

## Maths

For the maths activities this week, we will look at multiplying and dividing by 10, 100 and 1000 and focus on different interpreting and drawing different types of graphs and charts.

### Activity 1

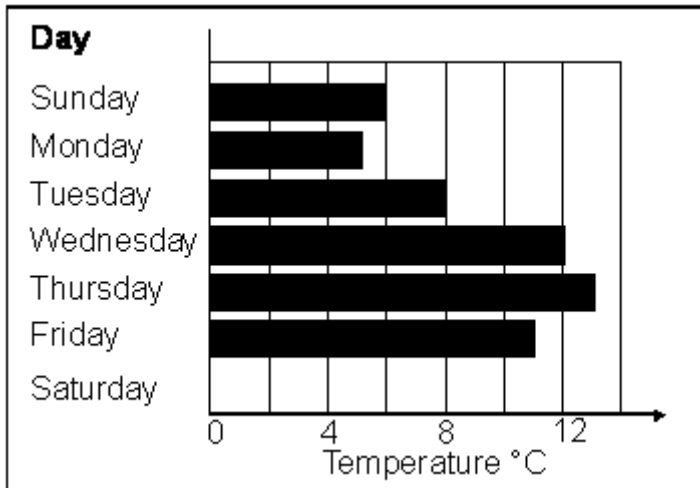
#### Part 1 – Arithmetic

Multiplying by 10, 100 and 1000.

When we multiply, the numbers get bigger so they move to the left.

- |                      |                       |                         |
|----------------------|-----------------------|-------------------------|
| a) $14 \times 100$   | b) $0.64 \times 10$   | c) $21.5 \times 1000$   |
| d) $0.062 \times 10$ | e) $6.753 \times 100$ | f) $35.624 \times 1000$ |
| g) $50.06 \times 10$ | h) $0.03 \times 1000$ | i) $50.01 \times 1000$  |

#### Part 2 – temperature graph



- What was the temperature on Monday?
- How much warmer was it on Friday than it was on Sunday?
- On which day was it 3°C colder than it was on Tuesday?
- Which day was it 5°C warmer than it was on Sunday?
- On Saturday, it was 8 degrees colder than it was on Thursday. Add this to the chart.

Challenge: What was the mean temperature during the week (Monday to Friday)?

## Activity 2

### Part 1 – Arithmetic

When we divide numbers by 10, 100 and 1000, they get smaller so they move to the right. Again, the decimal point does not move.

a)  $467 \div 100 =$

b)  $9006 \div 100 =$

c)  $400 \div 100 =$

d)  $536 \div 10 =$

e)  $5 \div 10 =$

f)  $15.6 \div 10 =$

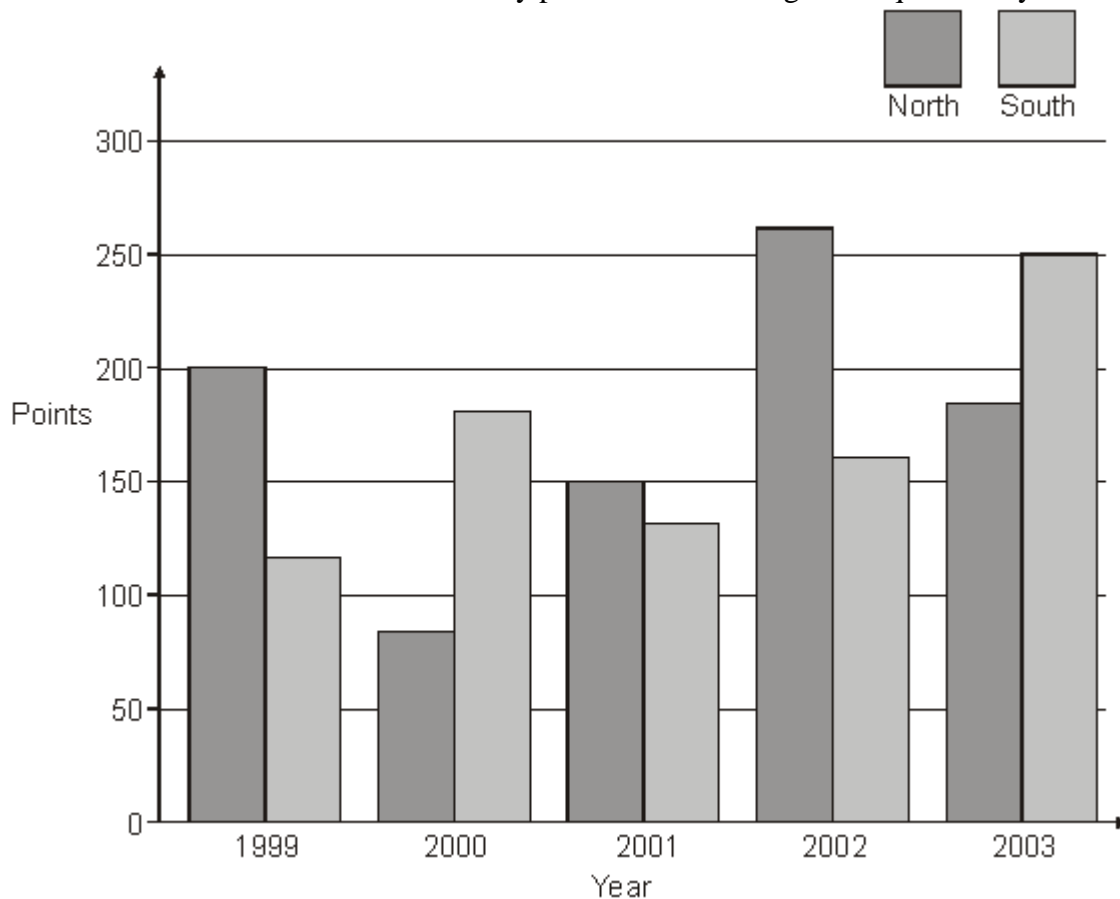
g)  $1042 \div 1000 =$

h)  $143 \div 1000 =$

i)  $27 \div 1000 =$

### Part 2 – interpreting a double bar chart

A bar chart to show how many points each school got in a quiz each year.



a) How many times did North beat South?

b) In which years did South score over 150 points?

c) In which year did North score their least number of points?

d) How many points less did North score in 2001 than they did in 2000?

e) In which year did South beat North by the greatest amount?

Challenge: Estimate North's mean score.

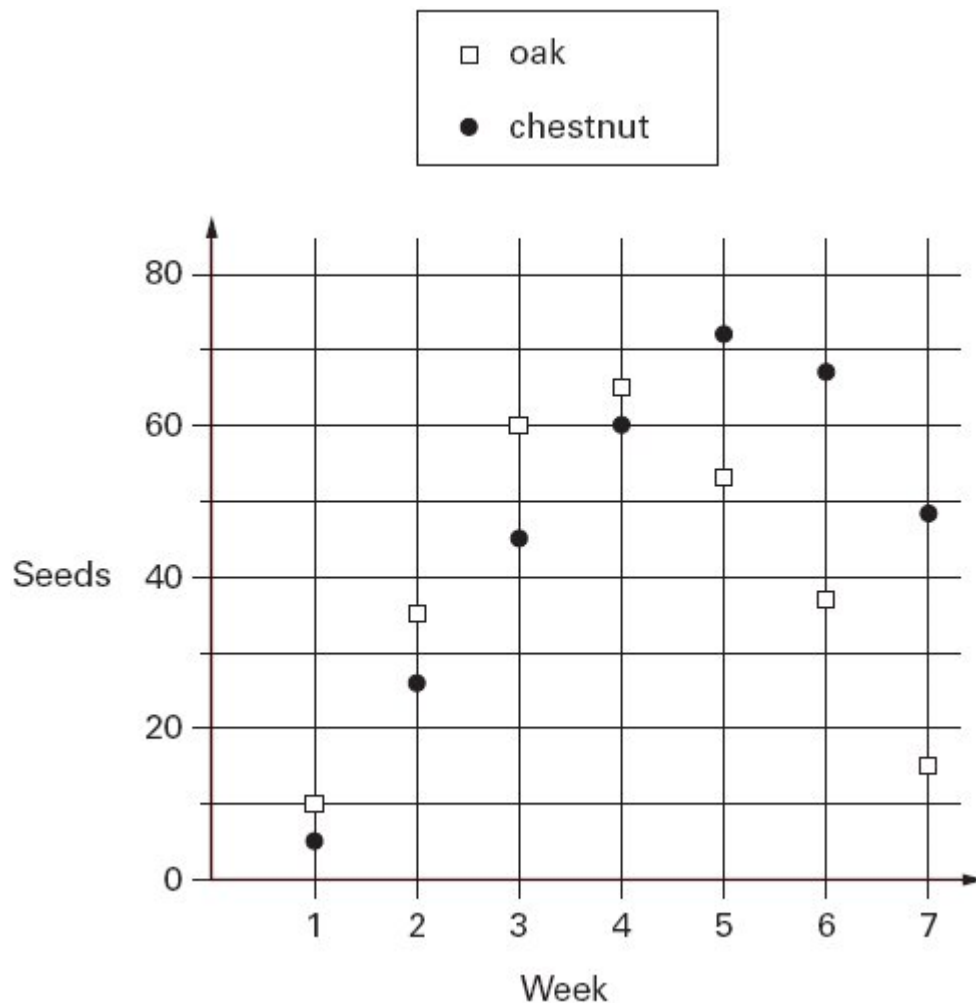
### Activity 3

#### Part 1

Go on to <https://mathsframe.co.uk/en/resources/category/22/most-popular> and play some of the Snowball Smash games. Try to do a few different ones!

#### Part 2 – interpreting a line graph

Year 5 and 6 children collect oak and chestnut seeds over 7 weeks. They plotted their results on the graph below.



- How many oak seeds were collected altogether in week 3 and week 4?
- In how many weeks did they find more oak seeds than chestnut?
- How many more chestnut seeds than oak seeds were found in week 6?
- Estimate the number of chestnut seeds found in week 2.
- In which weeks did they collect more than 50 oak seeds?

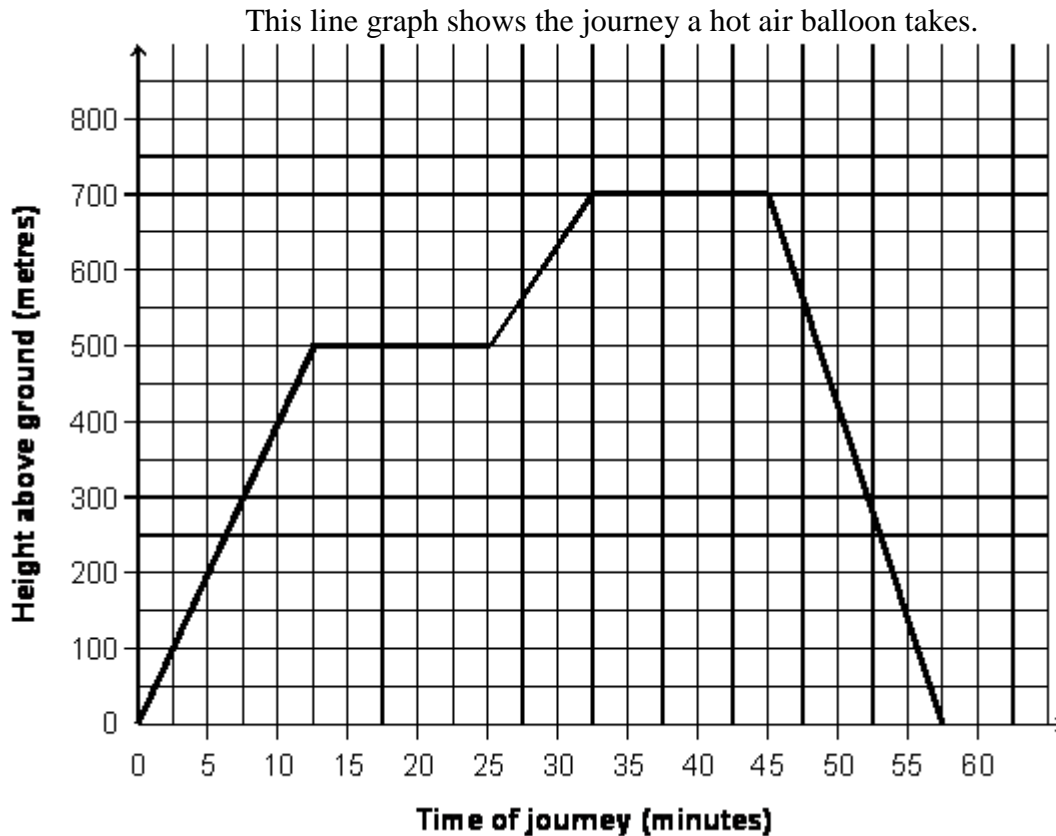
Challenge: What is the mean number of chestnut seeds found?  
Give your answer one decimal place.

## Activity 4

### Part 1

Have a go at this puzzle.

[https://www.transum.org/software/SW/Starter\\_of\\_the\\_day/students/Addle.asp](https://www.transum.org/software/SW/Starter_of_the_day/students/Addle.asp)



- How high was the balloon after 5 minutes?
- How high was the balloon after quarter of an hour?
- How long did it take the balloon to get 400m?
- How long in to the journey did it start its descent (coming down)?
- What do they two flat parts of the journey show?
- After how many minutes did the balloon start its second ascent?

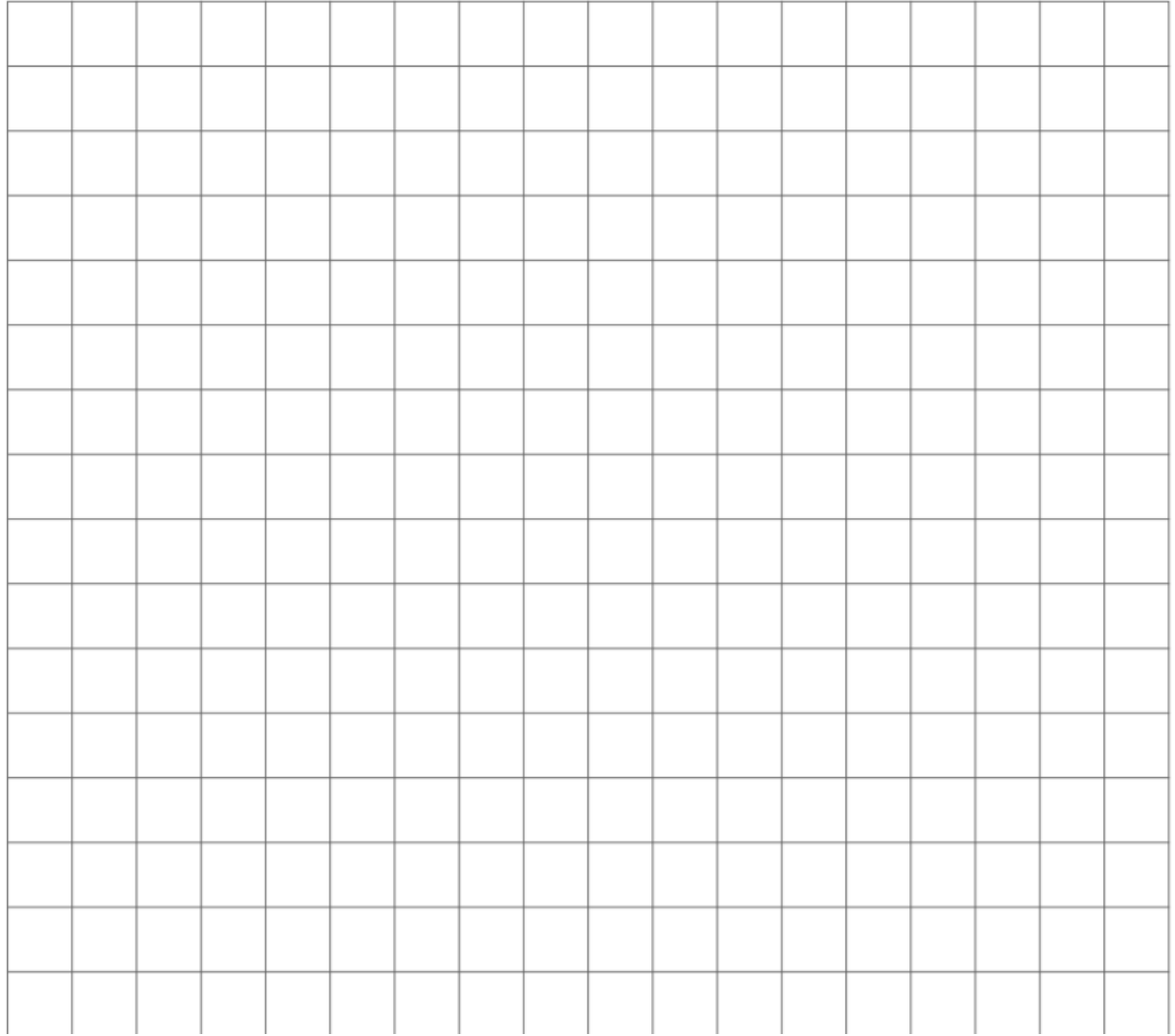
Challenge: Can you plot the data below on to the graph and use a ruler to join the lines up?

Time (mins)	0	10	20	30	40	50	60
Height (m)	0	550	750	750	400	250	0

**Activity 5**

Below is some data showing the number of visitors to a park.  
Can you create your own bar chart to show all the information?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Number of boys	38	45	19	59	84
Number of girls	29	57	12	75	89



Things you will need to think about:

- What each axis is going to go up in.
- Using a key.
- Using a ruler.
- How thick each bar will be (we recommend one square!)
- A suitable title.

Challenge: Can you create your own data that you can use to draw a line graph?