



Year Four Distance Learning
Week 5
Maths

For each session there is a 'Daily 10'. This includes a mixture of questions not specific to decimals. This will help you keep the maths skills we have previously learnt in your head.

Click on these buttons and they will take you to the correct slide.

This button is at the end of each lesson and will bring you back to this slide.



[Lesson 1](#)

[Lesson 2](#)

Lesson 3

Lesson 4

[Lesson 5](#)

Lesson 1

1. $215 + 2348 =$

2. $1,000,000 \times 0 =$

3. $\frac{2}{5} + \frac{1}{5} =$

4. $1547 - 258 =$

5. $72 \div 9 =$

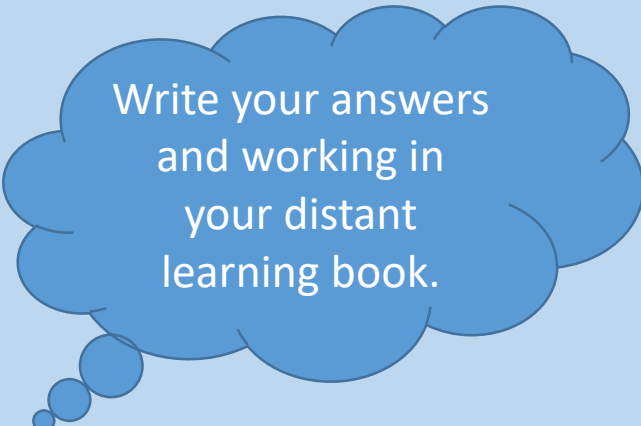
6. Round 2345 to the nearest 10.

7. Round 1236 to the nearest 100.

8. Round 5858 to the nearest 1000.

9. $34 \times 8 =$

10. $\frac{7}{8} - \frac{3}{8} =$



Write your answers and working in your distant learning book.

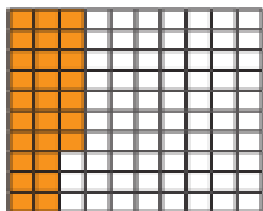
Lesson 1- making a whole
Summer Term Week 1- Lesson 1

Please watch the video carefully
and join in as you go. Then answer
the questions on the following
slides.

<https://whiterosemaths.com/homelearning/year-4/>

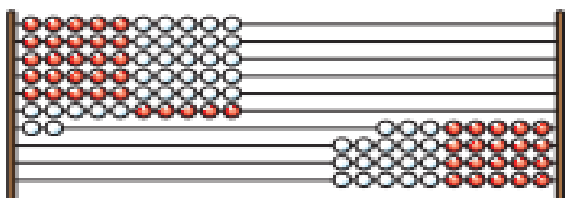
Make a whole

1 Here is a hundred square.



- a) How many hundredths are shaded?
- b) How many more hundredths do you need to shade so that the whole hundred square is shaded?
- c) Complete the sentence.
 hundredths + hundredths = 1 whole

2 Here is a Rekenrek with 100 beads.
Each bead is one hundredth of the whole.



Complete the sentences.

- a) hundredths are on the left.
- b) hundredths are on the right.
- c) + = 1



3 Fill in the missing digits.

- a) 1 tenth = hundredths
- b) $\frac{2}{10} = \frac{\text{ }{100}}$
- c) 70 hundredths = tenths
- d) 32 hundredths =
- e) 0.4 = tenths
- f) 50 hundredths =

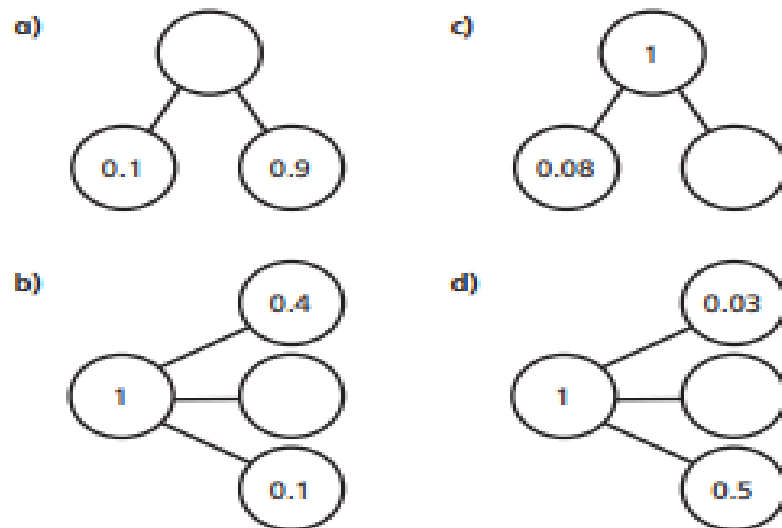
4 Dora has shaded 4 tenths of a hundred square.



I need to shade 96 more squares to fully shade it.

Do you agree with Dora? _____
 Explain your reasoning.

5 Complete the part-whole models.



- 6 Tick the calculations that do **not** sum to 1

$$0.4 + 0.6$$

$$0.4 + 0.06$$

$$0.04 + 0.06$$

$$0.8 + 0.92$$

$$0.08 + 0.92$$

$$0.92 + 0.08$$

How did you work this out?



- 7 Mo has a metre-long piece of ribbon.
He cuts off a piece of ribbon 24 cm long.
What is the length of the remaining ribbon?

The length of the remaining ribbon is m.

- 8 Fill in the missing numbers.

a) $0.1 + \square = 1$

d) $0.15 + 0.64 + \square = 1$

b) $\square + 0.01 = 1$

e) $0.15 + \square + 0.65 = 1$

c) $0.03 + \square = 1$

f) $\square + 0.04 + 0.5 = 1$

- 9 Two identical bead strings have a total length of 64 cm.

Would the total length of three of these bead strings be longer or shorter than a metre? _____

Explain how you know.

- 10 Here are eight number cards.

$$\frac{6}{10}$$

$$\frac{19}{100}$$

$$0.2$$

$$0.5$$

$$\frac{8}{10}$$

$$0.01$$

$$\frac{30}{100}$$

$$0.4$$

Use the number cards to make each calculation correct.

You can use each number once only.

$$\square + \square = 1$$

$$\square + \square + \square = 1$$

$$\square + \square + \square = 1$$

How many other ways can you find to make a total of 1?



Lesson 2

1. $325 + 7348 =$

2. $12 \times 8 =$

3. $\frac{1}{8} + \frac{5}{8} =$

4. $5434 - 158 =$

5. $69 \div 3 =$

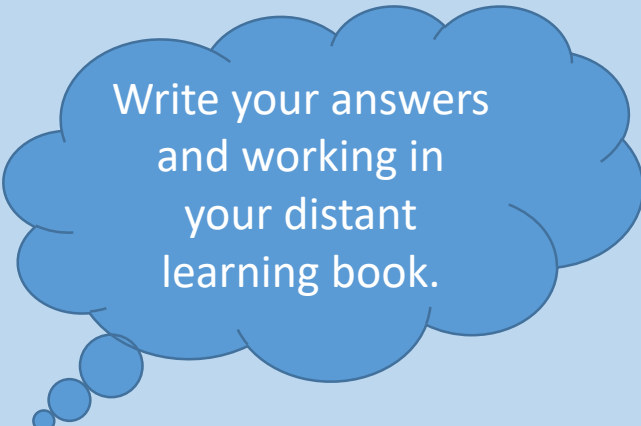
6. Round 8322 to the nearest 10.

7. Round 6279 to the nearest 100.

8. Round 5214 to the nearest 1000.

9. $24 \times 4 =$

10. $\frac{9}{10} - \frac{7}{10} =$



Write your answers and working in your distant learning book.

Lesson 2- Comparing decimals
Summer Term Week 1- Lesson 3

Please watch the video carefully
and join in as you go. Then answer
the questions on the following
slides.

<https://whiterosemaths.com/homelearning/year-4/>

Compare decimals

1 Write $<$ or $>$ to compare the decimals.

a)

| O | Tths | Hths |
|---|---------|----------------|
| | 0.2 0.2 | 0.01 0.01 0.01 |

 \bigcirc

| O | Tths | Hths |
|---|-------------|----------------|
| | 0.2 0.2 0.2 | 0.01 0.01 0.01 |

b)

| O | Tths | Hths |
|-------|------|----------------|
| 1 1 1 | 0.2 | 0.01 0.01 0.01 |

 \bigcirc

| O | Tths | Hths |
|-------|-------------|----------------|
| 1 1 1 | 0.2 0.2 0.2 | 0.01 0.01 0.01 |

c)

| O | Tths | Hths |
|-------|------|----------------|
| 1 1 1 | 0.2 | 0.01 0.01 0.01 |

 \bigcirc

| O | Tths | Hths |
|-----|---------|----------------|
| 1 1 | 0.2 0.2 | 0.01 0.01 0.01 |

d)

| O | Tths | Hths |
|-----|---------|----------------|
| 1 1 | 0.2 0.2 | 0.01 0.01 0.01 |

 \bigcirc

| O | Tths | Hths |
|-----|---------|----------------|
| 1 1 | 0.2 0.2 | 0.01 0.01 0.01 |

Did you have to compare all the columns for every question?



2 Draw counters to make the statements correct.

a)

| O | Tths | Hths |
|-------|------|----------------|
| 1 1 1 | 0.2 | 0.01 0.01 0.01 |

 $<$

| O | Tths | Hths |
|---|------|------|
| | | |

b)

| O | Tths | Hths |
|-------|------|----------------|
| 1 1 1 | 0.2 | 0.01 0.01 0.01 |

 $>$

| O | Tths | Hths |
|-------|------|------|
| 1 1 1 | | |

3 Write $<$ or $>$ to compare the decimals.

a)

| O | Tths | Hths |
|---|------|------|
| 7 | 6 | 8 |

 \bigcirc

| O | Tths | Hths |
|---|------|------|
| 7 | 0 | 2 |

b)

| O | Tths | Hths |
|---|------|------|
| 3 | 2 | 5 |

 \bigcirc

| O | Tths | Hths |
|---|------|------|
| 3 | 9 | 6 |

c)

| O | Tths | Hths |
|---|------|------|
| 0 | 4 | 1 |

 \bigcirc

| O | Tths | Hths |
|---|------|------|
| 0 | 2 | 9 |

d)

| O | Tths | Hths |
|---|------|------|
| 1 | 0 | 3 |

 \bigcirc

| O | Tths | Hths |
|---|------|------|
| 1 | 2 | 0 |

e)

| O | Tths | Hths |
|---|------|------|
| 2 | 7 | 2 |

 \bigcirc

| O | Tths | Hths |
|---|------|------|
| 2 | 7 | 1 |

4 Complete the place value charts to make the statements correct.

a)

| O | Tths | Hths |
|---|------|------|
| 6 | 2 | 8 |

 $<$

| O | Tths | Hths |
|---|------|------|
| | | |

b)

| O | Tths | Hths |
|---|------|------|
| 3 | 2 | 6 |

 $>$

| O | Tths | Hths |
|---|------|------|
| 3 | | |

c)

| O | Tths | Hths |
|---|------|------|
| 9 | 9 | 8 |

 $>$

| O | Tths | Hths |
|---|------|------|
| | | |

d)

| O | Tths | Hths |
|---|------|------|
| 1 | 4 | 6 |

 $>$

| O | Tths | Hths |
|---|------|------|
| | 8 | |

- 5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

| Ones | Tenths | Hundredths |
|------|-----------|------------|
| | ● ● ● ● ● | ● ● |

Amir's looks like this:

| Ones | Tenths | Hundredths |
|-------|--------|------------|
| ● ● ● | | |

My number is greater than Amir's, because I have used twice as many counters.



Do you agree with Ron? _____

Explain your reasoning.

- 6 Draw exactly 8 counters in each chart to represent a number that matches each statement.

- a) a number less than 0.76

| Ones | Tenths | Hundredths |
|------|--------|------------|
| | | |

- b) a number more than 5.74

| Ones | Tenths | Hundredths |
|------|--------|------------|
| | | |

- c) a number between 5.13 and 5.29

| Ones | Tenths | Hundredths |
|------|--------|------------|
| | | |

How many different answers are there for each statement?

- 7 Write $<$ or $>$ to compare the numbers.

a) $3.2 \bigcirc 3.8$

c) $1 \bigcirc 0.99$

b) $1.46 \bigcirc 1.43$

d) $0.16 \bigcirc 0.8$

- 8 Fill in the missing digits to make the statements correct.

a) $0.34 < 0.3_$

d) $1.3_ < 1.3_$

b) $2.42 > 2.4_$

e) $2._2 > 2._2$

c) $0.74 < 0._2$

f) $0.8_ < 0._9$

Is there more than one answer for each?

- 9 Here are four digit cards.



Use each digit card once to make this statement correct.

$$\square \square > \square \square$$

How many possible answers are there?



Lesson 3

1. $6215 + 1000 =$

2. $1236 \times 100 =$

3. $\frac{7}{8} + \frac{5}{8} =$

4. $2354 - 1439 =$

5. $31 \div 100 =$

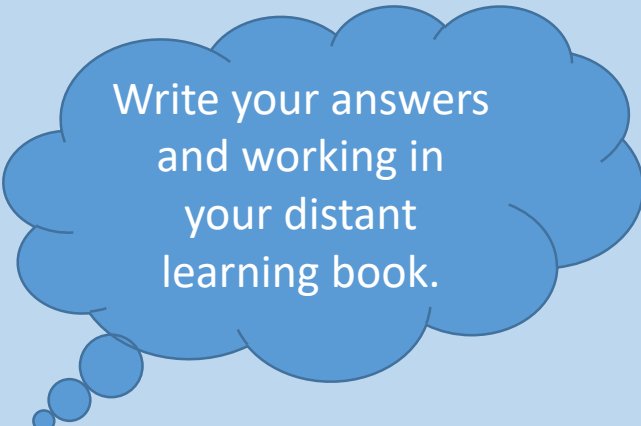
6. Round 4543 to the nearest 1000.

7. $\text{£}1.30 + 58\text{p} =$

8. $2.4 + 2.4 =$

9. $\frac{1}{5}$ of 15 =

10. $\frac{7}{12} - \frac{5}{12} =$



Write your answers and working in your distant learning book.

Lesson 3- Ordering decimals
Summer Term Week 1- Lesson 4

Please watch the video carefully
and join in as you go. Then answer
the questions on the following
slides.

<https://whiterosemaths.com/homelearning/year-4/>

Order decimals

1 Here are four numbers on place value charts.

a) What number is represented in each place value chart?

A

| Ones | Tenths | Hundredths |
|-------|--------|------------------------|
| 1 1 1 | 0.3 | 0.01 0.01 0.01 0.01 |

B

| Ones | Tenths | Hundredths |
|------------|--------|------------------------|
| 1 1 1 1 | 0.3 | 0.01 0.01 0.01 0.01 |

C

| Ones | Tenths | Hundredths |
|-------|--------|-----------------------------|
| 1 1 1 | 0.3 | 0.01 0.01 0.01 0.01 0.01 |

D

| Ones | Tenths | Hundredths |
|-------|---------|----------------|
| 1 1 1 | 0.3 0.3 | 0.01 0.01 0.01 |

b) Write the numbers in ascending order.

smallest

greatest

2 a) Write digits to show the number represented in each place value chart.

| O | Tths | Hths |
|---|--------------------|-----------|
| 1 | 0.1 0.1 0.1 0.1 | 0.01 0.01 |

| O | Tths | Hths |
|-----|------|----------------------------------|
| 1 1 | | 0.01 0.01 0.01 0.01 0.01 0.01 |

| O | Tths | Hths |
|-----|-------------|------|
| 1 1 | 0.1 0.1 0.1 | |

| O | Tths | Hths |
|---|-------------|----------------|
| 1 | 0.3 0.3 0.3 | 0.01 0.01 0.01 |

b) Write the numbers in ascending order.

3 Write the numbers in descending order.

| | | | |
|------|------|------|------|
| 1.42 | 4.12 | 1.24 | 2.41 |
|------|------|------|------|

4 Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.

| | | |
|------|------|------|
| 0.64 | 12.7 | 2.83 |
|------|------|------|

Do you agree with Teddy? _____

Talk about it with a partner.



- 5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Annie

4.12 is greater than 4.8, because 12 is bigger than 8



Dexter

4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Who do you agree with? _____

Explain your answer.

- 6 Write $<$ or $>$ to complete the statements.

Decide whether the numbers are ascending or descending in each part.

- a) 3.2 3.8 3.9 _____
- b) 0.41 0.38 0.25 _____
- c) 4.2 4.17 4.085 _____

- 7 Write the numbers in ascending order.

- a) 2.38 0.97 1.45 1.81

- b) 0.64 0.7 0.09 0.46

- c) 12.3 2 7.83 0.99

- 8 Tommy, Ron, Amir, Dora and Eva have measured their heights.



Tommy

My height is 145 cm.



Amir

I am 10 cm taller than Ron.



Ron

I am 1.4 m tall.



Eva

I am 146 cm tall.



Dora

My height is 1.38 m.

Write the children's names in order from shortest to tallest.

- 9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order 4 41 7 9 41

descending order 41 7 9 41 4

Compare answers with a partner.

Is there more than one way to complete each list?



Lesson 4

1. $2354 + 1247 =$

2. $82 \times 3 =$

3. $\frac{1}{10} + \frac{7}{10} =$

4. $6594 - 3134 =$

5. $95 \div 100 =$

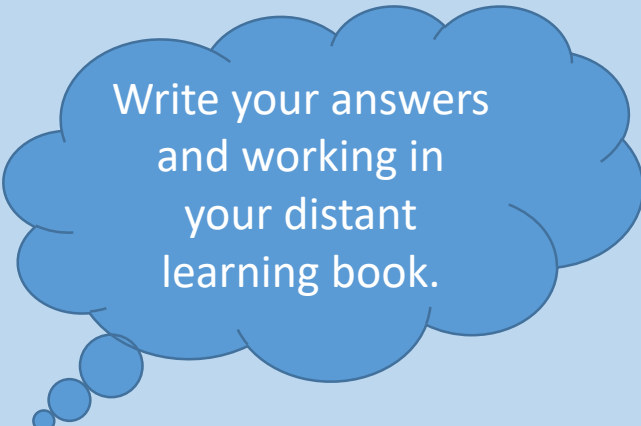
6. $9 \times 2 \times 4 =$

7. $\text{£}1.30 + 139\text{p} =$

8. $6.4 + 1.6 =$

9. $\frac{8}{15} - \frac{4}{15} =$

10. $\frac{1}{3}$ of 24 =



Write your answers
and working in
your distant
learning book.

Lesson 4- Rounding decimals
Summer Term Week 2- Lesson 1

Please watch the video carefully
and join in as you go. Then answer
the questions on the following
slides.

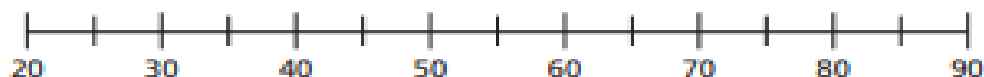
<https://whiterosemaths.com/homelearning/year-4/>

Round decimals

1 Here are some number cards.



a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

is closer to 50 than 40

is closer to 30 than 20

is closer to 80 than 90

is closer to 60 than 70



2 Here are some number cards.



a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

is closer to 5 than 4

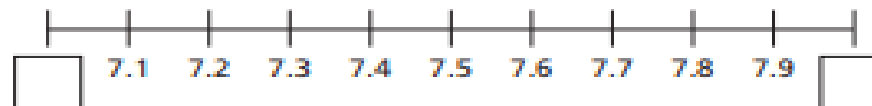
is closer to 3 than 2

is closer to 8 than 9

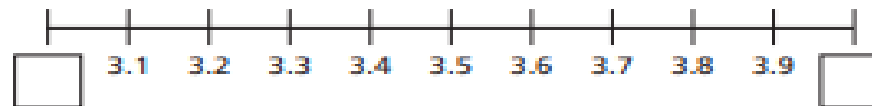
is closer to 6 than 7

3 Fill in the integers on the number lines.

a)



b)



4 Which integers do the numbers lie between?

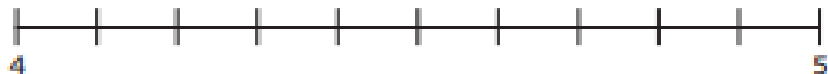
Fill in the boxes to make the statements correct.

a) $<$ 1.4 $<$

b) $<$ 34.8 $<$

c) $<$ 0.7 $<$

- 5 a) Label 4.3 on the number line.



Is it closer to 4 or 5?

- b) Label 12.8 on the number line.



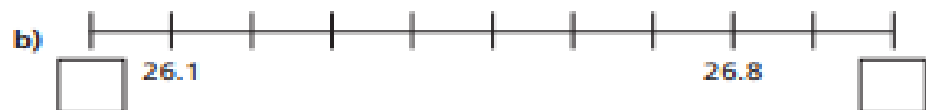
Is it closer to 12 or 13?

- 6 Complete the number lines and sentences.



is closer to than

is closer to than



is closer to than

is closer to than

- 7 Which numbers round up to the nearest whole number?

Circle your answers.

4.1 2.8 0.7 12.3 0.5 99.3

- 8 Round each decimal to the nearest whole number.

a) 1.8

e) 13.7

b) 4.2

f) 20.1

c) 0.9

g) 0.4

d) 1.5

h) 99.8

- 9 Ron is rounding 8.2 to the nearest whole number.



Because 2 tenths is less than 5 tenths, the number rounds down to 7

Do you agree with Ron? _____

Explain your answer.

- 10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of?

Are there any other answers?



Lesson 5

1. $6544 + 3245 =$

2. $641 \times 3 =$

3. $3.8 - 0.8 =$

4. $9234 - 1650 =$

5. $0.5 \div 10 =$

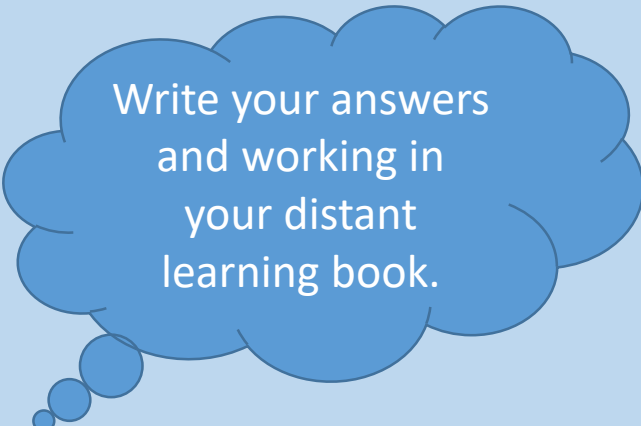
6. $\frac{5}{6} + \frac{5}{6} =$

7. $\text{£}1.30 + \text{£}4.94 =$

8. $7.2 + 2.9 =$

9. $6 \times 2 \times 3 =$

10. $\frac{7}{8} - \frac{1}{8} =$



Write your answers
and working in
your distant
learning book.

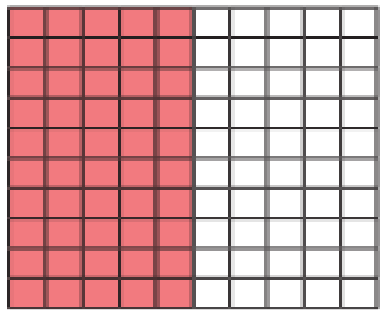
Lesson 5- Halves and quarters
Summer Term Week 2- Lesson 2

Please watch the video carefully
and join in as you go. Then answer
the questions on the following
slides.

<https://whiterosemaths.com/homelearning/year-4/>

Halves and quarters

1 Half of the hundred square is shaded.



a) How many hundredths are shaded?

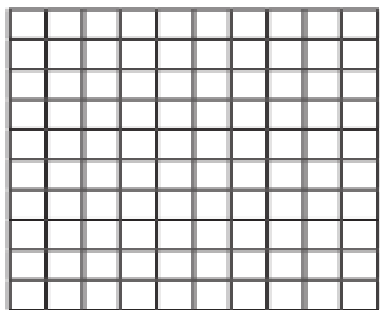
b) How many tenths are shaded?

c) Complete the equivalent fractions.

$$\frac{1}{2} = \frac{\boxed{}}{100} \quad \frac{1}{2} = \frac{\boxed{}}{10}$$

d) Write $\frac{1}{2}$ as a decimal.

2 Here is a blank hundred square.



a) Shade $\frac{1}{4}$

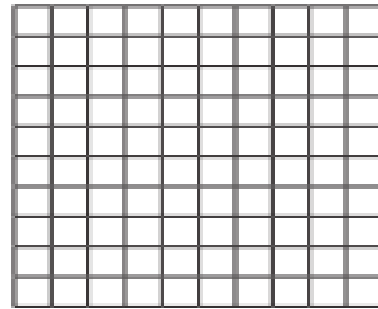
b) How many hundredths are shaded?

c) Complete the equivalent fraction.

$$\frac{1}{4} = \frac{\boxed{}}{100}$$

d) Write $\frac{1}{4}$ as a decimal.

3 Here is a blank hundred square.



a) Shade $\frac{3}{4}$

b) How many hundredths are shaded?

c) Complete the equivalent fraction.

$$\frac{3}{4} = \frac{\boxed{}}{100}$$

d) Write $\frac{3}{4}$ as a decimal.

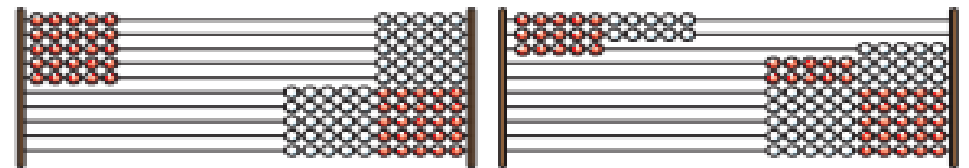
4



I don't need to shade a hundred square to write $\frac{3}{4}$ as a decimal because I already know what $\frac{1}{2}$ and $\frac{1}{4}$ are as decimals.

How does this help Annie?

5

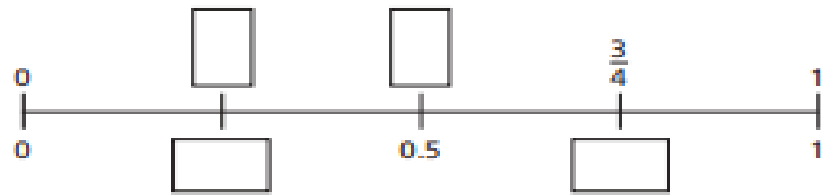


Both Rekenreks represent one quarter.

Is the statement true or false? _____

Talk about it with a partner.

6 Fill in the missing fractions and decimals on the number line.



7 Complete the equivalent fractions and decimals.

a) $\frac{25}{100} = \square$

e) $\frac{25}{100} = \frac{\square}{4}$

b) $\frac{75}{100} = \square$

f) $\frac{\square}{4} = \frac{75}{100}$

c) $\frac{1}{4} = \square$

g) $\square = \frac{1}{2}$

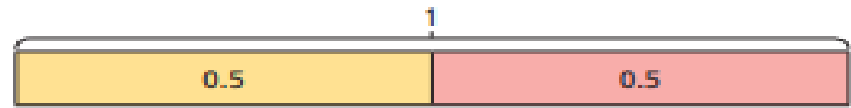
d) $\frac{3}{4} = \square$

h) $\frac{50}{100} = \frac{\square}{2}$

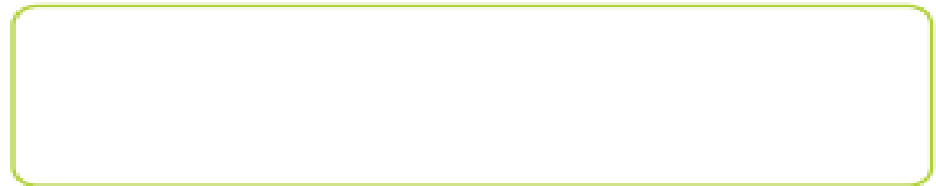
8

$0.5 + 0.5 = 1$

This bar model shows that $\frac{1}{2}$ is equivalent to 0.5



Draw a bar model to show that $\frac{1}{4}$ is equivalent to 0.25



9

Use your knowledge of equivalent fractions to convert between fractions and decimals.

a) $\frac{2}{4} = \square$

d) $0.25 = \frac{\square}{24}$

b) $\frac{5}{20} = \square$

e) $\frac{\square}{68} = 0.5$

c) $\square = \frac{21}{28}$

f) $0.75 = \frac{\square}{400}$

