Measurement (length)

HERE'S THE MATHS

This week the maths covers measurement of length. 1 m = 100 cm and 1 cm = 10 mm. The standard measure 'kilometre' is introduced. 1 km equals 1000 m. Rules for rounding to the nearest 100 are recalled so that distances in kilometres can be recorded to one decimal place.

ACTIVITY

Turn	Length in metres	Length rounded to the nearest 100 m	Length converted to kilometres
Person 1			
Person 1			
Person 2			
Person 2			

What to do

- Turn over 4 cards to give a distance in metres and record it on the table, e.g., 3, 2, 4, 6.
- Round the distance to the nearest 100 m (3200 m) and convert the distance to kilometres (3.2 km).
- Take turns to complete the table.
- The winner is the person with the largest distance and scores 10 points.
- Rub out the grid and play again.
- The winner is the person with the higher score at the end of the game.

You will need:

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

QUESTIONS TO ASK

What is 2500 m in kilometres?

What is 150 mm in centimetres?

What is 125 cm in metres?

Year 4 Maths Newsletter 6

Date: _____ **Name:** _____

MATHS TOPICS

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

- Multiplication and division
- Fractions
- Measurement (length)

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- count in multiples of 25 and 1000
- count in hundredths; understand that hundredths arise when dividing an amount by 100 and when dividing tenths by ten
- use decimal notation to tenths to record lengths in kilometres and metres.

TIPS FOR GOOD HOMEWORK HABITS

Always take a break before your child gets bored or overwhelmed.

Multiplication and division

HERE'S THE MATHS

This week's maths involves counting in 25s, 100s and 1000s, building up confidence in handling increasingly large numbers. The pattern of multiples of 25 (–00, –25, –50 and –75) are often used in everyday maths.

ACTIVITY

1 150	2 325	3 400
4 625	5 500	6 275

You will need:
- 1–6 dice
- timer (or phone with timer)

What to do
- Roll the dice to decide your starting number.
- Count in 25s from that number for 10 seconds.
- If you make a mistake, begin counting from the start number again.
- Record the finishing number.
- Swap roles.
- The winner is the one who reaches the higher number.

Variation
- Count backwards in 25s instead of forwards.

QUESTIONS TO ASK

Count backwards from 500 in 25s.

How are the 25 times, 4 times and 100 times tables related?

Tell me two multiples of 100 between 3000 and 4000.

Tell me two multiples of 25 between 4000 and 5000.

Fractions

HERE'S THE MATHS

Your child is learning about hundredths – two places of decimals. They count on in hundredths from any hundredths fraction. They can divide an amount by 100 to find $\frac{1}{100}$ and multiply by the numerator to find a non-unit number of hundredths, e.g. find $\frac{6}{100}$ of 200: $\frac{1}{100}$ is 2, 6 × 2 = 12.

ACTIVITY

Grid 1: finding hundredths

1 100	2 700	3 500
4 900	5 200	6 300
7 400	8 600	9 800

Grid 2: finding tenths

1 70	2 220	3 350
4 40	5 550	6 250
7 120	8 20	9 80

You will need:
- 1–6 dice
- 1–9 cards

What to do
- Choose whether to work on hundredths or tenths.
- Pick a card to decide which number on the grid to use.
- Put the card back in the pile and shuffle the pack.
- Pick a second card to be the numerator.
- Both work out the value of the non-unit fraction, e.g. working on hundredths, first card is 6, use the number 300. Second roll is 9. Find $\frac{9}{100}$ of 300 = 27.
- Check each other's answers and continue for 10 minutes.

QUESTIONS TO ASK

How do you find $\frac{4}{5}$ of an amount?

What is a tenth of 2680?

What is a hundredth of 7600?