



Year 4: Summer term 1

Topics studied this half term:

Money
Time
Statistics

Within money, your children will be learning about:

- Pounds and pence
- Ordering money
- Estimating money
- Four operations

Within time, your children will be learning about:

- Hours, minutes and seconds
- Years, months, weeks and days
- Analogue to digital – 12 hour
- Analogue to digital – 24 hour

Within statistics, your children will be learning to:

- Interpret charts
- Comparison, sum and difference
- Introducing line graphs
- Line graphs

Tips for good homework habits:

Talk to your child about maths and use a wide range of vocabulary.

Addition and subtraction (money)

HERE'S THE MATHS

Your child is continuing to consolidate the formal written method of addition, using carrying digits. They need to take care to line the figures up neatly at the right-hand side and ensure that digits are written under digits of the same place value.

ACTIVITY

$$\begin{array}{r} \text{£ } \square \square . \square \square \\ \text{£ } \square \square' \square \square \\ \hline \text{£ } 100.00 \end{array}$$

You will need:
1–6 dice
pencil and paper
colours

What to do

- Both draw this grid.
- Roll the dice and agree a place to put the number.
- Repeat twice more so that a total of three numbers have been placed in the same positions on both your and your child's grids.
- Take a few minutes to find as many solutions as possible that give a total of £100.
- Check each other's answers. Discuss strategies.
- Repeat with new numbers.

Variations

- To make it easier, make the total £10 and put two numbers on the grid.
- To increase the challenge, make the target total £1000.

QUESTIONS TO ASK

What is the function of the zero in 4086?
What is $6000 + 300 + 70 + 2$?
How many ways can you make £1000 using two numbers that are multiples of £100?
What is the total of $1999 + 1999$?

Fractions

HERE'S THE MATHS

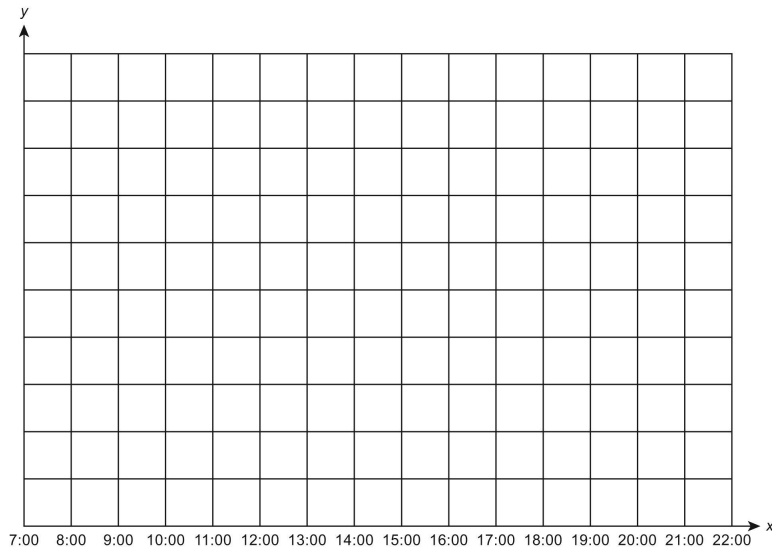
Your child is learning how to find a non-unit fraction by dividing by the denominator and multiplying by the numerator, e.g. to find $\frac{3}{4}$ of 28, divide by 4 to find a quarter, which is 7. Then multiply 7 by 3 to find $\frac{3}{4}$. Your child is also developing their understanding of equivalent fractions, for example $\frac{2}{4} = \frac{1}{2}$.

Statistics

HERE'S THE MATHS

Examples of discrete data are favourite fruits or colour of cars. Most of the data handling your child has learned up to Year 4 has been discrete data, displayed in bar charts or pictograms. They are now handling continuous data, notably time graphs. They are learning about scale intervals and sensible numbers to use.

ACTIVITY



What to do

- Take turns to draw a line on the graph and explain the scenario that it represents.
- Ideas for the y-axis are:
 - temperature measurements over the day
 - distance of a delivery van from the supermarket
 - height of an aeroplane or hot-air balloon.
- Discuss the story of the graph.

You will need:

- pen, pencil and rubber

QUESTIONS TO ASK

Explain the difference between discrete and continuous data.
 Why is it important to label the axes of a graph clearly?
 On time graphs,
 on which axis is time usually plotted?

Measurement (time)

HERE'S THE MATHS

The focus this week is on time. Your child is learning the units of time from seconds to years and how to convert between them. They are introduced to the 24-hour clock and practise converting analogue, 12-hour and 24-hour times.

ACTIVITY

24-hour times			a.m. or p.m. times	
0	:	★		
0	:	★		
0	:	★		
1	:	★		
1	:	★		
1	:	★		

1		:	★		
2	*	:	★		
2	*	:	★		
2	*	:	★		

What to do

- Turn the cards to fill in the times.
- * These numbers must be 3 or less; keep turning until you achieve this.
- ★ These numbers must be 5 or less; keep turning until you achieve this.
- Convert the times to a.m. or p.m. times. Discuss what you would be doing at these times.
- Rub out the grid so that you can use it again.

You will need:
 pack of playing cards with
 the 10s removed (picture
 cards represent zero)
 pencil and rubber