up paying with a £20 note. Show his change.

5 Can you find the smallest number of notes and coins to make £18.50? How about the largest number of notes and coins?

Ruby is making furniture for her dollhouse living room. The room is 10 cm long by 10 cm wide. Ruby wants to know how much furniture she can fit into the living room.



- 1 Measure and draw up Ruby’s dollhouse living room on a piece of paper. Draw on at least one door and a couple of windows.
- 2 What is the area of the room? _____ × _____ = _____
- 3 On another piece of paper, draw a couch, bookcase, dining table and 4 dining chairs as seen from above. Find the area of each item.
 - a Couch _____ × _____ = _____
 - b Bookcase _____ × _____ = _____
 - c Table _____ × _____ = _____
 - d Chair _____ × _____ = _____ × 4 chairs = _____
- 4 What is the area of all the furniture? _____
- 5 Cut the furniture out and place them in the living room. Remember to think about windows, views and doors opening.
- 6 How much area is left in the room? _____ – _____ = _____
- 7 What other furniture would you put in the room? Draw them, cut them out and place them in the room. Remember to think about windows and doors.
- 8 How much area is left in the room now?





Wonderful



**You have finished
with Week 2!**

