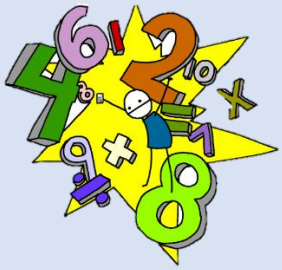
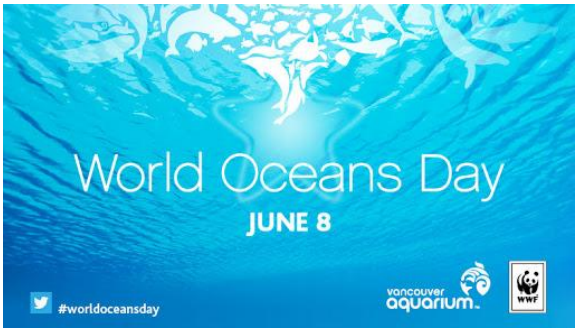
Year 4 Home-learning activities
Monday 8th June 2020

Subject	Activity/Resource
English 	**Recount Time!** Before Poetry Week we had our usual half term at the end of May except this was no ordinary half-term! Your task is to write a recount of your half term and talk about everything you have got up to over the last few weeks. Have you learned any skills? Have you done anything fun? What has been your favourite part of the Home Learning (or maybe the *least* favourite)? Did you enjoy Poetry Week? Have you been able to get outside and explore? As always, push yourself to write as much as you feel you can. If you are feeling: • **Hot**- One paragraph (6-8 sentences) • **Scorching**- Two paragraphs (each 6-8 sentences) • **On Fire**- Three paragraphs + (each 6-8 sentences) **Good Luck!**
Maths 	This week we will be looking at the relationship between fractions and decimals, starting by converting tenths into decimals, and then dividing 2-digit numbers by 10 so make a number with a decimal. Remember your Place Value knowledge to help you with this! ***Lesson 1*** – Tenths as decimals ***Lesson 2*** – Divide 2 digits by 10 https://whiterosemaths.com/homelearning/year-4/ Work through the lessons and related activities for **Summer Term Week 7 (Lessons 1 and 2)** **REMEMBER…..There are videos online that teach these lessons!**

Topic  	As you may or may not know, today is ***World Ocean Day 2020!*** 50-80 per cent of our planet's life is found underneath the ocean's surface yet human beings have only explored around 10 per cent of this! There is so much we do not know and unfortunately, there are a lot of issues facing our oceans and the creatures that live in them. Here are just some of them: • **Plastics** • **Rubbish/Waste** • **Over-fishing** • **Oil drilling** • **Habitat destruction** • **Rising water levels from melting polar ice caps** Your task is to research one of these issues (or another ocean problem you can think of) and create a fact file, poster, slide show or even short video about it. All of these problems can be helped if we act quickly so you may want to include some ocean-friendly alternatives to these problems! Good luck! 
Science  	**STEM Learning postcard** Have a go if you can! Today's postcard uses ice, some salt, and a piece of sewing thread. See below for the full postcard. **Can you thread an ice cube?** You can check out more of these postcards here: STEM Learning

IMPORTANT TIPS TO REMEMBER:

- Write the date (DD/MM/YY) at the top of each piece of work you do.
- Write the title of the work underneath the date.
- If can, send me a photo of your work or if you can complete it on a computer, send the file to me so I can have a look at your work.
- If you have any issues with the work set, please email me straight away and I will try to get back to you as soon as possible.
- I will send the next set of work to you on Monday.
- This work is for you to do at your own pace. Please do not feel like you must complete everything straight away.

Tenths as decimals

1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

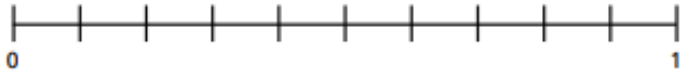
c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal
		
		
		
		

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.

A ☐ or ☐

B ☐ or ☐

C ☐ or ☐

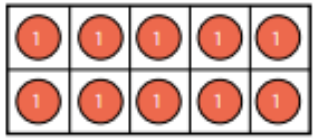
5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths

6 What is the total value represented by each ten frame?

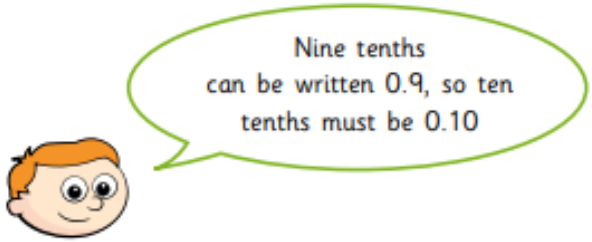
a)

b)



c)

7



Do you agree with Ron? _____

Explain your answer.

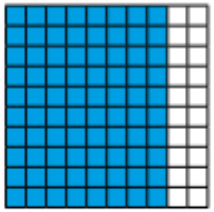
_____

_____

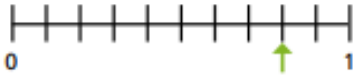
8 Eight tenths can be represented in all of the ways shown.

A

C



B



D

$\frac{8}{10}$

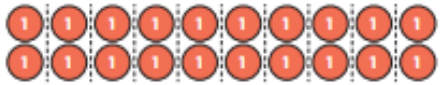
Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.

Dividing 2 digits by 10

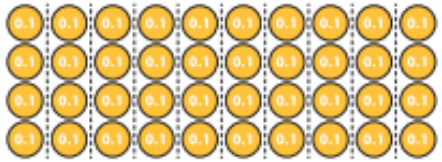
1 **a)** The array shows 20 shared between 10



Complete the calculation.

20 ÷ 10 = ☐

b) The array shows 4 shared between 10



Complete the calculation.

4 ÷ 10 = ☐

c) Complete the calculation.

24 ÷ 10 = ☐

Compare answers with a partner.

2 **a)** Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths

Complete the division.

30 ÷ 10 = ☐

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths

Complete the division.

35 ÷ 10 = ☐

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

c) What do you notice about your answers in parts a) and b)?

d) Complete the sentence.

When dividing by 10, you move the counters ☐ place to the _____.

3

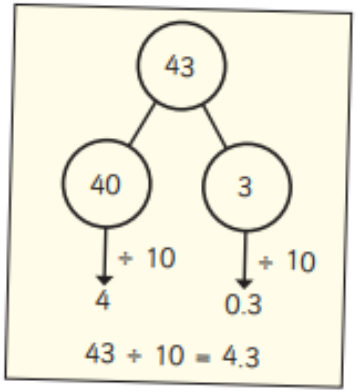
You can't share 13 between 10 because 13 is not a multiple of 10

Do you agree with Rosie? _____

Explain your answer.

4 Dexter is calculating 43 ÷ 10

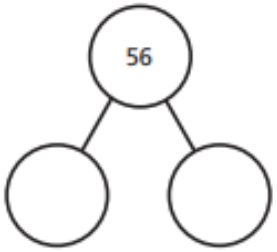
Here are Dexter's workings.



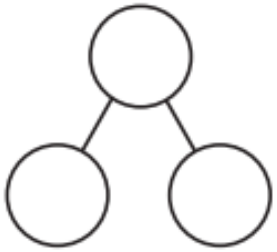
a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

56 ÷ 10 = ☐



71 ÷ 10 = ☐



5 Complete the divisions.

a) 37 ÷ 10 = ☐

b) 11 ÷ 10 = ☐

c) 48 ÷ 10 = ☐

d) 99 ÷ 10 = ☐

e) 80 ÷ 10 = ☐

f) ☐ = 29 ÷ 10

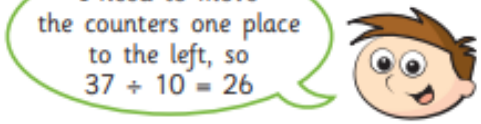
g) ☐ ÷ 10 = 6.3

h) 3.9 = ☐ ÷ 10

6 This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)



I need to move the counters one place to the left, so 37 ÷ 10 = 26

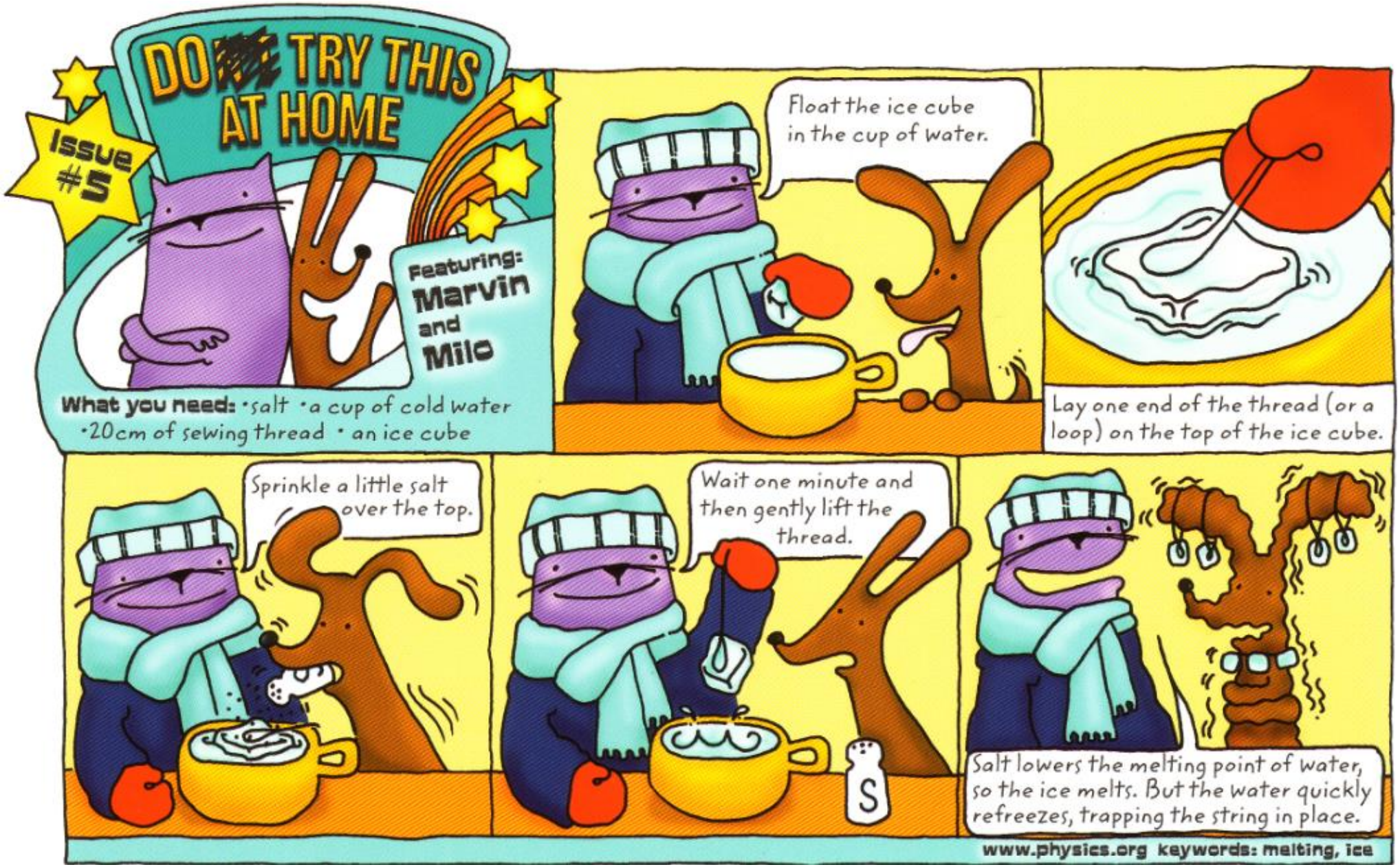
Do you agree with Teddy? _____

Explain your answer.

_____

_____

b) How can you use a Gattegno chart to divide by 10?


DO TRY THIS AT HOME
Issue #5
Featuring: Marvin and Milo
What you need: •salt •a cup of cold water •20cm of sewing thread • an ice cube
Float the ice cube in the cup of water.
Lay one end of the thread (or a loop) on the top of the ice cube.
Sprinkle a little salt over the top.
Wait one minute and then gently lift the thread.
S
Salt lowers the melting point of water, so the ice melts. But the water quickly refreezes, trapping the string in place.
www.physics.org keywords: melting, ice