

Last term (Y4 Autumn)

Here is a number.

Thousands	Hundreds	Tens	Ones
1,000 1,000	100		1 1 1 1

- Subtract 3 ones
- Add 2 thousands
- Subtract 1 hundred

What is the new number?

Previous learning... Colour the multiples of 3 in the hundred square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

We are currently learning...

6, 7-, 9-, 11- & 12-times tables and division facts.

Practice these and all other tables previously learnt!

We are learning next...

Complete the workings.



$2 \times 4 = \underline{\quad}$



$2 \times 4 = \underline{\quad}$



$2 \times 4 = \underline{\quad}$

$$\left. \begin{array}{l} 2 \times 4 = \underline{\quad} \\ 2 \times 4 = \underline{\quad} \\ 2 \times 4 = \underline{\quad} \end{array} \right\} 3 \times 2 \times 4 = 3 \times 8 = \underline{\quad}$$

Last term (Y4 Autumn)

Complete the calculations.

$718 + 395 = 395 + \underline{\hspace{2cm}}$

$719 + 395 = 720 + \underline{\hspace{2cm}}$

$2,719 + 4,395 = 3,719 + \underline{\hspace{2cm}}$

Previous learning...

Which numbers can be divided into equal groups of 6?

24

18

48

60

9

56

72

38

We are currently learning...

$5 \times 10 = \underline{\hspace{2cm}}$

$6 \times 100 = \underline{\hspace{2cm}}$

$7 \div 10 = \underline{\hspace{2cm}}$

$4 \times 10 = \underline{\hspace{2cm}}$

$70 \div 100 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$2 \times 100 = \underline{\hspace{2cm}}$

$28 \div 10 = \underline{\hspace{2cm}}$

We are learning next...



I know that
 3×5 ones = 15 ones,
 so 3×5 tens = 15 tens.

$3 \times 50 = 150$

Use Max's method to complete the calculations.

▶ $3 \times 9 = \underline{\hspace{2cm}}$ ▶ $4 \times 8 = \underline{\hspace{2cm}}$ ▶ $\underline{\hspace{2cm}} = 5 \times 7$

$3 \times 900 = \underline{\hspace{2cm}}$ $4 \times \underline{\hspace{2cm}} = 320$ $3,500 = 5 \times \underline{\hspace{2cm}}$

Last term (Y4 Autumn)

Complete the sentences.

57 rounded to the nearest 10 is _____

7,199 rounded to the nearest 1,000 is _____

9,364 rounded to the nearest 10 is _____

Previous learning...

Which of the numbers are multiples of 9?

54	108	18	24	9
67	72	37	45	

We are currently learning...

- A school has 4 house teams.
There are 234 children in each house team.
How many children are there altogether?

Hundreds	Tens	Ones
100 100	10 10 10	1 1 1 1 1
100 100	10 10 10	1 1 1 1 1
100 100	10 10 10	1 1 1 1 1
100 100	10 10 10	1 1 1 1 1

	H	T	O
	2	3	4
x			4

- Complete the calculations.

	H	T	O
	2	0	5
x			3

	H	T	O
	1	4	8
x			6

	H	T	O
	7	4	6
x			5

We are learning next...

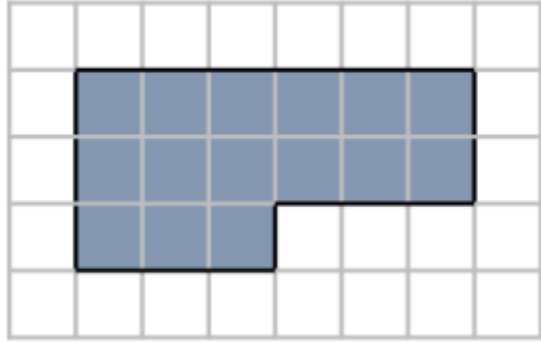
Mo uses a part-whole model to work out $646 \div 2$

Use Mo's method to work out the divisions.

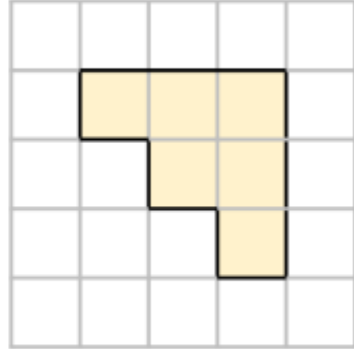
$428 \div 2$	$963 \div 3$	$840 \div 4$	$399 \div 3$
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Last term (Y4 Autumn)

What is the area of each shape?



squares



squares

Previous learning...

$$6 \times 7$$

$$9 \times 7$$

$$11 \times 7$$

We are currently learning...

Brett has 6 T-shirts and 4 pairs of shorts.

Dani has 12 T-shirts and 2 pairs of shorts.

Who has the most combinations of T-shirts and shorts?

Explain your answer.



We are learning next...

- Jack and Sam are working out 7×6



Jack

To work out 7×6 ,
I do $7 \times 3 = 21$,
then double $21 = 42$



Sam

To work out 7×6 ,
I do $7 \times 5 = 35$,
then add $7 = 42$

- Use Jack's method to work out 8×6
- Use Sam's method to work out 9×6

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$$465 + 199 = 199 + \underline{\hspace{2cm}}$$

$$799 + 195 = 800 + \underline{\hspace{2cm}}$$

$$3,842 + 5,669 = 2,842 + \underline{\hspace{2cm}}$$

We are currently learning...

For each calculation, show two ways that you could find the answer if you do not know the times-table fact.

$$9 \times 4$$

$$9 \times 7$$

$$4 \times 7$$

$$7 \times 8$$

Work out the missing numbers.

$$\blacktriangleright 5 \times 8 = 5 \times 4 \times \underline{\hspace{1cm}}$$

$$\blacktriangleright 16 \times 5 = 16 \times 10 \div \underline{\hspace{1cm}}$$

$$\blacktriangleright 7 \times 4 = 7 \times 2 \times \underline{\hspace{1cm}}$$

$$\blacktriangleright 19 \times 7 = 20 \times 7 - \underline{\hspace{1cm}} \times 7$$

Previous learning...

Use Nijah's method to work out the divisions.

$$99 \div 11$$

$$55 \div 11$$

$$22 \div 11$$

11 children can sit around one table.

There are 121 children.

How many tables are needed?

We are learning next...

Which is the greater length, 30 m or 3 km? How do you know?

Write $<$, $>$ or $=$ to complete the statements.

$$4 \text{ km and } 300 \text{ m } \bigcirc \text{ } 3 \text{ km}$$

$$9 \text{ km and } 600 \text{ m } \bigcirc \text{ } 9 \text{ km} + 60 \text{ m}$$

$$5 \text{ km and } 500 \text{ m } \bigcirc \text{ } 2 \text{ km} + 3 \text{ km} + 500 \text{ m}$$