

# Year 4 Maths Week 11

## (06.07.20)

### Use Roman numerals to 100

1. Start by reading through the **Learning Reminders**.

Understand place value addition and subtraction of numbers with 3 decimal places.  
Round decimals to the nearest whole, tenth and hundredth.

2

2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 3

Write a number that goes between 2.3 and 2.4.

Sketch a line from 2.3 to 2.4.

2. Tackle the questions on the **Practice Sheet**.  
Then complete the **Mild** (easier) and **Hot** (harder) questions.  
Check the answers.

Practice Sheet (Hot)

Practice Sheet (Mild)

Place value addition and subtraction

1. $4.538 + 0.2$	2. $4.538 + 0.03$
3. $4.538 - 0.004$	4. $4.538 - 0.02$
5. $6.231 + 0.11$	6. $6.231 + 0.101$
7. $6.231 + 0.011$	8. $5.846 - 0.211$
9. $5.846 - 0.13$	10. $5.846 - 0.013$
11. $5.846 - 0.204$	12. $4.789 - 0.001$

**Challenge**

Start at 4.542.  
Add tenths and hundredths to make an addition chain ending with the number 4.627.  
Start at 10.769.  
Subtract tenths, hundredths and thousandths to make a subtraction chain ending with the number 9.782.

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

Deduce the decimal

Mild

**Start in pairs**

Things you will need:  
Two different coloured pencils  
A place value chart  
A card

**What to do**

Without showing your partner, write down a number with three decimal places like the 0.12345.

Be in colour and pencil to double numbers on the place value chart which add to make the number.

- Give your partner the card.
- Your partner looks at the shaded numbers and writes the complete number.
- Does your partner know where you are?
- Swap roles and repeat.
- Be in different coloured pencil to double numbers on the place value chart. Numbers already shaded cannot be re-used.

**Be F-U-N!**

Be in different coloured pencil to double numbers on the place value chart. Numbers already shaded cannot be re-used.

**Learning outcomes**

Understand the value of each digit in a number with three decimal places.  
Add and subtract numbers with three decimal places.

**Practice sheet**

1000s	100s	10s	0001s

4. Have I mastered the topic? A few questions to **Check your understanding**.  
Fold the page to hide the answers!

Identify the value of the '4' in the following numbers:

- 3.407
- 4.821
- 0.043
- 5.104
- 48,739

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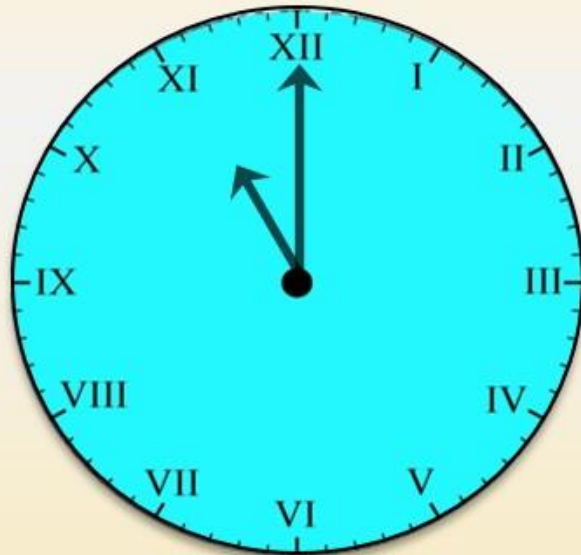
How many times must Dan multiply 0.048 by 10 to get 48,000?

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What number is one hundred times smaller than 0.4?

## Learning Reminders

Use Roman numerals to 100.



This clock uses Roman numerals. All the numbers from 1 to 12 can be written with the 3 letters **I, V and X**. Romans used up to 3 of the same letter, so II is 2 and III is 3.

**V represents 5.**  
IV is 4 (one before 5).  
VI is 6 (one after 5).  
Can you see how the Romans wrote 7 and 8?

**X represents 10.**  
IX is 9 (one before 10).  
XI is 11 (one after 10).  
Can you see how the Romans wrote 12?

Can you continue the pattern?  
Write the Roman numerals for numbers 13 to 18 before looking at the next page!

## Learning Reminders

Use Roman numerals to 100.

XIII is 13

XIV is 14

XV is 15

XVI is 16

XVII is 17

XVIII is 18

20 is written as XX.

XIX is 19.

XXI is 21

XXV is 25



## Learning Reminders

Use Roman numerals to 100.

As well as I, V and X,  
the Romans used  
**L** for 50 and **C** for 100.

They also used **D** for 500  
and **M** for 1000 to help  
write larger numbers.

The Romans would write  
the year 2020 as **MMXX**.

This is how the Romans counted in 10s  
from 10 to 100:  
X, XX, XXX, XL, L, LX, LXX, LXXX, XC, C.



## Practice Sheet Mild

### Roman numerals to 100

Write the numbers before and after each number written using Roman numerals.  
Use the table to help you.

1. X
2. V
3. XX
4. XV
5. LI
6. XXXV
7. XCII
8. LV
9. XL
10. XCIX

1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX

10	X
20	XX
30	XXX
40	XL
50	L
60	LX
70	LXX
80	LXXX
90	XC
100	C

## Practice Sheet Hot

### Roman numerals to 100

Write the numbers before and after each number written using Roman numerals.  
Use the table to help you.

1. X
2. V
3. XX
4. XV
5. LI
6. XXXV
7. XCII
8. LV
9. XL
10. XCIX

1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX

10	X
20	XX
30	XXX
40	XL
50	L
60	LX
70	LXX
80	LXXX
90	XC
100	C

#### Challenge

Solve these questions – give the answers in Roman numerals:

1. IX + VI

2. XXIII – IV

3. XXXVI ÷ VI

4. XI x VII

## Practice Sheets Answers

### Roman numerals to 100 (mild)

1. IX X XI
2. IV V VI
3. XIX XX XXI
4. XIV XV XVI
5. L LI LII
6. XXXIV XXXV XXXVI
7. XCI XCII XCIII
8. LIV LV LVI
9. XXXIX XL XLI
10. XCVIII XCIX C

### Roman numerals to 100 (hot)

1. IX X XI
2. IV V VI
3. XIX XX XXI
4. XIV XV XVI
5. L LI LII
6. XXXIV XXXV XXXVI
7. XCI XCII XCIII
8. LIV LV LVI
9. XXXIX XL XLI
10. XCVIII XCIX C

### Challenge

1. XV
2. XIX
3. VI
4. LXXVII



## A Bit Stuck? Number forum

Work in pairs

### Things you will need:

- Blank grid for Roman numerals 1 to 100
- Blank 1 to 100 grid



What to do:

Group A
52 63 65 71 75 84 92

Group B
58 67 66 79 78 89 99

- Choose three numbers from **Group A** to have a go at writing as Roman numerals.
- How did you get on?  
If you found it tricky, do some more from Group A, but if you're feeling confident have a go with at least four of the numbers from Group B.
- Now you should be ready to fill in the rest of your 1 to 100 grid... Give it a go!

52 = LII
65 =

### *S-t-r-e-t-c-h:*

If you can write Roman numerals up to 100, writing the numbers 101 to 200 should be a piece of cake...  
Grab a blank 100-square and off you go...!

### Learning outcomes:

- I can read and write Roman numerals to 100.
- I am beginning to write Roman numerals for numbers >100.







## Check your understanding

### Questions

Write these numbers in Roman numerals: 39, 1001, 49.

Write these Roman numbers in figures: XLI, LIX, CXLIX

Looking at the calculation  $\mathbf{XC} - \mathbf{X}$ , Polly says 'That's easy...you just take away the X from XC to leave C!'

Is she correct? Explain your ideas.

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*These questions relate to Day 4's learning:*

Here is part of a number sequence.

25 50 75 100 125 ...

Circle all of the numbers below that will appear in the sequence.

235 300 865 450 795

The numbers in this sequence decrease by the same amount each time.

14,507 13,507 12,507 ...

What are the next three numbers in the sequence?

What is the smallest possible positive number in the sequence?

## Check your understanding

### Answers

Write these numbers in Roman numerals: 39, 1001, 49.

39 = XXXIX    1001 = MI    49 = XLIX

Write these Roman numbers in figures: XLI, LIX, CXLIX

XLI = 41    LIX = 59    CXLIX = 149

Looking at the calculation  $XC - X$ , Polly says 'That's easy...you just take away the X from XC to leave C!'

Is she correct? Explain your ideas.

No, since the X in 'XC' represents 10 before 100, i.e. 90, so the question is actually 90 - 10. i.e. 80 or LXXX in Roman numerals.

*These questions relate to Day 4's learning*

Here is part of a number sequence.

25 50 75 100 125 ...

Circle all of the numbers below that will appear in the sequence.

235 300 865 450 795 (i.e. multiples of 25)

The numbers in this sequence decrease by the same amount each time.

14,507 13,507 12,507 ...

What are the next three numbers in the sequence?

11,507 10,507 9,507 (decreasing by 1000 each time).

What is the smallest possible positive number in the sequence? 507

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