

YEAR 4 MATHS

DAY ONE

We're going to start with a 'Flashback 4'. These are 4 questions based on previous learning.

The first and second questions are based on learning from last week.

Questions three and four are from learning from Spring term (Q3) and Autumn term (Q4).

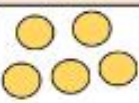
The clock in the corner is for you to have a go at telling the time.


Have a go at these questions in your home learning maths book now.

Flashback 4

Year 4 | Week 2 | Day 1

1) Write the decimal represented in the grid.

Ones	Tenths
	



2) Complete the equivalent fractions.

$$\frac{30}{100} = \frac{\quad}{10}$$

3) What is $\frac{3}{5}$ more than $\frac{4}{5}$?

4) What is the value of the digit 3 in 3,210?

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Answers are on the next page.

ANSWERS

1. 0.5

2. $\frac{30}{100} = \frac{3}{10}$

3. $\frac{7}{5} = 1\frac{2}{5}$

4. 3000 (three thousand)

The time is 10.45 or quarter to 11.

WHITE ROSE MATHS HOME LEARNING WEEK 2

This week in maths we are using Week 2 of the White Rose Maths Home Learning. Videos can be found using <https://whiterosemaths.com/homelearning/year-4/>

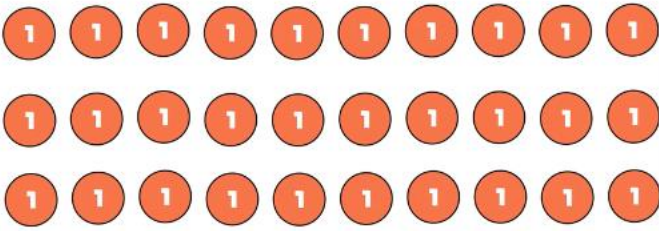
Lesson 1 focuses on dividing 2-digit numbers by 10. Children in Year 4 have covered this previously.

Can you remember:

- If I divide by 10, my number becomes 10 times smaller.
- On a place value chart, the numbers would move once place to the right.
- My digits do not change, the value of them will.

This follows on from the learning activity in Week 1 Day Five – please make sure you have completed this before starting this week.

$$30 \div 10 =$$



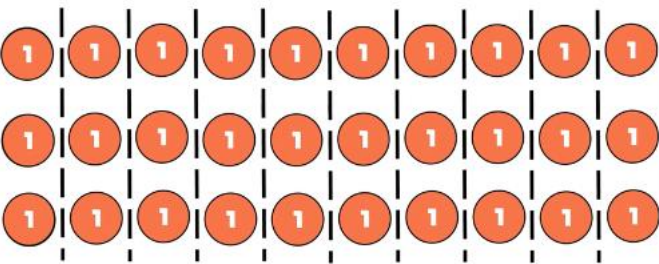
To begin with, we started with the calculation $30 \div 10$.

We had 3 tens counters, but couldn't split these 3 tens counters into 10 equal groups.

So we exchanged each 'ten' counter for ten ones.

There are now 30 ones counters.

$$30 \div 10 = 3$$



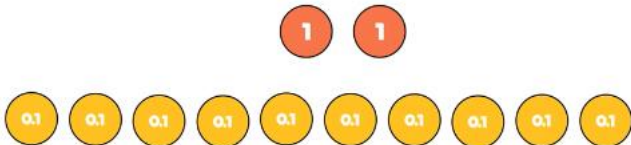
Now we have 30 ones counters, we can divide these into 10 equal groups (shown by the dashed lines).

We can see that in each group, there are 3 ones counters.

Therefore 30 divided by 10 equals 3.

$$30 \div 10 = 3$$

$$3 \div 10 =$$



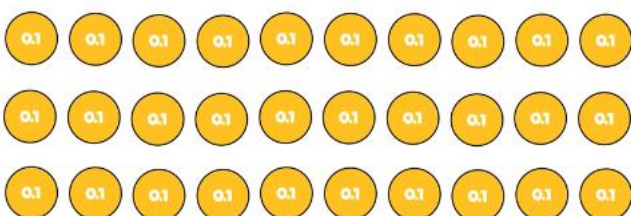
In the next question, we began with 3 ones counters.

However, we couldn't split these into 10 equal groups.

So we exchanged 1 ones counter for 10 tenths (0.1).

If 10 tenths equals 1, how many tenths will equal 3?

$$3 \div 10 =$$



There are now 30 tenths counters.

Can you split them into 10 equal groups using dashed lines?

$$3 \div 10 = 0.3$$



Hopefully you drew dashed lines like this.

We can now see that there are 3 tenths in each equal group.

So, 3 divided by 10 is equal to 3 tenths (0.3).

$$3 \div 10 = 0.3$$

For 33 divided by 10, we had 3 tens counters and 3 ones counters.

We know that we couldn't split this into 10 equal groups without exchanging.

So now we have:
30 ones counters
30 tenths counters

Can you draw the dashed lines to show 10 equal parts?

$$33 \div 10 = 3.3$$



I can see that there are 3 ones and 3 tenths in equal group.

So 33 divided by 10 equals 3 ones and 3 tenths.

$$33 \div 10 = 3.3$$

$$12 \div 10 =$$

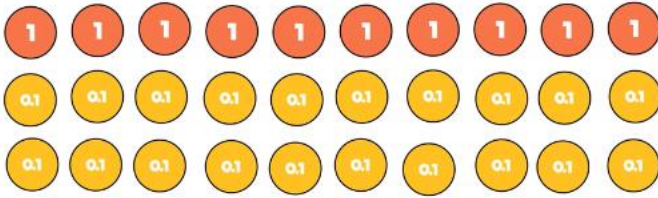
Have a go



Have a go at $12 \div 10$

$$12 \div 10 =$$

Have a go



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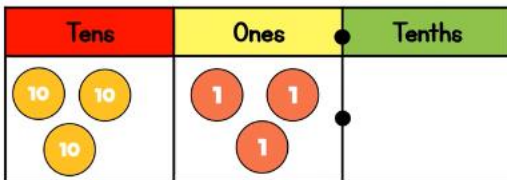
Hopefully you began with 1 tens counter and 2 ones counters.

Then you exchanged 1 tens counters for 10 ones and 2 ones counters for 20 tenths.

Then you split these into 10 equal parts and discovered that there was 1 one and 2 tenths in each equal group.

$$\text{So } 12 \div 10 = 1.2$$

$$33 \div 10 =$$

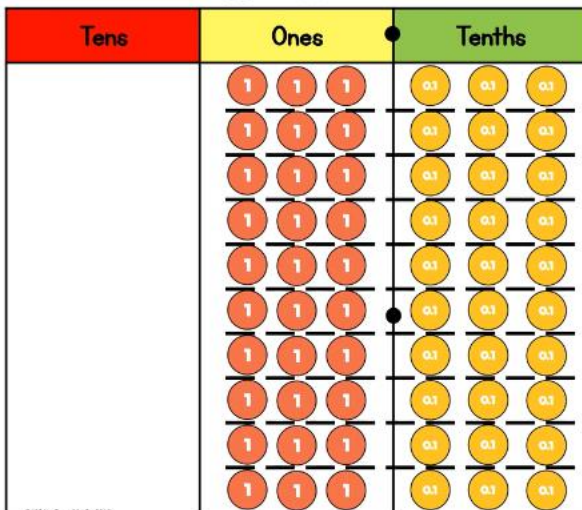


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This time we're going to use a place value grid to complete $33 \div 10$.

We have 3 tens and 3 ones.

$$33 \div 10 =$$



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Now we've exchanged those 3 tens for 30 ones and 3 ones for 30 tenths.





We have then split this into 10 equal parts (shown by the horizontal dashed lines).

Each group has 3 ones counters and 3 tenths counters.

$$33 \div 10 = 3.3$$

$$33 \div 10 =$$

$\div 10$

Tens	Ones	Tenths
		
3	3	
Tens	Ones	Tenths
		
	3	3

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Let's look at it this way.

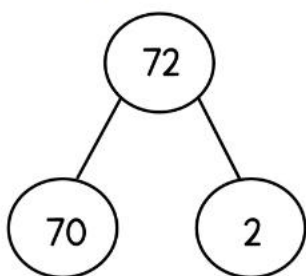
For $33 \div 10$, we started with 3 tens and 3 ones.

Then when we divided by 10, we had 3 ones and 3 tenths.

Can you spot any patterns?

I can see that there have been exchanges and the digits have moved one place to the right.

$$72 \div 10 =$$



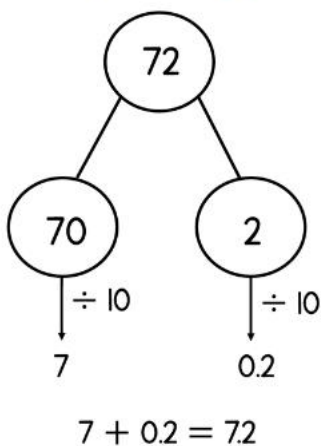
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Now let's use a part-whole model.

If 72 is the whole, it can be partitioned into 70 and 2.

$$72 \div 10 = 7.2$$



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Now we've partitioned 72 into 70 and 2, we can divided each by 10.

$$70 \div 10 = 7$$

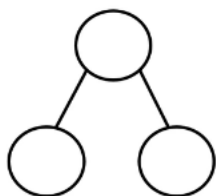
For $2 \div 10$, I remember that 2 ones equals 20 tenths.

$$20 \text{ tenths} \div 10 = 2 \text{ tenths } (0.2)$$

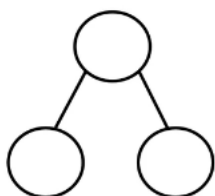
$$\text{So } 7 + 0.2 = 7.2$$

$$\text{So } 72 \div 10 = 7.2$$

$$96 \div 10 =$$



$$38 \div 10 =$$



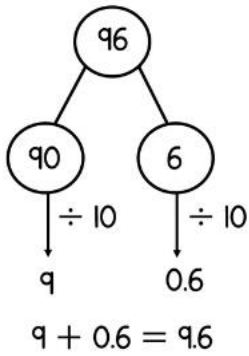
Have a go



Now, you have a go at these in your home learning maths book.

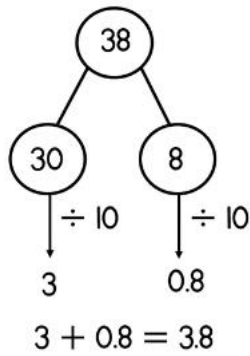
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$$96 \div 10 = 9.6$$



Have a go

$$38 \div 10 = 3.8$$



How did you get on?

$$54 \div 10 =$$

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

This is a gatenog chart.

We have made 54 by using counters to cover 50 and 4.

Watch what happens when we divide 54 by 10.

$$54 \div 10 = 5.4$$

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

When we divide 50 by 10, the answer is 5.

When we divide 4 by 10, the answer is 0.4

$$54 \div 10 = 5.4$$

Did you answer the questions on the worksheet as you watched the video?

Answer the following questions in your home learning maths books.

Don't forget to write the date and title (Divide 2-digits by 10).

Activity 1

Zach uses counters to make a 2-digit number.

Tens	Ones	Tenths	Hundredths
●	●●	●	

To divide the number by 10, we move the counters one column to the right.
What is the value of the counters now?

Use this method to solve:

$42 \div 10 = \underline{\hspace{1cm}}$

$35 \div 10 = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} = 26 \div 10$

Activity 2

Malachi uses counters to make a 2-digit number.

Tens	Ones	Tenths	Hundredths
●	●●●		

To divide the number by 10, we move the counters one column to the right.
What is the value of the counters now?

Activity 3

Here is a 2-digit number on a place value chart.

$82 \div 10 = \square$

Tens	Ones	Tenths	Hundredths
●●●●	●●		

When dividing by 10, we move the digits one place to the _____.

Use this method to solve:

$55 \div 10 = \underline{\hspace{1cm}}$




$\underline{\hspace{1cm}} = 90 \div 10$

$3.2 = \underline{\hspace{1cm}} \div 10$

Activity 4

Here is a 2-digit number on a place value chart.

$64 \div 10 = \square$

Tens	Ones	Tenths	Hundredths
			



When dividing by 10, we move the digits one place to the _____.

Use this method to solve:

$19 \div 10 = \underline{\hspace{1cm}}$ $\hspace{2cm} \underline{\hspace{1cm}} = 47 \div 10$

Activity 5

Tia has used a Gattegno chart to divide a 2-digit number by 10. She has placed counters over the numbers in her answer.

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

What was Tia's original number?
How can you use the chart to help you?

Activity 6

When I divide a 2-digit number by 10, my answer will always have digits in the ones and tenths columns.

Show that Rosie is incorrect.