Insert school logo here

Properties of shapes

HERE'S THE MATHS

Angles measure an amount of turn. Acute angles are less than a right angle (90°). Obtuse angles are greater than a right angle (90°) but less than a straight line. Your child is learning to recognise and order these angles.

ACTIVITY

What to do

- Each draw about ten angles, some acute and some obtuse.
- Swap papers, cut them out carefully, write an A in the acute ones and an O in the obtuse ones.
- Put them in order of size from smallest to largest.
- Indicate where a right angle would fit in the sequence.
- Check one another's ordering.

You will need:

- ruler
- scissors
- pencil and paper

QUESTIONS TO ASK

What is a straight-line angle?

Use your arms to show me an acute angle (obtuse angle).

Are the angles in an equilateral triangle acute or obtuse? What about a square, pentagon, hexagon?

What is the difference between a regular and an irregular polygon?

Year 4 Maths Newsletter 5

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:

- use the value of the digits in a 4-digit number to compare and order numbers, and to round numbers to the nearest 10 or 100.
- focus on mental strategies to add and subtract numbers, using jottings to support calculations.
- identify and order acute angles (less than 90°) and obtuse angles (greater than 90°but less than 180°).

TIPS FOR GOOD HOMEWORK HABITS

Homework gives you the opportunity to become involved in your child's learning so try not to let it become a chore. Make it a special time and offer lots of praise and support – most importantly, have fun!

Commented [MV1]: Tips for homework: text leading looks different but format shows as the same? Still doesn't look right

Number and place value

HERE'S THE MATHS

Your child is consolidating understanding of place value in 4-digit numbers. They are learning to round to the nearest 10 (5 or more is rounded up, 4 or less is rounded down) and the nearest 100 (50 or more is rounded up, 49 or less is rounded down).

ACTIVITY

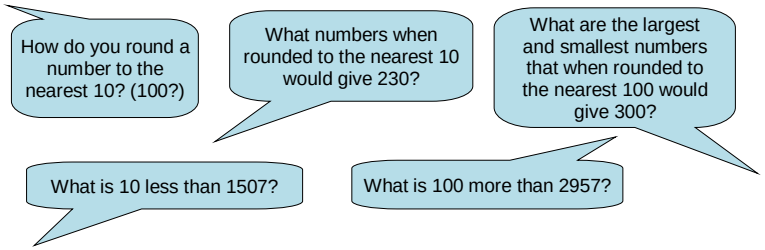
What to do

- Decide who will win if the number needs rounding up; the other person wins if it has to be rounded down. Change over with each new number.
- Take turns to turn over 4 cards to make a 4-digit number.
- Toss the coin to determine if you are rounding to the nearest 10 (tails) or 100 (heads).
- Score 1 point if you round the number correctly. Your partner gets a point if you are wrong.
- Play for 10 minutes.
- The winner has the higher score.

You will need:

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

QUESTIONS TO ASK



Addition and subtraction

HERE'S THE MATHS

This week's maths is revising subtraction methods and strategies. Some calculations can be done mentally, sometimes jottings are sufficient and sometimes the formal written method is appropriate. Encourage your child to estimate and check answers to calculations.

ACTIVITY

What to do

- Turn over four cards to make a 4-digit number, e.g. 5, Ace, 9, Jack gives the number 5190.
- Turn over two cards to make a 2-digit number.
- Subtract this number from the 4-digit number using a number line to make jottings.
- Check with a calculator.
- Change roles.

You will need:

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

Variation

- Use one card to subtract a 1-digit number or three cards to subtract a 3-digit number.

QUESTIONS TO ASK