CONTENTS AGES 9–10

9 **Copy and complete the statements with <, > or = between the numbers to make them correct.**

a. Twenty lots of 1,000 ◯ Two lots of 10,000

b. 280,476 ◯ 279,587

c. 6,908,908 ◯ 6,809,809

d. Ten hundred thousands ◯ 100 less than 1,000,000

e. 55,987 ◯ 56,000

f. Fifteen lots of 100,000 ◯ Fifty lots of 10,000

10 **Put these houses in order from the least to the most expensive.**

House A

£350,684

House B

£289,897

House C

£1,349,500

House D

£290,050

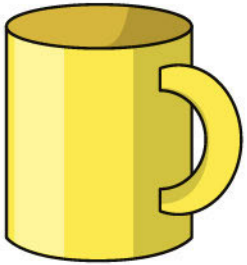
House E

£1,400,000

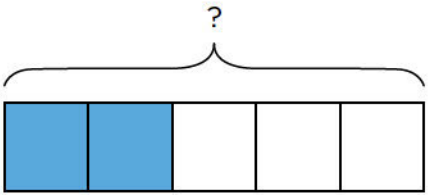
21 A mug contains some coffee.

Sasha drinks $\frac{2}{5}$ of the coffee.

There are 90 ml of coffee left.



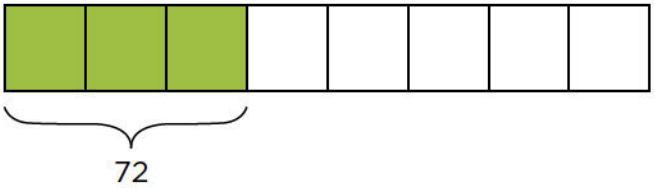
How much coffee was in the mug at the start?



22 Nilesh has a card with a number on.

$\frac{3}{8}$ of the number is 72

What is $\frac{1}{2}$ of the number?



Fast Finishers Maths: Problem-solving (Ages 9–10)

The National Curriculum for mathematics aims to ensure all children become fluent, reason mathematically and solve problems. Focusing specifically on the problem solving aim, these Fast Finisher cards encourage children to apply their mathematics to a variety of routine and non-routine problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Fast Finishers: White Rose Maths Problem-solving is here to help learners improve their maths problem-solving skills in just minutes a day! The cards in this box offer problems covering:

- Place value
- Multiplication & division
- Decimals & percentages
- Statistics
- Position & direction
- Converting units
- Addition & subtraction
- Fractions
- Perimeter & area
- Shape
- Negative numbers
- Volume

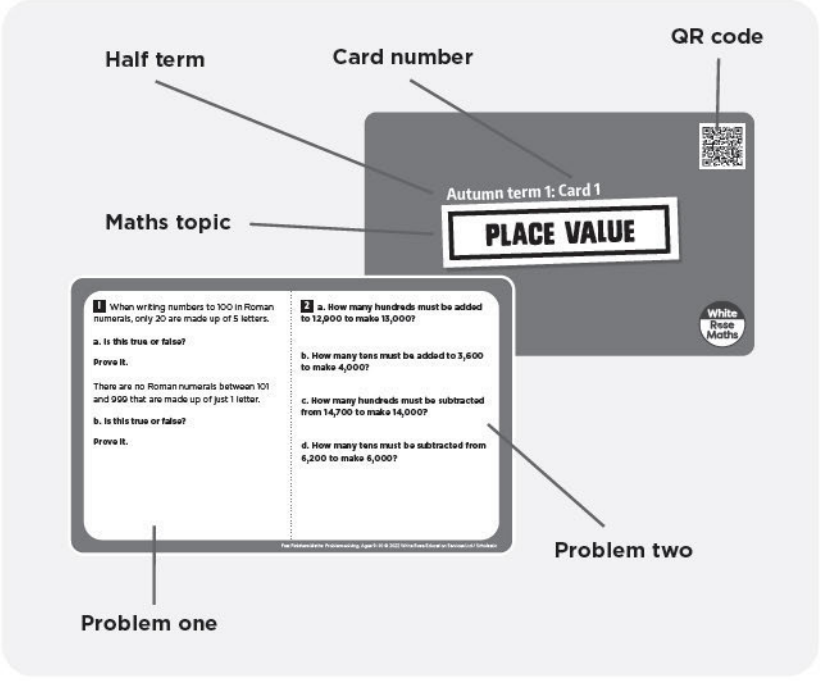
How to use Fast Finishers

These compact cards are designed for instant and flexible use. They are great for independent practice work – slot them in at the end of a maths lesson as meaningful extension work or as homework. They could also be used with partners, small groups, or even the whole class. The questions on the cards could be responded to in writing or orally. They provide learners with the opportunity to reason and solve problems related to content that has already been covered.

TEACHING TIPS

About the Maths cards

This box set contains 80 cards. There are two contents cards which detail the topic coverage and 78 cards each with two problem-solving questions. The cards are divided into half-terms with 13 cards per half term supplied. They have been written to match the White Rose Maths scheme of work. Each card contains two problems for the maths topic specified on the reverse.



The cards have been structured to match the White Rose Maths scheme of work by term and topic. While you can assign cards outside the term/topic, you should ensure that the child has adequate prior knowledge to complete the problems.

Autumn term 1: Card 1: Place value

1. **a.** True.
   The 20 Roman numerals with 5 letters are:
   18, 23, 27, 32, 34, 36, 39, 43, 47, 58, 63, 67, 72, 74, 76, 79, 81, 85, 93, 97

   b. False.
   500 is D

2. **a.** 1 hundred

   b. 40 tens

   c. 7 hundreds

   d. 20 tens

Autumn term 1: Card 2: Place value

3. Yes, agree with Tommy.
   Two and a half million = 2,500,000 which is less than 2,530,100

4. **a.** There are five 10,000s in **50,000**

   b. There are **two hundred and forty** 1,000s in 240,000

   c. There are thirteen **10,000s** in 130,000

   d. There are twenty-five 100s in **2,500**

   e. There are **thirty-one thousand** 10s in 310,000

Autumn term 1: Card 3: Place value

5. No, because all columns make an exchange at 10

6. **a.** 100 more than **467** is 567

   b. **10,000** more than 5,780 is 15,780

   c. 100,000 more than 905,000 is **1,005,000**

   d. **1,000** less than 4,908 is 3,908

   e. 10,000 less than **731,490** is 721,490

   f. 1,000 less than 310,956 is **309,956**

Autumn term 1: Card 4: Place value

7. **a.** 100 less than 5,000 is **4,900**

   b. **500** more than 5,000 is 5,500

   c. 1,000 less than 20,000 is **19,000**

   d. 100 less than 20,000 is **19,900**

   e. **600** more than 20,000 is 20,600

   f. 5,000 less than 43,500 is **38,500**

   g. **8,000** more than 43,500 is 51,500

8. Both Hannah and Sasha are correct.
   Hannah has partitioned the number into millions, hundred thousands, ten thousands and thousands.
   Sasha has partitioned the number into hundred thousands and thousands.

SCHOLASTIC

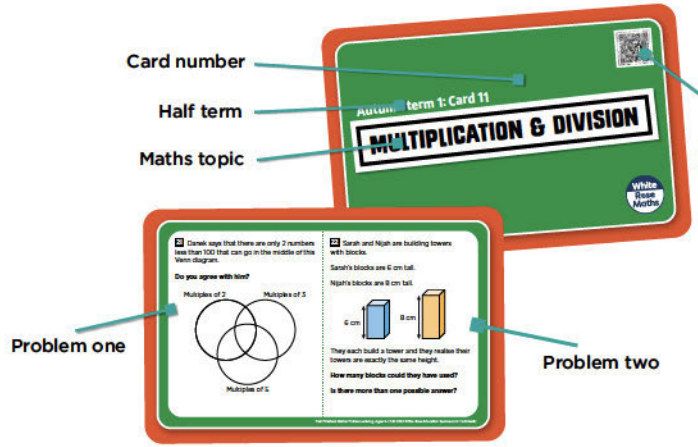
Master key mathematical skills in just 10 minutes a day!

Fast Finishers Maths

Problem-solving

Ages 9–10

Activities by White Rose Maths



156 problem-solving questions covering:

- **Place value**
- **Addition and subtraction**
- **Multiplication and division**

...and many more key mathematical topics

Fast Finishers
Problem-solving
Ages 9–10

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