

St Denys Primary School



Y4 Home Learning

Week 2 – 27th April 2020

Summer 1 2020

**Creativity, Choice, Challenge
Achievement for All**

Hello Class4-tastic!

Welcome to Week 2, Summer 1.



We hope you have all had a relaxing weekend and that you are all safe and well. We really are missing you A LOT so we have channeled all that energy into putting together some really **great** activities for this week. Mrs Andrews has made THE BEST edible maths home video ever and Ms Bandey is planning on taking you all on a rather exciting virtual safari school trip.

Our aim is to make your home school activities accessible and 'do-able' so that you can work as independently as possible at home.

Remember - You will always be able to get a copy of this booklet from school. They will be in a cardboard box marked 'CLASS 4' in the main entrance. If you don't have a printer (or much paper and ink!) it's a really good idea to collect your booklet as it is much easier than trying to look at the work on a screen.

We will continue to post on Dojo each morning to check in with you all and are very much looking forward to seeing the work you send to your profiles.

Stay smiley Class4-tastic,

Mrs Andrews and Ms Bandey

Remember - whilst we are not expecting you to replicate school at home, it will be important that we all try to do some work each school day to keep our skills up.

As your teachers, we suggest the following timings, which should help you structure your day:

Times table practice - use TTRS online, or the sheets with this booklet	at least 15 minutes
Spellings practice - see info in this booklet	at least 15 minutes
Reading - this could be a story book, non-fiction book, or a newspaper/magazine like The Week Junior	at least 30 minutes
Focussed English activity - see below	at least 30 minutes
Focussed Maths activity - see below	at least 30 minutes
There are also some TOPIC ideas in this booklet that you could try out as independent work. These topic activities could even be done with a brother or sister (we're sure Ron Reciprocity would help out too). Or, you may have an area of interest / project you would like to investigate and organise yourself.	

This week in **ENGLISH** we will be going on Safari in Africa !



Let's join the rangers from 'Wild Earth KIDS' for our very own safari tour.

Please put your sun hats on and buckle up your seat belt as we hop into our safari jeep!

https://www.youtube.com/watch?v=O_7VBadagy8

Look out for:


- Lions at 19mins and 33 seconds.
- Impala at 36 :36.
- A leopard at 40:25.
- An elephant at 49:53.



Activity 1:

- Watch this exciting video clip about an Impala and a Leopard.
- Don't worry! It has a happy ending so don't be put off!

<https://www.youtube.com/watch?v=LhSDxp0oQK8>

- Next, look at the worksheet 'Impala Notes'.
- Use the word bank and what you have seen in the video to fill in the answers to the questions.
- Write as much description as you can.
-  Watching the video again may help you.

Impala Notes			
		Word Bank	
golly (is sort of silly), jump (the prey), leopard (the predator)		leap, trap, creep, stealthily, chase	
no, escape, ambush, grazing, disorientated, dead			
Describe the scene	Where does this story take place? What sort of landscape? What is each animal doing?		
The approach	How does the predator move at first? Where is the prey? What are they doing?		
The attack	How does the predator move when they attack?		
The escape	How does the prey escape?		
The aftermath (how did it end?)	How does the predator move when they attack?		

Activity 2: Writing a recount



- Today you are going to use the notes you wrote in Activity1 about the leopard attacking the impala.
- You are going to imagine that whilst on the Wild Earth KIDS safari tour YOU actually saw that leopard attack the impala from the safety of your jeep.
- **Write a recount of what happened using your detailed notes from yesterday.**



- Really try to imagine re-telling this breath-taking experience to someone who wasn't there.

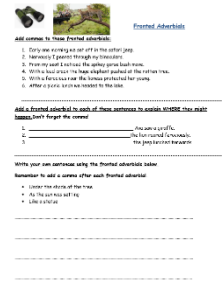


- You might want to rehearse your ideas out loud before you start writing.

Activity 3

Fronted Adverbials!

- Today we are going to think about using **fronted adverbials** in our writing.
- Use the notes to jog your memory.
- Fronted adverbials give us more information about a verb - **WHERE, WHEN, HOW**. They are followed by a comma.
- Complete the **Fronted Adverbials** activity sheet.



Adverbials

Adverbials tell us more about a verb.

Little Mouse sobbed.

Little Mouse sobbed with little squeaks.

Little Mouse sobbed in the corner.

During the night, Little Mouse sobbed.

In each sentence, the verb is modified by the adverbial.



Fronted Adverbials

When an **adverbial** appears in front of the sentence it is modifying... it is called a **fronted adverbial**.

During the storm, Little Mouse cowered in the corner.

With cruel eyes, the spider smiled.

Eventually, Little Mouse calmed down.

After screaming failed, Little Mouse decided to ask the spider politely to leave.

Fronted adverbials are punctuated by a comma.

Activity 4

Editing and improving our recount

- Look back at the recount you wrote for Activity 2 describing the leopard and the impala.
- THE WEEK magazine would like to publish this exciting recount so you had better get editing!
- Use our non-negotiables list and improve your recount by adding some fronted adverbials.



Writing Non-Negotiables

Every time, every piece of writing

Use a different coloured pen to edit your recount.

Tick the non-negotiables off as you go!

Have you managed to include some fronted adverbials?

- ☐ Capital letters start every sentence
- ☐ Capital letters for names of people and places
- ☐ Full stops end every sentence
- ☐ Handwriting is neat and easy to read
- ☐ Writing **organised** in paragraphs
- ☐ Personal spellings are correct
- ☐ Inverted commas around speech
- ☐ Sentences start in a variety of ways
- ☐ Fronted adverbials followed by a comma

Activity 5

Publishing your safari recount!

- Having worked so hard to write and edit your recount it's now time to publish!
- Will you publish on paper by hand or could you try typing it up?
- Whatever you do we would love to read it! Please photograph your work and send it to your profile.



- You could also try writing a short explanation and try e-mailing it to THE WEEK magazine. Imagine how exciting it would be to see your work in print! Send a photo of it to hello@theweekjunior.co.uk



Impala Notes

Word Bank

gully (a sort of ditch) impala (the prey) leopard (the predator)
 leap trot creep stealthily chase
 run escape ambush grazing disorientated dazed

<u>Setting the scene</u>	Where does this story take place? What sort of landscape? What is each animal doing?	
<u>The approach</u>	How does the predator move at first? Where is the prey? What are they doing?	
<u>The attack</u>	How does the predator move when they attack?	
<u>The escape</u>	How does the prey escape?	
<u>The aftermath</u> (how did it end?)	How does the predator move when thy attack?	



Fronted Adverbials

Add commas to these fronted adverbials:

1. Early one morning we set off in the safari jeep.
2. Nervously I peered through my binoculars.
3. From my seat I noticed the spikey gorse bush move.
4. With a loud crack the huge elephant pushed at the rotten tree.
5. With a ferocious roar the lioness protected her young.
6. After a picnic lunch we headed to the lake.

.....

Add a fronted adverbial to each of these sentences to explain WHERE they might happen. Don't forget the comma!

1. _____ Ava saw a giraffe.
2. _____ the lion roared ferociously.
3. _____ the jeep lurched forwards.

.....

Write your own sentences using the fronted adverbials below.

Remember to add a comma after each fronted adverbial.

- Under the shade of the tree
- As the sun was setting
- Like a statue

.....

.....

.....

.....

Each week you will have 10 new spelling words - with a choice of 2 levels.

Some of the 10 spellings will help you investigate and learn a spelling pattern - this week it is 'ous'.

Others will be from our Year 4 spelling mat or are common exception words.

We suggest a structure like this for the week, based on 10-15 minutes practice per day:

Session 1	Choose your spelling level for this week, or which spellings you are going to 'mix and match' (be honest about which one will be the right challenge for you). Get someone to test you and work out which ones from the list you will really need to focus on (remember to aim to learn about 5 spellings a week).
Session 2	Complete Look, Cover, Write, Check for your focus spellings (5-8 words you chose yesterday). Investigate the spelling pattern with Activity sheet 1.
Session 3	Write your focus spellings in sentences to show you understand what they mean.
Session 4	Practise your focus spellings. You could use Pyramids (adding one letter at a time to your word), Rainbow Writing (write each spelling in at least 5 different colours), or another strategy that works for you.
Session 5	Test! Ask someone to test you on your spelling words. How many did you learn this week? You could also use Activity sheet 2 to investigate the spelling pattern further.

Focus pattern: 'ous' - meaning possessing or full of e.g. someone humourous has (possesses) a good sense of fun.

Level 1	Level 2
loud	basically
proud	humour
mouse	humourous
house	outrageous
curious	various
delicious	hideous
enormous	truly
once	automatically
knee	length
three	library

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

[illegible]

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

[illegible]

Add suffixes to the words below.

If the word ends in **c**, add the suffix **-ally**.



basic

basically



frantic

.....

dramatic

.....

historic

.....

automatic

.....

If adding **-ous** to words ending in **-our**, change to **-or**.



humour

humorous

glamour

.....

vigour

.....

odour

.....

rigour

.....

If adding **-ous** to words ending in **-ge**, keep the **e**.



outrage

outrageous

courage

.....

advantage

.....

disadvantage

.....

rampage

.....

Usually the *i* sound before *-ous* is spelt with an *i*, but sometimes it is spelt with an *e*.



Which word in the groups below is the odd one out?



The odd one out is

various studious hideous previous hilarious



The odd one out is

serious notorious envious spontaneous victorious



The odd one out is

curious obvious glorious rebellious courteous



Four words below have been misspelt. Circle the spelling mistakes and correct them.

victorious curious spontaneous obvious gloreous
rebellious courtious studious hidious previous
hilarious sereous notorious various envious

Corrections

.....



Activity 1:

Help the impala beat the leopard!

This is an activity about place value, to warm you up for adding and subtracting large numbers.

You can play with a partner, or by yourself to see if the impala or the leopard wins.

Draw 2 sets of 4 squares next to each other (to fit 4-digit numbers in). Take it in turns to roll a die and write the number you roll in one of your 4 boxes. The person with the largest 4-digit number wins that round. Think carefully about where you place your digits – will the impala survive or become dinner?!

Once you've got the hang of that version, you can make it extra challenging by letting the person who rolls place the number in any box, including their partner's.

For a reminder about how place value works, you could check out the videos here <https://www.bbc.co.uk/bitesize/articles/zhnrcqt>

Activity 2:

Addition in a column – 1 exchange

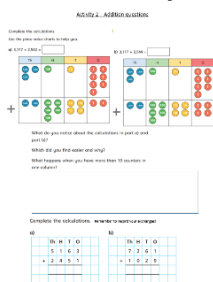
Watch the video

<https://st-denys-primary-school.secure-primariesite.net/activity-2/>

Then sharpen up your column addition skills by answering the **Activity 2 questions** (see below or on the website class closure page).

Remember to record your exchanges carefully!

Check your answers with the answer sheet (back of booklet).



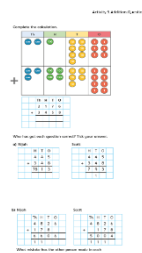
Activity 3:

Addition in a column – more than 1 exchange

You might want to rewatch the video at <https://st-denys-primary-school.secure-primariesite.net/activity-2/>, especially the last question.

Use your exchanging skills to answer the **Activity 3 questions** (see below or on the website class closure page).

Remember to record your exchanges very carefully!



Check your answers with the answer sheet (back of booklet).

Activity 4: Rosie the Zookeeper

Here is a problem with lots of possible answers. Take your time, think carefully first and work systematically to find all the possibilities.

Rosie the zookeeper has £4,444 to spend on improving the lion and impala enclosures at her zoo.



Both amounts I spend have 4 digits.
They are both whole numbers.
All the digits in both amounts are even.
I need to spend all the money.

How much could Rosie spend on each enclosure?

For example, she could spend £2000 on the lions and £2444 on the impalas.

But she couldn't spend £1000 on the lions and £3444 on the impalas, because 3 is not an even digit.

What could the numbers be? Prove it!

How many ways can you find for Rosie to spend the money?

Can you set a similar problem for your teachers to solve? Make sure you know the answer(s) before you send it to us, so you can check if we're correct!

Activity 5: Challenge time!

This week, Challenge 3 will be a perfect opportunity to show off those place value, addition and subtraction skills you've been working on in the other activities.

As a guide, the challenges get harder as you work through them – so start with Challenge 1 and see how far you can go!

See if you can encourage your family to join in with solving these challenges too – work together or have a competition to see who gets closest to solving them.

Find the challenges further down in this booklet.

Activity 5 - Challenge Time

Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



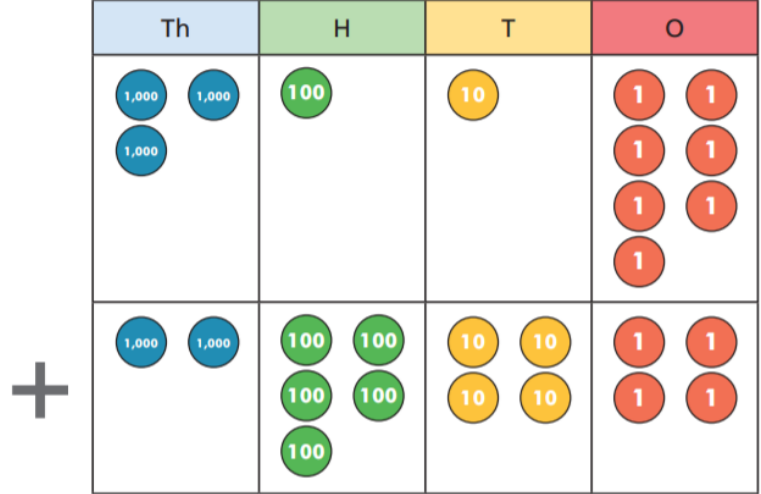
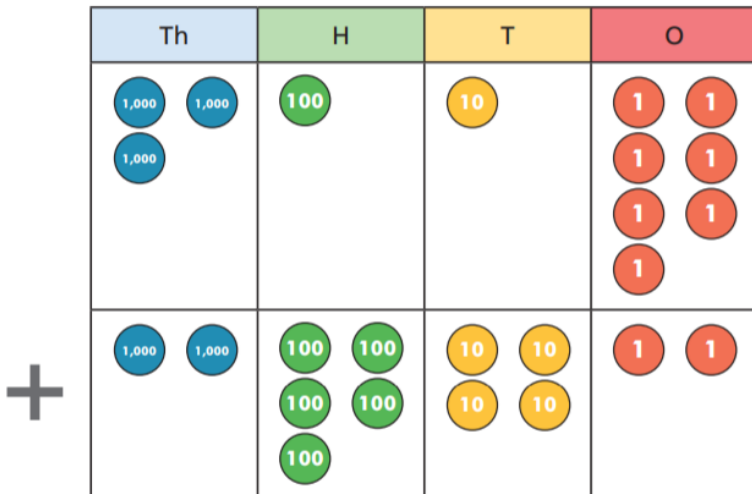
Activity 2 – Addition questions

Complete the calculations.

Use the place value charts to help you.

a) $3,117 + 2,542 =$

b) $3,117 + 2,544 =$



What do you notice about the calculations in part a) and part b)?

Which did you find easier and why?

What happens when you have more than 10 counters in one column?

Complete the calculations. Remember to record your exchanges!

a)

		Th	H	T	O		
		5	1	6	3		
	+	2	4	5	1		

b)

		Th	H	T	O		
		7	2	6	1		
	+	1	0	2	9		

Activity 2 questions continued.

c)

		Th	H	T	O		
			7	0	3		
	+	2	5	8	0		

d)

		Th	H	T	O		
		3	5	0	8		
	+	2	7	3	1		

Four children have calculated $4,635 + 183$

Rosie's method

		Th	H	T	O		
		4	6	3	5		
	+		1	8	3		
		4	7	11	8		

$4,635 + 183 = 47,118$

Jack's method

		Th	H	T	O		
		4	6	3	5		
	+		1	8	3		
		4	7	1	8		

$4,635 + 183 = 4,718$

Alex's method

		Th	H	T	O		
		4	6	3	5		
	+		1	8	3		
		4	8	1	8		
			1				

$4,635 + 183 = 4,818$

Teddy's method

		Th	H	T	O		
		4	6	3	5		
	+	1	8	3			
		6	4	6	5		
		1					

$4,635 + 183 = 6,465$

Whose method is correct? _____

Explain the mistakes the other children made.

Need more practice? Try these! Remember to use a column and record any exchanges.

Complete the calculations.

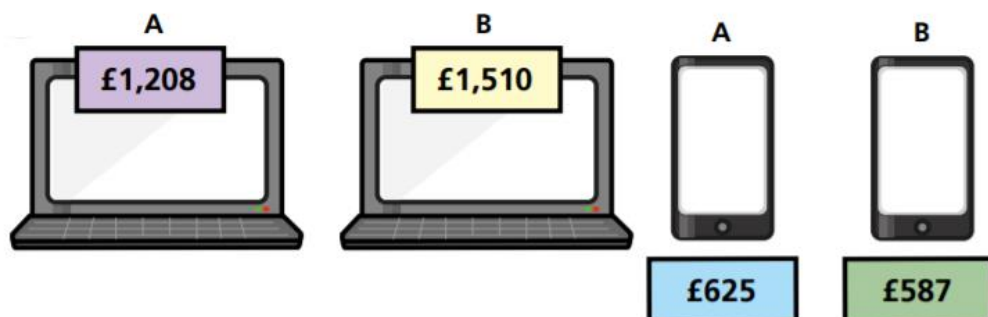
a) $4,365 + 2,617 =$

b) $1,907 + 5,068 =$

c) $6,792 + 163 =$

d) $3,247 + 1,930 =$

Want an extra challenge? Try these!



Mr Robson has £2,100 to spend on a mobile phone and a laptop.

Which combinations of laptops and phones can he afford to buy?

Fill in the missing digits.

a)

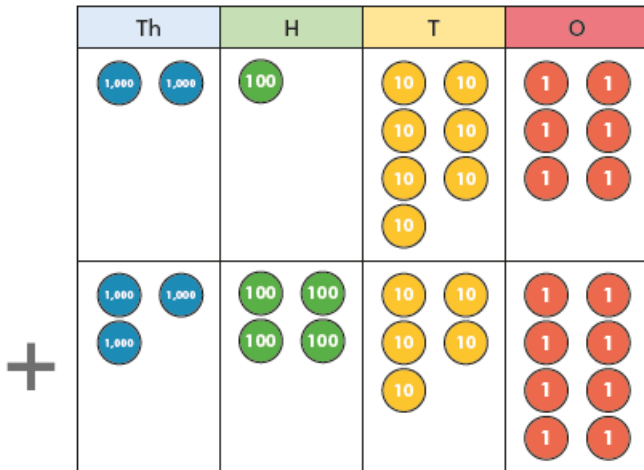
		Th	H	T	O	
		3		2		
	+		4		6	
		8	7	9	1	

b)

		Th	H	T	O	
	+	3	8	2	1	
		8	7	9	1	

Activity 3 Addition Questions

Complete the calculation.



		Th	H	T	O	
		2	1	7	6	
	+	3	4	5	8	

Who has got each question correct? Tick your answer.

a) Nijah

		H	T	O	
		4	4	5	
	+	3	4	8	
		78	1	3	

Scott

		H	T	O	
		4	4	5	
	+	3	4	8	
		7	9	3	
			1		

b) Nijah

		Th	H	T	O	
		4	8	2	6	
	+	1	7	8		
		6	6	0	6	
		1	1			

Scott

		Th	H	T	O	
		4	8	2	6	
	+		1	7	8	
		5	0	0	4	
		1	1	1		

What mistake has the other person made in each calculation?

Activity 3 questions continued

Complete the additions.

a)

		Th	H	T	O	
		4	7	1	2	
	+	3	4	9	2	

c) $3,784 + 2,526$

b)

		Th	H	T	O	
		6	0	7	5	
	+		9	4	8	

d) $79 + 654 + 1,312$

Write each calculation in the correct column.

$712 + 394$	$1,312 + 2,527$	$2,350 + 3,760$
$1,995 + 712$	$3,044 + 2,372$	$17 + 953$

No exchange needed	1 exchange	More than one exchange

Write one more calculation of your own in each column.

Want an extra challenge? Try these:

Dexter is playing a computer game.

The table shows the number of points he gets in each round.

Round	1	2	3
Number of points	3,550	2,175	1,895

a) How many points does Dexter have at the end of Round 2?

A 10x10 grid with a rectangle drawn in the bottom right corner. The rectangle is 2 units wide and 1 unit high, spanning from the 8th to the 10th column and the 9th to the 10th row.

b) He needs 8,000 by the end of Round 3 to win the game.

Does Dexter win the game? _____

Show your working.

[illegible]

Work out the missing digits.

a)

		Th	H	T	O
		3	7		9
	+			8	
		6	9	2	5

b)

		Th	H	T	O
				8	1
	+		9	8	
		4	2		8

c) Find two possible answers.

		Th	H	T	O
		2		1	
	+	3		6	
		6	1	8	2

		Th	H	T	O
		2		1	
	+	3		6	
		6	1	8	2

How did you work this out? Talk about it with a partner.

Are there any more answers?

Activity 5 - Challenge Time

Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



Challenge 3

Here are some digit cards.



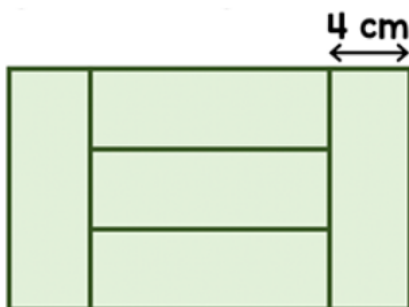
Amir and Donna each make a three-digit number using all the cards.

Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

Challenge 4

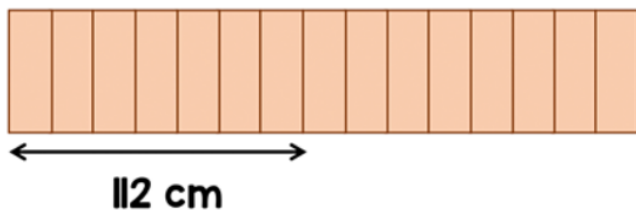
Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



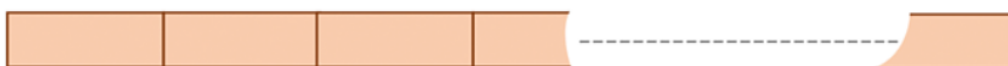
Challenge 5

15 identical blocks are lined up as shown.



The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?



Science

In class, we designed experiments to investigate what affects the speed of evaporation (most of you used different liquids). Can you design your own experiment about evaporation? For example, you could measure the size of a puddle at different times in a day, or try different ways to make your washing dry faster!

How will you make your experiment a fair test?
What will you change and what will you keep the same?
What did you learn from your experiment?



Think about how to present your findings – you could make a poster or even record a news reports about your incredible discovery!

Art

Lots of artists and designers take inspiration from animal prints and patterns. Can you create your very own leopard print themed art-work?

**Spanish**

Complete this online lesson to revisit our learning about the Spanish alphabet and how to say the numbers 1-10



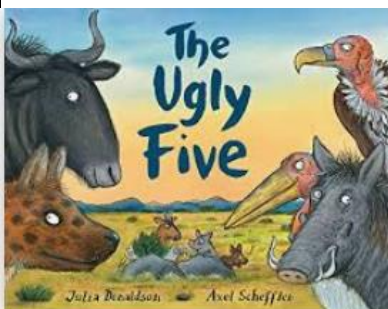
<https://www.thenational.academy/year-4/foundation/el-alfabeto-y-los-numeros-year-4-wk1-2/>

Geography

Research somewhere you could go on safari.

Using what you find out about the location, decide what you would pack in your suitcase to take with you.

Draw a labelled picture or write a description of what you would take and why.

**Science**

Julia Donaldson wrote her very funny book The Ugly Five about five animals people don't want to see.

Use your brilliant research skills to decide and explain which top 3 animals you **WOULD** want to see on safari, and which top 3 you definitely **WOULDN'T** want to see.

The question I will investigate is:

I will need:

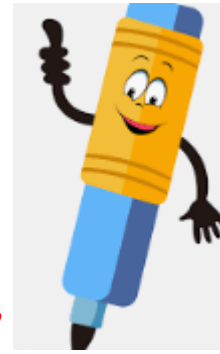
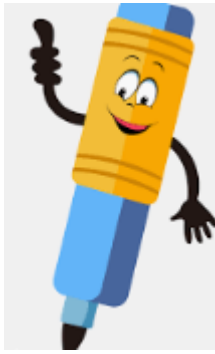
What I will do (method):

My prediction is:

Labelled diagram:

What I found out (results):

What I would do next time:



WE ARE WRITERS!

This week we have given you a writing challenge linked to our English activities.

Could you write a story based around the idea of 'A NARROW ESCAPE'?

Will your chosen victim escape the predator like the impala did?

Choose one of the pictures below to give your ideas for your writing.



You could even use the 'Impala Notes' writing frame from Activity 1 to get

you started.



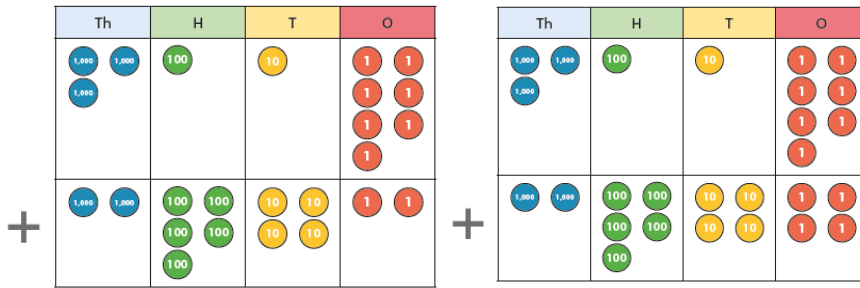
Activity 2 - ANSWERS

Complete the calculations.

Use the place value charts to help you.

a) $3,117 + 2,542 = 5,659$

b) $3,117 + 2,544 = 5,661$



- c) What do you notice about the calculations in part a) and part b)?

Which did you find easier and why?

- d) What happens when you have more than 10 counters in one column?

You have to make an exchange

Complete the calculations.

a)

	Th	H	T	O
	5	1	6	3
+	2	4	5	1
	7	6	1	4

b)

	Th	H	T	O
	7	2	6	1
+	1	0	2	9
	8	2	9	0

c)

	Th	H	T	O
		7	0	3
+	2	5	8	0
	3	2	8	3

d)

	Th	H	T	O
	3	5	0	8
+	2	7	3	1
	6	2	3	9

Four children have calculated $4,635 + 183$

Rosie's method

	Th	H	T	O
	4	6	3	5
+		1	8	3
	4	7	11	8

$4,635 + 183 = 47,118$

Jack's method

	Th	H	T	O
	4	6	3	5
+		1	8	3
	4	7	1	8

$4,635 + 183 = 4,718$

Alex's method

	Th	H	T	O
	4	6	3	5
+		1	8	3
	4	8	1	8

$4,635 + 183 = 4,818$

Teddy's method

	Th	H	T	O
	4	6	3	5
+	1	8	3	
	6	4	6	5

$4,635 + 183 = 6,465$

Rosie wrote all 11 tens in the tens column. You can't put a digit greater than 9 in one column. She needed to exchange 10 tens for one hundred.

Jack forgot to record his exchange so then he forgot to add the extra hundred – it should have been 8 hundreds.

Teddy didn't organise his column properly. He started writing 183 in the thousands column instead of the hundreds column where it needed to be.

Whose method is correct? Alex

Talk about the mistakes the other children have made.

Complete the calculations.

a) $4,365 + 2,617 =$ 6,982

b) $1,907 + 5,068 =$ 6,975

c) $6,792 + 163 =$ 6,955

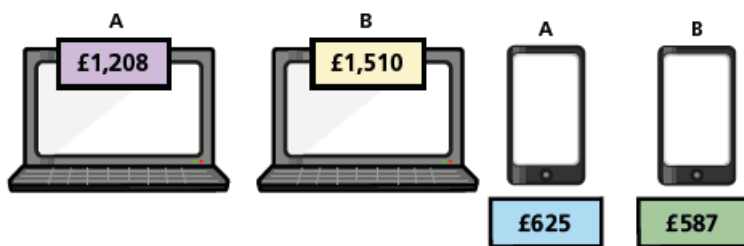
d) $3,247 + 1,930 =$ 5,177

a)
$$\begin{array}{r} 4365 \\ + 2617 \\ \hline 6982 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 1907 \\ + 5068 \\ \hline 6975 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 6792 \\ + 163 \\ \hline 6955 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 3247 \\ + 1930 \\ \hline 5177 \\ \hline \end{array}$$



Mr Robson has £2,100 to spend on a mobile phone and a laptop.

Which combinations of laptops and phones can he afford to buy?

Mr Robson can buy Laptop A and phone A, Laptop A and phone B or Laptop B and phone B.

Fill in the missing digits.

a)





































	Th	H	T	O
	3	3	2	5
+	5	4	6	6
	8	7	9	1

b)

	Th	H	T	O
	4	9	7	0
+	3	8	2	1
	8	7	9	1

Activity 3 ANSWERS

Complete the calculation.

	Th	H	T	O
	 		      	     
+	  	   	    	       

		Th	H	T	O	
		2	1	7	6	
	+	3	4	5	8	
		5	6	3	4	
			1	1		

Who has got each question correct? Tick your answer.

a) Nijah

		H	T	O	
		4	4	5	
	+	3	4	8	
		<u>78</u>	1	3	

Scott

		H	T	O	
		4	4	5	
	+	3	4	8	
		7	9	3	
			1		

b) Nijah

		Th	H	T	O	
		4	8	2	6	
	+	1	7	8		
		6	6	0	6	
		1	1			

Scott

		Th	H	T	O
		4	8	2	6
	+		1	7	8
		5	0	0	4
		1	1	1	

What mistake has the other person made in each calculation?

In a) Nijah put her exchange straight in to the tens column instead of recording it in to the line. Then she didn't have space to add up the rest of her tens and ended up putting them in the hundreds column instead of adding them to the 1 ten she had exchanged.

In b) she didn't organise her column properly and started writing 178 in the thousands column instead of the hundreds column.

Complete the additions.

a)

	Th	H	T	O
	4	7	1	2
+	3	4	9	2
	8	2	0	4

c) $3,784 + 2,526$

	3	7	8	4
+	2	5	2	6
	6	3	1	0

b)

	Th	H	T	O
	6	0	7	5
+		9	4	8
	7	0	2	3

d) $79 + 654 + 1,312$

			7	9
		6	5	4
+	1	3	1	2
	2	0	4	5

Write each calculation in the correct column.

$712 + 394$	$1,312 + 2,527$	$2,350 + 3,760$
$1,995 + 712$	$3,044 + 2,372$	$17 + 953$

No exchange needed	1 exchange	More than one exchange
$1,312 + 2,527$	$3,044 + 2,372$ $17 + 953$	$712 + 394$ $2,350 + 3,760$ $1,995 + 712$

Write one more calculation of your own in each column.

Dexter is playing a computer game.

The table shows the number of points he gets in each round.

Round	1	2	3
Number of points	3,550	2,175	1,895

a) How many points does Dexter have at the end of Round 2?

	3	5	5	0
+	2	1	7	5
	5	7	2	5

5,725

b) He needs 8,000 by the end of Round 3 to win the game.

Does Dexter win the game? No

Show your working.

	5	7	2	5
+	1	8	9	5
	7	6	2	0

He was 380 points short.

Work out the missing digits.

a)

	Th	H	T	O
	3	7	3	9
+	3	1	8	6
	6	9	2	5

b)

	Th	H	T	O
	3	2	8	1
+		9	8	7
	4	2	6	8

c) Find two possible answers.

	Th	H	T	O
	2	3	1	5
+	3	8	6	7
	6	1	8	2

	Th	H	T	O
	2	9	1	4
+	3	2	6	8
	6	1	8	2

÷ Division ÷

÷ One

1 ÷ 1 = 1
2 ÷ 1 = 2
3 ÷ 1 = 3
4 ÷ 1 = 4
5 ÷ 1 = 5
6 ÷ 1 = 6
7 ÷ 1 = 7
8 ÷ 1 = 8
9 ÷ 1 = 9
10 ÷ 1 = 10
11 ÷ 1 = 11
12 ÷ 1 = 12

÷ Five

5 ÷ 5 = 1
10 ÷ 5 = 2
15 ÷ 5 = 3
20 ÷ 5 = 4
25 ÷ 5 = 5
30 ÷ 5 = 6
35 ÷ 5 = 7
40 ÷ 5 = 8
45 ÷ 5 = 9
50 ÷ 5 = 10
55 ÷ 5 = 11
60 ÷ 5 = 12

÷ Nine

9 ÷ 9 = 1
18 ÷ 9 = 2
27 ÷ 9 = 3
36 ÷ 9 = 4
45 ÷ 9 = 5
54 ÷ 9 = 6
63 ÷ 9 = 7
72 ÷ 9 = 8
81 ÷ 9 = 9
90 ÷ 9 = 10
99 ÷ 9 = 11
108 ÷ 9 = 12

÷ Two

2 ÷ 2 = 1
4 ÷ 2 = 2
6 ÷ 2 = 3
8 ÷ 2 = 4
10 ÷ 2 = 5
12 ÷ 2 = 6
14 ÷ 2 = 7
16 ÷ 2 = 8
18 ÷ 2 = 9
20 ÷ 2 = 10
22 ÷ 2 = 11
24 ÷ 2 = 12

÷ Six

6 ÷ 6 = 1
12 ÷ 6 = 2
18 ÷ 6 = 3
24 ÷ 6 = 4
30 ÷ 6 = 5
36 ÷ 6 = 6
42 ÷ 6 = 7
48 ÷ 6 = 8
54 ÷ 6 = 9
60 ÷ 6 = 10
66 ÷ 6 = 11
72 ÷ 6 = 12

÷ Ten

10 ÷ 10 = 1
20 ÷ 10 = 2
30 ÷ 10 = 3
40 ÷ 10 = 4
50 ÷ 10 = 5
60 ÷ 10 = 6
70 ÷ 10 = 7
80 ÷ 10 = 8
90 ÷ 10 = 9
100 ÷ 10 = 10
110 ÷ 10 = 11
120 ÷ 10 = 12

÷ Three

3 ÷ 3 = 1
6 ÷ 3 = 2
9 ÷ 3 = 3
12 ÷ 3 = 4
15 ÷ 3 = 5
18 ÷ 3 = 6
21 ÷ 3 = 7
24 ÷ 3 = 8
27 ÷ 3 = 9
30 ÷ 3 = 10
33 ÷ 3 = 11
36 ÷ 3 = 12

÷ Seven

7 ÷ 7 = 1
14 ÷ 7 = 2
21 ÷ 7 = 3
28 ÷ 7 = 4
35 ÷ 7 = 5
42 ÷ 7 = 6
49 ÷ 7 = 7
56 ÷ 7 = 8
63 ÷ 7 = 9
70 ÷ 7 = 10
77 ÷ 7 = 11
84 ÷ 7 = 12

÷ Eleven

11 ÷ 11 = 1
22 ÷ 11 = 2
33 ÷ 11 = 3
44 ÷ 11 = 4
55 ÷ 11 = 5
66 ÷ 11 = 6
77 ÷ 11 = 7
88 ÷ 11 = 8
99 ÷ 11 = 9
110 ÷ 11 = 10
121 ÷ 11 = 11
132 ÷ 11 = 12

÷ Four

4 ÷ 4 = 1
8 ÷ 4 = 2
12 ÷ 4 = 3
16 ÷ 4 = 4
20 ÷ 4 = 5
24 ÷ 4 = 6
28 ÷ 4 = 7
32 ÷ 4 = 8
36 ÷ 4 = 9
40 ÷ 4 = 10
44 ÷ 4 = 11
48 ÷ 4 = 12

÷ Eight

8 ÷ 8 = 1
16 ÷ 8 = 2
24 ÷ 8 = 3
32 ÷ 8 = 4
40 ÷ 8 = 5
48 ÷ 8 = 6
56 ÷ 8 = 7
64 ÷ 8 = 8
72 ÷ 8 = 9
80 ÷ 8 = 10
88 ÷ 8 = 11
96 ÷ 8 = 12

÷ Twelve

12 ÷ 12 = 1
24 ÷ 12 = 2
36 ÷ 12 = 3
48 ÷ 12 = 4
60 ÷ 12 = 5
72 ÷ 12 = 6
84 ÷ 12 = 7
96 ÷ 12 = 8
108 ÷ 12 = 9
120 ÷ 12 = 10
132 ÷ 12 = 11
144 ÷ 12 = 12

1x

1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

2x

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

3x

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

4x

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

5x

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

6x

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

7x

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

8x

1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

9x

1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

10x

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

11x

1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12x

1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144