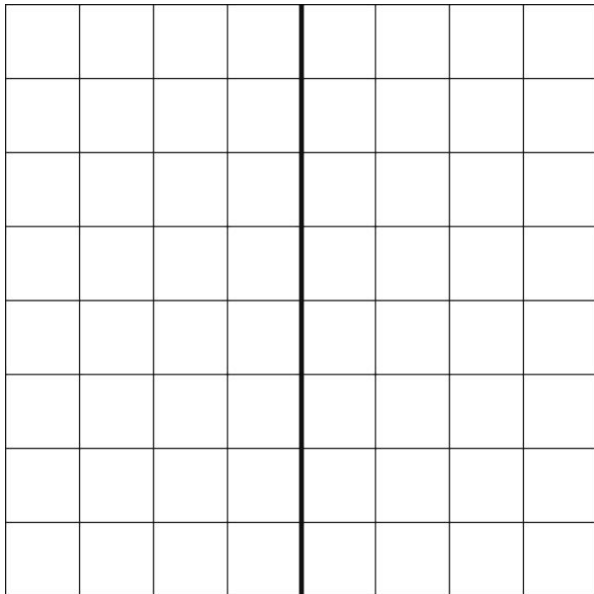


Properties of shapes

HERE'S THE MATHS

Your child is learning to recognise lines of symmetry in 2-D shapes. The lines of symmetry may be horizontal, vertical or diagonal and some shapes may have more than one, e.g. rectangles have two. They reflect shapes in one or two lines of symmetry to make symmetrical patterns. Encourage your child to look out for symmetry in everyday objects.

ACTIVITY



You will need:

- selection of small objects, e.g. beads, small sweets, pasta pieces etc.

What to do

- Take turns to put a pattern of objects on the left-hand side using the squares.
- The other person completes the pattern on the right-hand side to make it symmetrical
- Swap roles.

QUESTIONS TO ASK

Show me some lines of symmetry that you can see around you.

Is a clock face symmetrical?

Use your arm to show me a horizontal (vertical, diagonal) line.



Year 4 Maths Newsletter 1



Date: _____

Name: _____

MATHS TOPICS

These are the maths topics your child will be working on during the next three weeks:

- Number and place value
- Addition and subtraction
- Properties of shapes

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- read, order and compare numbers greater than a thousand
- practise mental addition and subtraction methods with increasingly large numbers, including solving word problems
- recognise symmetry in 2-D shapes, reflect 2-D shapes along a line of symmetry and complete symmetrical patterns.

TIPS FOR GOOD HOMEWORK HABITS

Plan a homework timetable and agree with your child when they will do their homework.

Number and place value

HERE'S THE MATHS

Your child is learning to handle numbers with four digits (thousands) and needs to understand that the position of each number indicates its value. To order 4-digit numbers, they need to look firstly at the number of thousands, then the number of hundreds, then the tens and finally the ones. They also work out thousands more or less than any 4-digit number, focusing on which digit changes and which digits stay the same.

ACTIVITY

What to do

- Find the date on the coins and put them in date order.
- Practise reading the date as a number, e.g. for 1985, read one thousand nine hundred and eighty-five, not nineteen eighty-five.
- Throw the dice and add that number of thousands to give a new number.
- If you get the answer correct, you win the coin.
- The winner is the one with the most coins.

You will need:

- 10 copper coins
- 1–6 dice

Variation

- Write 4-digit numbers on paper to give a bigger range of numbers.

QUESTIONS TO ASK

What is the value of the 4 in 4072?

Point to a digit and ask what it stands for.

What is the largest number? How do you know?

Why is 4001 bigger than 3999?

Add 3000 to 2157.
(Repeat with different multiples of 1000 and other 4-digit numbers).

- Ask more questions liked these and ask your child to make up questions to ask you.

Addition and subtraction

HERE'S THE MATHS

Your child is learning to practise mental addition and subtraction methods with increasingly large numbers. Remember, it is not always necessary to use a formal written addition method. Once children have been taught formal methods, they often have a tendency to launch straight into a written calculation. Encourage your child to look at the calculation first to see if it can be done mentally and always to estimate the answer before working it out.

ACTIVITY

400	99	203	150
102	650	121	142
258	533	250	519
181	270	397	267

You will need:

- 4 pieces of paper with the words 'tickets', 'hats', 'bicycles' and 'apples' written on them

What to do

- Choose one paper and three numbers from the grid and write a word problem involving addition and subtraction, using the numbers and subject chosen, e.g. a bike-hire shop has 400 bikes. 99 are borrowed for the day in the morning and another 131 in the afternoon. How many bikes are left in the shop?
- The answer number does not need to be in the table.
- Try each other's problem.
- Continue for 10 minutes.

Variation

- Vary the numbers and the subjects.

QUESTIONS TO ASK

What is the sum of these two numbers?

Which pair of numbers has the largest/smallest total?

Which pair of numbers has the largest/smallest difference?

Which two numbers add up to another number in the grid?

Which pairs of numbers add up to multiples of 100?