

# Year 4 - Curriculum - Week 1



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity				
<b>Mental Maths</b> (to aid fluency)	<a href="#">Times Tables Rocks Stars</a> x6 times tables  <i>Offline option: Practise x6 tables up to twelve.</i>	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Number bonds up to 100 – choose your challenge  <i>Offline option: See Day 3</i>	Throw a dice twice. Use the numbers to make a 2-digit number. Find the number bond to 100. Repeat, for 3 minutes.	<a href="https://uk.ixl.com/math/year-4/even-or-odd">https://uk.ixl.com/math/year-4/even-or-odd</a> Even and odd numbers  <i>Offline option: throw a dice to make a 2-digit number. Identify if odd or even, find the next 5 odd/even numbers.</i>	<a href="#">Times Tables Rocks Stars</a> x6 Times Tables  <i>Offline option: Practise x6 tables up to twelve.</i>				
<b>Problem/activity of the day</b>	<p><b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>                      Draw a grid of 4 boxes. Choose four digits from the digits above and put one digit in each box to give you four 2-digit numbers eg</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>1</td> <td>9</td> </tr> </table> <p><b>Explore:</b> Find four <u>different</u> digits that give you four 2-digit numbers which add to a total of 100.</p>	5	2	1	9	<p>Roll a dice 8 times (or use digits <b>1, 2, 2, 3, 4, 5, 6, 6</b>) to make two 4-digit numbers.                      Create a subtraction calculation. Put the highest digit at the start of the first number in your calculation.</p> <p>Use the formal written method to solve (layout below).  <b>Complete 10</b> different formal subtraction calculations.</p>	<p>Use the formal method (layout below) to complete the following calculations:</p> <ol style="list-style-type: none"> <li><math>213 \times 3 =</math></li> <li><math>325 \times 3 =</math></li> <li><math>267 \times 2 =</math></li> <li><math>346 \times 5 =</math></li> </ol> <p><u>Finished? Well done!</u>                      Write an <b>explanation</b> of how you solved question 1 and question 4. What is different in how you solved them?</p>	<p>My friend says she used this fact:  <math>63 \div 9 = \underline{\quad}</math>                      to work out these facts:  <math>126 \div 9 = \underline{\quad}</math>  <math>252 \div 7 = \underline{\quad}</math></p> <p><b>Complete</b> the calculations and <b>explain</b> how these facts could have been linked by my friend.</p>	<p><b><u>How close can you get to 4500?</u></b>  <math>\underline{\quad} \underline{\quad} \underline{\quad} \times 7</math></p> <p>Using the digits 3, 4 and 6 in the calculation above how close can you get to 4500?</p> <p><b>Explore:</b> What is the largest product? What is the smallest product?</p>
5	2								
1	9								
<b>Resources you will need</b>	Paper and pencils. Draw a 2 x 2 grid	Dice (or digits above) Paper and pencil	Paper and pencil	Paper and pencil	Paper and pencil				
<b>Tips, clues or methods to help</b>	Go through the digits methodically.	Draw a place value chart to keep the digits in place. Need help with calculation?							

Adapted from Q1E Trust website