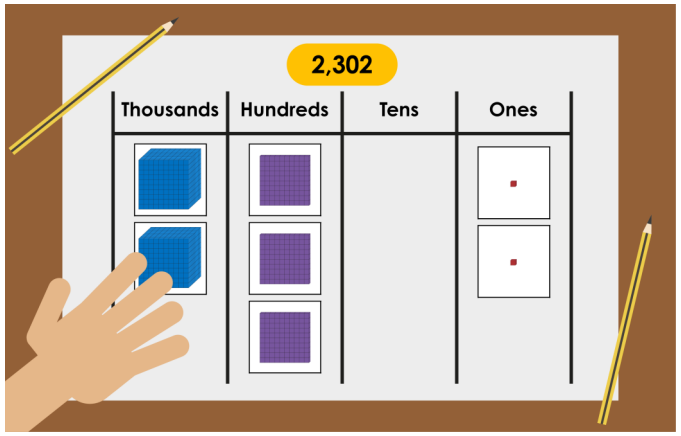
YR4 Home Learning Activities – Maths Set 3

Represent it!

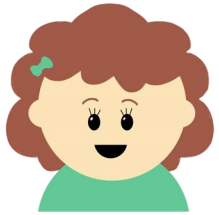
Before starting this activity, you will need to cut out the base 10 in the following pages of this document and place them into piles. (If you do not have a printer, you can draw the base 10 by hand or use counters). You will also need to draw a place value chart like the one shown below.



First, randomly generate a 4-digit number using number cards or an online 0-9 random number generator.

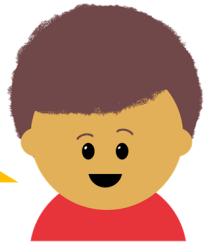
Using the base 10, represent the number on your place value chart. In the example, 2,302 is represented – it has 2 thousands, 3 hundreds and 2 ones.

Let's do this!



This is _____. It has __ thousands, __ hundreds, __ tens and __ ones.

'What is the value of the digit 3 in the number?' or 'Which digit has a value of 300?'



How many more or less <u>thousands / hundreds / tens / ones</u> make _____?

Challenge

Represent multiple numbers. Use your base 10 to explain which is the greatest!

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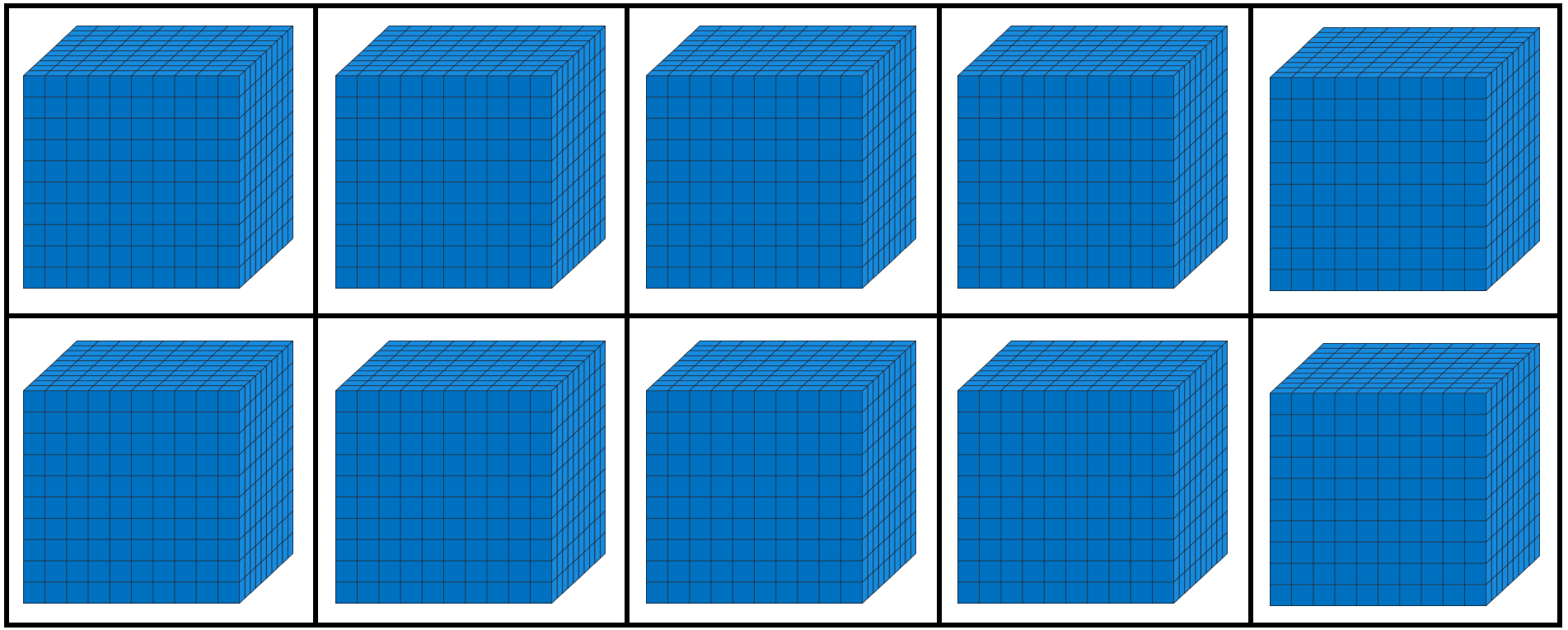

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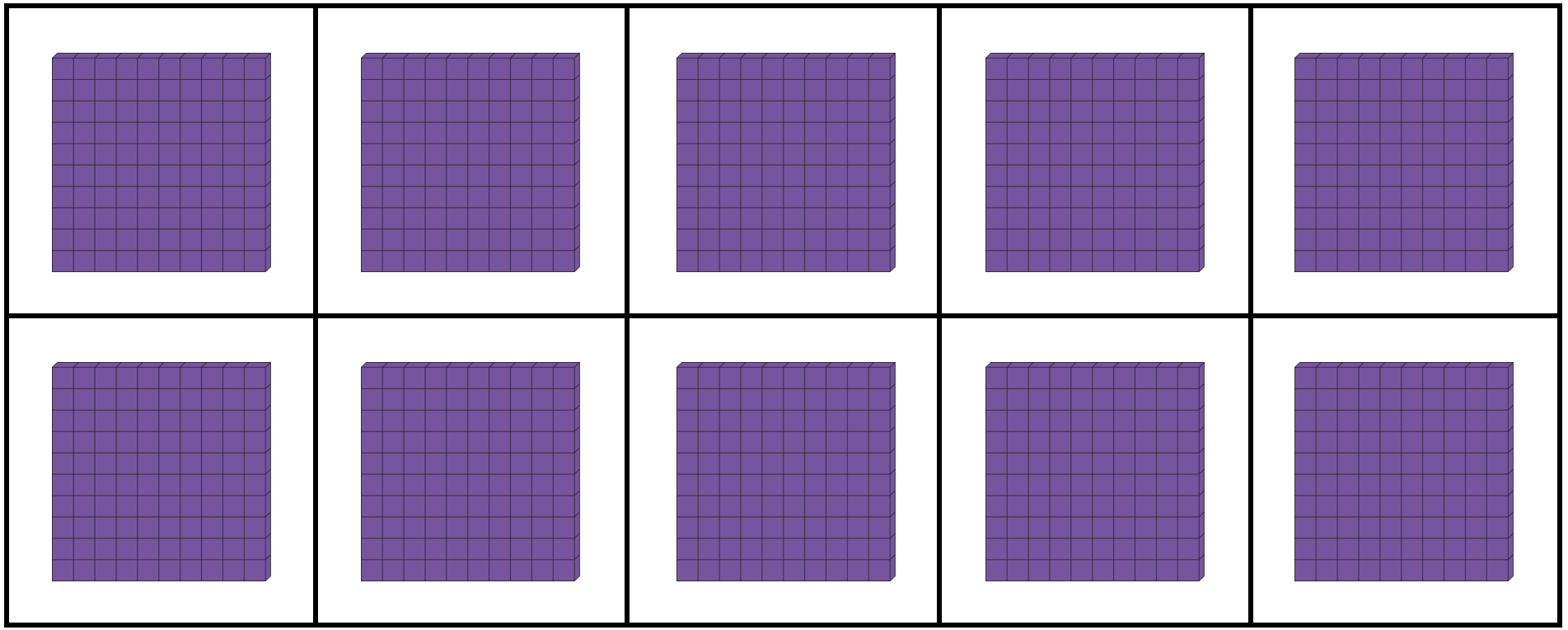

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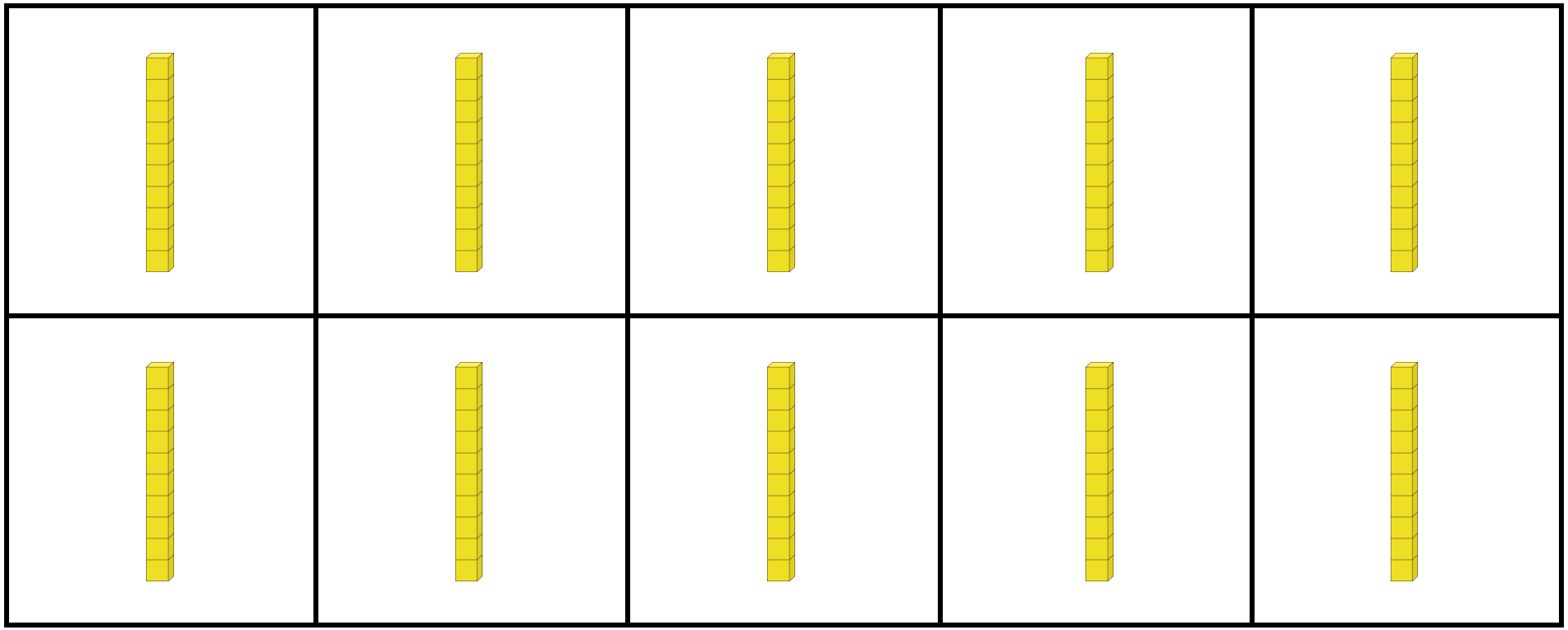

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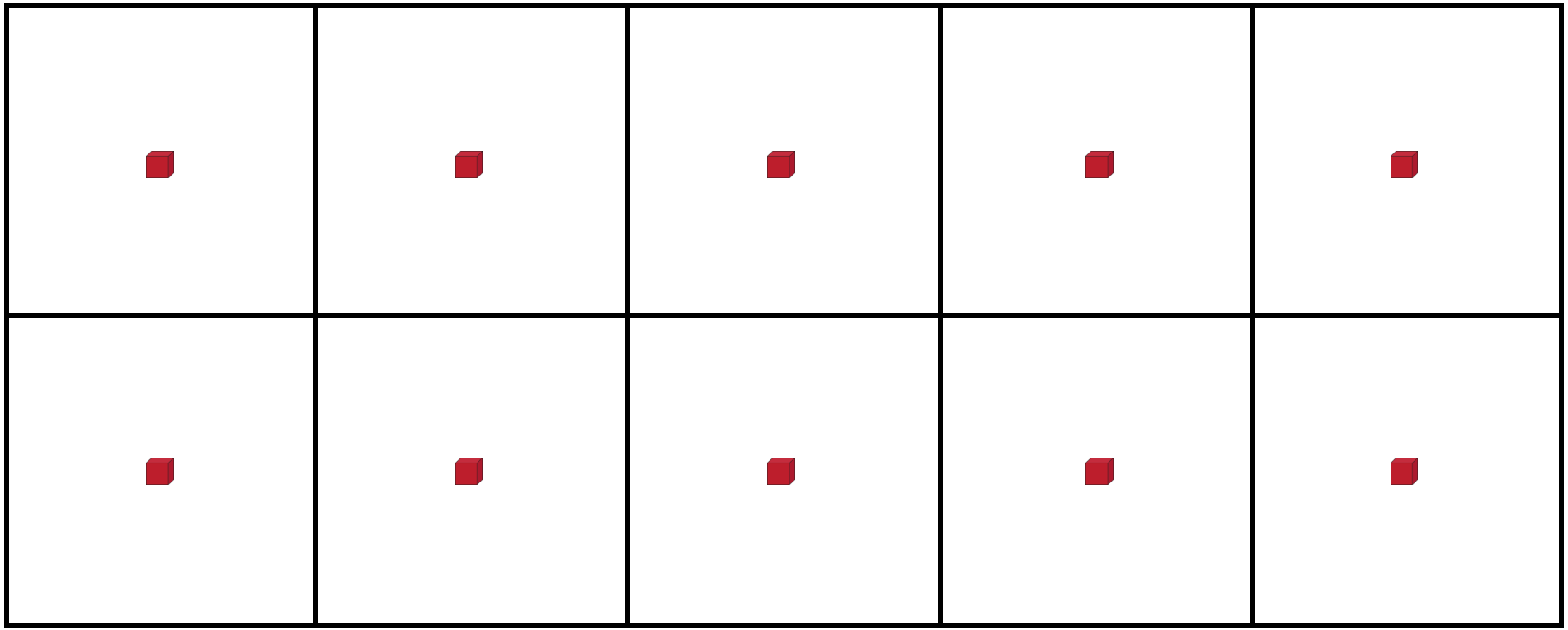

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0	1	2	3	4
5	6	7	8	9

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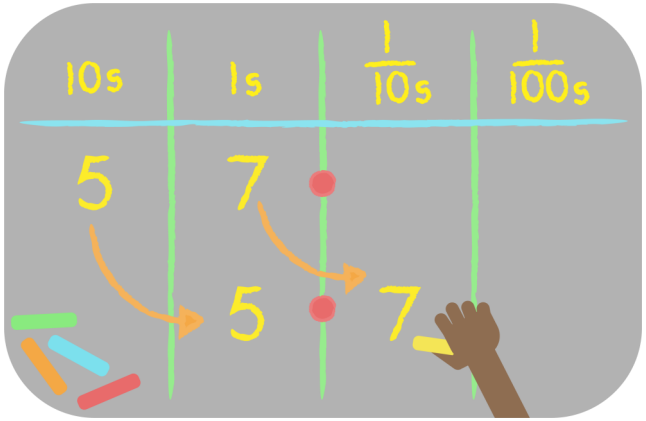
Shunt it!

Using chalk, if you have it, create a place value chart from tens to hundredths. (Don't forget your decimal point to separate the whole and decimal values.)



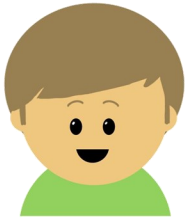
Draw random digit cards to generate 1-digit and 2-digit numbers. Represent them on the place value chart. Practise dividing each number by 10 and 100.

As the number system is based on a base 10 model, each column to the right is 10 times smaller than the column on the left.

When we divide by 10, the digits move one place to the right.

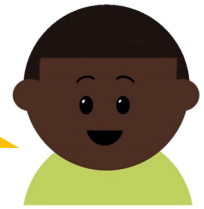
When we divide by 100, the digits move two places to the right.

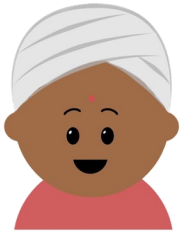
Key questions



Can you divide ____ by 10 / 100?

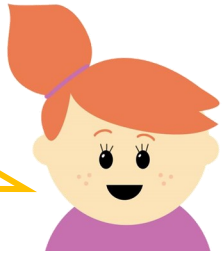
What has ____ been divided by to equal ____?





Why does the answer to 60 ÷ 100 not need to be represented as 0.60?

Using 3, 4 or 5 digit cards, how many numbers can you make to divide by 10 or 100? How many different answers do you get?



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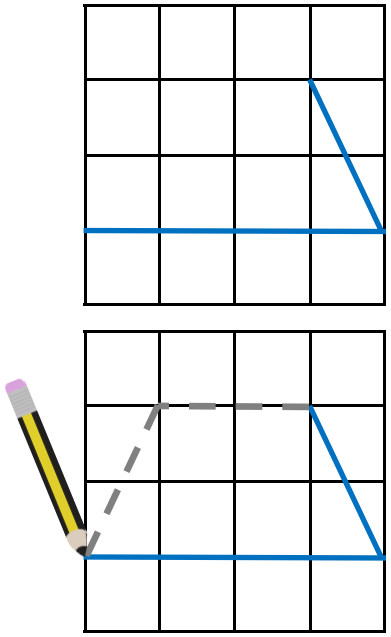
Complete it!

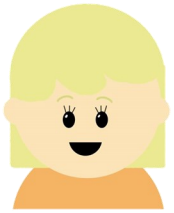
Polygons are 2D shapes with straight sides.

In this activity, you will be given some polygons to complete as shown below:



By adding two lines, we can create a trapezium.

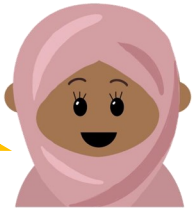
Key questions



What shape is the polygon?

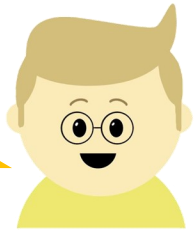
How many more lines are required? Why?

What are the properties of the polygon you have completed?



Can any of the tasks be completed in multiple ways to give different polygons?

Can you create an incomplete polygon for your friends or parents to try?



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