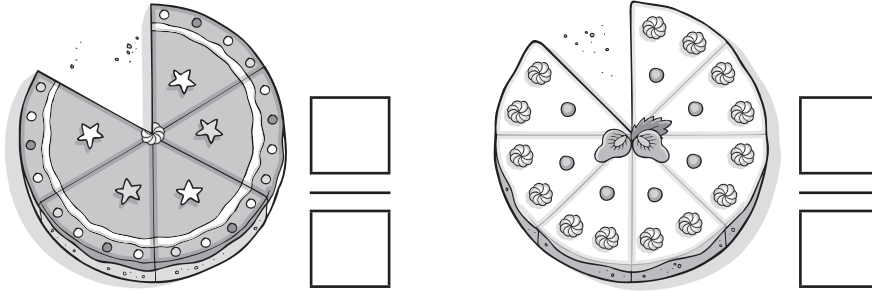


Name: _____

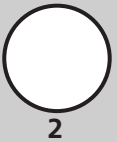
Class: _____ Date: _____

1 a) Write the **fraction** of each cake that has been eaten.



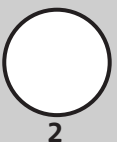
b) Write these fractions in order from **smallest** to **greatest**.

$\frac{1}{2}$ $\frac{1}{8}$ $\frac{1}{6}$ $\frac{1}{4}$

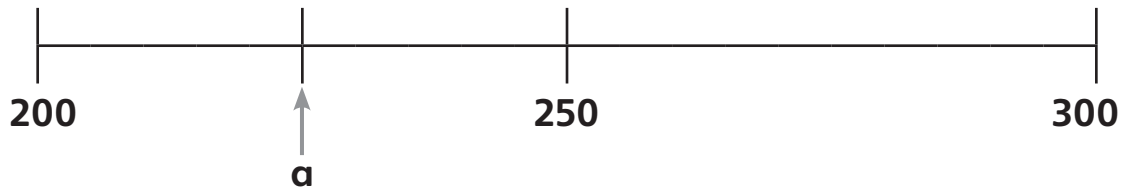


2 a) **Draw** coins with a total value of **£3.46**.

b) Show **another way** of creating the **same total**.



3

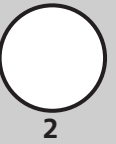


a) Circle the **number** you think the **arrow** is pointing to on the line above, then complete the sentence.

206 225 252 278

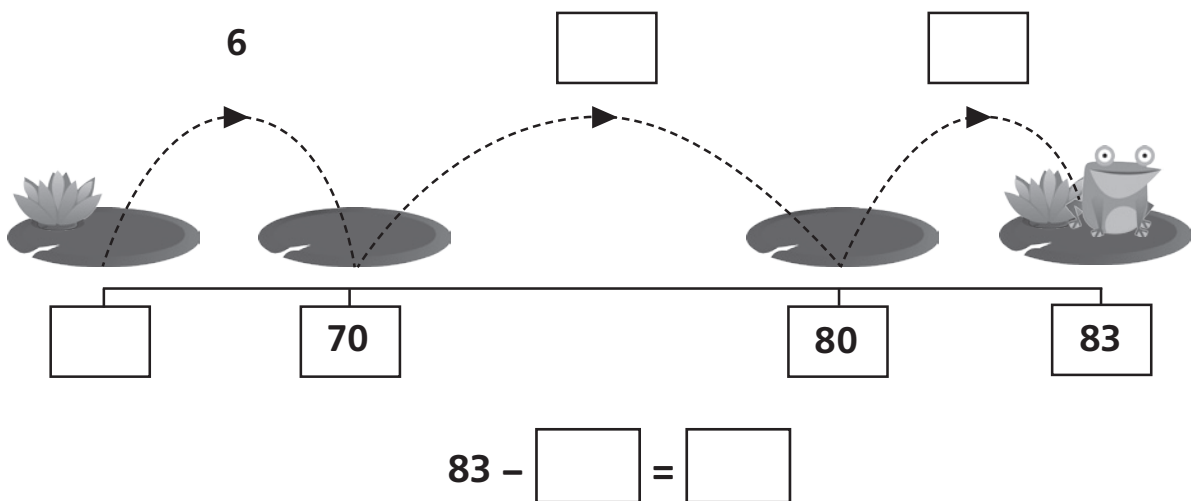
This number rounds to when rounded to the nearest 100.

b) Mark a number on the line above that rounds to **300** when rounded to the nearest **100**.



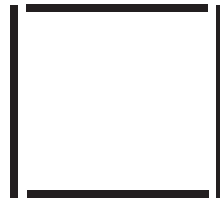
4

Tyler has used Frog to work out a **subtraction**. Fill in the missing parts of the jotting and complete the **number sentence**.



5

Look at this square made from sticks and answer the questions. You can use the space below for jottings.



a) How many **squares** can be made using **18 sticks** where each side is **1 stick**?

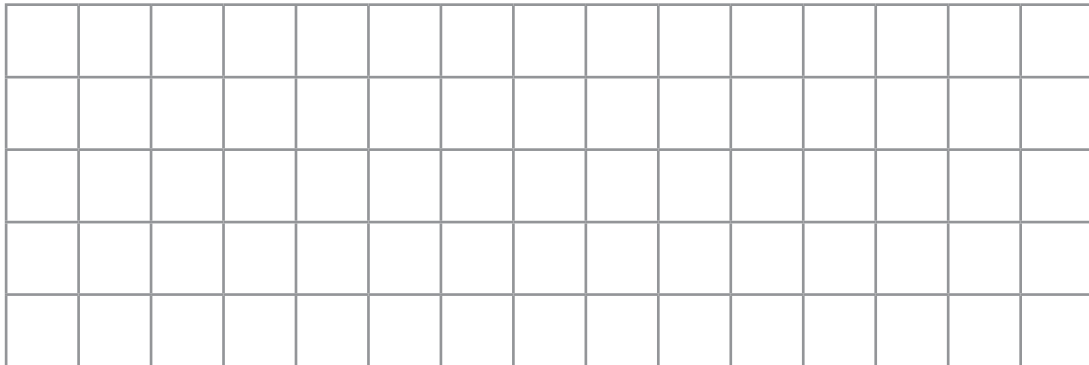
squares

sticks left over

b) How many **squares** can be made using **23 sticks** where each side is **1 stick**?

squares

sticks left over

**6**

Would you **count back** or use **Frog** to **count up** to solve these **subtractions**? **Circle** how you would work them out.

$73 - 12$

Count back / Count up (Frog)

$73 - 67$

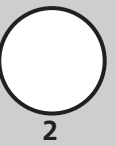
Count back / Count up (Frog)

$45 - 28$

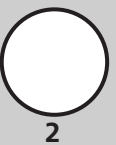
Count back / Count up (Frog)

$45 - 21$

Count back / Count up (Frog)



2



2

For teacher use

Your mark	_____ out of 14
What went well	
How to improve	