

# Learning Letter – Week 4

## Year 4 – Maths group 4JB

### 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.



If possible, I recommend that you also have a look at the PowerPoints / videos on Google Classroom to help you understand the tasks.

### Lesson 1 – Monday 11<sup>th</sup> May

**Learning question:** Can I subtract 4 digit numbers from other 4 digit numbers with one exchange?

#### **Success Criteria:**

- I can identify the place value of a 4 digit number.
- I can subtract a differing amount of thousands, hundreds, tens, and ones to a 4 digit number.
- I can represent a 4 digit number using a place value grid and counters and use the column method.

1) Use a place value grid to solve the 2 sums. One sum is more difficult. Can you explain why?

2) Complete the gaps in the sentences. E.g. 1 ten can be exchanged for 10 ones.

3) Use a place value grid to help you solve the problems. E.g. 3 counters in the hundreds column to represent 300. 2 counters in the tens column to represent 20. 7 in the units column. (327 is the number being represented)

4) Use place value grid or solve this problem using the column method.

5) Annie has calculate a sum. You need to identify the error that has been made. Solve the problem first to see if the answer is correct or not. Then identify the common error Annie has made.

6) Solve the subtraction sum by interrupting the part whole and bar model.

### Lesson 2 – Tuesday 12<sup>th</sup> May

**LQ:** Can I subtract 4 digit numbers from other 4 digit numbers with more than one exchange?

#### **Success Criteria:**

- I can identify the place value of a 4 digit number.
- I can subtract a differing amount of thousands, hundreds, tens, and ones to a 4 digit number.
- I can represent a 4 digit number using a place value grid and counters and use the column method.
- I can exchange using a place value chart

1) Using the place value grid calculate what Kim's number would be. Remember that you'll need to exchange from other place value columns.

2) Use a place value chart to solve a, b, & c. Again, remember that you'll need to exchange from other place value columns

3) Solve problem a and b using a place value grid or by just using the column method. (your choice)

4) Read the question carefully. Underline key bits of information. There are 2 ways to solve this problem. Add  $258 + 258$  then subtract the answer from 1500.

Or have  $1500 - 258$  then takeaway another 258 from the answer.

5) find the missing numbers. Use the clues left by the agents to help you.

### Lesson 3 – Wednesday 13<sup>th</sup> May

**LQ: Can I multiply a number by 10 accurately?**

**Success Criteria:**

- I can identify the place value of a 4 digit number.
- I can use place value counters to represent a multiplication problem
- I can identify a pattern when multiplying by 10

1) Solve all of the problems. Keep an eye out for the pattern.

2) Solve the missing numbers.

3) Draw a line to match the bar models to the correct sums.

4) complete the questions. Read the questions carefully. Numbers are missing from different parts of each sum.

5) Complete the sentences first. They should help you solve the sum.

The number of rows = 10

The number being represented is 13

$13 \times 10 =$

6) Draw a diagram like what was drawn in questions 5 to represent  $23 \times 10$ .

### Lesson 4 – Thursday 14<sup>th</sup> May

**Learning question:** LQ: Can I multiply a number by 100 accurately?

**Success criteria:**

- I can identify the place value of a 4 digit number.
- I can use place value counters to represent a multiplication problem
- I can identify a pattern when multiplying by 100

1) Solve the missing numbers by interpreting the base 10 representation. (1 block of 100 squares represents the number 100)

2) Solve the problems. Can you identify the pattern?

3) Solve these problems mentally. Can you use the more than symbols to show which number is biggest.

4) Solve the questions. E.g. 5 100s and 2 tens = 520.

5) Can you identify whether the way children have calculated each sum is correct. Can you find any mistakes?

If you need any help with your work this week, email [office@bessemergrange.southwark.sch.uk](mailto:office@bessemergrange.southwark.sch.uk) and address your message to Josh.

Good luck with your learning this week! 😊

## Lesson 5 – Friday 15<sup>th</sup> May

**Learning question: LQ:** Can I divide a number by 10 accurately?

**Success Criteria:**

- I can identify the place value of a 4 digit number.
- I can use place value counters to represent a division problem
- I can identify a pattern when dividing by 10

1) Calculate the sum using the counters to assist you.

2) Solve the sums. E.g. 30 divided by 10 = 3.

3) Complete the gaps in the sentences. E.g.

220 equals 2 hundred + 2 tens

4) Solve the problems. Read the questions carefully.

5) Solve the sums. Most of the sums are 2 steps problems.

6) Can you identify the answer. Then identify who is correct/ incorrect and explain where they went wrong.