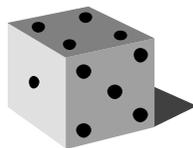


### Number game 3

Use three dice.

If you have only one dice, roll it 3 times.



- ◆ Make three-digit numbers, e.g. if you roll 2, 4 and 6, you could make 246, 264, 426, 462, 624 and 642.
- ◆ Ask your child to round the three-digit number to the nearest multiple of 10. Check whether it is correct, e.g.  
76 to the nearest multiple of 10 is 80.  
134 to the nearest multiple of 10 is 130.  
(A number ending in a **5** always **rounds up**.)
- ◆ Roll again. This time round three-digit numbers to the nearest 100.

### Tables

Practise the 3x, 4x and 5x tables. Say them forwards and backwards.

Ask your child questions like:

What are five threes?

What is 15 divided by 5?

Seven times three?

How many threes in 21?

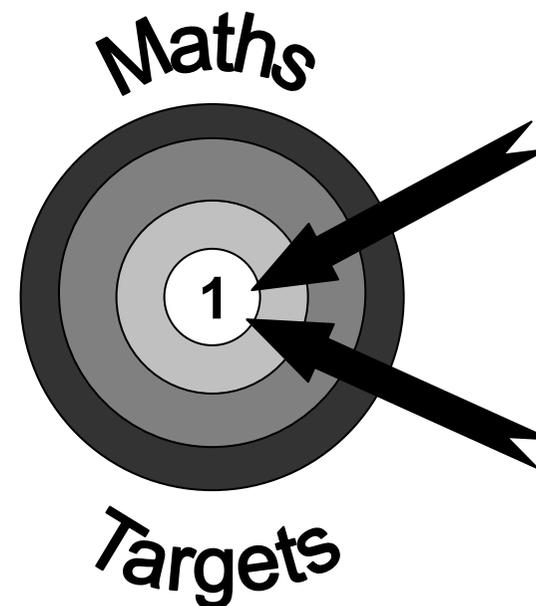
$$8 \times 3 = 24 \quad 24 \div 3 = 8$$

### Measuring

Use a tape measure that shows centimetres.

- ◆ Take turns measuring lengths of different objects, e.g. the length of a sofa, the width of a table, the length of the bath, the height of a door.
- ◆ Record the measurement in centimetres, or metres and centimetres if it is more than a metre, e.g. if the bath is 165 cm long, you could say it is 1m 65cm (or 1.65m).
- ◆ Write all the measurements in order.

# Targets for pupils in Year 4



**A booklet for parents**

Help your child with mathematics

# Targets – Year 4 <sub>1</sub>

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

Use diagrams to identify equivalent fractions (e.g.  $\frac{6}{8}$  and  $\frac{3}{4}$ , or  $\frac{70}{100}$  and  $\frac{7}{10}$ ); interpret mixed numbers and position them on a number line (e.g.  $3\frac{1}{2}$ )

*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  $10 \times 10$ , 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.  $15 \times 9$ ,  $98 \div 6$ )

*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  $360^\circ$ ; compare and order angles less than  $180^\circ$

*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*

## 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

### Number game 1

You need about 20 counters or coins.

- ◆ Take turns. Roll two dice to make a two-digit number, e.g. if you roll a 4 and 1, this could be 41 or 14.
- ◆ Add these two numbers in your head. If you are right, you win a counter. Tell your partner how you worked out the sum.
- ◆ The first to get 10 counters wins.

Now try subtracting the smaller number from the larger one.

### Number game 2

- ◆ Put some dominoes face down.
- ◆ Shuffle them.
- ◆ Each choose a domino.
- ◆ Multiply the two numbers on your domino.
- ◆ Whoever has the biggest answer keeps the two dominoes.
- ◆ The winner is the person with the most dominoes when they have all been used.



\_\_\_\_\_ is working on the targets that are ticked.