



Learning Letter - WEEK 1

W/C 27.4.2020

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 6

Learning question: Can I round to the nearest 1,000?

Steps to success:

- Identify the place value of the number
- Underline the amount of **Hundreds** in the number
- If there are 1-4 Hundreds (H) round **down TO THE NEAREST 1,000 (Th)**.

If there are 5-9 Hundreds (H) round **up TO THE NEAREST 1,000 (Th)**

Task 1 - Round each number to the nearest 1,000

Task 2 - Write each bullet point as a numeral (number). Then round to the nearest 1,000

Task 3 - Write down the numbers that can be rounded to 9,000.

Explain why these numbers are rounded to 9,000

Challenge - Complete the table by rounding the numbers to the nearest 10, 100 and 1,000

Lesson 7

Learning Question: Can you compare 4 digit numbers?

Steps to success:

- Identify the place value of each digit
- Underline the amount of Thousands

If the Th are of the same value, look at the Hundred to compare

Task 1 - Use the correct mathematical symbol to compare the numbers

Task 2 - Write each representation as a numeral (number) then use the correct mathematical symbol to compare the numbers .

<p>If the H are of the same value, look at the Tens to compare</p> <p>If the T are of the same value, look at the Ones to compare</p> <ul style="list-style-type: none"> • Use the mathematical symbols correctly 	<p>Challenge task - Explain the mistake Jack has made, using mathematical language.</p>
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Lesson 8

<p><u>Learning Question:</u> Can you order numbers?</p> <p><u>Steps to success:</u></p> <ul style="list-style-type: none"> • Identify the value of each digit • Place the numbers in order of value (ascending - starting with the smallest and going UP/FORWARDS to largest) (descending - starting with the largest number and going DOWN/BACKWARDS to smallest) <p>Use the mathematical vocabulary correctly</p>	<p>Task 1- Write each representation as a numeral (number), identify the place value of each digit and write numbers in ASCENDING order.</p> <p>Task 2 - Write the numbers in DESCENDING order. Circle the greatest (largest) number and explain how you know it is the largest number.</p> <p>Task 3 - Circle the smallest number in each list.</p> <p>Challenge - Read both of Harry's statements. Do you agree with Harry? (yes/ no). Explain your answer using mathematical language.</p>
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Lesson 9

<p><u>Learning Question:</u> Can I identify and recognise negative numbers?</p> <p><u>Steps to success:</u></p> <ul style="list-style-type: none"> • Count forwards from 0 (positive numbers) • Count backwards from 0 (negative numbers) • Recognise that negative numbers are written differently (-) • Recognise number sequences 	<p>Task 1 - Complete the number lines using positive and negative numbers</p> <p>Task 2 - Complete the temperature labels on the thermometer. Circle the WARMEST temperature in each pair.</p> <p>Challenge - Identify the mistake Teddy has made and correct the mistake. Is Whitney correct? Yes/No If you think she is incorrect, correct her mistake.</p>
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Lesson 10

Learning Question: Can I recognise Roman Numerals to 100?

Steps to Success:

- Write numbers in Roman Numerals
- Write Roman Numerals in numerals and words
- Solve problems involving Roman Numerals

Task 1- Write each number as a Roman Numeral.

Task 2 - Write the Roman Numeral in numerals (numbers) and words eg:

- 54 fifty-four

Challenge - Write the Roman Numerals in numerals (numbers) then complete the function machine .

Give the answer in Roman Numerals and numerals (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! 😊