

Learning in Maths in Year 4



A sample of Year 4 Maths statements that your child will be working on in school:

- Count, read and write numbers using thousands.
- Compare, order and represent four-digit numbers.
- Add and subtract mentally: three-digit number + 1's, three-digit number + 10s, three-digit + 100s
- Add and subtract four-digit numbers in different ways.
- Recall and use multiplication and division facts for up to 12×12 .
- Multiply two-digit and three-digit numbers by a single digit.
- Divide two-digit numbers by grouping/chunking.
- Recognise and write decimals in tenths and hundredths.
- Recognise and show families of equivalent fractions
- Read, write and convert between analogue, digital and 24 hour clock.
- Solve simple measure and money problems.

What you can do at home to help your child make progress:

- Ask children to divide things into halves and quarters, e.g. 12 buttons or 12 Lego bricks. Ask your child to find a half, quarter, third, $1/6$, $1/12$. Can amounts be combined to equal another fraction e.g. $2/12 = 1/6$? Try with other numbers. Encourage mathematical thinking by making the fraction unequal and asking if it show halves, quarters or neither.
- Talk about time. Ask questions such as how long is it until bedtime? How long does the film last? How long was the football game? What time will it be in 1 hour? Look at analogue and digital clocks.
- Allow children to measure ingredients for baking using scales or measuring jugs. Talk about the scale on the jug, especially those that are not numbered.
- Sing number songs: there are lots of songs for times tables, counting in steps and doubles on Youtube.

Understanding progress in Maths: A guide for parents

Maths Mastery at Rushen Primary School

We aim to teach Maths in a way that deepens children's understanding of maths, in particular number. We then build on skills that have been sufficiently mastered. A *concrete, pictorial, abstract* approach is used to help children deepen their understanding and make links to what they already know.

Concrete means using physical objects such as counters, toys, beads to physically do maths.

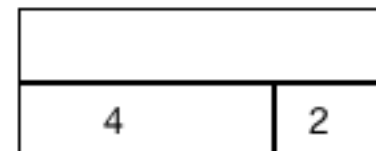
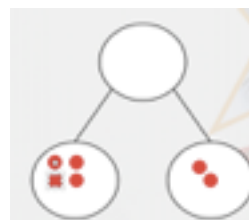
Pictorial is looking at pictures/representations to do the maths, this could be drawings, part whole models, bar models, number lines etc.

Abstract is using the digits only to do maths.

At Rushen we use language of *concept, fluency, reasoning, problem solving*. If we look at the **Concept**: adding 2 single digit numbers, $4+2$ It can be completed with 4 beads plus 2 more beads (concrete),



Fluency: How many different ways can I show this calculation? With beads, with part whole model, in a bar model.



Reasoning: Explaining my answer and why I think its correct. I know $4 + 2 = 6$ because there are 4 counters there and 2 there and when I count them altogether there are 6 counters. 6 is two more than 4.

Problem solving: Applying skills to complex or real-life problems. Tom has 4 cards, Alice has 2 cards, how many do they have altogether?

