

Maths WB 18.5.20

Each day's work links to a teaching video available at <https://whiterosemaths.com/homelearning/year-4/>.

Select Summer – Week 5 and the lesson that you are completing. The activity sheet linked to the lesson is the same as the questions in this pack. The answers are also available via the website.

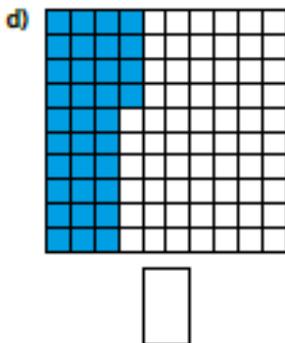
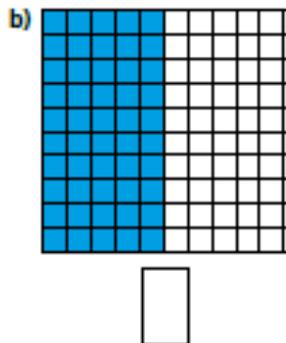
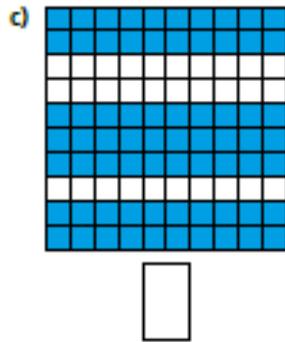
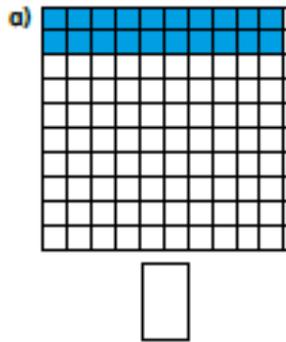
Monday 18th May 2020

LO: Recognise tenths and hundredths

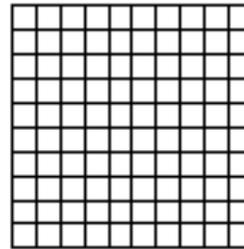
To start this week, we would like you to practise finding tenths and hundredths as a fraction.

1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?



2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows =

b) 6 full columns =

c) 13 squares =

d) 2 full rows and 5 squares =

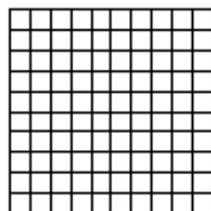
e) 3 full columns and 8 squares =

3 Complete the sentences.

- a) 4 tenths is equivalent to hundredths.
- b) 70 hundredths is equivalent to tenths.
- c) 5 tenths is equivalent to hundredths or 1 _____

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.

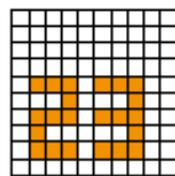
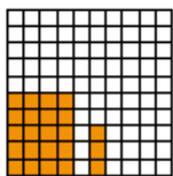
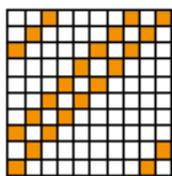
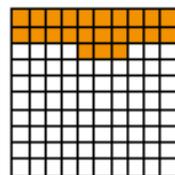
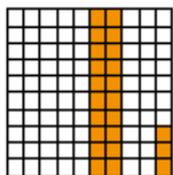
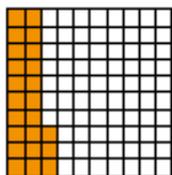


Is Dexter correct? _____

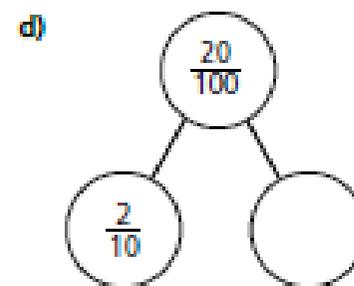
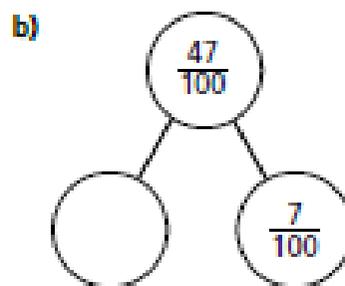
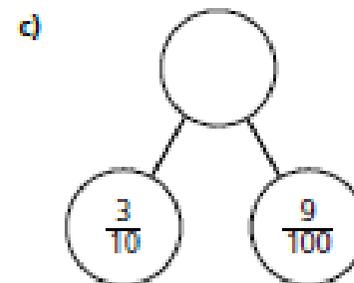
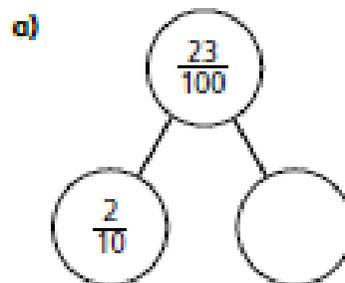
Explain your answer.

You may use the hundred square to help you.

5 Tick the hundred squares with $\frac{23}{100}$ shaded.



6 Complete the part-whole models.



7



$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

Annie



$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$

Ron

Who is correct? _____

How many ways can you partition $\frac{73}{100}$?

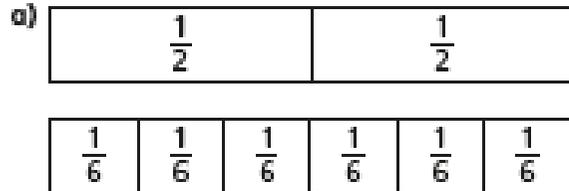
Tuesday 19th May 2020

LO: Equivalent fractions

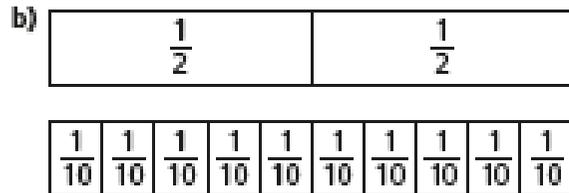
Today, we would like you to practise finding equivalent fractions.

If you need extra support, visit <https://whiterosemaths.com/homelearning/year-4/> and select Summer – Week 5 – Lesson 2 to find a video to support you.

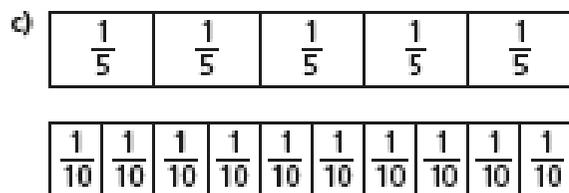
1 Shade the bar models to represent the equivalent fractions.



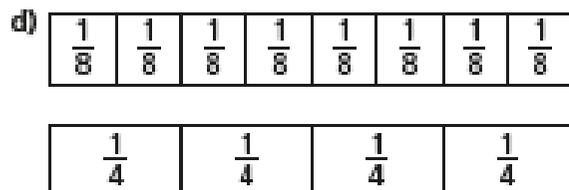
$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$

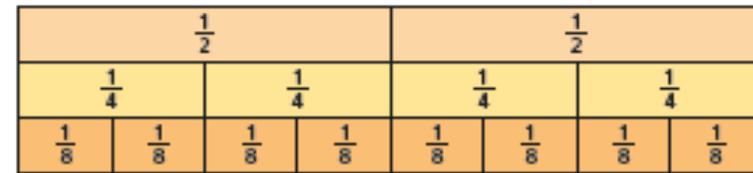


$$\frac{4}{5} = \frac{8}{10}$$



$$\frac{6}{8} = \frac{3}{4}$$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

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

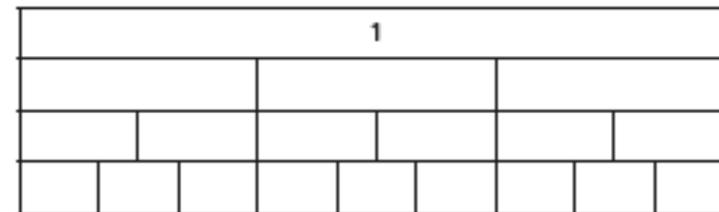
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



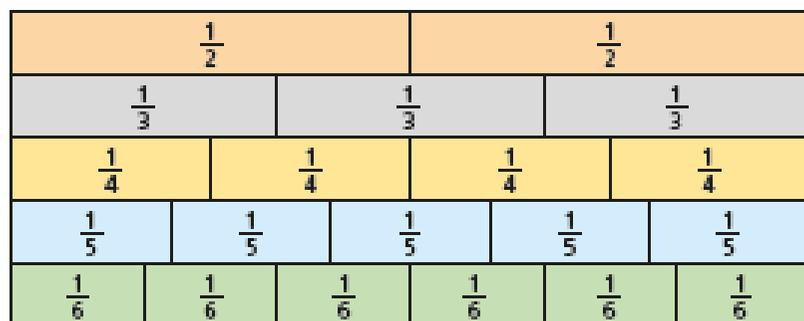
b) Use the fraction wall to complete the equivalent fractions.

$$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$$

$$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$$

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

b) Fractions equivalent to one half have even numerators.

always sometimes never

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

Wednesday 20th May 2020

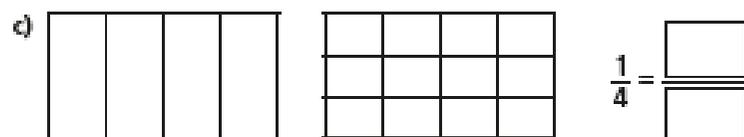
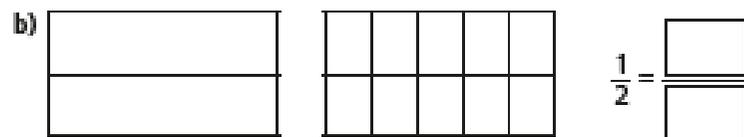
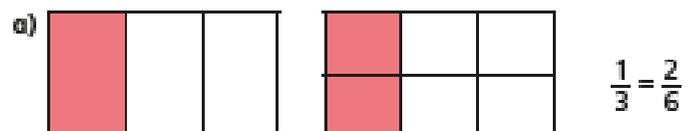
LO: Equivalent fractions Lesson 2

Today, we would like you to practise finding equivalent fractions

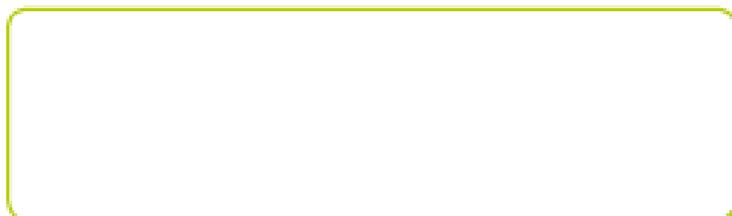
If you need extra support, visit <https://whiterosemaths.com/homelearning/year-4/> and select Summer – Week 5 – Lesson 3 to find a video to support you.

- 1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.



- 2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$



- 3 Match the equivalent fractions.

$$\frac{1}{4}$$

$$\frac{4}{10}$$

$$\frac{10}{15}$$

$$\frac{1}{7}$$

$$\frac{3}{21}$$

$$\frac{2}{3}$$

$$\frac{2}{5}$$

$$\frac{3}{12}$$

- 4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{\square}{10}$

d) $\frac{3}{10} = \frac{9}{\square}$

g) $\frac{8}{12} = \frac{2}{\square}$

b) $\frac{4}{5} = \frac{\square}{10}$

e) $\frac{6}{8} = \frac{3}{\square}$

h) $\frac{2}{\square} = \frac{10}{25}$

c) $\frac{3}{10} = \frac{6}{\square}$

f) $\frac{8}{12} = \frac{\square}{3}$

i) $\frac{1}{\square} = \frac{4}{28}$

- 5 a) Write the fractions in the correct place on the sorting diagram.

$\frac{8}{24}$	$\frac{3}{12}$	$\frac{5}{15}$	$\frac{6}{24}$	$\frac{4}{12}$	$\frac{9}{36}$	$\frac{3}{9}$	$\frac{4}{16}$
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	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

- b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.

- 6 Find three ways to make the fractions equivalent.

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

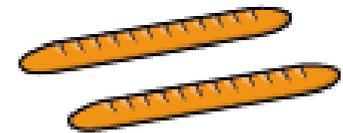
b) $\frac{1}{\square} = \frac{4}{\square}$ $\frac{1}{\square} = \frac{4}{\square}$ $\frac{1}{\square} = \frac{4}{\square}$

c) $\frac{\square}{3} = \frac{\square}{9}$ $\frac{\square}{3} = \frac{\square}{9}$ $\frac{\square}{3} = \frac{\square}{9}$

- 7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



How many equal pieces has Ron cut his baguette into?

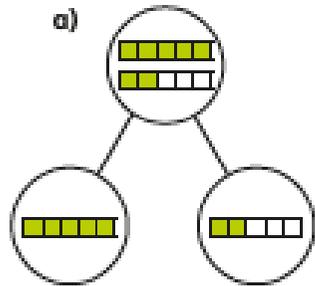
Ron has cut his baguette into equal pieces.

Thursday 21st May 2020

LO: Finding fractions greater than 1

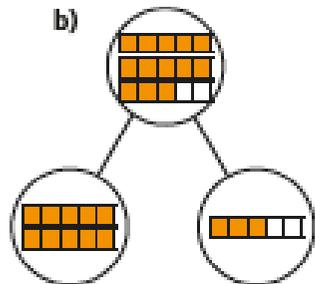
Today, we would like you to practise calculating fractions greater than 1. If you need extra support, visit <https://whiterosemaths.com/homelearning/year-4/> and select Summer – Week 5 – Lesson 4 to find a video to support you.

1 Complete the sentences.



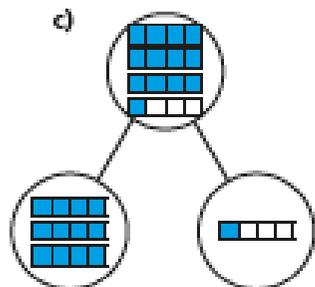
There are 7 fifths altogether.

7 fifths = whole + fifths



There are fifths altogether.

fifths = wholes +
 fifths

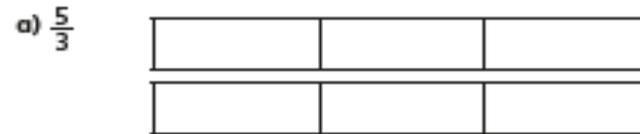


There are quarters altogether.

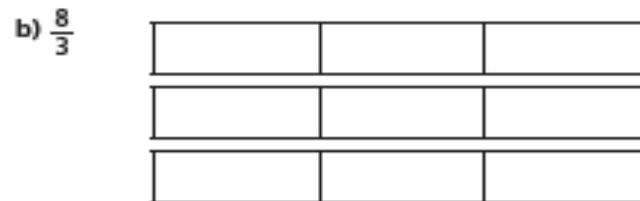
quarters = wholes +
 quarter

2 Shade the bar models to represent the fractions.

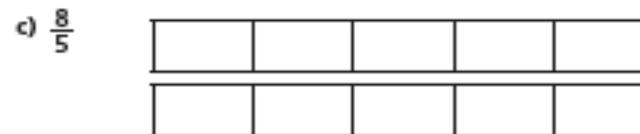
Complete the number sentences.



$$\frac{5}{3} = \text{ whole + thirds =$$



$$\frac{8}{3} = \text{ wholes + thirds =$$



$$\frac{8}{5} = \text{ whole + fifths =$$

3 Complete the statements.

- a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes
- b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes
- c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters
- d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4



a) How many boxes can Whitney fill?

Whitney can fill \square boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs \square muffins to fill another box.

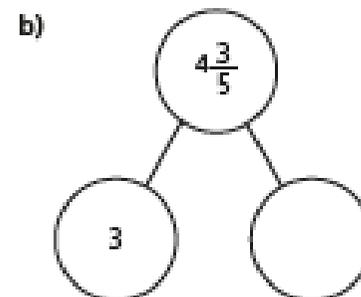
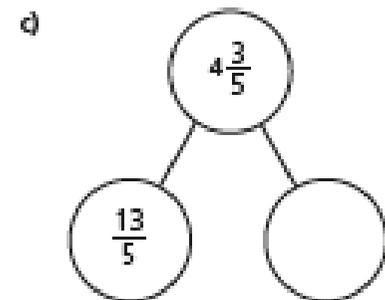
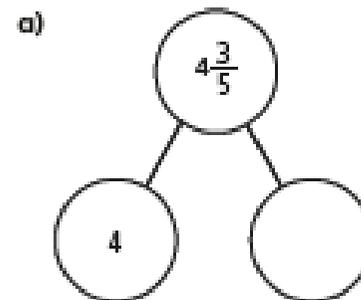
Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write $<$, $>$ or $=$ to complete the statements.

- a) 2 wholes and 3 quarters \bigcirc 5 quarters
- b) 2 wholes and 3 quarters \bigcirc 15 quarters
- c) 2 wholes and 3 sixths \bigcirc 15 sixths
- d) 2 wholes and 3 eighths \bigcirc 15 eighths
- e) $\frac{15}{3} \bigcirc \frac{15}{5}$
- f) $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.



Friday 22nd May 2020

LO: Arithmetic: Today we'd like you to practise some mental arithmetic. You may use the space underneath the questions for your workings out!

1 $168 - 100 =$



1 mark

4 $\frac{5}{8} - \frac{3}{8} =$



1 mark

2 $67 + 50 =$



1 mark

5 $5882 + 1000 =$



1 mark

3 $68 \div 4 =$



1 mark

6 $5723 - 746 =$



1 mark

7

$4 \times 6 \times 2 =$



1 mark

10

$7.8 - 0.9 =$



1 mark

8

$627 \times 5 =$



1 mark

11

$45 \div 100 =$



1 mark

9

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



1 mark

12

$\frac{2}{3} \text{ of } 15 =$



1 mark