Supporting Your Child with Maths

Year 4

Booklet 1: November

These booklets have been designed to help you support your child as they build and develop their skills on a **strong foundation** of key mathematical concepts.

The maths curriculum covers a wide range of concepts but is built on **confidence and fluency of key facts**. When a child is fluent with these facts and skills their confidence grows and they are more able to **apply** them to a range of problems.

The booklets include specific guidance for your child's year group on skills and methods used as well as ideas for games to play and ways to practise key ideas.

Wherever we can, we want to make this practice **fun** and **practical**.

Lots of opportunities to **talk** about the maths and to show that we, as adults, **enjoy** it too.

Did you know?
- Parents' maths knowledge has **no** impact on how successful their children will be
- Parents' attitude towards maths has a **pro-found** impact on their children's success

Did you know?
Mathematical understanding has a bigger impact on success in adulthood than reading and writing

If you have any questions or would like to know more, please contact your child's teacher or Mrs Gibbons, the maths leader.

I know the multiplication and division facts for the 6 times table.

By the end of this year , children should know the following facts. The aim is for them to recall these facts **instantly**.

6 × 1 = 6	1 × 6 = 6	6 ÷ 6 = 1	6 ÷ 1 = 6
6 × 2 = 12	2 × 6 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6
6 × 3 = 18	3 × 6 = 18	18 ÷ 6 = 3	18 ÷ 3 = 6
6 × 4 = 24	4 × 6 = 24	24 ÷ 6 = 4	24 ÷ 4 = 6
6 × 5 = 30	5 × 6 = 30	30 ÷ 6 = 5	30 ÷ 5 = 6
6 × 6 = 36	6 × 6 = 36	36 ÷ 6 = 6	36 ÷ 6 = 6
6 × 7 = 42	7 × 6 = 42	42 ÷ 6 = 7	42 ÷ 7 = 6
6 × 8 = 48	8 × 6 = 48	48 ÷ 6 = 8	48 ÷ 8 = 6
6 × 9 = 54	9 × 6 = 54	54 ÷ 6 = 9	54 ÷ 9 = 6
6 × 10 = 60	10 × 6 = 60	60 ÷ 6 = 10	60 ÷ 10 = 6
6 × 11 = 66	11 × 6 = 66	66 ÷ 6 = 11	66 ÷ 11 = 6
6 × 12 = 72	12 × 6 = 72	72 ÷ 6 = 12	72 ÷ 12 = 6

Key Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

What is 24 **divided by** 6?

They should be able to answer these questions in any order, including missing number questions e.g. 6 × ◯ = 72 or ◯ ÷ 6 = 7.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Learn-Its while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Use What You Already Know!
3x Table

Double your threes – Multiplying a number by 6 is the same as multiplying by 3 and then doubling the answer. 7 × 3 = 21 and double 21 is 42, so 7 × 6 = 42.

Buy one get three free – If your child knows one fact (e.g. 3 × 6 = 18), can they tell you the other three facts in the same fact family?
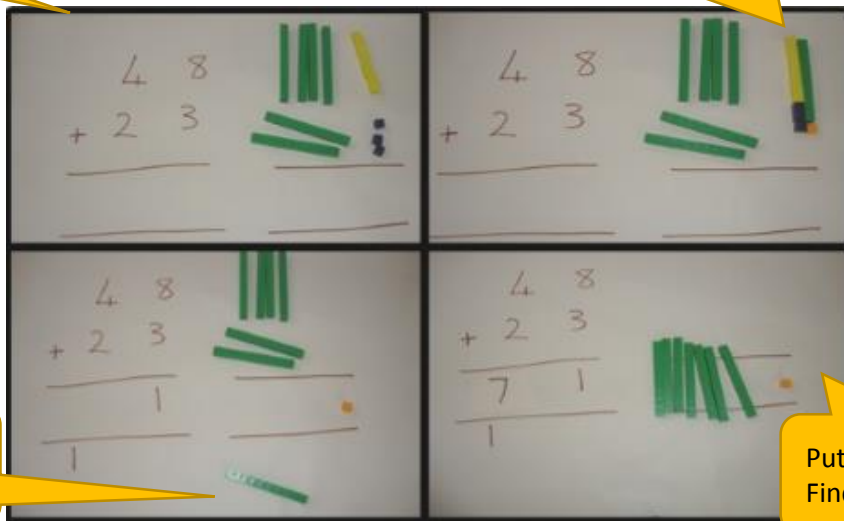
I can use a an efficient written method for addition

This method builds on children's use of base 10 equipment to add larger numbers. They will have had lots of experience of using equipment and this method becomes a way to record their workings.

> Build both numbers

> Add the units first
> Can't have 11 in the units column
> Exchange 10 of the units for a 10

> Put the new 10 in the tens column

> Put the 10s together
> Find the answer

As children become more confident, and move through Key Stage 2, they will use this method to add decimal numbers and lists of numbers.

$$136.4 + 128.2 = 264.6$$
$$1$$

$$37 + 18 + 9 = 64$$
$$2$$

Top Tips

- Children must have lots of experience of doing the process practically
- Line the columns up carefully especially when using decimals
- Remember to add any carried numbers
- Check the numbers wouldn't suit a mental method (e.g. 50 -30, 200 – 95 etc)

Try these.

How do you make an Octopus laugh?

$\overline{}\ \overline{}\ \overline{}\ \overline{}$
913 853 713 928

$\overline{}\ \overline{}\ \overline{}$ **-**
713 891 592

$\overline{}\ \overline{}\ \overline{}\ \overline{}\ \overline{}\ \overline{}\ \overline{}$
713 853 805 578 821 891 997

435 +532 ☐ = a	364 +287 ☐ = b	607 +198 ☐ = c	442 +449 ☐ = e
742 +109 ☐ = f	540 +388 ☐ = h	486 +367 ☐ = i	289 +289 ☐ = k
496 +325 ☐ = l	275 +317 ☐ = n	758 +136 ☐ = o	194 +579 ☐ = p
290 +678 ☐ = r	743 +254 ☐ = s	326 +387 ☐ = t	584 +329 ☐ = w

Write the three missing digits to make this **addition** correct.

```
  1  5  ☐
+ 4  ☐  4
_____
☐  1  5
```

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

☐ = 936 + 285

Spot the mistake

```
  8 4 5 7
+ 6 9 9 8
_____
1 4 3 5 5
```

The table shows the cost of a new football kit.

Item	Cost
Shirt	£8.75
Shorts (1 pair)	£5.95
Socks (1 pair)	£4.15

Altogether, how much does the complete football kit cost?