ORIGO Stepping Stones is an award-winning mathematics program developed by curriculum specialists for Australian primary schools. This revolutionary online program integrates print and digital technology to deliver comprehensive coverage of the F–6 Australian Curriculum—and even more!

PRACTICE BOOK

ORIGO Stepping Stones was developed by mathematics specialists for Australian primary schools to:

• make maths more focused and coherent
• foster students' thinking and reasoning skills
• deliver multiple ways to differentiate classroom instruction
• provide a valuable source of professional learning for the teacher
• offer methods to assess deep understanding and skills
• provide online and print resources that engage all students

IT'S SIMPLY A SMARTER APPROACH
1. Write the number that each arrow is pointing to.

a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

2. Draw jumps to show how you add to find each total. Then write the total.

a. 

6584 + 53 = 

b. 

3270 + 554 = 

3. Look at the blocks. Write the matching number and number name.

a. 

b. 

thousands
**WHERE AM I?**

When Mariam was on holiday, she found a room that had no floor or ceiling and no windows or doors. What type of room did she find?

★ Work out each of these and write the answer. Find the answers in the grid below and cross out the letter above. Write the remaining letters at the bottom of the page.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>64 − 32 =</td>
<td>12 + 13 =</td>
<td>62 − 31 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 + 43 =</td>
<td>48 − 24 =</td>
<td>21 + 22 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 − 23 =</td>
<td>41 + 42 =</td>
<td>45 − 23 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 + 22 =</td>
<td>27 − 14 =</td>
<td>14 + 15 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82 − 41 =</td>
<td>22 + 23 =</td>
<td>65 − 32 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 + 31 =</td>
<td>84 − 42 =</td>
<td>24 + 24 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B A T H G A M E S

C U P S H O W E R

B E D R O O M S

Write the remaining letters in order from the ★ to the bottom-right corner.
1. Each square is one whole. Colour one of the equal parts then write a common fraction to show how much is coloured.

   a. 
   b. 
   c. 

   Fraction coloured

2. Split one number in each sentence to show how you would add or subtract.

   a. 4700 + 560 is the same as

      \[4700 + 500 + 60\]

   b. 5800 + 452 is the same as

   c. 3200 – 680 is the same as

   d. 2500 – 765 is the same as

3. Write or draw the missing parts.

   a. 

   b. 2804

   ...
1. Look at the blocks. Write the matching number on the place-value chart and expander.

a.

b.

2. Record the thinking you use to work out the total cost.

a. $314  
   $5620

b. $3625  
   $173

c. $623  
   $1254

3. Draw beads or write numbers to complete the missing parts.

a.

b.
SPACE HOPPING

Help the astronaut reach the rocket safely. Work out and write the product for each moon. Colour the products that have 0 in the ones place.

5 × 2 = ________
8 × 5 = ________
5 × 10 = ________
5 × 6 = ________
5 × 7 = ________
5 × 3 = ________
1 × 5 = ________
6 × 5 = ________
5 × 8 = ________
5 × 5 = ________
5 × 9 = ________
5 × 4 = ________
10 × 5 = ________
1. Write two facts that you could use to solve each problem.

   a. Each roller coaster car carries 4 people. There are 20 people waiting in line. How many cars will be filled?
      
      \[
      \begin{array}{c}
      \times \\
      \div \\
      \end{array}
      \]

   b. 40 crates of oranges are shared equally among 5 stores. How many crates will each store receive?
      
      \[
      \begin{array}{c}
      \times \\
      \div \\
      \end{array}
      \]

2. Draw jumps to show how to find each difference. Then write the difference.

   a. \[6585 - 32 = \] 

   b. \[5647 - 2513 = \]

3. Complete the number sentences to describe the number shown on the expander.

   a. \[72095\]
      
      \[
      \begin{array}{c}
      \times 10000 = \\
      \times 1000 = \\
      \times 100 = \\
      \times 10 = \\
      \times 1 = \\
      \end{array}
      \]

   b. \[21408\]
      
      \[
      \begin{array}{c}
      \times 10000 = \\
      \times 1000 = \\
      \times 100 = \\
      \times 10 = \\
      \times 1 = \\
      \end{array}
      \]
1. Draw lines to connect clocks that show the same time.

2. Work out the difference between the prices. Show your thinking.

   a. \( \$758 \) \( \$235 \)

   b. \( \$2304 \) \( \$5796 \)

   c. \( \$351 \) \( \$4674 \)

3. Write < or > to make each statement true.

   a. \( 1804 \) \( 1480 \)

   b. \( 2174 \) \( 2417 \)

   c. \( 69305 \) \( 69350 \)

   d. \( 7008 \) \( 8007 \)

   e. \( 26415 \) \( 26451 \)

   f. \( 31098 \) \( 13099 \)
IT’S DELIVERY TIME AGAIN

These parcels need to be sorted into the correct vans. Work out and write each answer. Then colour each parcel to match the van with the same answer.

Which city will receive the most parcels? ______________________

- 16 ÷ 2 ___________
- 18 ÷ 3 ___________
- 15 ÷ 5 ___________
- 27 ÷ 3 ___________
- 6 ÷ 2 ___________
- 30 ÷ 5 ___________
- 8 ÷ 2 ___________
- 12 ÷ 3 ___________
- 35 ÷ 5 ___________
- 21 ÷ 3 ___________
- 12 ÷ 2 ___________
- 45 ÷ 5 ___________
- 35 ÷ 7 ___________
- 18 ÷ 2 ___________
- 25 ÷ 6 ___________
- 24 ÷ 3 ___________
- 14 ÷ 2 ___________
- 40 ÷ 5 ___________
- 10 ÷ 2 ___________
- 20 ÷ 4 ___________

Which city will receive the most parcels? ______________________

- SYDNEY 3
- BRISBANE 8
- MELBOURNE 5
- DARWIN 7
- CAIRNS 9
- PERTH 6
- ADELAIDE 4
- BRISBANE 8
1. Complete this table.

<table>
<thead>
<tr>
<th>Number of faces</th>
<th>Number of vertices</th>
<th>Shape of base</th>
<th>Number of sides on base</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td></td>
</tr>
</tbody>
</table>

2. This table shows the favourite after-school activities for some students in Year 4. Complete the column graph below to show the results.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>19</td>
</tr>
<tr>
<td>Sports</td>
<td>16</td>
</tr>
</tbody>
</table>

Title: ______________________

3. Round each population to the nearest hundred. Use the number line to help your thinking.

a. Population 23 156
b. Population 23 308
c. Population 23 279
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- **DIGIT**
  - the wombat
- **PLIT**
  - the platypus
- **TAH**
  - the turtle
- **CUBIT**
  - the koala
- **MILLI**
  - the possum
- **SPLIT**
  - the kangaroo
- **DART**
  - the echidna

THIS BOOK BELONGS TO