

## Year Four answers 22/4/20

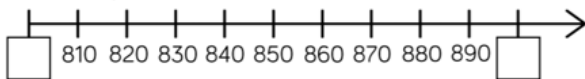
### Maths

Today we are rounding to the nearest 100. See the attached sheet to remind you how to round up and down.

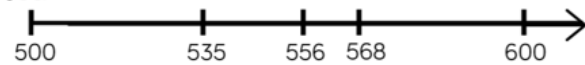
#### Reasoning

#### Fluency

Which multiples of 100 do the numbers sit between?



Say whether each number on the number line is closer to 500 or 600.



Round 535, 556 and 568 to the nearest 100

Use the stem sentence: \_\_\_\_ rounded to the nearest 100 is \_\_\_\_

**535 = 500, 556 = 600, 568 = 600**

Round these to the nearest 100

1. 112 = **100**
2. 571 = **600**
3. 652 = **700**
4. 972 = **1000**
5. 82 = **100**
6. 25 = **0**

Always, Sometimes, Never

1. **Always** – a number with 5 in the tens column will be 50 or above so will always round up.
2. **Sometimes** – a number with 5 in the ones column might have 0-4 in the tens which will not round up but if it has 5-9 in the tens column then it will round up. (Eg 325 rounds down but 375 rounds up).
3. **Sometimes** – a number with a 5 in the hundreds column will round up or down depending on the number in the tens column. (Eg 568 rounds up but 521 rounds down).

#### Mastery

1. To 20 it could be 15 to 24
2. To 10 it could be 5 to 14
3. To 700 it could be 650 to 749
















### English

Lying on the beach as the sun blazed overhead, **the blonde, sharp-eyed boy** stared intently through his magnifying glass at the **creature** in his hand. He was fascinated by the **crab** and the intricate patterns on its shell, with its feathery antennae that waved in the breeze as the **tiny animal** tried to sense whether or not it was in danger. **While his parents sat peacefully and enjoyed the sun**, the boy had spent all day looking for exciting things on the beach. **'One day I'll find something amazing,' he thought to himself**, as he gently laid the crab back on the sand so it could scuttle back to the sea.

I've used **fronted adverbials**, **expanded noun phrases** and **synonyms** to try to keep the opening of my story interesting. I've also ended my opening with **a hint of something exciting** to come in the rest of the story. If you've forgotten to do any of these things, can you edit and improve your sentences?

### Foundation Subject – Science

The tortoise is the tricky one- it has an endoskeleton with a hard shell!

Endoskeleton		Exoskeleton		Hydrostatic Skeleton	
 elephant	 human	 lobster	 prawn	 jellyfish	 worm
 mouse	 killer whale	 tortoise	 ant	 beetle	 slug
 goldfish	 fox	 butterfly			