

Miss Robinson's Maths Group Homework Week 2



Remember to set your work out clearly and write in pencil.

Please try all questions.

Please DO NOT print any of this homework. Write answers directly into your Homework Book and include any working out.

Please bring your homework in on Wednesday.

Arithmetic Warm Up

LI: to be able to multiply and divide integers by 10, 100 and 1000

This is revision from last year and I am sure that many of you remember these lessons.

Example: $125 \times 100 = 12\,500$

Each digit has moved 2 places to the left.

$$2\,794 \div 10 = 279.4$$

Each digit has moved 1 place to the right.

LI: to be able to multiply and divide integers by 10, 100 and 1000

1. $214,854 \times 100 =$

2. $5.74 \times 1000 =$

3. $10,441,074 \div 10 =$

4. $0.01 \times 100 =$

5. $502,620 \div 100 =$

6. $1,306,004 \div 1000 =$

7. $45,251,305 \times 100 =$

8. $7.4 \times 1000 =$

9. $1.5 \div 100 =$

10. $20.7 \div 10 =$

11. $0.09 \times 10 =$

12. $125.95 \div 10 =$

13. $405.08 \times 100 =$

14. $621,008 \times 10 =$

15. $1,651,087 \div 10 =$

16. $0.04 \div 10 =$

L1: to be able to read, write and order numbers up to 10 000 000

Write the following words as digits.

- 1) Twelve million, four hundred and forty-two thousand, nine hundred and thirty four.
- 2) Nine million, fifteen thousand and eight.
- 3) Five million, one hundred and one thousand, two hundred and sixty-four.
- 4) Eight million, two hundred and fifty-three thousand, seven hundred and nine.

LI: To be able to identify the number function and power of 10

1) $15,024 \times \boxed{} = 150,240$

2) $124,324 \times \boxed{} = 124 \cdot 324$

3) $15 \cdot 204 \times \boxed{} = 1520 \cdot 4$

4) $0 \cdot 0056 \times \boxed{} = 5 \cdot 6$

5) $625 \cdot 102 \times \boxed{} = 6 \cdot 25102$

6) $35 \cdot 45 \times \boxed{} = 3545$

LI: to be able to order large numbers

Order the following numbers from largest to smallest.

12,032,541

12,320,451

1,320,567

1,203,657

12,023,154

1,302,765

L1: to be able to order decimal fractions

Order the following numbers from smallest to largest.

25.8

285.62

25.28

258.62

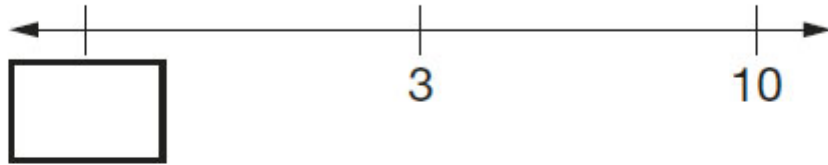
25.82

258.26

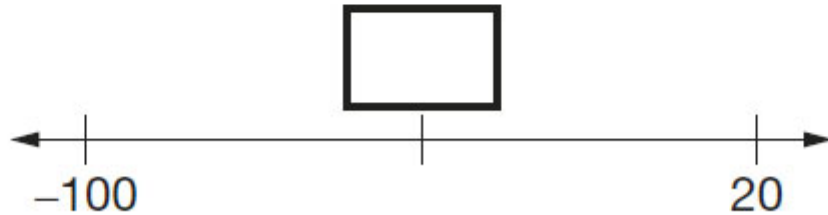
LI: to be able to use negative numbers in context

On this number line, 3 is **halfway** between the missing number and 10

Write the missing number.



What number is **halfway** between 20 and -100 ?



I am thinking of a number that is not zero.

I **multiply** my number by **5**

Tick (✓) the statement below that is true.

☐

The answer must be positive.

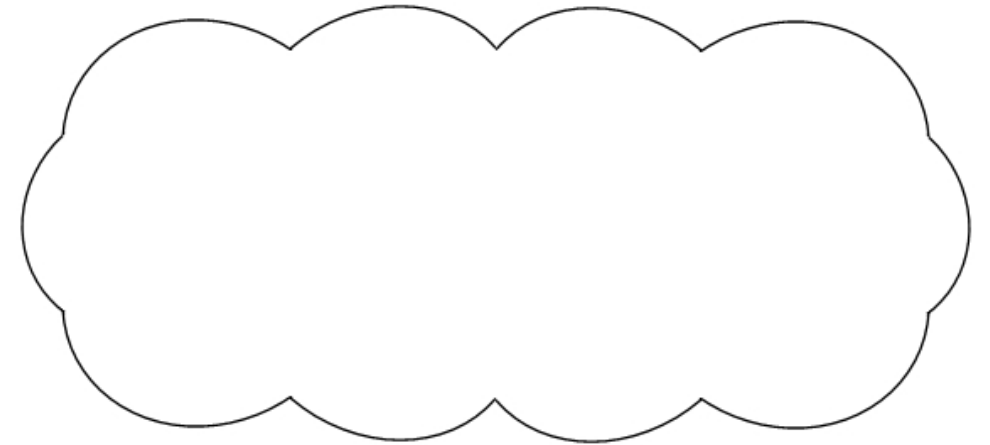
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The answer must be negative.

☐

The answer could be positive or negative.

Explain how you know.



Paulo makes a sequence of numbers.

He chooses a starting number and then subtracts equal amounts each time.

The **third number** in his sequence is **45**

The **tenth** number is **-32**

		45							-32
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What is the **first** number in the sequence?

Show
your
method

Four children each have one of these cards.

15,987	15,813
15,101	16,101

Each child gives a clue about the number on their card.

Filip says, "My number rounds to 16,000 to the nearest thousand."

Esther says, "My number has 1 hundred."

Jack says, "My number is 15,990 when rounded to the nearest ten."

Dora says, "My number is 15,000 when rounded to the nearest thousand."

Match the cards to the children.

From yesterday's Arithmetic test, remember that a square number is a number multiplied by itself.

$$\text{So, } 4^2 = 4 \times 4 = 16$$

Complete a list of square numbers from 1^2 up to 15^2 - written exactly as I have written the example above.

$$1^2 =$$

$$2^2 = \text{..... and so on.}$$

Have a wonderful weekend and
see you on Monday!

