



Year 4: Autumn term 2

Topics studied this half term:

- Multiplication and division
- Length and perimeter

Within multiplication and division, your children will be learning to:

- Multiply by 10 and divide by 10 and 100
- Multiply by 1 and 0 and divide by 1
- Multiply and divide by 6, 9 and 7
- Recite 6, 9 and 7 times tables and related division facts
- Multiply 3 numbers
- Find factor pairs
- Multiply efficiently
- Solve correspondence problems

Within length and perimeter, your children will be learning to:

- Use kilometres as a unit of measure
- Calculate perimeter on a grid
- Calculate the perimeter of a rectangle
- Calculate the perimeter of rectilinear shapes

Tips for good homework habits:

Choose a quiet place to work, preferably sitting at a table, where your child can work comfortably without being disturbed.

Multiplication and division

HERE'S THE MATHS

Your child is learning the 6 times and 9 times tables. Because numbers can be multiplied in any order, your child has already learnt almost all these multiplication facts from previous multiplication tables. Another strategy is to use the key facts for each table 1 times, 2 times, 5 times and 10 times, and deduce missing ones, e.g. $10 \times 6 = 60$, therefore $9 \times 6 = 60$ minus $6 = 54$. The 9 times table also has many number patterns to aid recall.

ACTIVITY

What to do

- Shuffle the cards and start the timer to count down a minute.
- Turn over the cards one by one and ask your child to multiply each card by 6.
- If the answer is correct give your child the card, if incorrect put it to the bottom of the pack.
- Stop when the timer completes a minute and count the number of correct cards.
- Swap roles.
- Play for 10 minutes, trying to improve the number of cards collected.

You will need:

- set of 1–12 cards (use playing cards with Jack representing 11 and Queen 12)
- timer (or phone with timer)

Variation

- Play the same game using the 9 times multiplication table.

QUESTIONS TO ASK

What numbers are multiples of both 6 and 9?

What is 6×7 ? Explain how you worked out the answer.

Tell me about some patterns in the 9 times table.

What is 6×4 ? Can you make up a word problem for this?

Starting at 3, count in sixes to 63. (Use different starting numbers. Count backwards).

Measurement (length)

HERE'S THE MATHS

Your child is learning about the measurement of length. 1 m = 100 cm and 1 cm = 10 mm. The standard measure 'kilometre' is introduced. 1 km equals 1000 m. Rules for rounding to the nearest 100 are recalled so that distances in kilometres can be recorded to one decimal place.

ACTIVITY

Turn	Length in metres	Length rounded to the nearest 100 m	Length converted to kilometres
Person 1			
Person 1			
Person 2			
Person 2			

What to do

- Turn over 4 cards to give a distance in metres and record it on the table, e.g., 3, 2, 4, 6.
- Round the distance to the nearest 100 m (3200 m) and convert the distance to kilometres (3.2 km).
- Take turns to complete the table.
- The winner is the person with the largest distance and scores 10 points.
- Rub out the grid and play again.
- The winner is the person with the higher score at the end of the game.

You will need:

- pack of playing cards with the 10s removed (picture cards represent zero)

QUESTIONS TO ASK

What is 2500 m in kilometres?

What is 150 mm in centimetres?

What is 125 cm in metres?