Weekly Home Learning Timetable

Year 4 – w/c 04.05.20

Monday		
<u>English</u>	<u>Maths</u>	<u>Science</u>
Focus - To explore the meaning of words using a story. https://www.thenational.academy/year-4/english/story-reading-comprehension-word-meaning-year-4-wk2-1 Follow the link above to a lesson where you will look at a story and explore the meaning of words within the story. You can record your word meanings in your workbook.	**Focus - To be able to divide 2 digits by 10.** https://whiterosemaths.com/homelearning/year-4/ Follow the link above and watch the video for week 2 lesson 1. This will take you to a lesson where you will be reminded of how to divide numbers with 2 digits 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. You could always try to make your own place value counters to help you. Remember you need to exchange them so make plenty of them! 	**Focus To sort animals using a decision key.** One way of sorting and classifying animals or plants is to use a decision key. Firstly, go to http://www.crickweb.co.uk/ks2science.html . Scroll down to 'Minibeast Classification'. Drag and drop the minibeasts into the correct boxes using the yes/no questions to help you. (You may need to enable 'flash' to get this to work). Now have a go at creating your own decision key on paper. Choose 4 different animals of one type - mammals, fish, birds, reptiles, amphibians or insects (or 6, if you want a challenge!) and create a decision key to sort them. Remember, you can only use yes / no questions. Check your work by starting at the top and answering each question in turn. Remember to make your work nice and colourful too!

Tuesday		
<u>English</u>	<u>Maths</u>	<u>Music</u>
Focus - To retrieve information from a story. https://www.thenational.academy/year-4/english/story-reading-comprehension-fact-retrieval-year-4-wk2-2 Follow the link above to a lesson where you will look at locating important information from part of a story – Fantastic Beasts. You can record your answers in your workbook.	**Focus - To be able to recognise hundredths.** https://whiterosemaths.com/homelearning/year-4/ Follow the link above and watch the video for week 2 lesson 2. This will remind you how to recognise 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. Remember to draw yourself a place value grid to help you.	**Focus To make your own musical instrument.** Using materials you find around the house, have a go at making your own musical instrument. This website may help you with your ideas: https://www.activityvillage.co.uk/musical-instruments Can you compose a tune or rhythmic pattern using your instrument?

Wednesday		
## English	## Maths	## Art
Focus – To identify the features of a story.	**Focus - To be able to write hundredths as decimals.**	**Focus- To be able to create a detailed landscape painting.**
https://www.thenational.academy/year-4/english/story-identifying-the-features-of-a-text-year-4-wk2-3	https://whiterosemaths.com/homelearning/year-4/	Take a picture of something you see on a walk, in the park, in your garden or from your window.
Follow the link above to a lesson where you will identifying the features of a good story.	Follow the link above and watch the video for week 2 lesson 3. This will take you to a lesson where you will be reminded of how to write hundredths 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.	Copy this picture by drawing it on either A4 or A3 paper. Then add detail by using water-colour or acrylic paint.
You can record your features of a story in your workbook.		Ideas: a flower in the garden or park, the beach, the street, your house.

Thursday		
## English	## Maths	## History
Focus – To continue a story and write a solution.	**Focus - To be able to divide 1 or 2 digit numbers by 100.**	**Focus- To understand why we commemorate VE Day.**
https://www.thenational.academy/year-4/english/story-continue-a-story-year-4-wk2-5	https://whiterosemaths.com/homelearning/year-4/	Tomorrow there is a Bank Holiday to commemorate the 70th anniversary of VE Day (Victory in Europe Day).
Follow the link above to a lesson where you will able to read the beginning of a story and learn how to successfully continue the story, whilst writing a good solution.	Follow the link above and watch the video for week 2 lesson 5. This will take you to a lesson where you will be reminded how to divide 1 or 2 digit numbers by 100. 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.

Use some time today to see what you can find out about VE Day and the significance of the day which signalled the end of World War II in Europe. |
| You can record your story in your workbook. | **Maybe you could email your teacher with any pictures to show your different representations of answers.** | There is lots of information online and the website below may be particularly useful. There are also links on here to some useful home learning resources, including a Powerpoint giving lots of information about VE Day. |
| | | Record what you find out in your chosen way e.g., pictures with notes, a non-chronological report, poster, leaflet etc.

 |

		https://www.britishlegion.org.uk/get-involved/remembrance/remembrance-events/ve-day-75?gclid=CjwKCAjwqJ_1BRBZEiwAv73uwAnoLHZokzLkYyxgNwd6eI_13f13Rxd2Hnv-bf5trEbgafGYhZOF5BoCcLEQAvD_BwE&gclsrc=aw.ds
	Friday	
	Bank Holiday	

Other activities for the week

- **Create your own monster**- Have you ever wanted to make your own monster? Well with this activity let your imagination run wild and create your own monster! Follow the link for instructions on how to create your very own monster: https://www.thebestideasforkids.com/tissue-box-monsters/
- **Nature bugs**: From your garden or daily exercise, collect some materials such as leaves, small sticks, grass, flowers etc. Then using the materials you have collected create a bug. Stick the materials onto some paper of any colour and see what you can create!
- **Write your own book**- Have you ever wanted to write your own book? Come up with a main character, setting and a special object (such as a magical key, a treasure map, a strange book or a broken lamp) and let your imagination run wild. Plan your story first, talk about the ideas you have and the flow of the story (beginning, middle and end). Once you have planned your story, you can write a draft. You can then create a book using paper and add drawings to your story or you can use a computer to create your book. This activity can be done over a couple of days.
- 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.
- On Friday –keep an eye on the news for information on the VE Day commemorations. There is lots planned and some things that people can get involved with in their homes.
  For example:

With members of the public unable to attend VE Day 75 events, The Royal British Legion is playing a central role in the delivery of a range of remote activity, including:

- A **VE Day 75 livestream** at 11.15am
- National moments of Remembrance and thanksgiving
- A **UK-wide singalong** to Vera Lynn's 'We'll Meet Again at 9pm
- A **VE Day learning pack** for children aged 7–14 years

There are links to the above on the British legion website (see Thursday afternoon lesson).

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	

Dividing 2 digits by 10

1 **a)** The array shows 20 shared between 10

Complete the calculation.

$20 \div 10 =$ ☐

b) The array shows 4 shared between 10

Complete the calculation.

$4 \div 10 =$ ☐

c) Complete the calculation.

$24 \div 10 =$ ☐

Compare answers with a partner.

2 **a)** Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths

Complete the division.

$30 \div 10 =$ ☐

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

Tens	Ones	Tenths

b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths

Complete the division.

$35 \div 10 =$ ☐

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

Tens	Ones	Tenths

c) What do you notice about your answers in parts a) and b)?

d) Complete the sentence.

When dividing by 10, you move the counters ☐

place to the _____.

3

You can't share 13 between 10 because 13 is not a multiple of 10

Do you agree with Rosie? _____

Explain your answer.

4 Dexter is calculating 43 ÷ 10

Here are Dexter's workings.

43

40   3

÷ 10   ÷ 10

4   0.3

43 ÷ 10 = 4.3
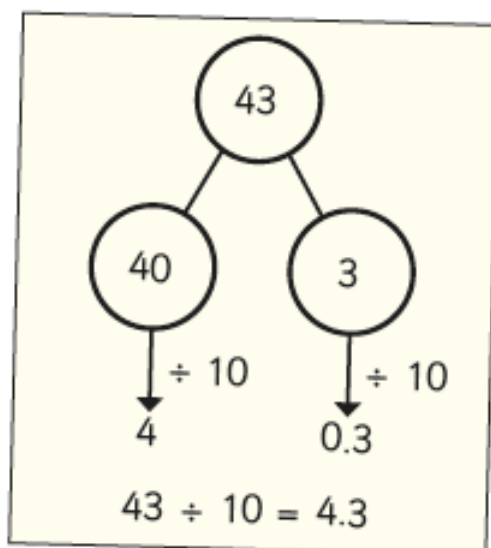
a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

56 ÷ 10 = ☐

56

71 ÷ 10 = ☐
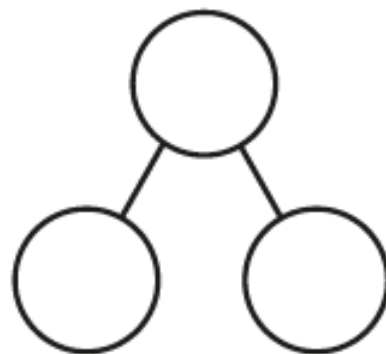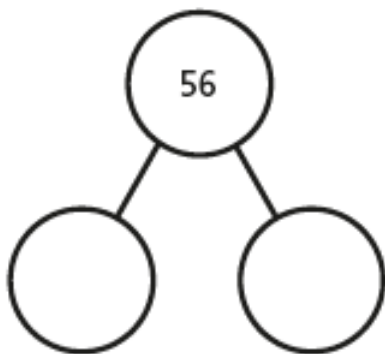
5 Complete the divisions.

a) $37 \div 10 = $ ☐

b) $11 \div 10 = $ ☐

c) $48 \div 10 = $ ☐

d) $99 \div 10 = $ ☐

e) $80 \div 10 = $ ☐

f) ☐ $= 29 \div 10$

g) ☐ $\div 10 = 6.3$

h) $3.9 = $ ☐ $\div 10$

6 This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)

I need to move the counters one place to the left, so $37 \div 10 = 26$

Do you agree with Teddy? _____

Explain your answer.

_____

_____

b) How can you use a Gattegno chart to divide by 10?

Tuesday Maths

Lesson 2

Hundredths

1

I'm going to use this piece to represent 1
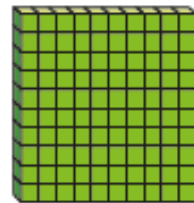
What is the value of each of these pieces?
Give your answer as a fraction.

a)

b)

2 Write <, > or = to compare the fractions.

a) $\frac{1}{10}$ ◯ $\frac{9}{100}$

c) $\frac{1}{10}$ ◯ $\frac{20}{100}$

b) $\frac{1}{10}$ ◯ $\frac{12}{100}$

d) $\frac{2}{10}$ ◯ $\frac{20}{100}$
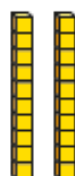
3

Eva: You can only partition 25 hundredths into 2 tenths and 5 hundredths.

Jack: I can partition it another way.

Who do you agree with? _____

Explain why.

_____

_____

Compare answers with a partner.

4 Fill in the missing numerators to make the statements correct.

a) $\dfrac{3}{10} = \dfrac{\boxed{}}{100}$

d) $\dfrac{20}{100} = \dfrac{\boxed{}}{10}$

b) $\dfrac{7}{10} = \dfrac{\boxed{}}{100}$

e) $\dfrac{27}{100} = \dfrac{\boxed{}}{10} + \dfrac{\boxed{}}{100}$

c) $\dfrac{80}{100} = \dfrac{\boxed{}}{10}$

f) $\dfrac{67}{100} = \dfrac{\boxed{}}{10} + \dfrac{\boxed{}}{100}$

5 Complete the number lines using fractions.

a)

0   $\frac{1}{100}$

b)

$\frac{9}{100}$ $\frac{1}{10}$ $\frac{14}{100}$

c)

$\frac{3}{10}$ $\frac{32}{100}$

d)

$\frac{72}{100}$ $\frac{71}{100}$
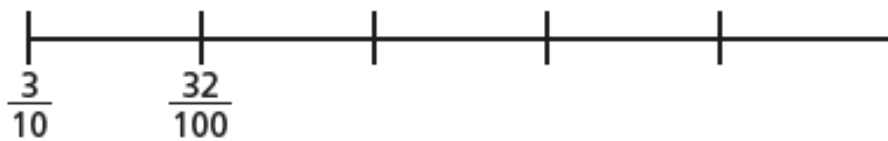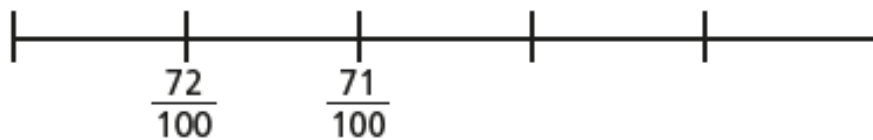
6 Amir is counting 67 hundredths on a bead string.

This will take a long time, because I have to count 67 beads.

Amir

You can do it faster by using tenths as well.
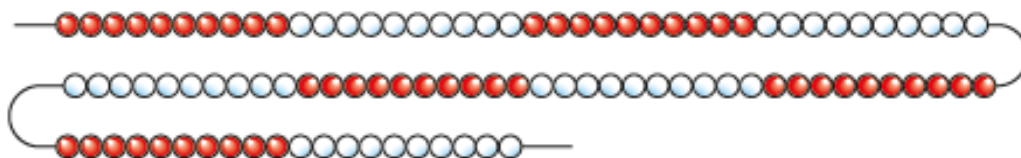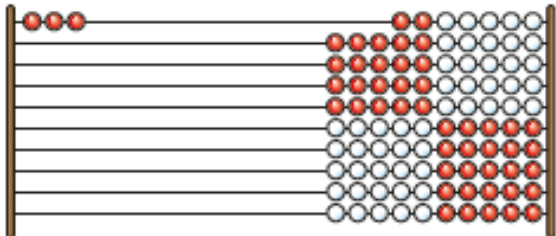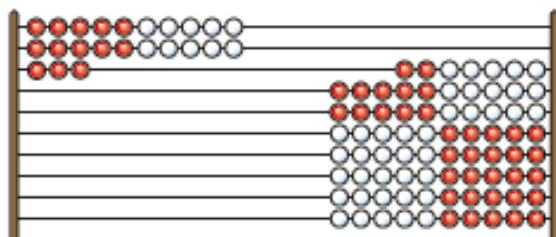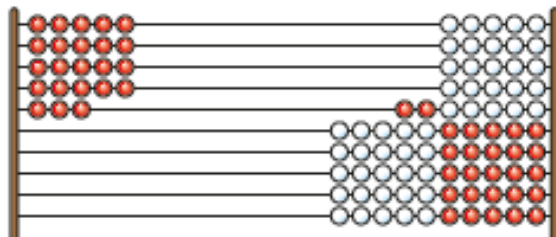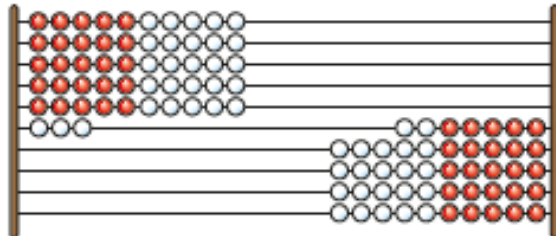
Annie

Explain to a partner how to use Annie's method.

7 These are Rekenreks made from 100 beads.

Each Rekenrek represents one whole.

Write the fraction represented on the left and on the right.

left   right

a)

b)

c)

d)

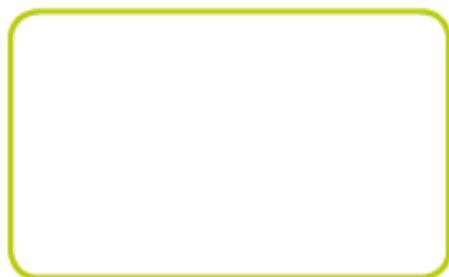Did you use the same method as your partner?

Hundredths as decimals

1 Complete the table.

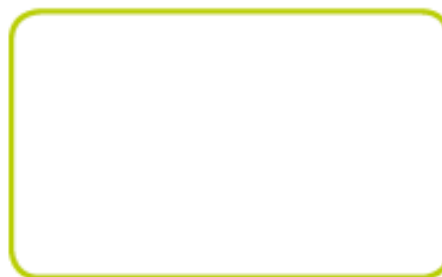| Hundred square	Words	Fraction	Decimal
	thirty-six hundredths		
		$\frac{82}{100}$	
			0.27
	seven tenths		
			0.3

2 Draw decimal place value counters to represent the numbers.
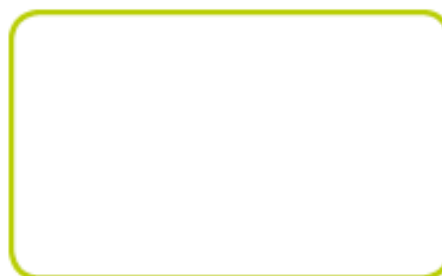
a) 0.03

c) 0.63

b) 0.6
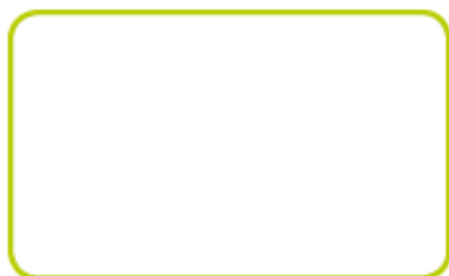
d) 0.36

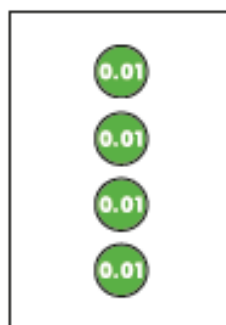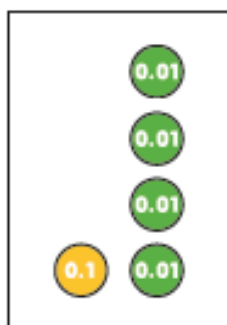**3** The counters represent tenths and hundredths.

a) Match the decimals to the groups of counters.

| 0.04 | 0.4 | 0.14 | 0.41 |

b) Write each decimal as a fraction.

0.04 = ☐   0.4 = ☐   0.14 = ☐   0.41 = ☐

4

3 hundreds is the same as $\frac{3}{100}$

Is Rosie correct? _____

Explain your answer.

_____

_____

5 Match the decimals to the descriptions.

Some of the numbers can be described in two ways.

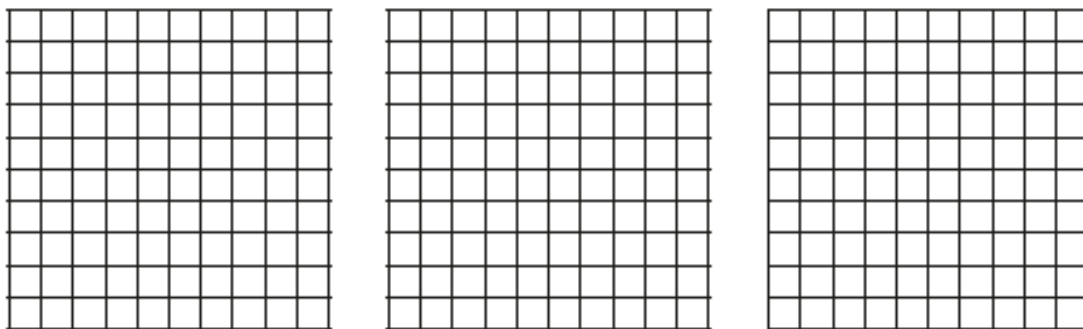|	
1.3	one tenth and three hundredths
	thirty hundredths
0.03	one and three tenths
	thirteen tenths
0.3	thirteen hundredths
	three tenths
0.13	three hundredths

6 Shade the hundred squares to represent 12 hundredths in three different ways.

Compare answers with a partner.
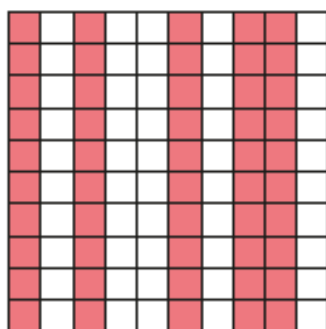
What is the same? What is different?

7

0.6 of the hundred square is shaded.

Dora

6 tenths of the hundred square is shaded.

Ron

0.60 of the hundred square is shaded.

Whitney

60 hundredths of the hundred square is shaded.

Jack

Who do you agree with? _____

Explain why.

Dividing 1 and 2 digits by a hundred

1 **a)** Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths

b) Complete the division.

8 ÷ 100 = [ ]

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

Ones	Tenths	Hundredths

What do you notice?

2 **a)** Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths

b) Complete the division.

80 ÷ 100 = [ ]

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

Tens	Ones	Tenths	Hundredths

What do you notice?

3 Complete the sentence.

To divide by 100 you move the counters ▢ places to

the _____

4 Complete the calculations.

a) $3 \div 100 = $ ▢

b) $90 \div 100 = $ ▢

c) ▢ $= 5 \div 100$

d) ▢ $= 60 \div 100$

e) ▢ $\div 100 = 0.5$

f) $0.02 = $ ▢ $\div 100$

5 Dora is working out $48 \div 100$ using a place value chart.

Tens	Ones	Tenths	Hundredths
●●●●	●●●● ●●●●		

To divide by 100 you move two places to the right, so $48 \div 100$ is 40.08

Tens	Ones	Tenths	Hundredths
●●●●			●●●● ●●●●

a) Explain the mistake that Dora has made.

_____

_____

b) Complete the division.

$48 \div 100 = $ ▢

6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a) Explain how you would work out $37 \div 100$ using this chart.

_____

_____

Compare answers with a partner.

b) Use the Gattegno chart to complete the division.

$92 \div 100 =$ ☐

c) Use the Gattegno chart to complete the division.

$19 \div 100 =$ ☐

7 Complete the calculations.

a) $31 \div 100 =$ ☐

b) $60 \div 100 =$ ☐

c) ☐ $= 85 \div 100$

d) $0.01 =$ ☐ $\div 100$

e) ☐ $= 29 \div 100$

f) ☐ $\div 100 = 0.58$

g) $0.5 =$ ☐ $\div 100$

h) $0.3 = 30 \div$ ☐

8 Complete the calculations.

a) $36 \div 10 = \boxed{}$

$36 \div 100 = \boxed{}$

$36 \div 10 \div 10 = \boxed{}$

b) $91 \div 10 = \boxed{}$

$91 \div 100 = \boxed{}$

$91 \div 10 \div 10 = \boxed{}$

What do you notice?

9

Dividing by 100 is always the same as dividing by 10 twice.

Do you agree with Amir? _____

Explain your answer.

10 Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.

$36 \div 100$ and $63 \div 100$

$\boxed{} \div 100 = \boxed{}$ and $\boxed{} \div 100 = \boxed{}$

$\boxed{} \div 100 = \boxed{}$ and $\boxed{} \div 100 = \boxed{}$

What is the greatest possible answer you can get? $\boxed{}$

What is the smallest possible answer? $\boxed{}$

Compare answers with a partner.