

NUMERACY- HOW CAN YOU HELP?

Numeracy

To help your child do the beat maths challenges here is some guidance on the techniques they can use to help them with answering the questions with increasing speed and accuracy.

CLIC 10 WK: 9

BEAT THAT!

Name: _____
Class: _____
Date: _____

1) 617

2) $9000 + 3000 =$

3) Double 59 is _____
Half of 300 is _____

4) $100 - = 53$

5) $41 \times 10 =$
 $270 \div 10 =$

6) $67 + 85 =$

7) $100 - 74 =$

8) $21 \div 4 =$

9) $\begin{array}{r} 86 \\ + 49 \\ \hline \end{array}$

10) $\begin{array}{r} 63 \\ - 45 \\ \hline \end{array}$

MY LAST SCORE?! HAVE I BEAT THAT?!

10

© Andrell Education 2015
Andrell Education Ltd

- 1) This relates to place value. The 6 represents Hundreds column, the 1 represents the Tens column and the 7 represents the Ones column.
- 2) This is using simple number bonds. If your child knows that $9 + 3 = 12$ then all they need to do is add the 3 0's back on to the end of 12 to get 12000
- 3) In this question your child would need to round up 59 to the nearest whole 10, in this case it is 60. Then they can either double it by adding 60 and 60 together to get 120, then they need to subtract 2 that they borrowed to get 118. Or another way is to simply ignore the 0

in 60 and just $\times 2$, for example $6 \times 2 = 12$. Then they need to add the 0 back on to the end to get 120. Then they would need to subtract the 2 that they have borrowed to get 118.

- 4) With this question your child needs to draw a quick number line and count on from 53. The quick way is to jump to the nearest whole ten, which in this case is 60, which was a jump of +7. Then they can jump in multiples of 10 till they reach 100. This would work out as follows $7+10+10+10+10$ added together makes 47.
- 5) This question involves ignoring the 0 in 10. And simply multiplying $41 \times 1 = 41$. Then they simply add the 0 back on to the end of 41 to get 410. The same procedure can be carried out for 270, simply multiply $270 \times 1 = 270$ then add the 0 back on to the end to get 2700.
- 6) Again your child could use a number line to help answer this question. They can start on the number line from 67, then do 8 jumps of 10, then lastly all they need to do is to one more jump of 5. This then works out as $67+10+10+10+10+10+10+10+10+5=152$. Or they could just stick to a simple column method written on the challenge next to the question.
- 7) With this question there are two options, either a quick column method (when doing a subtraction using column method it is always important to place the largest number at the top) or your child could use a number line again starting from 74 jumping on to the nearest whole 10, which is 80, then they just need to do 2 more jumps of 10, then they simply need to add the jumps together. For example $6+10+10=26$
- 8) Using their multiplication knowledge of the 4's times tables, they need to count on in 4's till they get as near as they can to 21, which is $5 \times 4 = 20$, this leaves a remainder of 1. Or they could use the bus stop method.
- 9) To answer this column addition question your child could simply round up the number 9 to the nearest whole number, which is 10, because they have added 1 onto 9, they just take 1 away from the 6, to get 15. When doing column addition it is very important that your child carries the 1 underneath the line, and place it in the Tens column, otherwise they will forget to add it on when working out the tens column.
- 10) When doing column subtraction if the number in the ones column is smaller than the number below, (3 is smaller than 5), you need to add a ten from the tens column, 3 becomes 13. The next step is remembering to add a ten on to the tens column thus changing the 6 to a 7 (at the top of the tens column). To check your answer is correct you simply add the bottom numbers together in the one column which should equal the top number in the same column. The same can be done to the tens column.