Games to Play

You can use **anything** as counters to play games eg lego/ buttons/pasta etc. Use dice, playing cards or spinners to make random numbers. Ask your child to explain how they worked their answer out, and in turn explain how you did it.

- When shopping at the supermarket ask your child to add up the cost of some of the items in your trolley.
- **In the car** use the numbers on number plates to generate quick mental addition/subtraction questions, or use mile signs to ask questions about how far.
- The answer is 56. What is the question? Use different numbers.
- Use the TV guide to work out how much time is spent on the news on one channel.
- Plan a trip somewhere - how much will it cost?

Websites

http://www.mad4maths.com/parents/
http://www.direct.gov.uk/en/Parents/SchoolslearninganddevelopmentHelpingYourChildToLearn/DG_4016596
http://woodlands-junior.kent.sch.uk/Homework/
http://www.bbc.co.uk/skillswise/numbers/wholenumbers/
http://www.educationcity.com/home/en/

If your child is finding the methods in this leaflet challenging, remind them of the methods they already know from Year 3. This leaflet is also available to help you. Please contact the class teacher if you have any questions or worries.

Acknowledgements: Leicestershire Primary Team.

Parent's Guide to

DUNDRY C.E.V.C. PRIMARY SCHOOL

Mathematics Year 4

This guide is designed to help you understand how your child is taught mathematics in school. There are examples of addition, subtraction, multiplication and division, together with some of the language we use in school. On the back page you will find some ideas for games and helpful websites.

The emphasis of mathematics teaching in Lower Key Stage 2 **is on children working mentally, with calculations recorded in horizontal number sentences, with some 'jottings' for more challenging numbers.** As they progress through Key Stage 2, children are taught more formal methods of calculating. Use this guide to know which method your child is learning.

The Year 3 leaflet gives examples of the methods with which the children are already familiar. It is OK if children need to continue using these methods.

Addition

Children use their mental recall of number bonds and informal jottings to help them add larger numbers. We use **partitioning** numbers to add. We ensure knowledge of the value of numbers 3012 is 2 Units, 1 Tens, 0 Hundreds and 3 Thousands.

Partitioning

86 + 43 =

80 + 40 = 120

6 + 3 = 9

120 + 9 = 129

Column method
Introduced in summer term with children who are confident in the concept of place value.

Vocabulary:

Partitioning - splitting a number into tens and units: 23 is 20 + 3

Digit - number, the value depends on its position in a number.

Add **total** **altogether** **more than** **plus**

Subtraction

We subtract on a numberline, by counting on from the smallest number to the largest number to find the difference, as in Year 3. 46-23=

We use our knowledge of Inverse to check our answers.

46– 23= 23 23+ 23 =46

Vocabulary

Take away partition less than jump on difference count back subtract count on minus

Multiplication

In Year 4 we concentrate on knowing the **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9** and **10** times tables by heart. We continue reinforcing understanding of multiplication through **arrays**, eg 2 x 5 =10

And knowing this is the same as

5 x 2 =10

5 + 5 =10

2+ 2+ 2+ 2+ 2=10

In the summer term we learn to use the grid method to multiply larger numbers. Eg 64 x 6 =

X	60	4
6	360	24

360 + 24 = 384

Vocabulary

Inverse (opposite calculation, eg x is opposite of -)

Arrays pictoral representations of groupings

multiply count on/back in groups of times

Division

We teach this through practical and pictoral images such as **arrays** and using sharing and grouping. We use our knowledge of our times table facts to work out divisions.

40÷ 10=4

(4x 10 = 40)

We also start to look at remainders e.g. 19 ÷ 2= 9r1, by knowing that 9x2=18 and one left over equals 19.

Vocabulary

share divide groups of remainder