Friday 24th April

Daily Activities

Daily Physical Activity

- We've been looking at the importance of exercise to maintain a balanced lifestyle in our Science lessons.

- Why not take part in P.E. with Joe Wicks? https://www.youtube.com/user/thebodycoach1 (Access via YouTube at 9 am-if doing it live-type in: The body coach).

English

Daily spelling practice

- Today, you should spend some time practising the words from Tuesday's lesson **(if you usually have 5 concentrate on nailing 5!)** or alternatively practise any words you often spell incorrectly e.g. Their, stopped or any spellings from your spelling book which you haven't quite mastered yet. You may choose to do one or each of the following:

1. Practise spelling them by using the strategy: Look, say, cover, write and check.

2. Print out 2 copies of the focus words (or make your own word cards if you are unable to print them) and ask someone in your house to play 'Snap!' Before you're able to win the pair of cards, you should close your eyes and have a go at spelling the word.

3. Use the focus words you've printed/made. Turn them all over face-down and play matching pairs. Turn over 1 card at a time and attempt to find the one that matches!

4. Make a mnemonic to help you remember how to spell the word (the sillier the better!) e.g. People= people eat oranges pigs like eggs!

5. You could write each letter in a different colour (rainbow writing).

6. Create a word pyramid –
c
ch
che
chef

7. Describe the word to an adult-you could tell them the word class, what it means but you **must not** say the word!

8. Try drawing around the word to help you remember how many letters and the shape of them (see right).

chalet
- 6 letters
- 3 ascending ↑
- 3 sit on the line
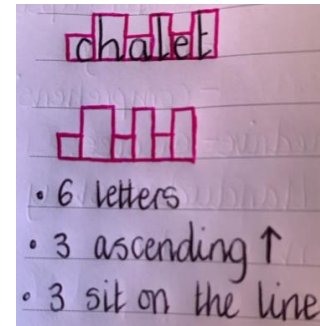
WALT write a fact file on Italy

- Now it is time to write your fact file on Italy.

- Remind your self of the features of fact files and the items you included in your check list on Wednesday. You should have features like this...

	Topic title covers the whole subject.		Factual language and description.
	Brief introduction paragraph gives who/ what/ where overview.		Present tense verbs (unless it's a historical report).
	Information organised into categories.		Technical language may be explained in a glossary.
	Each category has a sub-heading.		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Formal tone.
	Extra details support the main points.		General language, not particular examples.

- Now look over your notes from yesterday and check that you have enough information to write a paragraph with at least 3 sentences for each section.

- Now get writing!
- Remember to take care with your presentation and handwriting.
- When finished, read your work out loud – it will help you to spot if you have made any mistakes.

- *If you want to complete this work on paper (rather than in your homework book), we will be able to put it on display when we get back to school.*

Maths

- Aim to spend 15 minutes playing on TT Rock Stars. If you are unable to access TT Rockstars online, work through the paper booklet you were given.

10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. Write a fraction and decimal to describe the model below.

2. $2 - \frac{5}{6} = \frac{\square}{\square}$

3. $3 - \frac{1}{5} = \frac{\square}{\square}$

4. 5 x _____ = 20 x 2

5. 23.02 + 12.6 =

6. $\frac{7}{9}$ of £72

7. 398 x 6 =

8. _____ = 209 x 7

9. 145 ÷ 5 =

10. 72 x 5 = 1,000 - _____

Extension

11. 3 x 8 x 5 =

12. 9 x 0 x 3 =

13. 400 ÷ 8 = 10 x ___

14. 0.23 + _____ = 1

15. 1 – 0.64 =

16. 10 x 9.4 =

17. _____ x 100 = 180

18. 14.2 x 10 = 200 - _____

19. Three quarters of 32 =

20. If I count in 4's from 0, will I say 100?

10-4-10 Answers

1. Write a fraction and decimal to describe the model below. **0.4** **4/10**

2. $2 - \frac{5}{6} = \frac{\textbf{7}}{\textbf{6}}$

3. $3 - \frac{1}{5} = \frac{\textbf{14}}{\textbf{5}}$

4. $5 \times \underline{\textbf{8}} = 20 \times 2$

5. $23.02 + 12.6 = \textbf{35.62}$

6. $\frac{7}{9}$ of £72 **56**

7. $398 \times 6 = \textbf{2,388}$

8. $\underline{\textbf{1,463}} = 209 \times 7$

9. $145 \div 5 = \textbf{29}$

10. $72 \times 5 = 1,000 - \underline{\textbf{640}}$

Extension

11. $3 \times 8 \times 5 = \textbf{120}$

12. $9 \times 0 \times 3 = \textbf{0}$

13. $400 \div 8 = 10 \times \underline{\textbf{5}}$

14. $0.23 + \underline{\textbf{0.77}} = 1$

15. $1 - 0.64 = \textbf{0.36}$

16. $10 \times 9.4 = \textbf{94}$

17. $\underline{\textbf{1.8}} \times 100 = 180$

18. $14.2 \times 10 = 200 - \underline{\textbf{58}}$

19. Three quarters of 32 = $\underline{\textbf{24}}$

20. If I count in 4's from 0, will I say 100? **Yes, 100 ÷ 4 = 25**

W.A.L.T: round decimals.

•Maths this week builds upon what we've already learnt about tenths and hundredths. It revisits some of the things we've already covered but you haven't yet been taught these concepts in their entirety.

•You should click and follow the following link: https://whiterosemaths.com/homelearning/year-4/
Once you reach the website click: **Summer Term-Week 1-Lesson 5-Round decimals-click on the image/video**
This is a video explaining the concept in various ways like we would do in school. You can pause, rewind or fast forward at any time.

•There are questions for you to think about during the video but you don't have to write down the answers to those if you don't want to.
There are also points in the video where you can pause it and complete suggested questions on the sheets. These are in black and white on the following slides so that you can print them out and write on them if you wish; alternatively you could write the answers in your maths homework book.

•If you would prefer to watch all the video first and then attempt the worksheets (on the following slides) that is fine too. If you look at the worksheet and feel confident to attempt without watching the video, again, that is fine- you don't have to watch it. You can use the answers (which follow the question slides-no cheating though!) to self mark-if you've made lots of errors and you didn't watch all of the video-it is essential you watch it next time.

⭐ Questions 1-3

⭐⭐ Questions 1-7

⭐⭐⭐ Questions 1-10

As we're not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently-above you will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but **do not** pressure yourself to.
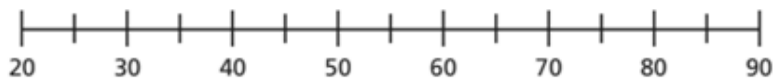
Helpful Hint: Remember the rounding rhyme: 5-9 climb the vine ↑; 0-4 slide to the floor ↓.

Round decimals

White Rose Maths

1 Here are some number cards.

| 27 | 61 | 49 | 83 |

a) Draw arrows to estimate the position of the numbers on the number line.

20 30 40 50 60 70 80 90

b) Use the numbers to complete the sentences.

☐ is closer to 50 than 40

☐ is closer to 30 than 20

☐ is closer to 80 than 90

☐ is closer to 60 than 70

2 Here are some number cards.

| 2.7 | 6.1 | 4.9 | 8.3 |

a) Draw arrows to estimate the position of the numbers on the number line.

2 3 4 5 6 7 8 9
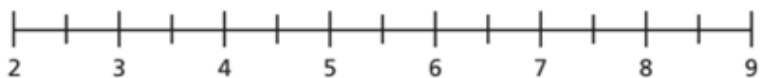
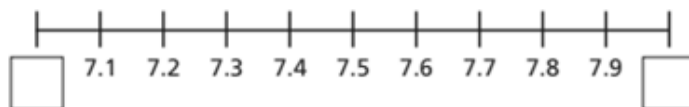b) Use the numbers to complete the sentences.

☐ is closer to 5 than 4

☐ is closer to 3 than 2
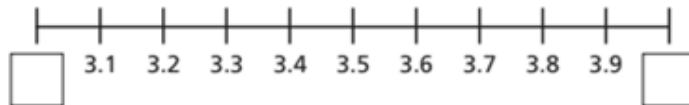
☐ is closer to 8 than 9

☐ is closer to 6 than 7

3 Fill in the integers on the number lines.

a)

☐ 7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 ☐

b)

☐ 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 ☐

4 Which integers do the numbers lie between?
Fill in the boxes to make the statements correct.

a) ☐ < 1.4 < ☐

b) ☐ < 34.8 < ☐

c) ☐ < 0.7 < ☐
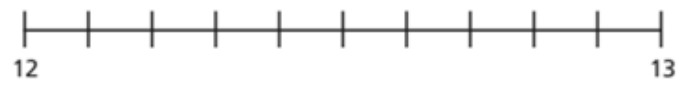
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5 a) Label 4.3 on the number line.

4 |—+—+—+—+—+—+—+—+—+—| 5
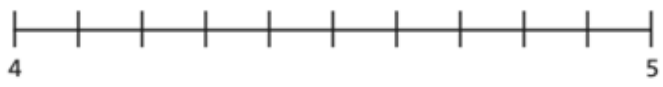
Is it closer to 4 or 5? ☐

b) Label 12.8 on the number line.

12 |—+—+—+—+—+—+—+—+—+—| 13

Is it closer to 12 or 13? ☐

6 Complete the number lines and sentences.

a) ☐ |—+—+—+—+—+—+—+—+—+—| ☐
     4.3   4.7

☐ is closer to ☐ than ☐

☐ is closer to ☐ than ☐

b) ☐ |—+—+—+—+—+—+—+—+—+—| ☐
     26.1   26.8
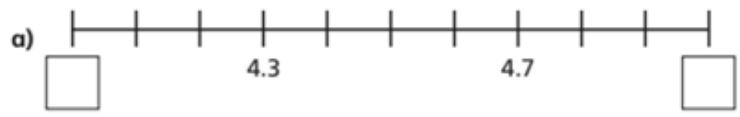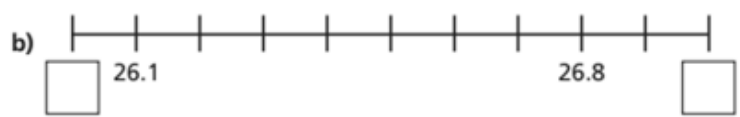
☐ is closer to ☐ than ☐

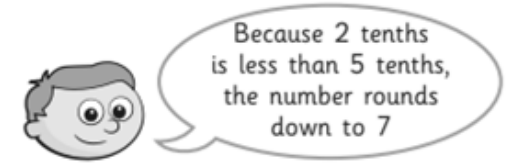☐ is closer to ☐ than ☐

7 Which numbers **round up** to the nearest whole number?

Circle your answers.

4.1   2.8   0.7   12.3   0.5   99.3

8 Round each decimal to the nearest whole number.

a) 1.8 ☐   **e)** 13.7 ☐

b) 4.2 ☐   **f)** 20.1 ☐

c) 0.9 ☐   **g)** 0.4 ☐

d) 1.5 ☐   **h)** 99.8 ☐

9 Ron is rounding 8.2 to the nearest whole number.

> Because 2 tenths is less than 5 tenths, the number rounds down to 7

Do you agree with Ron? _____

Explain your answer.

10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of? ☐

Are there any other answers?

Answers

White Rose Maths

1 Here are some number cards.

| 27 | 61 | 49 | 83 |

a) Draw arrows to estimate the position of the numbers on the number line.

27 ↓   49 ↓   61 ↓   83 ↓

20   30   40   50   60   70   80   90

b) Use the numbers to complete the sentences.

49 is closer to 50 than 40

27 is closer to 30 than 20

83 is closer to 80 than 90

61 is closer to 60 than 70

2 Here are some number cards.

| 2.7 | 6.1 | 4.9 | 8.3 |

a) Draw arrows to estimate the position of the numbers on the number line.

2.7 ↓   4.9 ↓   6.1 ↓   8.3 ↓

2   3   4   5   6   7   8   9

b) Use the numbers to complete the sentences.

4.9 is closer to 5 than 4
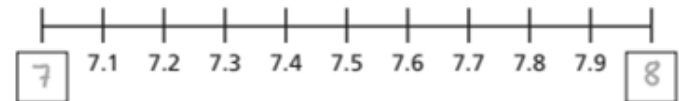
2.7 is closer to 3 than 2

8.3 is closer to 8 than 9

6.1 is closer to 6 than 7
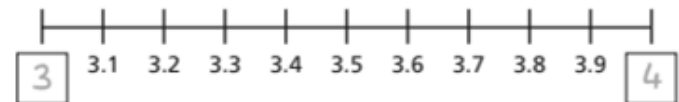
3 Fill in the integers on the number lines.

a)

7   7.1   7.2   7.3   7.4   7.5   7.6   7.7   7.8   7.9   8

b)

3   3.1   3.2   3.3   3.4   3.5   3.6   3.7   3.8   3.9   4

4 Which integers do the numbers lie between?

Fill in the boxes to make the statements correct.

a) 1 < 1.4 < 2

b) 34 < 34.8 < 35

c) 0 < 0.7 < 1

Answers

5 **a)** Label 4.3 on the number line.

4·3 ↓

| | | | | | | | | | |
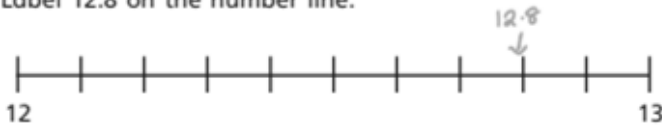4   5
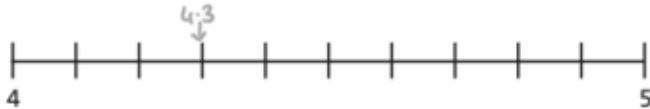
Is it closer to 4 or 5? **4**

b) Label 12.8 on the number line.

12·8 ↓

| | | | | | | | | | |
12   13

Is it closer to 12 or 13? **13**

6 Complete the number lines and sentences.

a)
| | | | | | | | | | |
4   4.3   4.7   **5**
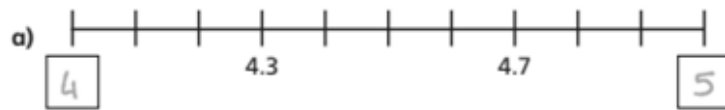
4·3 is closer to **4** than **5**

4·7 is closer to **5** than **4**

b)
| | | | | | | | | | |
26 26.1   26.8 **27**
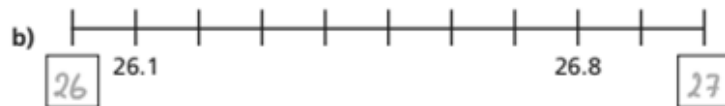
26·1 is closer to **26** than **27**

26·8 is closer to **27** than **26**

7 Which numbers **round up** to the nearest whole number?
Circle your answers.

4.1   (2.8)   (0.7)   12.3   (0.5)   99.3

8 Round each decimal to the nearest whole number.

a) 1.8   **2**   **e)** 13.7   **14**

b) 4.2   **4**   **f)** 20.1   **20**

c) 0.9   **1**   **g)** 0.4   **0**

d) 1.5   **2**   **h)** 99.8   **100**

9 Ron is rounding 8.2 to the nearest whole number.

> Because 2 tenths is less than 5 tenths, the number rounds down to 7

Do you agree with Ron? **No**

Explain your answer.

The number does round down but to 8. Remember when we round down the number stays the same. 8.2 is closer to 8 than 9 and especially 7.

10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of?   eg. **32.1**

Are there any other answers?

Yes they are: 31.5, 31.6, 31.7, 31.8, 31.9, 32.2, 32.3 and 32.4