Learning Letter – WEEK 1

W/C 20.4.2020

Year 4 – Carolina's Maths Group

Maths this week

The focus for this week's learning is **place value**.

Use paper and a pencil to complete the tasks in the Word document.

You could also have a look at the videos on Google Classroom to help you understand the tasks.

Lesson 1	
Learning question: Can I apply my knowledge of place value? **Steps to success:** • Identify the amount of digits in a number • Identify the value of a digit in a number to thousands. • Partition the numbers using your knowledge of place value	Task 1 – Identify the value of the digits. Task 2 – Partition 4 digit numbers Challenge – Problem solving – Can you make 4 digit numbers from given numbers?
Lesson 2	
Learning question: Can I partition in more than one way? **Steps to success:** • Identify the value of a digit in a number. • Represent numbers in different ways • Use part whole model to partition numbers	Task 1 – Partition 4 digit numbers which are represented using images of dienes Task 2 – Use the part whole model to partition a 4 digit number in different ways. Draw the whole number (representing the numbers like dienes) to help you. Challenge task – Problem solving- Identify the missing parts.

Lesson 3	
Learning question: Can I find 1000 more and 1000 less than a number? **Steps to success:** • Identify the place value of each number • Underline the thousand (Th) column • To find 1000 less, subtract (take away) 1 from the Th column • To find 1000 more, add 1 to the Th column	Task 1- Underline the digit in the Th column, then find **1000 more** and **1000 less** than the numbers. Task 2 – You have been given numbers which have been represented in different ways (dienes and place value counters). First, write the representation in numerals (numbers). Then, **find 1000 more** or **1000 less** than the numbers Challenge – Read both of Harry's statements. Do you agree with Harry? (yes/ no). Explain your answer using mathematical language.
Lesson 4	
Learning question: Can I round to the nearest 10? **Steps to success:** • Identify the place value of the number • Underline the amount of ones in the number • If there are 1-4 ones round down TO THE NEAREAST 10. If there are 5-9 ones round up TO THE NEAREST TEN.	Task 1 – Round each number to the nearest **Ten** Task 2 – You are given two numbers which are multiples of 10. Find the numbers which could be rounded to these numbers. Challenge – Read the statement that both Jasmine and Sally says. Do you agree with Jasmine? (yes/no) Explain your answer. Do you agree with Sally? (yes/no) Explain your answer.

Lesson 5	
Learning question: Can I round to the nearest 100? **Steps to success:** • Identify the place value of the number • Underline the amount of **Tens** in the number • If there are 1-4 Tens round down TO THE NEAREAST 100 (H). If there are 5-9 Tens round up TO THE NEAREST 100 (H)	Task 1 – Round each number to the nearest **Hundred** Task 2 – You have been given 3 numbers which have been represented in different ways. First, write down the representation as a numeral. Then round that number to the nearest **Hundred**. Challenge – Which numbers can be rounded to both; 200 to the nearest **Hundred** and 250 to the nearest **Ten** ***Hint- there are 5 numbers!**

If you need any help with your work this week, email me on Purple Mash OR send a message on Google Classroom.

Remember to keep working through your times tables too!

Good luck with your learning this week! ☺