

# Year 4 maths newsletter



## Autumn

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Welcome back to the new school year.  
This half-term will be split into two maths topics, 'place value' and 'addition and subtraction.'

Any queries please email either:  
[dominic.firth@appletonacademy.co.uk](mailto:dominic.firth@appletonacademy.co.uk)  
[jessica.moran@appletonacademy.co.uk](mailto:jessica.moran@appletonacademy.co.uk)

# Number: place value

The value of each digit depending on its position within a number.

|  |  |           |           |   |  |  |      |      |      |  |
|--|--|-----------|-----------|---|--|--|------|------|------|--|
| <p>Read and write numbers to at least 10, 000 in numerals and in words.</p>  | <p>Recognise the place value of each digit in a four-digit number.</p> |           |           |   |  |  |      |      |      |  |
| <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">numerals</td> <td style="width: 50%;">words</td> </tr> <tr> <td style="font-size: 24px;">8142</td> <td>Eight thousand, one hundred and forty-two</td> </tr> </table>   | numerals   | words     | 8142      | Eight thousand, one hundred and forty-two |  |  |      |      |      |  |
| numerals   | words  |           |           |   |  |  |      |      |      |  |
| 8142   | Eight thousand, one hundred and forty-two                              |           |           |   |  |  |      |      |      |  |
| <p>Find 1000 more or less than a number.</p>   |  |           |           |   |  |  |      |      |      |  |
| <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 33%; color: orange;">1000 Less</td> <td style="width: 33%;"></td> <td style="width: 33%; color: blue;">1000 More</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td style="color: orange;">1212</td> <td style="color: red;">2212</td> <td style="color: blue;">3212</td> </tr> </table> | 1000 Less  |           | 1000 More |   |  |  | 1212 | 2212 | 3212 |  |
| 1000 Less  |  | 1000 More |           |   |  |  |      |      |      |  |
|  |  |           |           |   |  |  |      |      |      |  |
| 1212   | 2212   | 3212      |           |   |  |  |      |      |      |  |

Rounding to the nearest 10, 100 or 1000

|              |   |            |      |      |            |              |    |            |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
|--------------|---|------------|------|------|------------|--------------|----|------------|----|----|----|----|--------------|--|--|--|--|------------|--|--|--|--|--|
| Nearest 10   | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">20</td> <td style="border: 1px solid black; padding: 2px;">21</td> <td style="border: 1px solid black; padding: 2px;">22</td> <td style="border: 1px solid black; padding: 2px;">23</td> <td style="border: 1px solid black; padding: 2px;">24</td> <td style="border: 1px solid black; padding: 2px;">25</td> <td style="border: 1px solid black; padding: 2px;">26</td> <td style="border: 1px solid black; padding: 2px;">27</td> <td style="border: 1px solid black; padding: 2px;">28</td> <td style="border: 1px solid black; padding: 2px;">29</td> <td style="border: 1px solid black; padding: 2px;">30</td> </tr> <tr> <td colspan="5" style="text-align: center;">← round down</td> <td colspan="6" style="text-align: center;">round up →</td> </tr> </table> | 20         | 21   | 22   | 23         | 24           | 25 | 26         | 27 | 28 | 29 | 30 | ← round down |  |  |  |  | round up → |  |  |  |  |  |
| 20           | 21  | 22         | 23   | 24   | 25         | 26           | 27 | 28         | 29 | 30 |    |    |              |  |  |  |  |            |  |  |  |  |  |
| ← round down |   |            |      |      | round up → |              |    |            |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
| Nearest 100  | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">200</td> <td style="border: 1px solid black; padding: 2px;">249</td> <td style="border: 1px solid black; padding: 2px;">250</td> <td style="border: 1px solid black; padding: 2px;">300</td> </tr> <tr> <td colspan="2" style="text-align: center;">← round down</td> <td colspan="2" style="text-align: center;">round up →</td> </tr> </table>  | 200        | 249  | 250  | 300        | ← round down |    | round up → |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
| 200          | 249   | 250        | 300  |      |            |              |    |            |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
| ← round down |   | round up → |      |      |            |              |    |            |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
| Nearest 1000 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">2000</td> <td style="border: 1px solid black; padding: 2px;">2499</td> <td style="border: 1px solid black; padding: 2px;">2500</td> <td style="border: 1px solid black; padding: 2px;">3000</td> </tr> <tr> <td colspan="2" style="text-align: center;">← round down</td> <td colspan="2" style="text-align: center;">round up →</td> </tr> </table>  | 2000       | 2499 | 2500 | 3000       | ← round down |    | round up → |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
| 2000         | 2499  | 2500       | 3000 |      |            |              |    |            |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |
| ← round down |   | round up → |      |      |            |              |    |            |    |    |    |    |              |  |  |  |  |            |  |  |  |  |  |

Compare and order numbers to 10,000

Compare numbers and objects using 'more than' and 'less than' and 'equal to.'

|  |    |   |   |   |  |  |  |  |                               |  |    |   |   |   |  |  |  |  |
|--|----|---|---|---|--|--|--|--|-------------------------------|--|----|---|---|---|--|--|--|--|
| <table style="width: 100%; text-align: center;"> <tr> <td>Th</td><td>H</td><td>T</td><td>O</td> </tr> <tr> <td></td><td></td><td></td><td></td> </tr> </table> | Th | H | T | O |  |  |  |  | $4324 > 3243$<br>greater than | <table style="width: 100%; text-align: center;"> <tr> <td>Th</td><td>H</td><td>T</td><td>O</td> </tr> <tr> <td></td><td></td><td></td><td></td> </tr> </table> | Th | H | T | O |  |  |  |  |
| Th   | H  | T | O |   |  |  |  |  |                               |  |    |   |   |   |  |  |  |  |
|  |    |   |   |   |  |  |  |  |                               |  |    |   |   |   |  |  |  |  |
| Th   | H  | T | O |   |  |  |  |  |                               |  |    |   |   |   |  |  |  |  |
|  |    |   |   |   |  |  |  |  |                               |  |    |   |   |   |  |  |  |  |

|          |      |      |          |      |      |
|----------|------|------|----------|------|------|
| 2497     | 2508 | 3012 | 3521     | 3530 | 4002 |
| smallest |      |      | greatest |      |      |

Negative numbers.

Children are introduced to numbers below zero.

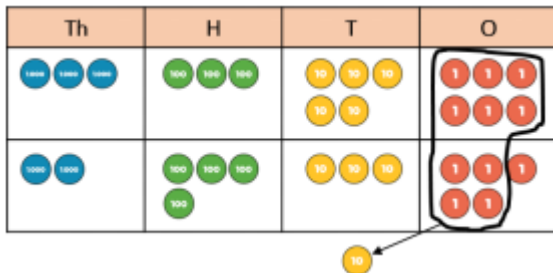
If you have any questions on how to support your child at home, please contact your child's teacher.

## Number: addition and subtraction

Children will continue to develop their understanding of addition and subtraction and develop their understanding of formal methods.

### Concrete and pictorial methods

Children will further develop their understanding of addition and subtraction and apply it to four-digit problems.



$3356 + 2435 = ?$  The hundreds, tens and ones have been drawn out. As there are more than 10, ones these have been regrouped/exchanged into the 10s.

### Formal methods.

Children were introduced to the formal column method in Year 3. This year, they continue their understanding of this by using the compact method with four-digit numbers.

Addition

Subtraction

|   | Th | H | T | O |
|---|----|---|---|---|
|   | 3  | 3 | 5 | 6 |
| + | 2  | 4 | 3 | 5 |
|   | 5  | 7 | 9 | 1 |

rouping and e

|   | Th | H | T              | O  |
|---|----|---|----------------|----|
|   | 5  | 6 | <del>3</del> 4 | 13 |
| - | 4  | 3 | 1              | 6  |
|   | 1  | 3 | 2              | 7  |

Year 4 conti

### Mental methods.

Alongside the use of formal methods, children are encouraged to continue their use of mental methods to work out calculations and to use their judgement on the appropriate strategy to use.

Calculation

$6000 - 2382 = ?$

Breaking the calculation into chunks rather than using the column method



## Vocabulary

The following vocabulary is used in the classroom to support learning. Please continue to support your child at home by using the same vocabulary.

| Place value               | Addition and subtraction       |
|---------------------------|--------------------------------|
| hundreds, tens, ones      | add, altogether, sum, total    |
| numeral                   | subtract, takeaway, difference |
| number                    | column                         |
| sequence                  | regroup/ exchange              |
| stands for/ represents    | estimate                       |
| negative 1, negative 2... | inverse operation              |

## Further support at home

To support your child at home, we encourage the use of the classroom vocabulary and the same methods/ strategies of calculation.

When working with your child at home, you can ask them the following question starters to further demonstrate their understanding.

- How do you know...
- Can you estimate...
- What pattern do you notice?
- Can this be done in a different way?
- What other strategies can we use to work out?
- What does ... represent?
- Can you explain what would happen if...
- Which is your favourite method? Why?
- How can we check our answers are correct?

## Times tables practise

Times Table Rock Stars is a fun and interactive way for your child to practise their times tables at home. By the end of Year 4, children will have been taught all their times tables up to 12 X 12. Please continue to practise and support your child with these at home.

<https://trockstars.com/>

If you have any questions on how to support your child at home or need any log in information, please contact your child's class teacher.