‘Greater Depth’ Pack 2 **Answers**

Activity 1.1 Talk Maths	The extra challenge is an opened-ended task with many possible answers. While completing the activity, encourage the children to talk about the place value of the digits.
Activity 1.2 Key Skills	1. 3.497, 34.09, 34.097, 34.97, 340.97 2. 45,098 > 45,089 45,000 = 45 thousands 45.809 < 45.890 3. 37,560 37,600 38,000
Activity 1.3 Using and Applying	1. 33,377, 33,777, 37,337, 37,373, 37,737 2. 65.56 < 65.65 7.07 > 7.007 0.03 = 3 hundredths 3. 20.37 20.4 20
Assess and Review 1.4	Encourage the children to notice that the child answering the question has missed the 3,000 in the answer and has therefore, misread the other digits. The correct answer is five million, six hundred and seventy-three thousand and twenty-nine.

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Activity 2.1 Talk Maths	This task has many possible answers. While finding the totals of pairs of numbers or finding the difference between a larger number and a smaller number, encourage the children to talk about the mental or written method of addition and subtraction they use.
Activity 2.2 Key Skills	1. Many pairs of numbers can balance the calculations providing the first number is not greater than 582. Encourage the children to give more than one answer e.g. **582** + 245 = 827 - **0** **581** + 245 = 827 - **1** 2. Professor Fire flies 3503km + 1467km = 4970km Captain Frozen flies 4075km. 4970 - 4075 = 895km 3. 7.5 and 1.13
Activity 2.3 Using and Applying	1. Many pairs of numbers can balance the calculations providing the first number is not greater than 124. Encourage the children to give more than one answer e.g. **124** + 367 = 491 - **0** **123** + 367 = 491 - **1** 2. Professor Fire flies 76,398km + 4589km = 80,987km Captain Frozen flies 83,204km. 83,204 - 80,987 = 2,217km 3. 3.3.78 and 4.089
Assess and Review 2.4	Encourage the children to notice that the child answering the question hasn’t made each calculation equal; they have given numbers which give the answers 2.4 and 2.5. Encourage the children to give pairs of numbers that do give equal answers for example, 3 and 2, or 2.9 and 1.9.

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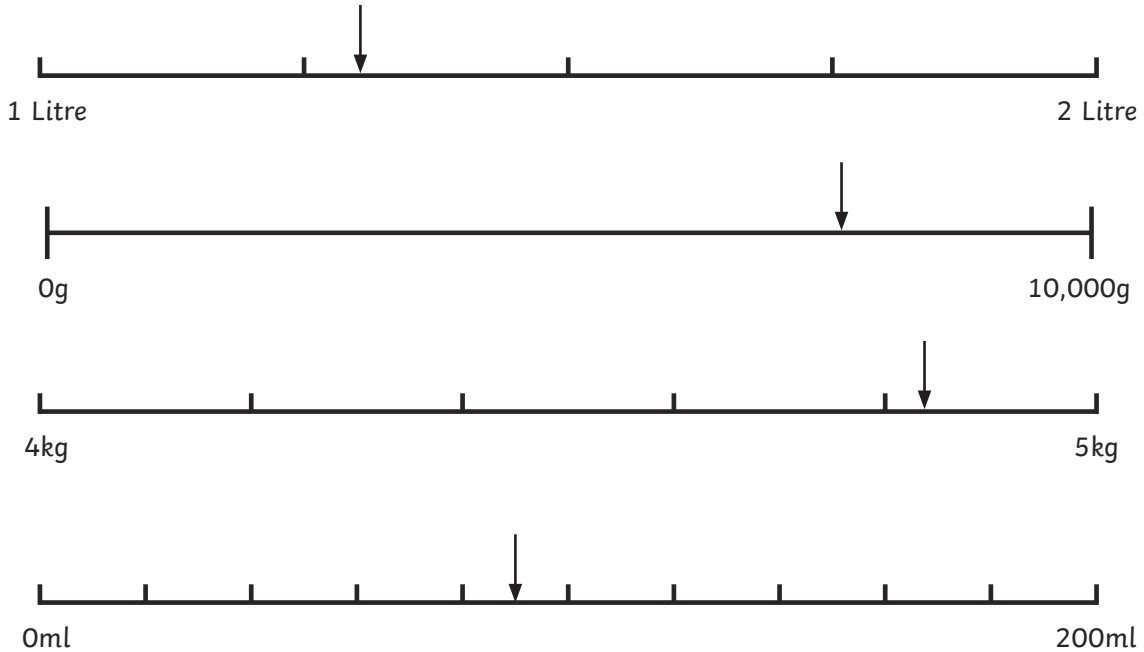
Activity 3.1 Talk Maths	Here are all the possible answers to adding together two of the fractions: $\frac{2}{9} + \frac{2}{7} = \frac{32}{63}$ $\frac{2}{9} + \frac{3}{8} = \frac{43}{72}$ $\frac{2}{9} + \frac{5}{12} = \frac{23}{26}$ $\frac{2}{9} + \frac{2}{3} = \frac{8}{9}$ $\frac{2}{9} + \frac{7}{10} = \frac{83}{90}$ $\frac{2}{7} + \frac{3}{8} = \frac{37}{56}$ $\frac{2}{7} + \frac{5}{12} = \frac{59}{84}$ $\frac{2}{7} + \frac{2}{3} = \frac{20}{21}$ $\frac{2}{7} + \frac{7}{10} = \frac{69}{70}$ $\frac{3}{8} + \frac{5}{12} = \frac{19}{24}$ $\frac{3}{8} + \frac{2}{3} = 1\frac{1}{24}$ or $\frac{25}{24}$ $\frac{5}{12} + \frac{2}{3} = 1\frac{1}{12}$ or $\frac{13}{12}$ $\frac{5}{12} + \frac{7}{10} = 1\frac{7}{60}$ or $\frac{67}{60}$ $\frac{2}{3} + \frac{7}{10} = 1\frac{11}{30}$ or $\frac{41}{30}$ Ensure the children can add together fractions which have different denominators by using a common multiple.
Activity 3.2 Key Skills	1. $\frac{3}{5} + \frac{2}{7} = \frac{31}{35}$ fireballs landed in the target ring. 2. $1 - (\frac{4}{7} + \frac{5}{12}) = \frac{13}{63}$ of the people have red hair.
Activity 3.3 Using and Applying	1. $\frac{5}{6} + \frac{6}{11} = \frac{91}{66}$ fireballs landed in the target ring. 2. $1 - (\frac{4}{9} + \frac{2}{9}) = \frac{5}{36}$
Assess and Review 3.4	Encourage the children to notice that the child answering the question hasn't correctly converted the mixed number to identify that the calculation to solve is $\frac{77}{42} + ? = \frac{101}{42}$. Therefore, the correct missing part of the calculation is $\frac{24}{42} = \frac{4}{7}$.

Activity 4.1 Talk Maths	

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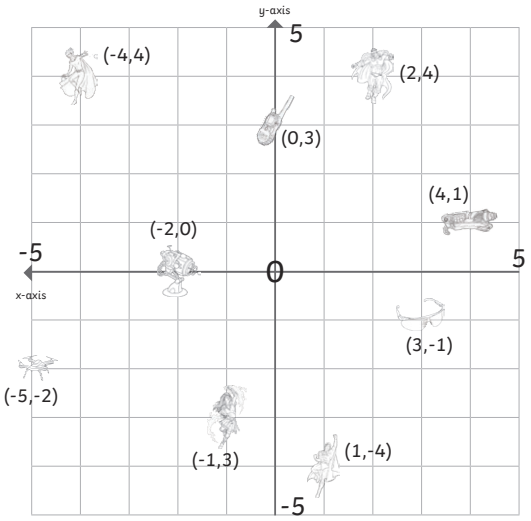
Activity 4.2 Key Skills	1. a) 2kg > 1,500g b) 500m < 5km c) 2,000ml = 2L 2. 2,000g - (537g + 1,208g) = 2,000g - 1,745g = 255g = 0.255kg 3. Professor Fire’s journey = 2,507m + 328m = 2,835m Green Flash’s journey = 1,883m + 502m = 2,385m 2,835m 2,385m = 450m = 0.45km
Activity 4.3 Using and Applying	1. a) 21.3cm > 212mm b) 5.09L > 5,010ml c) 10,040g < 10.4kg 2. 3kg - (1,476g + 105g) = 3,000g - 1,581g = 1,419g = 1.419kg 3. Professor Fire’s journey = 1,780m + 209m = 1,989m Green Flash’s journey = 1,549m + 480m = 2,029m 2,029m - 1,989m = 40m = 0.04km
Assess and Review 4.4	Encourage the children to notice that the child answering the question hasn’t calculated the amounts walked correctly. The correct answer should be Lilly walked 602m + 753m = 1,355m and Ben walked 854m + 498m = 1,352m, therefore Lilly walked 3m further.

Activity 5.1 Talk Maths	

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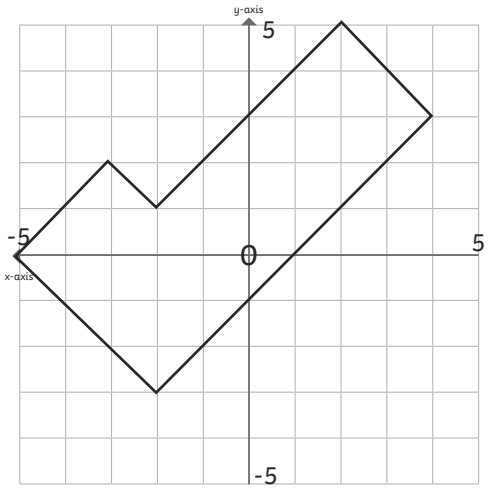
Activity 5.2
Key Skills



(-3,2),

(-5,0),

(-2,-3),

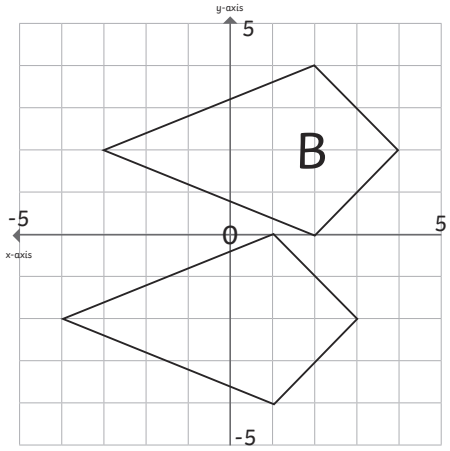
(4,3),

(2,5),

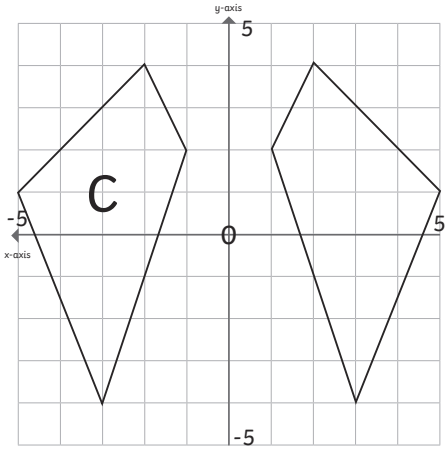
(-2,1)

2D shape: Irregular Hexagon

3. Shape B is translated left 1 and down 4. Draw the translated shape on the coordinate grid



2. Shape C is reflected over the y-axis. Draw the reflected shape on the coordinate grid.



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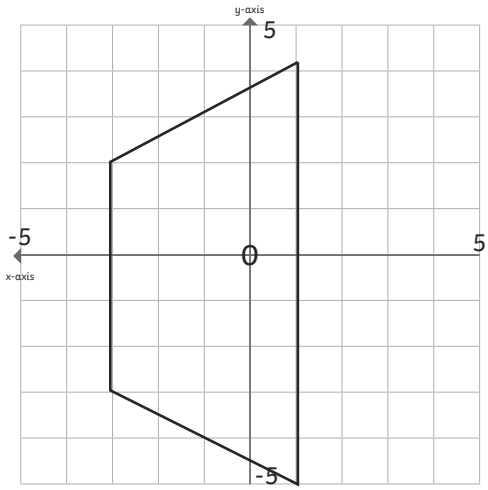
Activity 5.3 Using and Applying



(1,-5),

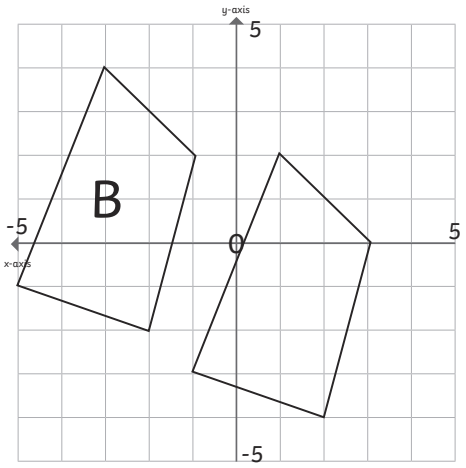
(1,4),

(-3,2),

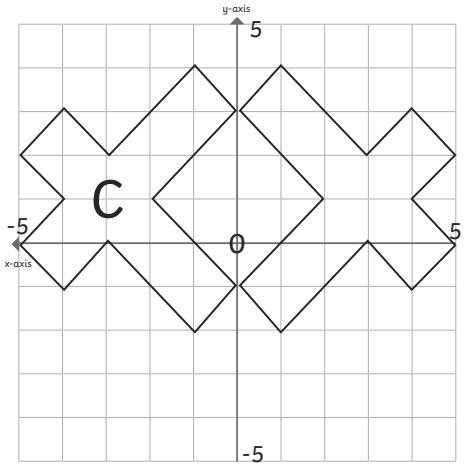
(-3,-3)

2D shape: Isoscelese trapezium

3. Shape B is translated right 4 and down 2. Draw the translated shape on the coordinate grid.



2. Shape C is reflected over the y-axis. Draw the reflected shape on the coordinate grid.



Assess and Review 5.4

Encourage the children to notice that the child answering the question has translated the shape instead of reflecting it. The correct answer should be: