Year 6 Maths Home Learning | Summer Term

W.C. 15th June

https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1

Maths

Dear parents/carers, there is no expectation to complete all the work or print worksheets off - children can work on paper if they want to write it down. Thanks for all your hard work.

Times Table Rock Star Battle

Mrs Shaughnessy has organised a "battle" between each class in our year group. The start date is today and the finishing date is next Sunday 21st June so the results will be published that week on twitter. Get battling and let's see who wins!!!

Also there is work on Studyladder that we know the children love to use. You can email us on s83year6@st-annes.solihull.sch.uk for the password if your child has forgotten their login.

Purple Mash Look out for the activities: Convert measures to solve problems and Powers of 10.

There is a Fluent in 5 at the start of Monday to Thursday for the children to practise their arithmetic.

We have also uploaded into the home learning section the Corbett Maths 5 a day for the whole of June for each level – Bronze, Silver, Gold, Platinum (as well as the answers).

After watching the videos and having a go at the practice activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.

Extensions – You may wish to deepen your learning by looking at the Collins Worksheets provided by the BBC too.

Monday

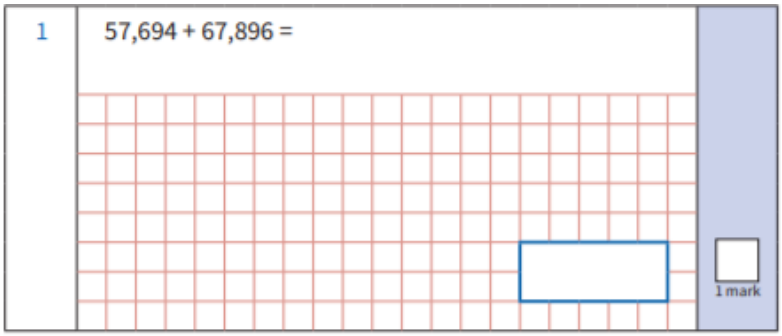
https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1

https://whiterosemaths.com/homelearning/year-6/

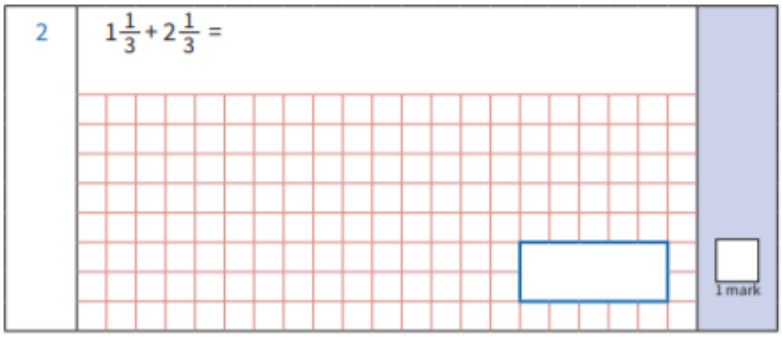
Forming and solving two step equations

Fluent in 5

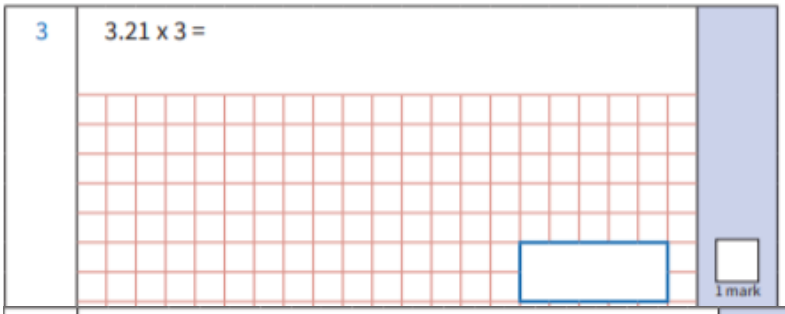
1 57,694 + 67,896 =



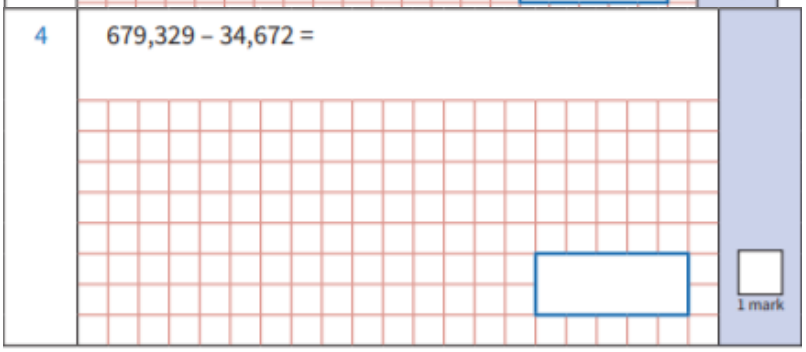
2 $1\frac{1}{3} + 2\frac{1}{3} =$



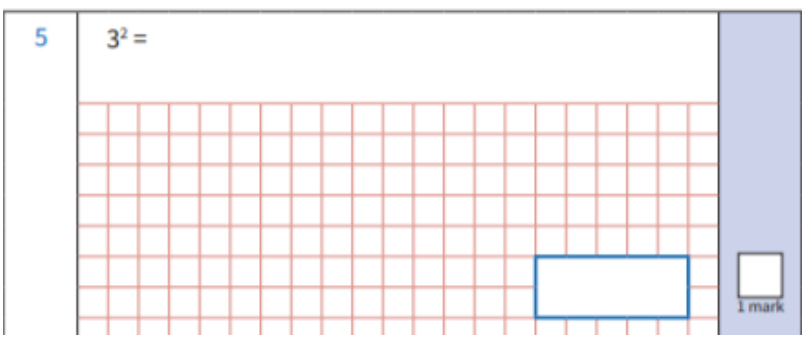
3 3.21 x 3 =



4 679,329 – 34,672 =



5 $3^2 =$



https://www.youtube.com/watch?v=LDIiYKYvvdA

two-step equation

A two-step equation is one that takes two steps to solve.

An equation is a mathematical statement
containing an equals sign.
One number is represented by an unknown variable.
To solve an equation,
the value of this variable must be found.

solving equations ~ the basic rule

Whatever operation is done to one side of an equation,
the same operation must be done to the other side.

examples

One-step equation, e.g. $4x = 12$

1. divide both sides by 4 $x = 3$

Two-step equation, e.g. $6y - 10 = 20$

1. add 10 to both sides $6y = 30$
2. divide both sides by 6 $y = 5$

Equations with brackets, e.g. $3(x + 2) = 24$

1. remove the grouping symbols $3x + 6 = 24$
2. subtract 6 from both sides $3x = 18$
3. divide both sides by 3 $x = 6$

$2x + 3 = 43$	Original Problem
$2x + 3 = 43$	We want to remove the 3 first.
$2x + 3 - 3 = 43 - 3$	**STEP 1:** Since the original equation is plus 3, we are going to use the opposite operation and subtract 3 from BOTH sides.
$2x = 40$	Simplify. 3 -3 = 0 on the left. 43 -3 = 40 on the right. Then we need to think about how to remove the coefficient 2.

$\frac{2x}{2} = \frac{40}{2}$	**STEP 2:** Since the opposite of multiplication is division, I am going to divide BOTH sides by 2.
$x = 20$	Simplify. 2/2 = 1 on the left. 40/2 = 20 on the right, so our answer is x = 20.
Check: $2x + 3 = 43$ $2(20) + 3 = 43$ $40 + 3 = 43$	Since this is a true statement, our answer of x = 20 is correct.

Example

$$2N + 5 = 11$$
$$-5 \quad -5$$
$$\Rightarrow \quad 2N = 6$$
$$\Rightarrow \quad \frac{2N}{2} = \frac{6}{2}$$
$$\Rightarrow \quad N = 3 \ \checkmark$$

Check Solution

$$2N + 5 = 11$$

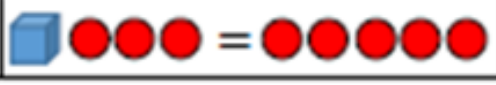
Using Reversing Steps our answer was N = 3 ✓

Substitute N = 3 into the original equation and check that it works.

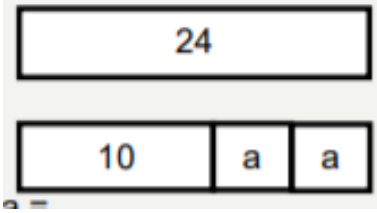
$2N + 5 = 11$ (Sub N = 3)
$2 \times 3 + 5 = 11$
$6 + 5 = 11$
$11 = 11$ ✓

Left Side = Right Side ➡ **N = 3 must be correct.**

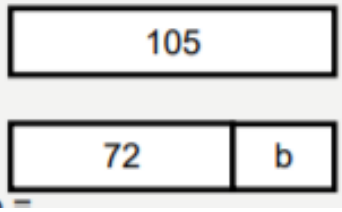
Here is a word problem represented with concrete resources and algebra.

Words	Concrete	Algebra
I think of a number		x
Add 3		$x + 3$
My answer is 5		$x + 3 = 5$

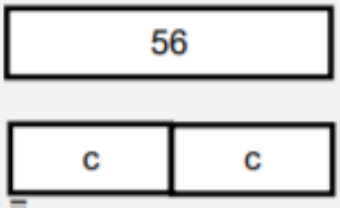
24 = 2a + 10



105 – b = 72

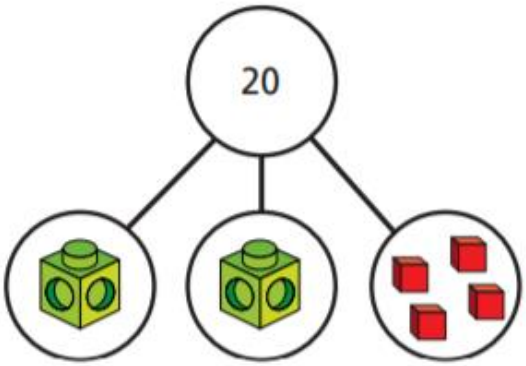


2c = 56



Mild

1 Here is a part-whole model.



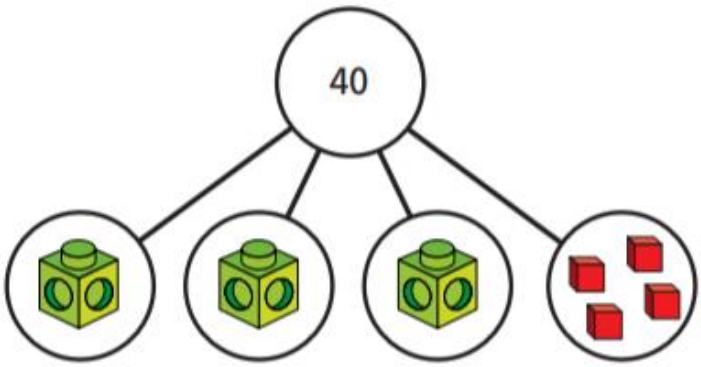
a) Write an equation for the part-whole model.

_____

b) Solve the equation to work out the value of 

 = ☐

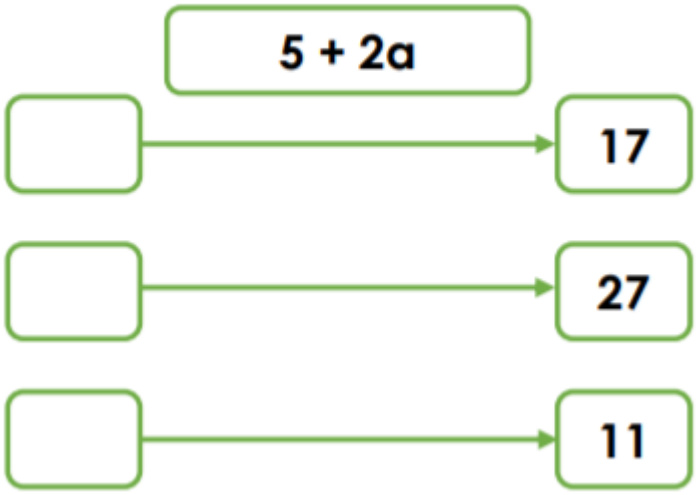
2 If each multilink cube represents x, form and solve an equation to find the value x.



x = ☐

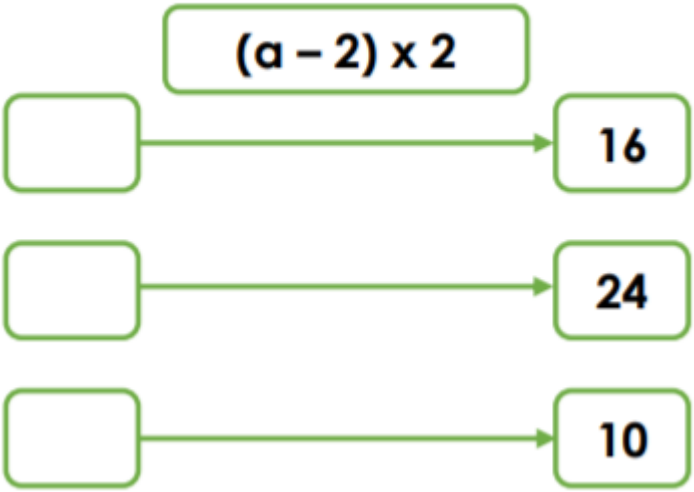
Toby is using the expression 5 + 2a.

Calculate the value of a when his outputs are;



Tim is using the expression (a – 2) x 2.

Calculate the value of a when his outputs are;

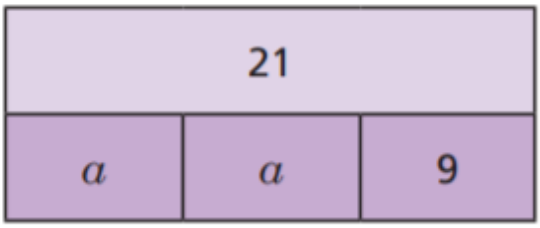


Medium

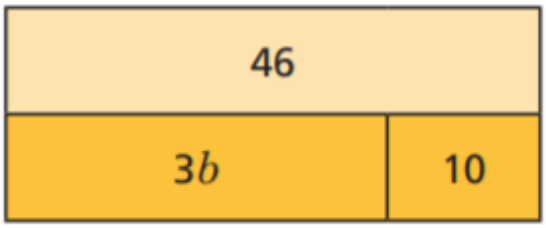
Write an algebraic equation to represent each bar model.

Find the values of a and b.

a)



b)



$a =$ ☐ $b =$ ☐

Solve the equations.

a) $5x + 1 = 31$

$x =$ ☐

b) $3x - 3 = 9$

$x =$ ☐

c) $4p - 11 = 3$

$p =$ ☐

d) $9 = 2y + 8$

$y =$ ☐

e) $10g - 2 = 46$

$g =$ ☐

f) $4 + 3y = 28$

$y =$ ☐

1.

I start with a number.

I multiply it by 7.

I add 5.

I end with the number 54.

What number did I start with?

2.

I start with a number.

I multiply it by 8.

I add 6.

I end with the number 86.

What number did I start with?

3.

I start with a number.

I multiply it by 6.

I add 9.

I end with the number 57.

What number did I start with?

Spicy

Solve the following equations.

a) $4n + 5 = 13$ b) $4x - 3 = 25$ c) $3n + 7 = 19$

d) $5c - 3 = 7$ e) $4y + 6 = 14$ f) $7t + 3 = 24$

g) $3n - 5 = 10$ h) $6x + 5 = 41$ i) $6n + 5 = 35$

j) $2x + 2 = 20$ k) $5b + 4 = 39$ l) $4a + 9 = 5$

I start with a number.

I divide it by 11.

I add 18.

I end with the number 25.

What number did I start with?

I start with a number.

I subtract 20.

I multiply it by 10.

I end with the number 300.

What number did I start with?

I start with a number.

I subtract 35.

I multiply it by 3.

I end with the number 135.

What number did I start with?

Dani thinks of a number.

She doubles it and adds 3

She gets the answer 15

a) Write an equation to represent Dani's problem.

_____

b) Solve the equation to find her number.

Alex is y years old.

Her friend Brett is 3 years older.

The total of their ages is 25

How old are Alex and Brett?

Alex is ☐ Brett is ☐

a) Work out the cost of one banana and one orange.

One banana costs ☐ One orange costs ☐

Don't forget the Times Tables Rockstars Battle between 6N and 6P

Get battling and let's see who wins!!!

Tuesday

https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1

https://whiterosemaths.com/homelearning/year-6/

Using substitution to find possible values of a pair of variables

Fluent in 5

1 347 x 6 =

1 mark

2 9,832 + 124,866 =

1 mark

3 $6\frac{1}{3} + 1\frac{2}{3} =$

1 mark

4 3.43 x 3 =

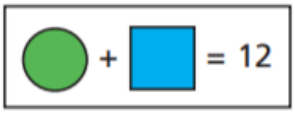
1 mark

5 $\frac{2}{5}$ x 3 =

1 mark

Mild

1 **a)** Here is an equation.



Find six possible pairs of values for the circle and square.

●						
■						

b) Here is another equation.

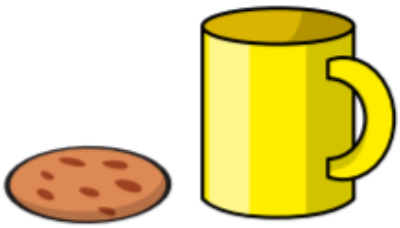
$$x + y = 12$$

Find six possible pairs of values for x and y.

x						
y						

c) What is the same and what is different about part a) and part b)?

2 Kim buys these two items from a cafe.

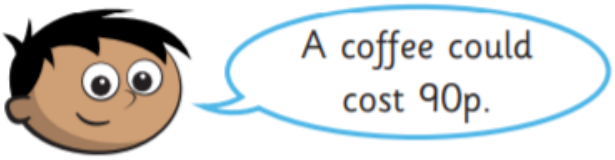


The total cost is 90p.

a) What could the cost of each item be?

b)

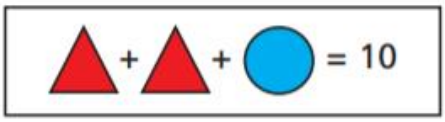


Is this possible? _____

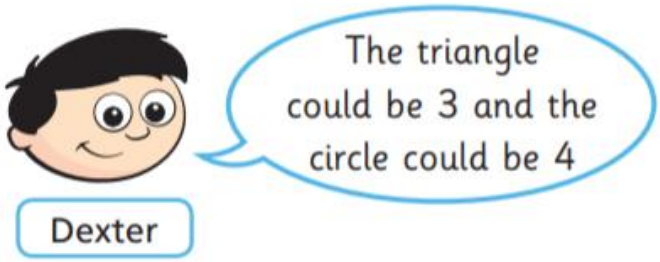
Explain your answer.

_____

Class 6 are trying to solve a number puzzle.



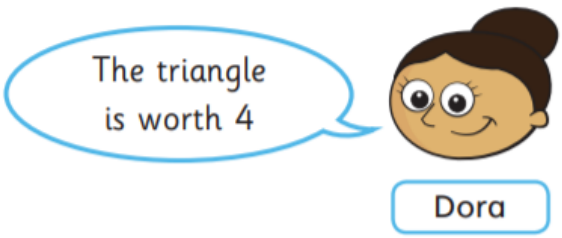
a)



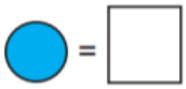
Do you agree with Dexter? _____

Explain why.

b)



What is the value of the circle in Dora's number puzzle?



c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

Medium

a and b are whole numbers.

$$a + b = 8$$

Complete the table to show different possible values for a and b.

a	0	1	2					
b								
$a + b$	8	8						

What patterns do you notice?

c and d are both numbers less than 20

$$c - d = 4$$

Complete the table to show possible values for c and d.

c								
d								
$c - d$								

a and b are whole numbers.

$$2a + b = 14$$

Complete the table to show different possible values for a and b.

a	0	1	2	3	4	5	6	7
$2a$	0	2						
b	14							
$a + b$	14	14	14	14				

c and d are both integers less than 15 but greater than zero.

$$3c - d = 2$$

Complete the table to show different possible values for c and d.

c	1	2	3	4	5
$3c$	3				
d	1				
$3c - d$	2	2	2		

b) Explain why there are no other possible values for c and d.

_____

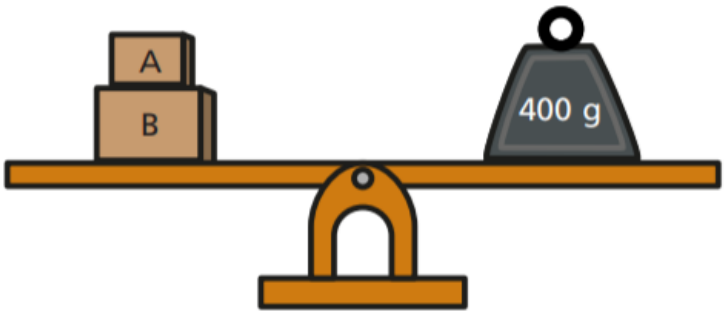
Spicy

a and b are integers.

$$ab = 24$$

List all the possible values for a and b.

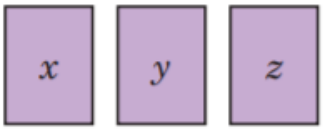
Some scales are balanced.



What could the masses of the boxes be?

A = ☐ B = ☐

Rosie has three number cards.



- The sum of the cards is 12
- x is greater than y and y is greater than z.
- All the numbers are greater than zero.

List all the possible values of x, y and z.

x							
y							
z							

x and y are both multiples of 5 less than 100

If $2x = y$, circle the possible values of x and y.

$x = 20, y = 20$

$x = 10, y = 20$

$x = 20, y = 10$

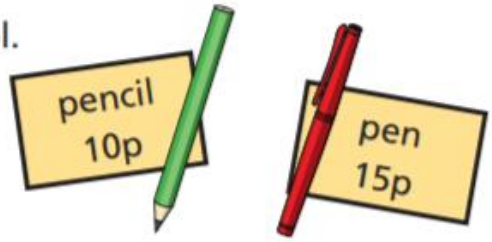
$x = 35, y = 70$

$y = 90, x = 45$

Aisha is buying some stationery for school.

She spends exactly £1

List the possible combinations of pencils and pens that Aisha could have bought.



Ron has four digit cards.

- Two of the cards have the same value.
- All of the cards are less than 10 but greater than zero.
- All of the cards are odd.
- The sum of the four cards is 24

Find two possible sets of cards.

Set 1 ☐ ☐ ☐ ☐

Set 2 ☐ ☐ ☐ ☐

Wednesday

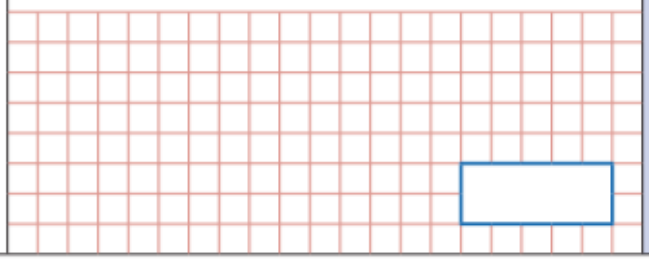
https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1

https://whiterosemaths.com/homelearning/year-6/

Converting metric measures

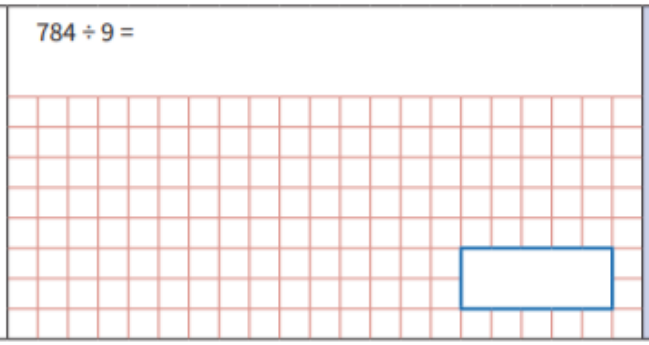
Fluent in 5

1 $34 \times 21 =$



2 marks

2 $784 \div 9 =$

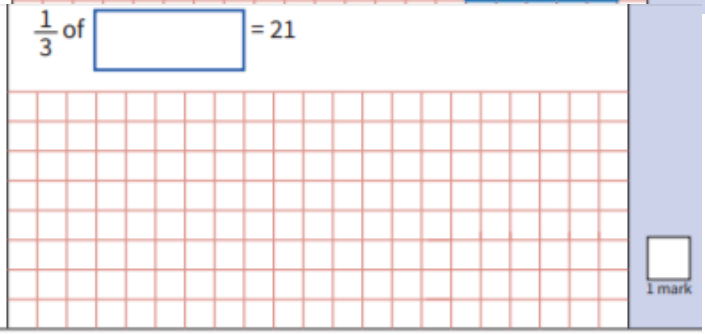


1 mark

3 $3\frac{1}{4} + 1\frac{1}{4} =$

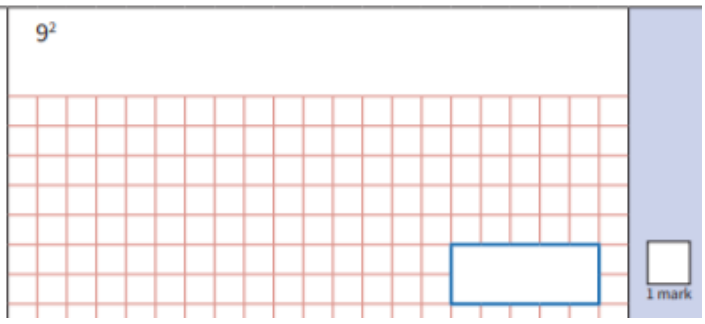
1 mark

4 $\frac{1}{3}$ of ☐ $= 21$



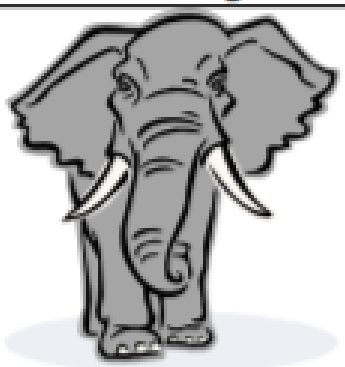
1 mark

5 9^2



1 mark

Measure	Symbol	Equivalent	Example
Length			
Millimetre	*mm*		
Centimetre	*cm*	1cm = 10mm	Length of a book
Metre	*m*	1m = 100cm	Width of the room
Kilometre	*km*	1km = 1000m	Distance between home and school

Weight			
Gram	*g*		
Kilogram	*kg*	1kg = 1000g	Your weight
Tonne	*tonne*	1 tonne = 1000kg	

Volume			
Millilitre	*ml*		
Centilitre	*cl*	1cl = 10ml	
Litre	*l* or L	1L = 1000ml or 100cl	Car petrol tank

Converting Length

1000m = 1km

100cm = 1m

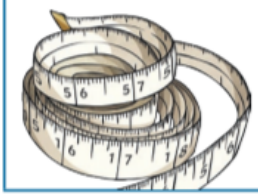
10mm = 1cm

$\frac{1}{2}$m = 0.5m = 50cm

$\frac{1}{4}$m = 0.25m = 25cm

$\frac{3}{4}$m = 0.75m = 75cm

$\frac{1}{10}$m = 0.01m = 10cm



millimetres (mm) ⇄ centimetres (cm) ⇄ metres (m) ⇄ kilometres (km)

÷ 10 / × 10 between millimetres and centimetres

÷ 100 / × 100 between centimetres and metres

÷ 1000 / × 1000 between metres and kilometres

Converting Mass

1 tonne = 1000kg

1000g = 1kg

$\frac{1}{10}$kg = 0.1kg = 100g

$\frac{1}{4}$kg = 0.25kg = 250g

$\frac{1}{2}$kg = 0.5kg = 500g

$\frac{3}{4}$kg = 0.75 = 750g

grams (g) ⇄ kilograms (kg) ⇄ tonnes (t)

÷ 1000 / × 1000 between grams and kilograms

÷ 1000 / × 1000 between kilograms and tonnes

Converting Capacity

1000ml = 1l

$\frac{1}{10}$l = 0.1l = 100ml

$\frac{1}{4}$l = 0.25l = 250ml

$\frac{1}{2}$l = 0.5l = 500ml

$\frac{3}{4}$l = 0.75l = 750ml

$\frac{1}{100}$l = 0.01l = 10ml

millilitre (ml) ⇄ litres (l)

÷ 1000 / × 1000

Mild

1 How many centimetre cubes can you fit along a metre stick?

What does this tell you?

2 Complete the sentences.

a) There are ☐ grams in 1 kilogram.

There are ☐ kilograms in one tonne.

b) There are ☐ millilitres in 1 litre.

c) There are ☐ millimetres in 1 centimetre

There are ☐ centimetres in 1 metre.

There are ☐ metres in 1 kilometre.

3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m		

There are ☐ m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g				

There are ☐ g in $6\frac{1}{2}$ kg.

4) Put these measurements in order from smallest to largest.

100cm	1.5m
150mm	1.5cm

5) Put these measurements in order from largest to smallest.

95g	325g
9.5kg	9,000g

6) Find and correct the errors in these conversions:

a. 150cm = 15m

b. 50m = 5,000cm

c. 25mm = 2.5cm

d. 1L = 100ml

7) Find and correct the errors in these conversions:

a. 500g = 5kg

b. 2,200ml = 22L

c. 15kg = 1,500g

d. 50cm = 0.5m

Medium

Complete the conversions.

a) 2 kg = ☐ g

5 kg = ☐ g

10 kg = ☐ g

12kg = ☐ g

b) 1 l = ☐ ml

5 l = ☐ ml

11 l = ☐ ml

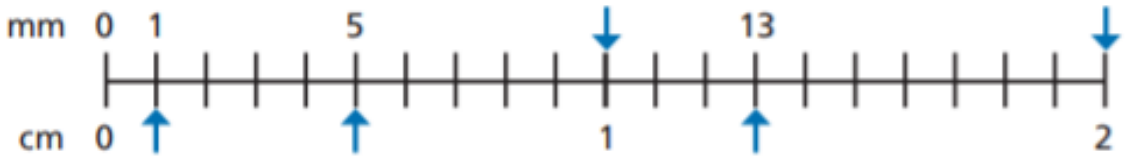
A bag of dog food weighs 2.5 kg.

Write this weight in grams.

☐

What measurements are the arrows pointing to?

Label them on the number line.



Put these measurements in order from smallest to largest.

1.5m	175cm	1,605mm
1m	250cm	1.455mm

Put these measurements in order from largest to smallest.

1.25kg	1,005g	125g
1kg	0.25kg	500g

Find and correct the errors in these conversions:

a. 1,550m = 155km

b. 1.65kg = 1,650g

c. 75cm = 7.5mm

d. 7,505mm = 7.505m

Find and correct the errors in these conversions:

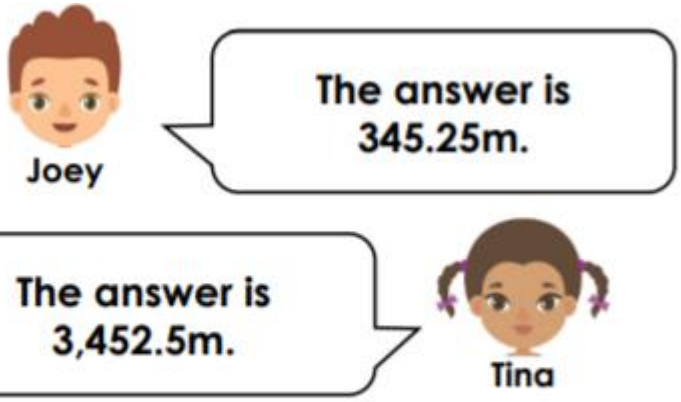
a. 320mm = 32cm

b. 1,015cm = 10.15m

c. 1.35kg = 135g

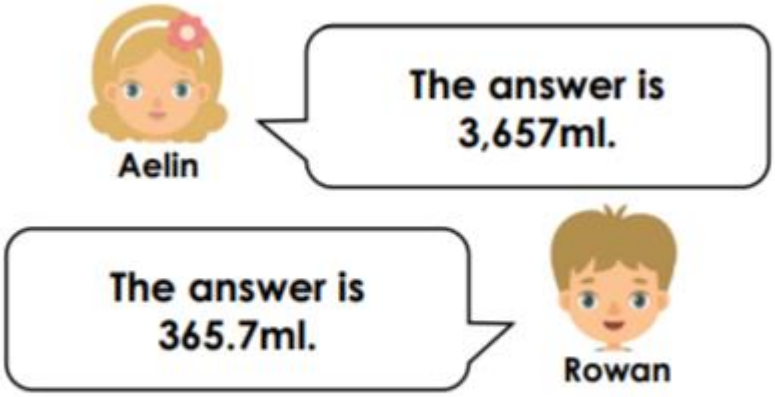
d. 2,055g = 2.55kg

Joey and Tina are converting 34,525cm into metres.



Who is correct? Explain why.

Aelin and Rowan are converting 3.657L into millilitres.



Who is correct? Explain why.

Spicy

Complete the conversions.

a) 10 mm = ☐ cm ☐ mm = 1.1 cm

11 mm = ☐ cm ☐ mm = 10.1 cm

☐ mm = 11 cm

b) 2.1 km = ☐ m 2.01 km = ☐ m

2.001 km = ☐ m 2.011 km = ☐ m

Write > , < or = to complete the statements.

a) 100 m ◯ 1 km b) 5.1 l ◯ 5,100 ml

10 m ◯ 10 cm 607 l ◯ 0.607 ml

10.1 mm ◯ 101 cm 0.05 l ◯ 5 ml

Put these measurements in order from smallest to largest.

0.008m	**0.63cm**	**2.08m**
8,003mm	**0.73mm**	**81.08cm**

Put these measurements in order from largest to smallest.

0.056ml	**0.001L**	**0.024L**
0.206ml	**0.045L**	**0.203L**

Dora and Amir are trying to convert 1.05 metres into millimetres.

You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.

Dora

Amir

You can just multiply 1.05 by 1,000!

Who do you agree with? _____

Explain your thinking.

What is the mass of one of the boxes?

Give your answer in grams.

Hannah thinks that her garden was watered the most in Week 2.

	Day 2	Day 4	Day 7
Wk 1	3.541L	4,058ml	6,205ml
Wk 2	2,604ml	3,006ml	3,840ml
Wk 3	5.004L	1.090L	2.005L
Wk 4	2,875ml	5,210ml	3,001ml
Wk 5	658ml	3.047L	3.254L

Do you agree? Explain why.

Rudie and Molly are converting 112.008m into millimetres.

Rudie

The answer is 112,008mm.

The answer is 1,1200.8mm.

Molly

Who is correct? Explain why.

Thursday

https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1

https://whiterosemaths.com/homelearning/year-6/

Convert between miles and kilometres

Fluent in 5

1 | 879 x 9 = | 1 mark

2 | ☐ ÷ 3 = 1.45 | 1 mark

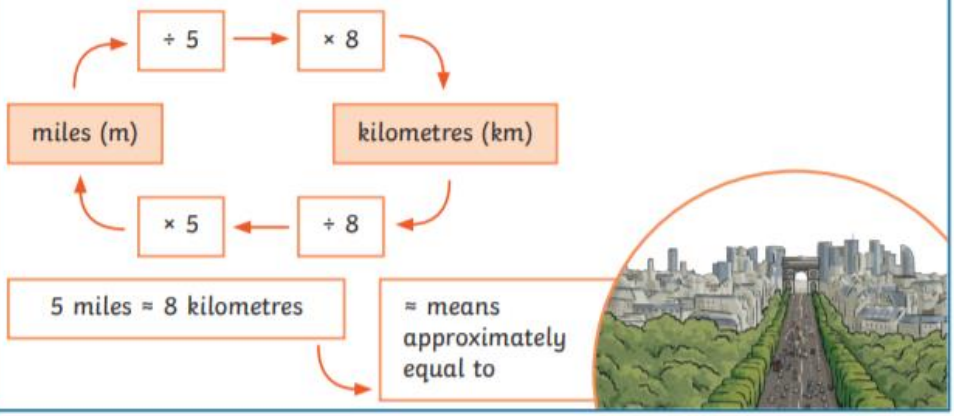
3 | $\frac{3}{5}$ x 2 = | 1 mark

4 | 12^2 = | 1 mark

5 | 896,932 – 1,859 = | 1 mark

Miles to Kilometres

You might measure the length of a road or the distance between two cities in miles or kilometres.



Mild

1 Tick the statements that are true.

Use the bar model to help you.

1 mile	1 mile	1 mile	1 mile	1 mile

1 km	1 km	1 km	1 km	1 km	1 km	1 km	1 km

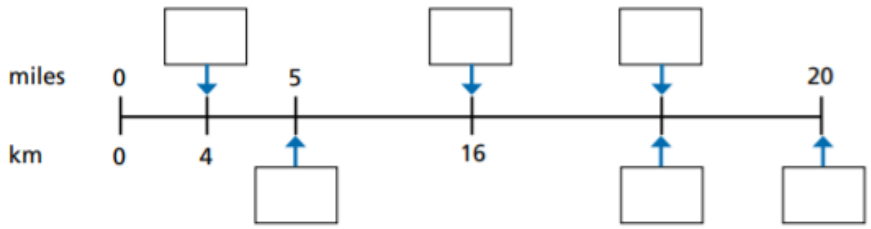
a) 5 miles is approximately equal to 8 kilometres. ☐

b) 1 mile is longer than 1 kilometre. ☐

c) 2 kilometres is longer than 1 mile. ☐

d) 2 kilometres is longer than 2 miles. ☐

2 Fill in the missing numbers on the number line.



Calculate the missing conversions.

5 miles ≈ 8km

☐ ≈ 24km

10 miles ≈ ☐

☐ ≈ 32km

Calculate the missing conversions.

5 miles ≈ 8km

☐ ≈ 80km

45 miles ≈ ☐

☐ ≈ 40km

True or false?

16 km is equivalent to 15 miles.

True or false?

40 miles is equivalent to 40 km.

Sam has planned his walk on a map.

How far is his walk in kilometres?

Jess has planned her trip on a map.

How far is her trip in kilometres?

Medium

Complete the conversions.

a) 5 miles ≈ ☐ kilometres

10 miles ≈ ☐ kilometres

15 miles ≈ ☐ kilometres

b) ☐ miles ≈ 16 kilometres

☐ mile ≈ 1.6 kilometres

☐ miles ≈ 0.8 kilometres

Complete the conversions.

a) ☐ miles ≈ 160 km

b) 45 miles ≈ ☐ km

c) ☐ ≈ 640 km

d) 95 miles ≈ ☐ km

e) 7.5 miles ≈ ☐ km

f) 2 miles ≈ ☐ km

If 5 miles is approximately 8 kilometres, then 10 miles is approximately 13 kilometres.

Here is Whitney's working out.

+ 5 ↓ 5 miles ≈ 8 km

10 miles ≈ 13 km ↓ + 5

Explain Whitney's mistake.

True or false?

25 miles is equivalent to 32km.

True or false?

1.5 miles is equivalent to 2.5km.

Sam cycled 80km.

Felix cycled 30 miles.

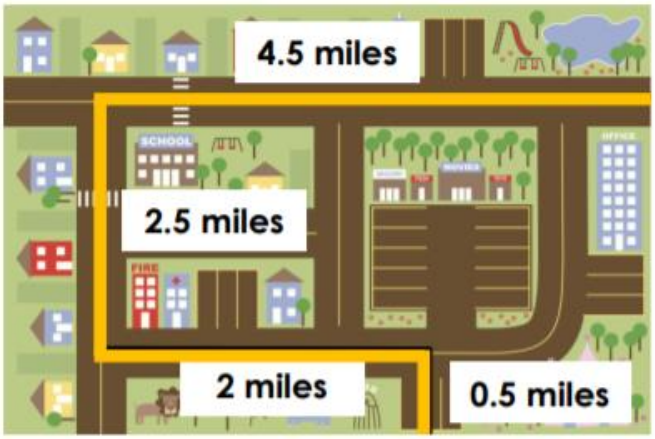
Who cycled the furthest?

Jess ran 4km.

Alex ran 2.5 miles.

Who ran the furthest?

Eesa has planned his run on a map.



How far is his run in kilometres?

Isla has planned her cycle on a map.

How far is her cycle in kilometres?

Spicy

Match the equivalent distances.

2.5 miles	2.4km
5 miles	4km
1.5 miles	7.2km
4.5 miles	8km

A marathon is approximately 26.2 miles.

How far is this in kilometres?

The maximum speed limit on residential roads in the UK is 30 miles per hour.

In France, the maximum speed limit on residential roads is 50 kilometres per hour.

a) Which country has the higher speed limit for these roads?

_____

b) What is the difference between the speed limits in miles per hour?

Esther cycles 60 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km.

On day 4 she cycles twice as far as she does on day 3

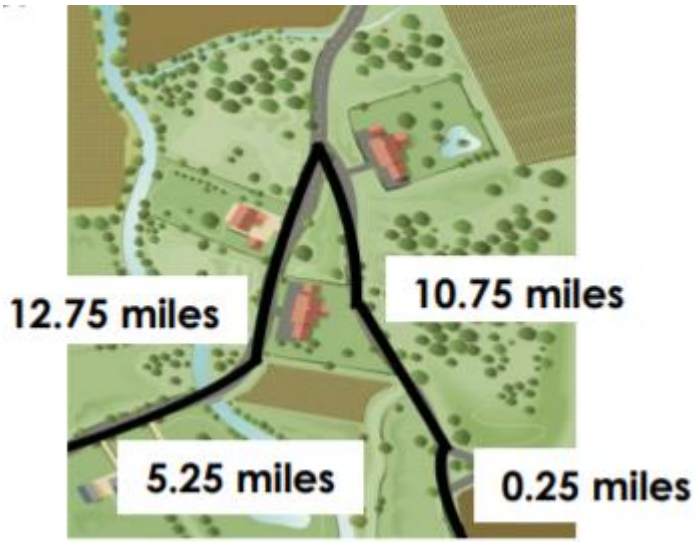
How far does she cycle on day 4?

Give units with your answer.

Jack has planned his route on a map.

How far is his route in kilometres?

Pippa has planned her way home on a map.



How far is her journey in kilometres?

Use a map of your local area.

Find something that is approximately:

a) 1 mile away from your school

_____

b) 1 km away from your school

_____

c) 5 miles away from your school

_____

d) 5 km away from your school

_____

Don't forget the Times Tables Rockstars Battle between 6N and 6P

Get battling and let's see who wins!!!

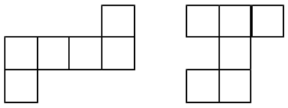
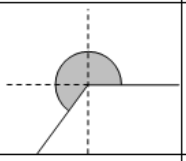
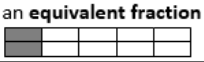
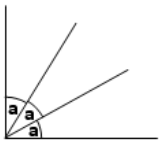
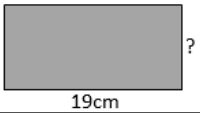
Friday

https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1

Challenge of the Week

Key Skills

Mild

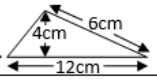
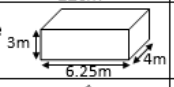
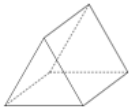
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Geometry and Problem Solving	
1. Write **<** or **>** to make this correct: 850,200 ☐ 805,200	5:1	11. Circle all the **multiples** of 7. 12 21 30 35	5:8	21. Which of these three numbers is the **largest**? **a.** 0.67 **b.** 0.534 **c.** 0.6	5:18
2. Write 1,600,850 in words.	5:1	12. The number 45 has two **prime factors**. What are they?	5:9		
3. Round 596,147 to the **nearest hundred**.	5:2	13. 3,464 x 4	5:10	22. Tick (✓) the net of a cube. 	5:24
4. What is the missing number? 235,875 236,875 ☐ 238,875	5:2	14. 1.09 x 1000	5:11		
5. Find the difference in temperatures. London -9°C Glasgow 11°C	5:3	15. Complete the sequence of **square numbers**. 1 4 9 16 ☐	5:12	23. **Estimate** the size of this angle: 	5:25
6. Write this number in Roman Numerals: 1,504	5:4	16. Write **<**, **=** or **>** to make this correct: $\frac{3}{4}$ ☐ $\frac{10}{12}$	5:13		
7. 1,035,230 - 302,015 =	5:5	17. Find an **equivalent fraction** of $\frac{2}{10}$. 	5:14	24. Calculate the missing angle labelled **a**: 	5:26
8. 27,495 + 8,420 =	5:5	18. Write $5\frac{5}{8}$ as an **improper fraction**.	5:15		
9. Complete this sum without written working. 15,600 + 7,400 =	5:6	19. $3\frac{4}{5} \times 2 =$	5:16	25. The perimeter of this rectangle is 50cm. How long is the missing side?  19cm	5:27
10. A train has 1,200 seats. 457 seats are empty. How many are on board?	5:7	20. Round 7.51 to the nearest whole number.	5:17		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Don't forget the Times Tables Rockstars Battle between 6N and 6P

Get battling and let's see who wins!!!

Key Skills

Medium and Spicy

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure, Geometry and Statistics	
1. Write **nine million, seventy four thousand, two hundred** in digits.	6:1	11. Which is the **smallest** fraction? $\frac{4}{5}$. $\frac{10}{15}$ or $\frac{38}{45}$	6:7	21. Calculate the **area** of this **triangle**. 	6:21
2. What is the value of the **3** in this number? 5,273,914	6:1	12. $\frac{13}{15} - \frac{4}{9} =$	6:8	22. Find the **volume** of this **cuboid**. 	6:22
3. Round 8.427 to 1 decimal place.	6:1	13. Simplify your answer. $\frac{5}{13} \times \frac{3}{5} =$	6:9	23. Complete the information for this shape:  Faces = ☐ Edges = ☐ Vertices = ☐	6:23
4. Write the largest possible length. Length: 3.8cm (to 1 decimal place)	6:2	14. 46.3 ÷ 100	6:10		
5. 6,423 x 26	6:3	15. 8.42 x 7	6:11	24. 63 teachers were asked what newspaper they read. The results are shown in this Pie Chart.  How many teachers read the Daily Reporter?	6:29
6. Give the answer as a **mixed number**: 1,215 ÷ 18	6:3	16. Write this fraction as a **decimal** and a **percentage**. $\frac{3}{10}$	6:12		
7. Which is a **common multiple** of 14 and 21? 42 28 21 7 3	6:4	17. Find **85%** of 180.	6:13		
8. Circle **all** the **prime numbers**: 41 43 45 49	6:4	18. Share £45 in the ratio 7:2.	6:14		
9. (25 - 12) + 8	6:5	19. How much will a 9 mile trip cost? Taxi charge: £5 + 20p per mile.	6:15		
10. Give two numbers that have a difference of 2 and add to make -6.	6:6	20. The rule for this sequence is multiply by 2 then add 4: 2, 8, 20, ☐	6:16	25. Find the mean of these numbers: 2 6 5 7 8 3 4	6:30
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	