



Team 3 Numeracy Homework     Summer 2 2015     (Tetrahedrons)



- > Homework will continue to be to be returned on Mondays at the absolute latest so that it can be marked and homework books given back.
- > Homework is expected to be written in homework books with the date and an appropriate title for each task.
- > Please encourage children to read every day (for a minimum of 20 minutes).
- > Also please practise times tables and quick mental maths with your child to help hone their skills. Websites such as My Maths, [www.teachingideas.co.uk/maths](http://www.teachingideas.co.uk/maths) or <http://themathworksheetsite.com/> or <http://nrich.maths.org/> are great.
- > If your child is having problems with completing their homework please do not hesitate to discuss this with me.

Due in 8/6/15	<p><b>Desert Sands</b></p> <p>Alphonse has taken on a difficult challenge: he's trying to cross 11,250 kilometres of north African desert in a veteran car. Why people do things like this we're not really sure but anyway, we do know that along the way he must pass through Adra; this settlement is exactly twice as far from the start of Alphonse's journey as it is from the end. So, when (or perhaps if) he reaches Adra, how far will Alphonse still have to drive?</p> <p>This week's times table is x12</p>	
Due in 15/6/15	<p><b>A Binary Operation</b></p> <p>In this question a and b stand for ordinary numbers and <math>a \bigcirc b</math> means <math>2a - b</math> (double a then take away b). Here are two examples :</p> <p><math>2 \bigcirc 3 = 4 - 3 = 1</math>     <math>5 \bigcirc 7 = 10 - 7 = 3</math></p> <p>Now work out :</p> <p>a) <math>3 \bigcirc 5 =</math>     b) <math>3 \bigcirc 6 =</math>     c) <math>9 \bigcirc 9 =</math></p> <p>The next ones are harder :</p> <p>d) <math>\bigcirc 2 = 12</math>     e) <math>9 \bigcirc = 11</math>     f) <math>\bigcirc = 15</math></p> <p>This week's times tables are x3 and x4</p>	
Due in 22/6/15	<p></p> <p><b>Eliminator</b></p> <p>Miss Fortune is going to play 'eliminator' with her maths class. She gets out her usual set of 1 – 100 cards but before giving them out she has a small problem for the class to solve: 'How many of these one hundred cards don't have a 3 on them?' she asks. After some time (and a bit of help) the class comes up with the right answer. What is the right answer?</p> <p>This week's times tables are x6 and x7</p>	

<p>Due in 29/6/15</p>	<p><b>Share the Wear</b></p> <p>Mark is taking his 4-wheel drive truck on a 1200 km journey across rough terrain. He decides that it would be a good idea to rotate the 5 tyres (4 on the road plus the spare) so that they all get equal wear. How far will each tyre travel?</p>  <p>This week's times table are x8 and x9</p>
<p>Due in 6/7/15</p>	<p><b>Making 100</b></p> <p><b>111 – 11 = 100</b></p> <p>As you can see, we've made five 1s equal to 100 by arranging them in a certain way. Can you find a way of arranging five 5s so that they make 100?</p> <p><b>Sum and Product</b></p> <p>Find two numbers whose product is exactly twice as big as their sum.</p> <p>This week's times tables are x11 and x12</p>