



Learning Letter

wb 27th April

Year 4 - Miss Folkard's Maths group 4EF

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 PowerPoints / videos on Google Classroom to help you understand the tasks.

Lesson 1

Learning question:

Can you round to the nearest 1000

Success criteria:

- I know which multiples of 1000 a number sits between
- I know the place value of each digit in a four-digit number
- I can round four-digit numbers to the nearest 1000

Model and explanation:

To round 3245 to the nearest 1000 we look at the hundred's column. In this case the 2.

If the digit is 1, 2, 3 or 4 you round down to the nearest 1000.

If the digit is 5, 6, 7, 8 or 9 you round up to the nearest 1000

3245 lies between the multiples 3000 and 4000. The digit in the 100s column is 2 so you round DOWN to 3000

Task 1 – Use the number lines to round the numbers to the nearest 1000.

Task 2 – On the table round each of the numbers in red to the nearest 1000 and record your answer

Lesson 2

Learning question:

Can you count up to 10,000?

Success criteria:

- I can estimate and label numbers on a number line
- I can count backwards and forwards in equal steps

Model and explanation:

Children estimate and label numbers on a number line to 10,000

They need to understand that it is possible to count forwards and backwards in equal steps from each side.

Task 1 – What numbers are missing on the number line

Task 2 – what is the value of A on each number line

Task 3 – Place the number on the number line.

Task 4 – estimate the values of A, B and C

Lesson 3

<p><u>Learning question:</u> Can you partition numbers with up to four digits?</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> • I know that four-digit numbers are made up of 1000s, 100s, 10s and 1s • I know how many 1000s, 100s, 10s and 1s are in a number • I can partition numbers more than one way 	<p><u>Model and explanation:</u></p> <p>Numbers can be partitioned (split up) into 1000s, 100s, 10s and 1s</p> <p>e.g. $3654 = 3000+600+50+4$</p> <p>Children will also explore other ways to partition four-digit numbers.</p> <p>e.g. $3654 = 2000+1600+50+4$</p>	<p>Task 1 – Write the numbers being represented by the pictures</p> <p>Task 2 – write the value of each digit in bold e.g. 3586 $8 = 80$</p> <p>Task 3 – complete the number sentences to match the number shown</p> <p>Task 4 – Partition the number 3 different ways and complete the number sentences</p> <p>Reasoning – Explain who has the largest number</p>
--	--	--

Lesson 4 -

<p><u>Learning question:</u> Can you compare and order numbers?</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> • I can compare numbers with up to four digits using $<$ $>$ $=$ • I can order numbers with up to four digits in ascending and descending order. • I can find the smallest and largest number in a set 	<p><u>Model and explanation:</u></p> <p>Children will be using $<$ $>$ $=$ to compare numbers</p> <p>Greater than $>$ Less than</p> <p>e.g. $3245 > 3167$ You can see that 3245 is greater than 3167 when you look at the hundreds column.</p> <p>Ordering number is ascending order (smallest to largest) Descending order (largest to smallest)</p>	<p>Task 1&2 – complete the statements using $<$ $>$ $=$ to compare the number represented</p> <p>Task 3 – place the counters in the place value chart to make at least 4 different numbers and order them in descending order.</p> <p>Task 4 – Find the smallest amount in each pair of numbers given</p> <p>Task 5 – Fill in the gaps so the numbers are ordered in from smallest to largest</p> <p>Task 6 – Problem Solving.</p>
---	---	---

Lesson 5 -

<p>LQ: Can you recognise negative numbers?</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I can count backward through zero using the 	<p><u>Model and explanation:</u></p> <p>Negative numbers are numbers below zero. We use the word negative to show it comes before 0 and positive if the numbers come after zero.</p> <p>Negative numbers are most commonly</p>	<p>Task 1 – Complete the number line – what numbers are missing?</p> <p>Task 2 – Fill in the missing temperatures</p> <p>Task 3 – Can you spot and explain the mistake that Dexter has made?</p>
--	---	--

<p>correct mathematical language</p> <ul style="list-style-type: none">• I know how negative numbers are used in real life.• I can place negative numbers in a number line	<p>seen when measuring temperature. Negative being below 0 degrees.</p> <p>Students need to be able to count forwards and backwards through zero e.g. 5, 4, 3, 2, 1, 0, -1, -2, -3, -4, -5</p>	<p>Task 4 – Spot the mistake</p> <p>Task 5 – Problem Solving</p>
---	--	--

If you need any help with your work this week, ask a question in the stream on google classroom

Good luck with your learning this week! 😊