

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

Helping your child with Maths



Year 4c

Targets – Year 4 ₃

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

- Know the 2, 3, 4, 5 and 10 times tables by heart, e.g. know facts like 7×5 and $36 \div 4$.
- Round numbers like 672 to the nearest 10 or 100.
- Work out that a simple fraction like $\frac{2}{6}$ is equivalent to $\frac{1}{3}$.
- Work out sums like $26 + 58$ and $62 - 37$ in their heads.
- Work out sums like $234 + 479$ or $791 - 223$ using pencil and paper and writing them in columns.
- Multiply numbers like 38 by 10 or by 100, and divide numbers like 4200 by 10 or by 100.
- Multiply and divide numbers up to 100 by 2, 3, 4 or 5, and find remainders, e.g. 36×3 , $87 \div 4$.
- Change pounds to pence and centimetres to metres, and vice versa, e.g. work out that £3.45 is the same as 345p, and that 3.5 metres is the same as 350 centimetres.
- Tell the time to the nearest minute and use a simple timetable.
- Pick out shapes with similar features, e.g. shapes with sides the same length, or with right angles, or symmetrical shapes.
- Use $+$, $-$, \times , \div to solve problems and decide whether it is best to calculate in their head or on paper.

_____ 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