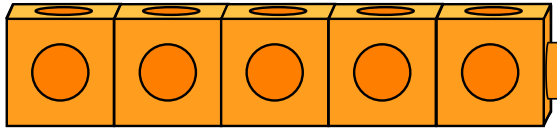


# Cube Train Number Bonds (5)



You will need  .

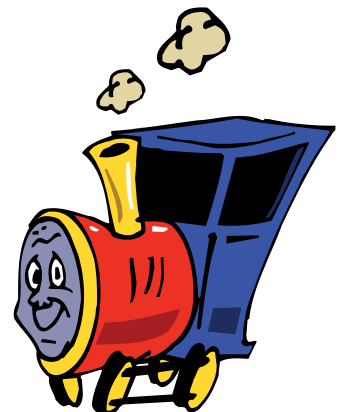
Split the cubes into two groups. Count the cubes.

Fill in the missing numbers.

Diagram illustrating number bonds for 5 using cube trains:

- Top-left: A circle containing a train of 5 orange cubes is connected by a red line to a circle containing a train of 3 orange cubes. A yellow box is next to the 3-cube circle, and a blue box is below the 5-cube circle.
- Top-middle: A circle containing a train of 2 orange cubes is connected by a red line to a circle containing a train of 3 orange cubes. A yellow box with the number '2' is next to the 2-cube circle, and a blue box with the number '3' is below the 3-cube circle.
- Top-right: A circle containing a train of 1 orange cube is connected by a red line to a circle containing a train of 4 orange cubes. A yellow box is next to the 1-cube circle, and a blue box is below the 4-cube circle.
- Bottom-left: A circle containing a train of 5 orange cubes is connected by a red line to an empty yellow circle. A blue box is below the 5-cube circle.
- Bottom-right: A circle containing a train of 4 orange cubes is connected by a red line to an empty yellow circle. A blue box is below the 4-cube circle.

Watermark: Sample Pages only

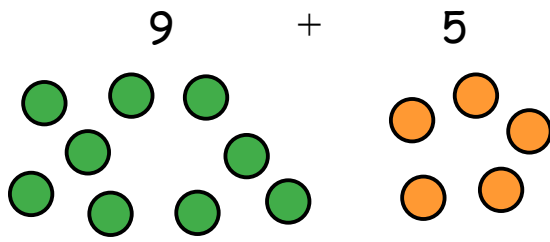


# Addition Within 20: Making 10 (2)



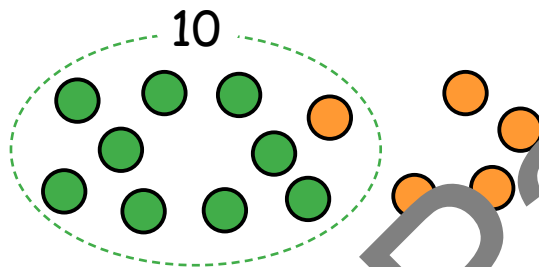
We can make a group of 10 to help us to add.

Use counters to make each of these additions.



$$\boxed{9} + \boxed{5}$$

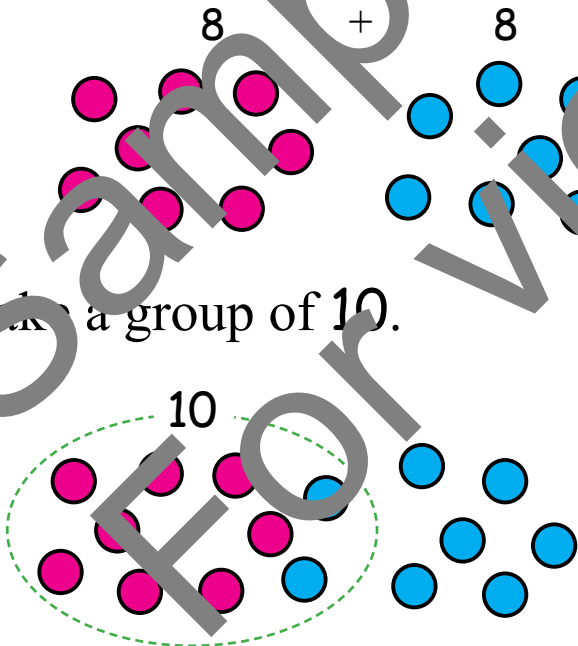
Make a group of 10.



$$\boxed{6} + \boxed{5}$$

$$\begin{aligned} &= \boxed{9} + \bigcirc + \bigcirc \\ &= \boxed{10} + \boxed{\phantom{00}} \\ &= \boxed{\phantom{00}} \end{aligned}$$

Make a group of 10.



$$\boxed{8} + \boxed{8}$$

$$\begin{aligned} &= \boxed{8} + \boxed{8} \\ &= \boxed{8} + \bigcirc + \bigcirc \\ &= \boxed{\phantom{00}} + \boxed{\phantom{00}} \\ &= \boxed{\phantom{00}} \end{aligned}$$

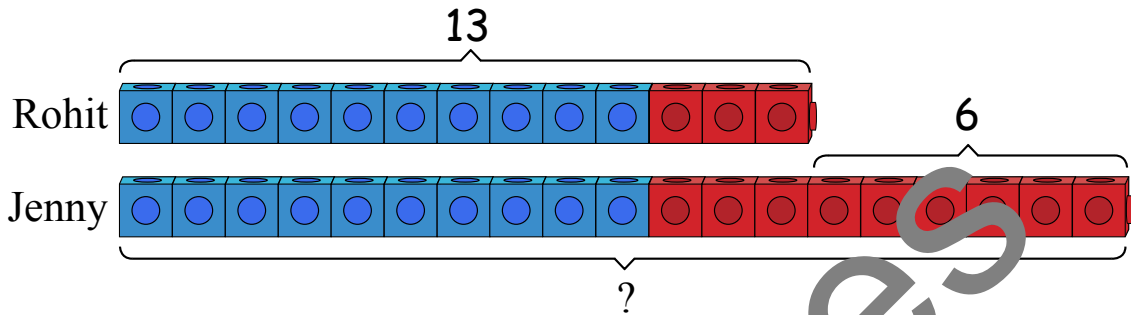
## Using Cubes to Solve Word Problems 2



Rohit has **13** books.

Jenny has **6** more books than Rohit.

How many books does Jenny have?



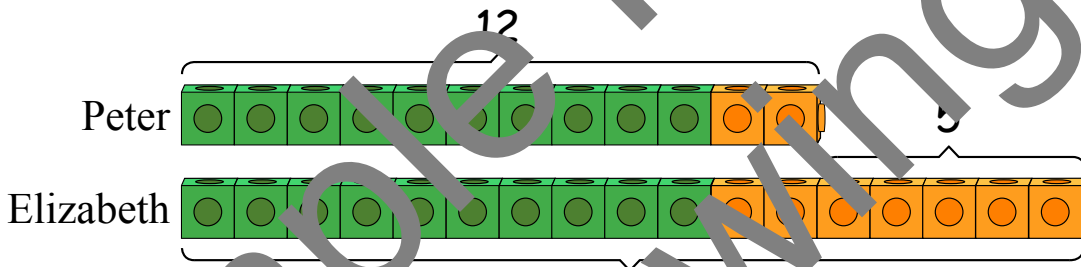
$$\square + \bigcirc = \square$$

Jenny has  books.

Peter pours **12** drinks.

Elizabeth pours **5** more drinks than Peter.

How many drinks does Elizabeth pour?



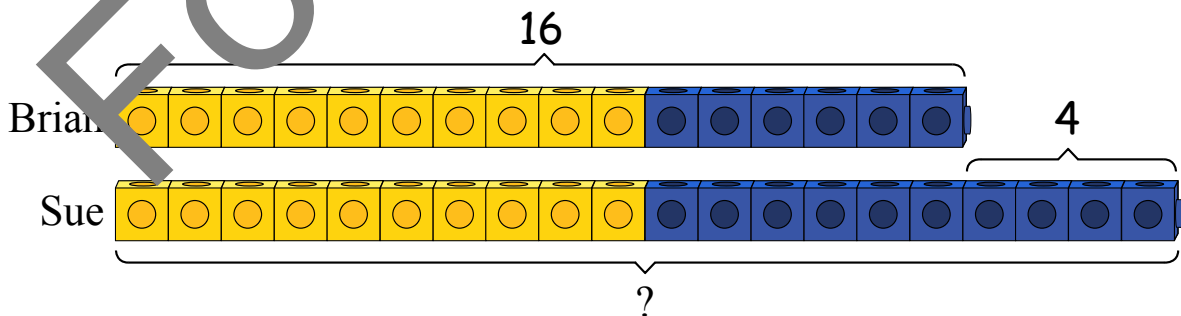
$$\square + \bigcirc = \square$$

Elizabeth pours  drinks.

Brian has **16** pens in his pencil case.

Sue has **4** more pens than Brian has in his pencil case.

How many pens does Sue have?



$$\square + \bigcirc = \square$$

Sue has  pens.

# Matching the Numbers (to 10)



Read the descriptions. Draw a line to a matching number card.

A number bigger than six	two
An odd number	eight
A number smaller than 3	5

A number smaller than 4	nine
An even number	3
A number bigger than eight	six

A number bigger than 8	7
An odd number	four
A number smaller than 6	10

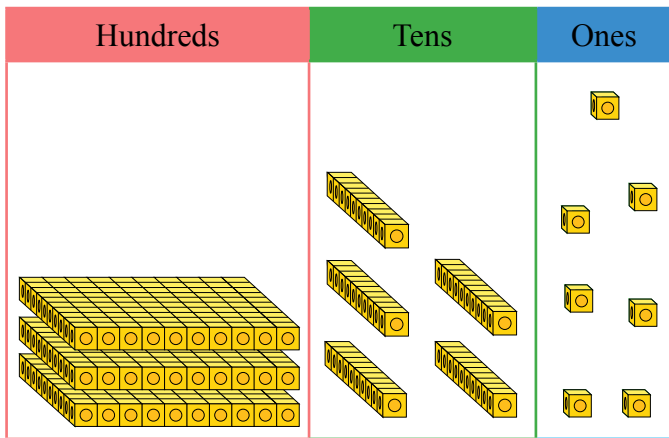
  

A number smaller than five	9
An even number	three
A number bigger than 7	six

# Vertical Subtraction to 1000 (Regrouping) 3

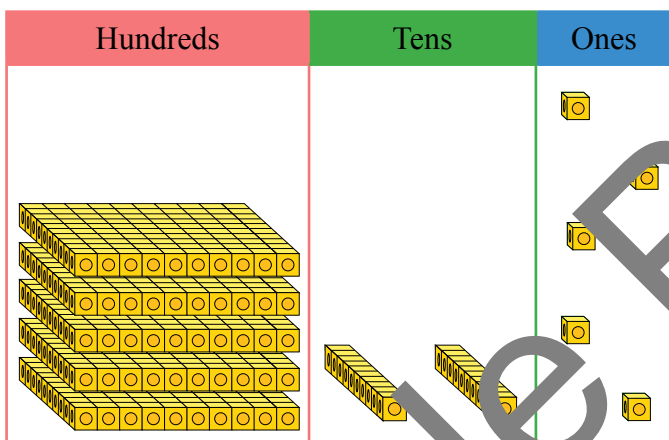


Use *Place Value Chart (to 1000)* and *Hundreds, Tens, Ones - Cut Outs* to make each subtraction.



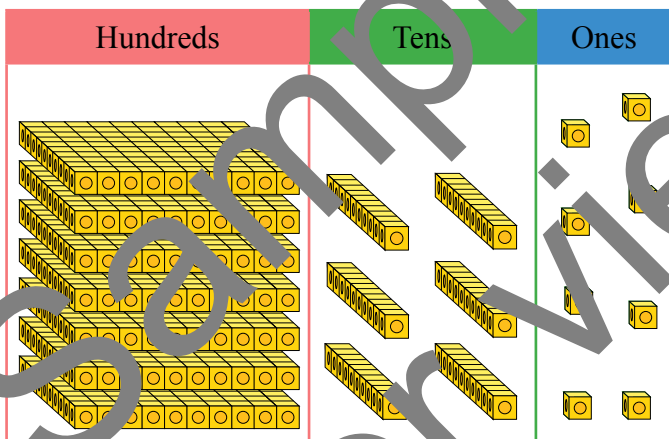
$$357 - 174 =$$

Hundreds	Tens	Ones
3	5	7
1	7	4



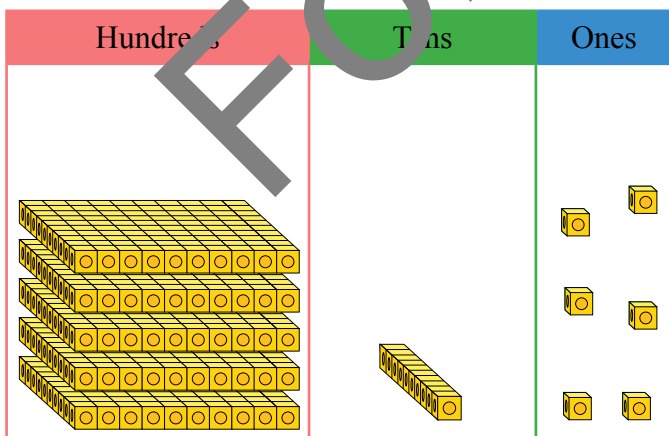
$$525 - 281 =$$

Hundreds	Tens	Ones



$$768 - 392 =$$

Hundreds	Tens	Ones



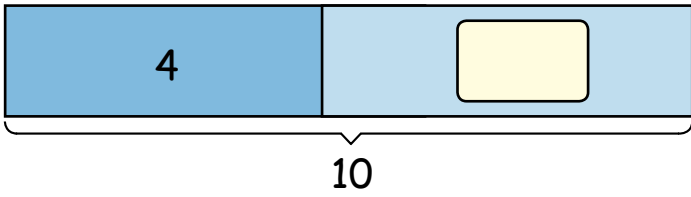
$$516 - 475 =$$

Hundreds	Tens	Ones

# Find the Parts (Bar Modelling)

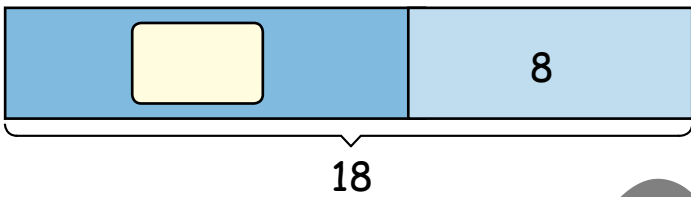


For each bar model find the missing part. Fill in the missing numbers.



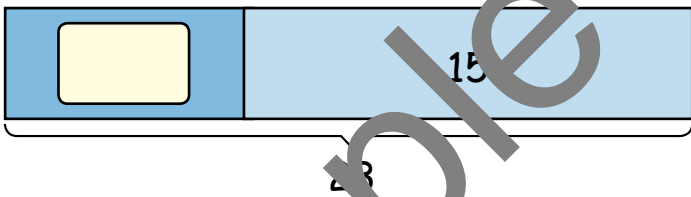
$$10 - 4 = \square$$

$$10 - \square = 4$$



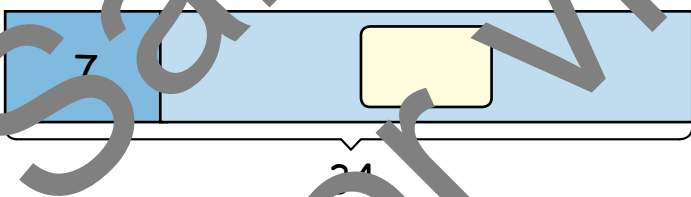
$$18 - \square = 8$$

$$\square - \square = \square$$



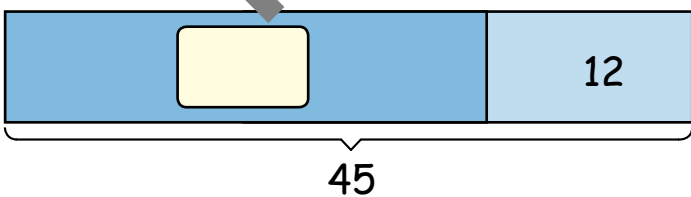
$$23 - 15 = \square$$

$$\square - \square = \square$$



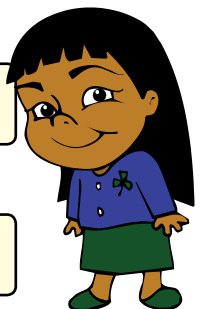
$$\square - \square = \square$$

$$\square - \square = \square$$



$$\square - \square = \square$$

$$\square - \square = \square$$

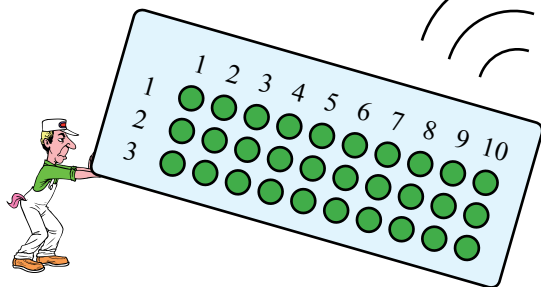


# Flipping the Ten Times Table



Fill in the missing numbers.

$3 \times 10 = \square$

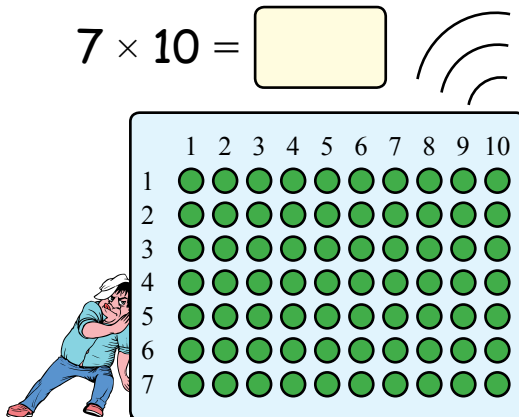


	1	2	3
1	●	●	●
2	●	●	●
3	●	●	●
4	●	●	●
5	●	●	●
6	●	●	●
7	●	●	●
8	●	●	●
9	●	●	●
10	●	●	●

$10 \times 3 = \square$

$\square \times \square = 10 \times \square$

$7 \times 10 = \square$

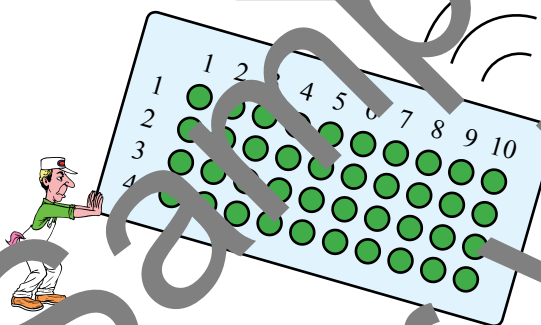


	1	2	3	4	5	6	7
1	●	●	●	●	●	●	●
2	●	●	●	●	●	●	●
3	●	●	●	●	●	●	●
4	●	●	●	●	●	●	●
5	●	●	●	●	●	●	●
6	●	●	●	●	●	●	●
7	●	●	●	●	●	●	●
8	●	●	●	●	●	●	●
9	●	●	●	●	●	●	●
10	●	●	●	●	●	●	●

$10 \times 7 = \square$

$\square \times \square = 10 \times 7$

$4 \times 10 = \square$



	1	2	3	4
1	●	●	●	●
2	●	●	●	●
3	●	●	●	●
4	●	●	●	●
5	●	●	●	●
6	●	●	●	●
7	●	●	●	●
8	●	●	●	●
9	●	●	●	●
10	●	●	●	●

$10 \times 4 = \square$

$4 \times 10 = 10 \times \square$

$6 \times 10 = 10 \times \square = 60$

$\square \times 10 = 10 \times 9 = \square$

$11 \times 10 = \square \times \square = \square$

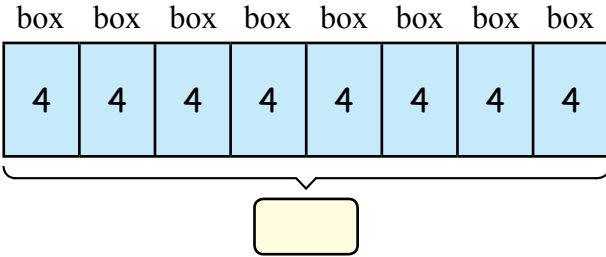
$\square \times \square = 10 \times 5 = \square$

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

## Multiplication Model Problems 2



- 1). Henry puts **4** pies into each box.  
He has **8** boxes.  
How many pies does he put into the **8** boxes?

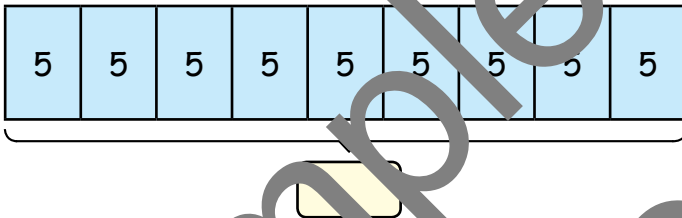


groups of  =

×  =

He puts  pies in the **8** boxes

- 2). The teacher puts the class into teams.  
There are **5** children in each team. There are **9** teams.  
How many children are there in the class altogether?

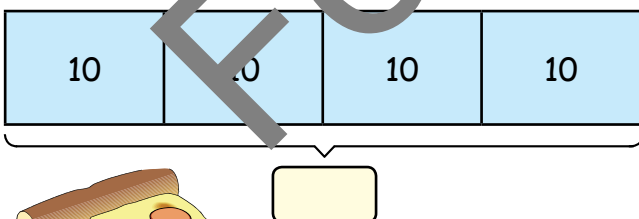


groups of  =

×  =

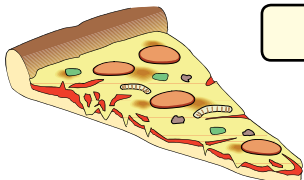
There are  children in the class.

- 3). Alex, Beth, Edward and Jack each buy **10** slices of pizza.  
How many slices of pizza do they buy altogether?



groups of  =

×  =



They buy  pizza slices altogether.

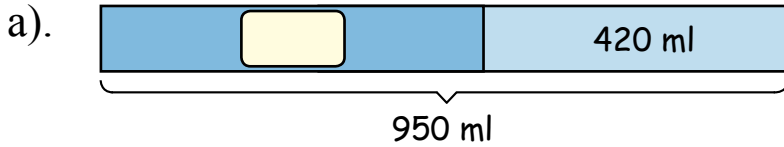
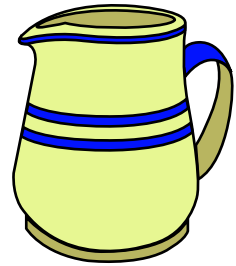


## Two-step Problems (Volume) 1



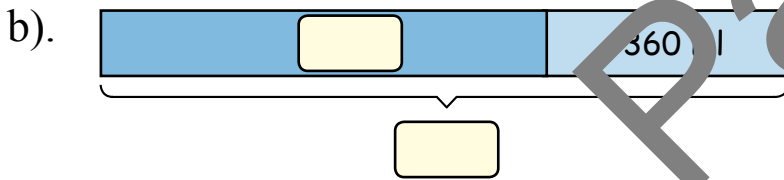
1). I have **950 ml** of water in a jug. On the way to the table I spill some. I have **420 ml** left.

- a). How much water have I lost?  
I then top up the jug, adding **360 ml**.
- b). How much water is in the jug now?



$\ominus$   =

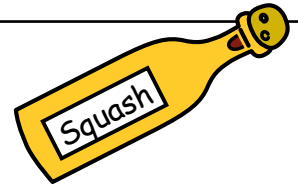
I spill  ml of water.



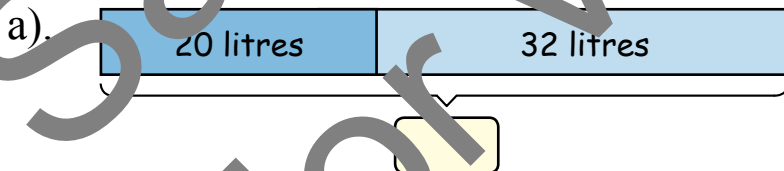
$\oplus$   =

The jug now has  ml of water.

2). Sarah made **20 litres** of squash on Saturday. On Sunday she made another **32 litres** of squash.

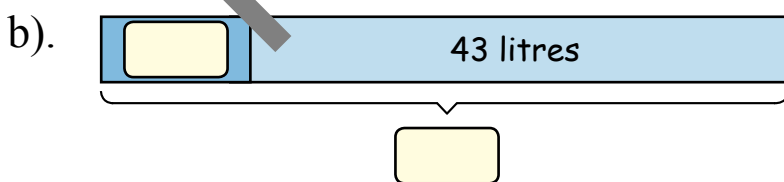


- a). How much squash did she make altogether?  
Her friends came round for a party and drank **43 litres** of the squash.
- b). How much squash was left?



$\oplus$   =

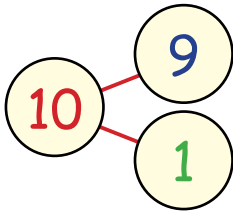
Sarah made  litres of squash.



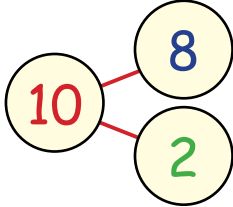
$\ominus$   =

litres of squash is left.

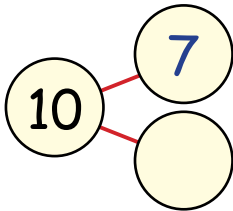
# Mental Addition Regrouping (Ones) 1



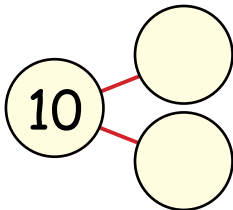
Adding 9 is the same as adding 10  
then subtracting 1.



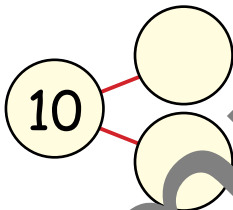
Adding 8 is the same as adding 10  
then subtracting 2.



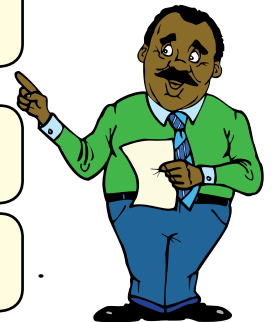
Adding 7 is the same as adding 10  
then subtracting 3.



Adding 6 is the same as adding 10  
then subtracting 4.



Adding 5 is the same as adding 10  
then subtracting 5.



$143 + 8$

First add 10, then subtract 2.

$143 + 10 = 153$

$153 - 2 = \square$

$367 + 6$

First add 10, then subtract 4.

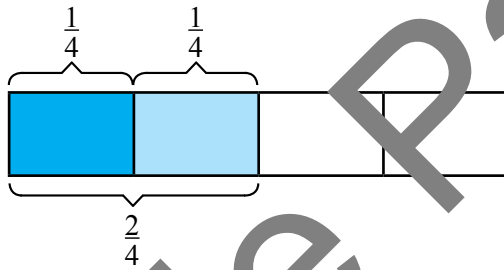
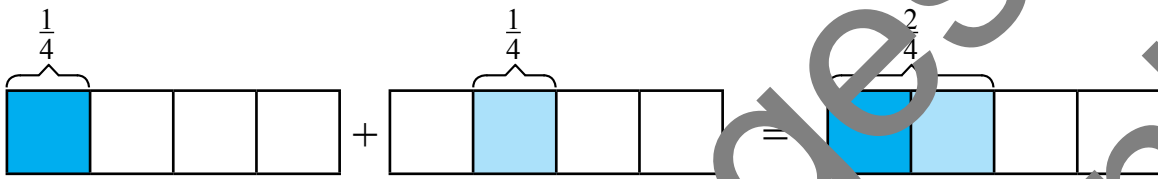
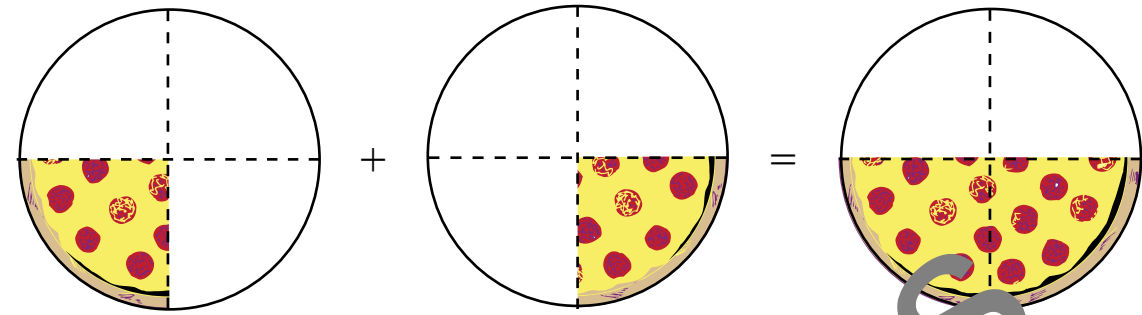
$367 + 10 = 377$

$377 - \square = \square$

# Adding Pizza Quarters 1

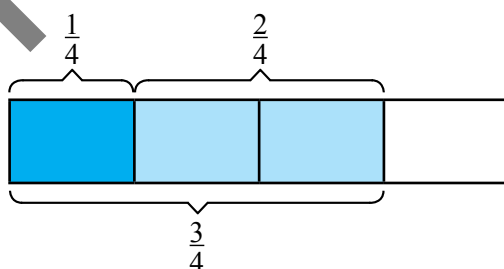
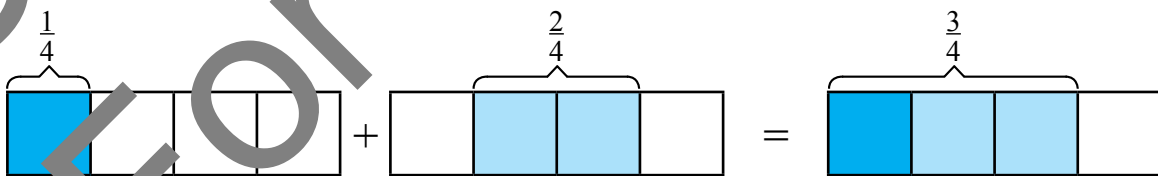
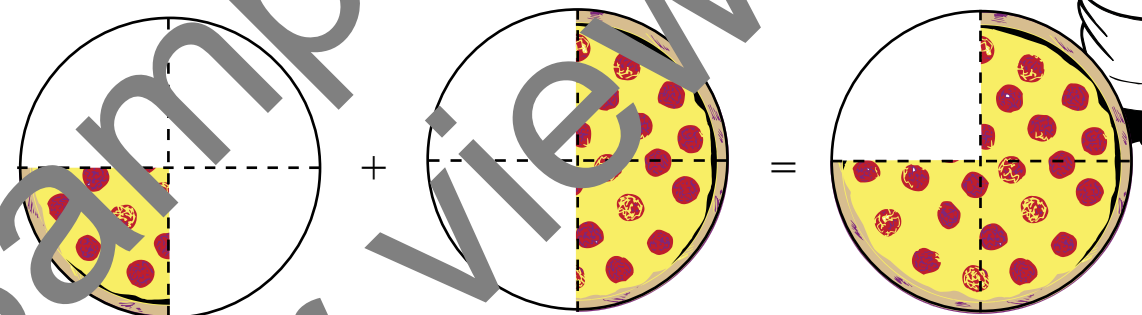


Put the two pieces of pizza together on one plate.



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

Put the pieces of pizza together on one plate.



$$\frac{1}{4} + \frac{2}{4} = \frac{\quad}{\quad}$$



# Making Numbers in Different Ways (1000) 1



287 is made of



2

hundreds,

8

tens

and

7

ones.

28

tens

and

7

ones.

2

hundreds

and

87

ones.

Fill in the missing numbers.

532 is made of

5

hundreds,

3

tens

and

2

ones.

□

tens

and

□

ones.

□

hundreds

and

□

ones.

764 is made of

□

hundreds,

□

tens

and

□

ones.

□

tens

and

□

ones.

□

hundreds

and

□

ones.

918 is made of

□

hundreds,

□

ten

and

□

ones.

□

tens

and

□

ones.

□

hundreds

and

□

ones.

Think of one more way of writing each of these numbers.

## Missing Digits (Ordering to 1000) 2



Write a digit in each box so that the 3-digit numbers are in order, starting with the smallest.

smallest

1		5
	6	8
2	4	
	4	7
3	0	
	2	9

smallest

4	7	
		6
	8	
5	0	
	1	4
5		3

smallest

6		5
	1	
	2	0
6		
7		3
	6	2
	3	

smallest

5	6	
	5	
	5	3
	5	
	4	
8	3	
	1	

# Always, Sometimes or Never



Read each statement.

If it **always** happens colour it **green**.

If it **sometimes** happens colour it **orange**.

If it **never** happens colour it **red**.

1).

Adding a **7** to a number ending in **8** makes a number ending in **5**.

2).

Multiples of **5** end in **5**.

3).

Two odd numbers add up to make an even number.

4).

Halving a **2**-digit number will give you a **1**-digit number.

5).

Adding a **4** to a number ending in **6** makes a multiple of **10**.

6).

Two even numbers add up to make an odd number.

7).

Three odd numbers add up to make an even number.

8).

Doubling a multiple of **5** will give you a multiple of **10**.

9).

Doubling a **1**-digit number will give you a **2**-digit number.

10).

If you add **1** to an odd number you get an even number.

11).

Halving a **3**-digit number will give you a **1**-digit number.

12).

Halving a multiple of **10** will give you a multiple of **10**.

# Card Challenge (Missing Rectangle to 10000) 1



1

$$\square + 2761 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

2

$$\square + 1628 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

3

$$\square + 4384 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

4

$$\square + 5795 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

5

$$\square + 1608 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

6

$$\square + 5273 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

7

$$\square + 4926 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

8

$$\square + 3569 = \square \square \square \square$$

What is the biggest possible number that could go in the rectangular box?

What is the smallest possible number that could go in the rectangular box?

10ticks.co.uk

# Making Numbers (10000) 1

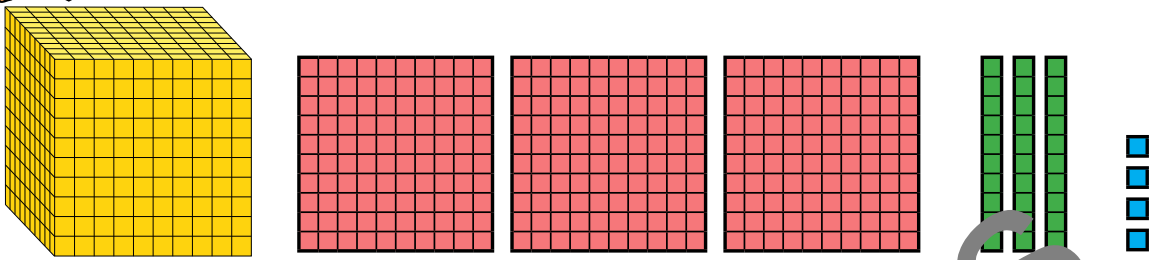


Kate is making numbers. The number she is trying to make is shown in the circle.

What does Kate need in order to complete each number?

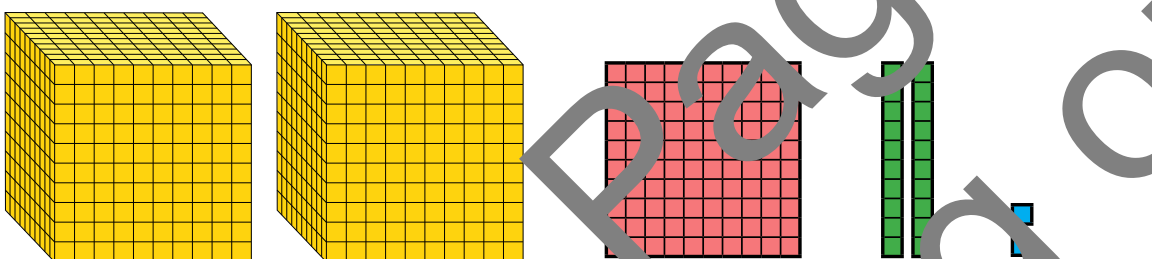
Use the *Place Value to 10000 - Cut Outs* sheet to help you.

3739



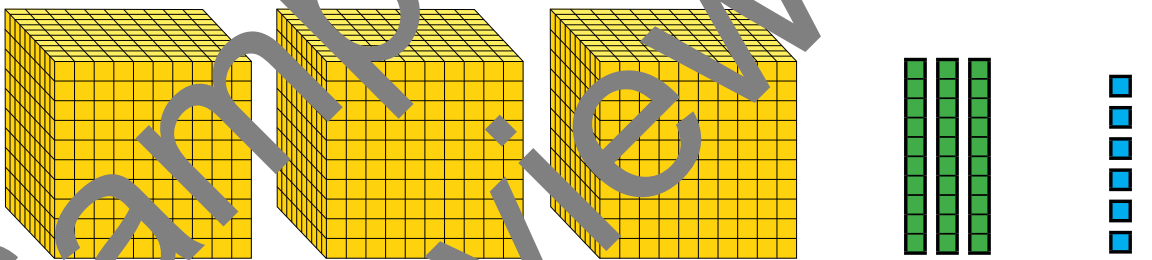
She needs another  thousands,  hundreds,  tens and  ones.

5863



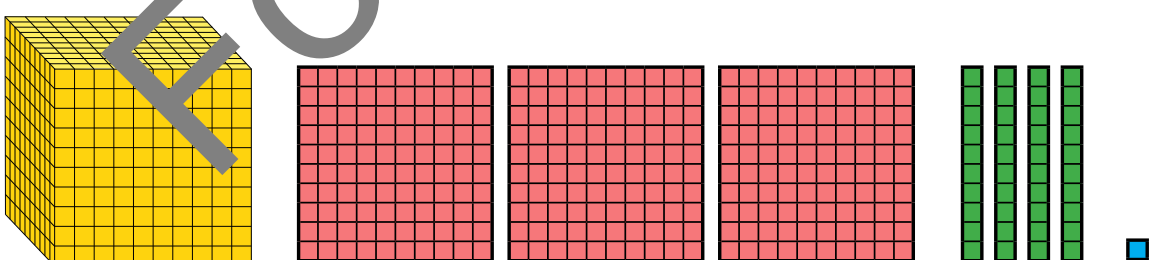
She needs another  thousands,  hundreds,  tens and  one.

8656



She needs another  thousands,  hundreds,  tens and  ones.

7877



She needs another  thousands,  hundreds,  tens and  ones.



# Card Challenge (Vertical Addition to 10000)



1 Complete the addition.

	Thou	Hund	Tens	Ones
	2	<input type="text"/>	6	5
+	4	5	<input type="text"/>	3
<hr/>				
	<input type="text"/>	8	5	<input type="text"/>
<hr/>				
	1			

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2 Complete the addition.

	Thou	Hund	Tens	Ones
	<input type="text"/>	3	8	9
+	6	4	0	<input type="text"/>
<hr/>				
	8	<input type="text"/>	<input type="text"/>	6
<hr/>				
	1			

10ticks.co.uk

3 Complete the addition.

	Thou	Hund	Tens	Ones
	3	5	2	<input type="text"/>
+	1	6	<input type="text"/>	7
<hr/>				
	<input type="text"/>	<input type="text"/>	7	5
<hr/>				
	1			

10ticks.co.uk

4 Complete the addition.

	Thou	Hund	Tens	Ones
	5	4	<input type="text"/>	6
+	<input type="text"/>	3	5	9
<hr/>				
	9	<input type="text"/>	<input type="text"/>	<input type="text"/>
<hr/>				
	1			

10ticks.co.uk

5 Complete the addition.

	Thou	Hund	Tens	Ones
	<input type="text"/>	3	8	<input type="text"/>
+	5	<input type="text"/>	4	1
<hr/>				
	6	3	<input type="text"/>	5
<hr/>				
	1	1		

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6 Complete the addition.

	Thou	Hund	Tens	Ones
	4	9	6	<input type="text"/>
+	4	<input type="text"/>	<input type="text"/>	9
<hr/>				
	<input type="text"/>	4	3	6
<hr/>				
	1	1	1	

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7 Complete the addition.

	Thou	Hund	Tens	Ones
	5	6	<input type="text"/>	5
+	<input type="text"/>	8	7	<input type="text"/>
<hr/>				
	5	<input type="text"/>	2	0
<hr/>				
	1	1	1	

10ticks.co.uk

8 Complete the addition.

	Thou	Hund	Tens	Ones
	<input type="text"/>	7	6	<input type="text"/>
+	4	<input type="text"/>	<input type="text"/>	8
<hr/>				
	8	5	0	6
<hr/>				
	1	1	1	

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# Puzzling Times



1). Use the numbers 1 - 8 to fill in the circles below.

$$\begin{array}{r} \bigcirc \div \bigcirc = \bigcirc \\ - \quad \quad \quad \times \\ \bigcirc \quad \quad \quad \bigcirc \\ \hline \bigcirc + \bigcirc = \bigcirc \end{array}$$

2). Use the numbers 1 - 9 to fill in the squares below so the questions are correct.

$$\begin{array}{r} \square \times \square \div \square = 16 \\ \div \quad - \quad \times \\ \square \times \square + \square = 15 \\ + \quad + \quad - \\ \square \div \square \times \square = 46 \\ = 3 \quad = 9 \quad = 12 \end{array}$$

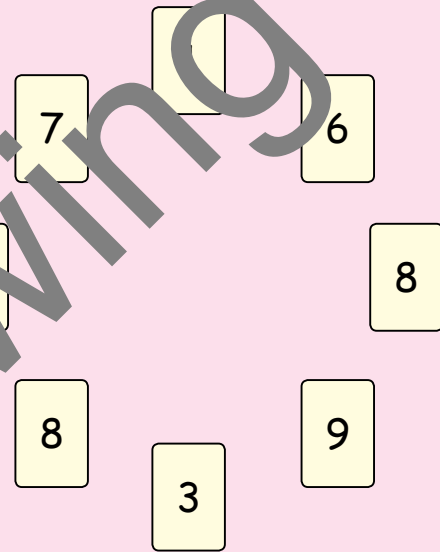
3). Find 9 different odd numbers whose sum is 19.

4). Here are eight cards.  
Draw lines between the pairs of cards that add to 10.

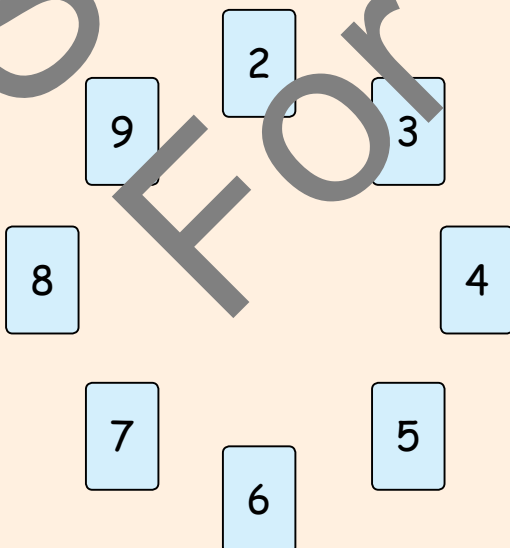
How many pairs are there?

What is the sum of the cards?

$$\square \times 10 = \square$$



5). Here are eight cards with numbers 2 - 9.  
Join four pairs of numbers that give the same sum.  
Then, without adding them, find the sum of the cards.



$$\square \times \square = \square$$



# Ordering Fractions with the Same Denominator 1



Arrange the fractions in order.  
Begin with the smallest.

1).

	$\frac{3}{5}$	smallest 
	$\frac{1}{5}$	
	—	

2).

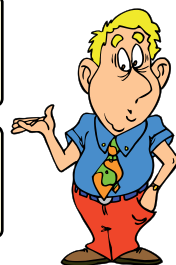
	—	smallest 
	—	
	—	

3).

	—	smallest 
	—	
	—	

4).

	—	smallest 
	—	
	—	



# Time Subtraction 1



Example: Gemma took a maths exam that was 2 h 35 mins long.  
She also took a science exam that was 1 h 10 mins long.  
How much longer was the maths exam than the science exam?

$$2 \text{ h } 35 \text{ mins} - 1 \text{ h } 10 \text{ mins} = \boxed{\phantom{00}}$$

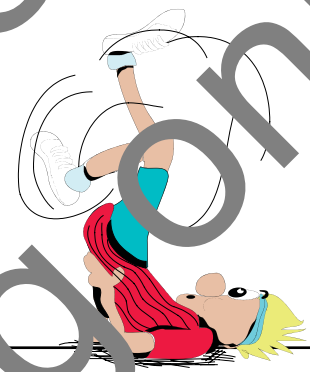


Subtract the hours  $2 \text{ h} - 1 \text{ h} = 1 \text{ h}$   
 Subtract the minutes  $35 \text{ mins} - 10 \text{ mins} = \underline{25 \text{ mins}}$  +  
 So  $2 \text{ h } 35 \text{ mins} - 1 \text{ h } 10 \text{ mins} = 1 \text{ h } 25 \text{ mins}$

1 h 25 mins

1). One day Justin spent 2 h 45 mins exercising.  
His friend Tom spent 1 h 20 mins exercising that day.  
How much longer did Justin spend exercising than Tom?

$$2 \text{ h } 45 \text{ mins} - 1 \text{ h } 20 \text{ mins} = \boxed{\phantom{00}}$$



2). Raju was in school for 3 h 25 mins in the morning  
and for 2 h 15 mins in the afternoon.  
How much longer was Raju in school for in the morning than in the afternoon?

$$3 \text{ h } 25 \text{ mins} - 2 \text{ h } 15 \text{ mins} = \boxed{\phantom{00}}$$

3). Mr and Mrs Brown are running a marathon. Mr Brown takes 4 h 45 mins to complete the marathon.  
Mrs Brown takes 5 h 50 mins to complete the marathon.  
How much longer did it take Mrs Brown to complete the marathon than Mr Brown?

$$5 \text{ h } 50 \text{ mins} - 4 \text{ h } 45 \text{ mins} = \boxed{\phantom{00}}$$



4). Amy is fixing the air conditioning. She spent 3 h 15 mins fixing it on Saturday.  
She completed fixing it on Sunday, after another 5 h 40 mins of work.  
How much longer did she spend fixing it on Sunday than on Saturday?

$$5 \text{ h } 40 \text{ mins} - 3 \text{ h } 15 \text{ mins} = \boxed{\phantom{00}}$$



# Comparing Numbers (to 10000) 1

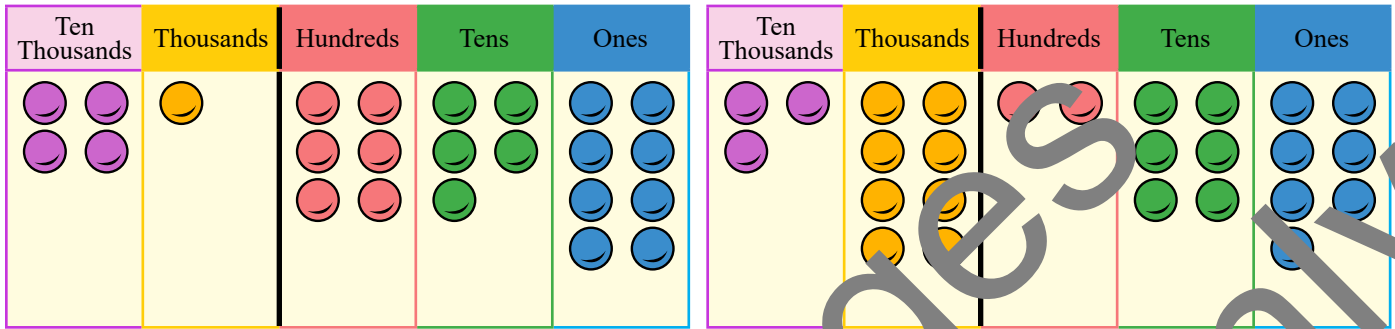


Ten thousands are bigger than thousands. Thousands are bigger than hundreds.

Hundreds are bigger than tens. Tens are bigger than ones.

To compare numbers, look at the ten thousands, then the thousands, then the hundreds, then the tens, then the ones.

Compare **41658** and **38267**. Use the worksheet *Place Value Chart (10000)* to make the numbers.



**41658**

**38267**

4 ten thousands is bigger than 3 ten thousands.

41658	is bigger than	38267	is smaller than	38267	is smaller than	41658
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1). Make the numbers to compare **21670** and **40132**.

	is bigger than		is smaller than	
--	----------------	--	-----------------	--

2). Make the numbers to compare **57814** and **39071**.

	is bigger than		is smaller than	
--	----------------	--	-----------------	--

3). Make the numbers to compare **84715** and **67048**.

	is bigger than		is smaller than	
--	----------------	--	-----------------	--

4). Make the numbers to compare **59746** and **92130**.

	is bigger than		is smaller than	
--	----------------	--	-----------------	--

5). Make the numbers to compare **74815** and **46285**.

	is bigger than		is smaller than	
--	----------------	--	-----------------	--

# Card Challenge (Make Your Own Divisions)



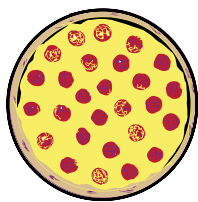
Make your own divisions. As the cards progress there may be several answers.

<p>Make your own divisions. 1</p> $17 \div 2 = \bigcirc R \bigcirc$ $38 \div 4 = \bigcirc R \bigcirc$ $45 \div 7 = \bigcirc R \bigcirc$ $41 \div 12 = \bigcirc R \bigcirc$ <p>10ticks.co.uk</p>	<p>Make your own divisions. 2</p> $\bigcirc \div 3 = 5 R1$ $\bigcirc \div 5 = 6 R4$ $\bigcirc \div 8 = 3 R5$ $\bigcirc \div 9 = 4 R3$ <p>10ticks.co.uk</p>
<p>Make your own divisions. 3</p> $13 \div \bigcirc = 6 R1$ $28 \div \bigcirc = 5 R3$ $30 \div \bigcirc = 4 R2$ $64 \div \bigcirc = 5 R9$ <p>10ticks.co.uk</p>	<p>Make your own divisions. 4</p> $32 \div 6 = \bigcirc R \bigcirc$ $\bigcirc \div 3 = 7 R \bigcirc$ $60 \div \bigcirc = 7 R4$ $\bigcirc \div 12 = 4 R6$ <p>10ticks.co.uk</p>
<p>Make your own divisions. 5</p> $\bigcirc \div 4 = 9 R \bigcirc$ $\bigcirc \div 7 = 5 R \bigcirc$ $\bigcirc \div 9 = 3 R \bigcirc$ $\bigcirc \div 12 = 8 R \bigcirc$ <p>10ticks.co.uk</p>	<p>Make your own divisions. 6</p> $22 \div \bigcirc = 7 R \bigcirc$ $19 \div \bigcirc = 2 R \bigcirc$ $27 \div \bigcirc = 4 R \bigcirc$ $100 \div \bigcirc = 9 R \bigcirc$ <p>10ticks.co.uk</p>
<p>Make your own divisions. 7</p> $\bigcirc \div 2 = \bigcirc R1$ $\bigcirc \div 8 = \bigcirc R3$ $\bigcirc \div 5 = \bigcirc R2$ $\bigcirc \div 9 = \bigcirc R5$ <p>10ticks.co.uk</p>	<p>Make your own divisions. 8</p> $\bigcirc \div \bigcirc = 6 R2$ $\bigcirc \div \bigcirc = 3 R1$ $\bigcirc \div \bigcirc = 9 R6$ $\bigcirc \div \bigcirc = 4 R4$ <p>10ticks.co.uk</p>

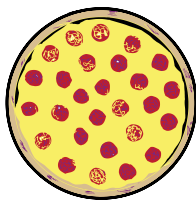
# Fractions (Mixed Numbers) 1



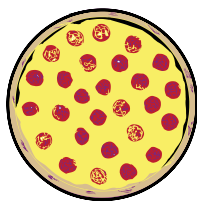
A whole number and a fraction is called a **mixed number**.



1 whole  
pizza



1 whole  
pizza



1 whole  
pizza



1 half  
pizza



How many pizzas are there?

3 whole pizzas + 1 half pizza

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

There are  $3\frac{1}{2}$  pizzas.

$3\frac{1}{2}$  is a mixed number.

How many pizzas are there in each question? Leave your answer as a mixed number.

1).  <input type="text"/>	2).  <input type="text"/>
3).  <input type="text"/>	4).  <input type="text"/>
5).  <input type="text"/>	6).  <input type="text"/>
7).  <input type="text"/>	8).  <input type="text"/>
9).  <input type="text"/>	10).  <input type="text"/>

## Rounding Problems (Tenths)



- 1). Sort these decimals in to the table, by rounding each of them to the nearest whole number.

86.5	87.1	86.9	85.8	86.4	87.3
86.2					85.5
85.7					87.4

- 2). Which of the decimals below round to **8**, when rounded to the nearest whole number?

8.1	7.7	8.5	7.5	8.8
-----	-----	-----	-----	-----

Explain why.

- 3). A number has **1** decimal place. When rounded to the nearest whole number, the number is **12**. What number could it be? Write a list of all the possible answers.

- 4). Two different numbers with **1** decimal place both round to **44**. The numbers add up to **88**. What could the two numbers be? Explain why.

- 5). Using these digit cards, how many numbers can you make with **1** decimal place that would round to **6**? You can use each card only once for each number.

4	5	5	6	7	.
---	---	---	---	---	---

Can you make more or fewer numbers that round to **57**?

If you are given this card, 

8
---

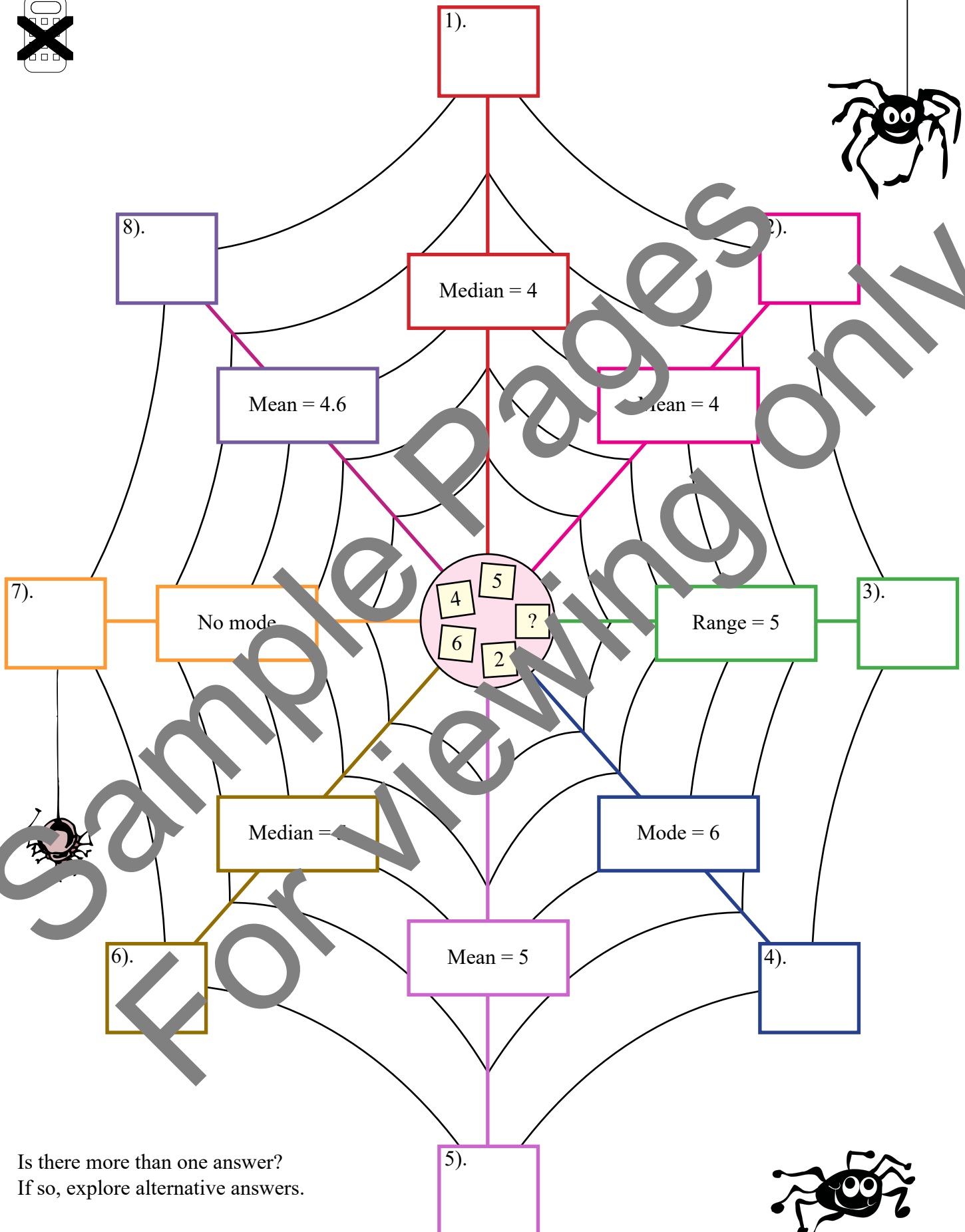
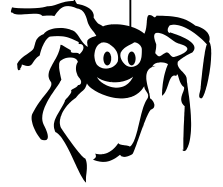
 how many numbers could you make that round to **58**?



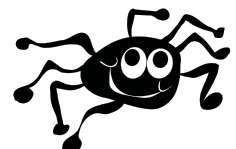


# Web-tastic Averages 1

The whole numbers in the centre are a data set. One of the numbers is unknown.  
Write the missing numbers in the outside boxes so that each statement along the web strand is true.



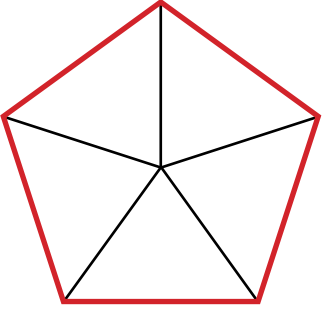
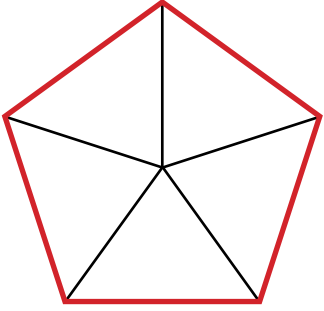
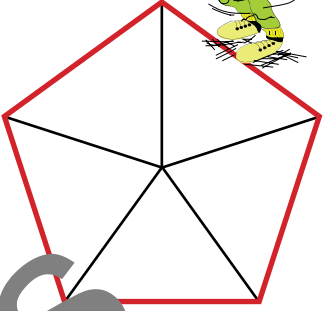
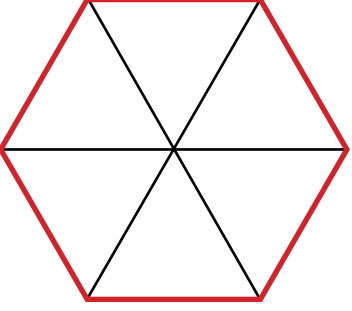
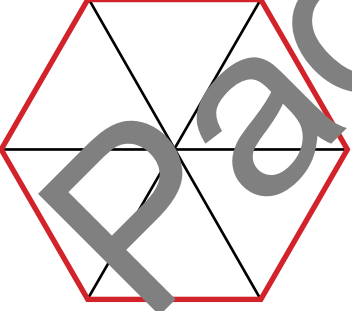
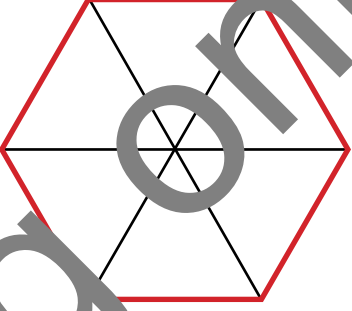
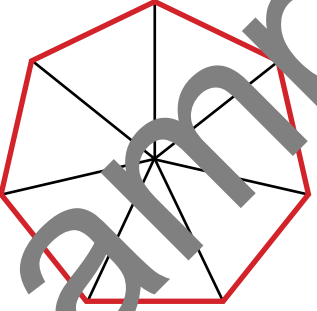
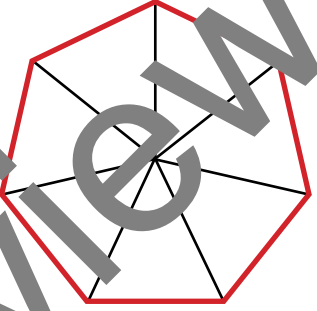
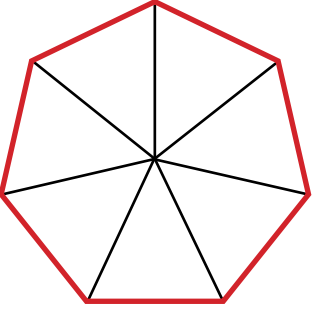
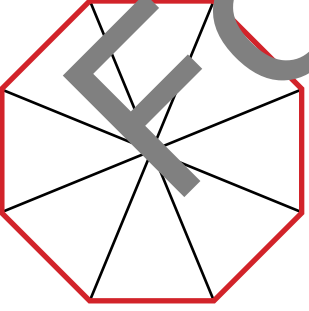
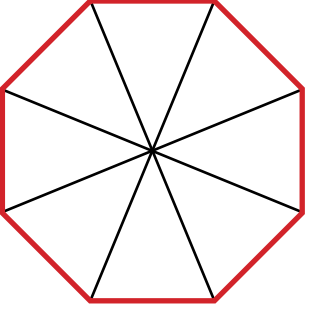
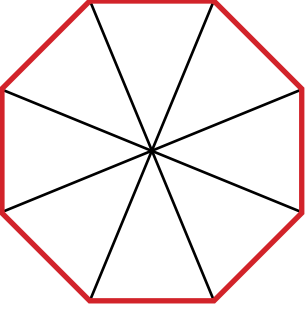
Is there more than one answer?  
If so, explore alternative answers.



# Make the Spinners

Write a number in each section of the spinners so that the probability statements are true.



<p>1).</p>  <p>You are most likely to score 4</p>	<p>2).</p>  <p>You are more likely to score 3 than 5</p>	<p>3).</p>  <p>The probability you score 2 is <math>\frac{3}{5}</math></p>
<p>4).</p>  <p>All the scores are equally likely</p>	<p>5).</p>  <p>The probability you score an odd number is <math>\frac{1}{2}</math></p>	<p>6).</p>  <p>You are twice as likely to score 5 than 6</p>
<p>7).</p>  <p>You are equally likely to score 2 or 3</p>	<p>8).</p>  <p>The probability you score 5 is <math>\frac{2}{7}</math></p>	<p>9).</p>  <p>The probability you score a prime number is 100%</p>
<p>10).</p>  <p>The probability you score 4 is <math>\frac{1}{2}</math></p>	<p>11).</p>  <p>The probability you score 2 is 75%</p>	<p>12).</p>  <p>You are three times as likely to score 1 than 6</p>