

**3.** Peter says that 485 rounded to the nearest 10 is 480. Is he right? Explain how you know.

c)

**4.** How many numbers give 680 when rounded to the nearest 10?

nearest IO.

b)

My number

gives 320 when rounded to the nearest 10.

a)

**5.** How many numbers give 750 when rounded to the nearest 10 and 700 when rounded to the nearest 100?



**3.** Choose one number from each circle. Add them. Do this six times. What do you notice about the answers?

• 4. What happens if you add three numbers from the red circle? Does the same thing happen every time?

**37** Find the fractions!

Y3: Recognise and use fractions as numbers

I. In this group of five fractions, two are greater than one. Which are they?

 $\frac{5}{6}$   $\frac{4}{3}$   $\frac{4}{5}$   $\frac{2}{3}$   $\frac{6}{5}$ 



- How many ways can you pick a pair of cards to make a fraction less than one? Try to find them all.
- I
   2
   3
   4
   5
   6

   2
   5
   5
- **3.** Which fractions in this set are equivalent to each other?
- 4. What happens if you also have a 7 card? How many more fractions are there?



5. What if you have an 8 card? Or a 9 card?

# 54 Clocked!

**Y3:** Tell the time from an analogue clock; record times

P

I. It is 7:25 pm. What time will it be in I5 minutes?



- 2. The clocks are running 10 minutes fast! What is the actual time for each clock?
  - 3. In 15 minutes, an alarm will go off. What time will each clock be showing?

Give your answers in digital times.

4. The clocks show the start times for a film lasting I hour and 30 minutes. What time will each film finish?

5. Kez and Rebecca always arrive at the cinema 25 minutes before the film starts. In each case, what time do they arrive?

# 9 Six card trick

Number – Addition and subtraction Add and subtract numbers mentally

**Resources:** Set of six cards showing +1, +10, +100, -1, -10, -100 (Optional – the numbers can be modelled with base 10 materials or place value cards.)

**1.** 48, 135, 214, 196

2. 246

**3.** Always finish back at the starting number since the additions and subtractions effectively cancel each other out.

**● 4.** + 100 and -1

**Note:** This activity can be repeated, using a +2, +20, +200, -2, -20, -200 set of cards.

#### Key questions

"Which digit will that ... card change? Will it go up or down?"

"What's a good way to keep track of the way the number changes?"

"What do you think is happening?"

### **10 Adding the odds**

Number – Addition and subtraction Add and subtract numbers mentally

- **1.** Odd: 5, 17, 23, 49, 31. Even: 34, 8, 12, 36, 40
- 2. Various answers are possible, but the answer should always be even.

**3.** Various answers are possible, but the answer should always be odd.

#### Key questions

"What is the last digit of that number? So is the number odd or even?"

"What is a good way to add those two numbers in your head?" (e.g. largest number first, add tens first, use complements.) "What do you notice happening? Is it always true?" 4. Various answers are possible, but the answer should always be odd.

**Note:** This activity can be repeated, subtracting rather than adding pairs of numbers.

#### Key questions

"What would happen if you added some larger odd numbers? Choose some pairs of 3-digit odd numbers and add them. Are the answers odd or even?" (Various answers, but the answer should always be even. Children should realise that the generalisation 'two odds make an even' is true regardless of the size of the numbers.)

## **11 Domino challenge**

Number – Addition and subtraction Solve addition and subtraction problems using number facts

Resources: Complete sets of dominoes

- **1.** Various e.g. 1 + 4 + 5 or 3 + 3 + 4 or 1 + 2 + 3 + 4 or 5 + 5
- 2. Answers will vary; check all sides add to 8
  3. Answers will vary; check all sides add to 7, 9 or 10

#### Key questions

"What would be a good domino to start with?"

"Have you checked all four sides have the same total?"

4. Answers will vary; check all sides add to the same total.

#### **Key questions**

"What is the largest possible total that each side could have in a domino square using four dominoes like this?" (16: using the double 6, double 5, 6–5 and 6–4 dominoes)



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