

Greater Depth Activity Booklet 1 Answers

Activity 1.1 Talk Maths	Count on in 3s starting from 15.	18, 21, 24, 27, 30, 33, 36, 39, 42, 45
	Count back in 7s from 91.	84, 77, 70, 63, 56, 49, 42, 35, 28, 21
	Count on in 25s starting from 500.	525, 550, 575, 600, 625, 650, 675, 700, 725, 750
	Count back in 100s from 1,350.	1,250, 1,150, 1,050, 950, 850, 750, 650, 550, 450, 350
	Count on in 12s starting from 24.	36, 48, 60, 72, 84, 96, 108, 120, 132, 144
	Count back in 1,000s starting from 132,501.	131,501, 130,501, 129,501, 128,501, 127,501, 126,501, 125,501, 124,501, 123,501, 122,501
Activity 1.2 Guided Maths	1. 126 2. 93	
Activity 1.3 Independent Maths	1. 120 2. 55	
Assess and Review 1.4	Encourage the children to notice that the child answering the question has subtracted 100,000 from the last number in the sequence where they should have subtracted 1,000. The correct answer should be 299,604 .	

Activity 2.1 Talk Maths	Children should be able to describe the numbers using the key vocabulary. For example, 25 is a factor of 100; 23 is a prime number; 35 is a multiple of 5.	
Activity 2.2 Guided Maths	1. 23, 25, 27, 35, 37, 53, 57, 73, 75 35 23, 37, 53, 57, 73 25 2. Accept any of the following correct calculations: $2 + 7 + 29$; $2 + 5 + 31$; $2 + 13 + 23$; $2 + 17 + 19$ 3. 108, 54, 27	

Greater Depth Activity Booklet 1 Answers

<p>Activity 2.3 Independent Maths</p>	<p>1. 25, 27, 57, 75, 85, 87 27, 57, 72, 75, 87 No prime numbers 25</p> <p>2. Accept any of the following correct calculations: 3 + 5 + 53; 3 + 11 + 47; 5 + 13 + 43; 7 + 13 + 41; 5 + 19 + 37; 13 + 17 + 31; 13 + 19 + 29 41 + 17 + 3; 37 + 13 + 11; 31 + 19 + 11</p> <p>3. 11, 22, 33, 44, 66, 132</p>
<p>Assess and Review 2.4</p>	<p>Encourage the children to notice that 1 is not a prime number and 5 is not a factor of 24. The correct answer would be 2 and 3.</p>

<p>Activity 3.1 Talk Maths</p>	$\frac{5}{6} = \frac{20}{24} = \frac{10}{12}$ $\frac{7}{8} = \frac{28}{32} = \frac{14}{16}$ $\frac{3}{5} = \frac{24}{40} = \frac{6}{10}$ $\frac{11}{25} = \frac{44}{100} = \frac{440}{1000}$
<p>Activity 3.2 Guided Maths</p>	<p>1. $\frac{7}{10}$ $\frac{5}{7}$ $\frac{4}{5}$ 1$\frac{1}{2}$ smallest greatest</p> <p>2. There are eight possible solutions to this problem: $\frac{7}{9} < \frac{2}{3} > \frac{6}{12}$;</p> <p>$\frac{7}{9} < \frac{5}{6} > \frac{6}{12}$; $\frac{7}{9} < \frac{5}{6} > \frac{2}{3}$; $\frac{6}{12} < \frac{2}{3} > \frac{7}{9}$; $\frac{6}{12} < \frac{5}{6} > \frac{7}{9}$;</p> <p>$\frac{6}{12} < \frac{5}{6} > \frac{2}{3}$; $\frac{2}{3} < \frac{5}{6} > \frac{7}{9}$; $\frac{2}{3} < \frac{5}{6} > \frac{6}{12}$</p>
<p>Activity 3.3 Independent Maths</p>	<p>1. $\frac{5}{9}$ $\frac{13}{18}$ $\frac{3}{4}$ 1$\frac{1}{3}$ smallest greatest</p> <p>2. There are eight possible solutions to this problem: $\frac{2}{5} < \frac{7}{10} > \frac{5}{9}$;</p> <p>$\frac{2}{5} < \frac{5}{6} > \frac{5}{9}$; $\frac{2}{5} < \frac{5}{6} > \frac{7}{10}$; $\frac{5}{9} < \frac{7}{10} > \frac{2}{5}$; $\frac{5}{9} < \frac{5}{6} > \frac{2}{5}$;</p> <p>$\frac{5}{9} < \frac{5}{6} > \frac{7}{10}$; $\frac{7}{10} < \frac{5}{6} > \frac{2}{5}$; $\frac{7}{10} < \frac{5}{6} > \frac{5}{9}$</p>

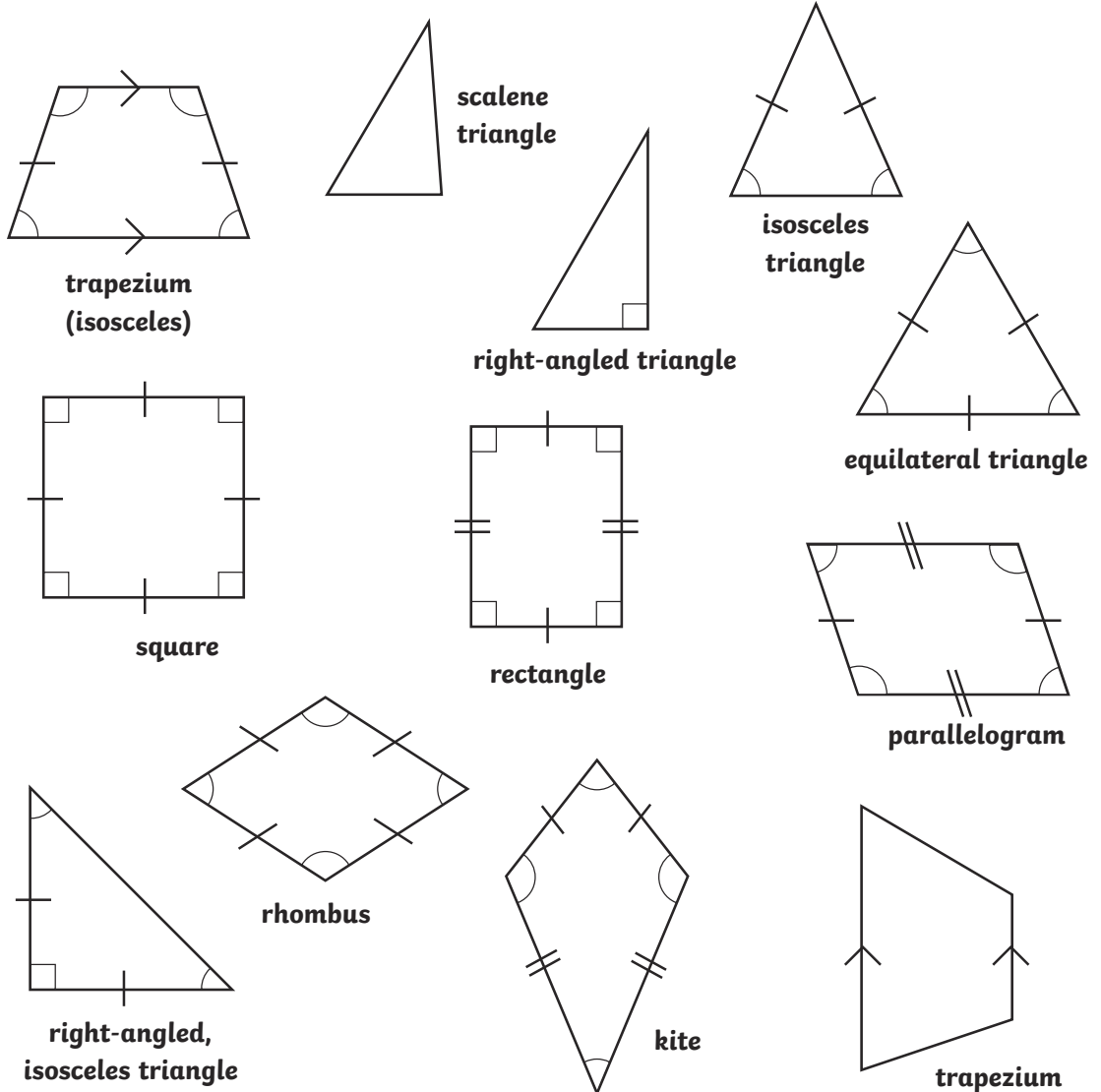
Greater Depth Activity Booklet 1 Answers

Assess and Review 3.4

Encourage the children to identify that the child has compared the numerators without making the denominators the same. Encourage the children to acknowledge that the child should have made both denominators equal.

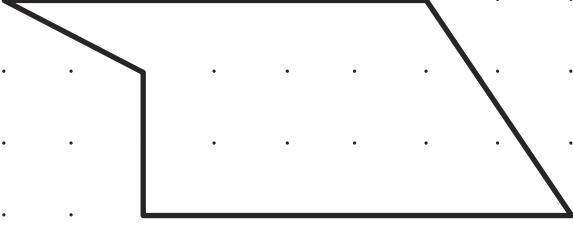
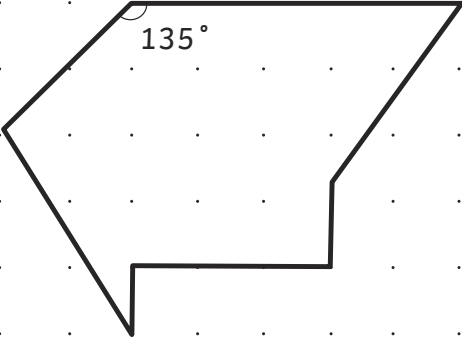
$\frac{4}{7} = \frac{20}{35}$ and $\frac{3}{5} = \frac{21}{35}$. As both denominators are equal, the numerators can now be compared. 21 is greater than 20 so $\frac{3}{5}$ is greater than $\frac{4}{7}$.

Activity 4.1 Talk Maths



Children should be able to identify the properties of the shapes when naming them, based on the number of sides, angles and equal lengths.

Greater Depth Activity Booklet 1 Answers

<p>Activity 4.2 Guided Maths</p>	<p>1. Accept any correct answer: 1cm and 8cm; 2cm and 7cm; 3cm and 6cm; 4cm and 5cm</p> <p>2. 57°</p> <p>3. Accept any five-sided, irregular polygon, with at least one right angle, for example:</p> 																				
<p>Activity 4.3 Independent Maths</p>	<p>1. Accept any correct answer: 1cm and 9cm; 2cm and 8cm; 3 and 7cm; 4cm and 6cm</p> <p>2. 59°</p> <p>3. Accept any seven-sided, irregular polygon, with at least one angle of 135°, for example:</p> 																				
<p>Assess and Review 4.4</p>	<p>Encourage the children to notice that the first isosceles triangle does not have any equal angles. The child answering the question has correctly indicated that a right-angled triangle should have an angle of 90° but the total of the angles is greater than 180°. Children should identify that the last two isosceles triangles correctly have two equal angles in them; however, the totals of the angles do not equal 180°. Also, if both triangles are isosceles, and they both have 70° as their first angle, their other angles will be equal. The correct answers should be:</p> <table border="1" data-bbox="316 1720 1465 2018"> <thead> <tr> <th>Type of triangle</th> <th>Angle 1</th> <th>Angle 2</th> <th>Angle 3</th> </tr> </thead> <tbody> <tr> <td>Isosceles</td> <td>90°</td> <td>45°</td> <td>45°</td> </tr> <tr> <td>Right-angled</td> <td>80°</td> <td>90°</td> <td>10°</td> </tr> <tr> <td>Isosceles</td> <td>70°</td> <td>55°</td> <td>55°</td> </tr> <tr> <td>Isosceles</td> <td>70°</td> <td>55°</td> <td>55°</td> </tr> </tbody> </table>	Type of triangle	Angle 1	Angle 2	Angle 3	Isosceles	90°	45°	45°	Right-angled	80°	90°	10°	Isosceles	70°	55°	55°	Isosceles	70°	55°	55°
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Activity 5.1 Talk Maths	<ol style="list-style-type: none">1. peach2. 6 more boys3. 3 fewer boys <p>110 children voted altogether.</p>
Activity 5.2 Guided Maths	<ol style="list-style-type: none">1. 1550g2. 600g
Activity 5.3 Independent Maths	<ol style="list-style-type: none">1. Accept 62cm – 63cm2. 22cm
Assess and Review 5.4	<p>Encourage the children to explain how, in order to find the correct percentage, the child must find the total rainfall from all four months first. $90\text{mm} + 60\text{mm} + 80\text{mm} + 130\text{mm} = 360\text{mm}$.</p> <p>In order to find the percentage rainfall that happened in January, the child should record how much of the 360mm fell in January. 90mm out of the 360mm fell in January. $\frac{90}{360} = \frac{1}{4}$ and $\frac{1}{4} = 25\%$.</p>