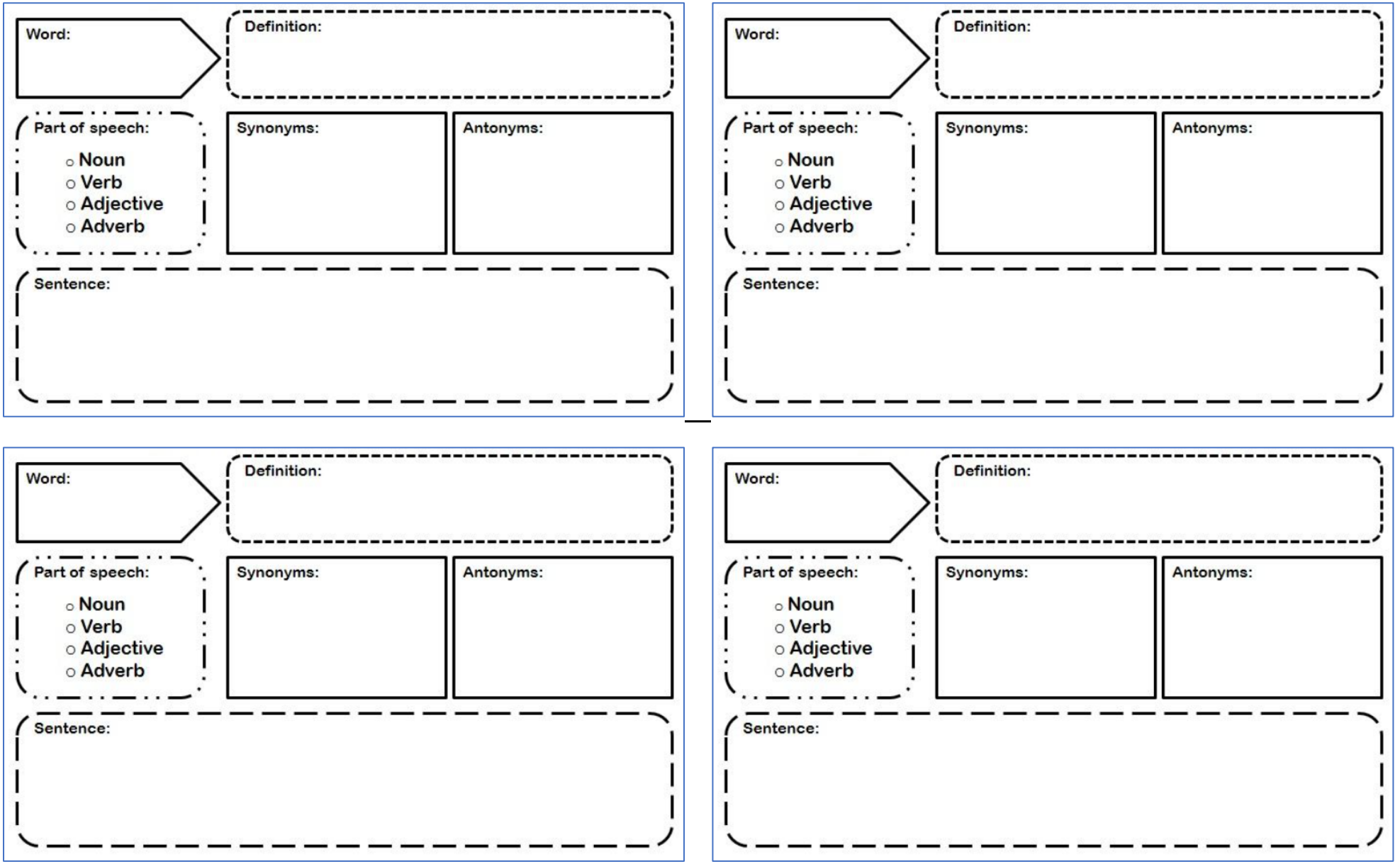
Home Learning Grid
Year 4/5
Week Commencing – 30.03.20

	1	2	3	4
Spelling (Appropriate for your year group)	Choose 4 words from the statutory spelling list. Complete the grid below for each word.	Choose 10 statutory spellings and create a wordsearch for your parents to complete.	Choose 10 statutory spellings and create a crossword for your parents to complete. Could you use the definition as part of the clues?	Choose 5 statutory spellings and write them in different styles. For example, in dots, different colours per letter, with flowers, bubble writing
Reading	Read your favourite book aloud to your adult or sibling.	Read your favourite story and complete a book review. You could use the template or create your own.	Act your story out to your family or get them to act it out with you.	Create a new front cover for your book. Include a picture, the title, the author an illustrator. Could you write a new blurb?
Writing	Write a story that takes place in the setting below. What adventure could your characters have?	Draw your main character and write a description of them.	Create a comic strip for your story or a new one.	Write an acrostic poem about your family and share it with them. You could use your surname or 'my family' down the side.
Maths	Complete the lessons below. https://whiterosemaths.com/homelearning for help videos. Once you have completed, ask your grown up/ self-mark it using the answers on the link. (No cheating!)			
Challenge	Create a PowerPoint about what you have learnt about space. Can you include animations?	Complete this Kahoot quiz Challenge pin: 0609426 Research any answers you got incorrect.	Create a game on paper to play with someone at home.	Help prepare a meal at home and write a set of instructions. Imagine you were giving them to an alien, so they need to be detailed.

Additional Notes

Spelling grid



Book Review

Title: _____ Author: _____

Date started: _____ Date finished: _____

What was the book about?

_____

_____

_____

_____

_____

What did you like about the book?

_____

_____

_____

_____

_____

Were there any parts you didn't like? Discuss.

_____

_____

_____

_____

_____

What was your favourite part of the book?

_____

_____

_____

_____

_____

Would you recommend this book to a friend?

☐ YES ☐ NO

How many stars would you give this book? Colour the stars.

(5 – Excellent, 1 – Poor)

☆☆☆☆☆

Draw a picture to show your favourite part of the book.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Year 3 and 4 Statutory Spellings

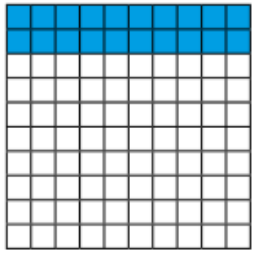
accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

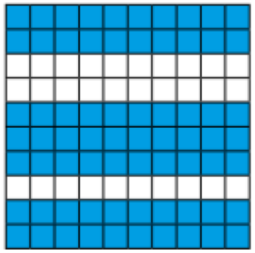
Year 4 lesson 1

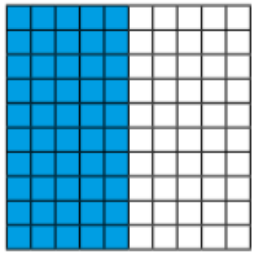
Recognise tenths and hundredths

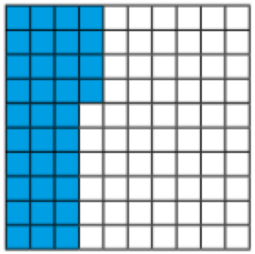
1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?

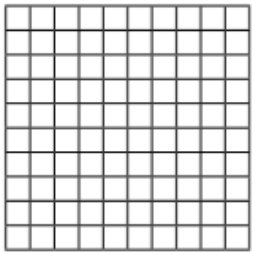
a) 

c) 

b) 

d) 

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 = ☐

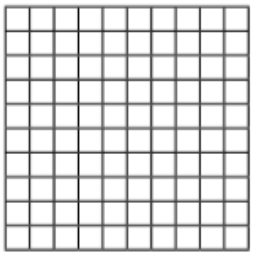
3 Complete the sentences.

a) 4 tenths is equivalent to ☐ hundredths.

b) 70 hundredths is equivalent to ☐ tenths.

c) 5 tenths is equivalent to ☐ hundredths or 1 _____

4

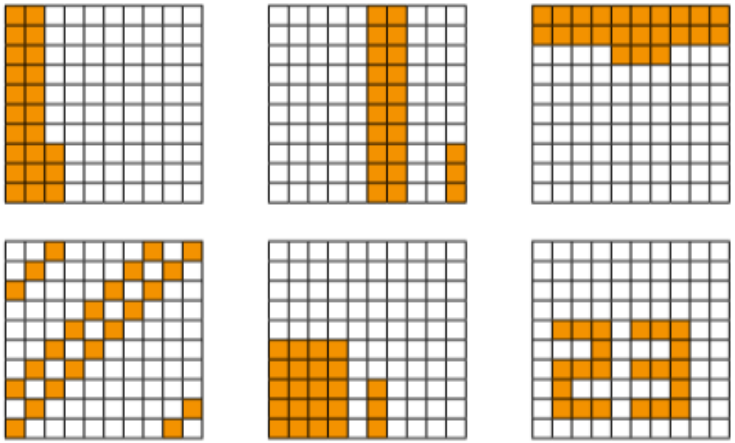


Is Dexter correct? _____

Explain your answer.

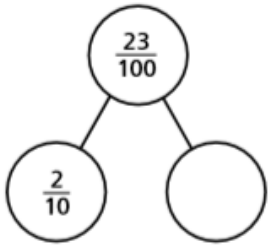
You may use the hundred square to help you.

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

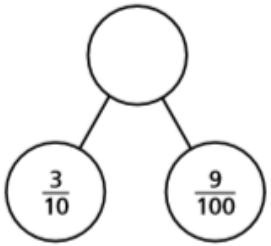


6 Complete the part-whole models.

a)



c)



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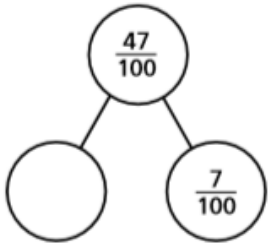
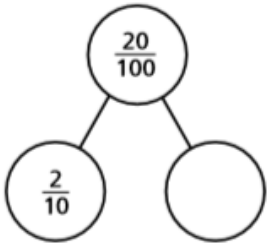
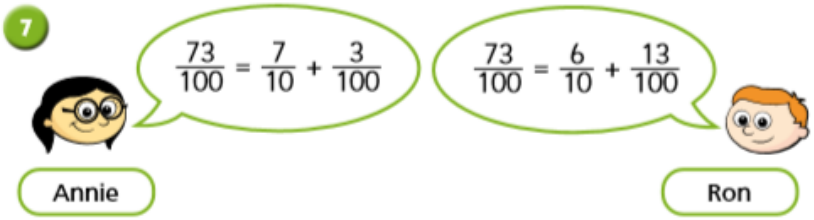


d)



7



Who is correct? _____

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

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Year 4 lesson 2

Tenths as decimals

1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

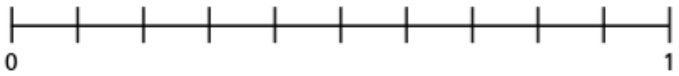
c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.

A ☐ or ☐

B ☐ or ☐

C ☐ or ☐

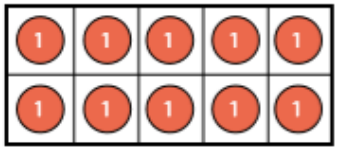
5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths

6 What is the total value represented by each ten frame?

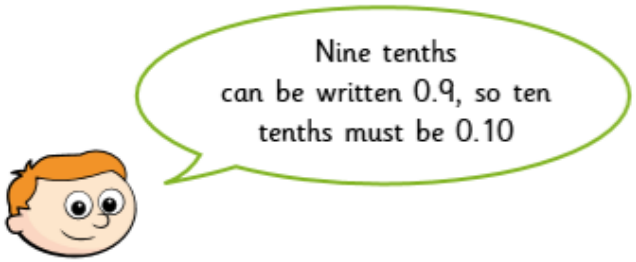
a)

b)



c)

7



Do you agree with Ron? _____

Explain your answer.

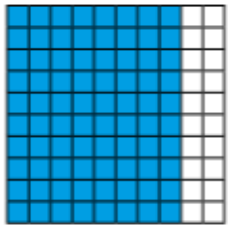
_____

_____

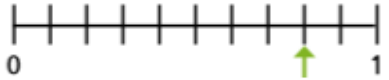
8 Eight tenths can be represented in all of the ways shown.

A

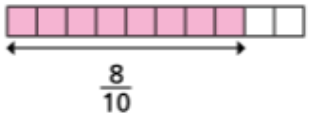
C



B



D



Which do you think is the best representation? _____

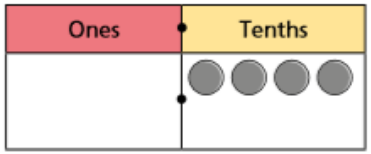
Discuss your answer with a partner.

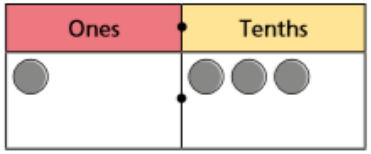
Represent six tenths in each different way.

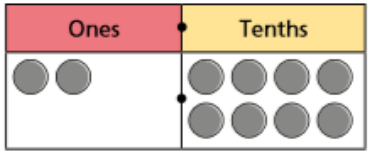
Year 4 lesson 3

Tenths on a place value grid

1 Write the decimal that is shown in each place value chart.

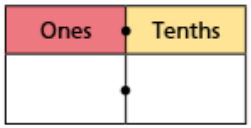






2 Draw counters on the place value charts to represent each number.

a) 2.1

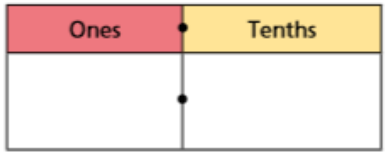


c) 0.2

b) 1.2

d) 2

3 Rosie is using this place value chart to make numbers.



She uses all 8 counters each time.

Complete the sentences.

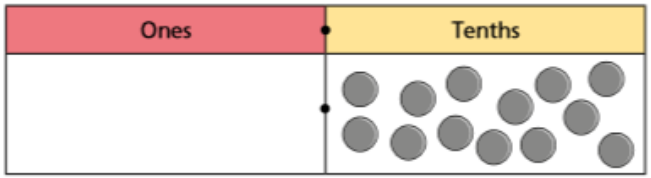
a) The smallest number possible is ☐

b) The greatest number possible is ☐

c) A number between 3 and 4 is ☐

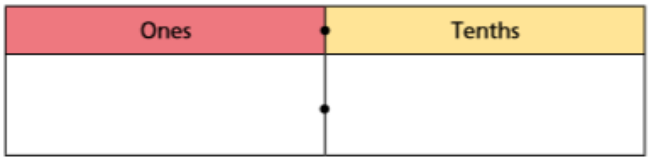
d) The closest possible number to 5 is ☐

4 Tommy has made a number on a place value chart.



a) What number has Tommy represented? ☐

b) Draw counters to show how Tommy could have represented this differently.



c) What method did you use? Talk about it with a partner.

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5 Complete the number sentences to match the place value charts.

a)

Ones	Tenths
2	6

There are ☐ ones and ☐ tenths.

☐ ones + ☐ tenths = ☐ + ☐ = ☐

b)

Ones	Tenths
0	9

There are ☐ ones and ☐ tenths.

☐ ones + ☐ tenths = ☐ + ☐ = ☐

6 Draw counters to represent each number.

Write each number as a decimal.

a) There are 3 ones and 2 tenths.

Ones	Tenths

☐

b) There are 5 ones and 2 tenths.

Ones	Tenths

☐

c) There are 2 tenths.

Ones	Tenths

☐

7 Match the written numbers to the place value charts.

one tenth
twenty-one tenths
twelve tenths
ten tenths

Ones	Tenths
1	2

Ones	Tenths
2	1

Ones	Tenths
1	0

Ones	Tenths
0	1

8

Six tenths added to four tenths makes ten tenths, which is a whole.

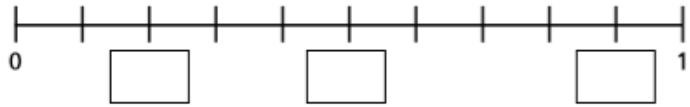
How many other ways can you make a whole from tenths?

Year 4 lesson 4

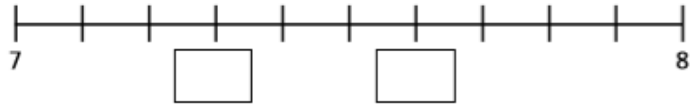
Tenths on a number line

1 Fill in the decimal numbers on each number line.

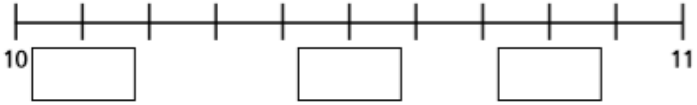
a)



b)



c)

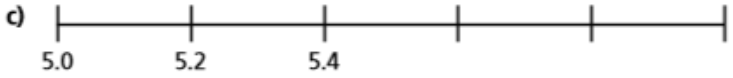


2 Complete the number lines.

a)

b)

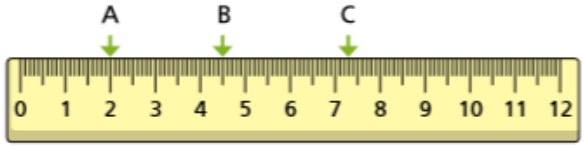
c)



d)

3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.



Point A is ☐ cm along the ruler.

Point B is ☐ cm and ☐ mm along the ruler.

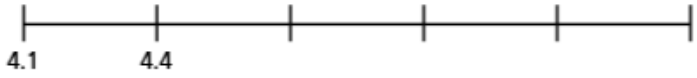
As a decimal it is ☐ cm.

Point C is ☐ cm and ☐ mm along the ruler.

As a decimal it is ☐ cm.

4 Complete the number lines.

a)



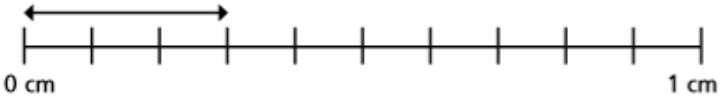
b)

c)

d)

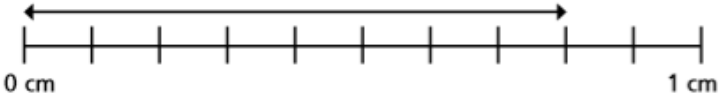
5 How long is each line?

a)



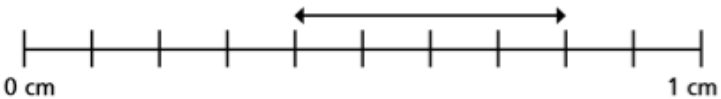
The line is ☐ cm long.

b)



The line is ☐ cm long.

c)

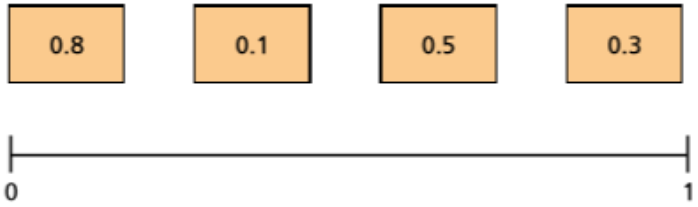


The line is ☐ cm long.

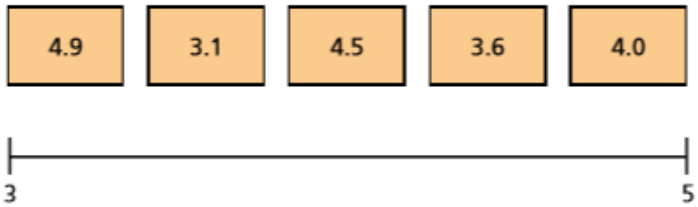
How would your answers have been different if given in millimetres?

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

a)

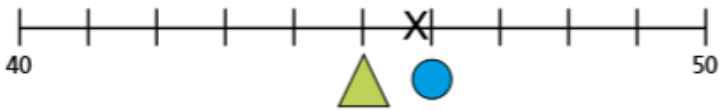


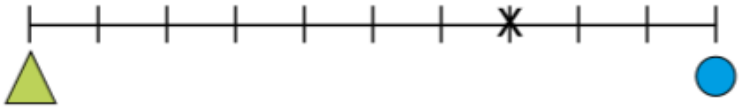
b)



7 The triangle, circle and cross have the same value on both lines.

Work out the values.





△ = ☐ ● = ☐ X = ☐

Create your own problem like this for a friend.

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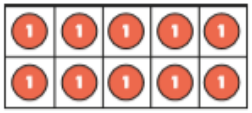
Year 4 lesson 5 (if you want to)

Dividing 1 digit by 10

White Rose Maths

1 Look at the ten frames.

a)



What number is represented? ☐

Complete the division. ☐ ÷ 10 = ☐

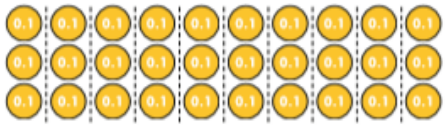
b)

What number is represented? ☐

Complete the division. ☐ ÷ 10 = ☐

c) What is the same? What is different?

2 **a)** What calculation is represented by the counters?



☐ ÷ 10 = ☐

b) Complete the number sentence.

☐ ones divided by ten = ☐ tenths.

3 **a)** Draw counters on the place value chart to show 7

Ones	Tenths

b) Complete the division. 7 ÷ 10 = ☐

c) Draw counters on the place value chart to show your answer.

Ones	Tenths

d) What do you notice?

e) Complete the sentence.

☐ ones divided by ten = ☐ tenths.

4 **a)** Use a place value chart to represent 9

b) Move the counters to the right to represent 0.9

c) Complete the division.

9 ÷ 10 = ☐

d) What do you notice?

e) Complete the sentence.

☐ ones divided by ten equals ☐ tenths.

5

Dora: To divide by 10, you split the counters into 10 equal parts.

Alex: To divide by 10, you put the counters on a place value chart and move them one column to the right.

Who is correct? Circle your answer.

Dora **Alex** **neither** **both**

Compare answers with a partner.

6 Here is a one-digit number on a place value chart.

Ones	Tenths
6	

a) Complete the division.

$6 \div 10 =$ ☐

b) Write your answer on the place value chart.

O	Tth

c) In your own words, describe what happens to the digits in a number when you divide by 10

d) Use this method to work out the divisions.

$7 \div 10 =$ ☐ ☐ $\div 10 = 0.8$

7 Complete the divisions.

a) $4 \div 10 =$ ☐

b) $2 \div 10 =$ ☐

c) ☐ $= 5 \div 10$

d) $9 \div 10 =$ ☐

e) ☐ $\div 10 = 0.3$

f) ☐ $\div 10 = 0.1$

8 Complete the number sentences.

a) $6 \div$ ☐ $\div 10 = 3 \div 10$

b) $24 \div 6 \div 10 =$ ☐ $\div 10$

c) $42 \div$ ☐ $\div 10 = 21 \div 7 \div 10$

d) Write a problem like this for a partner to solve.

Year 5 lesson 1

Decimals up to 2 d.p.

1 What number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01
0	2	3

Complete the sentences.

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐.

2 Represent these numbers on a place value chart.

Complete the sentences.

a) 0.56

There are ☐ ones, ☐ tenths and ☐ hundredths.

b) 0.08

There are ☐ ones, ☐ tenths and ☐ hundredths.

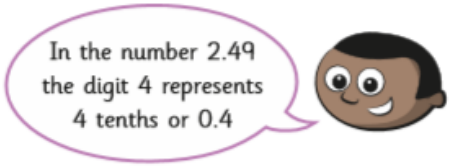
c) 1.48

There is ☐ one, ☐ tenths and ☐ hundredths.

d) 2.07

There are ☐ ones, ☐ tenths and ☐ hundredths.

3 Mo is thinking about tenths and hundredths.



What is the value of the digit 4 in each of these numbers?

a) 14.8 _____ **d)** 42.03 _____

b) 13.74 _____ **e)** 106.48 _____

c) 8.04 _____ **f)** 176.4 _____

4 **a)** Circle the number that has 5 in the tenths position.

53 **5.3** **0.53** **0.35**

b) Write three numbers that have 3 in the hundredths position.

_____

5 Complete the calculations.

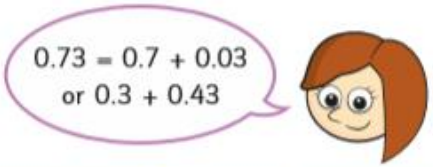
a) 0.64 = 0.6 + ☐

b) 0.53 = 0.5 + ☐

c) 0.3 + 0.05 = ☐

d) 0.06 + 0.8 = ☐

6 Rosie is finding different ways to partition 0.73

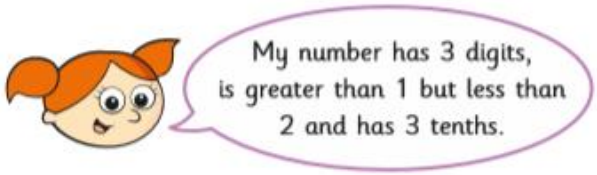


Ones	Tenths	Hundredths
0	7	3

In what other ways can 0.73 be partitioned?

List as many ways as you can below.

7 Alex is thinking of a number.



a) What number could Alex be thinking of?
Talk about it with a partner.

b) Write all the possible numbers Alex could be thinking of.

c) Write another clue that would mean Alex's number is 1.34

8 Match the words to the numerals.

5 ones, 6 tenths and 5 hundredths	0.56
5 tenths and 6 hundredths	60.05
5 ones, 5 tenths and 6 hundredths	5.56
6 tens and 5 hundredths	5.65

9 Annie has three digit cards.

0	2	5

Are the statements true or false? Explain your answers.

a) The largest number Annie can make is 5.02

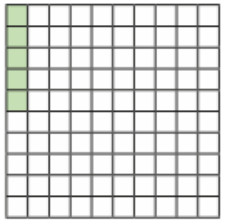
b) The smallest number Annie can make is 0.25

c) Annie can make six different numbers.

Year 5 lesson 2

Decimals as fractions (1)

1 The hundred square represents 1 whole.

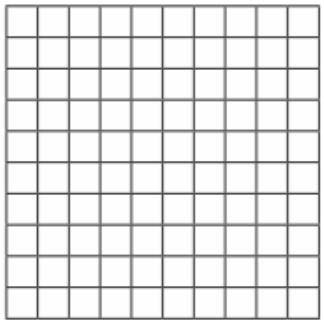


a) What fraction is represented by the shaded squares? ☐

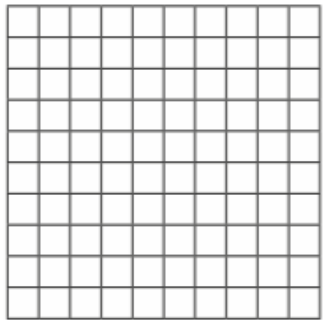
b) Convert the fraction to a decimal. ☐

2 Colour the grid to represent the fraction and the decimal.

a) $\frac{7}{100}$



b) 0.17



3 What fractions and decimals do the counters represent?

a)

fraction = ☐ decimal = ☐

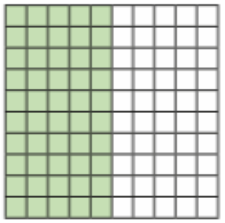
b)

fraction = ☐ decimal = ☐

c)

fraction = ☐ decimal = ☐

4 Amir has coloured part of a hundred square.

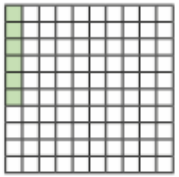


a) What fraction is represented by the coloured squares? $\frac{\square}{100}$

b) Write this fraction in a different way. ☐

c) Write the fraction as a decimal. ☐

5 Huan says he has coloured 0.6 of the hundred square.



Explain the mistake that Huan has made.

_____

_____

6 Write <, > or = to complete the statements.

a) 0.4 ◯ $\frac{40}{100}$

b) 0.02 ◯ $\frac{20}{100}$

c) 0.6 ◯ $\frac{6}{10}$

d) 0.5 ◯ $\frac{5}{100}$

e) 0.88 ◯ $\frac{88}{100}$

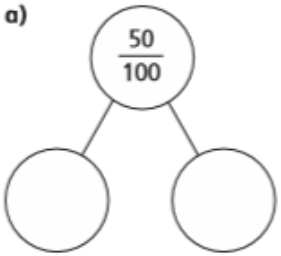
f) 0.88 ◯ $\frac{89}{100}$

7 Complete the table.

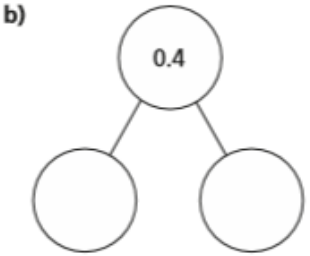
Fifths	Tenths	Decimals
$\frac{1}{5}$	$\frac{\square}{10}$	0.2
$\frac{\square}{5}$	$\frac{4}{10}$	
		0.6
$\frac{4}{5}$	$\frac{8}{\square}$	

8 Complete the part-whole models using fractions or decimals.

a)

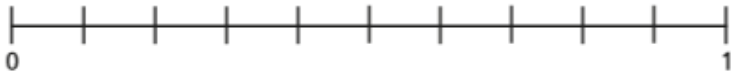


b)



Compare answers with a partner.

9 Here is a number line.



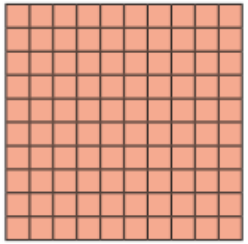
0.3	0.75	0.15	1.0

Draw arrows from the numbers to show their place on the line.

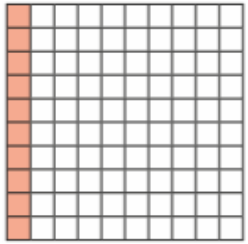
Year 5 lesson 3

Decimals as fractions (2)

1 This grid represents 1

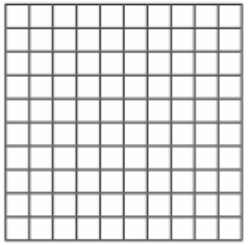


This grid represents 0.1 or $\frac{10}{100}$ or $\frac{1}{10}$

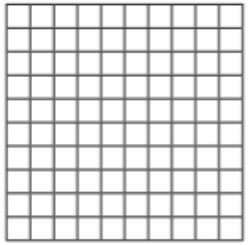


Colour the hundred squares to represent the fractions.

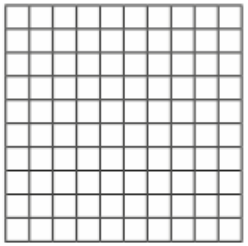
a) $\frac{2}{100}$



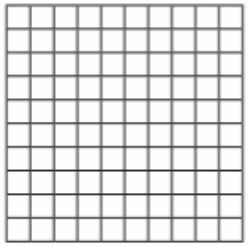
c) $\frac{20}{100}$



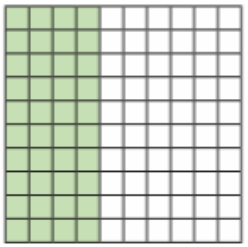
b) $\frac{2}{10}$



d) $\frac{90}{100}$



2 Complete the numbers to show how much of the square is shaded.



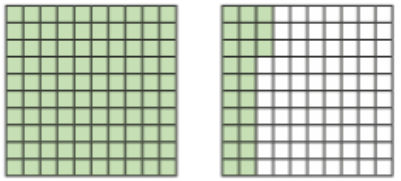
$\frac{\square}{100}$

$\frac{\square}{10}$

0._

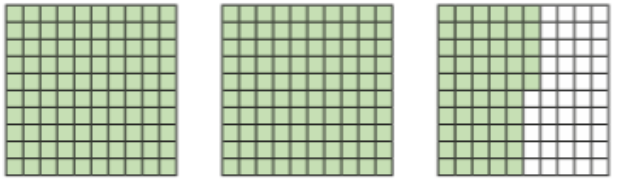
3 What fractions and decimals are represented?

a)



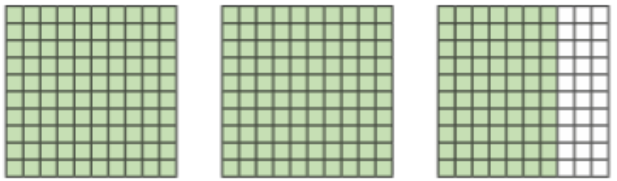
$1\frac{23}{100} = \square$

b)



$\square\ \frac{\square}{100} = \square$

c)



$\square\ \frac{\square}{10} = \square$

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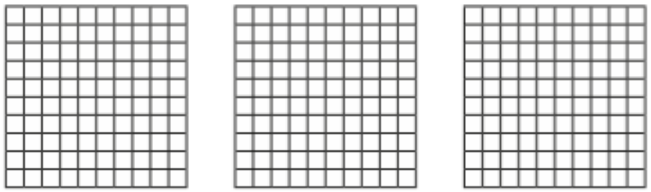
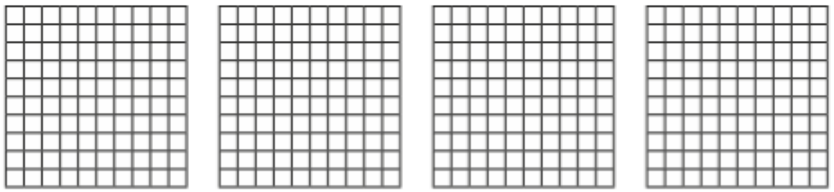
4

a) Represent 2.15

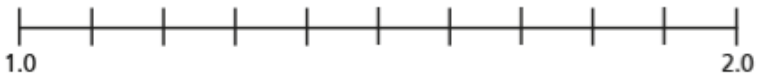


b) Represent $3\frac{7}{10}$



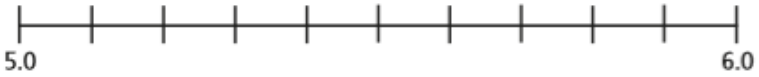
5 **a)** Label the number line with the decimals.

1.3	1.6	1.85	1.98



b) Label the number line with the fractions.

$5\frac{1}{10}$	$5\frac{1}{2}$	$5\frac{73}{100}$	$\frac{590}{100}$



6 Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	2 + 0.1 + 0.03	$2\frac{13}{100}$	$2+\frac{1}{10}+\frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\square}{100}$		
	5 + 0.6 + 0.02			
				8 ones and 2 hundredths

7 Write the decimals as fractions.
Give your answer as a mixed number.

a) $32.6 = \square\frac{\square}{10}$

b) $2.03 = \square\frac{\square}{100}$

c) $13.08 = \square\frac{\square}{100}$

d) $3.98 = \square\frac{\square}{100}$

8 Use the digits 3, 4 and 5 to complete the decimal number.

$\square\square . 0\square$

How many different numbers can you make?

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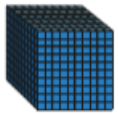
Year 5 lesson 4

Understand thousandths

Rose Maths

1 Tommy is using base 10 to represent decimals.

He uses  to represent 1 whole.

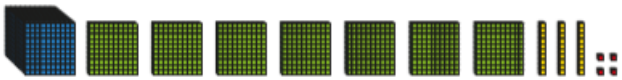
He uses to represent $\frac{1}{10}$ or 0.1

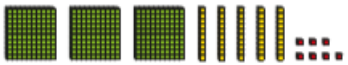
He uses to represent $\frac{1}{100}$ or 0.01

He uses to represent $\frac{1}{1000}$ or 0.01

What decimals are represented?

a)

b) 

c) 

2 a) Represent each number using base 10

0.512 1.352 2.003

b) Use your representations to help you complete the statements.

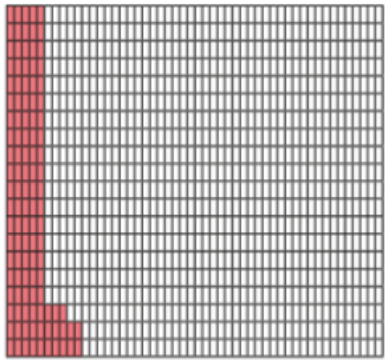
0.512 = 0.5 + 0.01 + ☐

1.352 = 1 + ☐ + ☐ + ☐

2.003 = _____

3 Here is a thousand square.

Part of the square has been coloured.



a) Why do you think it is called a thousand square?

_____

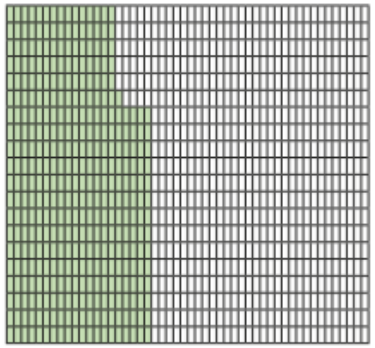
b) What fraction of the square has been coloured? $\frac{\square}{1000}$

c) Write the fraction as a decimal. ☐

4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

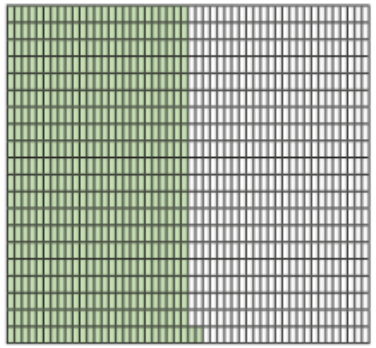
a)



fraction = ☐

decimal = ☐

b)

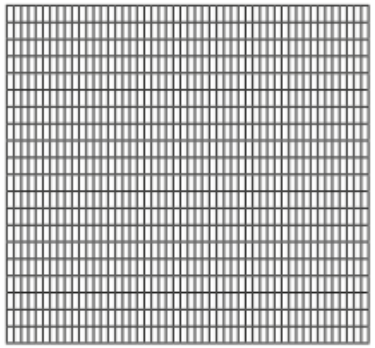


fraction = ☐

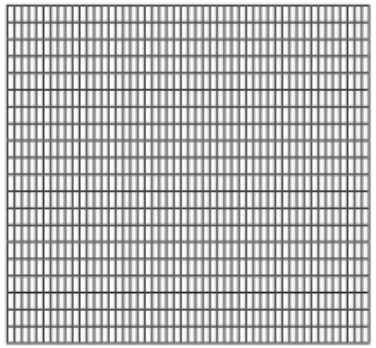
decimal = ☐

5 Colour the grids to represent the fraction and decimal.

a) $\frac{73}{1000}$



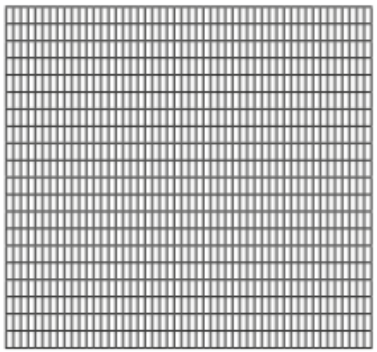
b) 0.302



6 Represent these numbers on a place value chart.

a) 1.372 **b)** 0.091 **c)** 3.542

7 Show that $\frac{400}{1000}$ is the same as 0.4



8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousandths
1 1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01	0.001 0.001 0.001 0.001 0.001 0.001

☐

b)

Ones	Tenths	Hundredths	Thousandths
	0.1 0.1 0.1 0.1 0.1		0.001 0.001 0.001 0.001

☐

Year 5 lesson 5 (if you want to)

Thousandths as decimals

White Rose Maths

1 Represent the numbers on a place value chart.

Write the decimal.

a) 5 ones, 7 tenths, 0 hundredths and 2 thousandths

b) 0 ones, 6 tenths, 2 hundredths and 9 thousandths

c) 7 ones, 0 tenths, 1 hundredth and 3 thousandths

d) 5 ones, 6 tenths, 7 hundredths and 0 thousandths

e) What would these numbers be as fractions?

Talk about it with a partner.

2 Write the mixed numbers as decimals.

a) $4\frac{514}{1000} =$ ☐

b) $6\frac{325}{1000} =$ ☐

c) $2\frac{250}{1000} =$ ☐

d) $1\frac{50}{1000} =$ ☐

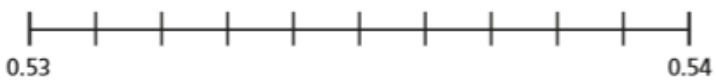
e) $4\frac{5}{1000} =$ ☐

f) $\frac{2}{1000} =$ ☐

3 Mo is placing decimal numbers on a number line.

Draw an arrow from each number to its position on the number line.

0.532	0.535	0.538	$\frac{539}{1000}$



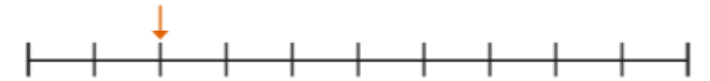
4 What number is the arrow pointing to?

Write each number as a decimal and as a fraction.

a)

decimal = ☐ fraction = ☐/1000

b)



decimal = ☐ fraction = ☐/1000

c)

decimal = ☐ fraction = ☐/1000

5 Complete the table to continue the pattern.

$\frac{57}{1000}$	$\frac{58}{1000}$	$\frac{\square}{1000}$	$\frac{\square}{1000}$				
0.057							

6 Write a decimal to complete the statement.

a) $\frac{7}{10} + \frac{3}{100} + \frac{9}{1000} = \square$

b) $\frac{9}{10} + \frac{7}{100} + \frac{1}{1000} = \square$

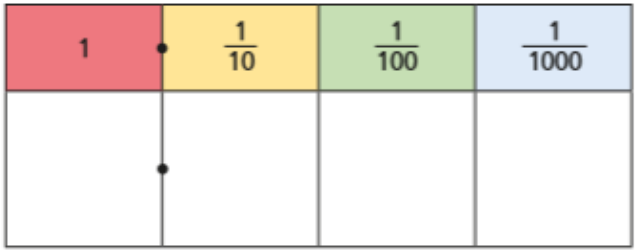
c) $\frac{7}{100} + \frac{9}{10} + \frac{1}{1000} = \square$

d) $\frac{2}{10} + \frac{7}{1000} = \square$

e) $\frac{6}{100} + \frac{3}{1000} = \square$

7 Eva has 12 plain counters.

She makes numbers using the place value chart.



a) List five numbers that Eva could make.

_____

_____

b) What is the greatest and smallest number she can make with all 12 counters?

greatest ☐ smallest ☐

8 Whitney is representing 0.536

$$\frac{50}{100} + \frac{18}{1000} + \frac{18}{1000}$$

a) Is Whitney correct? _____

Explain your answer.

b) Partition Whitney's number another way.

_____

Other Fun Stuff

When you aren't doing some of the work above, why not have a go at something new? Take a look at the things below and don't be scared to let us know how you get on.

Which celebrities are getting involved?

- **Carol Vorderman**

The former *Countdown* presenter has made her online maths school free for all children aged 4-11 until schools re-open.

- **David Walliams**

Children's author and TV personality David Walliams will be releasing a free audio story every day for the next 30 days.

- **Jennifer Garner and Amy Adams**

The Hollywood actors have launched a new Instagram account in aid of charity Save the Children. It features stories told by celebrities.

- **Dan Snow**

Dan Snow, also known as The History Guy, is offering free access to his history documentary channel History Hit for 30 days.

- **Brian Cox**

The professor of particle physics and TV personality has said he will be getting involved with "several great initiatives" over the coming weeks. On Saturday, he took part in a Q&A session for the Comic Shambles Network's Stay At Home Festival.

- **Steve Backshall**

The naturalist, broadcaster and author will be running a live "wildlife chat" on Facebook, Instagram and YouTube on Wednesday night.

- **Joe Wicks (aka The Body Coach)**

Fitness coach Joe Wicks has been broadcasting at-home PE lessons for children of all ages. They are broadcast live on his YouTube channel at 9am every weekday morning.

- **Myleene Klass**

The classical musician and radio presenter is offering free music lessons as part of a "Klass timetable" for children stuck at home.

- **Jamie Oliver**

Chef Jamie Oliver is hosting a nightly cooking show on Channel 4 to help families plan their meals "in these unique times".

- **Theo Michaels**

The former *MasterChef* star is streaming live cooking classes on his Instagram account and YouTube channel.

- **Dame Darcey Bussell**

The former *Strictly* judge's organisation DDMIX for Schools is hosting a 10-minute "shake up" on Facebook Live every day this week.