



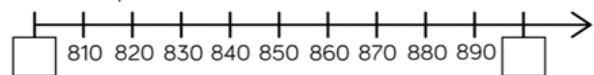
Year Four 22/4/20

Maths

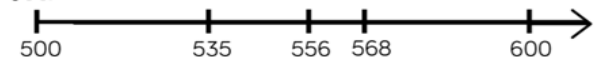
Today we are rounding to the nearest 100. See the attached sheet to remind you how to round up and down.

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 \_\_\_\_.

Round these to the nearest 100

1. 112    2. 571    3. 652
4. 972    5. 82    6. 25

Reasoning

Always, Sometimes, Never

Explain your reasons for each statement. Show some examples.

1. A number with a five in the tens column rounds up to the nearest hundred.
2. A number with a five in the ones column rounds up to the nearest hundred.
3. A number with a five in the hundreds column rounds up to the nearest hundred.

Mastery

Using the digits 0 to 9 (you could make some digit cards on paper), can you make whole numbers that fit the following rules? You can only use each digit once.

1. When rounded to the nearest 10, the answer is 20.
2. When rounded to the nearest 10, the answer is 10
3. When rounded to the nearest 100, the answer is 700.

English

Look at additional resource p1. These are the first two pages of the book. The boy is on the beach with his family and finds a crab which he looks at carefully through his magnifying glass. Look carefully at the picture- it might give you some clues about the characters of the boy and his family. Your task is to write the words to go with the picture so that they can be added to the book. This is the very beginning of the story so think about how a story would start. Write four sentences that begin the story. To make this extra challenging and to make you think, none of your sentences are allowed to start with 'the'. That means you'll have to use fronted adverbials, expanded noun phrases or different determiners instead. On Friday, I'll let you see the sentences I've written. See if you can make yours better than mine!

Foundation Subject – Science

Over the next few weeks we are going to be looking at living things and their habitats. We will think about how to classify (sort) living things into groups based on their features and also thinking about the habitats in which these living things live.

**I can explain the differences between vertebrates and invertebrates.**

One of the ways that scientists classify living things is whether they are vertebrates or invertebrates. A vertebrate is a living thing that **has** a backbone (a spine) and an invertebrate is a living thing that **does not** have a backbone/spine.

An example of a vertebrate would be a human or a fish.

An example of an invertebrate would be a butterfly or a spider.

All vertebrates have their spine and the rest of their skeleton inside their bodies, under their skin. We'd look very strange if we had our skeleton on the outside! **A skeleton that has a spine and is on the inside of the body is called an endoskeleton.** Invertebrates have their skeleton on the outside of their bodies. Their outsides are hard to protect their organs on the inside. They don't need a spine because their hard outer skeleton keeps their shape. **A skeleton on the outside of the body is called an exoskeleton.**

Some living things don't have any kind of skeleton at all and are completely soft. An example of this would be a jellyfish. **Living things without any skeleton at all have what we call a hydrostatic skeleton.**

Look at additional resource p2. Sort the living things into three groups- ones with an endoskeleton, ones with an exoskeleton and ones with a hydrostatic skeleton. Take care- I've thrown a tricky one in there!