

## Year 4 Maths Overview for Home Learning worksheet pack 3 (WB 01.02.21 and WB 08.02.21)

**Early Bird – We have again included 10 daily practice sets of maths questions (one for each day). Like in class, complete all questions before starting the main lesson outlined below. The maths explored in the early bird work will be really useful to keep practising your core skills.**

Lesson 1 (Page 1-2) Introducing Negative numbers	Lesson 2 (Page 3-5) Consolidation of Negative numbers	Lesson 3 (Page 6-7) Common Equivalent Fractions	Lesson 4 (Page 8-9) Hundredths	Lesson 5 (Page 10) Estimating answers
<b>Worksheet 1</b> When shading the thermometers, ensure you look carefully at the temperature measure...sometimes it is Fahrenheit, other times it is Celsius.  <b>Worksheet 2</b> Use the number line at the top of the worksheet to support you with your calculations.	<b>Worksheet 1</b> The second half of the sheet is far more tricky. Make sure you read and understand the information before question 2 about the fire cube and ice cube.  <b>Worksheet 2 (2 pages)</b> Use everything you have learnt about negative numbers to support you in answering these questions.	<b>Worksheet 1</b> Revision/warm-up for fractions work. Simply shade in each shape according to the fraction written.  <b>Worksheet 2</b> Use the fraction bars down the left-hand side of the page to help you calculate fractions which are equivalent (the same size)	<b>Worksheet 1</b> This should help you understand the value of the fraction a hundredth. It represents 100 parts which make a whole. It also explores the relationship between 1/100 and 1/10  <b>Worksheet 2</b> Continue exploring hundredths by practising counting in this fraction	When solving calculations, it is good practice to estimate the answer first to give you an idea of the value of the answer.  For each question, round each number to the nearest 100, and use this to help calculate an estimate to the answer.
Lesson 6 (Page 11) Using inverse operations to check the answers to calculations	Lesson 7 (Page 12-13) Introducing factor pairs	Lesson 8 (Page 14-15) Consolidation of factor pairs	Lesson 9 (Page 16-17) Counting in multiples of 6, 7 & 9	Lesson 10 (Page 18-19) Counting in 25 & 1,000
Use the inverse (opposite) operation to check the calculations which have been completed for each question. You can then comment on whether it is correct or wrong.	A factor is a number that divides into another number exactly and without leaving a remainder. The number 12 has six factors: 1, 2, 3, 4, 6 and 12 If 12 is divided by any of the six factors then the answer will be a whole number. For example: $12 \div 3 = 4$  Factor pairs of 12 are; 1 and 12 ( $1 \times 12$ ), 2 and 6 ( $2 \times 6$ ), 3 and 4 ( $3 \times 4$ )	Use everything you have learnt about factors and factor pairs to support you in answering these questions.	<b>Worksheet 1</b> When counting in multiples of 6, keep adding 6 to the previous answer if you are unsure of the 6 times table. Repeat for multiples of 7 and 9.  <b>Worksheet 2</b> Apply what you have learnt about multiples of 6, 7 & 9 to complete the missing numbers in the sequences.	<b>Worksheet 1 &amp; 2</b> Try to notice patterns when counting in 25's and 1,000's. This will help you complete the missing numbers in the sequences.

Any practise of times tables for your child will be beneficial. Below are some links to websites which will encourage quick recall of times table facts.

<https://www.topmarks.co.uk/maths-games/hit-the-button>    <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

