




Weekly Home Learning Timetable

Year 4-WB 27.4.20

Monday		
<p><u>English</u> <u>Focus-To explore word meanings using a poem.</u></p> <p>https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1</p> <p>Follow the link above to a lesson where you will look at poetry and explore the meaning of words in a poem. You can record your ideas in your workbook.</p>	<p><u>Maths</u> <u>Focus-To be able to recognise tenths and hundredths</u></p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Follow the link above and watch the video for week 1 lesson 1. This will take you to a lesson where you will be reminded of the links between tenths and hundredths. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.</p> <p>You could always try to make your own bead string to help you by painting your own pasta.</p>	<p><u>Design Technology/Art</u> <u>Focus to use a range of materials to create a garden in a jar.</u></p> <p>Make a mini garden in a jar or plastic box. You could use soil, sand, pebbles and moss to start. Draw a design before you start and take a picture of your finished ones if you can.</p> 
Tuesday		
<p><u>English</u> <u>Focus-To explore language using a poem.</u></p> <p>https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2/</p> <p>Follow the link above to a lesson where you will look at language within a poem. You can record your ideas in your workbook.</p>	<p><u>Maths</u> <u>Focus-To be able to write tenths as decimals.</u></p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Follow the link above and watch the video for week 1 lesson 2. This will remind you how to write tenths as decimals. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.</p>	<p><u>PSHCE</u> <u>Focus-To explore the importance of teamwork</u></p> <p>https://www.bbc.co.uk/bitesize/articles/zbctbtk</p> <p>Follow the link above to a lesson where you will explore the value of teamwork. There is a lovely activity sheet you can find here to complete.</p> 
Wednesday		
<p><u>English</u> <u>Focus-To explore the features of poetry.</u></p> <p>https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3/</p> <p>Follow the link above to a lesson where you will explore the features of poetry.</p>	<p><u>Maths</u> <u>Focus-To be able to show tenths on a place value grid</u></p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Follow the link above and watch the video for week 1 lesson 3. This will take you to a lesson where you will be reminded of how to write tenths on a place value grid. Complete</p>	<p><u>French</u> <u>Focus-To develop my French vocabulary and understanding</u></p> <p>http://www.nicurriculum.org.uk/pl/</p> <p>Explore the website above and choose a topic in the French section. Have fun practising some different words and phrases in French.</p>

<p>You can record your ideas in your workbook.</p>	<p>the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.</p> <p>You might like to make your own place value counters and grids to help you.</p>	
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Thursday

<p style="text-align: center;"><u>English</u></p> <p><u>Focus-To create and understand expanded noun phrases.</u></p> <p>https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4/</p> <p>Follow the link above to a lesson where you will explore expanded noun phrases which you can use in your poetry writing tomorrow.</p> <p>You can record your ideas in your workbook.</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>Focus-To be able to represent tenths on a number line.</u></p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Follow the link above and watch the video for week 1 lesson 4. This will take you to a lesson where you will be reminded how to show tenths using a number line. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.</p> <p>You might find it useful to use a ruler to help you draw your own number lines.</p>	<p style="text-align: center;"><u>Art</u></p> <p><u>Focus –To use my artistic skills to convey how I feel.</u></p> <p>https://www.garlingeprimary.co.uk/website-content/coronavirus-square-1587062297.pdf</p> <p>Have a go at the suggestion on the Garlinge website to create a piece or art on the theme of ‘<i>Something that gets me through the day.</i>’</p> <p>There are more details if you follow the link above.</p> <p style="text-align: center;">Have fun and please send any pictures of your finished pieces to your teacher if you can.</p>
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Friday

<p style="text-align: center;"><u>English</u></p> <p><u>Focus-To write a repetitive poem.</u></p> <p>https://www.thenational.academy/year-4/english/poetry-write-a-repetitive-poem-year-4-wk1-5/</p> <p>Follow the link above to a lesson where you will learn how to use all the ideas you have gathered this week to write your own poem.</p> <p>You can record your poem in your workbook. Why don't you draw some pictures to decorate it too?</p> <p style="text-align: center;">Maybe you could email your teacher with your completed poem.</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>Focus-To be able to divide one digit by 10</u></p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Follow the link above and watch the video for week 1 lesson 5. This will take you to a lesson where you will be reminded how to divide one digit by 10. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.</p> <p>You might find it useful to make your own place value counters to help you.</p> <p style="text-align: center;">Maybe you could email your teacher with any problems you have written.</p>	<p style="text-align: center;"><u>Booktrust Pyjamarama Day activities</u></p> <p><u>Focus-To celebrate the importance of bedtime stories</u></p> <p>Today, children across the country will be taking part in Pyjamarama Day activities.</p> <p>Use the link below to join in the fun and celebrate the importance of bedtime stories.</p> <p>https://www.booktrust.org.uk/book-s-and-reading/have-some-fun/pyjamarama/pyjamarama-activities/?_cldee=Z3JpZmZpbmxAZ2FybGluZ2Uua2VudC5zY2gudWs%3d&recipientid=contact-e5a5c1675a55ea11a811000d3ab824df-055bf077900a4a29adc5b45c6e23f27c&esid=3355ea81-8e80-ea11-a812-000d3ad87f60</p> <p style="text-align: center;">Maybe you could take some pictures of some of the activities you have a go at and send to your teacher.</p>
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Other activities for the week

- Write a letter or email to a loved one that you are unable to see at the moment. Tell them all your news and explain what you have been doing to keep yourself busy. Maybe you could send them a nice drawing or piece of art work too.
- Make cakes or cookies if you have the ingredients at home.
- Continue to use Times Table Rockstars to practise your times tables.
- Continue to practise your Year 3/4 spellings (see below). Ask someone to test you on 10 at a time. How many can you spell? Keep track of the ones you get right and the ones you still need to practise.
- Read daily if you can. Maybe try reading a bedtime story to a younger brother or sister. Make it fun by using lots of different voices for the characters.

Resources

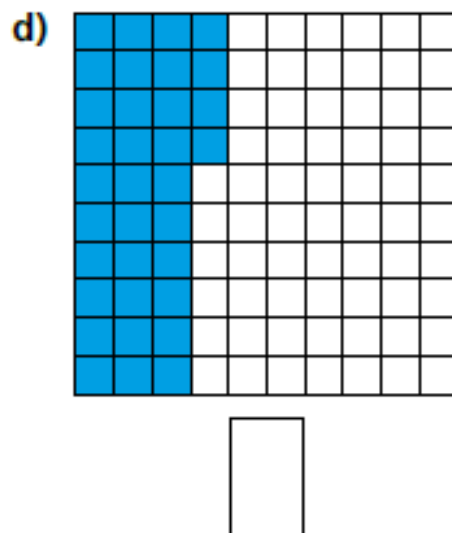
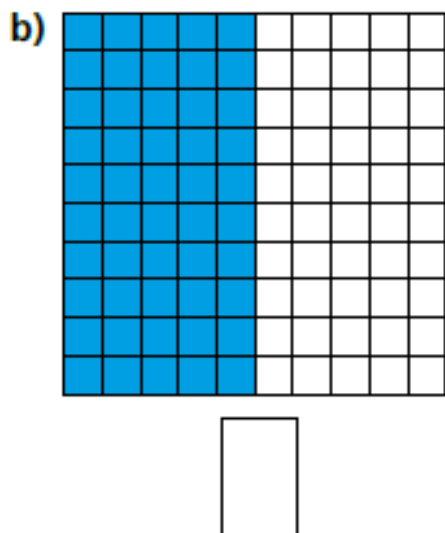
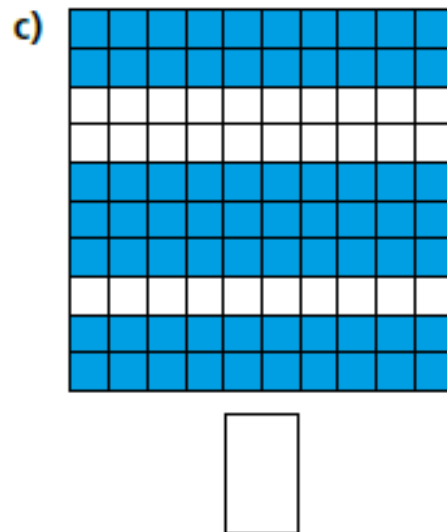
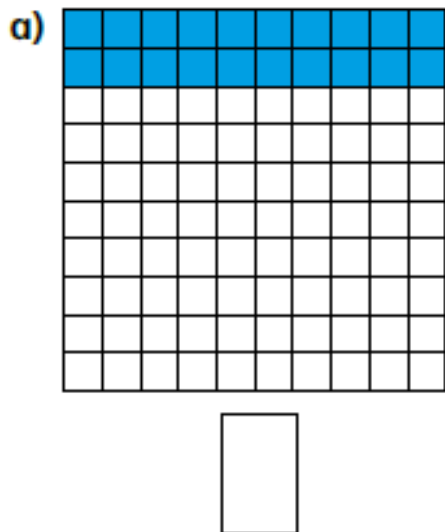
Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Recognise tenths and hundredths

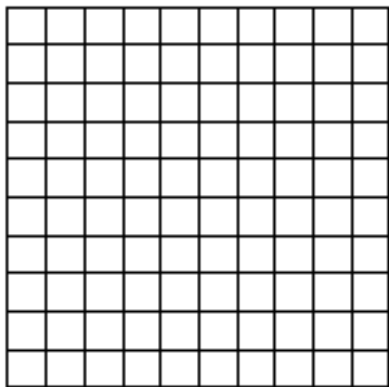
1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?



2

Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows =

b) 6 full columns =

c) 13 squares =

d) 2 full rows and 5 squares =

e) 3 full columns and 8 squares =

3

Complete the sentences.

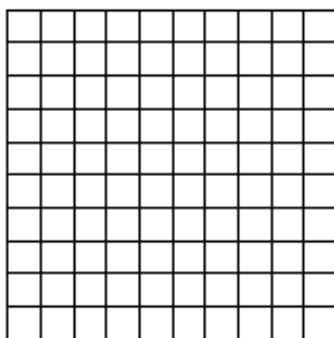
a) 4 tenths is equivalent to hundredths.

b) 70 hundredths is equivalent to tenths.

c) 5 tenths is equivalent to hundredths or 1 _____

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



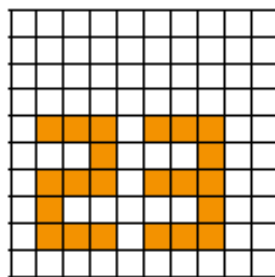
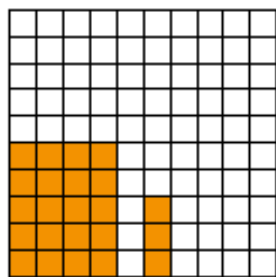
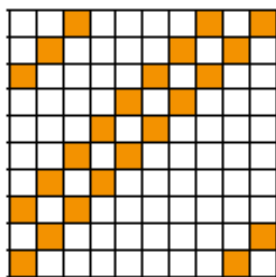
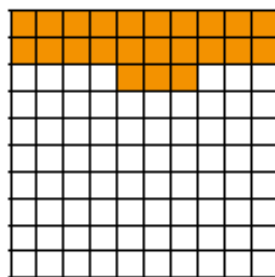
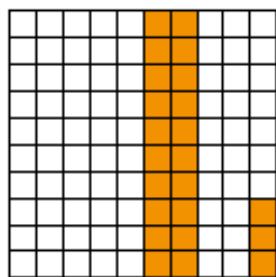
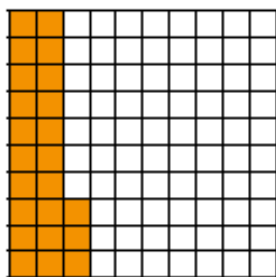
Is Dexter correct? _____

Explain your answer.

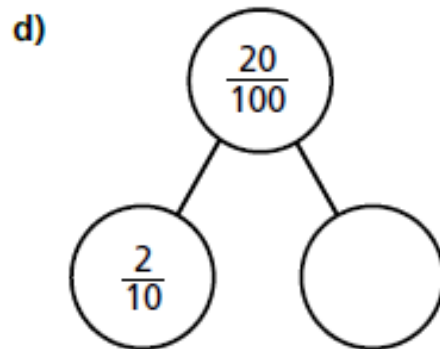
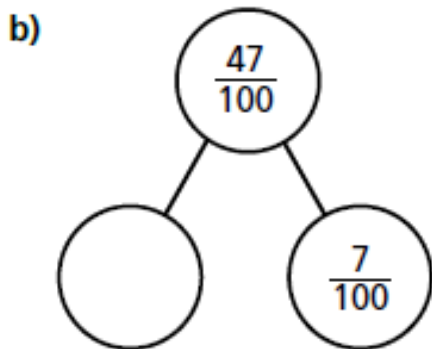
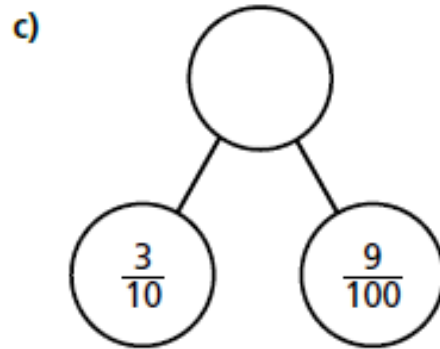
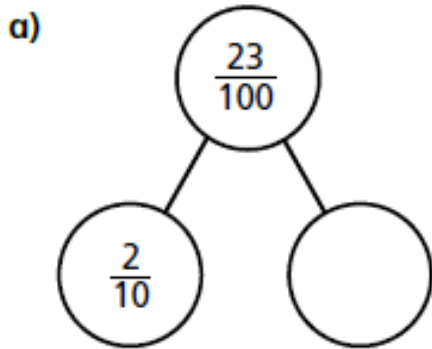
You may use the hundred square to help you.

5

Tick the hundred squares with $\frac{23}{100}$ shaded.



6 Complete the part-whole models.



7



Annie

$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$



Ron

Who is correct? _____

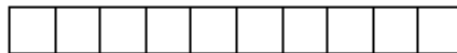
How many ways can you partition $\frac{73}{100}$?



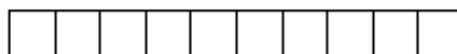
Tenths as decimals

1 Shade the bar models to represent the amounts.

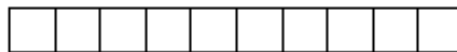
a) 7 tenths



b) $\frac{4}{10}$



c) 0.3



2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal

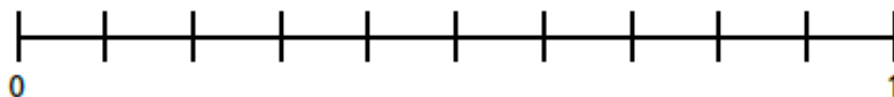
3 Write each fraction and decimal in the correct place on the number line.

$$\frac{2}{10}$$

$$0.6$$

$$\frac{9}{10}$$

$$0.1$$



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.



A or

B or

C or

5 Match the equivalent fractions, decimals and words.



$\frac{3}{10}$

0.7

four tenths

$\frac{9}{10}$

0.3

one tenth

$\frac{7}{10}$

0.4

three tenths

$\frac{4}{10}$

0.1

nine tenths

$\frac{1}{10}$

0.9

seven tenths

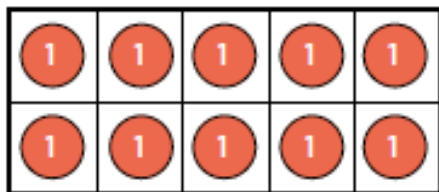
6

What is the total value represented by each ten frame?

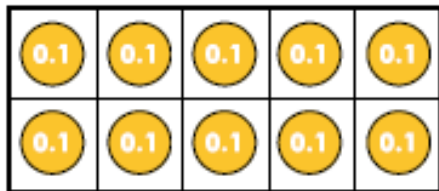
a)



b)



c)



7



Nine tenths
can be written 0.9, so ten
tenths must be 0.10

Do you agree with Ron? _____

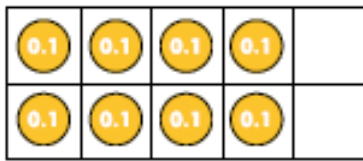
Explain your answer.



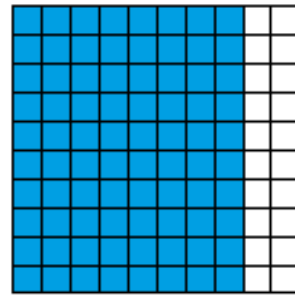
8

Eight tenths can be represented in all of the ways shown.

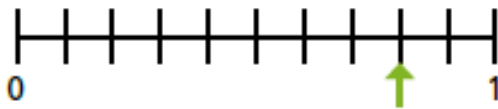
A



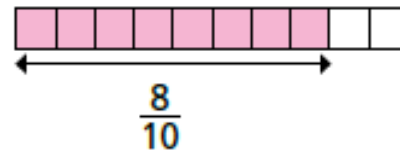
C



B



D



Which do you think is the best representation? _____

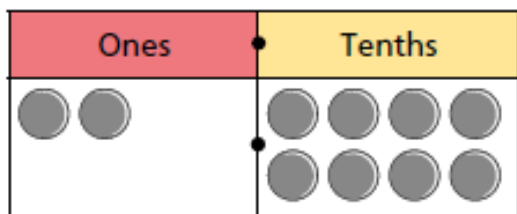
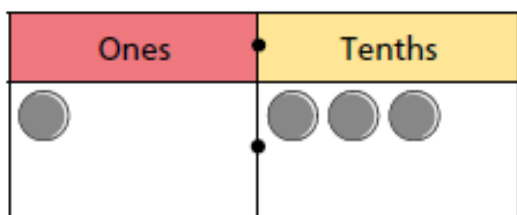
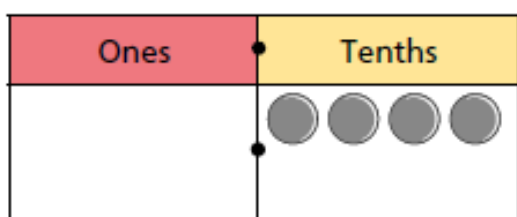
Discuss your answer with a partner.

Represent six tenths in each different way.



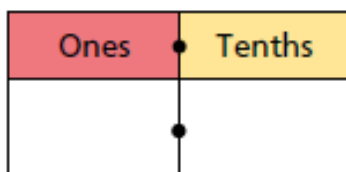
Tenths on a place value grid

1 Write the decimal that is shown in each place value chart.

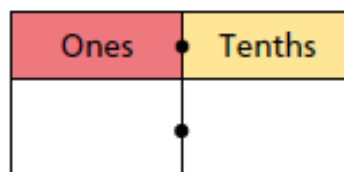


2 Draw counters on the place value charts to represent each number.

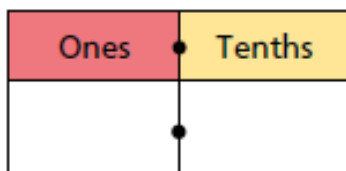
a) 2.1



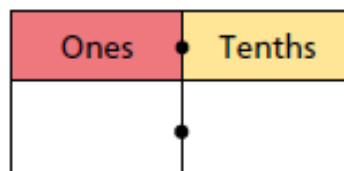
c) 0.2



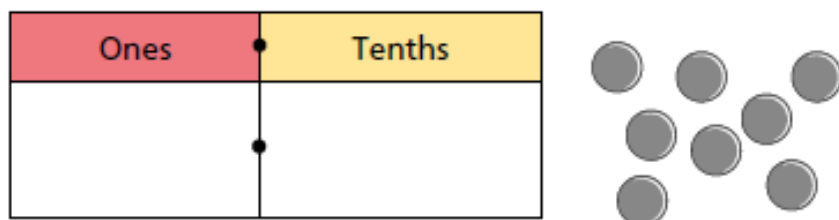
b) 1.2



d) 2



- 3 Rosie is using this place value chart to make numbers.

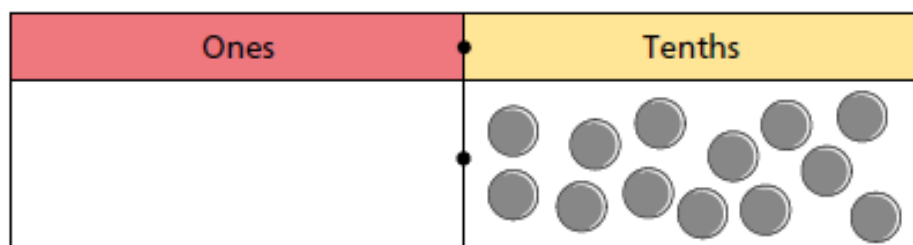


She uses all 8 counters each time.

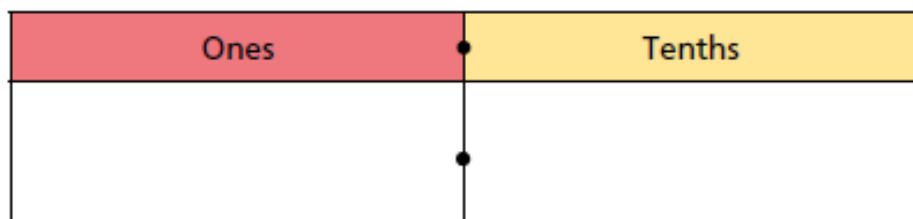
Complete the sentences.

- a) The smallest number possible is
- b) The greatest number possible is
- c) A number between 3 and 4 is
- d) The closest possible number to 5 is

- 4 Tommy has made a number on a place value chart.



- a) What number has Tommy represented?
- b) Draw counters to show how Tommy could have represented this differently.



- c) What method did you use? Talk about it with a partner.



5

Complete the number sentences to match the place value charts.

a)

Ones	Tenths
2	6

There are ones and tenths.

$$\boxed{} \text{ ones} + \boxed{} \text{ tenths} = \boxed{} + \boxed{} = \boxed{}$$

b)

Ones	Tenths
0	9

There are ones and tenths.

$$\boxed{} \text{ ones} + \boxed{} \text{ tenths} = \boxed{} + \boxed{} = \boxed{}$$

6

Draw counters to represent each number.

Write each number as a decimal.

a) There are 3 ones and 2 tenths.

Ones	Tenths

b) There are 5 ones and 2 tenths.

Ones	Tenths



c) There are 2 tenths.

Ones	Tenths

7 Match the written numbers to the place value charts.



one tenth

twenty-one tenths

twelve tenths

ten tenths

Ones	Tenths
1	2

Ones	Tenths
2	1

Ones	Tenths
1	0

Ones	Tenths
0	1

8



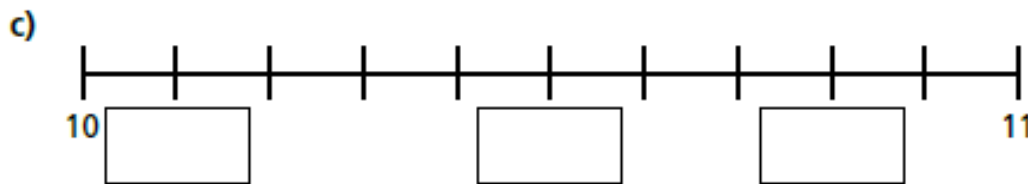
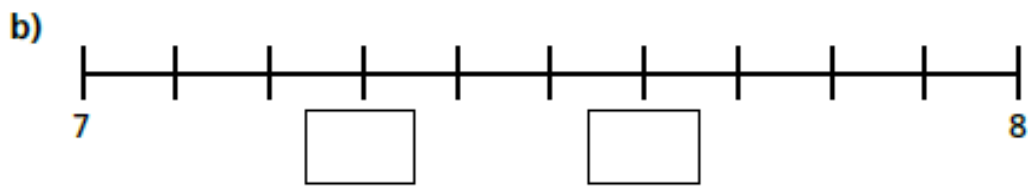
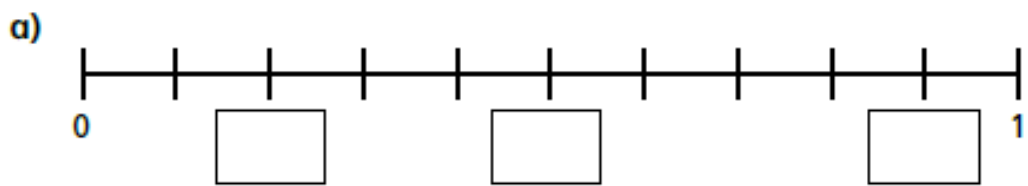
Six tenths added to four tenths makes ten tenths, which is a whole.

How many other ways can you make a whole from tenths?

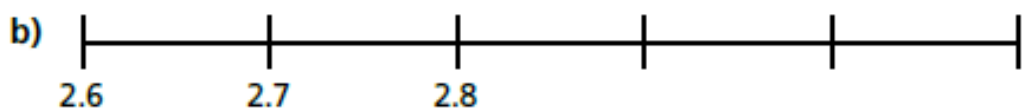
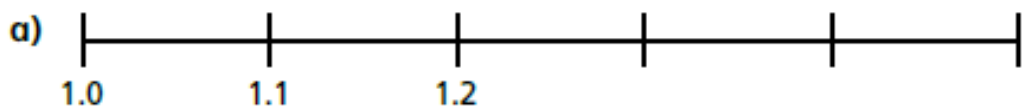


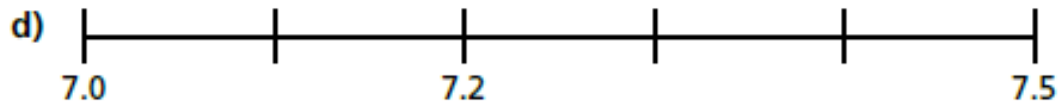
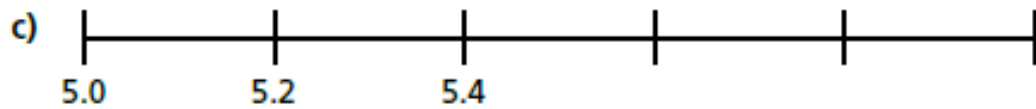
Tenths on a number line

1 Fill in the decimal numbers on each number line.



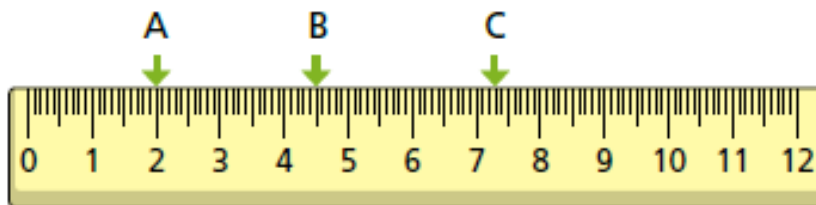
2 Complete the number lines.





- 3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.



Point A is cm along the ruler.

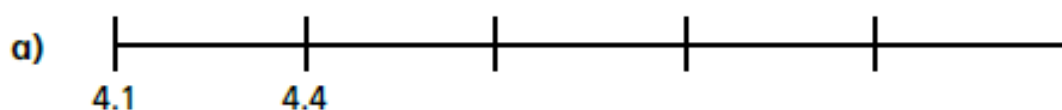
Point B is cm and mm along the ruler.

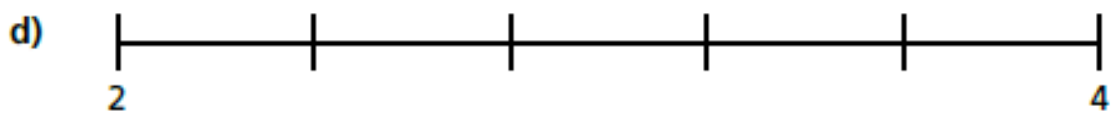
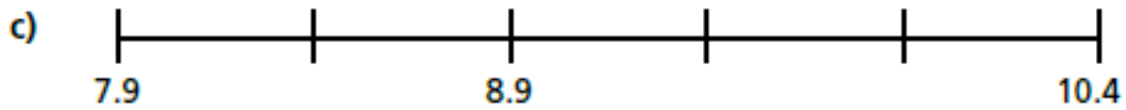
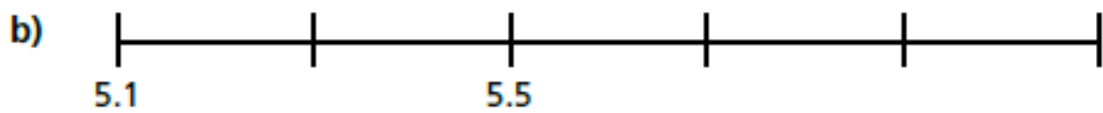
As a decimal it is cm.

Point C is cm and mm along the ruler.

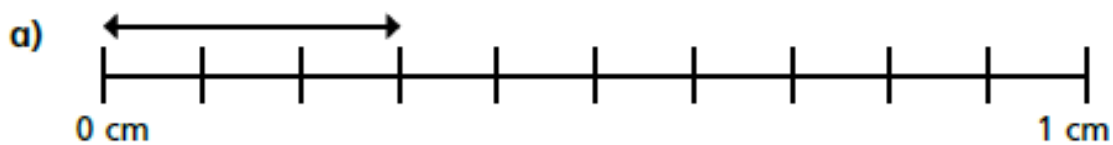
As a decimal it is cm.

- 4 Complete the number lines.

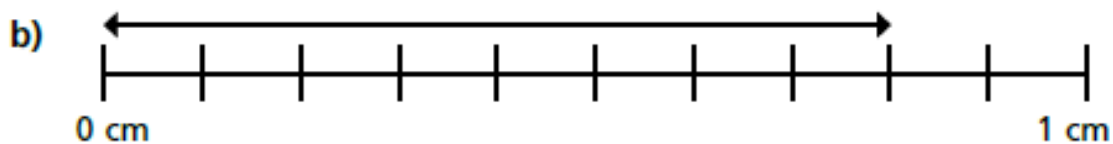




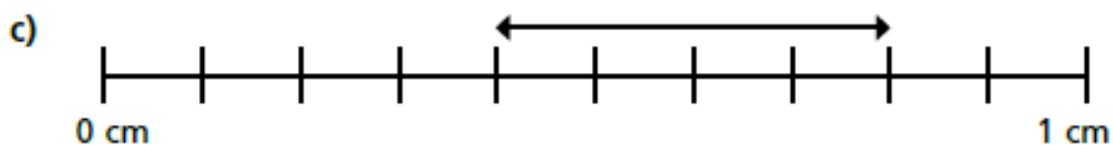
5 How long is each line?



The line is cm long.



The line is cm long.



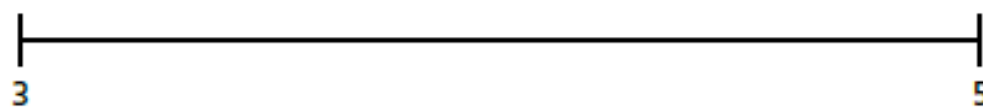
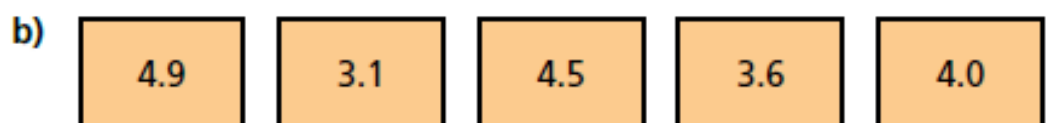
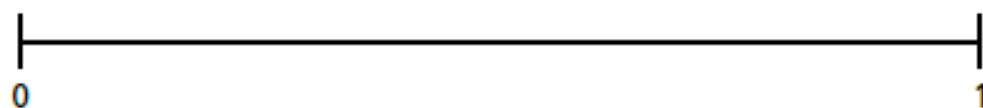
The line is cm long.

How would your answers have been different if given in millimetres?

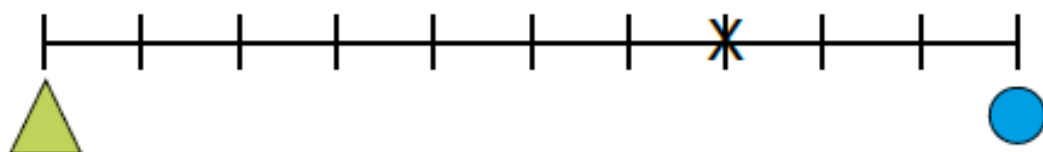




- 6 Draw arrows to estimate the position of the numbers on the number line.



- 7 The triangle, circle and cross have the same value on both lines. Work out the values.



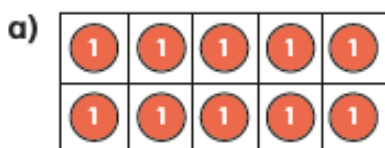
$\triangle = \square$ $\bullet = \square$ $X = \square$

Create your own problem like this for a friend.



Dividing 1 digit by 10

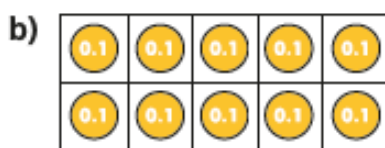
1 Look at the ten frames.



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \frac{\boxed{}}{\boxed{}}$$



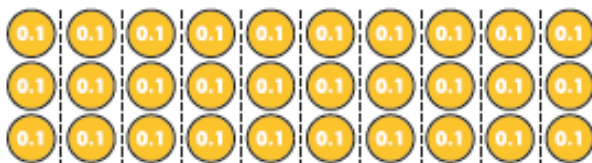
What number is represented?

Complete the division.

$$\boxed{} \div 10 = \frac{\boxed{}}{\boxed{}}$$

c) What is the same? What is different?

2 a) What calculation is represented by the counters?



$$\boxed{} \div 10 = \boxed{}$$

b) Complete the number sentence.

$\boxed{}$ ones divided by ten = $\boxed{}$ tenths.

3

a) Draw counters on the place value chart to show 7

Ones	Tenths

b) Complete the division. $7 \div 10 = \square$

c) Draw counters on the place value chart to show your answer.

Ones	Tenths

d) What do you notice?

e) Complete the sentence.

ones divided by ten = tenths.

4

a) Use a place value chart to represent 9

b) Move the counters to the right to represent 0.9

c) Complete the division.

$$9 \div 10 = \square$$

d) What do you notice?

e) Complete the sentence.

ones divided by ten equals tenths.



5



Dora

To divide by 10,
you split the counters into
10 equal parts.

To divide by 10,
you put the counters on a place
value chart and move them one
column to the right.



Alex

Who is correct? Circle your answer.

Dora

Alex

neither

both

Compare answers with a partner.



6

Here is a one-digit number on a place value chart.

Ones	Tenths
6	

a) Complete the division.

$$6 \div 10 = \square$$

b) Write your answer on the place value chart.

O	Tth

- c) In your own words, describe what happens to the digits in a number when you divide by 10

- d) Use this method to work out the divisions.

$7 \div 10 = \square$

$\square \div 10 = 0.8$

- 7 Complete the divisions.

a) $4 \div 10 = \square$

d) $9 \div 10 = \square$

b) $2 \div 10 = \square$

e) $\square \div 10 = 0.3$

c) $\square = 5 \div 10$

f) $\square \div 10 = 0.1$

- 8 Complete the number sentences.

a) $6 \div \square \div 10 = 3 \div 10$

b) $24 \div 6 \div 10 = \square \div 10$

c) $42 \div \square \div 10 = 21 \div 7 \div 10$

- d) Write a problem like this for a partner to solve.

