Year 4 Maths Learning for week beginning: Monday 11th January

Information
Maths lessons at home are planned for approximately 30 minutes.
The online links we are using this week are:
www.activelearnprimary.co.uk
Login: Initial, surname   eg. ssmith
Password: yr2016
School Code – BCCJ

When you have completed a worksheet, you can have a look at the answers attached as a separate document. Mark your work against these answers.

Mondays: times tables practise. Main focus is the sixes again this week, but if you feel confident with these, you can revise the following tables too or instead of: 10s,5s, 2s, 4s, 8s and 3s.

Tuesdays, Wednesdays and Thursdays: These 3 lessons will focus on place value

Fridays: Time problems.

If you complete your learning really quickly, make use of any additional time to practise your times tables as in the suggestions on Monday.

Monday
Practise the 6 times tables
Choose some ways to practice your 6 times tables today and throughout the week:

We have made a folder of fun. timestable games using the Twinklgo website. To access these games you can follow this link (but at checking on Monday morning, this seemed to not work, so if it is still not working, choose from an option below).
Access this lesson using pin code: **CJ7980**
at Twinkl Go

- Use the following link and choose the table you want to practise:
  https://www.timestables.co.uk/
- BBC times tables songs: https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4
- Activelearn (Sandsearch, Seaside Scuffle, pesky pets, balloon pop and Treetop Topple).
- Throw a dice and multiply this number by the table you are learning. You can throw 2 dice add these together and multiply so you practise all numbers up to the 12th multiple.
- www.TimesTables.me.uk
- Make a set of flash cards.
- On one side of the card write the table – e.g. 4 x 8 = and on the other side of the card write the answer. You can try working through the cards in order and then shuffling them. Or, you could make 2 sets of cards – one with questions and one with answers and match these up or play pairs games.
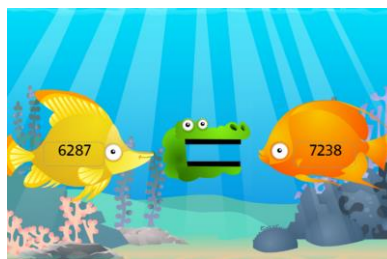
Tuesday
Choose either task 1 or task 2…depending on how you got on last week.

1. If you did not manage to complete the maths lessons on either Thursday or Friday last week, please use your maths time today to catch up on these as today's maths task. All the details and worksheet are on last week's planning sheet.

2. If you did manage to complete the set tasks from last week, please do this today. Comparing 4 digit numbers.

Look at the numbers and decide which is larger and which is smaller. How do you know?. Which digits do you need to look at first? Which is the bigger number and which is smaller?

2457   3526

Now look at these screen shots below. Which sign should be used < > or = in between the two numbers? Are these screen shots correct or incorrect? Can you mark this person's work and correct it for them?


Your independent task is to complete pages 16 and/or 17 of the textbook. We have included a scanned copy of this below under 'Tuesday's maths'.
Set this work out neatly on paper as if you are in class. Can you remember how we set our work out in our books?

Wednesday
**To place four-digit numbers on landmarked number lines.**

1. Count out aloud in thousands from zero to ten-thousand. 1000, 2000, 3000 etc.

2. Look at this marked number line below. Can you see that only the thousands are marked?
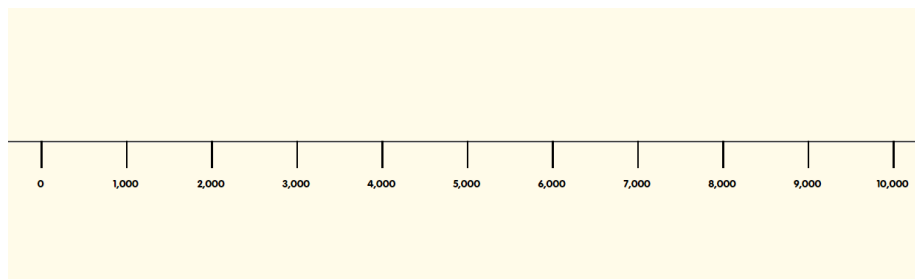

3. Chat with somebody at home where 500 would go. Where would 4500 go? What about 8500? Why? *We know that 500 is half of100o so this would be marked halfway between the marked lines.*

4. Where would 250 go? Where would 7250 go? How do you know?

Number line from 0 to 10,000 with markers at 1,500, 3,500, and 6,500.
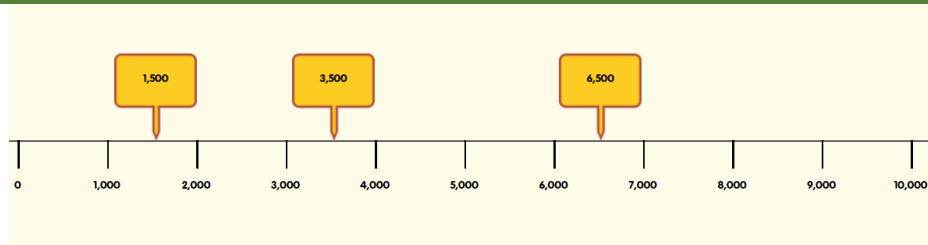
5. Now look at these markings on this number line. Do you see how it shows 4600 to 4700? Now what do the intervals mark? They do not mark thousands like above, but hundreds. What do you think these markings are?

Number line from 4,000 to 5,000 with three markers showing "?".
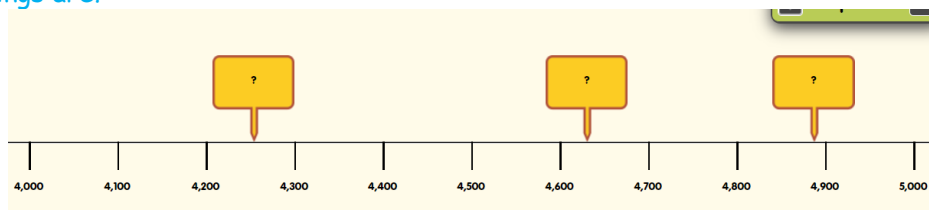
6. If you look as to where the halfway mark would be, this would be - - 50 so you can use this knowledge to help you. How did you get on – here are the above answers:

Number line from 4,000 to 5,000 with markers at 4,250, 4,630 and 4,890.
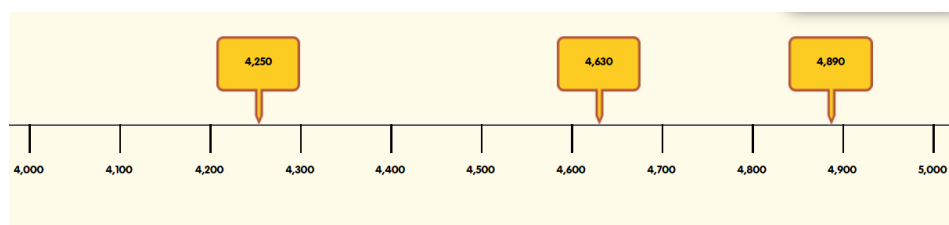
7. Your independent task today is to complete either page 18 or page 19 of the scanned textbook below. If you find this tricky, do page 18, if you feel confident, do page 19.

Today it will be easiest to write on the copied page if you are able to, but if you cannot print, this does not matter, you can writing the answers neatly out on paper…setting your work out like you would do in class.

Thursday

This link below is a home learning video which is similar to what we are covering. It may help you to watch.

Week 2 - Number: Place Value | White Rose Maths

Select the 5th video **'number lines to 10000 activity'** and watch the video. You can have a go at working alongside the video, writing down some answers to any question. Below, there is a similar worksheet for you to complete (it is not exactly the same as anything mentioned in the video).

Begin by completing the 'fluency' (yellow section) and then progress onto the problem solving. The problem solving is meant to make you think so if you get a little stuck, remember that is good as you are learning. If after your maths' time is up you haven't managed to complete all of the sheet, do not worry, leave it for the day.
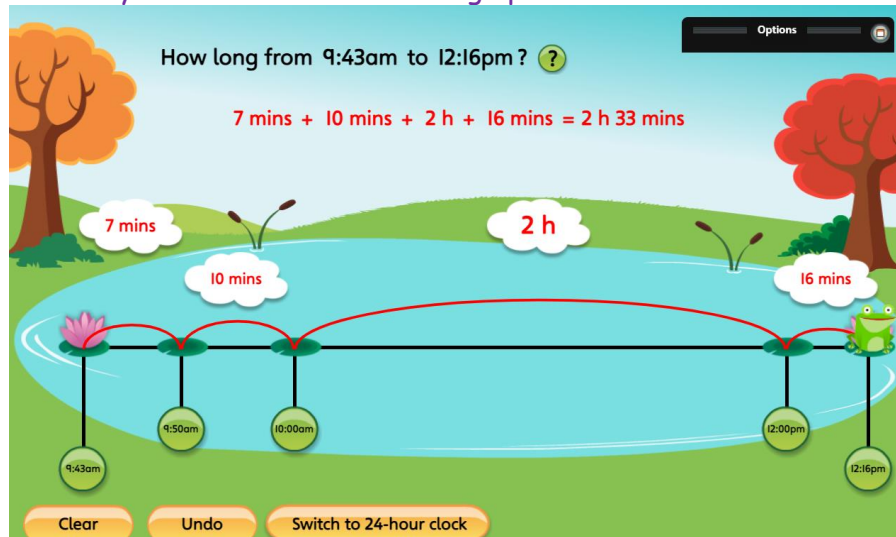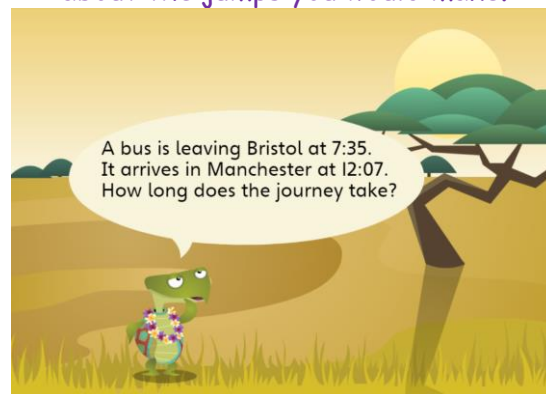
Friday

Calculate time intervals in minutes.

Look at this worded problem and read it carefully. How would you solve this? Which method could you use?

Do you remember how you would use the counting up method to calculate this time difference?

Try to solve this problem using the counting up method. Draw a number line on paper and think about the jumps you would make.

Your independent task is to answer as many questions as you can, using a number line to calculate your answers, on the attached worksheet (below labelled Friday's worksheet).

Here's a copy of multiplication grid in case you need it at home.

Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Tuesday's second maths task – is you need the first this is on last week's information.

Page 16

Write these pairs of numbers with the correct > or < sign between them.

1. 379   973
2. 707   907
3. 7484   7326
4. 4519   4527
5. 2020   2002
6. 4092   9106

Answer these questions.

7. The number is 6325. Write the number that is:
   1 more
   1 less
   10 more
   10 less

8. The number is 1743. Write the number that is:
   1 more
   1 less
   10 more
   10 less

9. The number is 4927. Write the number that is:
   1 more
   1 less
   10 more
   10 less

10. The number is 5205. Write the number that is:
   1 more
   1 less
   10 more
   10 less

11. The number is 7690. Write the number that is:
   1 more
   1 less
   10 more
   10 less

I am confident with place value and ordering of 4-digit numbers.

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Page 17

Write these pairs of numbers with the correct > or < sign between them.

1. 9462   9426
2. 7587   7785
3. 3898   3889
4. 4254   4245
5. 6457   6547
6. 4654   4565

Write >, < or = between each pair.

7. 4069   3469 + 900
8. 2174   2614 − 300
9. 4552 + 20   4572
10. 6794   6715 + 80
11. 5684   6049 − 400
12. 4612 + 30   4912 − 300
13. 5868 − 200   5026 + 800
14. 3715 + 90   4016 − 200

THINK   Write two more of your own.

I am confident with place value and ordering of 4-digit numbers.

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Wednesday's maths

Write the missing tag numbers.

1. 500 — 575 — 600
2. 700 — 800
3. 1300 — 1400
4. 6500 — 6600
5. 4300 — 4400
6. 3800 — 3900
7. 2000 — 2450 2500 — 3000
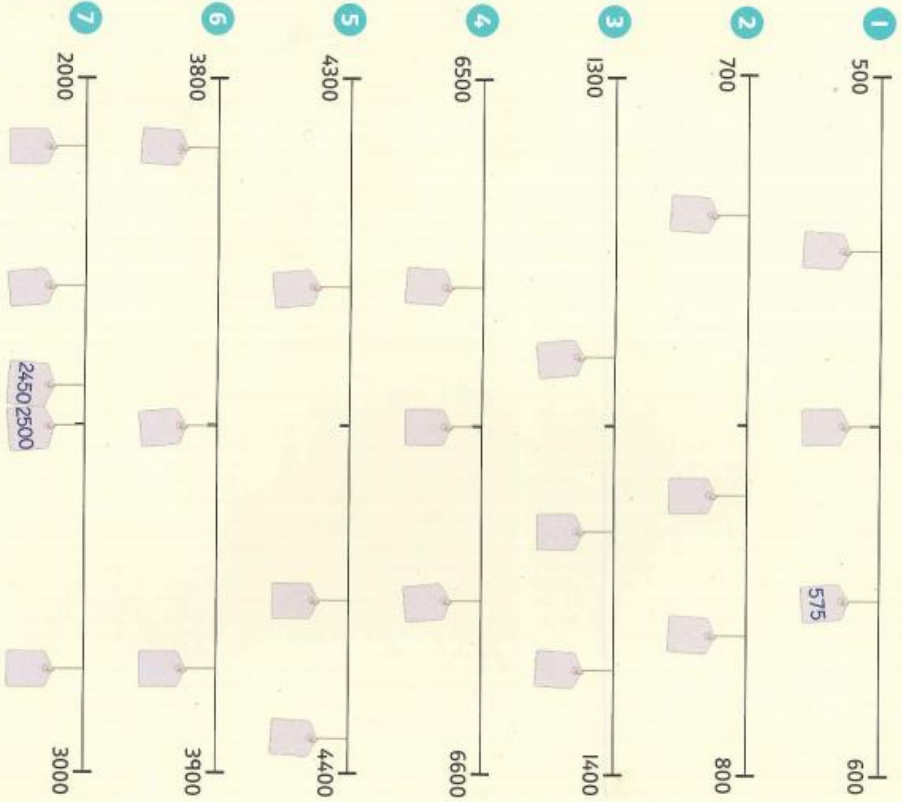
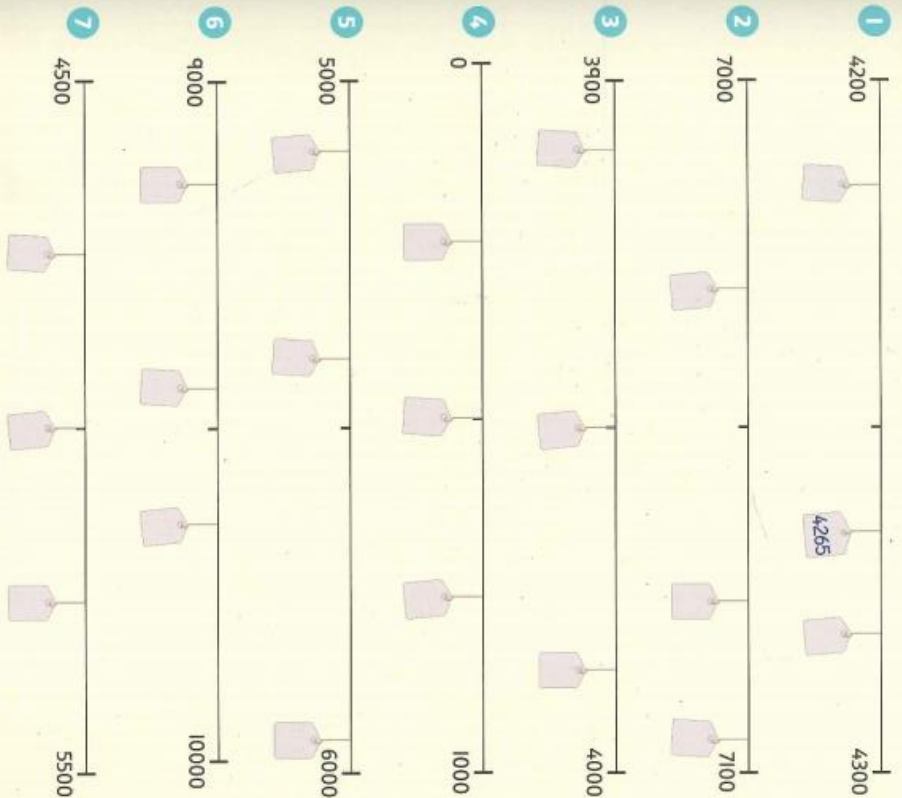**THINK**
Draw a 1000 to 2000 number line of your own and mark on some numbers.

I am confident with placing 4-digit numbers on a number line.

Write the missing tag numbers.

1. 4200 — 4265 — 4300
2. 7000 — 7100
3. 3900 — 4000
4. 0 — 1000
5. 5000 — 6000
6. 9000 — 10000
7. 4500 — 5500

THINK
Draw a line from 2500 to 3500. Mark on the three numbers 2600, 3000 and 3150.

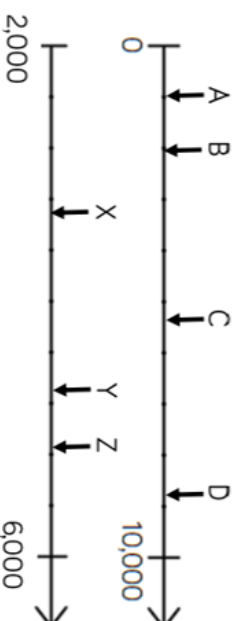I am confident with placing 4-digit numbers on a number line.

Thursday's maths:

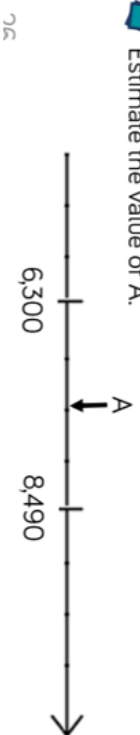LO: To place 4 digit numbers on a numberline.

Fluency 1

Draw arrows to show where the numbers would be on the number line.

8,750

4,100

6,000 — 9,000

0 — 10,000

Estimate the value of each letter.

A B   X   C   Y Z   D

0   2,000   6,000   10,000

Estimate the value of A.

A

6,300   8,490

Reasoning and Problem Solving 1

Place 6,750 on each of the number lines.

6,000 — 7,000

6,500 — 8,000

0 — 10,000

Are they in the same place on each line? Why?

Reasoning and Problem Solving 1

If the number on the number line is 9,200, what could the start and end numbers be?
Find three different possible answers.

9,200

Friday's maths:

Time intervals

Find the length of each flight.
Arrival time is given in UK time.

Flight number	Leaves	Departure time	Arrives	Arrival time
111	London	10:50 am	Paris	11:25 am
347	London	6:25 am	Rome	8:10 am
948	London	3:25 pm	New York	10:20 pm
264	London	11:15 am	Havana	8:40 pm
722	London	11:50 am	Milan	1:05 pm
363	London	7:25 am	Florida	4:10 pm
572	London	2:20 pm	Sydney	1:10 pm

Answers are on the attached maths answer sheet for the week.