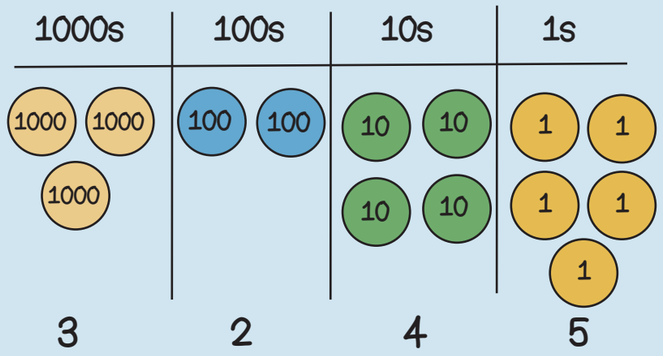


three thousand, two hundred and forty-five

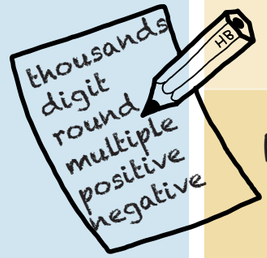
3 thousands, 2 hundreds, 4 tens and 5 ones

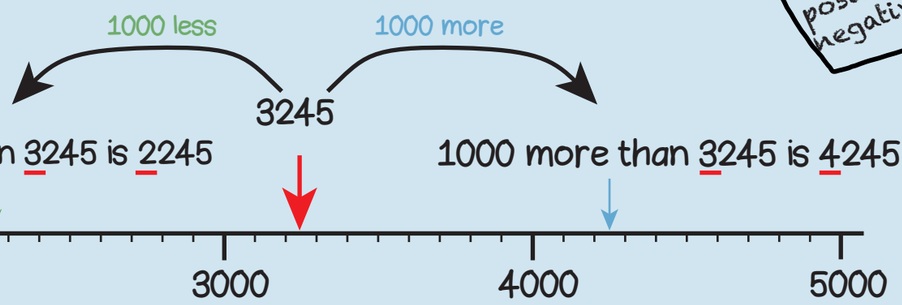
In order from smallest to largest

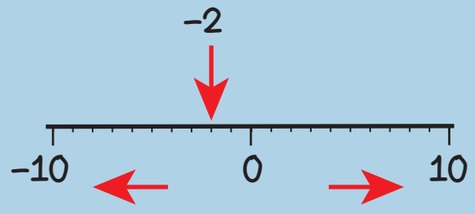
2987, 5894, 6080

4261, 4406, 4540

Stop and look.
What do you notice?







5 or more - round up
4 or less - round down

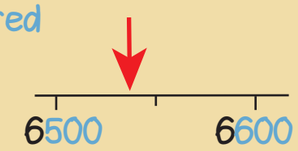
Round to the nearest ten

6 5 3 8 → 6 5 4 0



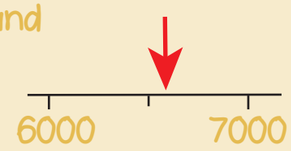
Round to the nearest hundred

6 5 3 8 → 6 5 0 0

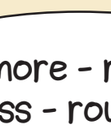


Round to the nearest thousand

6 5 3 8 → 7 0 0 0



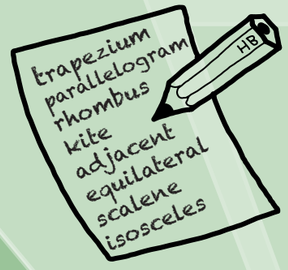
Year 4 Term 1



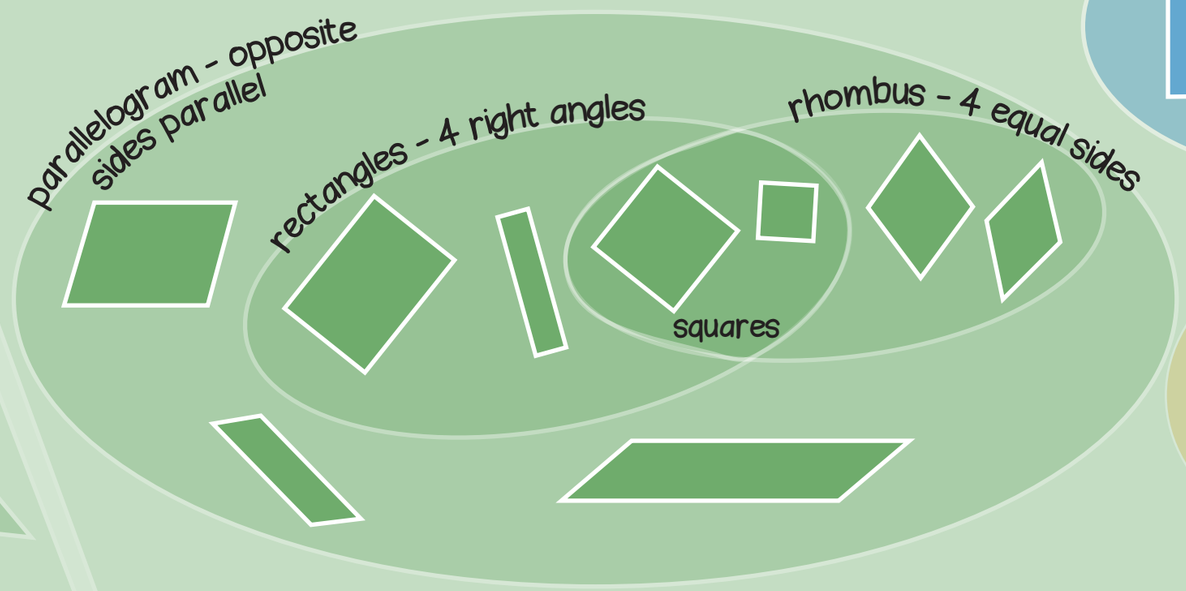
Equilateral Triangles
3 equal sides

Isosceles Triangles
2 equal sides

Scalene Triangles
all sides different



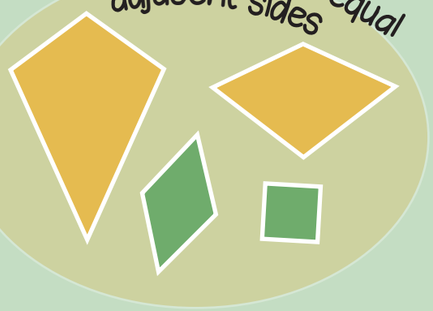
Quadrilaterals are shapes with
4 straight sides



Trapezium - exactly one pair of parallel sides



Kites - 2 pairs of equal adjacent sides



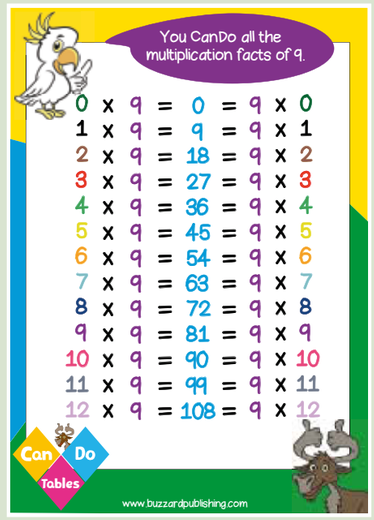
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If I know... then I also know...

The digit sum of multiples of 6 is 3, 6 or 9

All multiples of 6 are even numbers.





The digit sum of multiples of 9 is 9

An odd number multiplied by 9 gives an odd product.



An odd number multiplied by 7 gives an odd product.

An even number multiplied by 7 gives an even product.

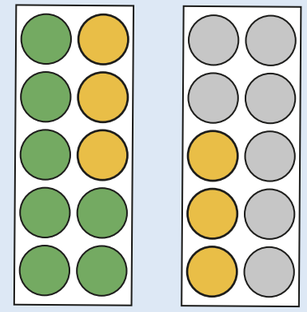
$64 \times 0 = 0$
The product of a number and zero is zero.

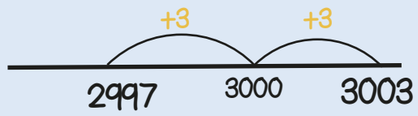
$64 \times 1 = 64$
The product of a number and 1 is the number itself.

$64 \div 1 = 64$
The quotient when dividing a number by 1 is the number itself.

Can Do maths

2997 + 6
Bridging boundaries



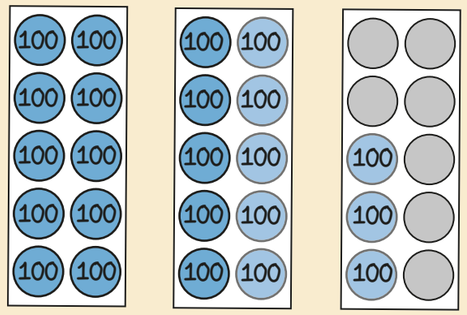


If I know
7 + 6 = 13
then...

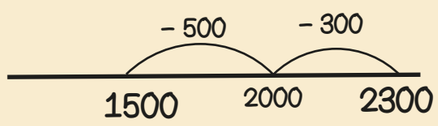
Year 4 Term 2



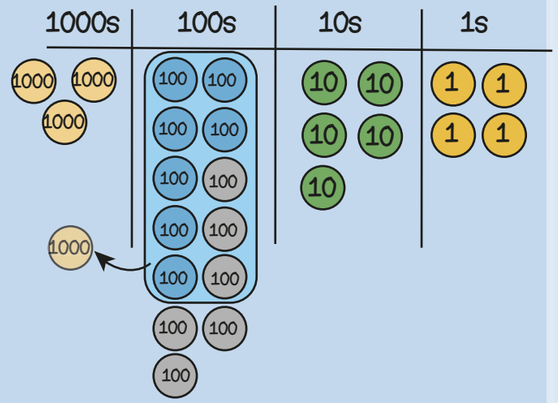
2300 – 800
Bridging boundaries by counting back in efficient steps

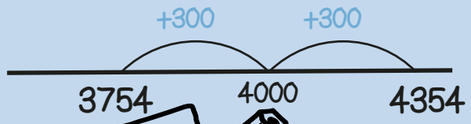


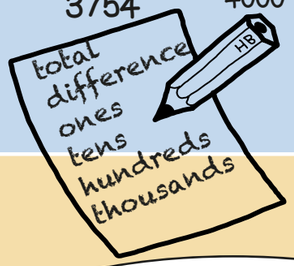
2300 – 300 – 500 = 1500



3754 + 600
Add multiples of ten and a hundred



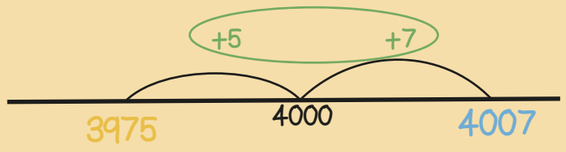




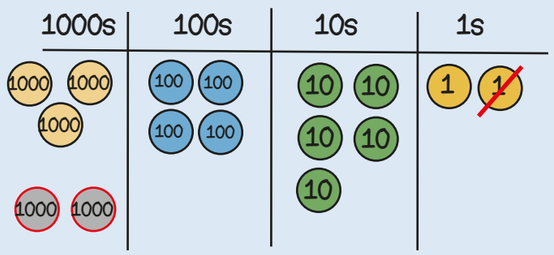
3995 – 4007
Find the difference between two numbers



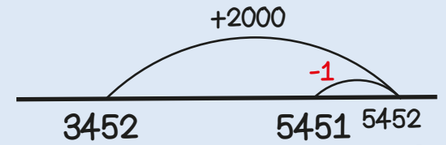
Count on 5 from 3995 to 4000, then 7 more so the difference between them is 5 + 7 = 12



3452 + 1999
Round then adjust

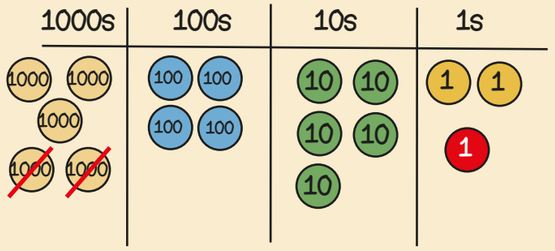


Add 2000 then subtract 1

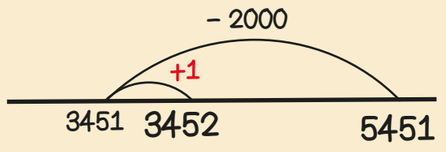


Stop and Look!
What do you notice?
What's the most efficient way?

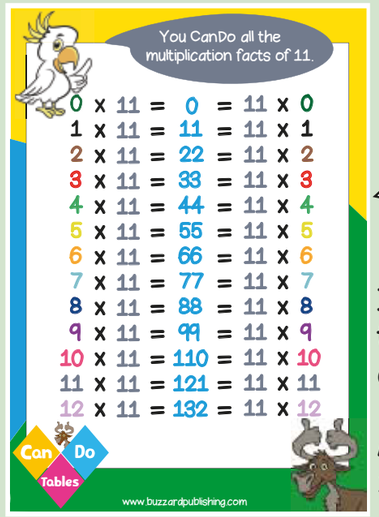
5451 – 1999
Round then adjust



Take away 2000 then add 1



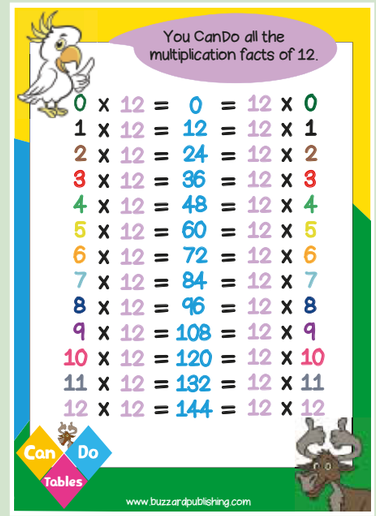
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If I know... then
I also know...

If the digits are the same then a 2-digit number is divisible by 11

An odd number multiplied by 11 gives an odd product.



A number is divisible by 12 if it is divisible by 3 and 4

All multiples of 12 are even numbers.



$12 \times 6 = 72$ $6 \times 12 = 72$
$72 = 12 \times 6$ $72 = 6 \times 12$
$72 \div 12 = 6$ $72 \div 6 = 12$
$6 = 72 \div 12$ $12 = 72 \div 6$

If I know... then
I also know...

$5 \times 2 \times 6 = 60 = 6 \times 2 \times 5$

$5 \times 2 \times 6$
$= 10 \times 6$
$= 60$

$5 \times 2 \times 6$
$= 5 \times 12$
$= 60$

$5 \times 2 \times 6$
$= 2 \times 30$
$= 60$

Can Do maths

Year 4 Term 3

3543 + 2312
No regrouping

1000s	100s	10s	1s
1000 1000 1000	100 100 100 100 100	10 10 10 10	1 1 1
1000 1000	100 100	10	1 1

$$\begin{array}{r} 3\,5\,4\,3 \\ +\ 2\,3\,1\,2 \\ \hline 5\,8\,5\,5 \end{array}$$

$3 + 2 = 5$
$4 + 1 = 5$
$5 + 3 = 8$
$3 + 2 = 5$

multiple
factor
product

3544 + 2318
Regrouping the ones

1000s	100s	10s	1s
1000 1000 1000	100 100 100 100 100	10 10 10 10	1 1 1 1 1 1 1 1
1000 1000	100 100	10	1 1 1 1 1 1

10

$$\begin{array}{r} 3\,5\,4\,4 \\ +\ 2\,3\,1\,8 \\ \hline 5\,8\,6\,2 \\ \not{1} \end{array}$$

Regroup the 12 ones into 1 ten and 2 ones

regroup
exchange
ones
tens
hundreds
thousands

3544 + 2658
Regrouping in multiple columns

1000s	100s	10s	1s
1000 1000 1000	100 100 100 100 100	10 10 10 10	1 1 1 1 1 1 1 1
1000 1000	100 100	10	1 1 1 1

1000 100 10

$$\begin{array}{r} 3\,5\,4\,4 \\ +\ 2\,6\,5\,8 \\ \hline 6\,2\,0\,2 \\ \not{1}\ \not{1}\ \not{1} \end{array}$$

If the column sum is equal to ten or more, we must regroup.

Stop and Look!
What do you notice?
Where will we regroup or exchange?

3543 – 1216
Exchanging tens

1000s	100s	10s	1s
1000 1000 1000	100 100 100	10 10 10	1 1 1 1 1 1 1 1 1 1 1 1 1 1

$$\begin{array}{r} 3\,5\,{}^{3}\not{4}\,{}^{1}3 \\ -\ 1\,2\,1\,6 \\ \hline 2\,3\,2\,7 \end{array}$$

If the ones digit in the minuend is less than the ones digit in the subtrahend, I need to exchange 1 ten for 10 ones.

3343 – 1756
Exchanging in multiple columns

1000s	100s	10s	1s
1000 1000 1000	100 100 100 100 100 100 100 100 100 100	10 10 10 10 10 10 10 10	1 1 1 1 1 1 1 1

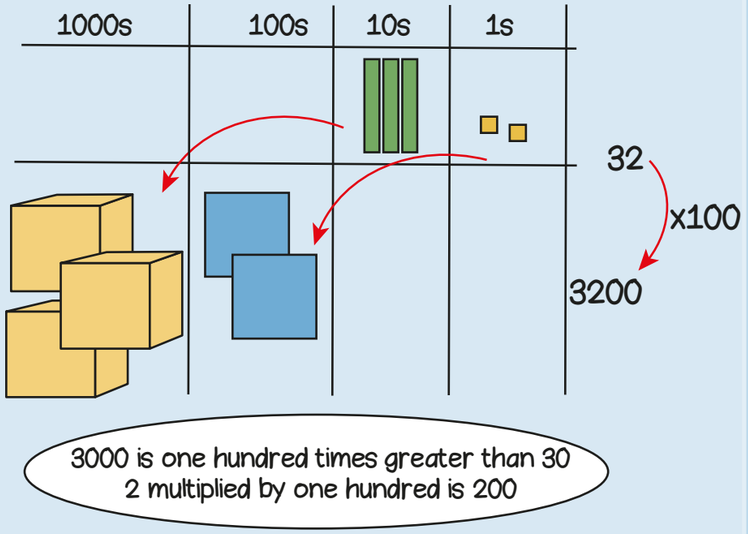
$$\begin{array}{r} {}^{2}\not{3}\,{}^{1}\not{3}\,{}^{3}\not{4}\,{}^{1}3 \\ -\ 1\,7\,5\,6 \\ \hline 1\,5\,8\,7 \end{array}$$

3543 – 835
Different numbers of digits

$$\begin{array}{r} {}^{2}\not{3}\,{}^{1}3\,{}^{3}\not{4}\,{}^{1}3 \\ -\ \ 8\,3\,5 \\ \hline 2\,5\,0\,8 \end{array}$$

Line up the ones with the ones, the tens with the tens.

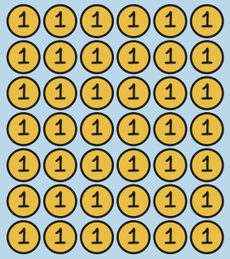
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3000 is one hundred times greater than 30
2 multiplied by one hundred is 200

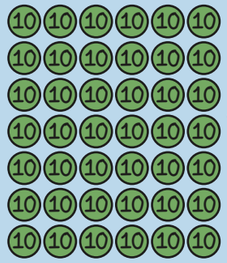
70 x 6 = ?
If I know 7 x 6 = 42
then I know 70 x 6 = 420
because it is ten times greater

7 x 6 = 42

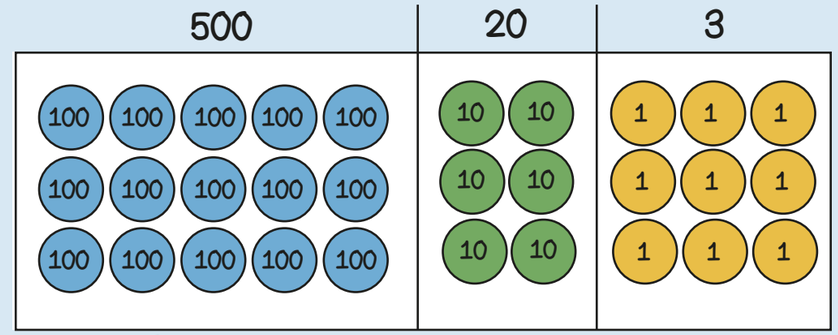


7 x 10 x 6
= 42 x 10
= 420

70 x 6 = 420
7 x 60 = 420



multiplier
product
regroup



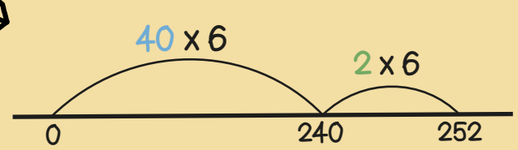
5 2 3
x 3
1 5 6 9

3 is one hundred times smaller than 300

252 ÷ 6
= 240 ÷ 6 + 12 ÷ 6
= 40 + 2
= 42

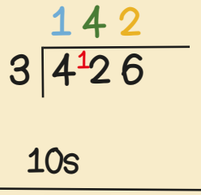
If I know 24 ÷ 6 = 4
then I also know
240 ÷ 6 = 40

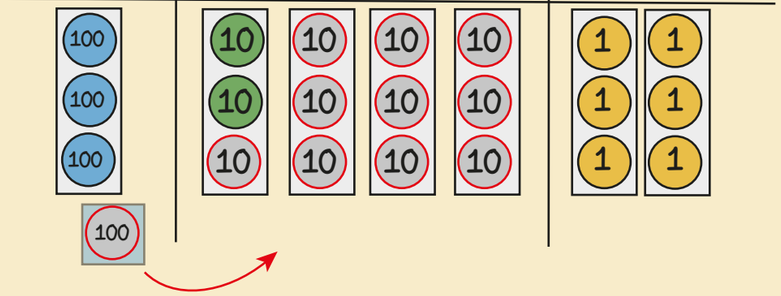




dividend
divisor
exchange
remainder
quotient

426 ÷ 3





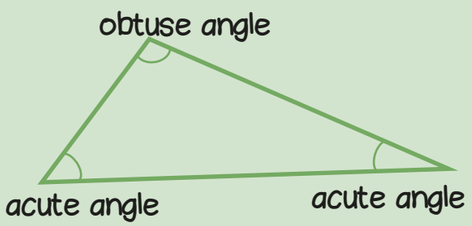
Year 4 Term 4

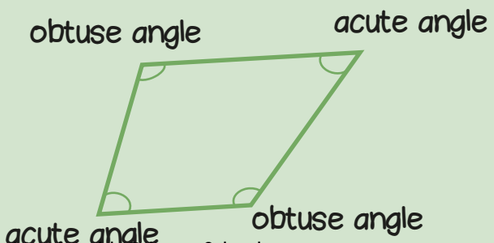
An acute angle is smaller than a right angle

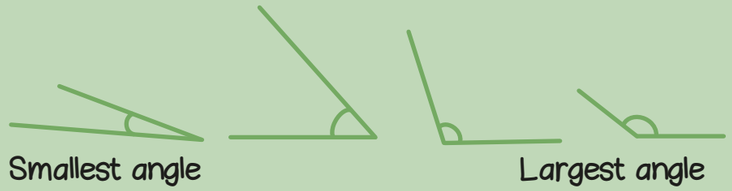
An obtuse angle is greater than a right angle



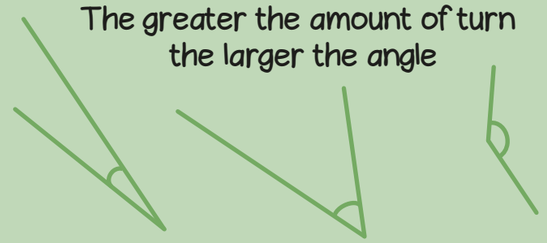
angle
acute
obtuse
right angle



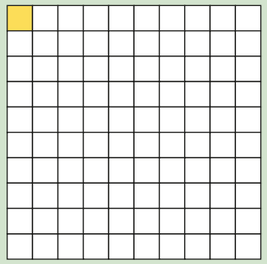




The greater the amount of turn
the larger the angle

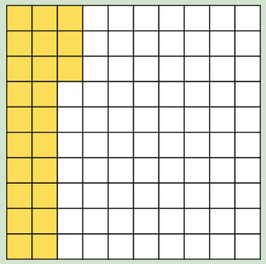


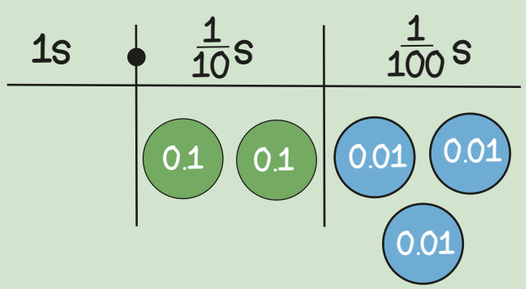
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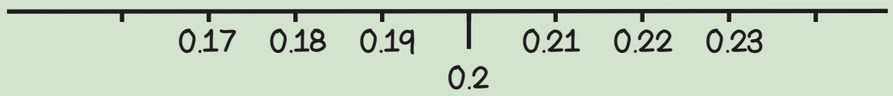
one hundredth
one out of 100 equal parts
one divided by one hundred

$\frac{1}{100} = 0.01$



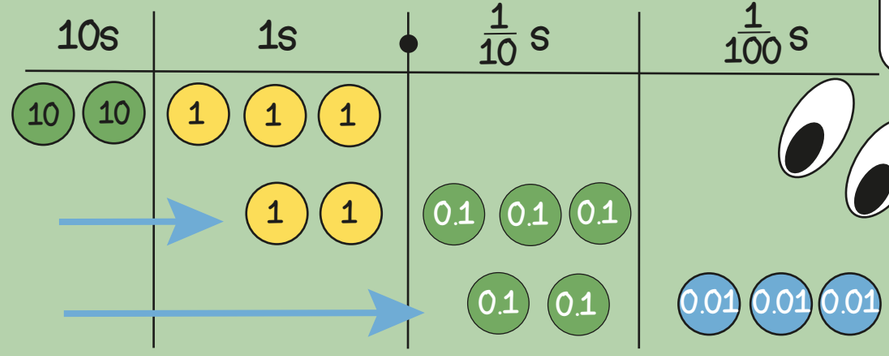


$\frac{23}{100} = 0.23$



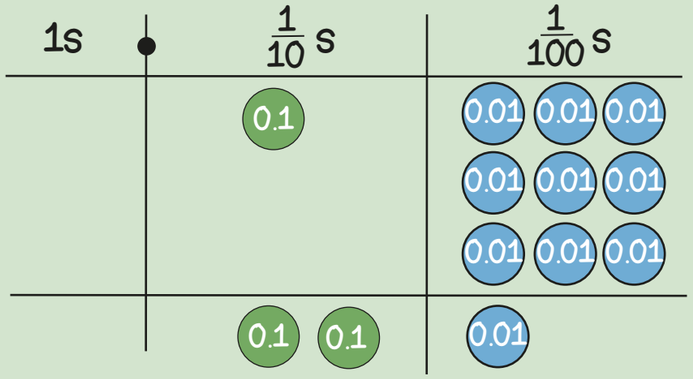
Year 4 Term 5



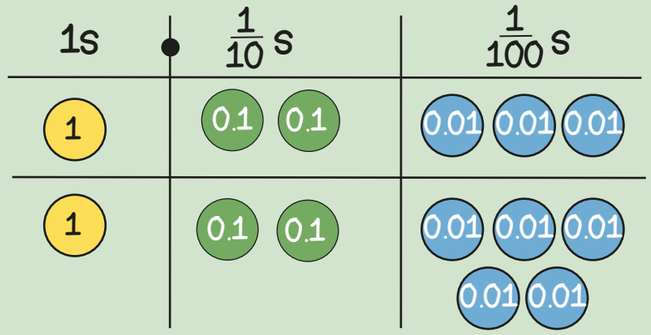


$23 \div 10 = 2.3$
move digits 1 place right

$23 \div 100 = 0.23$
move digits 2 places right

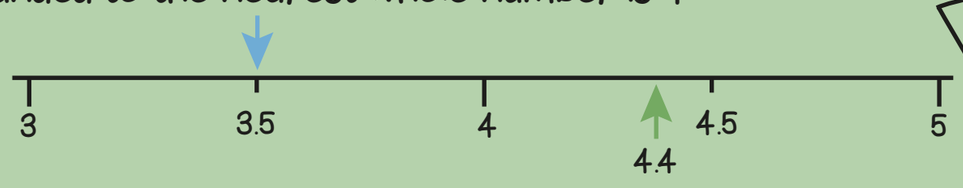


$0.21 > 0.19$

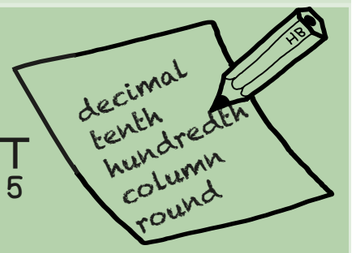


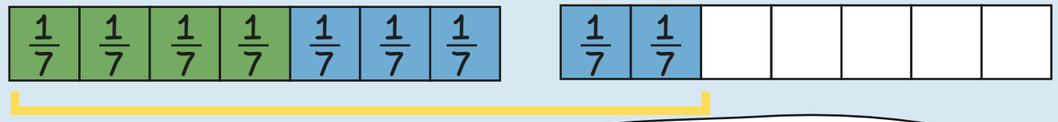
$1.23 < 1.25$

3.5 rounded to the nearest whole number is 4



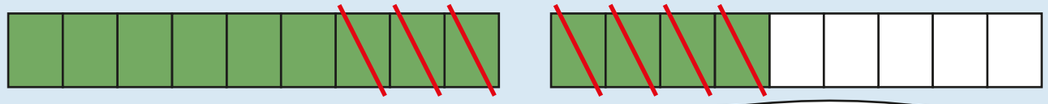
4.4 rounded to the nearest whole number is 4





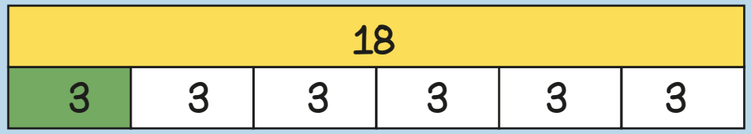
$\frac{4}{7} + \frac{5}{7} = \frac{9}{7}$

When adding fractions with the same denominators the denominator stays the same, just add the numerators.

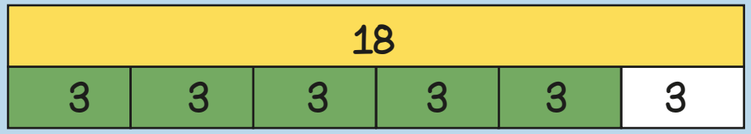


$\frac{13}{9} - \frac{7}{9} = \frac{6}{9}$

When subtracting fractions with the same denominators the denominator stays the same, just subtract the numerators.

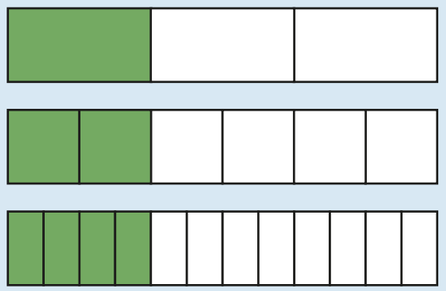


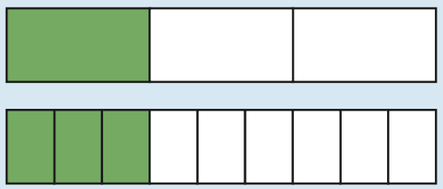
$\frac{1}{6}$ of $18 = 3$

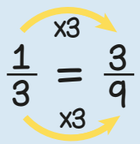


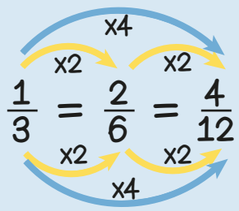
$5 \times 3 = 15$

$\frac{5}{6}$ of $18 = 5 \times 3 = 15$



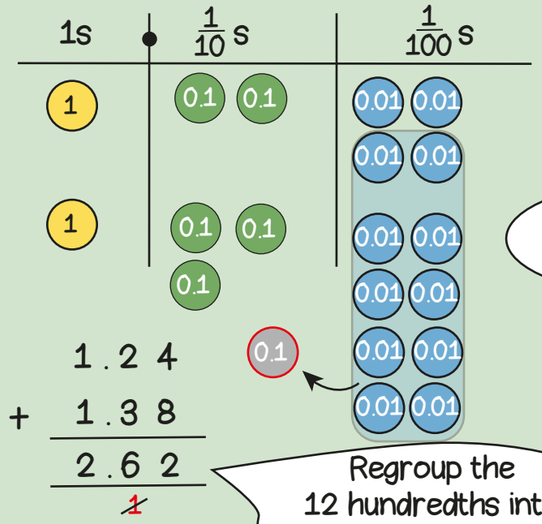




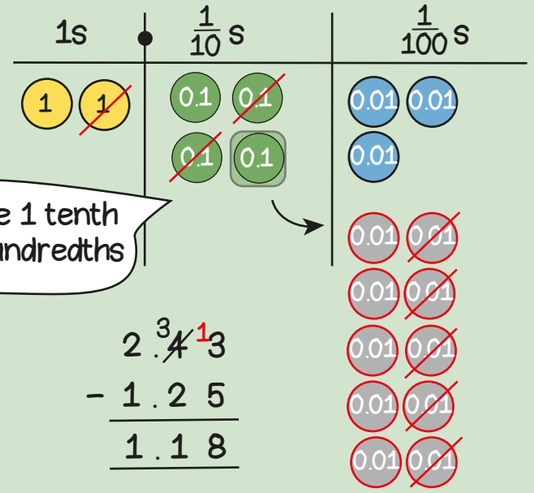


Use the same multiplier on the numerator and denominator.

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Regroup the 12 hundredths into 1 tenth and 2 hundredths



Exchange 1 tenth for 10 hundredths

0.54 + 0.32 = ?

If I know 54 + 32 = 86
then I know
54 hundredths + 32 hundredths
= 86 hundredths
so ...
0.54 + 0.32 = 0.86

I can calculate these mentally!

0.9 – 0.4 = ?

If I know 9 – 4 = 5
then I know
9 tenths – 4 tenths = 5 tenths
so ...
0.9 – 0.4 = 0.5

regroup exchange ones tenths hundredths

Year 4 Term 6

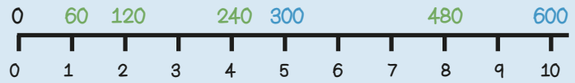
10 to 3 in the morning
2:50 a.m.
02:50



10 to 3 in the afternoon
2:50 p.m.
14:50

24 hour digital convert

1 hour = 60 minutes
so 4 hours = 240 minutes

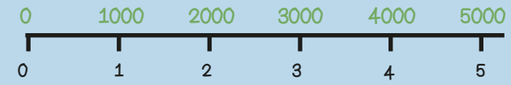


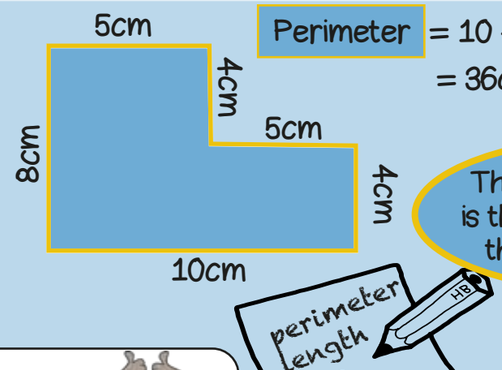
1 year = 52 weeks
so 5 years = 260 weeks



1 week = 7 days
so 4 weeks = 4 x 7 = 28 days

1 kilometre = 1000 metres
1 kilogram = 1000 grams
1 litre = 1000 millilitres





Perimeter = 10 + 8 + 5 + 4 + 5 + 4
= 36cm

The perimeter of a shape is the total distance around the outside of the shape

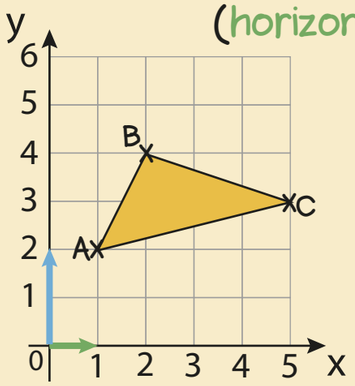
perimeter length area squares

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Area = 20 squares

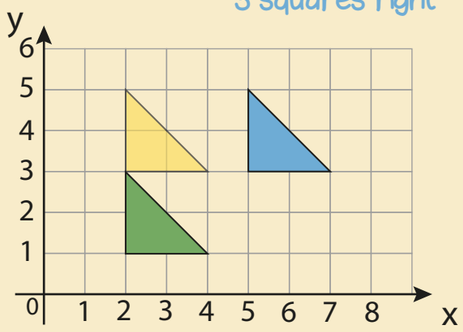
The area of a shape is the amount of space inside a shape.

Coordinates
(horizontal, vertical)



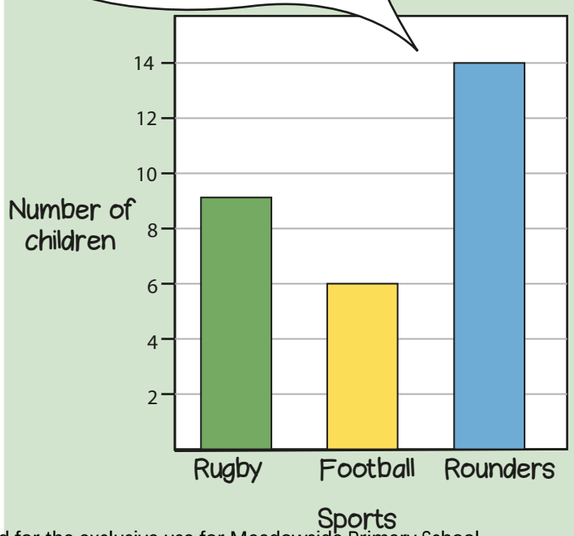
The coordinates of the points are:
A = (1, 2)
B = (2, 4)
C = (5, 3)

Translate the triangle
2 squares up and
3 squares right

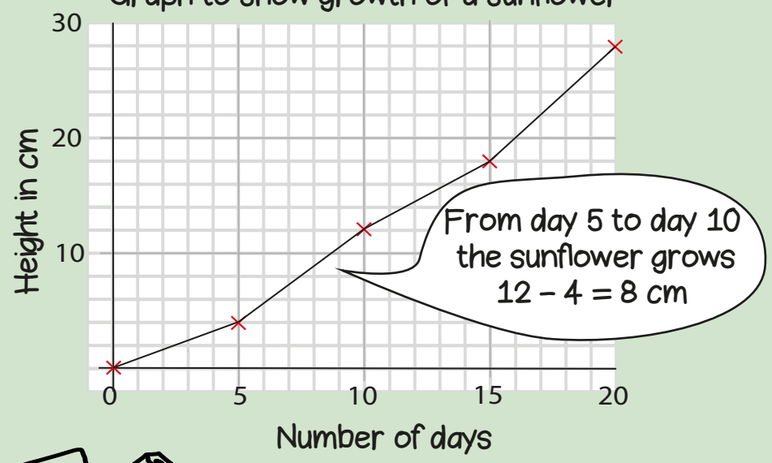


coordinates axes plot translate

14 – 9 = 5
so 5 more children like rounders than rugby



Graph to show growth of a sunflower



From day 5 to day 10 the sunflower grows
12 – 4 = 8 cm

bar chart graph axes scale

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