



W.C. 8th June 2020

Maths

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy (you may wish to have a go at more



Monday

<https://whiterosemaths.com/homelearning/year-4/>

TenthsMild

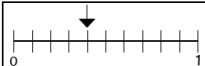
a) 

b) 

c) 

d) 

e) five-tenths

f) 

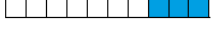
g) 0.9

h) $\frac{2}{10}$

- I** Shade the bar models to represent the amounts.

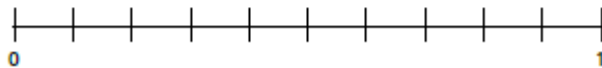
- a) 7 tenths
- b) $\frac{4}{10}$
- c) 0.3

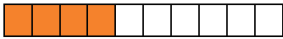
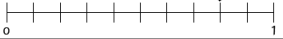
- 2 Complete the table to show the fractions and decimals the bar models represent.

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



Representation	Decimal	Fraction
		
		
		
		
	0.1	
		$\frac{2}{10}$

Medium

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

Give your answers as fractions and decimals.



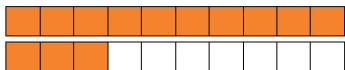
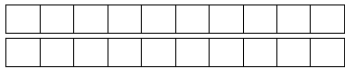
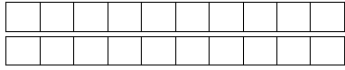
A or

B or

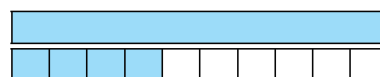
C or

- 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

Representation	Decimal	Fraction
		
	1.9	
		$\frac{16}{10}$

Jas and Lin write this representation in the ways shown:



Jas

$$1\frac{4}{10}$$



Lin

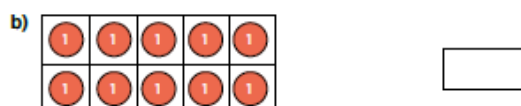
five-tenths

Are both children correct?

If not, can you explain what mistake they have made and what they should have written?

Spicy

6 What is the total value represented by each ten frame?



7

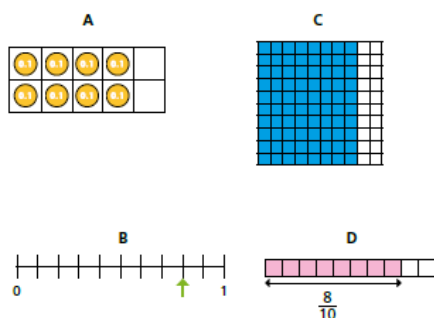


Nine tenths
can be written 0.9, so ten
tenths must be 0.10

Do you agree with Ron? _____

Explain your answer.

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



Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.

- 2) a) Which representations are equal to 0.4? Tick the correct representations:

☐ $\frac{4}{10}$

☐ $\frac{4}{100}$

☐

☐

☐

☐

☐

☐ four-tenths

☐ four-hundredths

☐

☐

- b) How many different ways can you represent $\frac{7}{10}$?

Sam is converting numbers written using whole numbers and fractions to decimals. This is his first conversion:

$$1\frac{8}{10} = 0.18$$

- a) What mistake has he made?
- b) Draw a model to help show Jas how to convert fractions to decimals. Write notes on your model to help explain.

- 1) In a centimetre (cm), there are 10 millimetres (mm).
 $1\text{mm} = \frac{1}{10}\text{cm}$
 Use this information to complete this table:



Centimetres and Millimetres	Millimetres	Fraction	Decimal
1cm 2mm	12mm	$1\frac{2}{10}\text{cm}$ ($\frac{12}{10}$)	1.2cm
	15mm		
		$\frac{5}{10}\text{cm}$	
			1.7cm

Tuesday - Divide by 10

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

<https://whiterosemaths.com/homelearning/year-4/>

Starter:

Which one is different?

50 → 5
80 → 8
10 → 5
90 → 9
130 → 13

Mild:

You can draw the counters or use other small objects you may have at home.

Use place-value counters to show how to divide 60 by 10. Use place-value counters to show how to divide 90 by 10.

Tens	Ones
	

How many tens are there?
How would you represent the answer using counters?

Tens	Ones
	

How many groups of 10 children can be made from a Year Group of 50 children?

Use place-value counters to model your answer.

- 1) a) Complete the calculation and the sentence.

Tens	Ones	tenths
		

$$14 \div 10 = \square$$



- 2) Draw arrows and move the digits on the place value grid to answer the calculation.

$$29 \div 10 =$$

Tens	Ones	tenths
2	9	

When dividing by 10, we move the counters or digits one place to the _____.

- b) Complete the place value grid and the calculation.

Tens	Ones	tenths
		

$$\square \div 10 = \square$$

- 3) Find the answers.

a) $48 \div 10 =$ _____

d) $79 \div 10 =$ _____

b) $55 \div 10 =$ _____

e) $30 \div 10 =$ _____

c) $61 \div 10 =$ _____

f) $82 \div 10 =$ _____

Medium:

$$820 \div 10 = \underline{\hspace{2cm}}$$

$$630 \div 10 = \underline{\hspace{2cm}}$$

$$170 \div 10 = \underline{\hspace{2cm}}$$

$$950 \div 10 = \underline{\hspace{2cm}}$$

$$210 \div 10 = \underline{\hspace{2cm}}$$

$$930 \div 10 = \underline{\hspace{2cm}}$$

$$560 \div 10 = \underline{\hspace{2cm}}$$

$$530 \div 10 = \underline{\hspace{2cm}}$$

$$440 \div 10 = \underline{\hspace{2cm}}$$

$$180 \div 10 = \underline{\hspace{2cm}}$$

Find the missing numbers.

a) $\underline{\hspace{2cm}} \div 10 = 1.9$

b) $8.7 = \underline{\hspace{2cm}} \div 10$

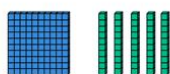
$$42 \div 10 = 4.2$$

Convince me that this calculation is correct. Explain what would happen to the digits on a place value grid.

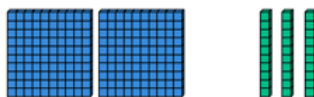


Tens	Ones	tenths

How would you use Base 10 blocks to divide 150 by 10?



How would you use Base 10 blocks to divide 230 by 10?



- 2) Do you agree or disagree with Matthew? Explain your answer.



When you divide a number by 10, the digits on a place value grid always move one place to the left.

- 3) Saba is dividing by 10. Explain and correct her mistake.

$$65 \div 10 = 0.65$$

$$65 \div 10 = 0.65$$



Spicy

- 1) Follow the clues to find the length of each snake.

The anaconda's length is a two-digit whole number. This number is a multiple of 4. The digits of the number add up to 3. The python is half the length of the anaconda. The rat snake is ten times shorter than the anaconda. The corn snake is ten times shorter than the python. What is the length of each snake in metres?



Snake	Length
anaconda	
python	
rat snake	
corn snake	

- 2) Solve the clues to identify the mystery number.

A: The number has zero hundreds.

B: When I multiply this number by 10, the answer is a whole number that is larger than 20 but smaller than 30.

C: The number has four tenths.

D: The number only has some ones and some tenths.

The mystery number is _____.

Some of the clues are extra clues. This means that you do not need to use them in order to find the answer. Which clues are extra clues? How do you know?

Four children are in a race. The numbers on their vests are:

350

35

3,500

53

Use the clues to match each vest number to a child.

- Jack's number is ten times smaller than Mo's.
- Alex's number is not ten times smaller than Jack's or Dora's or Mo's.
- Dora's number is ten times smaller than Jack's.

While in Wonderland, Alice drank a potion and everything shrank. All the items around her became ten times smaller! Are these measurements correct?

Item	Original measurement	After shrinking
Height of a door	220 cm	2,200 cm
Her height	160 cm	16 cm
Length of a book	340 mm	43 mm
Height of a mug	220 mm	?

Can you fill in the missing measurement?

Can you explain what Alice did wrong?

Write a calculation to help you explain each item.

If Kurt saves £10 a month, how months will it take him to save £250?

Use Base 10 blocks to model the problem.

Wednesday

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

<https://whiterosemaths.com/homelearning/year-4/>

Hundredths

Mild:

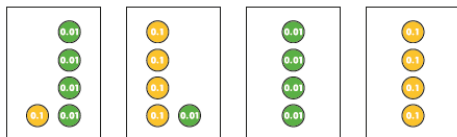
1 Complete the table.

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

3 The counters represent tenths and hundredths.

a) Match the decimals to the groups of counters.

0.04 0.4 0.14 0.41



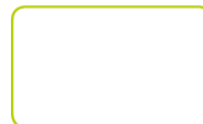
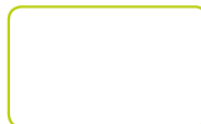
b) Write each decimal as a fraction.

0.04 = 0.4 = 0.14 = 0.41 =

2 Draw decimal place value counters to represent the numbers.

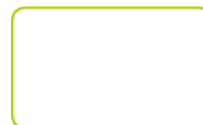
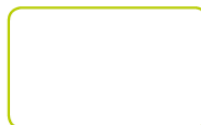
a) 0.03

c) 0.63



b) 0.6

d) 0.36



Complete the sentences to match each grid.

1) There are _____ squares shaded out of _____.

There is _____ row shaded out of _____.

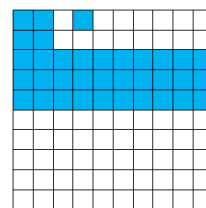
The shaded area represents

or



2) There are _____ squares shaded out of _____.

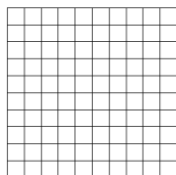
The shaded area represents



Medium:

2) Shade the grid and circle the answers that match the statement:

70 squares shaded is the same as:



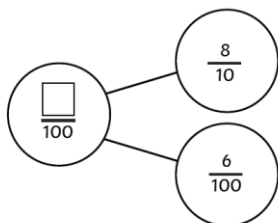
$$\frac{70}{100}$$

$$\frac{7}{100}$$

$$\frac{70}{10}$$

$$\frac{7}{10}$$

3) Complete the part-whole model.



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



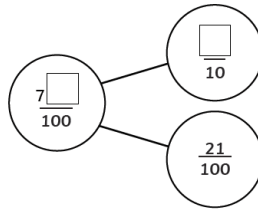
b) 30 hundredths

_____ is the decimal shown.

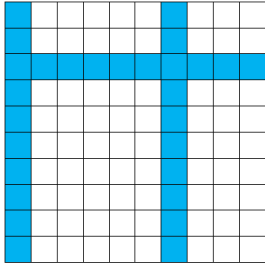
Spicy:

2) What is missing? Explain your reasoning.

Greg is explaining what this grid shows. Is he correct? Explain your answer.



There are two columns and one row shaded which represents $\frac{3}{10}$ or $\frac{30}{100}$



3) Who has the most? Explain your answer. Can you use a diagram to explain?



Dylan

I have sixty eight hundredths.

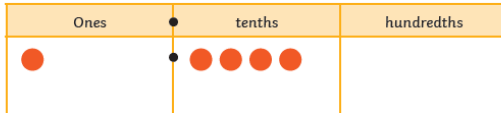
Roisin

I have eight hundredths and six tenths.



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1) Who is right? Who is wrong? Explain why.



1.04 is the number represented.

Zoe



1.4 is the number represented.

Vinnie

2) Which one is the odd one out? Explain why.

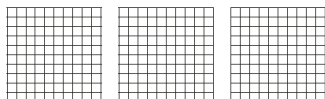
A $\frac{235}{100}$

B Two hundred and thirty-five hundredths

C 23.5



- 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.

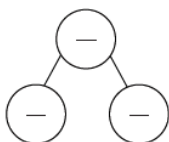
Whitney

60 hundredths of the hundred square is shaded.

Jack

Who do you agree with? _____
Explain why.

- 1) Find 10 ways you can to partition twenty-three hundredths using part-whole models like this one.



- 2) Read each child's statement and write in the correct fraction that matches.

	Craig	My fraction has five tenths.	
	Lois	My fraction is greater than $\frac{57}{100}$.	
	Ted	My fraction has fifty four hundredths.	
	Raj	My fraction can be partitioned into $\frac{5}{10}$ and $\frac{5}{100}$.	
	Gina	My fraction can be partitioned into $\frac{26}{100}$ and $\frac{3}{10}$.	
		$\frac{54}{100}$	$\frac{57}{100}$
		$\frac{59}{100}$	$\frac{55}{100}$
		$\frac{56}{100}$	

Thursday

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

<https://whiterosemaths.com/homelearning/year-4/>

Divide one and two digits by 100

Mild

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

Ones	Tenths	Hundredths

- b) Complete the division.

$$8 \div 100 = \square$$

- 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.

$$80 \div 100 = \square$$

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

Tens	Ones	Tenths	Hundredths

What do you notice?

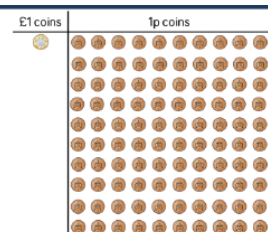


Is it possible for £1 to be shared equally between 100 people?

How does this picture explain it?

Can £2 be shared equally between 100 people?

How much would each person receive?



- 1) Complete the missing parts of these division steps.



$$7000 \xrightarrow{\div 10} \square \xrightarrow{\div 100} \square$$

$$5000 \xrightarrow{\square} 50 \xrightarrow{\div 10} \square$$

$$600 \xrightarrow{\div 10} \square \xrightarrow{\square} 6$$

$$3000 \xrightarrow{\div 100} \square \xrightarrow{\div 10} \square$$

$$9000 \xrightarrow{\div 10} \square \xrightarrow{\square} 90$$

Compare each statement using the $<$, $>$ and $=$ signs.

$1700 \div 10$		$3400 \div 100$
$700 \div 100$		$7100 \div 100$
$90 \div 10$		$900 \div 100$

Medium

- 3 Complete the sentence.

To divide by 100 you move the counters $\square$ places to the _____.

- 4 Complete the calculations.

a) $3 \div 100 = \square$

d) $\square = 60 \div 100$

b) $90 \div 100 = \square$

e) $\square \div 100 = 0.5$

c) $\square = 5 \div 100$

f) $0.02 = \square \div 100$

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

Tens	Ones	Tenths	Hundredths
4	8		



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

Tens	Ones	Tenths	Hundredths
4	8		

- a) Explain the mistake that Dora has made.

- b) Complete the division.

$$48 \div 100 = \square$$

- 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.

$$92 \div 100 = \square$$

- c) Use the Gattegno chart to complete the division.

$$19 \div 100 = \square$$

- 7 Complete the calculations.

a) $31 \div 100 = \square$

e) $\square = 29 \div 100$

b) $60 \div 100 = \square$

f) $\square \div 100 = 0.58$

c) $\square = 85 \div 100$

g) $0.5 = \square \div 100$

d) $0.01 = \square \div 100$

h) $0.3 = 30 \div \square$

Put these calculations in order from the greatest answer to the smallest answer.

a)	b)
c) $5400 \div 100$	d)
e) $9900 \div 100$	f)

greatest smallest

- Match the calculation with the correct answer.

$4,200 \div 10$

$4,200 \div 100$

$420 \div 10$

420

42

- Use $<$, $>$ or $=$ to make each statement correct.

$3,600 \div 10$ $3,600 \div 100$

$2,700 \div 100$ $270 \div 10$

$4,200 \div 100$ $430 \div 10$

11

- 1) Sienna and Lucas are solving this division calculation:

2100 divided by 100

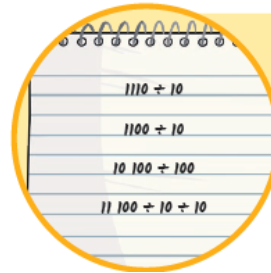


I divided 2100 by 10. I divided that answer by 10 again to get my final answer.

I moved each digit two places to the right to get my answer.

Who is correct? Explain your reasoning.

- 2) George investigates making division calculations which give an answer of 110. These are George's division calculations:



Are George's calculations correct?

Spicy

- 1) Look at these number statements:

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



Each shape represents a whole number.

Give five possible values for each of the shapes so that they fit the number statements above.

- 2 a) I'm thinking of a number.

When I divide my number by 10, it has fewer than 8 tens.

When I divide my number by 100, it has fewer than 6 tens.

What could my number be? Find five possibilities.

- b) Can you create a mystery number problem like the one above for a friend to solve?

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8 Complete the calculations.

a) $36 \div 10 = \square$ b) $91 \div 10 = \square$
 $36 \div 100 = \square$ $91 \div 100 = \square$
 $36 \div 10 \div 10 = \square$ $91 \div 10 \div 10 = \square$

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 $63 \div 100$

$\square \div 100 = \square$ and $\square \div 100 = \square$

$\square \div 100 = \square$ and $\square \div 100 = \square$

What is the greatest possible answer you can get? $\square$

What is the smallest possible answer? $\square$

Compare answers with a partner.

Eva and Whitney are dividing numbers by 10 and 100

They both start with the same 4-digit number.

They give some clues about their answer.



Eva

My answer has 8 ones and 2 tens.



Whitney

My answer has 2 hundreds, 8 tens and 0 ones.

What number did they both start with?
Who divided by what?

Use the digit cards to fill in the missing digits.

1 2 3 4 5 6 7 8 9

$170 \div 10 = \square$

$\square 20 \times 10 = 3 \square 00$

$1,8 \square 0 \div 10 = 1 \square 6$

$\square 9 \times 100 = 5 \square 00$

$6 \square = 6,400 \div 100$

Friday

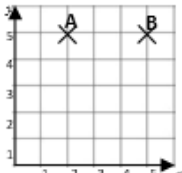
Today you can challenge yourself with the key skills test, along with the challenge activities posted on the [BBC website](#)

Remember these sheets are only to work from not on so do not worry if you cannot complete a couple of the questions.

Mild

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 100 200 300 400 $\square$	3:1	11. $36 \div 4 =$	3:10	23. David says the time is "8 o'clock in the morning". Which of these means the same thing? a. 8 noon b. 8 am c. 8 pm	3:23
2. What is the 8 worth in this number? 847	3:2	12. $4 \times 3 =$	3:10		
3. Put these in order, largest first. 847 478 874 784	3:3	13. Use $24 \div 8 = 3$ to solve: $240 \div 8 =$	3:11	22. How many days are in a year? a. 52 b. 365 c. 366	3:24
4. Draw an arrow to estimate 70. 	3:4	14. What is the missing number? $80 \div \square = 2 \times 4$	3:12		
5. Tom counts up in 100s starting from 300. What will his 4 th number be?	3:5	15. What is the missing fraction? $\frac{5}{1}, \frac{6}{1}, \square$	3:13	23. On the grid draw a hexagon. 	3:25
6. $714 - 100 =$	3:6	16. Shade $\frac{1}{4}$ of the counters. 	3:14		
7. $293 + 49 =$	3:7	17. What fraction is labelled? 	3:15	24. No. of tyres sold one weekend: Key: means 4 tyres Saturday Sunday	3:29
8. Write a sum to check $89 - 65 = 24$. Check: $24 \square 65 \square 89$	3:9	18. This shape is in sixths. Shade in $\frac{1}{3}$. 	3:16		
9. After spending 56p, Sue still has 44p left. How much did she start with?	3:8	19. Subtract the fractions. $\frac{4}{1} - \frac{2}{1}$	3:17	13 tyres were sold on Sunday. Show this.	3:30
10. What is the missing number? $\square + 412 = 724$	3:9	20. Write the smallest fraction. $\frac{2}{8}, \frac{7}{8}, \frac{3}{8}, \frac{5}{8}$	3:18	25. How many tyres were sold on Saturday?	
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Medium and Spicy

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 50 75 100 150	1	11. $84 \div 12 =$	6	21. Which of these is the best estimate for the weight of a packet of crisps? a. 2 grams b. 20 grams c. 200 grams	11
2. What is the missing number? 54 72 81 90	1	12. Use $3 \times 7 \times 11 = 231$ to answer: 21×11	6		
3. What is 1,000 less than 2,934?	2	13. $64 \times 8 =$	6	22. Draw the hands to show: 19:05	11
4. Round this number to the nearest 1,000: 3,275	4	14. Shop A sells 6 pens for £3.60. Shop B sells 2 pens for £1. Which is cheaper?	6		
5. Put these numbers in order, smallest first: -1 -5 -3	2	15. $\frac{1}{3} = \frac{\boxed{}}{6} = \frac{3}{\boxed{}}$	7	23. What is the name of this quadrilateral? 	12
6. Put these in order, smallest first: 2,395 2,593 2,359	3	16. I have $\frac{1}{10}$ of a cake. How many hundredths do I need to make $\frac{1}{1}$?	8		
7. What number does this Roman Numeral represent? LXXV	43	17. $\frac{9}{5} - \frac{2}{5}$	10	24. Plot the point (5, 2). Label it C. 	15
8. $3,473 - 1,230 =$	5	18. Write $\frac{36}{10}$ as a decimal number.	10		
9. Write the sum to check $392 - 98 = 294$: $98 + \boxed{ } = \boxed{ }$	5	19. What is the value of the 1 in: 3.91	8		
10. Pencils weigh 55g. Pens weigh 73g. How heavy are 2 pencils and 1 pen?	5	20. Round 3.6 to the nearest whole number.	9	25. Points A, B and C form 3 corners of a square. Plot the fourth corner of the square and label it D.	
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	