



Year Group: Y7
Term: Autumn 1
Subject: Mathematics
Topic:

Climbing Higher

Name: _____ **Form:** _____

Subject Teacher: _____ **Group (If known):** _____

Date given: 18th September 2017 **Date to hand in:** 21st September 2017

Level achieved in this Home Learning Booklet:	Effort in this Home Learning Booklet: A = Excellent effort D = Poor Effort	Achievement Points this Home Learning Booklet:
	A	A for Effort = 3 Achievement Points
	B	B for Effort = 2 Achievement Points
	C	C for Effort = 1 Achievement Points
	D	D for Effort = 0 Achievement Points

Feedback:

What Went Well	Even Better If
- You can use BIDMAS properly	- You use BIDMAS in the correct order
- You can identify the place value of a digit in a given number	- Work on breaking down numbers and recognising what is digit is worth
- You can create big numbers using one digit numbers.	

Student response to the task (DIRT) :

Spelling, punctuation, grammar and presentation:

Year 7 instructions:

Ms. Teague's Class: worksheets 1, 2, 3 and 4

Mrs. Murray's Class: worksheets 1, 2, 3 and 4

Miss Whitehead's Class: worksheets 1, 2, 4 and 5

Mr. Lister's Class: worksheets 1, 2, 5 and 6

Ms. Jan's Class: worksheets 1, 2, 5 and 6

BIDMAS WORKSHEET 1

Test 1	
1	$4 \times 2 - 3$
2	$5 + 2 \times 7$
3	$2 + 3 \times 2$
4	$4 \times 3 + 5$
5	$11 - 3 \times 2$
6	$3 \times 5 + 2 \times 4$
7	$12 \div 2 + 5$
8	$12 + 8 \div 4$
9	$20 - 16 \div 2$
10	$30 \div 2 - 18 \div 3$

Test 2	
1	$3(7 + 2)$
2	$5(6 - 4)$
3	$2(10 - 2 \times 3)$
4	$21 - 3(4 - 1)$
5	$2(2 + 3) - 7$
6	$3 \times 4 - 2(5 - 2)$
7	$7 \times 3 - 5(4 - 2)$
8	$5 \times 4 - 2 \times 6$
9	$4 \times 9 - 2 \times 8$
10	$4(5 \times 3 - 10)$

Test 3	
1	$4 \times 3 + 6$
2	$5 \times 7 + 8$
3	$4 \times 3 + 9$
4	$9 \times 5 + 12$
5	$7 + 2 + 3$
6	$9 + 4 \times 9$
7	$6 \times 4 \times 2$
8	$8 + 6 \times 3$
9	$8 + 7 \times 2$
10	$12 + 3 \times 7$

Test 4	
1	$-3 \times (6 \times 4)$
2	$(3 \times 4) - (2 \times -8)$
3	$(7 + 3) - 2 \times 6$
4	$(-7 + 3) \times (3 + 4)$
5	$(-8 - 2) + (7 - -4)$
6	$(9 + 2) - (6 - -1)$
7	$(-4 + -3) \times -4$
8	$6(4 - 13)$
9	$7(8 + 12) - 3$
10	$8 \times 2 - 5$

2

Place Value:

Use the four digit cards every time you make a number:

1	9	6	3
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What is the largest number you can make? _____

What is the smallest number you can make? _____

Make a list of all the numbers you can make using the four digit cards:

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Which number is closest to 3000? _____

Which numbers have nine hundreds?

Which numbers are greater than 6500 and less than 9500?

3

Explain what each digit represents in whole and decimal numbers

8	6,570	75.5	67,598.2	98	15,679.2	8,968.23	6,982.43	523	52.39
9.99	8.29	93.24	672.98	38.24	65,983.46	119.69	189.54	67.48	73.25

Which of the numbers above have the following:

1. Seven tens?
2. Two tenths?
3. Six thousands?
4. Five hundreds?
5. Nine hundredths?
6. Eight Units?
7. Six tens of thousands?
8. Five tenths?

Write the number described in words and in figures:

9. This number has seven tens and six units
10. This number has eight units, nine tenths and one hundredth
11. This number has nine hundreds, six tens, four units and three tenths
12. This number has four thousands, six hundreds, nine tens, eight units, one tenth and four hundredths

Write down five different numbers that have:

13. Six units
14. Nine hundreds
15. Seven tens
16. Five tenths
17. Four hundredths
18. Eight thousands
19. Six tens and seven units
20. Four tenths and eight hundredths

4

Explain what each digit represents in whole and decimal numbers

600	794	0.5	8,976.5	624.4
8,500	888,000	7.3	196.5	196.32
92.33	3.33	613	99.8	49.58
1600	7.5	18,489	34.69	8,296.4
6.58	4.32	94	10.5	693.23

Look carefully at the numbers above.

Find at least three numbers that have the following:

1. Six hundreds
2. Nine tens
3. Four units
4. Five tenths
5. Eight thousands
6. Three tenths

Can you write two numbers that have:

7. Six units
8. Eight tens
9. Four hundreds
10. Three thousands
11. Five tenths
12. Nine tenths

What's my number?

13. I have six tens and seven units.
What number am I?
14. I have four hundreds, nine tens and one unit.
What number am I?
15. I have seven units, and decimal point and then five tenths.
What number am I?
16. I have seven hundreds, zero tens and zero units.
What number am I?

5

Explain what each digit represents in whole numbers

Look carefully at each number and then answer the questions:

73

1. How many tens?
2. How many units?

94

3. "There are nine units". True or false?
4. "There are nine tens". True or false?
5. What does the 4 represent in this number? Tens or units?

564

6. What does the 5 represent in this number? Hundreds, tens or units?
7. How many tens?
8. "There are four units". True or false?

3,978

9. How many thousands?
10. How many tens?
11. How many units?
12. How many hundreds?

What is the value of the underlined digit in each of these numbers?
Thousands, hundreds, tens or units?

13. 79
14. 643
15. 458
16. 9,589
17. 4,539
18. 6,568
19. 234
20. 1,235

6

Explain what each digit represents in a whole number

Write down all the whole numbers between:

1. 20 and 30
2. 38 and 45
3. 97 and 104
4. 213 and 221
5. 1345 and 1354

Write down 3 whole numbers that are:

6. More than 35, but less than 42
7. More than 198, but less than 243
8. More than 1023, but less than 1111
9. More than 763, but less than 812
10. More than 101, but less than 1002

Use these cards to make 3-digit whole numbers

Use each card every time you make a new number

1	2	3
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Draw a table

Write in all the numbers you can make using the digit cards

digits	words
123	one hundred and twenty three
213	two hundred and thirteen
...	...

11. What is the largest number you can make?
12. What is the smallest number you can make?
13. Which numbers are greater than three hundred?
14. Which numbers are less than two hundred?
15. Write a number from your list that is greater than one hundred and less than two hundred.

