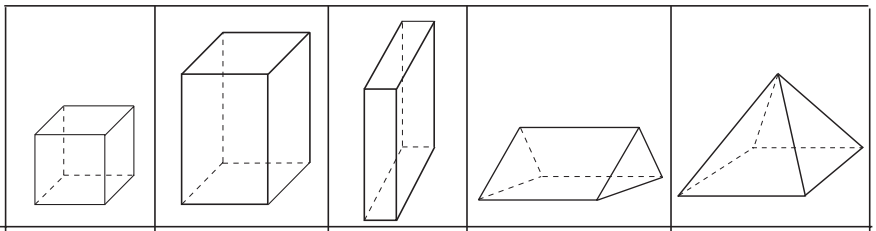
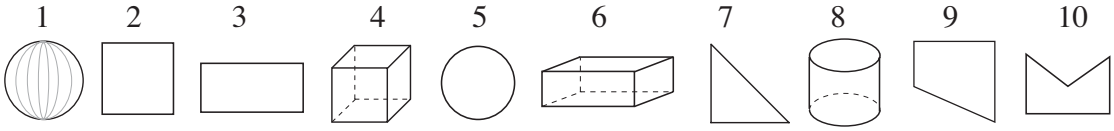
1 Complete the table for these **solids**.



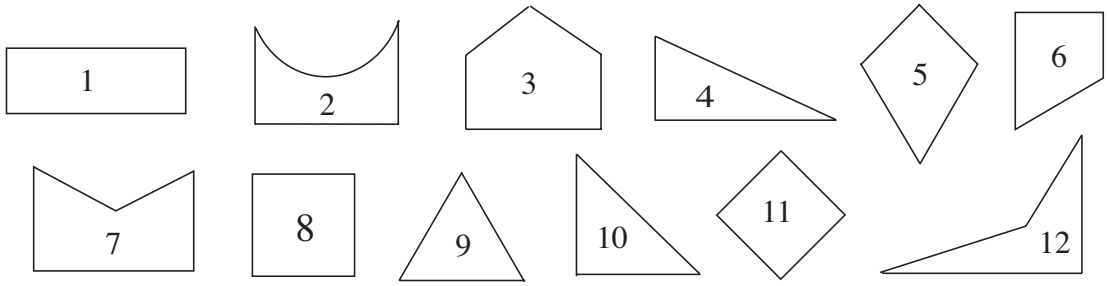
Number of faces					
Number of vertices					
Number of edges					

2 Which shape belongs in which box? Write the numbers in the correct boxes.



Plane shapes	Rectangles	Solids	Quadrilaterals

3 These **plane** shapes were cut out from coloured paper.



List the numbers of the shapes which are:

a) quadrilaterals: . . . . . .

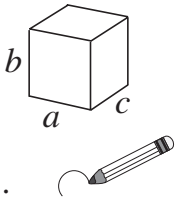
b) rectangles: . . . . . .

c) squares: . . . . . .

4 How many different **cuboids** can you build from 12 unit cubes?

a) Fill in the table.

b) Circle the cuboids which have at least one square face.



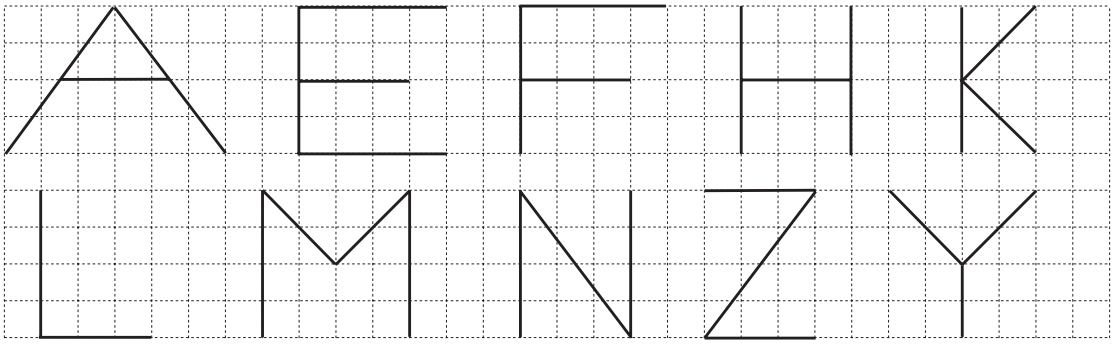
Cuboids

	1	2	3	4
Edge a =				
Edge b =				
Edge c =				

1

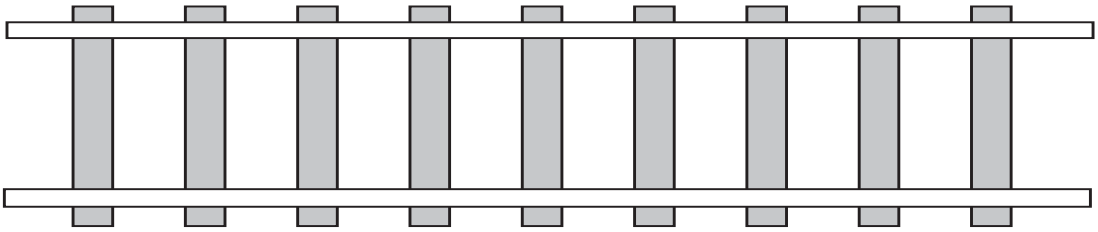
a) Draw over in the same colour the sets of lines which are **parallel**. Use different colours for different sets.

b) Colour the square at all the corners which are right angles.



2

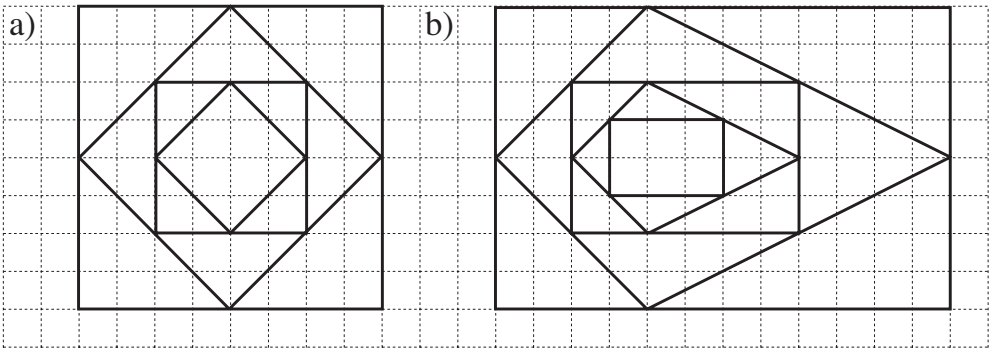
This is part of the track from a model railway.



Measure the distance between the two **horizontal** rails. ☐ mm

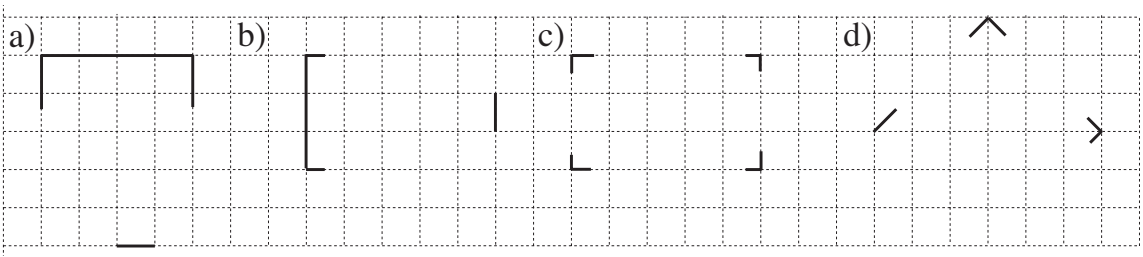
3

Draw over in the same colour the sets of lines which are **parallel**. Use a different colour for each set. Colour the squares at corners which are **right angles**.



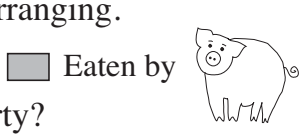
4

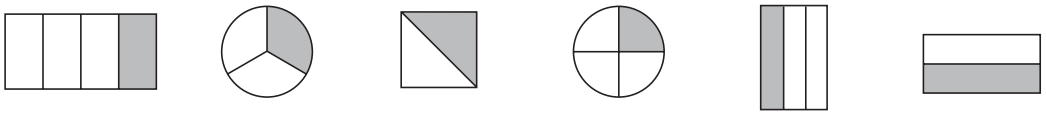
Complete the drawing to make **rectangles**.



1 *Piggy* bought different kinds of cakes for a party he was arranging.

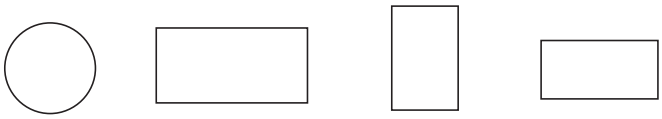
a) *Piggy* wanted to taste each cake right away.
What part of these cakes did *Piggy* eat before the party?





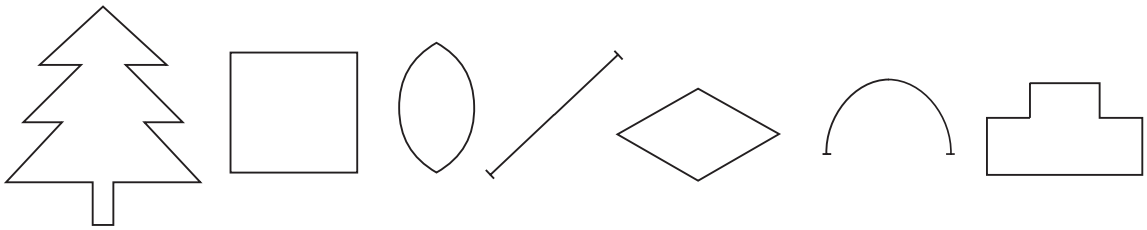
....

b) After the party, *Piggy* checked on what had been left.
Colour the parts of the cakes he found.



1 quarter 1 half 1 third 1 quarter

2 Colour one half of each shape in *red* and the other half in *blue*.

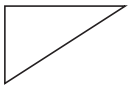


3 Each drawing is only half of the picture. Complete the whole drawing.

a) 

b) 

c) 

d) 

e) 

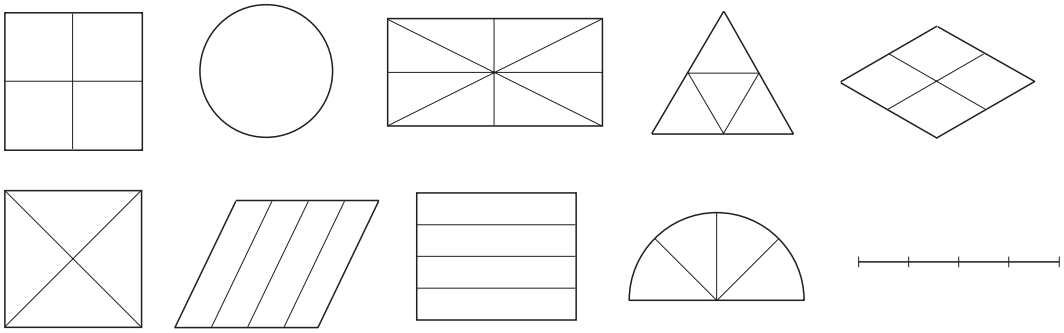
4 a) Tom had a length of wire which was 110 cm long.
He used half of it to make a model. What length of wire did he have left?

Answer: . . . . . .

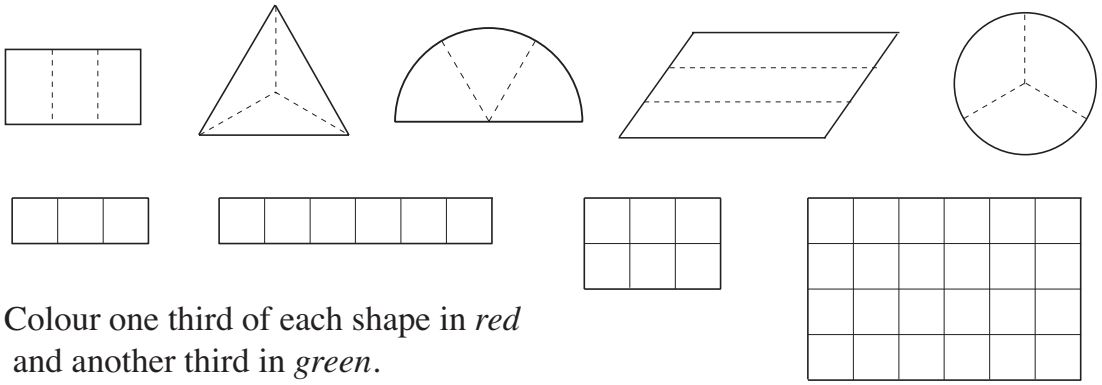
b) Last month Lucy had £30 in her savings bank. Today, this amount is only half of what she has saved. How much money does Lucy have now?

Answer: . . . . . .

1 Colour a quarter of each shape.



2

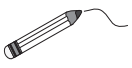


Colour one third of each shape in *red* and another third in *green*.

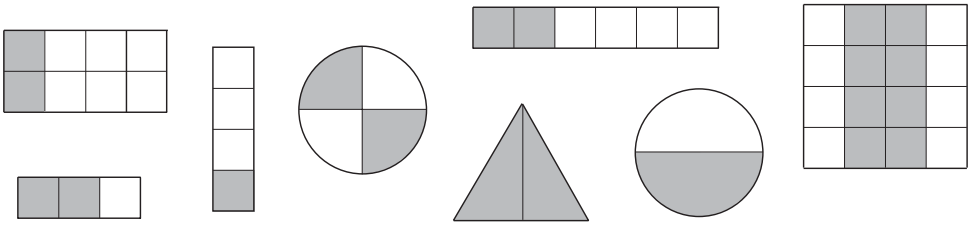
3 a) Each drawing is 1 third of a unit. Complete it to make the whole unit.

b) Each drawing is 1 quarter of a shape. Complete it to make the whole shape.

4 Join up the labels to the corresponding shapes.

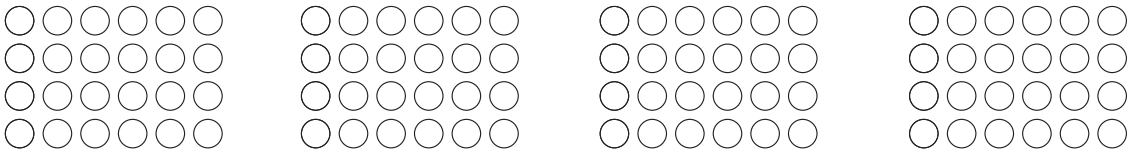


1 third	2 thirds	1 quarter



1 whole	2 quarters	1 half

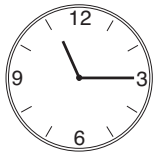
1 Colour the correct number of marbles. Write a division about each picture.



1 third | 1 quarter | 1 sixth | 1 eighth

$24 \div 3 =$ ☐ ....

2 How many hours and minutes do the hands on the clock show?

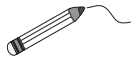
☐ hours ☐ hours ☐ hours ☐ hours

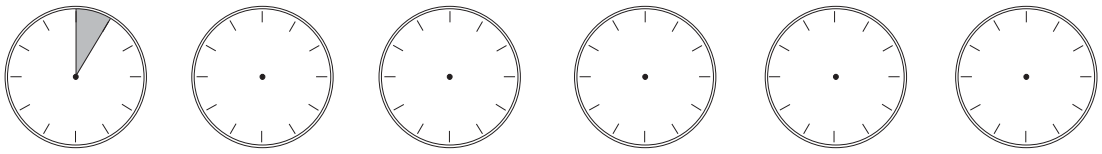
☐ minutes ☐ minutes ☐ minutes ☐ minutes

3 a) How many minutes does the minute hand on the clock show when it is pointing to these numbers? Complete the table.

Minute hand points to:	12	1	2	3	4	5	6	7	8	9	10	11
Minutes shown												

b) Shade the clocks to show how far the minute hand has gone. Join up the clocks which are the same.





5 minutes | 15 minutes | half an hour | 3 quarters of an hour | 30 minutes | 45 minutes

4 Compare the two sides. Write the correct sign between them. (=, <, >)

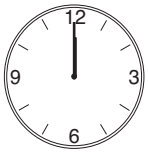
a) half an hour ☐ 35 minutes b) 15 minutes ☐ a quarter of an hour

c) 50 minutes ☐ 3 quarters of an hour d) 1 hour ☐ 60 minutes

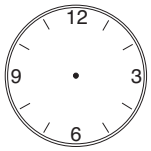
e) a quarter of an hour + 5 minutes ☐ half an hour – 5 minutes

f) 20 minutes + half an hour ☐ a quarter of an hour + half an hour

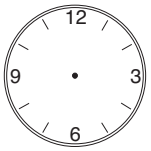
1 The clock is set at 12 noon.



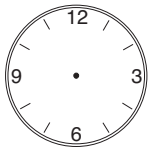
Draw where the hands of the clock will be after these amounts of time:



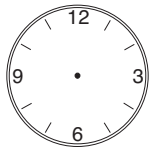
12 h 15 min



12 h 30 min

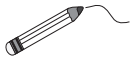


quarter of an hour



12 h 20 min

2 Join up the equal quantities.



half an hour

a quarter of an hour

3 quarters of an hour

2 thirds of an hour

15 minutes

45 minutes

30 minutes

40 minutes

1 third of an hour

20 minutes

3 Complete the open sentences so that they are correct.

a) 3 quarters of an hour + ☐ hour = 1 hour.

b) 30 minutes + ☐ hour = 1 hour.

c) 20 minutes + half an hour + ☐ minutes = 1 hour.

d) A quarter of an hour + a third of an hour + ☐ minutes = 1 hour.

4 If the statement is correct, write a ✓ in the box. If not, write a ✗ and correct the mistake.

a) 1 hour = 60 minutes ☐

b) Half an hour = 20 minutes ☐

c) Half an hour = 2 quarters of an hour ☐

d) 20 minutes = 2 thirds of an hour ☐

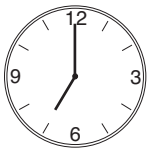
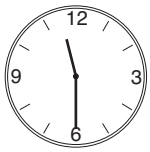
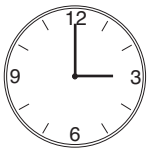
e) 3 quarters of an hour = 45 minutes ☐

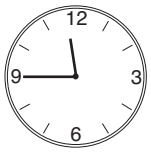
f) 2 thirds of an hour = 1 quarter of an hour + 5 minutes ☐

g) 2 quarters of an hour = 1 quarter of an hour + 15 minutes ☐

1 Write the times shown on the clocks in 3 different ways.

a) morning b) nearly mid-day c) afternoon d) evening e) night



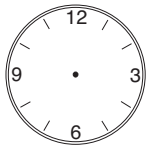
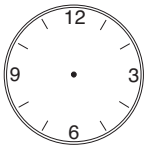
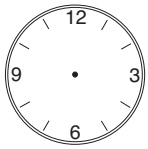
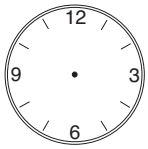
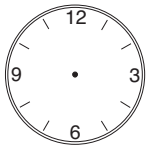
....

....

....

2 Draw hands on the clocks to show the times given. Write the time in a different way below each clock.

a) 4.00 am b) 8.30 pm c) 8.30 am d) 12.15 pm e) 0.15 am

....

3 Fill in the missing numbers.

a) 1 hour = ☐ minutes

1 minute = ☐ seconds

1 day = ☐ hours

2 days = ☐ hours

b) half a day = ☐ hours

a quarter of a day = ☐ hours

a third of a day = ☐ hours

3 quarters of an hour = ☐ minutes

4 Complete the tables.

a)

Days	1	2	1 quarter	3 quarters	1 third	2 thirds	1 eighth	1 half
Hours								

H = D =

b)

Hours	1	3	5	1 half	1 quarter	1 and a half	1 third	2 thirds	1 sixth	1 fifth
Minutes										

1 Colour the odd one out. Write the reason for your choice.

120 minutes

1 twelfth of a day

1 hour + half an hour + 25 minutes

60 minutes + 3 quarters of an hour + 1 quarter of an hour

3 quarters of an hour + 1 third of an hour + 55 minutes

Reason: . . . . . .

2 Write the amounts of time in **increasing** order.

10 minutes

3 quarters of an hour

half a day

35 minutes

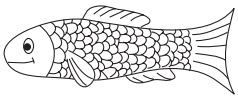
1 third of an hour

1 quarter of an hour

. . . . . .

. . . . . .

3 *Sparrow* and *Trout* were arguing over the times in a day. Who is correct? Tick the correct answer and cross out the wrong one.



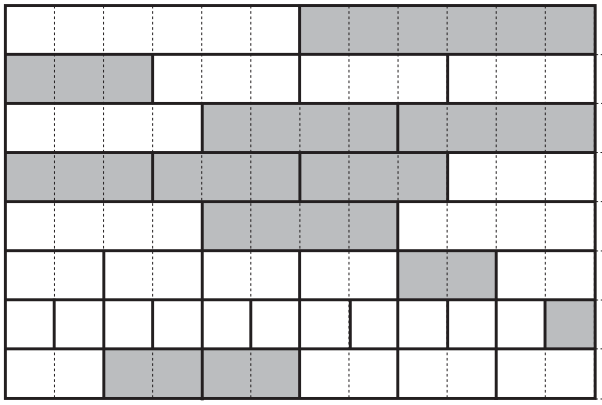
12 hours	half a day	30 hours
14 hours	2 quarters of a day	12 hours
4 hours	1 sixth of a day	4 hours
45 minutes	2 half hours	60 minutes
15 minutes	a quarter of an hour	20 minutes
40 minutes	2 thirds of an hour	45 minutes
2 hours	1 eighth of a day	3 hours
9 hours	2 sixths of a day	8 hours
18 minutes	3 tenths of an hour	20 minutes

1

If this is 1 unit:

→ 1 unit

what is the value of each shaded part?

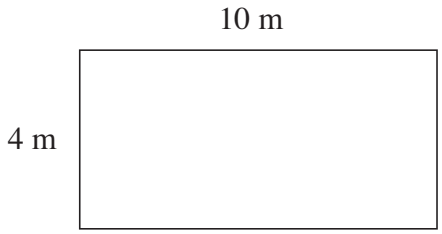


2

This is my garden.

I have already dug up part of it.

How much of the garden do I still have to dig?
Complete the table.



Part already dug	1 fifth				1 half	2 tenths		4 fifths
Part remaining		1 quarter	3 quarters	2 fifths			4 tenths	

3

I have already drunk 3 quarters of a 2 litre bottle of lemonade.

a) What part of the lemonade is left? . . . . . .

b) How many cl of the lemonade is left?

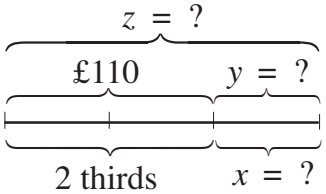
. . . . . .

c) How many cl of lemonade have I drunk?

. . . . . .

4

Write a context for the plan.
Solve it.



1 Complete the drawings.

If this is : 1 whole →

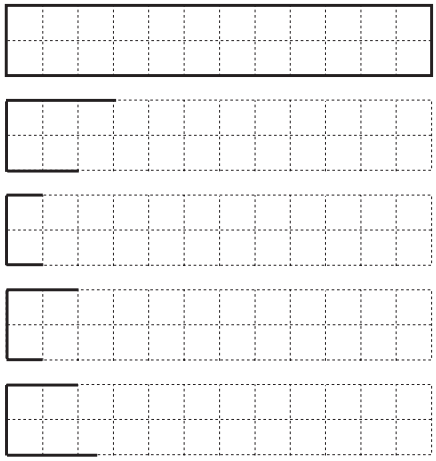
then this is:

1 half →

1 sixth →

1 eighth →

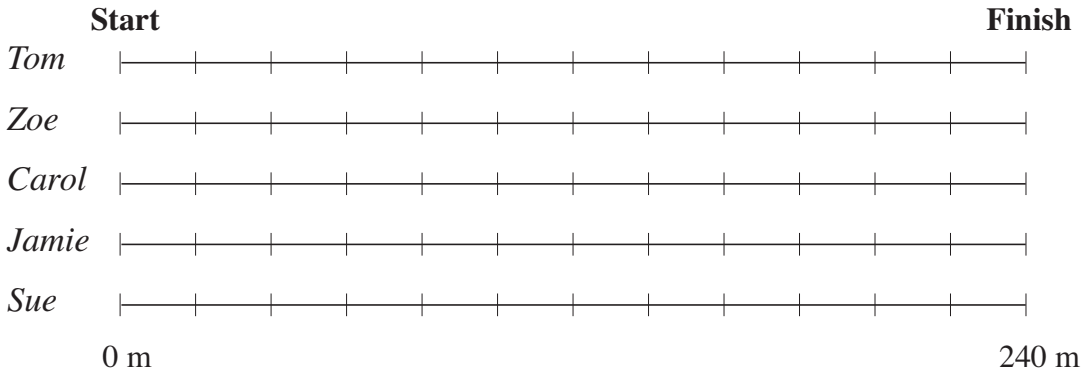
1 third →



2 Five children are running in a 240 m race. At this moment in time:

- *Tom* has run 4 sixths of the distance.
- *Zoe* has run 2 thirds of the distance.
- *Carol* has run 3 quarters of the distance.
- *Jamie* has run 3 sixths of the distance.
- *Sue* has run half way.

Mark where each child is on the running track.



3 Gerry spent £140 on his holiday. Joe spent 1 seventh more than Gerry.

a) How much money did Joe spend on his holiday?

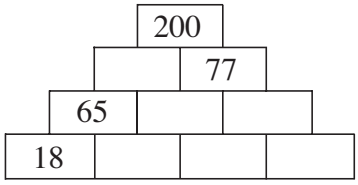
Answer: . . . . . .

b) How much money did Gerry and Joe spend altogether?

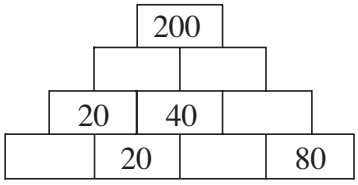
Answer: . . . . . .

1 Each number is the **sum** of the two numbers directly below it.
Fill in the missing numbers.

a)

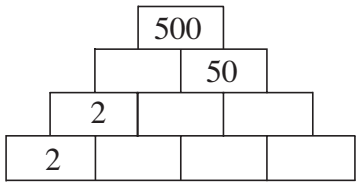


b)

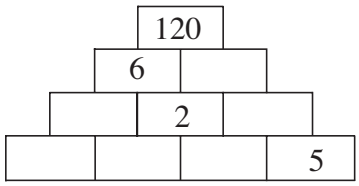


2 Each number is the **product** of the two numbers directly below it.
Fill in the missing numbers.

a)



b)



3 In a school, each lesson starts on the hour and lasts for 45 minutes.

a) What part of an hour is:

i) each lesson . . . . . .

ii) each break? . . . . . .

b) The lessons start at 09:00 and lunch is at 13:00.
How many lessons are there during the morning? . . . . . .

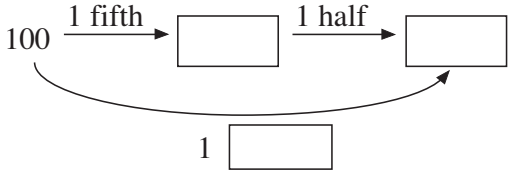
c) How many hours and minutes do pupils spend:

i) in lessons . . . . . .

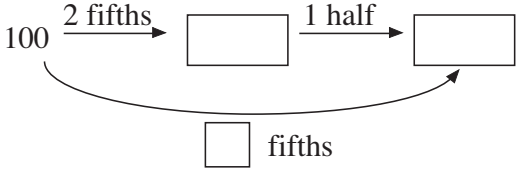
ii) in breaks? . . . . . .

4 Fill in the missing items.

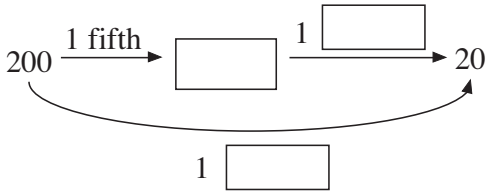
a)



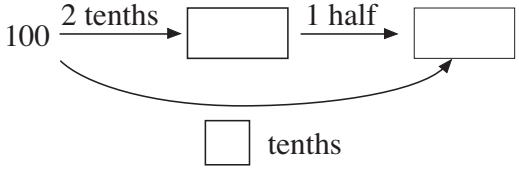
b)



c)

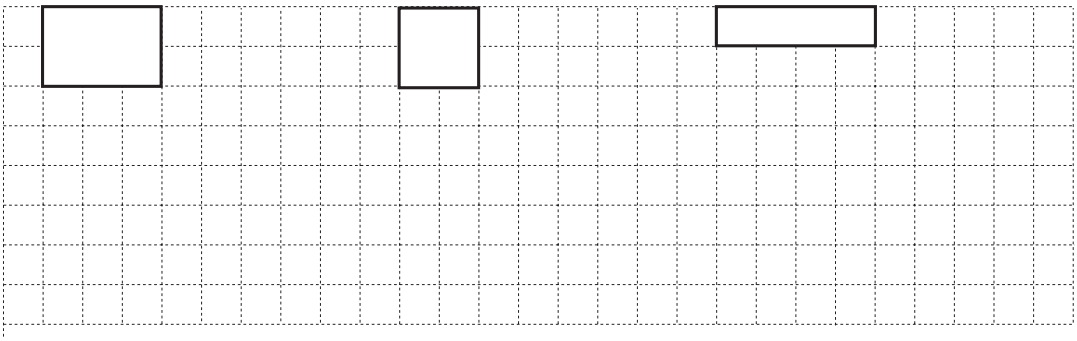


d)



1 Complete each given part to make 2 whole units.

a) 1 third b) 1 quarter c) 1 fifth



2 How much of their money did they each spend?

a) *Irene* had (100) (50) (20) (20) (10) and spent 1 fifth of half of her money.

. . . . . .

b) *George* had (50) (50) (50) (20) (10) and spent half of 1 third of his money.

. . . . . .

c) *Nick* had (100) (100) (50) (50) (20) (20) (20) and spent 1 third of a half.

. . . . . .

d) *Jane* had (50) (20) (20) (20) (20) (10) (10) (10) and spent 1 eighth of a quarter.

. . . . . .

3 Colour the parts stated. Compare the two rectangles. Fill in the missing sign.

a) 2 quarters ○ 1 eighth

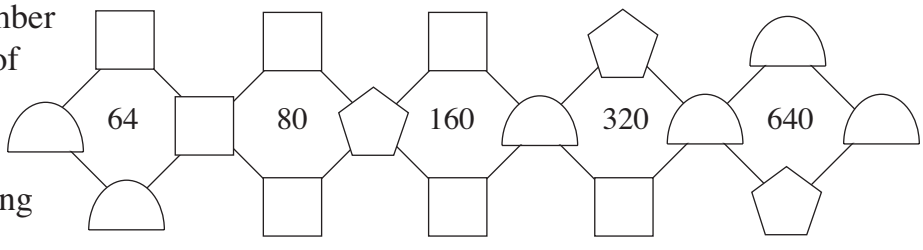
b) 1 third ○ 2 sixths

c) 3 sixths ○ 5 sixths

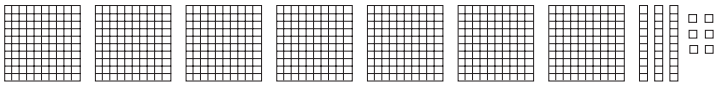
d) 4 fifths ○ 8 tenths

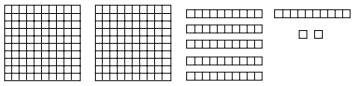
4 The middle number is the **product** of the 4 numbers around it.

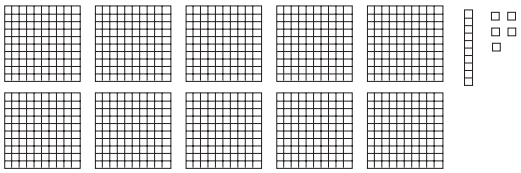
Fill in the missing numbers.



1 How many small squares are in the drawings? Write the numbers in the table.

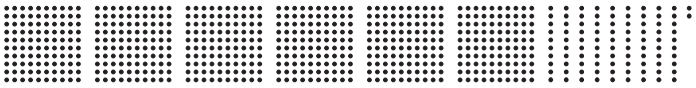
a) 

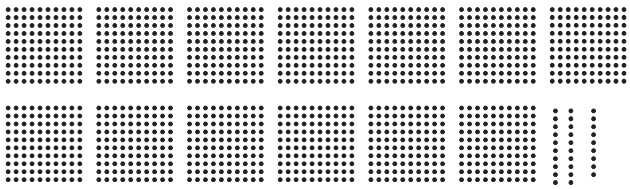
b) 

c) 

	Th	H	T	U
a)				
b)				
c)				
Total				

2 How many dots are in the drawings? Write the numbers in the table.

a) 

b) 

	Th	H	T	U
a)				
b)				
Total				

3 Write these numbers as digits. List them in increasing order.

six hundred and five, ☐ nine hundred and twenty, ☐ two hundred and fifty three, ☐

nine hundred and ninety nine, ☐ six hundred and fifty one, ☐ five hundred and sixty two ☐

..... < ..... < ..... < ..... < ..... < .....

4 Write these numbers in words.

a) 304 .....

b) 430 .....

c) 403 .....

d) 910 .....

e) 109 .....

f) 901 .....

1

Barry Bear tried to write the same number in different ways but he made some mistakes.

Cross out the mistakes and correct them.

9 hundreds, 4 tens and 5 units

945

$9 \times 100 + 4 \times 10 + 5 \times 1$

900 + 50 + 4

90 + 45

800 + 100 + 45

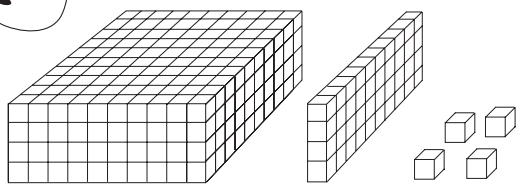
2

Create as many different 3-digit numbers as you can from the digits 1, 2, 3 and 4. Do not use a digit more than once in any number.

3

Which numbers was *Daffy Duck* thinking about?

a)



= .....

b) If □ = 100, | = 10, and • = 1

i) □ □ | ••• = ...

ii) □ □ □ |||||||||| ••••• = ...

iii) □ □ □ □

□ ||||| •••••••••• = ...

iv) □ □ □ □

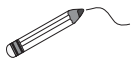
•••••••••••• = ...

v) □ □ □ ||| ••• = ...

1 What is the rule? Continue the sequence for another 10 terms.

700, 694, 688, ..., ..., ..., ..., ..., ..., ..., ..., ..., ...,

2 Colour with the same colour or join up the equal numbers.

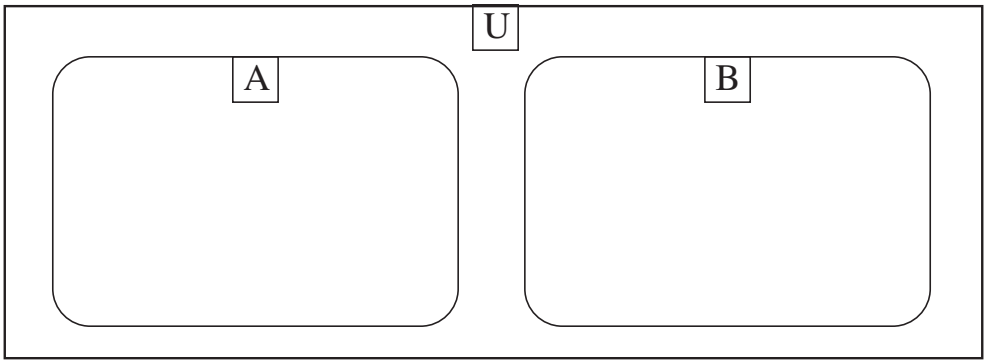


3 hundreds + 8 units	94	480	2 hundreds + 108 units
5 hundreds + 2 tens + 10 units		531	50 + 10 + 34
2 hundreds + 200 units + 8 tens		900 – 1	500 + 20 + 10
8 hundreds + 8 tens + 19 units			5 hundreds + 3 tens + 1 unit

3 Write the odd numbers smaller than 600 in set **A**.
Write the even numbers greater than 800 in set **B**.

Choose from the numbers in set **U**.

U = { 488, 852, 597, 921, 940, 179, 600, 978, 341, 89, 1000 }



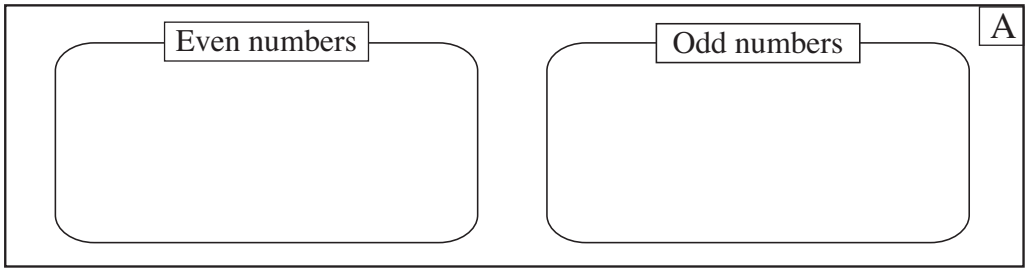
4 Complete the table.

		Th	H	T	U
568	5 × 100 + 6 × 10 + 8 × 1				
173					
902					
430					
1245					
1050					

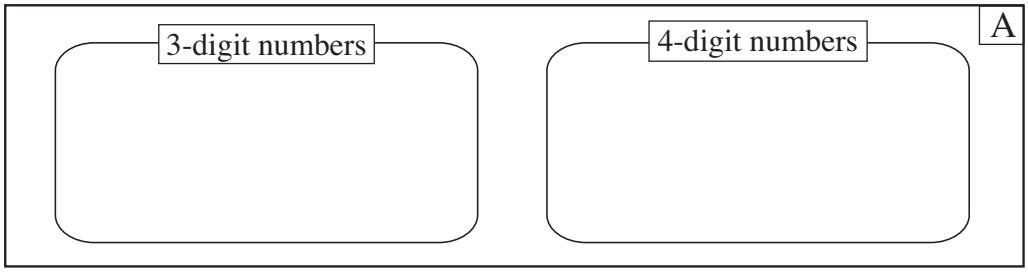
1 Write the numbers from set **A** in the correct boxes.

$A = \{ 100, 305, 74, 0, 981, 1026, 1439, 1975, 2000, 1000 \}$

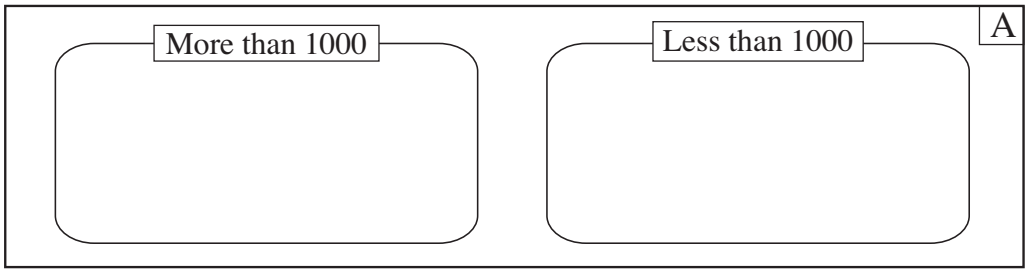
a)



b)



c)



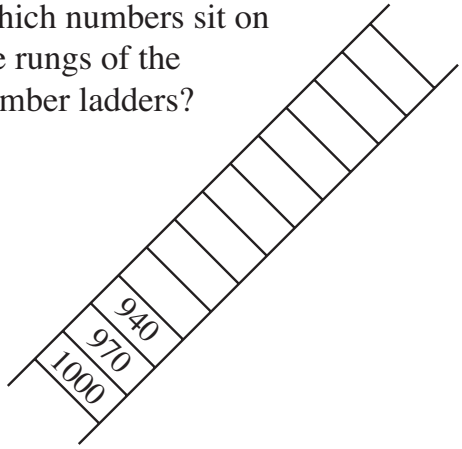
2 a) Add 12 to each number in **A** and write the result in **B**.

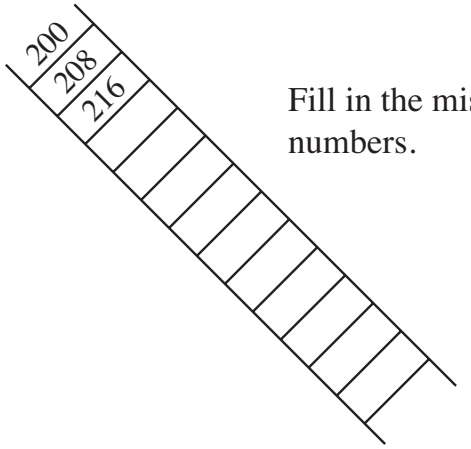
b) Decide whether the statements are true or false. Write ✔ or ✕ in the box.

A		**B**
111	+ 12 →	
112	+ 12 →	
113	+ 12 →	
122	+ 12 →	
123	+ 12 →	
133	+ 12 →	
222	+ 12 →	
223	+ 12 →	
233	+ 12 →	
333	+ 12 →	

1

Which numbers sit on the rungs of the number ladders?





Fill in the missing numbers.

2

Practise calculation. Write the digits in the correct boxes.

a) $2 + 5 =$ □□ $\quad 20 + 50 =$ □□□ $\quad 200 + 500 =$ □□□□

b) $7 + 8 =$ □□ $\quad 70 + 80 =$ □□□ $\quad 700 + 800 =$ □□□□

c) $14 + 3 =$ □□ $\quad 140 + 30 =$ □□□ $\quad 1400 + 300 =$ □□□□

d) $6 - 4 =$ □□ $\quad 60 - 40 =$ □□□ $\quad 600 - 400 =$ □□□□

e) $11 - 5 =$ □□ $\quad 110 - 50 =$ □□□ $\quad 1100 - 500 =$ □□□□

f) $20 - 8 =$ □□ $\quad 200 - 80 =$ □□□ $\quad 2000 - 800 =$ □□□□

3

Practise multiplication and division.

a)	$7 \times 2 =$	$7 \times 20 =$	$7 \times 200 =$
b)	$12 \div 3 =$	$120 \div 3 =$	$1200 \div 3 =$
c)	$8 \times 6 =$	$8 \times 60 =$	$80 \times 6 =$
d)	$42 \div 7 =$	$420 \div 7 =$	$420 \div 70 =$
e)	$5 \times 4 =$	$5 \times 40 =$	$50 \times 40 =$
f)	$27 \div 9 =$	$270 \div 9 =$	$270 \div 90 =$

4

Study the numbers in set **A**. Complete the sentences so that they are correct.

$$\mathbf{A} = \{\ 152,\ 125,\ 72,\ 34,\ 909,\ 999,\ 450\ \}$$

a) All these numbers . . . . . .

b) Not all these numbers . . . . . .

c) None of these numbers . . . . . .

d) There is at least one number which . . . . . .

1 Calculate:

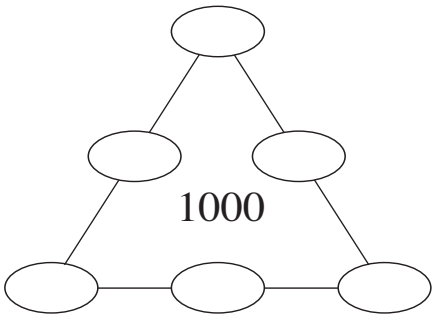
$26 + 13 =$	$260 + 130 =$	$58 - 32 =$	$580 - 320 =$
$18 + 42 =$	$180 + 420 =$	$70 - 21 =$	$700 - 210 =$
$56 + 44 =$	$560 + 440 =$	$100 - 59 =$	$1000 - 590 =$
$135 + 48 =$	$1350 + 480 =$	$146 - 18 =$	$1460 - 180 =$
$164 + 36 =$	$1640 + 360 =$	$200 - 35 =$	$2000 - 350 =$

2 Calculate:

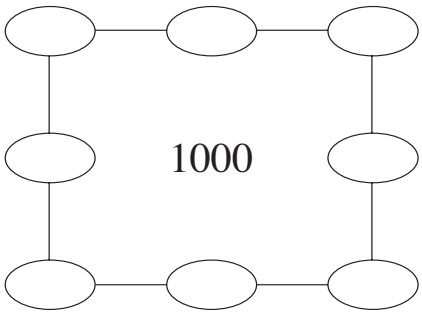
a)	$7 \times 1 =$	$11 \times 1 =$	b)	$19 \times 10 =$	$119 \times 10 =$
	$7 \times 10 =$	$11 \times 10 =$		$7 \times 100 =$	$10 \times 70 =$
	$7 \times 100 =$	$11 \times 100 =$		$19 \times 100 =$	$10 \times 190 =$
c)	$900 \div 1 =$	$1000 \div 1 =$	d)	$600 \div 100 =$	$600 \div 10 =$
	$900 \div 10 =$	$1000 \div 10 =$		$800 \div 100 =$	$800 \div 10 =$
	$900 \div 100 =$	$1000 \div 100 =$		$1200 \div 100 =$	$1200 \div 10 =$

3 Write numbers in the circles so that the sum of the 3 numbers along each line is 1000. Choose from: 260, 280, 300, 320, 340, 360, 380, 400.

a)

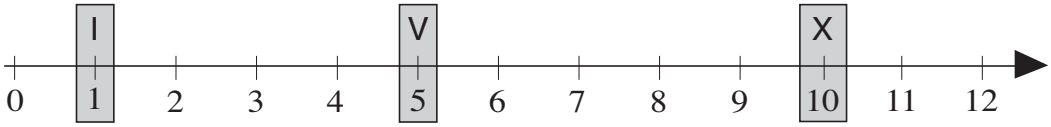


b)

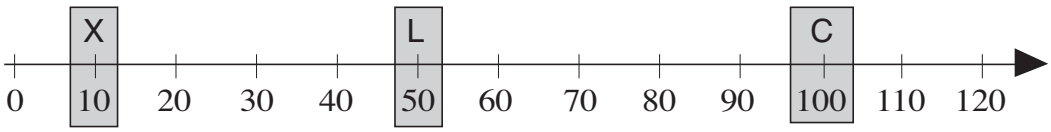


4 Write the numbers as Roman numerals.

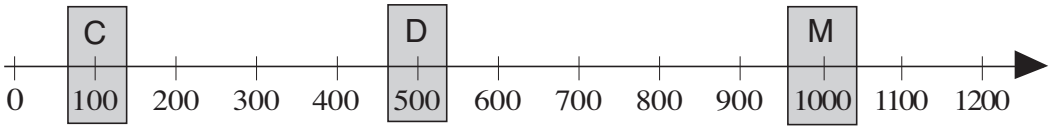
a)



b)



c)



1 Write these numbers as Roman numerals.

a) 100 + (50 + 10) + (1 + 1) . . . . . .

b) (500 + 100) + (50 – 10) + (1 + 1) . . . . . .

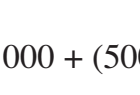
c) 1000 + (500 + 100) + 1 . . . . . .

d) (1000 – 100) + (50 + 10) + 5 . . . . . .

e) 1000 + (100 + 100) + (5 + 1) . . . . . .

f) (500 + 100 + 100) + (10 + 10 + 10) . . . . . .

2 How many pence do these items cost? Write the amounts as Arabic numbers.

a) XXIV  ☐

b) DLV ☐

c) LXXIII  ☐

d) CLXXXII  ☐

e) XL  ☐

f) CCXIV  ☐

g) MCCXII  ☐

h) CLXXIX  ☐

3 Write these numbers as Roman numerals. For example:

628 = (500 + 100) + (10 + 10) + (5 + 1 + 1 + 1) = DCXXVIII
DC XX VIII

a) 756 = (500 + 100 + 100) + 50 + (5 + 1) =

b) 435 = (500 – 100) + (10 + 10 + 10) + 5 =

c) 263 = (

d) 974 = ( ) +

4 Which is more? How many more?

a) CLIV ☐ CLVI

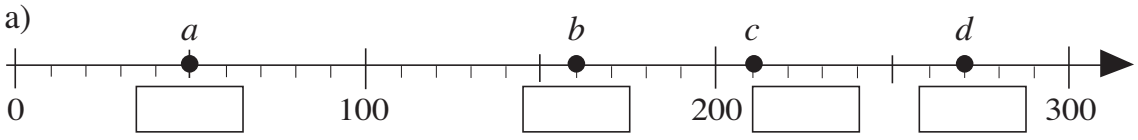
b) DXXIX ☐ DXXXII

c) M ☐ DCCCX

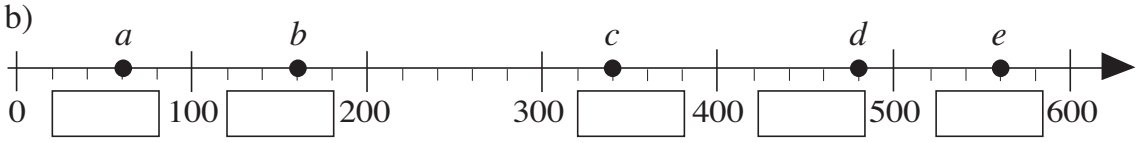
d) CCCL ☐ CCCXX

1 Which numbers do the letters stand for? Write the numbers in the boxes.

a)

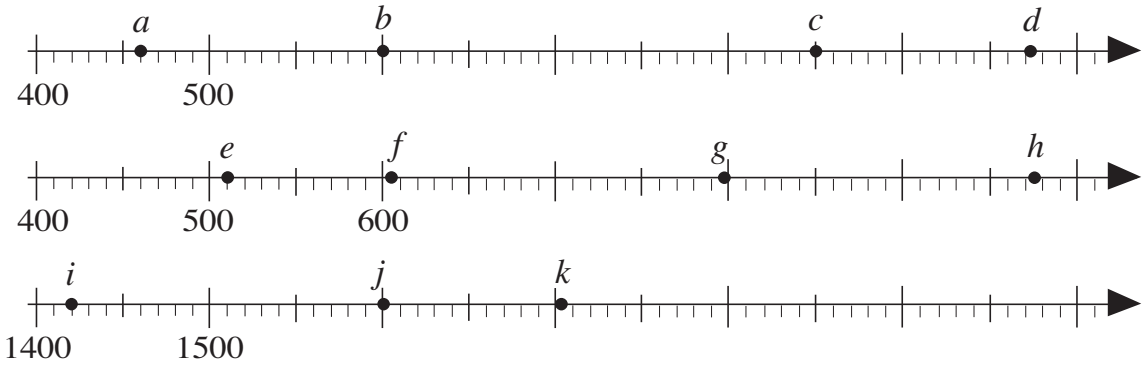


b)



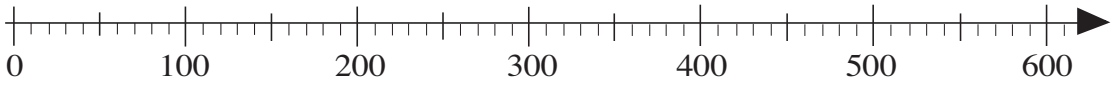
2 Join up the letters to the matching numbers.

460, 510, 600, 605, 798, 850, 972, 975, 1420, 1600, 1703

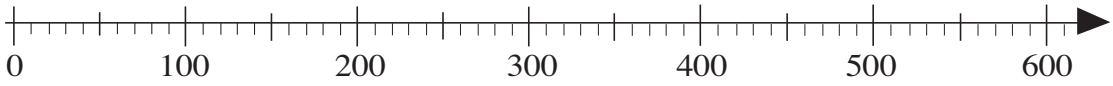


3 Which whole numbers make each statement true? Mark them on the number line. Write down the highest and lowest possible numbers.

a) $380 < \square < 450$ $\square$: ..... to .....



b) $280 \leq \square \leq 380$ $\square$: ..... to .....



4 Continue the sequences.

a) 1, 2, 4, 8, 16, ...

b) 1, 4, 9, 16, 25, ...

c) 0, 1, 1, 2, 3, 5, 8, ...

d) 1, 3, 6, 10, 15, ...

1 List the whole numbers which have these numbers as their nearest whole ten.

a) 60: . . . . . .

b) 100: . . . . . .

c) 580: . . . . . .

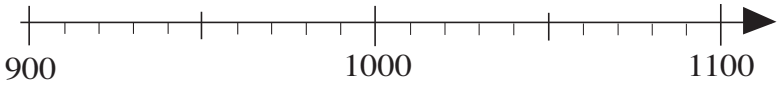
d) 1500: . . . . . .

e) 0: . . . . . .

2 Mark on the number line the numbers which have these numbers as the nearest whole hundred:

a) 500:

b) 1000:



3 Decide whether the quantities in the answers are **exact** or **approximate**.

Write = or ≈ in the boxes.

a) Ann asked the shop assistant about the price of a computer.
The shop assistant said, "It is £400." ☐

b) Brian asked a policeman how far it was to the Library.
The policeman said, "It is 400 metres further on." ☐

c) Cindy asked her mother how many buttons were in her button box.
Her mother said, "There must be 100 buttons in the box." ☐

d) Dennis asked the storeman how many screws were in a packet.
The storeman said, "There are 150 screws in a packet." ☐

4 Round these numbers to the nearest

a) ten:	138 ≈	134 ≈	135 ≈	574 ≈
	577 ≈	575 ≈	1405 ≈	1404 ≈
	1408 ≈	992 ≈	999 ≈	995 ≈
b) hundred:	992 ≈	999 ≈	995 ≈	138 ≈
	134 ≈	135 ≈	574 ≈	577 ≈
	575 ≈	1405 ≈	1404 ≈	1408 ≈

1 List the whole numbers which :

a) round to 500 as the nearest hundred and have 5 as the tens digit.

. . . . . .

b) round to 500 as the nearest hundred and have 4 as the tens digit.

. . . . . .

c) round to 500 as the nearest hundred and also as the nearest ten.

. . . . . .

2 Which digits can the letters represent so that if the numbers are rounded to:

a) the nearest ten, the value is 360

$\boxed{a}56$ $\boxed{b}64$ $3\boxed{c}5$ $3\boxed{d}3$ $35\boxed{e}$ $36\boxed{f}$

b) the nearest hundred, the value is 400?

$\boxed{g}50$ $\boxed{h}49$ $3\boxed{i}1$ $4\boxed{j}9$ $35\boxed{k}$ $44\boxed{l}$

3 Round these numbers to:

a) the nearest ten

1006 ≈ . . . . . .
1005 ≈ . . . . . .
1001 ≈ . . . . . .
1753 ≈ . . . . . .
1759 ≈ . . . . . .
1750 ≈ . . . . . .

b) the nearest hundred.

1006 ≈ . . . . . .
1005 ≈ . . . . . .
1001 ≈ . . . . . .
1753 ≈ . . . . . .
1759 ≈ . . . . . .
1750 ≈ . . . . . .

4 Two different numbers round to 300 as the nearest hundred. Is it possible that:

a) both numbers are less than 300 . . . . . .

b) the smaller number is 100 less than the other number . . . . . .

c) one number has 5 and the other has 0 as the tens digits . . . . . .

d) both numbers are whole hundreds? . . . . . .

1 Estimate the length of the routes in the drawings first, then measure them.

How long are the routes really if 1 cm in the drawing means 10 m in real life?

a) D L

Estimate: ..... cm

Length: ..... mm = ... cm

Length in real life: ..... m

b) B L

Estimate: ..... cm

Length: ..... mm = ... cm

Length in real life: ..... m

c) G L

Estimate: ..... cm

Length: ..... mm = ... cm

Length in real life: ..... m

d) H L

Estimate: ..... cm

Length: ..... mm = ... cm

Length in real life: ..... m

2 Write these lengths in millimetres.

a) 2 cm = ☐ mm, 11 cm = ☐ mm, 105 cm = ☐ mm

b) 5 cm = ☐ mm, 20 cm = ☐ mm, 132 cm = ☐ mm

c) 9 and a half cm = ☐ mm, 57 and a half cm = ☐ mm,

half a cm = ☐ mm, 123 and a half cm = ☐ mm

3 Change the units of length.

a) 25 mm = ☐ cm ☐ mm

125 mm = ☐ cm ☐ mm

82 mm = ☐ cm ☐ mm

382 mm = ☐ cm ☐ mm

b) 2 m = ☐ cm ☐ mm

2 and a half m = ☐ cm

12 m = ☐ cm

642 cm = ☐ m ☐ cm

1 Round these lengths to:

a) the nearest 10 mm

184 mm ≈ . . . . . .

687 mm ≈ . . . . . .

185 mm ≈ . . . . . .

205 mm ≈ . . . . . .

100 mm ≈ . . . . . .

372 mm ≈ . . . . . .

b) the nearest 100 mm

184 mm ≈ . . . . . .

687 mm ≈ . . . . . .

185 mm ≈ . . . . . .

205 mm ≈ . . . . . .

100 mm ≈ . . . . . .

372 mm ≈ . . . . . .

2 The length of a line is about 12 cm, rounded to the nearest cm.
How long could the actual length of the line be?

Draw 4 possible lines accurately. Write the actual length below each line.

3 a) Write these lengths in millimetres.

i) 12 cm = ☐ mm

1 cm 2 mm = ☐ mm

10 cm 2 mm = ☐ mm

102 cm = ☐ mm

120 cm = ☐ mm

1 m 2 cm = ☐ mm

1 m 2 mm = ☐ mm

ii) 3 cm 3 mm = ☐ mm

30 cm 3 mm = ☐ mm

3 m 30 cm = ☐ mm

3 m 3 cm = ☐ mm

3 m 3 mm = ☐ mm

33 cm 3 mm = ☐ mm

30 cm 30 mm = ☐ mm

b) List them in increasing order.

i) . . . . . .

. . . . . .

ii) . . . . . .

. . . . . .