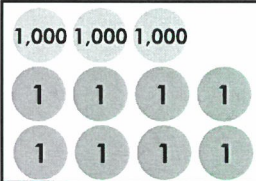


Home Learning Pack Year 4

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

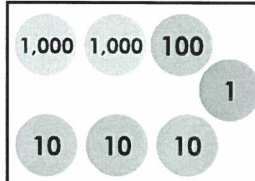
$\begin{array}{r} 2035 \\ + 1073 \\ \hline \end{array}$	<p>A</p>  <p>B</p> <p>Three thousand and eighteen</p> <p>C</p> <p>3,108</p>
---	--



VF

Add Two 4-Digit Numbers 2

1b. Match the calculation to the correct answer.

$\begin{array}{r} 5624 \\ + 3753 \\ \hline \end{array}$	<p>A</p>  <p>B</p> <p>9,377</p> <p>C</p> <p>Nine thousand and seventy-seven</p>
---	--



VF

2a. What number is missing from the calculation?

$$\begin{array}{r} 543\boxed{} \\ + 1551 \\ \hline 6990 \end{array}$$



VF

2b. What number is missing from the calculation?

$$\begin{array}{r} 3738 \\ + 1\boxed{}50 \\ \hline 5688 \end{array}$$



VF

3a. Complete the calculation.

$$\begin{array}{r} 4236 \\ + 3627 \\ \hline \end{array}$$



VF

3b. Complete the calculation.

$$\begin{array}{r} 5862 \\ + 2821 \\ \hline \end{array}$$



VF

4a. Complete the calculation so that the missing digit leads to an exchange.

Th	H	T	O



VF

4b. Complete the calculation so that the missing digit leads to an exchange.

Th	H	T	O



VF

A Refugee Camp – Vocab 1 – Answers

Write the definitions for each of these words.

refugee	a person who flees a country for safety
camp	a place of temporary accommodation with tents/huts
immigrant	a person who comes to live permanently in a foreign country
persecution	hostility and ill-treatment
migration	movement of people from one area/country to another
politics	activities associated with the governments of a country
population	the number of people living in a particular place
asylum	giving someone shelter from danger or hardship
aid	money to support a worthy person or cause
flee	run away quickly
crisis	a crucial stage or turning point in the course of something
shelter	covering that provides protection from the weather

A Refugee Camp – Oral Teacher Questions – Answers

Why might people be living in a camp like this? Answers should include references to people fleeing war-torn countries.

Describe the photo in your own words. The image shows a refugee camp with a large quantity of make-shift tents which have been pitched close together. The tents are made from a range of materials. There are a small number of people, including children, who can be seen in and amongst the tents.

What have the tents been made from? Blankets, sheets and tarpaulin which has been propped up by wood and tied together.

State TWO facts and TWO opinions about this photo. Various responses – Fact: The majority of tents are made from sheets and wooden sticks. Opinion: It would be uncomfortable sleeping in those tents.

List 5 nouns that you can see in this photo. Various responses – could include: people, washing, plastic chair, wooden box, tents.

How does this photo make you feel? Various personal responses with explanations linked to the photo.

What do you think it is like living in this camp? Various responses which might include both negative and positive comments, i.e. It is very overcrowded and the children have no where to play so they may get bored. The children may feel safe as they are no longer living in a country that is at war.

What might this photo be used for? Various responses – might include: news/newspaper report about refugees; information text about the life of refugees; poster to help raise awareness and support for refugees.

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining. Various responses – might include: cold, muddy, depressing, etc.

Using only the resources they have available, how could this camp be improved? Various responses – might include: organising the tents into rows so that it is easier to move around the camp; having a central area to socialise, etc.

Where Does Our Food Come From? – Challenge Activity – Answers

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

children

2. What is the cheese made from buffalo's milk called?

mozzarella

3. What did some of the children that were questioned think pasta was made from?

animals

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

carrot (also allow other correct answers, such as potatoes)

5. What are the two most common fish that are used in fish fingers?

haddock and cod

6. Why haven't some children ever seen a cow?

They live in cities.

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

Personal answer

Where Does Our Food Come From? – Challenge Activity – Answers

Section A

Use the information from the text to determine whether the statement is true or false.

True

False

The survey was carried out by the British Nutrition Foundation.

☒☐

Cheese comes from a plant

☐☒

Pasta is made from dough, a bit like bread.

☒☐

Tomatoes grow on a plant.

☒☐

Fish fingers are usually made from trout or swordfish.

☐☒

Some city-living children believe that a cow is the size of a double decker bus.

☒☐

Many children say they don't know very much about healthy eating.

☐☒

Answers – Greater Depth Using Fronted Adverbials

Varied Fluency

1a. A – E – 1, B – D – 3, C – F – 2

2a. Various answers, for example: In the dead of night, from deep underground, the hideous beast broke free from its lair; As evening approached, in the darkened room, he drank the mixture.

3a. A, C

4a. Various answers, for example: As the clock struck midnight, glancing anxiously at the door, Jack waited for his friends to emerge from the room they had entered almost three hours ago; Unfazed by the danger ahead, valiantly and purposefully, Dexter jumped over the fence and ran straight towards the burning building.

Application and Reasoning

1a. Various answers, for example: A – While under intense pressure from the police, he hesitantly made his confession with the light shining in his face. B – With its canons at the ready, the pirate ship sailed across the wild ocean, swaying violently in the wind.

2a. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: The next morning, full of excitement, the children visited the dinosaur museum in the next town.

3a. A because two fronted adverbials have been used with the correct punctuation to describe when the cottage existed.

Answers – Greater Depth Using Fronted Adverbials

Varied Fluency

1b. A – F – 1, B – D – 3, C – E – 2

2b. Various answers, for example: From inside the great hall, with great gusto, the musicians played and the choir sang; Above the treetops, swooping and gliding, the eagle soared through the evening sky.

3b. A, B

4b. Various answers, for example: Disobeying his mother and deciding not to wait any longer, Fiaz unlocked his bedroom window and carefully made his way out of the garden; In the ancient city on the horizon, beyond the mysterious pyramids, the impossible task of unearthing the relics began.

Application and Reasoning

1b. Various answers, for example: A – Jousting ferociously against the enemy, with the king watching from afar, the brave knights fought in the castle grounds. B – Under the mask of darkness, feeling complete desperation, they frantically searched the beach beneath the cliffs.

2b. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: Finally, after much anticipation, the circus was open and the children couldn't wait to visit.

3b. C because two fronted adverbials have been used with the correct punctuation to describe when and how the boy unlocked the door.

Answers – Greater Depth **Direct Speech**

Varied Fluency

1a. Seb asked, Shall we take the bus?
Not today, replied Ally.

2a. B

3a. Inverted commas after 'Demi' circled.

4a. "I am going to the market." said
Adrian, "Would you like anything?"
"No thanks," answered his brother.

Application and Reasoning

1a. Various answers, for example:
"You can go in goal first," suggested
Daniel.

"No, I don't want to go first," Jacob
replied.

2a. Various answers, for example:
"I think we should use red paint," Mr Hill
said to his wife.

"No, it would be too dark," she replied.

3a. Hamid is incorrect. There should be a
comma after 'window'.

Answers – Greater Depth **Direct Speech**

Varied Fluency

1b. I love theme parks, declared Joe.
Me too, agreed his sister.

2b. A

3b. Inverted commas after 'down' and
'student' circled.

4b. Imran shouted to his sister, "Can you
bring me a drink, please?"
"I will," she answered, "but wait a minute."

Application and Reasoning

1b. Various answers, for example:
"Do you want a cup of tea?" Samira
asked her grandma.
"Yes please," she replied, "and a biscuit."

2b. Various answers, for example:
"1, 2, 3," Tom started counting.
Becky whispered, "I'm going behind this
rock."

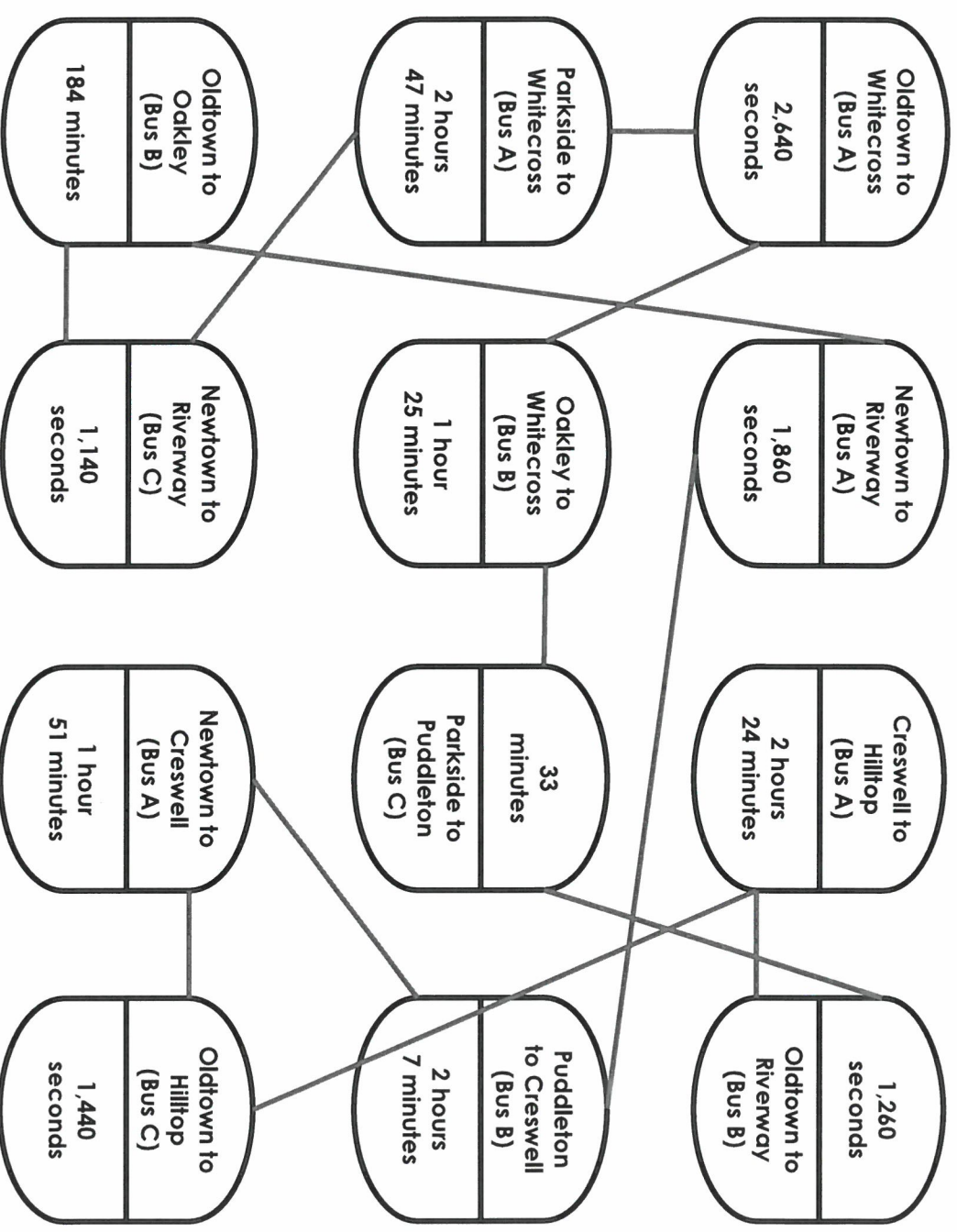
Lewis giggled, "This is fun."

3b. Louisa is incorrect. The second set of
inverted commas surrounding the first
speech should be after the question mark,
not before.

Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

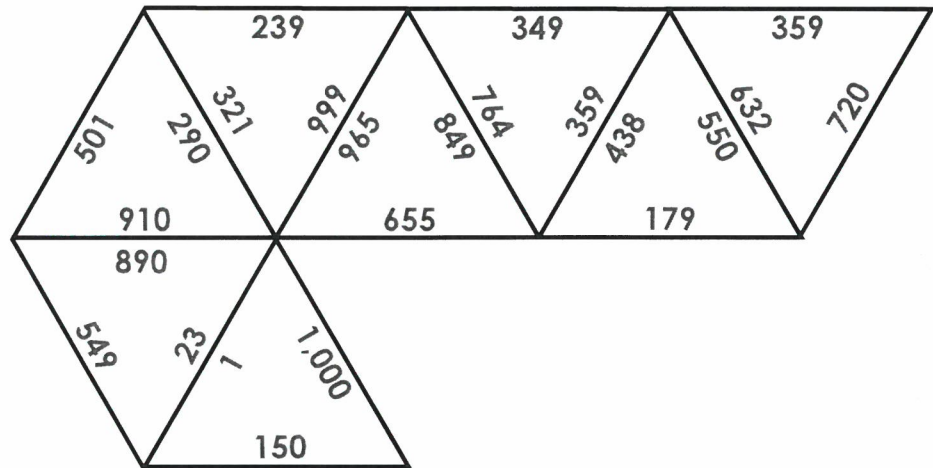


Round to the Nearest 100

1. Hiro the ninja is trying to solve an ancient puzzle.

He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

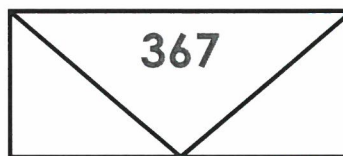
Various answers, for example:



Investigate how he could join the triangles together to solve the puzzle.

DP

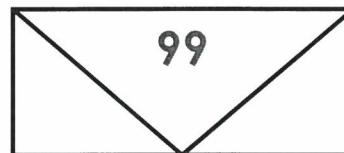
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

Various answers, for example:

Envelope 1 – 367 (rounds to 400); Envelope 2 – 459 (rounds to 500); Envelope 3 – 99 (rounds to 100).

DP

Answers – Greater Depth **Round to the Nearest 1,000**

Varied Fluency

1a. A, C

2a. 7,000

3a. False, B rounds to 3,000.

4a. Various answers, for example: Seven thousands, twenty-one hundreds, ten tens and three ones

Reasoning and Problem Solving

1a. A – base 10 and counters (3,120), B – three thousand, six hundred and eighteen, C – three thousands and fourteen hundreds

2a. C is the odd one out because it rounds to 4,000. A and B round to 3,000.

3a. Josh is incorrect because his number is 8,511 which rounds up to 9,000 as it has a hundreds value of 500.

Answers – Greater Depth **Round to the Nearest 1,000**

Varied Fluency

1b. B, C

2b. 4,000

3b. False, C rounds to 2,000.

4b. Various answers, for example: Four thousands, fifteen hundreds, three tens and twelve ones

Reasoning and Problem Solving

1b. A – two thousands and fifty six tens, B – three thousand, four hundred and ninety nine, C – base 10 and counters (2,112)

2b. B is the odd one out because it rounds to 4,000. A and C round to 3,000.

3b. Sophie is incorrect because her number is 2,533 which rounds up to 3,000 as it has a hundreds value of 500.

Answers – Greater Depth Add Two 4-Digit Numbers 2

Varied Fluency

1a. A: 8,186

2a. 5

3a. 9,794

4a. For both calculations to need an exchange, the numbers 5 to 9 must be inserted. If 5 is used, A totals 3,809 and B totals 6,469.

Reasoning and Problem Solving

1a. $3,641 + 4,456 = 8,097$

2a. Pupils must recognise that the two numbers will need to make 15. Various answers, for example: 9 and 6; 8 and 7.

3a. She is incorrect. The exchange takes place from the hundreds to the thousands ($700 + 300 = 1,000$).

Answers – Greater Depth Add Two 4-Digit Numbers 2

Varied Fluency

1b. B: 8,979

2b. 8

3b. 8,639

4b. For both calculations to need an exchange, the number 9 must be inserted. If 9 is used, A totals 6,819 and B totals 9,808.

Reasoning and Problem Solving

1b. $4,612 + 3,821 = 8,433$

2b. Pupils must recognise there will be a 1 from the exchange, so the numbers could be 6 and 0; 5 and 1; 4 and 2; 3 and 3.

3b. He is incorrect. The exchange takes place from the tens to the hundreds ($60 + 40 = 100$)

Now put all your sentences together to create your own autobiography.

My Autobiography

My Autobiography

An autobiography is a piece of writing that is all about you. Answer the questions below in full sentences with information about you and your life.

What is your name? When is your birthday? Where were you born?

Where do you live? Who do you live with?

What do you like to do to have fun?

What is your happiest memory? Why?

What do you want to be when you grow up? Why?

A Refugee Camp – Vocab 1

Write the definitions for each of these words.

refugee	
camp	
immigrant	
persecution	
migration	
politics	
population	
asylum	
aid	
flee	
crisis	
shelter	

How does this photo make you feel?

What do you think it is like living in this camp?

What might this photo be used for?

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.

Using only the resources they have available, how could this camp be improved?

A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.

A Refugee Camp



Where Does Our Food Come From? – Challenge Activity

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

2. What is the cheese made from buffalo's milk called?

3. What did some of the children that were questioned think pasta was made from?

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

5. What are the two most common fish that are used in fish fingers?

6. Why haven't some children ever seen a cow?

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

Where Does Our Food Come From? – Challenge Activity

Section A

Use the information from the text to determine whether the statement is true or false.

True

False

The survey was carried out by the British Nutrition Foundation.

☐☐

Cheese comes from a plant

☐☐

Pasta is made from dough, a bit like bread.

☐☐

Tomatoes grow on a plant.

☐☐

Fish fingers are usually made from trout or swordfish.

☐☐

Some city-living children believe that a cow is the size of a double decker bus.

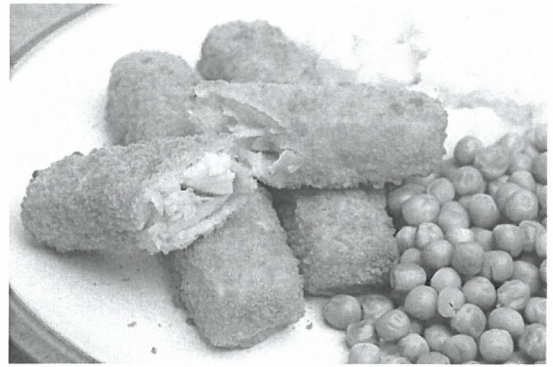
☐☐

Many children say they don't know very much about healthy eating.

☐☐

Where do fish fingers come from?

The clue for the ingredients of a fish finger is in the title. No, it doesn't mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.



Where does milk come from?

Do you ever stop to think where your food and drink comes from? Some children have no idea that milk comes from cows, research has revealed. Lots of children live in cities and so have never seen a cow, or even heard one 'moo'. Some children said they thought milk comes straight from the fridge or supermarket, but how did it get there? The research also revealed that some city-living children believe that a cow is the size of a double decker bus, and some think they're as small as cats.



What counts as one of your five-a-day?

Some children thought that Fruit Pastilles and strawberry jam counted as part of their daily fruit and veg. There are lots of health benefits to getting five portions of fruit and vegetables every day.



Many children say they know lots about healthy eating, but do not follow it. Why do you think that is?

Roy Ballam, Managing Director of British Nutrition Foundation, believes schools and families should work together to educate children and motivate them to make healthier choices.

Next time you're in the supermarket, stop and think about where your food and drinks have come from.

The survey by the British Nutrition Foundation questioned 5,040 UK children.

Where Does Our Food Come From?

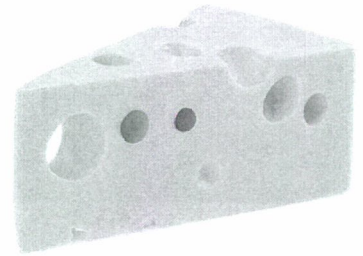
A survey by the British Nutrition Foundation questioned children about where our food comes from.



“Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken,” according to many young children quizzed on where our food comes from.

Where does cheese come from?

Some of the children thought that cheese came from a plant. Cheese is a food commonly made from cow's milk. But, did you know it's not just cow's milk that can make cheese? Milk from buffalo, goats or sheep can be used too. Mozzarella cheese (often used on pizzas) is made from the milk of buffalos.



Where does pasta come from?

When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.



Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police.

B. The pirate ship sailed across the wild ocean, it swayed violently in the wind with its canons at the ready.



A

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

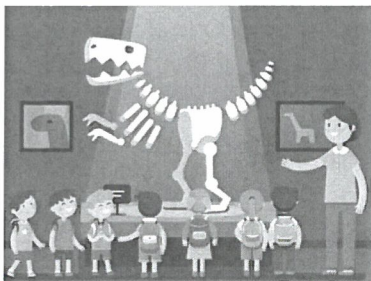
A. The brave knights fought in the castle grounds, they joustted ferociously against the enemy, the king watched from afar.

B. They frantically searched the beach beneath the cliffs, they were under the mask of darkness, all the while feeling complete desperation.



A

2a. Using the picture below, write a sentence with two fronted adverbials.



Remember to use the correct punctuation.



A

2b. Using the picture below, write a sentence with two fronted adverbials.



Remember to use the correct punctuation.



A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream.

B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream.

C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream.



R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed.

B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum.

C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed.



R

Using Fronted Adverbials

1a. Match two suitable adverbials to each main clause to make sentences.

- | | | |
|----------------------------------|---------------------------------------|-------------------------------------|
| A. At the crack of dawn, | D. determined and full of hope, | 1. the scientist mixed his potions. |
| B. Although exhausted, | E. deep within his secret laboratory, | 2. the hungry monster emerged. |
| C. As the clock struck midnight, | F. from out of the shadows, | 3. the boy crept on. |



VF

Using Fronted Adverbials

1b. Match two suitable adverbials to each main clause to make sentences.

- | | | |
|--------------------------------|---------------------------------|--------------------------------|
| A. As the seconds ticked by, | D. among a blanket of stars, | 1. Tia turned the handle. |
| B. On the horizon, | E. desperate for his autograph, | 2. Rex reached his idol. |
| C. Pushing through the crowds, | F. with great trepidation, | 3. the moon shone brilliantly. |



VF

2a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

_____,
the hideous beast roared.

_____,
he drank the poisonous mixture.



VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____,
the musicians played and the choir sang.

_____, the
eagle soared through the evening sky.



VF

3a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

...the young boy tiptoed forward.

- A. In the dead of night,
B. In the blink of an eye,
C. Not wanting to wake his grandma,



VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...the knight guarded the enormous castle.

- A. Standing nobly like a statue,
B. With tremendous courage,
C. Right at that very second,



VF

4a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door...

Unfazed by the danger ahead, valiantly and purposefully...



VF

4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer...

In the ancient city on the horizon, beyond the mysterious pyramids...



VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Daniel told Jacob that he could be the goalkeeper first but Jacob said that he would rather not.



A

Direct Speech

1b. Change the indirect speech in the sentences below into direct speech.

Samira asked her grandma if she would like a cup of tea. Her grandma replied that she would and asked for a biscuit too.



A

2a. Mr and Mrs Hill are decorating. Mr Hill wants to paint the walls red but Mrs Hill would prefer white.



Use direct speech to write a short conversation between Mr and Mrs Hill.



A

2b. Tom, Lewis and Becky are playing hide and seek.



Use direct speech to write a short conversation between the children.



A

3a. Hamid has punctuated the direct speech in the sentences below.

Simon called out of the window
“Don’t forget to take your coat with you.”
“I already have it,” his sister called back.

Is he correct? Explain your answer.



R

3b. Louisa has punctuated the direct speech in the sentences below.

“Shall we go to the park to feed the ducks”? asked Krystle.
“Yes, but let’s take our bikes too,” replied Kat.









Is she correct? Explain your answer.



R

Direct Speech

Direct Speech

<p>1a. Underline the spoken words in the sentences below:</p> <p>Seb asked, Shall we take the bus? Not today, replied Ally.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>	<p>1b. Underline the spoken words in the sentences below:</p> <p>I love theme parks, declared Joe. Me too, agreed his sister.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>
<p>2a. Tick the sentence that is punctuated correctly.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">A. Josh asked, "can I play."</div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-top: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">B. "Harry, come in for tea please," called Dad.</div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-top: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">C. "I don't want to go to bed yet", moaned Sophia.</div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-top: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>	<p>2b. Tick the sentence that is punctuated correctly.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">A. "It was not offside," protested the footballer</div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-top: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">B. "The train has been delayed" he explained.</div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-top: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">C. He gasped when he entered the sea, "it's cold!"</div> <div style="border: 1px solid black; width: 50px; height: 50px; margin-top: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>
<p>3a. Circle any inverted commas that are incorrect.</p> <p>"Please can I come too?" asked Demi." "No," answered Hallie, "not today."</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>	<p>3b. Circle any inverted commas that are incorrect.</p> <p>"Sit down"! ordered the headteacher, "Now!" "Yes sir," replied the student."</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>
<p>4a. Rewrite the conversation below using the correct punctuation.</p> <p>I am going to the market said Adrian would you like anything no thanks answered his brother</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>	<p>4b. Rewrite the conversation below using the correct punctuation.</p> <p>Imran shouted to his sister can you get me a drink please I will she answered but wait a minute.</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">VF</div> </div>

Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

Oldtown to Whitecross (Bus A)
2,640 seconds

Newtown to Riverway (Bus A)
1,860 seconds

Creswell to Hilltop (Bus A)
2 hours 24 minutes

1,260 seconds
Oldtown to Riverway (Bus B)

Parkside to Whitecross (Bus A)
2 hours 47 minutes

Oakley to Whitecross (Bus B)
1 hour 25 minutes

33 minutes
Parkside to Puddleton (Bus C)

Puddleton to Creswell (Bus B)
2 hours 7 minutes

Oldtown to Oakley (Bus B)
184 minutes

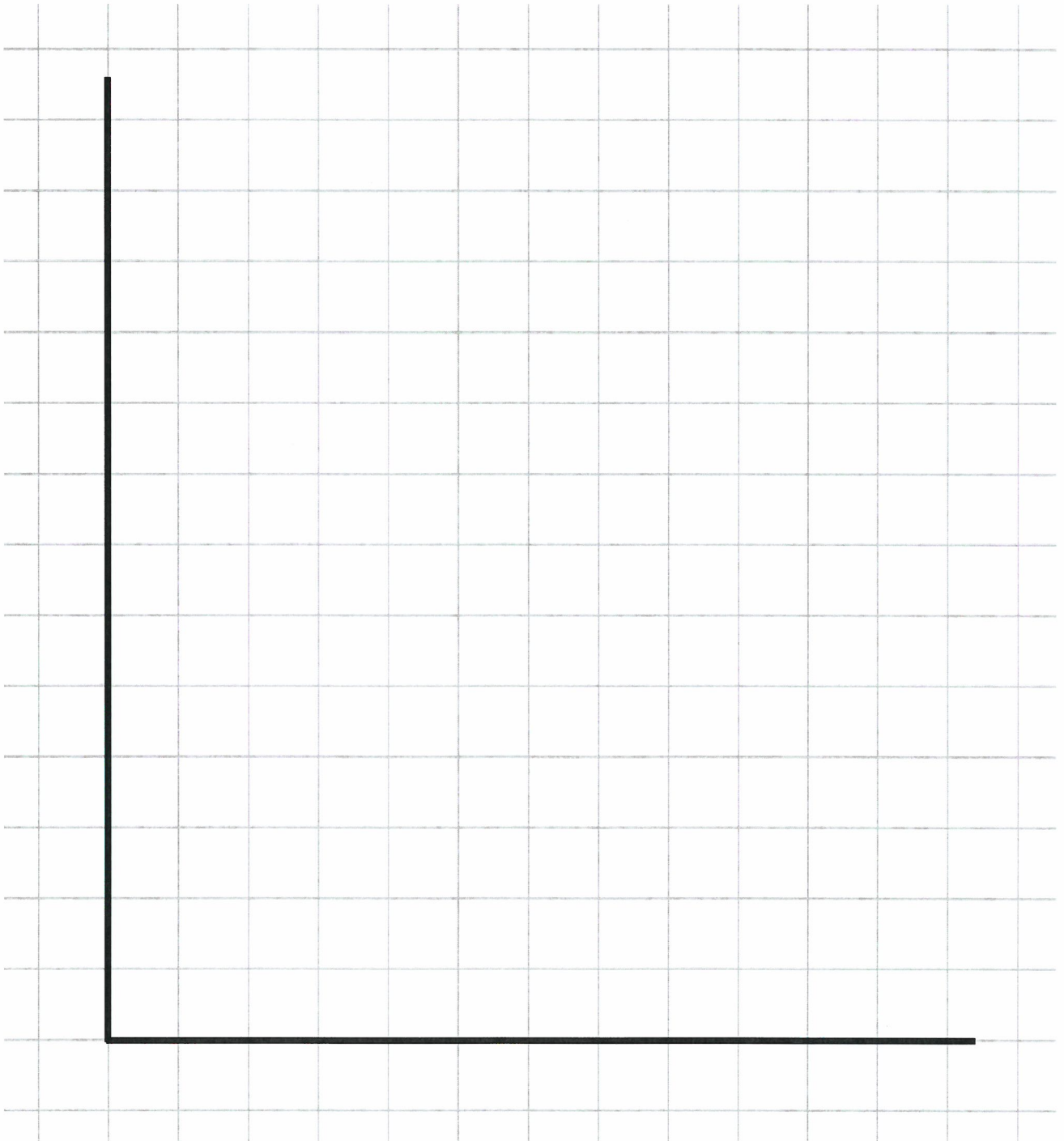
Newtown to Riverway (Bus B)
1,140 seconds

Newtown to Creswell (Bus A)
1 hour 51 minutes

Oldtown to Hilltop (Bus C)
1,440 seconds

Coordinates Picture

Number each axis before following the instructions to make a picture.



Coordinates Picture Instructions

35. Plot the coordinate (6, 10) and label it O.
 36. Plot the coordinate (7, 10) and label it P.
 37. Plot the coordinate (8, 9) and label it Q.
 38. Plot the coordinate (8, 8) and label it R.
 39. Plot the coordinate (7, 7) and label it S.
 40. Plot the coordinate (3, 6) and label it T.
 41. Plot the coordinate (4, 7) and label it U.
 42. Plot the coordinate (4, 8) and label it V.
 43. Plot the coordinate (3, 9) and label it W.
 44. Plot the coordinate (2, 9) and label it X.
 45. Draw a straight line between X and O.
 46. Draw a straight line between W and P.
 47. Draw a straight line between V and Q.
 48. Draw a straight line between U and R.
 49. Draw a straight line between T and S.
 50. Plot the coordinate (1, 8) and label it Y.
 51. Plot the coordinate (1, 7) and label it Z.
 52. Plot the coordinate (2, 6) and label it AB.
 53. Draw a straight line between O and P.
 54. Draw a straight line between P and Q.
 55. Draw a straight line between Q and R.
 56. Draw a straight line between R and S.
 57. Draw a straight line between T and U.
 58. Draw a straight line between U and V.
 59. Draw a straight line between V and W.
 60. Draw a straight line between W and X.
 61. Draw a straight line between X and Y.
 62. Draw a straight line between Y and Z.
 63. Draw a straight line between Z and AB.
 64. Draw a straight line between AB and T.
-
65. Plot the coordinate (10, 13) and label it CD.
 66. Plot the coordinate (9, 11) and label it EF.
 67. Plot the coordinate (11, 11) and label it GH.
 68. Plot the coordinate (12, 12) and label it IJ.
 69. Draw a straight line between CD and EF.
 70. Draw a straight line between CD and GH.
 71. Draw a straight line between CD and IJ.
 72. Draw a straight line between EF and GH.
 73. Draw a straight line between GH and IJ.

Coordinates Picture Instructions

Follow the instructions carefully to discover the hidden pictures.

Remember, when plotting coordinates, go along first and then up.

When drawing lines, use a ruler.

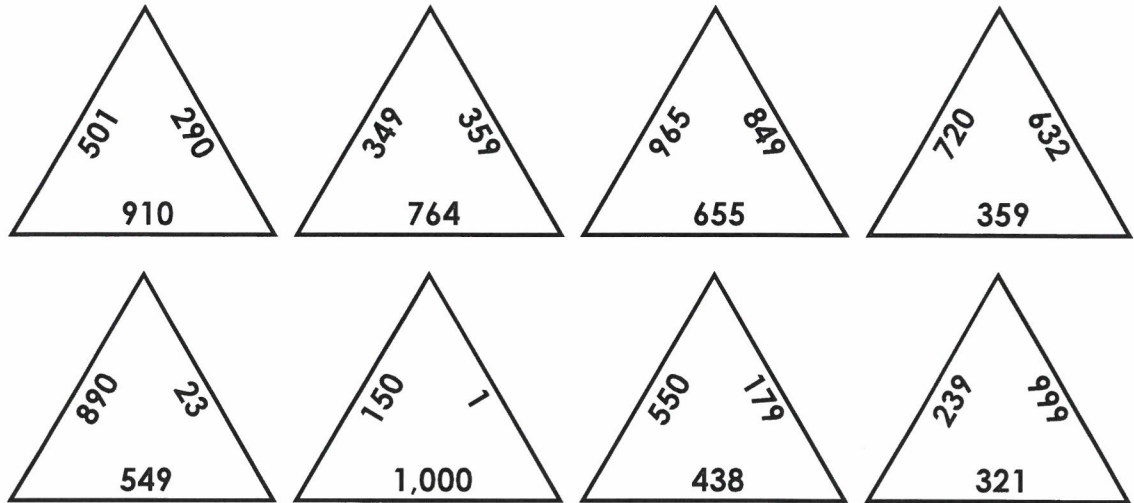
1. Write numbers 0 to 13 on the axis going up, starting from the bottom.
2. Write numbers 0 to 12 on the axis going across, starting from the left.
3. Plot the coordinate (1, 1) and label it A.
4. Plot the coordinate (1, 3) and label it B.
5. Plot the coordinate (3, 3) and label it C.
6. Plot the coordinate (3, 1) and label it D.
7. Draw a straight line between A and B.
8. Draw a straight line between B and C.
9. Draw a straight line between C and D.
10. Draw a straight line between D and A.
11. Plot the coordinate (2, 4) and label it E.
12. Plot the coordinate (4, 4) and label it F.
13. Plot the coordinate (4, 2) and label it G.
14. Draw a straight line between B and E.
15. Draw a straight line between C and F.
16. Draw a straight line between D and G.
17. Draw a straight line between E and F.
18. Draw a straight line between F and G.

19. Plot the coordinate (6, 4) and label it H.
20. Plot the coordinate (6, 3) and label it I.
21. Plot the coordinate (8, 3) and label it J.
22. Plot the coordinate (8, 4) and label it K.
23. Draw a straight line between H and I.
24. Draw a straight line between I and J.
25. Draw a straight line between J and K.
26. Draw a straight line between K and H.
27. Plot the coordinate (10, 6) and label it L.
28. Plot the coordinate (12, 6) and label it M.
29. Plot the coordinate (12, 5) and label it N.
30. Draw a straight line between L and M.
31. Draw a straight line between M and N.
32. Draw a straight line between H and L.
33. Draw a straight line between K and M.
34. Draw a straight line between J and N.

Round to the Nearest 100

1. Hiro the ninja is trying to solve an ancient puzzle.

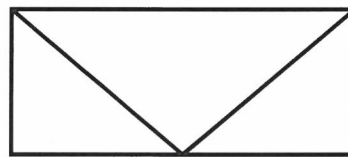
He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.



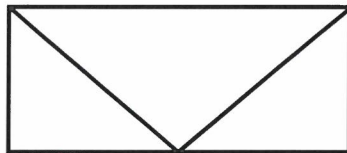
Investigate how he could join the triangles together to solve the puzzle.

DP

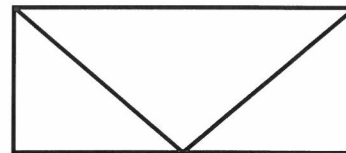
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

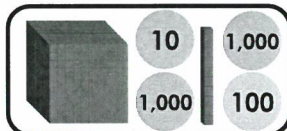
If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

DP

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000



B. Rounds up to 4,000

Three thousand, six hundred and eighteen

C. Rounds down to 4,000

Three thousands and fourteen hundreds



PS

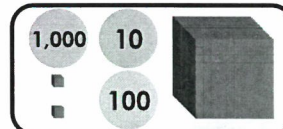
Round to the Nearest 1,000

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

Three thousand, four hundred and ninety-nine

B. Rounds down to 3,000



C. Rounds down to 2,000

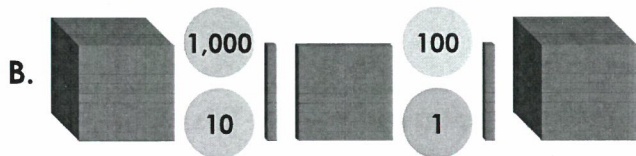
Two thousands and fifty-six tens



PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. Two thousand, nine hundred and seventy-six



C. Thirty-five hundreds and forty ones

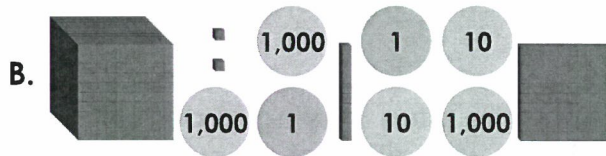
Explain your reasoning.



R

2b. When rounded to the nearest thousand, which is the odd one out?

A. Three thousand, two hundred and seventy-eight



C. Twenty-nine hundreds, six tens and twelve ones

Explain your reasoning.



R

3a. Josh is thinking of a number.

He says,



My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.



R

3b. Sophie is thinking of a number.

She says,



My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.

Is she correct?

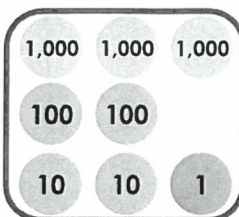
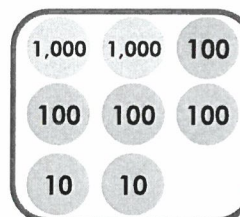
Explain your reasoning.

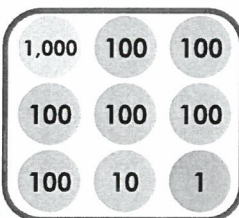
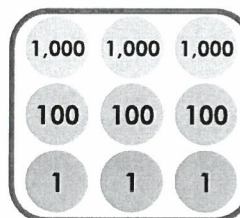


R

Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 4,031?

A  B 

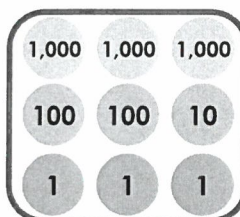
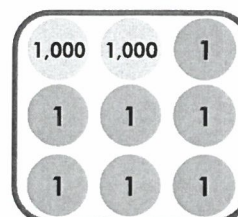
C  D 

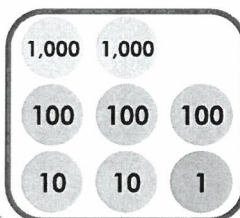
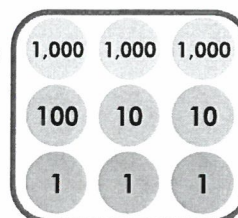


PS

Add Two 4-Digit Numbers 2

1b. Which two numbers add together to make the answer 5,220?

A  B 

C  D 



PS

2a. Frankie is adding two 4-digit numbers together.

$$\begin{array}{r} 4 \square 3 4 \\ + 3 \square 8 1 \\ \hline 5 \end{array}$$

What digits could be in the hundreds column so that no exchange takes place?



PS

2b. Ashante is adding two 4-digit numbers together.

$$\begin{array}{r} 3 4 \square 7 \\ + 2 3 \square 1 \\ \hline 4 \end{array}$$

What digits could be in the tens column so that an exchange takes place?



PS

3a. Terri thinks that an exchange takes place from the tens column in the calculation below.

$$\begin{array}{r} \square 8 3 2 1 \\ + 1 3 5 9 \\ \hline \square \square \square \square \square \end{array}$$

Is she correct?
Prove it.



R

3b. Delilah thinks that an exchange takes place from the hundreds column in the calculation below.

$$\begin{array}{r} \square 5 3 1 1 \\ + 3 8 1 2 \\ \hline \square \square \square \square \square \end{array}$$

Is she correct?
Prove it.



R

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Tick the number below that rounds up to 3,000.

A. 2,513

☐

1,000 100 10 10 1 1

B. 1,000 100 10 10 1 1

☐

100 10 10 10 1 1

C. Three thousand, four hundred and sixty-two

☐


VF

1b. Tick the numbers below that round down to 7,000.

A. 7,823

☐

1,000 1,000 1,000 100 10 10

B. 1,000 1,000 100 100 10 1

☐

1,000 1,000 100 10 10

C. Seven thousand, one hundred and twenty-nine

☐


VF

2a. Which thousand does the number below round to?

Eight thousand, five hundred and forty-seven



VF

2b. Which thousand does the number below round to?

Four thousand, nine hundred and thirty-eight



VF

3a. True or false?

All of the numbers round to 6,000.

A. 5,701

1,000 100 10 1

B. 1,000 100 10 1

1,000 10 1 1

C. Six thousand, two hundred and thirteen



VF

3b. True or false?

All of the numbers round to 4,000.

A. Two thousand, six hundred and seventy-four

1,000 1,000 10 10 10 1 1

B. 1,000 10 10 10 1 1 1

1,000 10 10 10 1 1

C. 3,912



VF

4a. Change one value in the number below so that it rounds down to 8,000.

Eight thousand, six hundred and fifty-eight



VF

4b. Change one value in the number below so that it rounds up to 2,000.

One thousand, three hundred and seventy-four



VF