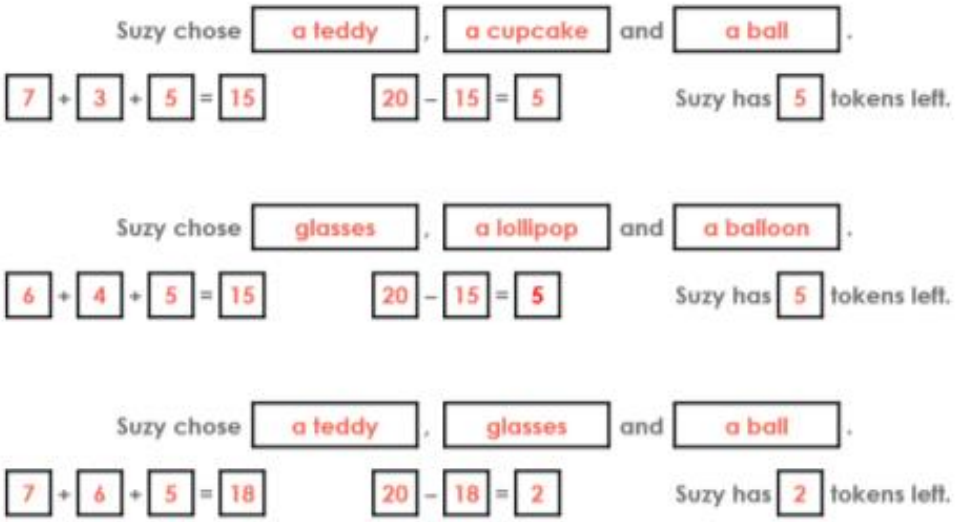
Maths – Subtraction crossing 10

In this question, children are required to select 3 prizes from the price list and add them together to find their total cost. This must then be subtracted from 20 to find the number of tokens Suzy has left. Children are asked to find 3 different combinations of prizes Suzy may have selected.

There are various answers to this question. Accept any answer less than 10, where the total of 3 prizes has been correctly subtracted from 20. Some example answers are shown below.



Maths – Roald Dahl Word Problems

This is a selection of addition and subtraction word problems based on stories by Roald Dahl. All word problems are within 20.

Question 1 – Children are required to find the remaining number of Wonka bars to be added to the pack. This can be done by subtracting 13 from 20.

20 – 13 = 7 so 7 more Wonka bars are needed.

Question 2 – This is another subtraction. We know that Matilda had 18 books to begin with and she had 9 books left. To do this children must subtract 9 from 18. They can use the images as support.

18 – 9 = 9 so Matilda read 9 books.

Question 3 – In this question, children are required to add together the numbers given to find the total number of dreams the BFG has caught.

8 + 6 = 14 so the BFG caught 14 dreams altogether.

Question 4 – This question tells us that Fantastic Mr. Fox caught 20 chickens and 5 of them were eaten. Children must subtract 5 from 20. They can use the images as support.

20 – 5 = 15 so there are 15 chickens left.

Question 5 – This is another question that requires finding the difference between the two given numbers. Children must subtract 16 from 20 to find out how many are left.

20 – 16 = 4 so Violet has 4 pieces of gum left.

Question 6 – In this question, children are required to find the total number of teeth the enormous crocodile has by adding the two given numbers together.

10 + 10 = 20 so the enormous crocodile has 20 teeth in total.

Maths – Compare Number Sentences

Number sentences are also known as **calculations** (see definition page 2). This step asks children to compare the values of each calculation. This is often done using **> < =**, which are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Question 1 – Children are required to solve each number sentence and fill in the missing answers. This will allow them to identify which number sentence has the smallest answer.

The calculation with the smallest answer is B because 12 – 8 = 4.

Question 2 – To complete this question, children must find the answer to each number sentence. They will then be able to select the correct symbol to compare the values.

The missing symbol is < because 8 + 6 = 14 and 19 – 3 is 16. 14 is less than 16.

Question 3 – Similarly to the previous question, children must find the answer to each calculation to be able to select the correct comparison symbol for Jo to hold.

Jo needs to hold up > because 8 + 7 = 15 and 15 – 3 = 12. 15 is more than 12.

Question 4 – This question gives 3 comparison statements. Children must check each statement to be able to identify which statement is incorrect.

B is the incorrect statement because 16 – 4 = 12 and 7 + 7 = 14. 12 is less than(<)14.

Question 5 – Children are asked to create two number sentences using the given number cards. As the = symbol has been used, each number sentence must have the same value.

There are various answers to this question. Some examples are as follows:
13 + 4 = 9 + 8; 4 + 13 = 9 + 8; 9 + 8 = 13 + 4

Question 6 – This question givens a comparison statement. Children are asked to decide whether the comparison statement is true or false and explain why.

The statement is true because 16 – 7 = 9 and 13 – 4 = 9. Both answers are equal.

Question 7 – In this question, children are asked to explore what the missing number sentence may be. To do this, they must find the value of the given number sentence. The number sentence they create should have a value greater than the given number sentence.

There are various answers to this question. Accept any answer in which the answer to the hidden calculation is greater than the answer to the given calculation. Some examples are: 8 + 7; 16 – 4; 13 + 6

Maths – Ordinal Numbers

Ordinal numbers tell us the position something is in, for example first, second, third, etc. These numbers can be written in words like first or in numbers like 1st.

Question 1 – In this question, children are asked to count the bins and draw a circle around the 6th bin.

Question 2 – This question asks children to identify where the pig is in the order of the animals. They are able to select the correct answer from the word bank provided.

The 6th animal is a pig.

Question 3 – In this question, children must identify if the given statement is true or false.

The statement is false, the second sock is spotty.

Question 4 – Children are given two sequences that must be completed using ordinal numbers.

Question A requires the ordinal number in number form. The answer is 8th.
Question B requires the ordinal number to be in word form. The answer is ninth.

Question 5 – This question asks children to select the correct letters to form a word, using the ordinal numbers as clues.

The word is full.

Question 6 – Children are given 7 characters that are waiting in a line. Another character joins the line. Children are asked to use the clue to identify the character's position in the line.

Lee is in 4th position.

Question 7 – In this question, children are given animals with rosettes to show their position in a race and the statement, 'Belle says the rabbit came first.'. They must identify whether this statement is correct or incorrect.

Belle is incorrect because the bird came first. The rabbit came fourth.

Maths – Tens and Ones

In maths, numbers can be **partitioned** to make them easier to read. We partition numbers into **tens** and **ones**, for example the number 14 has 1 ten and 4 ones, while the number 57 has 5 tens and 7 ones.

Question 1 – In this question, children are given groups of tens and ones that are displayed using a range of **representations**. The representations used here include straws, **Base 10** (the cubes represent 'ones' and the rods represent 'tens') and number plates. Children must identify the numbers in the first column and draw a line to the matching number in the second column.

A and 3 both show 32. B and 2 both show 46. C and 1 both show 23.

Question 2 – Children are given two numbers and asked to complete a sentence frame to explain how many tens and **ones** are in each number. '**Ones**' were known as units prior to the National Curriculum update in 2014. They must then draw the tens and ones in **Base 10** (see explanation in Question 1) form in the given boxes.

A. 16 = 1 ten and 6 ones.

B. 42 = 4 tens and 2 ones

Question 3 – This question explains that Ed has created three different **representations** (see explanation in Question 1) to show the number 48. These include straws, Base 10 and a **part-whole model**. **Part-whole models** show how numbers can be split into different parts. Children are asked to explain whether Ed is correct, by checking that each representation does show 48.

Ed is incorrect because his straws and Base 10 represent 44 instead of 48. 4 more ones should be added to each representation to show 48. His part-whole model is correct because it shows 4 tens and 8 ones.

Maths – Compare Objects Within 50

Question 1 – This question gives 3 statements with a missing symbol to be completed by the children. Each statement includes numbers up to 50 that are represented in different ways. The representations used here include straws, **Base 10** (the cubes represent 'ones' and the rods represent 'tens') and number plates. Children must use the symbols **>** (more than), **<** (less than), and **=** (equal to) symbols to make each statement correct.

The answers are as follows: A is >; B is = and C is <

Question 2 – In this question there are two children, Willow and Theo. Willow has created a number using number plates and Theo has created a number using **Base 10**. Children must use the numbers created by Willow and Theo to complete the given sentence frames.

The answers are as follows: Willow has 39. Theo has 47; 47 is more than 39; Theo has the most.

Question 3 – Children are provided with 5 cards that each show numbers up to 50 represented in different ways. Children are asked to create 3 different comparison statements using the given cards and the **>** (more than) symbol.

There are many different possible answers to this question, accept any answer that shows one representation that is more than another. For example; D > B; E > C; A > E