Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

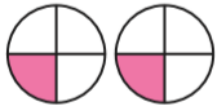
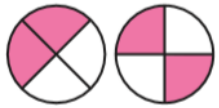
Maths Home Learning for Summer 2 (LKS2)

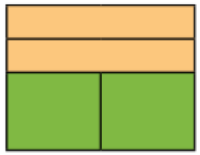
Below you will find a table and some additional resources that should support you with your child's Maths Home Learning for six weeks. Weeks 1-5 of your child's Maths Home Learning is focused around short lessons that have been provided by NCETM. Each lesson exemplifies a teaching for mastery approach to Maths which matches how your child is taught Maths in school. Most of the lessons are between 15 to 20 minutes long, each ending with suggested follow-up tasks.

- In week's 1-5, each week your child will have 5 interactive video lessons to watch.
- Each video ends with a suggested activity. These are discussed at the end of each video but we have also listed these in the table below so you are aware of the 'end point' before the lesson begins. We would like your child to try and engage with each of the suggested activities so that they feel prepared for the next lesson.
- For some the video lessons we have also included additional activities which will support your child in repeating, securing and extending the concept that has been taught. It is not compulsory that your child engages with the additional activities but you might find that they are beneficial to your child.
- Week 6 brings together your child's learning with some mini assessments. For each assessment you have been provided with a website link and a paper resource

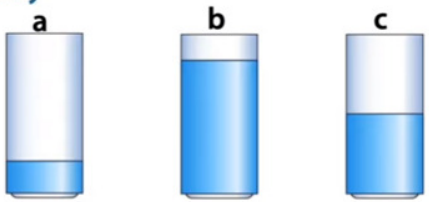
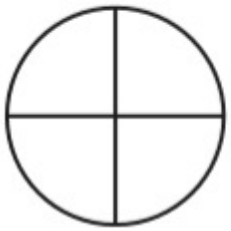
	Maths Topic	Interactive lessons for your child to access from home ***These must be watched in the suggested order***	Link to each video	Suggested activity that is introduced at the end of each video	Additional activities
Week 1	**Fractions**	**1.** Whole & part relationship	Lesson 1	**Practice activity** Find different sets of objects and either write 3 sentences to describe different parts of each whole, or tell an adult the same sentences. Make sure you use the sentence scaffold: If ___ is the whole, then ___ is part of the whole. Ideas: group of toys, dinner plate and cutlery, fruit bowl and items of clothing. 	**1)** Complete the sentences to describe the fruit.  **a)** ☐/☐ of the fruits are apples. **b)** ☐/☐ of the fruits are bananas. **c)** ☐/☐ and ☐/☐ make one whole. **2)** Which of these fractions represent one whole? Explain your answer. $\frac{4}{6}$ $\frac{1}{7}$ $\frac{2}{2}$

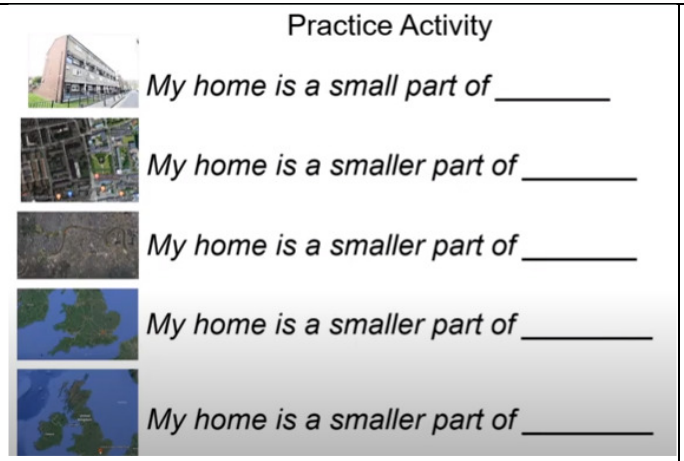
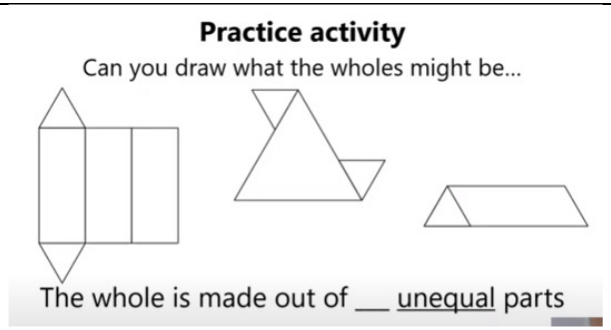
		2. Explore the whole & part relationship	Lesson2	**Practice activity** • Think of a walk you love to do. What are the parts of this journey? • If you have an atlas or have access to Google Earth, think about different parts that make the whole. • If your arm is a part, what is the whole and what are the other parts of the whole? • Think of a whole, challenge someone to work out the parts of the whole.	**3) a)** Use the image to fill the gaps in the fractions.  $\frac{\square}{7}$ and $\frac{2}{\square}$ and $\frac{\square}{\square}$ make $\frac{\square}{7}$ **b)** Complete the fractions to describe this image.  $\frac{\square}{\square}$ and $\frac{\square}{\square}$ make $\frac{\square}{4}$ **4)** Choose two fractions that together make one whole. Explain why you chose those fractions. $\frac{1}{8}$ $\frac{8}{8}$ $\frac{7}{8}$ $\frac{4}{8}$

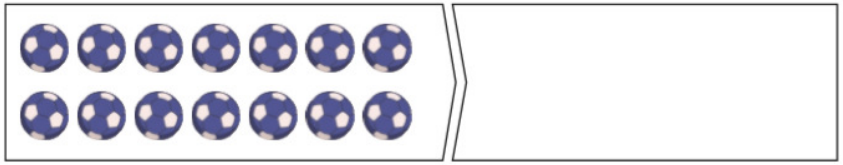
		3. Explore the concept of 'equal' and 'unequal' parts	Lesson 3	**Practice Activity** **Using paper rectangles:** **Can you find a way to divide the whole rectangle into:** - **Two equal parts?** - **Three equal parts?** - **Four equal parts?** - **Five equal parts… etc?** **Challenge yourself: Now can you find a different way?**	**2)** True or false? $\frac{8}{8}$ and $\frac{6}{6}$ are both equal to one whole. Choose an appropriate method to explain. **3)** Which pair of shapes is the odd one out? Explain with reasoning. a)  b)  c) 
		4. Equal parts and unequal parts	Lesson 4	**Practice activity**  **Try tricking whoever is at home with Liz and Lara's problem** **You could use: cutlery, toy cars, lolly sticks, sticks.**	

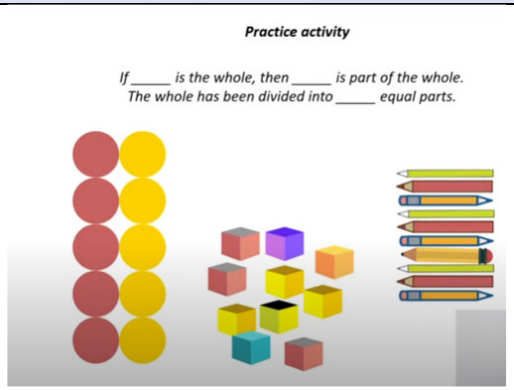
		5. Equal sized parts do not have to look the same	Lesson 5	Are you ready for a challenge? **Equal parts?**  **You will need x4 sheets of paper**	**1)** All parts of this shape are equal. Do you agree? Explain your reasoning. 

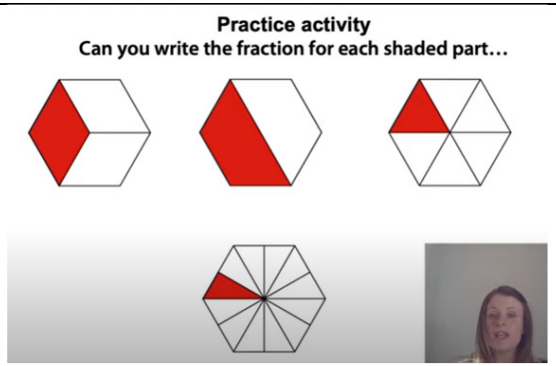
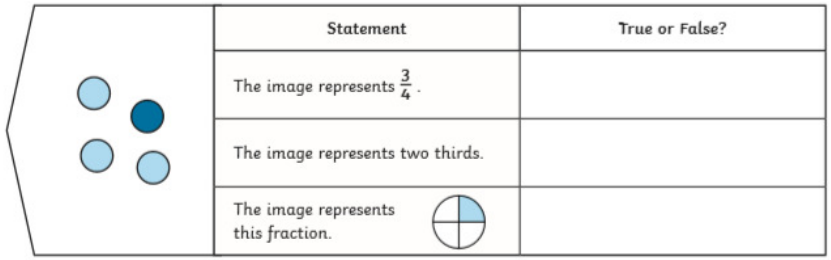
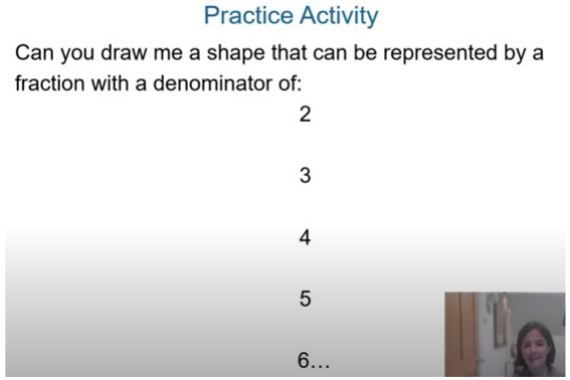
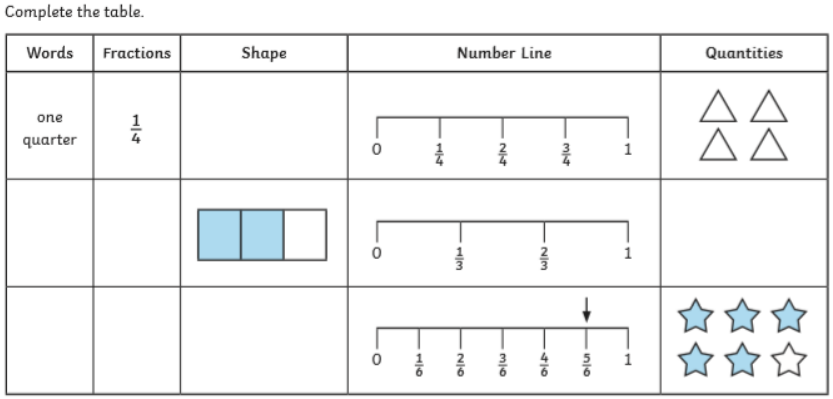
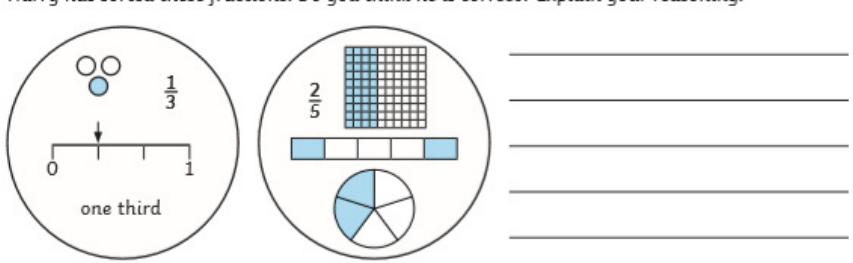
	Maths Topic	**Interactive lessons for your child to access from home** ***These must be watched in the suggested order***	**Link to each video**	**Suggested activity that is introduced at the end of each video**	**Additional activities**

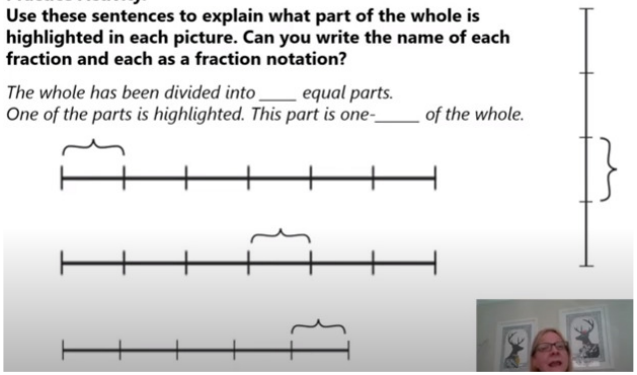
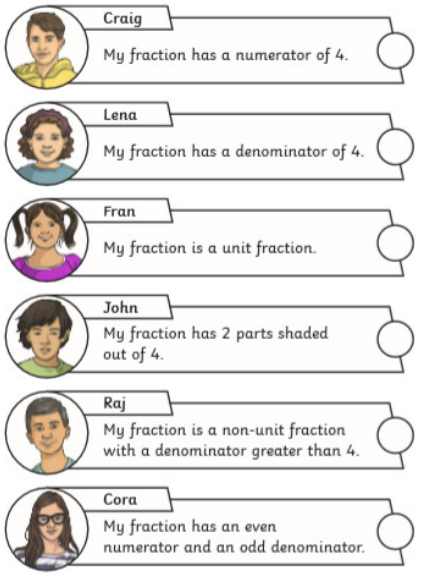
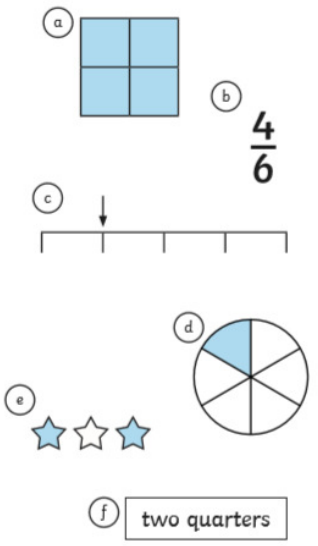
Week 2	**Fractions**	6. Compare the size of parts when the whole is defined	**Lesson 6**	**Practice activity** a b c  Write as many sentences as possible to compare the sizes of the t _____ is a larger part of the whole than _____. _____ is a smaller part of the whole than _____. E.g. The water in glass b is a larger part of the whole thar _____.	**3)** Jonathan ate $\frac{2}{4}$ of a pizza, Brendan ate $\frac{1}{4}$, Amy ate the rest. Show how much pizza Jonathan, Brendan and Amy ate. 
		7. Explore that size of part is relative to the size of the whole	**Lesson 7**	**Practice Activity** Look for examples of parts and wholes at home where the part might stay the same and the whole increases. Ideas: Pouring water into different containers, Making some squash, Placing items of food on different sized plates. Key language: whole, part	**Find 5 different ways to make a whole by adding fractions together.**

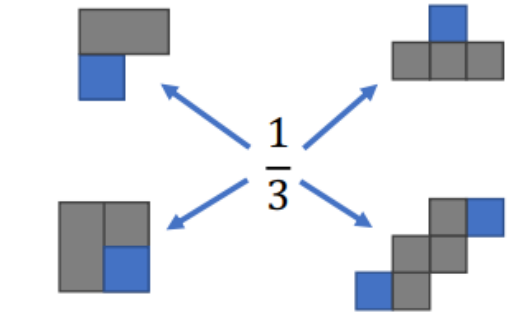
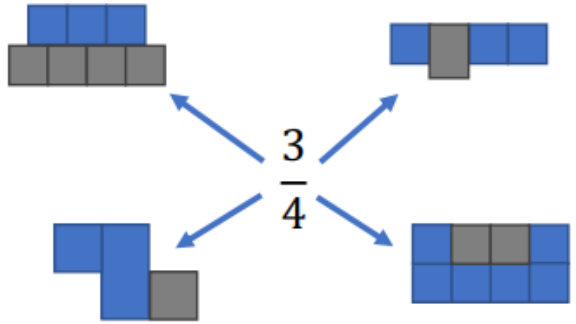
		8. Consider part-whole relationships within the context of quantity models	Lesson 8		
		9. Build a whole when a part is known	Lesson 9		

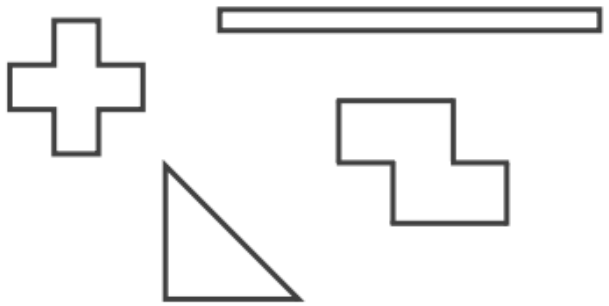
		10. Explore different contexts for building a whole when a part is known	[Lesson 10]	Practice activity. Part | Number of equal parts | Whole 2 3 4 5 6	1) A bar model can be used to find $\frac{1}{4}$ of 8. If $\frac{1}{4}$ of 8 is 2, then:  a) $\frac{2}{4}$ of 8 is _____. b) $\frac{3}{4}$ of 8 is _____. 2) Find and circle $\frac{2}{7}$ of the footballs. 

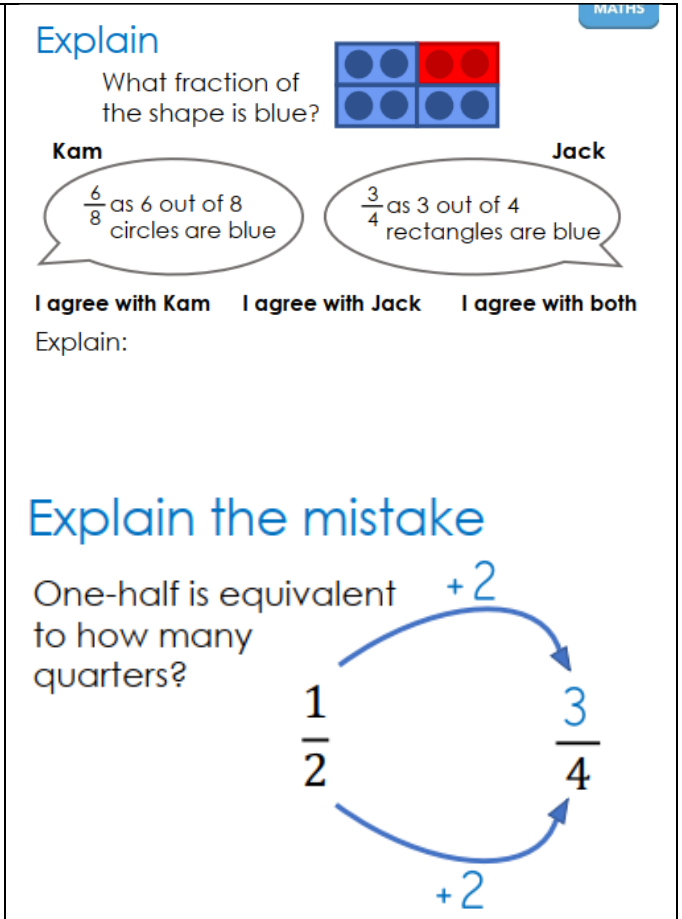
	Maths Topic	Interactive lessons for your child to access from home ***These must be watched in the suggested order***	Link to each video	Suggested activity that is introduced at the end of each video	Additional activities
Week 3	**Fractions**	Divide and describe the same whole when divided into differing numbers of equal parts	**Lesson 11**		4) Choose two fractions that together make one whole. Explain why you chose those fractions. $\frac{1}{8}$ $\frac{8}{8}$ $\frac{7}{8}$ $\frac{4}{8}$

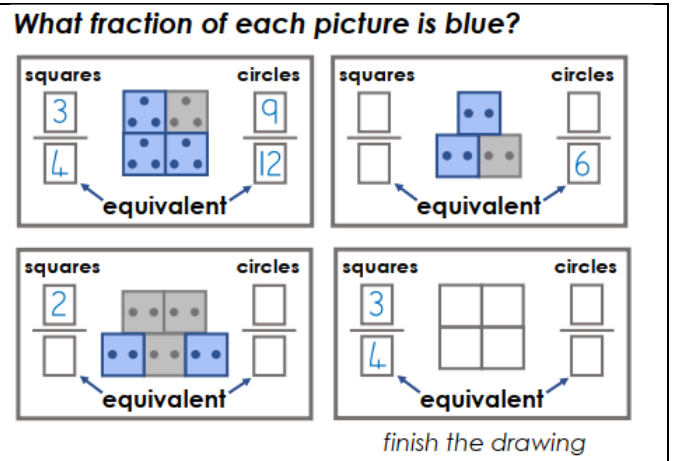
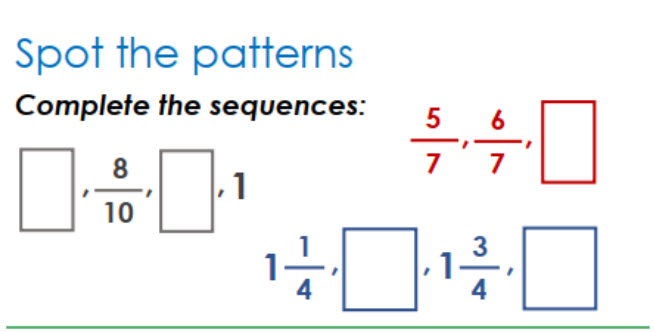
		Understand fraction notation to represent a relationship between part and whole	**Lesson 12**		
		Begin to use and understand the terms ‘numerator’ and ‘denominator’	**Lesson 13**		
		Name unit fractions and match them with the fraction notation and a representation	**Lesson 14**	**Practice Activity.** **Match the unit fraction with the fraction notation and fraction representation**	

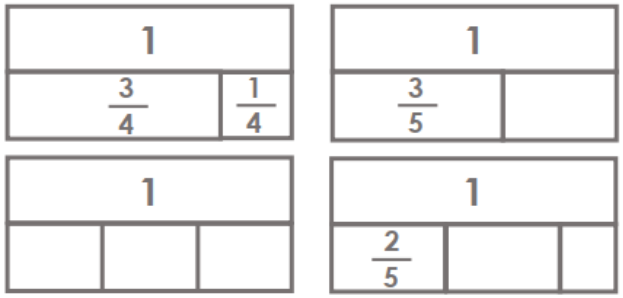
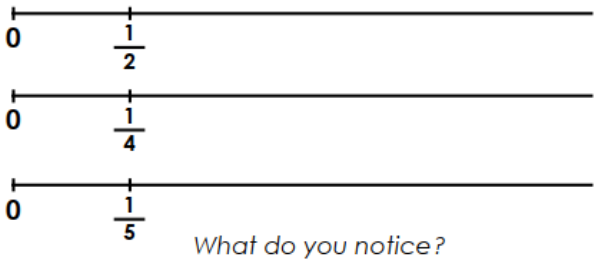
		Embed previous fraction work	[Lesson 15]	**Practice Activity.** **Use these sentences to explain what part of the whole is highlighted in each picture. Can you write the name of each fraction and each as a fraction notation?** *The whole has been divided into ____ equal parts.* *One of the parts is highlighted. This part is one-_____ of the whole.* 	**2)** Read the statements and match the fraction representation to the correct child.  Craig: My fraction has a numerator of 4. Lena: My fraction has a denominator of 4. Fran: My fraction is a unit fraction. John: My fraction has 2 parts shaded out of 4. Raj: My fraction is a non-unit fraction with a denominator greater than 4. Cora: My fraction has an even numerator and an odd denominator.  a b $\frac{4}{6}$ c d e f two quarters

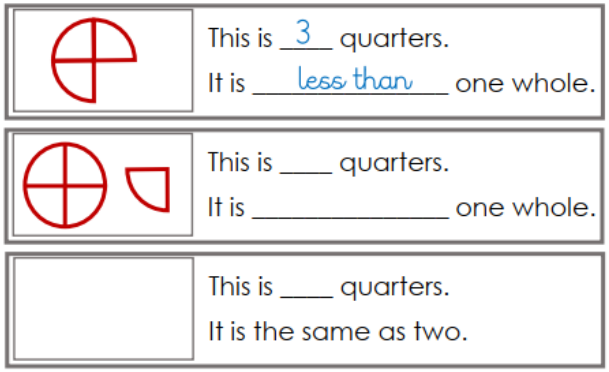
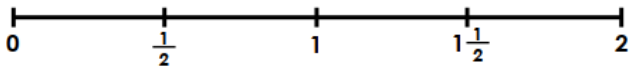
	Maths Topic	Interactive lessons for your child to access from home ***These must be watched in the suggested order***	Link to each video	Suggested activity that is introduced at the end of each video	Additional activities
Week 4	**Fractions**	Assign unit fraction names and notation to 3D representations	https://www.youtube.com/watch?v=xUTd_ZDMquc&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=9&t=0s	**Children to complete the table to look at what fraction of cubes are blue or yellow and what the image could look like.**	***Which shapes are one-third blue?***  ***Which shapes are three-quarters blue?*** 

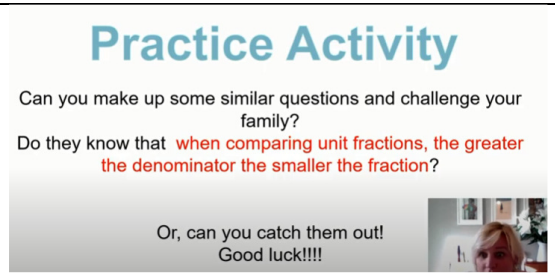
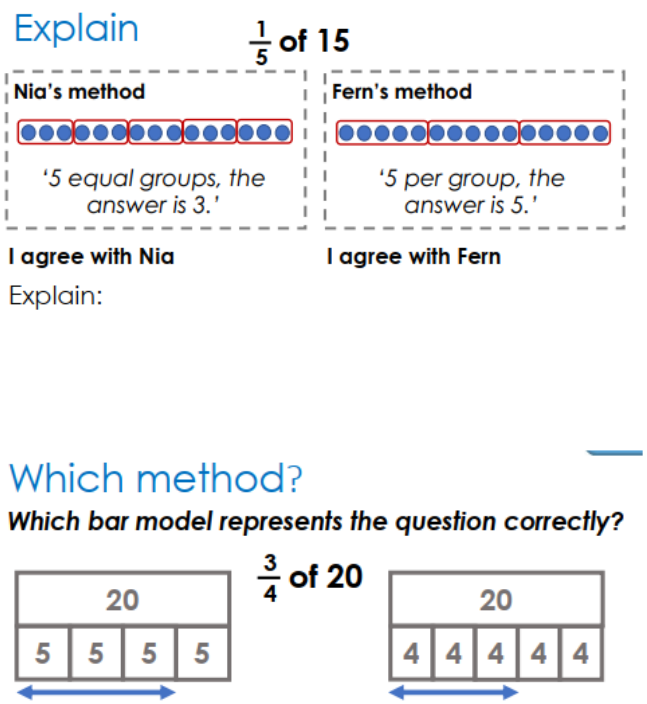
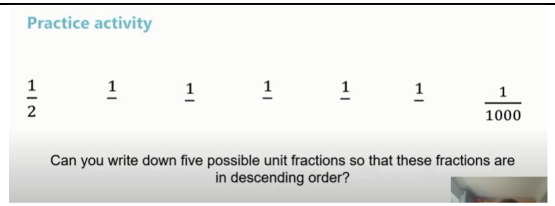
		Assign unit fraction names and notation to equal parts of quantities	https://www.youtube.com/watch?v=pXKksaqQogo&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=9	**Children to find 16 objects around the house and investigate systemically making equal parts. Children to explore how many different ways this could be completed.**	***What fraction of the shape is red?*** ***What fraction of the shape is blue?***  red = blue = ***Shade in $\frac{1}{4}$ of each shape:*** 

		Recognise and reasoning about unit fractions in a variety of contexts	https://www.youtube.com/watch?v=VLzLb5duA5s&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=10	**Children to look at each image and think 'Does each shape show the given fraction? Why? Or Why not?'**	

		Understand that equal parts can look different - area context	https://www.youtube.com/watch?v=R1ZfvQ3XZyg&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=7	**Children to try the activity that the video has been exploring themselves at home.**	 

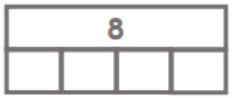
		Understand that equal parts can look different - volume and area contexts.	https://www.youtube.com/watch?v=xZ03QoCjfnU&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=6	**Children to see if they can work out the fraction of the whole shape that is red, green, yellow and blue.**	***Complete the missing parts in the bar models:***  ***Show the position of 1 on each number line:***  *What do you notice?*

	Maths Topic	Interactive lessons for your child to access from home ***These must be watched in the suggested order***	Link to each video	Suggested activity that is introduced at the end of each video	Additional activities
Week 5	**Fractions**	Compare unit fractions using a fraction wall	https://www.youtube.com/watch?v=cRYMQGKfcc8&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=11	Are you ready for a challenge? Using strips of paper of the same length, can you fold each into equal parts where each equal part is: $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$ and $\frac{1}{10}$?	Read the pictures  This is 3 quarters. It is less than one whole. This is ____ quarters. It is _____ one whole. This is ____ quarters. It is the same as two. ***Position the age of each child on the number line.*** Francis: 18 months old Amy: $\frac{1}{5}$ year old Zoe: $1\frac{3}{4}$ years old Cruz: 15 months old 

		Reason about comparing unit fractions	https://www.youtube.com/watch?v=yJhikoOlIDY&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=12		
		Compare unit fractions in a measure's context	https://www.youtube.com/watch?v=mhj0ihv91BU&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=13		

Which picture?

Match the question to the bar model.
Use the bar models to answer the questions.



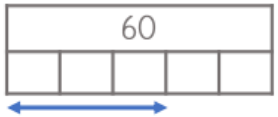
$\frac{1}{4}$ of 8 = ☐

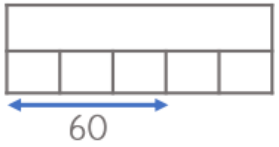
$\frac{1}{4}$ of ☐ = 8

Which picture?

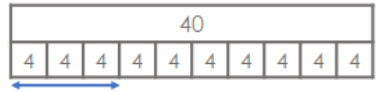
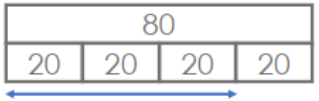
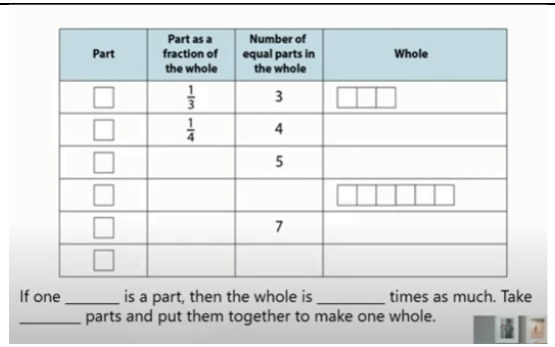
Match the question to the bar model.
Use the bar models to answer the questions.

$\frac{3}{5}$ of ☐ = 60





$\frac{3}{5}$ of 60 = ☐

		Can we compare unit fractions of different wholes?	https://www.youtube.com/watch?v=DymvmnW4JhU&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=14	**5 Questions on video.**	I know... so... $\frac{1}{10}$ of 40 = $\frac{3}{10}$ of 40 = 12 $\frac{3}{10}$ of 80 =  I know... so... $\frac{\square}{4}$ of 80 = 20 $\frac{3}{4}$ of 80 = 60 $\frac{3}{4}$ of $\square$ = 120 
		Construct a whole from a part and identify the fraction it represents.	https://www.youtube.com/watch?v=qGMP6KoIdMQ&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=15		Different ways ***Fill in the gaps. Find different ways.*** $\frac{1}{6}$ of 24 = 4 $\frac{1}{\square}$ of $\square$ = 4 $\frac{1}{\square}$ of $\square$ = 4 $\frac{1}{\square}$ of $\square$ = 4

					Different ways ***Fill in the gaps. Find different ways.*** $\frac{1}{5}$ of 100 = 20 $\frac{1}{\square}$ of $\square$ = 20 $\frac{1}{\square}$ of $\square$ = 20 $\frac{1}{\square}$ of $\square$ = 20

Week 6	
Monday **Fractions**	

Fill the gaps

$\frac{3}{8} \square \frac{2}{8} = \frac{5}{8}$

$\frac{3}{8} + \frac{\square}{8} = 1$

$\frac{3}{8} - \frac{2}{\square} = \frac{\square}{8}$

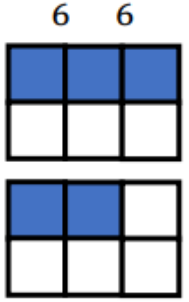
Fill in the gaps. Do in two different ways.

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

Which way?

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

$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$ (3+2; out of 6)



$\frac{3}{6} + \frac{2}{6} = \frac{5}{12}$ (3+2; 6+6)

Fill in the missing numbers:

$\frac{6}{7} - \frac{\square}{7} = \frac{\square}{7} + \frac{2}{7}$

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Tuesday **Fractions**	Y3 - https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/03/Primary_Mini_Assessments/Spring-Block-5-Mini-Assessment-Year-3-Fractions.pdf Y4 - https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-3-Year-4-Fractions_Assessment.pdf Paper copies of these links can also be found below. Answers can be found by following the links and navigating the website.
Wednesday **Fractions**	Y3 - https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-3-Fractions.pdf Y4 - https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-4-Decimals.pdf Paper copies of these links can also be found below. Answers can be found by following the links and navigating the website
Thursday **Time**	Y3 – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/04/Year-3-Time.pdf Y4 – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-Time.pdf Paper copies of these links can also be found below.

	Answers can be found by following the links and navigating the website
Friday **Money**	Y3 – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-3-Money.pdf Y4 – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/04/Year-4-Money.pdf Paper copies of these links can also be found below. • Answers can be found by following the links and navigating the website

Additional activities for this week can be found:

https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/

Year 3

Fractions

Name _____

1 Here are some shapes.

What fraction of the shapes are triangles?

_____ 1 mark

What fraction of the shapes are squares?

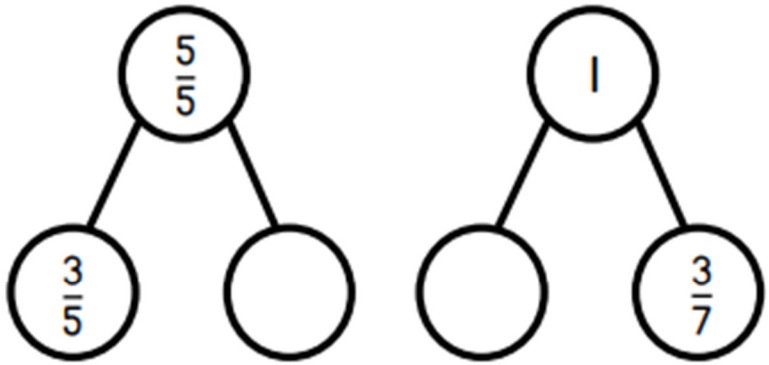
_____ 1 mark

2 Circle the unit fractions.

$\frac{1}{5}$	One eighth	$\frac{2}{5}$	$\frac{7}{8}$	$\frac{1}{6}$

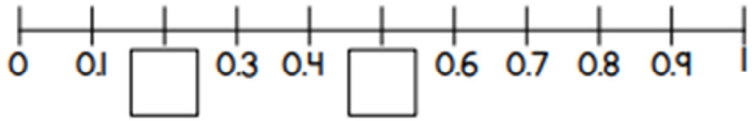
2 marks

3 Complete the part-whole models.

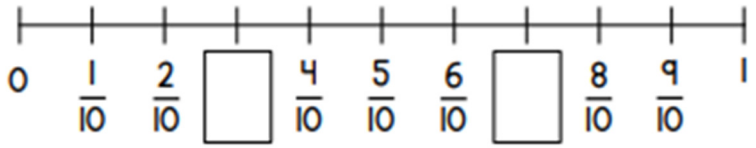


2 marks

4 Complete the number lines.



1 mark



1 mark

5 Tim has 16 grapes.

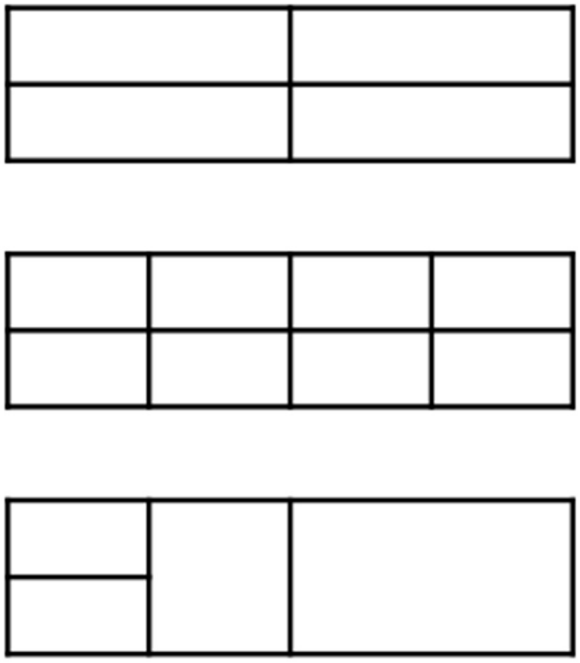
He gives $\frac{1}{8}$ of the grapes to Sam.

How many grapes does he give to Sam?

_____ grapes

1 mark

6 Shade $\frac{3}{4}$ of each shape.



3 marks

7 Compare using $<$, $>$ or $=$

$\frac{1}{5}$ of 20 ◯ $\frac{1}{4}$ of 20

$\frac{3}{8}$ of 24 ◯ $\frac{1}{2}$ of 24

2 marks

8 Aisha has a bag of marbles.

She gives $\frac{3}{4}$ of the bag to Heidi.

Aisha has 12 marbles left.

How many marbles did she have to begin with?

_____ marbles

1 mark

Circle how confident you feel with fractions.

1 2 3 4 5

Not confident — Very confident

Year 4

Fractions

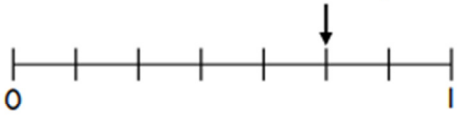
Name _____

1 What fraction of the shape is shaded?

_____

1 mark

What fraction is the arrow pointing to?

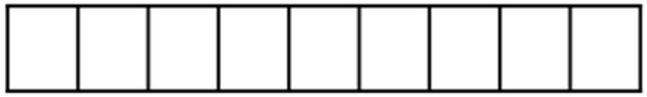


_____

1 mark

2 What is $\frac{2}{9} + \frac{5}{9}$?

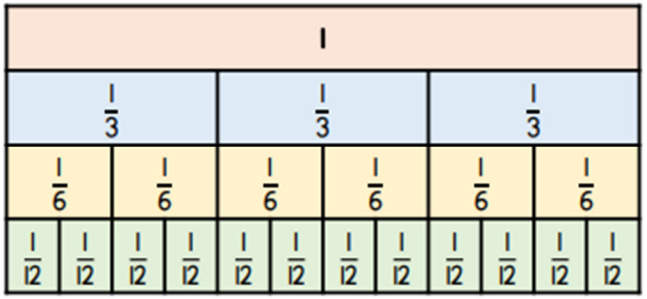
Use the fraction strip to help you.



_____

1 mark

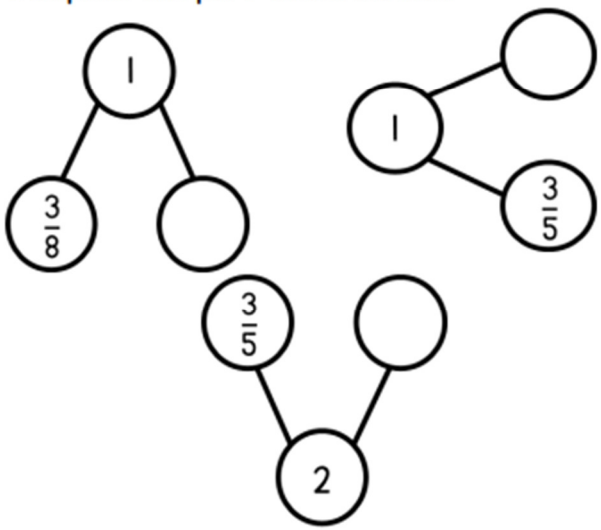
Use the fraction wall to help you.



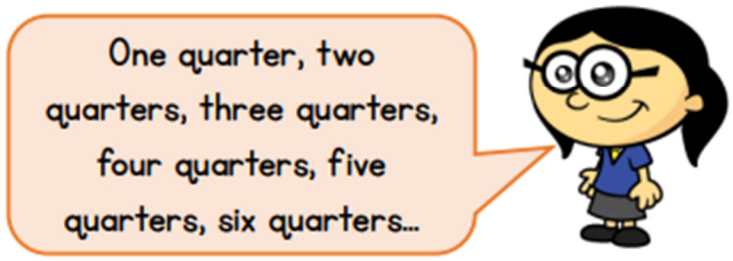
$\frac{1}{3} = \frac{\square}{6} = \frac{\square}{12}$ $1 = \frac{\square}{12} = \frac{\square}{6} = \frac{\square}{3}$

2 marks

4 Complete the part-whole models.



5 Annie is counting in quarters.



What is the next fraction that Annie will say?
Circle all possible answers.

$\frac{7}{4}$ $\frac{4}{7}$ $1\frac{3}{4}$ Seven Quarters

2 marks

6 Calculate.

$$\frac{12}{5} - \frac{4}{5} = \frac{\square}{\square}$$

$$\frac{4}{5} + \frac{3}{5} = 1 + \frac{\square}{5}$$

2 marks

7 A chocolate bar weighs 250 grams.

Liam eats $\frac{3}{10}$ of the chocolate bar.

Bella eats $\frac{7}{10}$ of the chocolate bar.

How many more grams does Bella eat than Liam?

_____ grams

2 marks

8 Complete the missing number.

$$\frac{1}{6} \text{ of } \square = 42$$

1 mark

Circle how confident you feel with fractions.

Year 3

Fractions

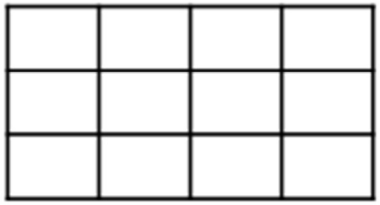
Name _____

1 Shade $\frac{2}{6}$ of the circle.

Shade $\frac{1}{3}$ of the circle.

2 marks

2 Shade $\frac{1}{2}$ of the shape.



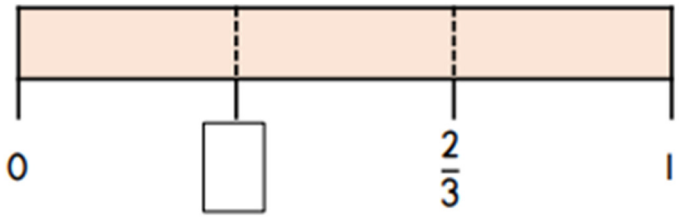
1 mark

Complete the equivalent fraction.

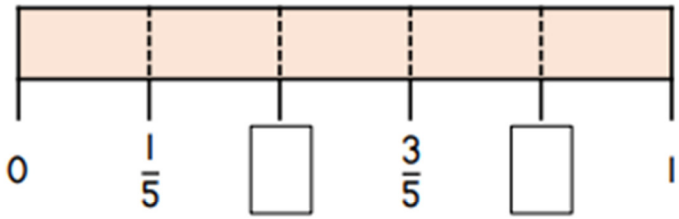
$$\frac{1}{2} = \frac{\square}{12}$$

1 mark

3 Complete the missing boxes.



1 mark



1 mark

Compare using $<$, $>$ or $=$

$\frac{3}{5}$ ◯ $\frac{4}{5}$

$\frac{1}{3}$ ◯ $\frac{1}{5}$

2 marks

4 Amy, Zac and Harry are running a race.

Zac has run $\frac{1}{2}$ of the race.

Amy has run $\frac{3}{4}$ of the race.

Harry has run $\frac{1}{4}$ of the race.

Who has run the shortest distance?
Explain your answer.

2 marks

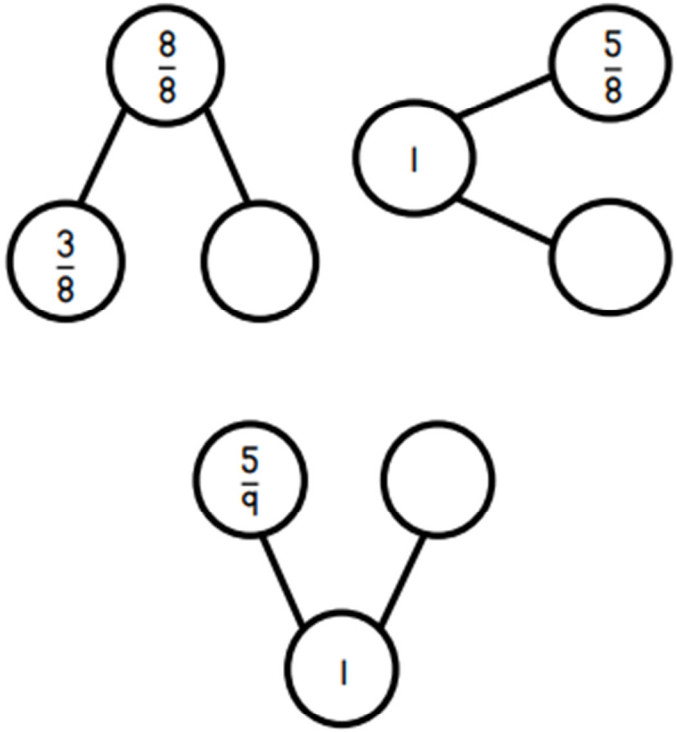
5 Use the ten frame to help you complete the number sentences.

$$\frac{2}{10} + \frac{\square}{10} = \frac{10}{10}$$

$$1 - \frac{2}{10} = \frac{\square}{10}$$

2 marks

6 Complete the part-whole models.



3 marks

Circle how confident you feel with fractions.

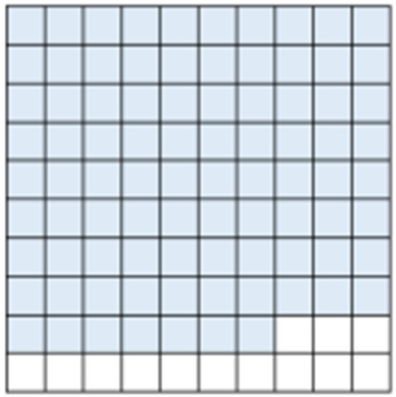
1	2	3	4	5
Not confident				Very confident

Year 4

Decimals

Name _____

1 The hundred square represents one whole.



How much of the hundred square is shaded?

Give your answer as a fraction.

_____

1 mark

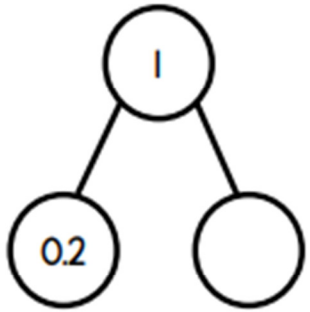
How much of the hundred square is not shaded?

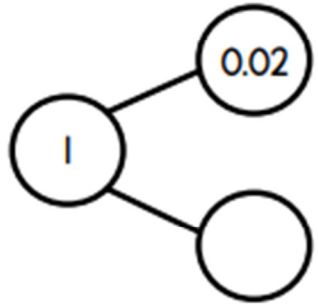
Give your answer as a decimal.

_____

1 mark

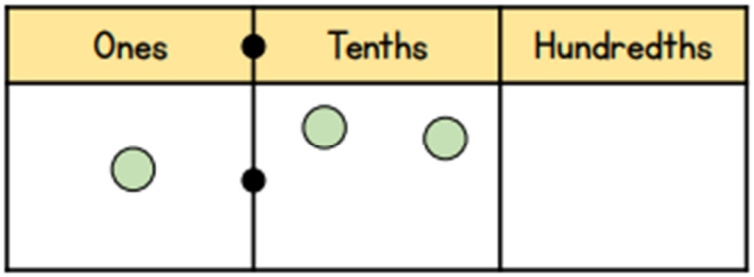
2 Complete the part-whole models.





2 marks

3 Toby is making 1.42 on the place value grid.



Draw counters to complete Toby's number.

1 mark

4 Compare using $<$, $>$ or $=$

0.68 ◯ 0.78

0.68 ◯ 0.7

0.6 ◯ 0.08

3 marks

5 Three children are in a long jump competition.

Sally jumps 1.6 metres.

Ted jumps 0.78 metres.

Hamza jumps 1.46 metres.

Order their jumps from longest to shortest.

_____ _____ _____

1 mark

Round Sally's jump to the nearest metre.

_____ m

1 mark

6 Match the fractions to their decimal equivalent.

$\frac{4}{100}$	0.5
$\frac{1}{2}$	0.25
$\frac{2}{10}$	0.2
$\frac{1}{4}$	0.04

3 marks

7 Ian has 1 litre of paint.

He uses $\frac{3}{10}$ of the paint on the wall and $\frac{1}{10}$ of the paint on the door.

How many litres of paint does Ian have left?

_____ litres

2 marks

Circle how confident you feel with decimals.

1 2 3 4 5

Not confident — Very confident

Year 3

Time

Name _____

1 Here is a clock.

Use the words to complete the sentences.

minute	hour	day	time

The shortest hand is the _____ hand.

The longest hand is the _____ hand.

2 marks

2 Complete.

There are _____ minutes in an hour.

There are _____ minutes in a quarter of an hour.

There are _____ minutes in half an hour.

3 marks

3 Match the clocks to the correct times.

9 o'clock

5 past 6

Half past 1

Quarter to 12

3 marks

4 Order the times from shortest to longest.

1 hour 10 minutes	Three quarters of an hour	55 minutes
A	B	C

_____ _____ _____

Shortest Longest

1 mark

5 Aisha leaves her house at sixteen minutes past 4

She walks 10 minutes to the bus stop.

What time does she arrive at the bus stop?

Write your answer in words.

_____

_____

1 mark

Henry is walking from his house to school.

- The walk is 18 minutes long.
- He arrives at 8 minutes past 8

What time does he leave the house?

Draw the time on the clock.

1 mark

6 Circle am or pm for each statement.

It is five o'clock in the afternoon.

am pm

I am eating my breakfast before school.

am pm

2 marks

7 There are 24 hours in a day.

How many hours are in 3 days?

_____ hours

How many days is 120 hours?

_____ days

2 marks

Circle how confident you feel with time.

1 2 3 4 5

Not confident — Very confident

Year 4

Time

Name _____

1 Match the analogue and digital clocks that show the same time.

15 : 00

12 : 15

03 : 12

2 marks

2 Complete the table.

Month	Number of Days
March	
November	
	28 or 29

3 marks

3 Jack sets off to the shop at twenty past nine.
He arrives at the shop 35 minutes later.

Draw the times on the clock faces.

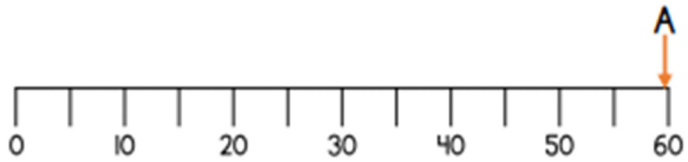
Sets off

Arrives

2 marks

4 Draw arrows to match the statements to the correct position on the number line.
One has been done for you.

A	B	C	D
Seconds in a minute	Minutes in half an hour	Hours in a day	Months in a year



3 marks

5 Circle the times that match the time shown on the digital clock.

17 : 45

quarter to six in the evening

5:45 p.m.

5:45 a.m.

7:45 p.m.

2 marks

6 A machine makes one gadget every 20 seconds.
How many gadgets does it make in 5 minutes?

_____ gadgets

1 mark

7 Tim and Jemima both walk 12 kilometres.
Tim takes 4 hours and 10 minutes.
Jemima takes 270 minutes.
Who takes the longest?

Tim Jemima

1 mark

How much longer?

_____

1 mark

Circle how confident you feel with time.

1 2 3 4 5

Not confident — Very confident

Year 3

Money

Name _____

1 Eva has these notes and coins.

How much money does she have?

£ _____ and _____ p

1 mark

2 Circle 4 pounds and 65 pence.

1 mark

3 Max empties his money box.

He spends £1 and 72 pence on a present.
Circle the coins he could have used.

1 mark

How much money does he have left?

£ _____ and _____ p

1 mark

4 Tick the sets of coins that add up to £1

1 mark

5 How much money is there altogether?

£ and p

1 mark

6

Pricelist	
Milkshake	£1 and 70p
Water	£1 and 25p
Hot Chocolate	£2 and 45p
Flapjack	£1 and 29p
Brownie	75p

How much does a milkshake and a flapjack cost altogether?

£ and p

1 mark

Whitney has £5 and 60p. She buys a hot chocolate. How much does she have left?

£ and p

1 mark

How much does a brownie and a flapjack cost altogether?

£ and p

1 mark

7 Complete.

£1 and 36p = ☐ pence

£ ☐ and ☐ p = 512 pence

£8 = ☐ p

3 marks

8 Teddy buys a sandwich for £3 and 55p.
How much change does he get from £10?

£ and p

1 mark

9 Mo buys a kettle and a toaster.
The kettle costs twice as much as the toaster.
The total cost is £63
How much does the kettle cost?

£

2 marks

Circle how confident you feel with money.

1 2 3 4 5

1 Not confident

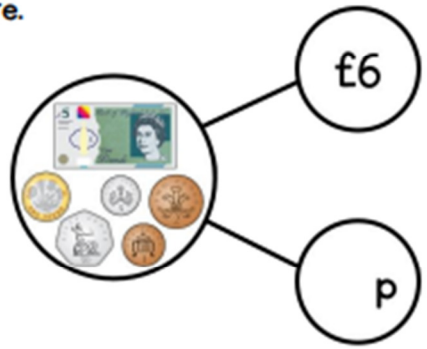
5 Very confident

Year 4

Money

Name _____

1 Complete.



£6 + _____ p = £_____

2 marks

2 Circle the notes and coins needed to make £8.74

1 mark

3 Whitney has this money in her purse.

Circle the item she can buy.

£8.99

£9.49

£9.99

1 mark

4

Draw an arrow to show where each coin would go so that each box has the same total.

1 mark

5 Use >, < or = to complete.

£3.46 ◯ £3.40

£12.28 ◯ 12 pounds and 82p

Nine pounds and seventy pence ◯ 

3 marks

6 Here is a receipt.

Estimate the total cost.

Receipt	
Pasta	£1.05
Tomatoes	75p
Bread	£2.25
Ice-cream	£2.99
Total	

Estimated total cost: £_____

2 marks

7 Dora has £12.35

Alex has twelve pounds and five pence

Tommy has 

Order the children from least to most money.

_____ _____ _____

least most

2 marks

What is the difference between Tommy's money and Alex's money?

_____

1 mark

8 Rosie saves 6 fifty pence pieces on Monday.
She saves 3 twenty pence pieces on Tuesday.
She saves 2 two pound coins on Wednesday.
How much has she saved altogether?

£_____

2 marks

Circle how confident you feel with money.

1 2 3 4 5

Not confident — Very confident