

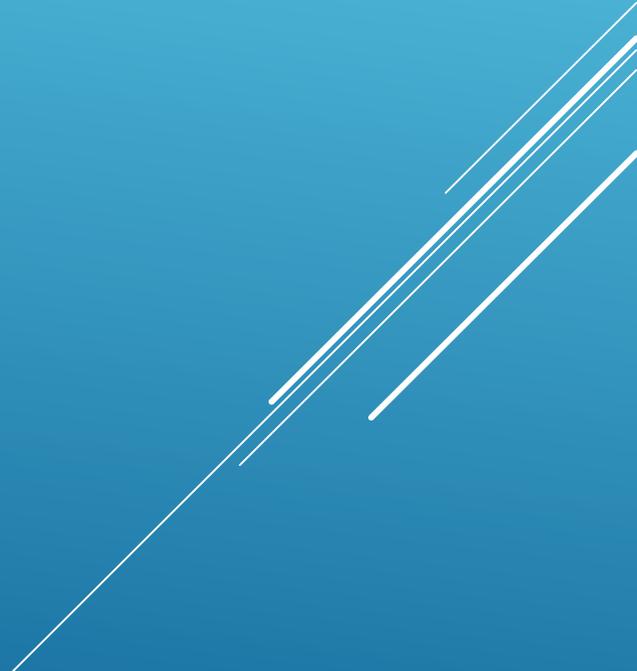
# PARENT LEARN

Supporting your child's  
learning in mathematics and  
reading - Year 4

**HUNSLEY  
PRIMARY**

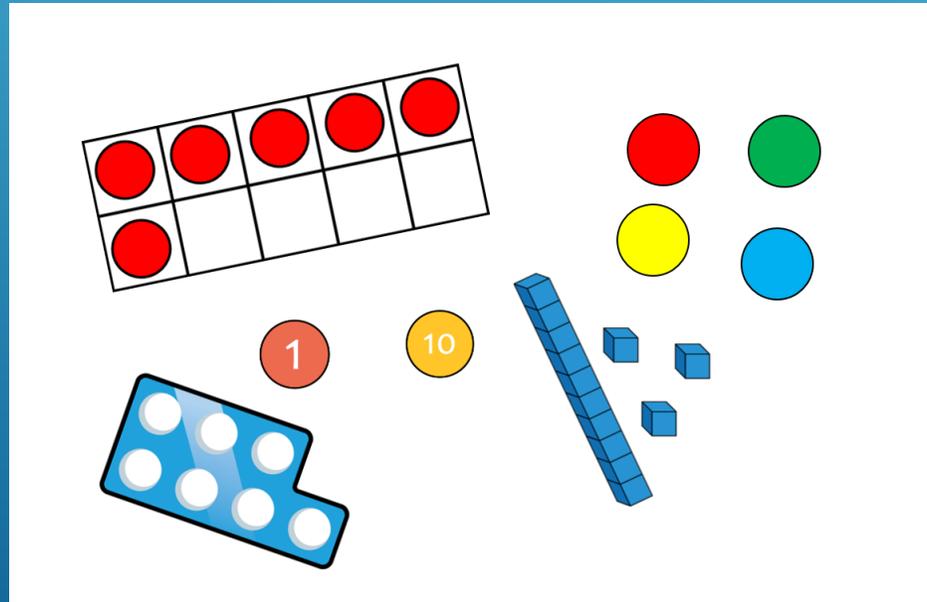
inspire · aspire

# OVERVIEW

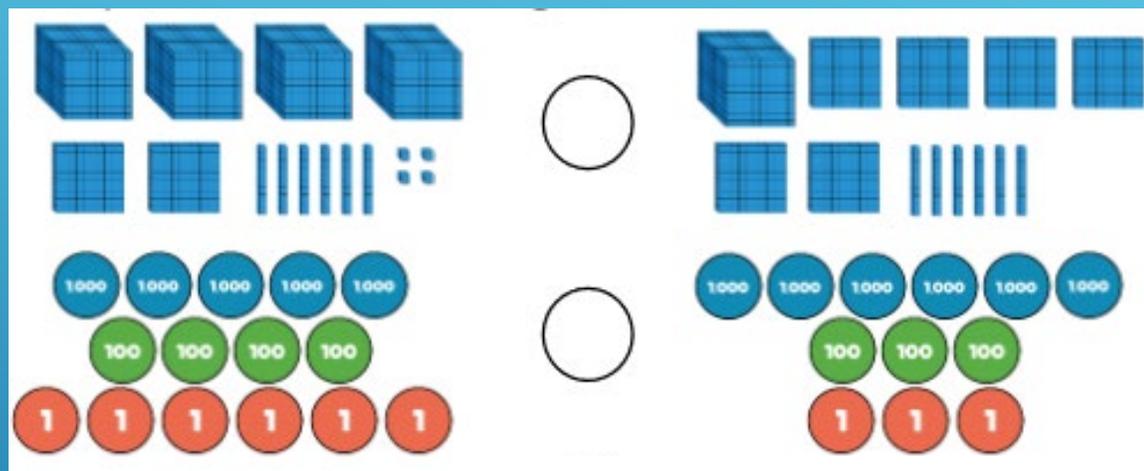
- ▶ *How we teach mathematics*
  - ▶ *Upcoming modules*
  - ▶ *Practising fluency*
  - ▶ *Multiplication tables check*
  - ▶ *Reading*
- 
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How do we teach mathematics  
in year 4?

Concrete – objects,  
manipulatives, equipment



# Pictorial – picture representations



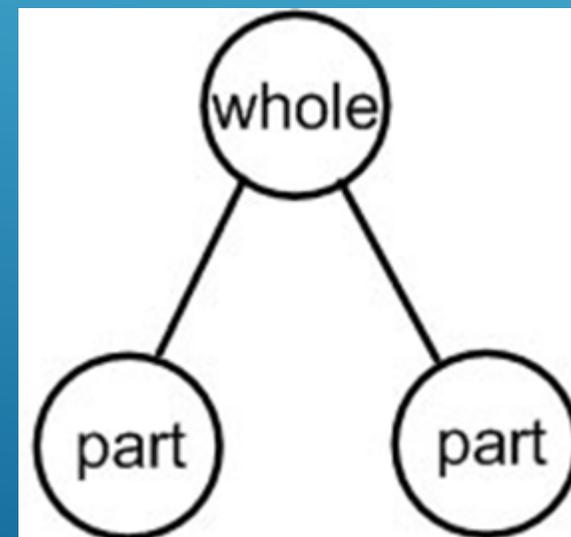
Th	H	T	O
1000 1000 1000	100 100 100	10 10 10 10 10	1 1 1 1 1 1
1000 1000	100 100 100 100	10 10 10	1 1 1 1 1

10

Use counters and a place value grid to calculate  $3,242 + 2,213$

3,264	1,655

1,000s	100s	10s	1s
1000 1000 1000	100 100	10 10 10 10	1 1
1000 1000	100 100	10	1 1 1





# Reasoning and problem solving applying knowledge and explaining

Use the clues to find the missing digits.



The thousands and tens digit multiply together to make 36

The hundreds and tens digit have a digit total of 9

The ones digit is double the thousands digit.

The whole number has a digit total of 21

Jack says:



My number has five thousands, three hundreds and 64 ones.

My number has fifty three hundreds, 6 tens and 4 ones.

Amir says:



Who has the largest number?  
Explain.

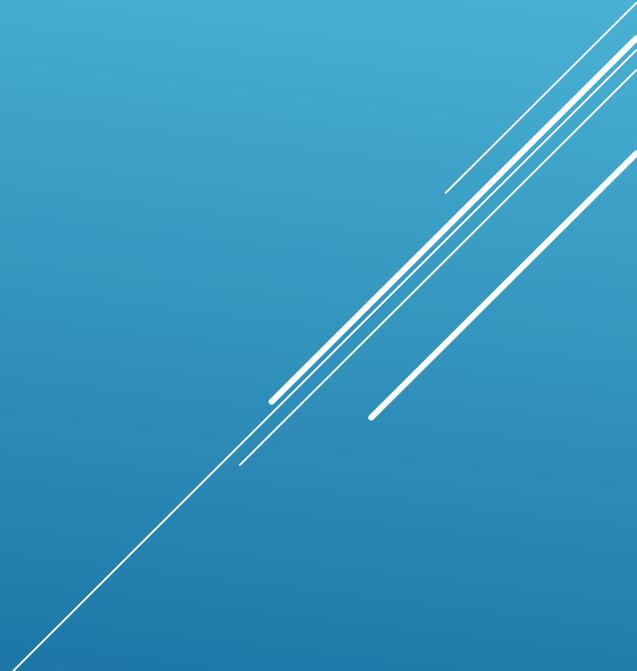
I am thinking of a number. It is greater than 3,000, but smaller than 5,000

The digits add up to 15  
What could the number be?

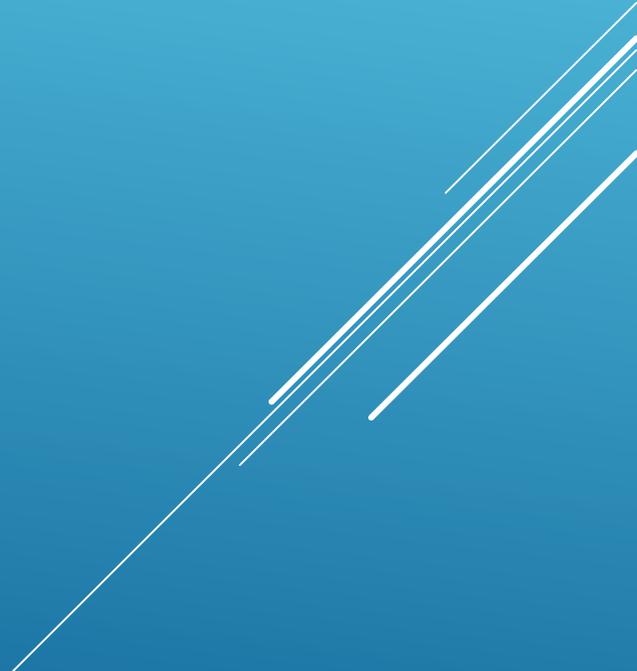
Write down as many possibilities as you can.

The difference between the largest and smallest digit is 6. How many numbers do you now have?

# UPCOMING MODULES

- ▶ *Taught half term:*
    - ▶ *Place value*
    - ▶ *Addition and subtraction*
  - ▶ *After half term:*
    - ▶ *Area*
    - ▶ *Multiplication and division*
- 

# ADDITION AND SUBTRACTION

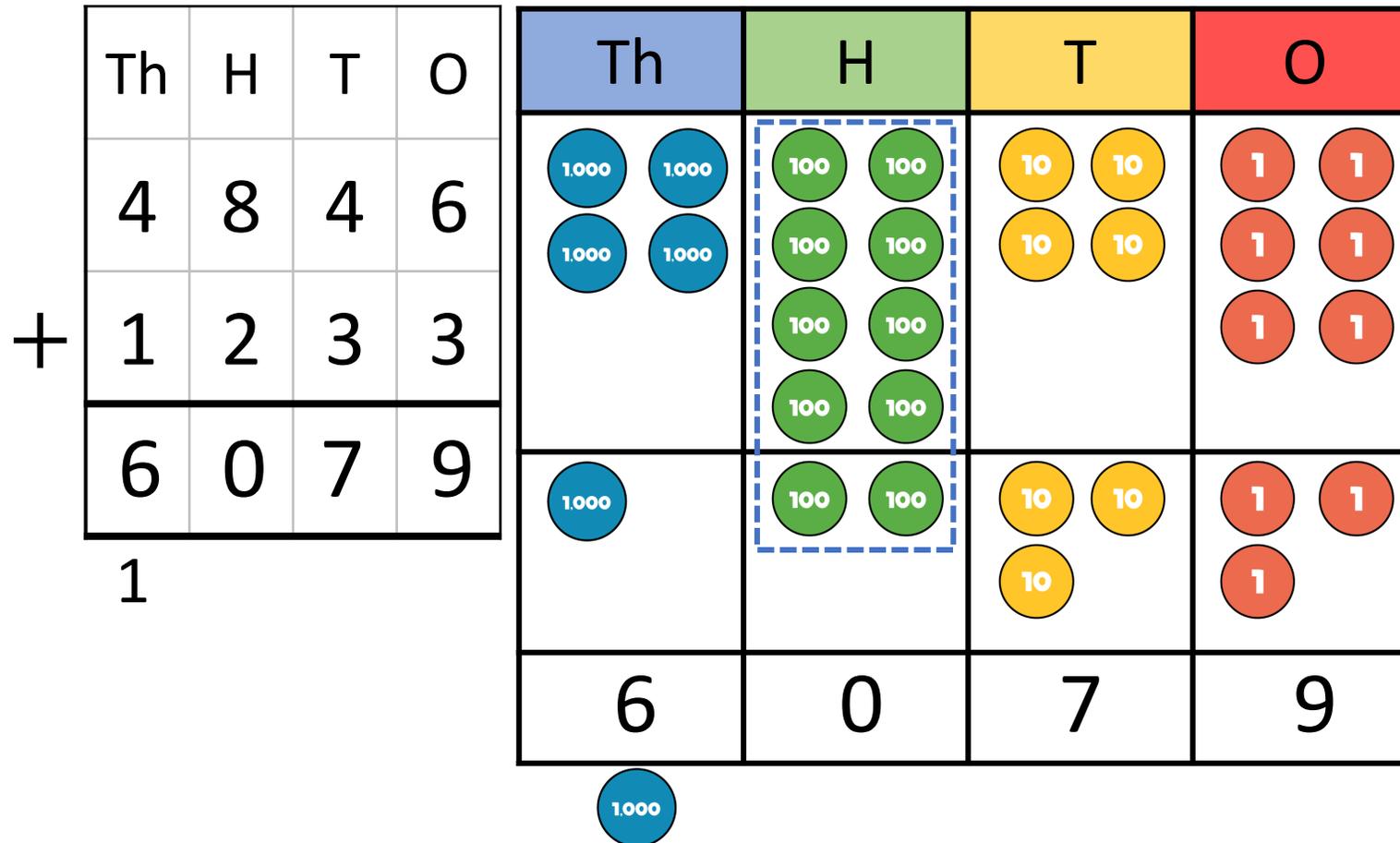
- ▶ Add two 3-digit numbers with and without exchanging
  - ▶ Add two 4-digit numbers with and without exchanging
  - ▶ Subtract two 3-digit numbers with and without exchanging
  - ▶ Subtract two 4-digit numbers with and without exchanging
- 

Miss Rose has £4,846

She saves £1,233 more.

£6,079

How much money does she have altogether?



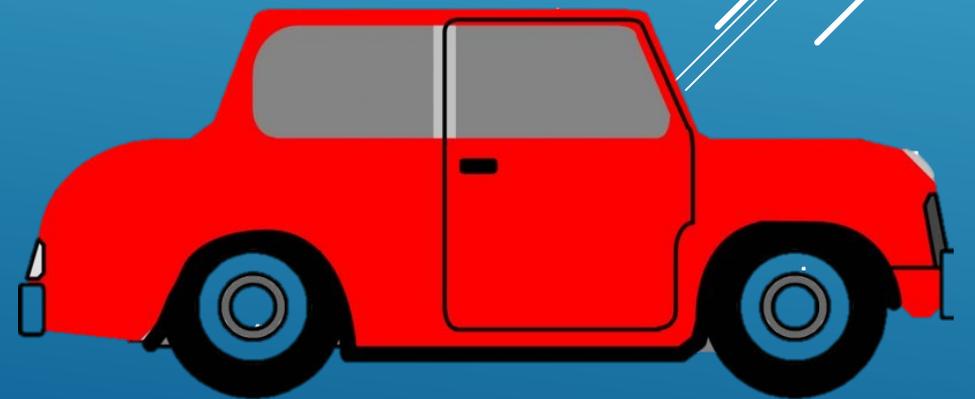
$$8,229 - 6,145 = 2,084$$

Th	H	T	O

Th	H	T	O
8	<del>1</del> <sub>2</sub>	<sup>1</sup> 2	9
6	1	4	5
2	0	8	4

# PRACTISING FLUENCY OF MENTAL ARITHMETIC

- ▶ Counting in 2s, 10s, 5s, 3s, 4s, 6s and 8s forwards and backwards
- ▶ 1, 10, 100, 1000 more than or less than
- ▶ Halves and doubles
- ▶ Making numbers to ten 100 and 1000



# MULTIPLICATION TABLES CHECK (MTC)

- ▶ In the summer term, year 4 pupils will take a government official multiplication tables check in school.
- ▶ The purpose is to determine whether pupils can recall times tables fluently.
- ▶ Helps me to identify pupils who will need additional support and possible intervention with times tables.
- ▶ Completed online – 25 questions, 6 seconds to answer each questions, 3 seconds rest in between each one.
- ▶ The last times tables will be taught before Christmas. Then in the spring term regular practise in class will commence.

# HOW TO HELP AT HOME

*Useful websites for multiplication*

- ▶ *Hit the button*
  - ▶ *Maths is fun*
  - ▶ *Purple Mash*
  - ▶ *Times Tables Rockstars*
- 
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# READING AT HOME

- ▶ Important to be reading with children to help with their fluency
  - ▶ Important to be asking questions about their reading.
  - ▶ Comprehension is key!
- 
- ▶ In class we use VIPERS to remember the types of questions
  - ▶ Children should know these as we have been learning about them in class.

## Vocabulary

Find and explain the meaning of words in context.



## Infer

Make and justify inferences using evidence from the text.



## Predict

Predict what will happen based from the details given or implied.



## Explain

Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.



## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



## Summarise

Summarise the main ideas from more than one paragraph.



### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/ middle/end of the story?
- In what order do these chapter headings come in the story?

ANY QUESTIONS?

