

Year 4 Maths Learning for week beginning: Tuesday 5th January

Information

During the Spring term, we will continue with a similar weekly routine like we did in the previous lockdown. Maths lessons at home are planned for approximately 30 minutes. We appreciate that working at home can be very intense and therefore you are not expected to complete our usual hour-long lessons in every subject like we do at school. The children all have activelearn accounts and within the next few days, I will begin to add some games onto these which they can play if they would like to do so.

Just a reminder about logging in:

www.activelearnprimary.co.uk

Login: Initial, surname eg. ssmith

Password: yr2016

School Code - BCCJ

Mondays: times tables practise. This gives a longer session to really try to embed these. Throughout the week, continue to practise a little and often. We have made such a fantastic start to learning these.

Tuesdays, Wednesdays and Thursdays: These 3 lessons will follow a learning sequence, so please complete the tasks in the given order. For the next couple of weeks, we will be consolidating and learning more about place value.

Fridays: a maths challenge or problem solving activity.

Tuesday

Practise the 6 times tables

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

- 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. $4 \times 8 =$ 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.

Wednesday

Read, write and know what each digit represents in a 4-digit number.

Revision of place value of numbers. We are now starting to work with 4 digit numbers. Write some 4 digit numbers - can you say these numbers as words? How many thousands, how many ones, how many hundreds and how many tens? There is an attached worksheet what we are doing in class.

There is a BBC bitesize lesson which will fit in with today's learning - follow this link. This may help you at home. This is quick revision of placing 3 digit numbers on a numberline so this background revision will help you with your learning this week.

[Number line to 100 and 1000 - Year 4 - P5 - Maths - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](#)

This link below is a homelearning 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 'counting in thousands activity' and watch the video.

Complete the worksheet at the bottom of this page.

Thursday

Read, write and know what each digit represents in a 4-digit number.

This link below is a homelearning 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 'represent numbers to 10000 activity' and watch the video.

Then watch the 3rd video on this page '1000s, 100s, 10s and 1s' on this page. This videowill help you with your learning.

Complete the worksheet at the bottom of this page.

If you fly through this work really quickly and you need something else, I have scanned in a couple of pages from our textbooks so feel free to choose something to do from the selected pages. These pages are not included below, but attached as a separate document.

Friday

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

[Week 2 - Number: Place Value | White Rose Maths](#)

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Then watch the 3rd video on this page '1000s, 100s, 10s and 1s' on this page. This video will help you with your learning.

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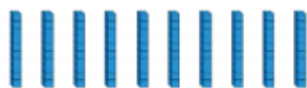
Here's a copy of multiplication grid in case you need it at home.

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

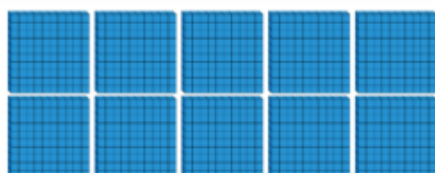
Wednesday's maths:

LO: To count in thousands. To read, write and say what each digit is worth in 4 digit numbers.

Fluency 1



___ tens make ___
hundred.



___ hundreds make ___
thousand.



How many sweets are there altogether?



1,000



1,000



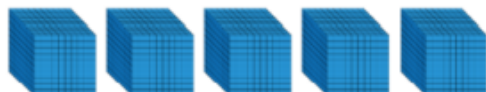
1,000

There are three jars of ___ sweets.

There are ___ sweets altogether.



What numbers are represented below?



Reasoning and Problem Solving 1

Always, Sometimes, Never

- When counting in hundreds, the ones digit changes.
- The thousands column changes every time you count in thousands.
- To count in thousands, we use 4-digit numbers.

Reasoning and Problem Solving 1

Rosie says,



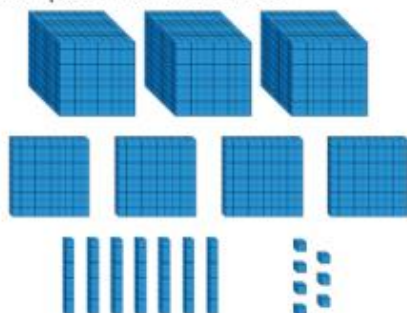
If I count in thousands from zero, I will always have an even answer.

True or false?
Explain how you know.

Thursday's maths:

Fluency 1

Complete the sentences.

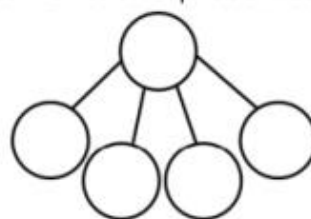


There are _____ thousands,
_____ hundreds, _____
tens and _____ ones.

The number is _____.

$$___ + ___ + ___ + ___ = ___$$

Complete the part-whole model for the number represented.



What is the value of the underlined digit in each number?

6,983

9,021

789

6,570

Represent each of the numbers on a place value grid.

You will need to draw a place value grid and represent the numbers on this grid with either place value counters or base ten drawn.

Reasoning and Problem Solving 1

Create four 4-digit numbers to fit the following rules:

- The tens digit is 3
- The hundreds digit is two more than the ones digit
- The four digits have a total of 12

Reasoning and Problem Solving 2

Use the clues to find the missing digits.



The thousands and tens digit multiply together to make 36

The hundreds and tens digit have a digit total of 9

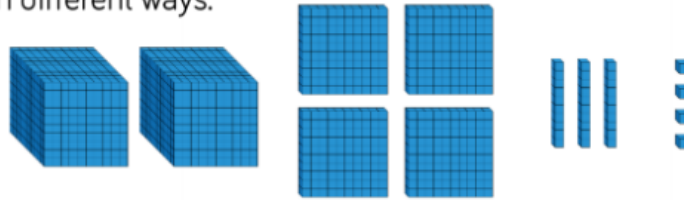
The ones digit is double the thousands digit.

The whole number has a digit total of 21

Friday's maths:

Fluency 1

Move the Base 10 around and make exchanges to represent the number in different ways.

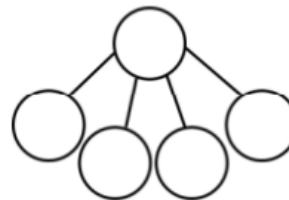


$$2000 + 400 + \boxed{} + 4$$

$$1000 + \boxed{} + \boxed{} + 14$$

$$1000 + 1300 + \boxed{} + \boxed{}$$

Represent the number in two different ways in a part-whole model.



Eva describes a number. She says,
 “My number has 4 thousands and 301 ones”
 What is Eva’s number?
 Can you describe Eva’s number in a different way?

Reasoning and Problem Solving 1

Which is the odd one out?

3,500

3,500 ones

2 thousands
and 15 hundreds

35 tens

Explain how you know.

Jack says:



My number has five
thousands, three
hundreds and 64 ones.

My number has fifty
three hundreds, 6 tens
and 4 ones.

Amir says:



Who has the largest number?
Explain.

Reasoning and Problem Solving 2

Some place value counters are hidden.

The total is six thousand, four hundred
and thirty two.

Which place value counters could be
hidden?

Think of at least three solutions.

