Pairs to 100

This is a game for two players.

- Each draw 10 circles. Write a different two-digit number in each circle – but not a 'tens' number (10, 20, 30, 40…).
- In turn, choose one of the other player's numbers.
- The other player must then say what to add to that number to make 100, e.g. choose 64, add 36.
- If the other player is right, she crosses out the chosen number.
- The first to cross out 6 numbers wins.

Mugs

You need a 1 litre measuring jug and a selection of different mugs, cups or beakers.

- Ask your child to fill a mug with water.
- Pour the water carefully into the jug.
- Read the measurement to the nearest 10 millilitres.
- Write the measurement on a piece of paper.
- Do this for each mug or cup.
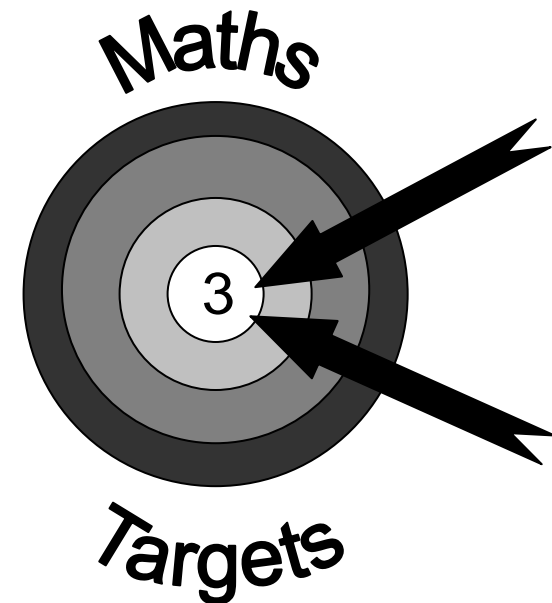- Now ask your child to write all the measurements in order.

All the sixes

Time your child while he / she does one or more of these.

- Count in sixes to 60.
- Count back in sixes from 60 to zero.
- Start with 4. Count on in sixes to 70.
- Start with 69. Count back in sixes to 3.

Next week, try to beat the record.

6 12 18 24 30 36 42

Targets for pupils in Year 4

Maths

3

Targets

A booklet for parents

Help your child with mathematics

By the end of Year 4, most children should be able to…

☐ Use diagrams to identify equivalent fractions (e.g. $^6/_8$ and $^3/_4$, or $^{70}/_{100}$ and $^7/_{10}$); interpret mixed numbers and position them on a number line (e.g. $3^1/_2$)

I can use a fraction to describe a part of a whole. I can show you on a diagram of a rectangle made from eight squares that one half is the same as two quarters or four eighths

☐ Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple

I know my 8 times-table and my 9 times-table

☐ Add or subtract mentally pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35)

I can add and subtract two-digit numbers in my head (e.g. 26 + 47, 43 - 16)

☐ Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)

I can multiply and divide a two-digit number by a one-digit number

☐ Know that angles are measured in degrees and that one whole turn is 360°; compare and order angles less than 180°

I know that angles are measured in degrees. I know that a whole turn is 360 degrees or four right angles

☐ Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)

I can measure lengths, weights, and times to help me find out more about a question I am exploring

☐ Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate

I can collect data and put it in a table to help me explore an idea and find out more about it

_____ is working on the targets that are ticked.

About the targets

These targets show some of the things children should be able to do by the end of Year 4.

A target may be more complex than it seems, e.g. children may be able to subtract 497 from 506 by writing it in columns without realising it is quicker to count on from 497 up to 506 in their heads.

Fun activities to do at home

Left overs

♦ Take turns to choose a two-digit number less than 50.

♦ Write it down. Now count up to it in fours. What number is left over?

♦ The number left is the number of points you score, e.g.

> Choose 27.
> Count: *4, 8, 12, 16, 20, 24.*
> 3 left over to get to 27.
> So you score 3 points.

♦ The first person to get 12 or more points wins.

Now try the same game counting in threes, or in fives.

Can you spot which numbers will score you points?

4 8 12 16 20 24 28 32 36 40