# Basic Facts

# Number Quest

## Stage 5



twinkl

# Basic Facts Number Quest

This program provides you, as parents and caregivers, with a better idea of the level that your child is operating at in regards to recalling their number knowledge. Each page will have a selection of examples for you to use with your child.

There are eight stages that your child will progress through during their time at primary school and intermediate. A description is printed on the back.

Use these suggested facts to help your child learn the knowledge they need for this stage. They need to answer each question within 3 – 4 seconds.

Possible ways you could use this rocket and support your child's learning are:

- Oral testing, mixing them up
- Remove different parts of the question
- Playing snap or other card games to focus on the specific knowledge
- Add additional questions and examples to the questions provided in this booklet
- Change the order of the question or missing part

**Overall outcomes of the different stages of Basic Facts from the NZ Numeracy Project aligned with the National Standards.**

**Advanced learning to prepare for high school**
Stage 8 – Student knows all common factors and multiples.

**To be known by the end of year 8**
Stage 7 – Student knows all division facts.

**To be known by the end of year 6**
Stage 6 – Student knows all subtraction and multiplication basic facts.

**To be known by the end of year 4**
Stage 5 – Student knows all addition facts to 20 and multiplication facts for 2, 5 and 10.

**To be known by the end of the second year (80 weeks)**
Stage 4 – Student knows groupings within ten, teen facts and doubles.

**To be known by the end of the first year (40 weeks)**
Stage 3 – Student knows groupings with five and within five.

Stage 2 – Student knows groupings within five. Student recognises, writes and counts all numbers up to 10.

Stage 0/1 – Student recognises, writes and counts all numbers up to 5.

# Stage 5 Summary and Support

**Your child should recall:**

• addition and subtraction facts to 20;

• multiplication facts for the two, five, ten times tables and the corresponding division facts;

• multiples of 100 that add up to 1000;

• four times tables using their knowledge of the two times tables.

**Extra games to support their learning**

Dice

• Roll two dice and multiply them together.

• Roll three dice, add two of the numbers together and then multiply by the third number.

• Use a 10-sided dice to add, multiply, divide or subtract.

• Multiply numbers generated by dice by 100 and add the numbers together.

Use this sheet to keep track of what you have practiced, how well you did or even what time you completed it in!

| # | Description | | | |
|---|---|---|---|---|
| 5A | Addition to 20 | | | |
| 5B | Subtraction to 20 | | | |
| 5C | Doubles | | | |
| 5D | Halves | | | |
| 5E | Make 100 | | | |
| 5F | Subtraction From 100 | | | |
| 5G | Two Times Table | | | |
| 5H | Five Times Table | | | |
| 5I | Making 1000 | | | |
| 5J | Add and Subtract to 1000 | | | |
| 5K | Divide by Two | | | |
| 5L | Divide by Five | | | |
| 5M | Ten Times Table | | | |
| 5N | Four Times Table | | | |
| 5O | Divide by Ten | | | |

# Number Quest

## 5A Addition to 20

___ + 9 = 14          2 + ___ = 18

8 + ___ = 12          ___ + 1 = 16

___ + 7 = 19          9 + 8 = ___

6 + ___ = 11          0 + 15 = ___

___ + 5 = 18

4 + ___ = 16

___ + 3 = 12

# Answers

| 5K | 5L | 5M | 5N | 5O |
|----|----|----|----|----|
| 20 | 9  | 100 | 40 | 10 |
| 9  | 40 | 90  | 9  | 90 |
| 16 | 7  | 80  | 32 | 8  |
| 7  | 30 | 70  | 7  | 70 |
| 12 | 5  | 60  | 24 | 6  |
| 5  | 20 | 50  | 5  | 50 |
| 8  | 3  | 40  | 16 | 4  |
| 3  | 10 | 30  | 3  | 30 |
| 4  | 1  | 20  | 8  | 2  |
| 1  |    | 10  | 1  | 10 |

# Answers

| 5F | 5G | 5H | 5I | 5J |
|----|----|----|----|----|
| 5  | 20 | 50 | 800 | 500 |
| 15 | 18 | 45 | 700 | 700 |
| 25 | 16 | 40 | 500 | 300 |
| 35 | 14 | 35 | 900 | 300 |
| 45 | 12 | 30 | 400 | 600 |
| 55 | 10 | 25 | 200 | 200 |
| 65 | 8  | 20 | 100 | 400 |
| 75 | 6  | 15 | 600 | 600 |
| 85 | 4  | 10 | 300 | 300 |
| 95 | 2  | 5  |     | 300 |

# Number Quest

## 5B  Subtraction from 20

$19 - 5 = \underline{\phantom{00}}$

$11 - \underline{\phantom{00}} = 5$

$18 - \underline{\phantom{00}} = 6$

$12 - 9 = \underline{\phantom{00}}$

$15 - \underline{\phantom{00}} = 8$

$18 - 6 = \underline{\phantom{00}}$

$19 - \underline{\phantom{00}} = 7$

$11 - 8 = \underline{\phantom{00}}$

$12 - 0 = \underline{\phantom{00}}$

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# Number Quest

## 5C    Doubles to 100

Double 95 is ?

Double 90 is ?

Double 70 is ?

Double 77 is ?

Double 55 is ?

Double 80 is?

Double 61 is ?

Double 65 is ?

Double 48 is?

Double 44 is?

Double 30 is?

Double 39 is?

Double 22 is?

# Answers

| 5A | 5B | 5C | 5D | 5E |
|----|----|----|----|----|
| 5 | 14 | 190 | 35 | 85 |
| 4 | 6 | 180 | 19 | 75 |
| 12 | 12 | 140 | 23 | 65 |
| 5 | 3 | 154 | 12 | 55 |
| 13 | 7 | 110 | 41 | 45 |
| 12 | 12 | 160 | 45 | 35 |
| 9 | 12 | 122 | 44 | 25 |
| 16 | 3 | 130 | 18 | 15 |
| 15 | 12 | 96 | 34 | 5 |
| 17 | | 88 | 36 | |
| 15 | | 60 | 13 | |
| | | 78 | 28 | |
| | | 44 | 25 | |

# Number Quest

## 5C    Divide by Ten

$100 \div 10 = $ \_\_\_

\_\_\_ $\div 10 = 9$

$80 \div 10 = $ \_\_\_

\_\_\_ $\div 10 = 7$

$60 \div 10 = $ \_\_\_

\_\_\_ $\div 10 = 5$

$40 \div 10 = $ \_\_\_

\_\_\_ $\div 10 = 3$

$20 \div 10 = $ \_\_\_

\_\_\_ $\div 10 = 1$

# Number Quest

## 5D    Halves up to 100

NOTE: The following are a sample of what could be asked. Try adding your own and mixing them up.

$\frac{1}{2}$ of 70 is? _____          $\frac{1}{2}$ of 68 is? _____

$\frac{1}{2}$ of 38 is? _____          $\frac{1}{2}$ of 72 is? _____

$\frac{1}{2}$ of 46 is? _____          $\frac{1}{2}$ of 26 is? _____

$\frac{1}{2}$ of 24 is? _____          $\frac{1}{2}$ of 56 is? _____

$\frac{1}{2}$ of 82 is? _____          $\frac{1}{2}$ of 50 is? _____

$\frac{1}{2}$ of 90 is? _____

$\frac{1}{2}$ of 88 is ? _____

$\frac{1}{2}$ of 36 is? _____

# Number Quest

## 5E    Make 100

___ + 15 = 100

___ + 75 = 100

25 + __ = 100

85 + ___ = 100

__ + 35 = 100

___ + 95 = 100

45 + ___ = 100

___ + 55 = 100

65 + ___ = 100

# Number Quest

## 5N    Four Times Table

10 x 4 = ___

___ x 4 = 20

___ x 4 = 36

4 x 4 = ___

8 x 4 = ___

___ x 4 = 12

___ x 4 = 28

2 x 4 = ___

6 x 4 = ___

___ x 4 = 4

# Number Quest

## 5M    Ten Times Table

10 x 10 = ___          3 x 10 = ___

9 x 10 = ___          2 x 10 = ___

8 x 10 = ___          1 x 10 = ___

7 x 10 = ___

6 x 10 = ___

5 x 10 = ___

4 x 10 = ___

# Number Quest

## 5F    Subtraction From 100

100 - ___ = 95          100 - ___ = 35

100 - 85 = ___          100 - 25 = ___

100 - ___ = 75          100 - ___ = 15

100 - 65 = ___          100 - 5 = ___

100 - ___ = 55

100 - 45 = ___

# Number Quest

## 5G   Two Times Table

10 x 2 = \_\_\_

9 x 2 = \_\_\_

8 x 2 = \_\_\_

7 x 2 = \_\_\_

6 x 2 = \_\_\_

5 x 2 = \_\_\_

4 x 2 = \_\_\_

3 x 2 = \_\_\_

2 x 2 = \_\_\_

1 x 2 = \_\_\_

# Number Quest

## 5L   Divide by Five

45 ÷ 5 = \_\_\_

\_\_\_ ÷ 5 = 8

35 ÷ 5 = \_\_\_

\_\_\_ ÷ 5 = 6

25 ÷ 5 = \_\_\_

\_\_\_ ÷ 5 = 4

15 ÷ 5 = \_\_\_

\_\_\_ ÷ 5 = 2

5 ÷ 5 = \_\_\_

# Number Quest

## 5K   Divide by Two

___ ÷ 2 = 10

18 ÷ 2 = ___

___ ÷ 2 = 8

14 ÷ 2 = ___

___ ÷ 2 = 6

10 ÷ 2 = ___

___ ÷ 2 = 4

6 ÷ 2 = ___

___ ÷ 2 = 2

2 ÷ 2 = ___

# Number Quest

## 5H   Five Times Table

10 x 5 = ___

9 x 5 = ___

8 x 5 = ___

7 x 5 = ___

6 x 5 = ___

5 x 5 = ___

4 x 5 = ___

3 x 5 = ___

2 x 5 = ___

1 x 5 = ___

# Number Quest

## 5I    Making 1000

$200 + \underline{\hspace{2em}} = 1000$

$\underline{\hspace{2em}} + 300 = 1000$

$\underline{\hspace{2em}} + 500 = 1000$

$100 + \underline{\hspace{2em}} = 1000$

$\underline{\hspace{2em}} + 600 = 1000$

$800 + \underline{\hspace{2em}} = 1000$

$900 + \underline{\hspace{2em}} = 1000$

$\underline{\hspace{2em}} + 400 = 1000$

$700 + \underline{\hspace{2em}} = 1000$

# Number Quest

## 5J    Add and Subtract to 1000

$200 + 300 = \underline{\hspace{2em}}$

$400 + 300 = \underline{\hspace{2em}}$

$\underline{\hspace{2em}} + 500 = 800$

$600 + \underline{\hspace{2em}} = 900$

$1000 - \underline{\hspace{2em}} = 400$

$900 - 700 = \underline{\hspace{2em}}$

$300 + \underline{\hspace{2em}} = 700$

$200 + \underline{\hspace{2em}} = 800$

$500 - 200 = \underline{\hspace{2em}}$

$700 - \underline{\hspace{2em}} = 400$