Slaley First School

# Year 4 Maths

## Home Learning

Please Check with your child's Teacher as to which page(s) you will be required to complete

## SECTION A

1. 32 + 41
2. 406 + 322
3. 647 + 322

## SECTION B

1. 634 + 75
2. 504 + 378
3. 318 + 664

## SECTION C

1. 724 + 197
2. 786 + 195
3. 532 + 683
4. 458 + 889
5. 845 + 375
6. 42 + 46 + 987

## SECTION A

**1** 56 - 23

**2** 438 - 21

**3** 657 - 200

## SECTION B

**1** 526 - 42

**2** 734 - 517

**3** 800 - 256

## SECTION C

**1** 885 - 287

**2** 423 - 165

**3** 802 - 586

**4** 923 - 487

**5** 742 - 186

**6** 834 - 386

## SECTION A

1. 16 + ☐ = 19

2. ☐ - 12 = 3

3. ☐ - 201 = 538

4. ☐ + 235 = 589

## SECTION B

1. ☐ - 6 = 86

2. ☐ + 8 + 9 = 37

3. 438 + ☐ = 781

4. ☐ - 3824 = 2345

## SECTION C

1. 348 + ☐ = 362

2. ☐ - 605 = 208

3. ☐ - 3058 = 4267

4. ☐ + 186 + 375 = 2848

## SECTION A

1. 3 x ☐ = 12

2. ☐ x 37 = 37

3. ☐ ÷ 5 = 7

4. 64 ÷ ☐ = 8

## SECTION B

1. 2 = ☐ ÷ 16

2. 7 x 20 = ☐

3. 4 x 3 x 7 = ☐

4. 64 ÷ 4 = ☐

## SECTION C

1. ☐ ÷ 13 = 9

2. 14 x 21 = ☐

3. ☐ = 25 x 16

4. ☐ x 8 x 14 = 224

## SECTION A

1. 11 x 8

2. 43 x 2

3. 33 x 3

## SECTION B

1. 41 x 9

2. 23 x 4

3. 38 x 3

## SECTION C

1. 6 x 4 x 7

2. 42 x 8

3. 23 x 9

4. 64 x 7

5. 78 x 5

6. 86 x 6

**SECTION A**

| | |
|---|---|
| 1 | 86 ÷ 2 |
| 2 | 88 ÷ 8 |
| 3 | 44 ÷ 2 |

**SECTION B**

| | |
|---|---|
| 1 | 74 ÷ 2 |
| 2 | 54 ÷ 3 |
| 3 | 91 ÷ 7 |

**SECTION C** - For these, first work out the calculation in brackets, and then divide your answer by the number shown

| | |
|---|---|
| 1 | (40 + 52) ÷ 2 |
| 2 | (35 x 2) ÷ 5 |
| 3 | (60 + 12) ÷ 3 |

**SECTION A-** Where you can, try to write your answers as whole or mixed numbers

**1** $\frac{1}{10} \times 3$

**2** $1\frac{1}{5} \times 2$

**SECTION B -** Where you can, try to write your answers as whole or mixed numbers

**1** $\frac{4}{9} \times 2$

**2** $\frac{3}{100} \times 7$

**3** $2\frac{3}{10} \times 3$

**4** $6\frac{2}{7} \times 2$

**SECTION C -** Where you can, try to write your answers as whole or mixed numbers. If you can, write your answer to question 4 in its lowest terms

**1** $\frac{4}{33} \times 7$

**2** $\frac{3}{7} \times 6$

**3** $6\frac{4}{10} \times 5$

**4** $1\frac{3}{4} \times 6$

## SECTION A

**1** $\frac{1}{2}$ of 16

**2** $\frac{1}{4}$ of 28

**3** $\frac{1}{6}$ of 36

## SECTION B

**1** $\frac{1}{6}$ of 54

**2** $\frac{1}{7}$ of 84

**3** $\frac{2}{5}$ of 25

## SECTION C

**1** $\frac{1}{3}$ of 42

**2** $\frac{1}{5}$ of 80

**3** $\frac{3}{8}$ of 48

**4** $\frac{7}{10}$ of 110

**5** $\frac{5}{6}$ of 72

**6** $\frac{2}{7}$ of 42

**SECTION A**

1. $30 \div 10 = \square$
2. $400 \div 10 = \square$
3. $530 \div 10 = \square$
4. $100 \div 100 = \square$

**SECTION B** - Write your answers as decimal fractions

1. $2 \div 10 = \square$
2. $\square = 9 \div 10$
3. $\square = 36 \div 100$
4. $57 \div 100 = \square$

**SECTION C** - Write your answers as decimal fractions

1. $\square = 23 \div 10$
2. $46 \div 10 = \square$
3. $34 \div 100 = \square$
4. $1 \div 100 = \square$

**SECTION A**

1. $50 \div 10 = \square$
2. $300 \div 10 = \square$
3. $570 \div 10 = \square$
4. $600 \div 100 = \square$

**SECTION B** - Write your answers as decimal fractions

1. $1 \div 10 = \square$
2. $\square = 5 \div 10$
3. $78 \div 100 = \square$
4. $\square = 88 \div 100$

**SECTION C** - Write your answers as decimal fractions

1. $71 \div 10 = \square$
2. $99 \div 100 = \square$
3. $\square = 5 \div 100$
4. $130 \div 100 = \square$

## Count in multiples of 6

**1** Write the missing numbers by counting on **6** each time. Some are completed for you.

a | 1 | 7 | 13 | | | |

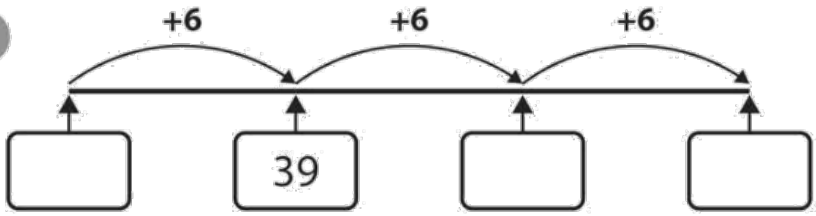
b | 15 | | 27 | | | |

c | 92 | | | | | |

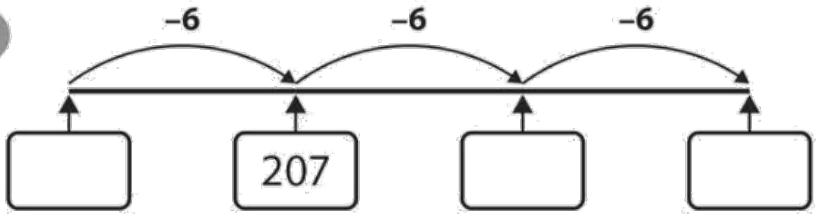
d | 993 | | | | | |

**2** Write the missing numbers on the number lines below.

a




b




**3** For the following, find the missing numbers by counting back **6**. An example is shown.

a | 54 | 48 | | | | |

b | 97 | | | | | |

c | 217 | | | | | |

d | 2008 | | | | | |

## Use the value of known and derived facts to multiply and divide mentally, including by 0 and 1

**1** Complete the following.

a) $73 \times 6 = 438$, so $73 \times 60 =$ ☐ and $73 \times 600 =$ ☐

b) $84 \times 80 = 6720$, so $84 \times 8 =$ ☐ and $84 \times 800 =$ ☐

c) $4 \times 8 = 32$, so $320 \div 80 =$ ☐ and $3200 \div 40 =$ ☐

d) $6 \times 9 = 54$, so $90 \times 60 =$ ☐ and $5400 \div 9 =$ ☐

**2** Look at the clues to help solve these calculations.

***CLUES:*** *To multiply by **4**, double and double again.*
*To multiply by **5**, multiply by **10** and halve.*
*To divide by **20**, divide by **10** and halve.*

a) $16 \times 4 =$ ☐ $41 \times 4 =$ ☐

b) $42 \times 5 =$ ☐ $72 \times 5 =$ ☐

c) $740 \div 20 =$ ☐ $2420 \div 20 =$ ☐

d) $104 \div 4 =$ ☐ $2420 \div 5 =$ ☐ $14 \times 20 =$ ☐

**3** Solve the following.

a) $3852 \div 1 =$ ☐ $83 \times 1 \times 5 =$ ☐ $26 \times 8 \times 1 =$ ☐

b) $4753 \times 1 \times 0 =$ ☐ $3976 \div 1 =$ ☐

c) $470 \times 2 \times 1 =$ ☐ $7856 \times 2 \times 0 =$ ☐

## Recall multiplication and division facts for tables up to 12 × 12

**1** Complete the following, as quickly as you can.

a) $4 \times 7 = \square$ $\quad 4 \times \square = 48$

b) $6 \times \square = 48$ $\quad 9 \times 6 = \square$

c) $9 \times \square = 27$ $\quad 54 \div 9 = \square$

d) $12 \times 8 = \square$ $\quad 7 \times \square = 56$

e) $11 \times 11 = \square$ $\quad 12 \times 12 = \square$

**2** Complete the missing numbers in the multiplication table, as quickly as you can.

| × | **4** | | **7** | | | |
|---|---|---|---|---|---|---|
| **5** | | 30 | | | 55 | |
| | 44 | | | | | 132 |
| | 48 | | | 96 | | |

**3** Complete the calculations below.

a) $6 \times \square$, $4 \times \square$, $\square \times 3$, 36

b) $4 \times \square$, $\square \times 8$, $2 \times \square$, 48

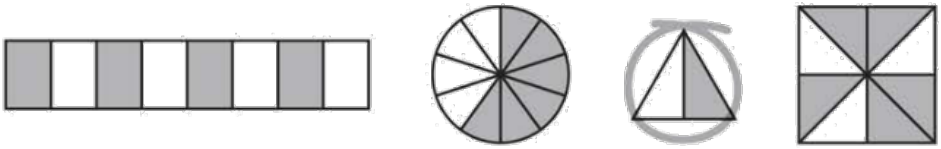
c) $8 \times \square$, $\square \times 12$, $\square \times 3 \times 3$, 72

d) $1 \times \square \times 8$, $12 \times \square$, $3 \times 4 \times \square$, $2 \times 4 \times \square$, 96

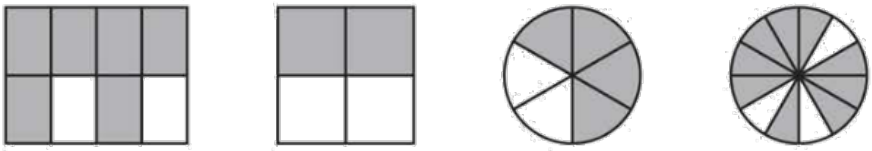
## Recognise and show, using diagrams, families of common equivalent fractions

**1** For each of the following, put a circle around the shapes which have the equivalent fraction shaded. An example is shown.

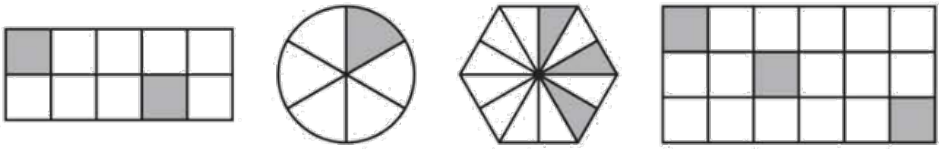
a $\frac{1}{2}$



b $\frac{3}{4}$

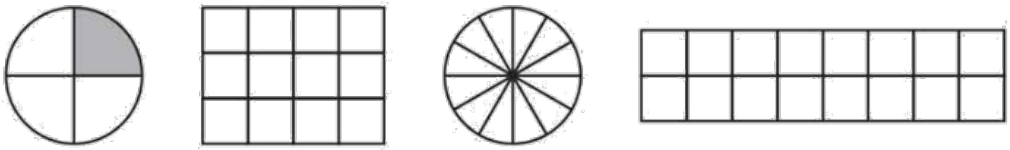


c $\frac{1}{6}$

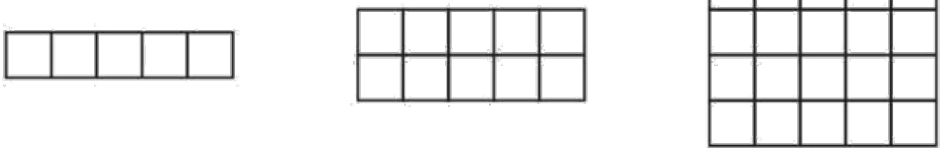


**2** Shade the equivalent fraction in each shape. An example is shown.

a $\frac{1}{4}$

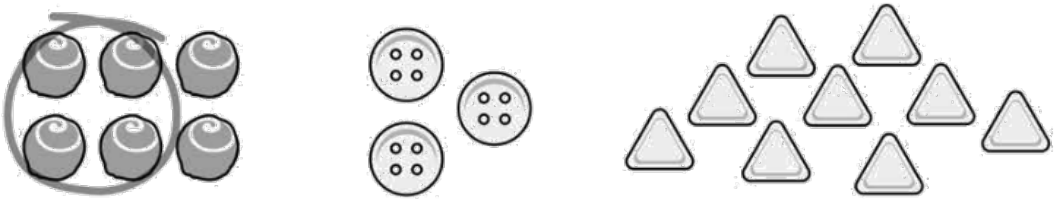


b $\frac{2}{5}$

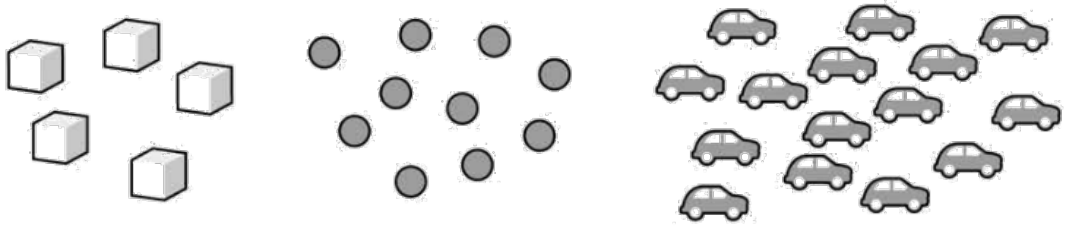


**3** For the following draw around the equivalent fraction. An example is shown.

a $\frac{2}{3}$



b $\frac{1}{5}$



## Convert between different units of measure – capacity

**1** Convert the units of measure below.

a) 1 litre = ____ millilitres

b) 4·6 litres = ____ millilitres

c) 8·24 litres = ____ millilitres

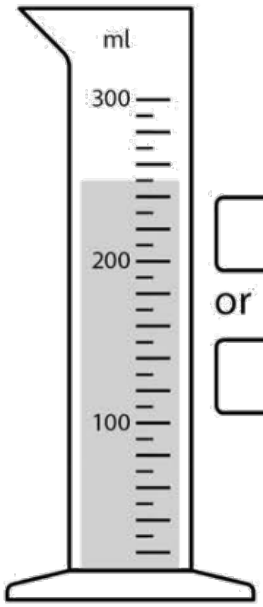
d) 500 ml = ____ l

e) 1750 ml = ____ l

f) 2472 ml = ____ l

**2** What measurement is shown on each scale?

a)




____ ml
or
____ l

b)


____ ml
or
____ l

c)


____ ml
or
____ l

**3** A fish bowl contained **572 ml** of water.
How many **litres** of water were in the fish bowl? ____ l

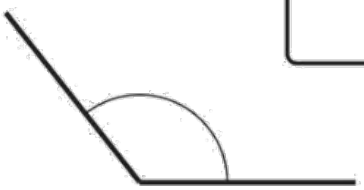
**4** In one week, Dwayne drank **5·04 litres** of milk.
How many **millilitres** did he drink? ____ ml

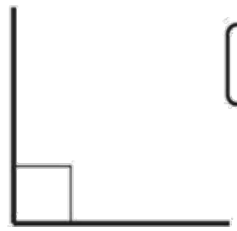
**5** Year 4 were measuring rainfall. The rain filled **3 one-litre** containers and it reached **326 millilitres** in the fourth. How much rain fell altogether?

Give your answer in **millilitres** and **litres**. ____ ml or ____ l

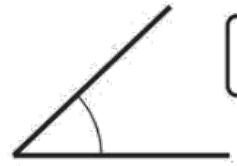
## Identify acute and obtuse angles

**1** Write the name of each type of angle, choosing one of the following:
***straight angle*, *obtuse angle*, *right angle*, *acute angle*.**

a  angle

c  angle

b  angle

d  angle

**2** Now identify the type of angle for each of the following.

a 23° ..... angle

b 174° ..... angle

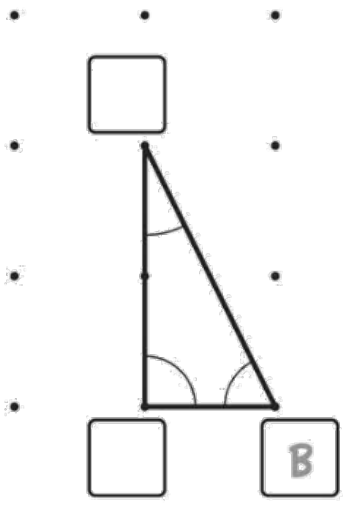
c 90° ..... angle

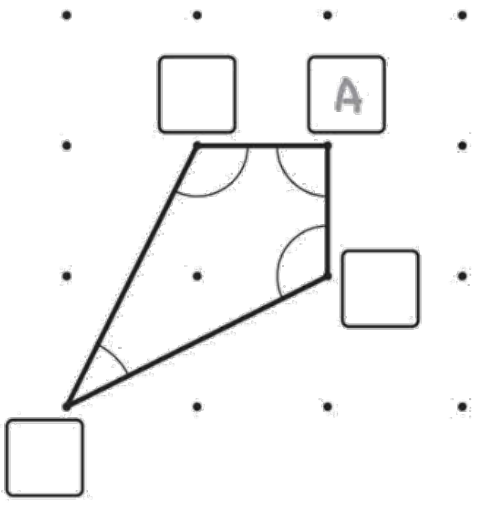
d 180° ..... angle

e 89° ..... angle

f 98° ..... angle

**3** In each of the following shapes, write a letter by each vertex to show the type of angle.
**A** = right angle; **B** = acute angle; **C** = obtuse angle. Examples are shown.



## Draw a pair of axes in one quadrant, with equal scales and integer labels

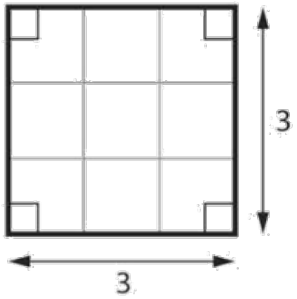
**1** Use squared paper and follow the instructions below.

a Draw an x-axis (horizontal) with a scale from **0 – 10**, increasing in ones.

b Draw a y-axis (vertical) with a scale from **0 – 8**, increasing in ones.

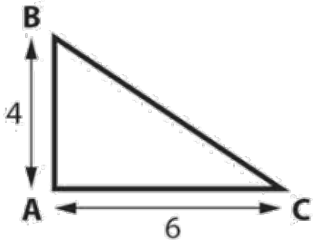
c Write the scale on each axis.

d Now draw a square, with sides **3** units.




e Write the co-ordinates for each point on your square.

f Next, draw a right-angled triangle. The right angle should be at point **A**, side **AB** should be **4** units and side **AC** should be **6** units.




g Write the co-ordinates for each point on your triangle.

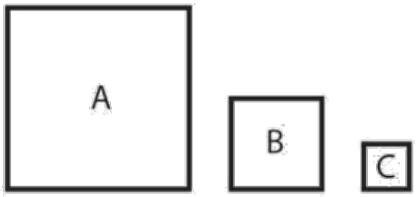
**2** Now try the following on squared paper.

a Draw an $x$-axis with scale, increasing in fives, from **0 – 60**.

b Draw a $y$-axis with a scale, increasing in fives from **0 – 80**.

c Write the scale on each axis.

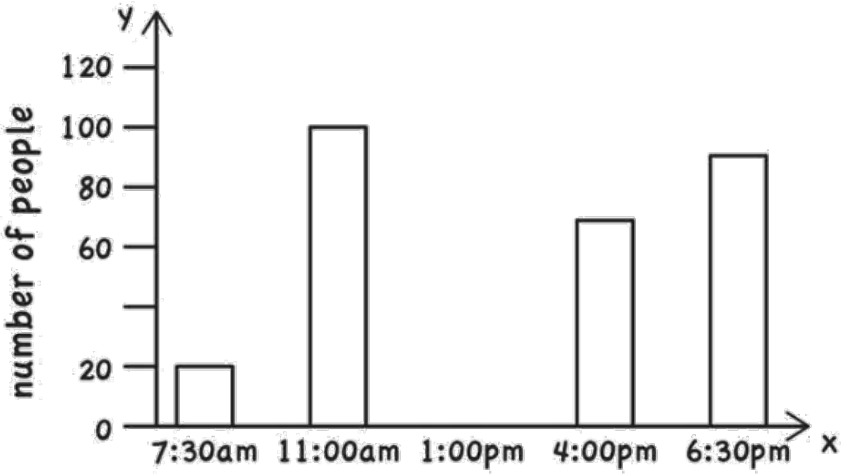
d Draw 3 squares. Make the sides of **square A** twice the length of the sides of **square B**, and the sides of **square B** twice the length of the sides of **square C**.




e Write the co-ordinates for each point on your squares.

## Interpret and represent data in a bar chart

Joe drew the bar chart to show the number of people who attended the carol services.




1. Joe forgot to write the label for the $x$-axis. What do you think it should say?

   .....

2. He also missed out one of the numbers on the y-axis.

   What is the missing number? ☐

3. How many people went to the **7:30 am** service? ☐

4. How many people went to the **6:30 pm** service? ☐

5. **80** people went to the **1:00 pm** service.

   On the chart, draw in the bar for the **1:00 pm** service.

6. Why do you think that the **7:30 am** service had the fewest people attending?

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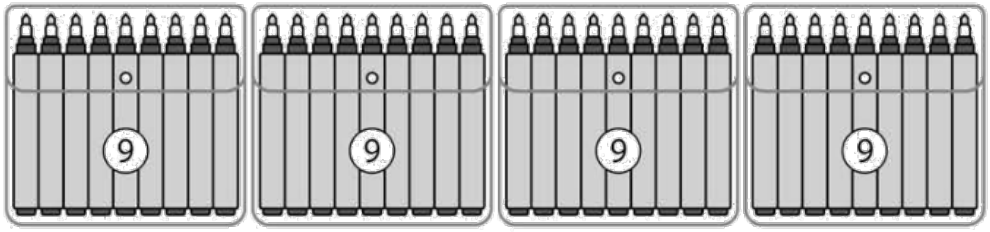
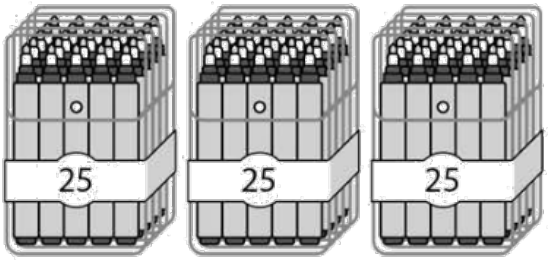
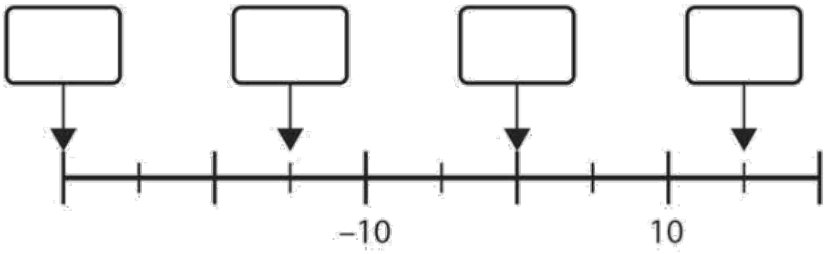
## Further mastery – number and place value

**1** How many felt tips altogether?

a 


b 


**2**




a Write in the missing numbers on the number line.

b Some children count backwards in **7s**. **23** is the **first** number they say.

What is the **ninth** number they say? ☐

**3** Use the digits: **5**, **8**, **0**, **4** to make **4-digit** numbers. Make each number with the digit **8** in the thousands place.

Write your numbers in order from largest to smallest.

.....

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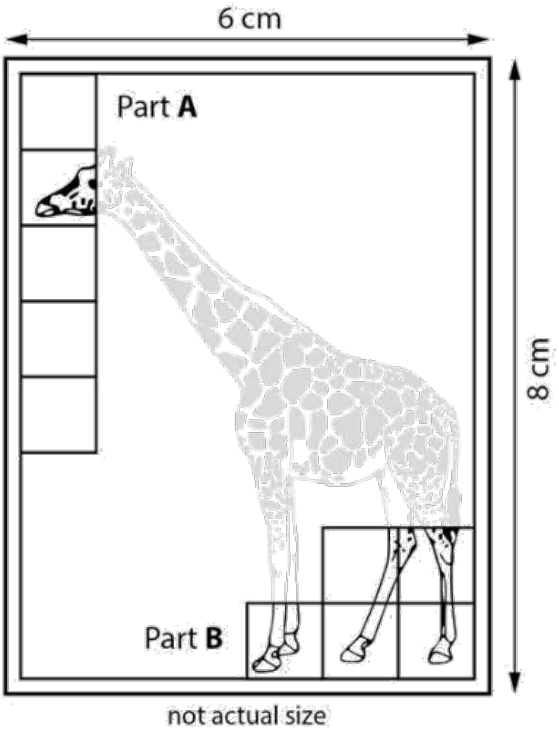
## Further mastery – measurement

**1** The picture shows some pieces of a jigsaw, in its box. Each jigsaw piece is a **1 cm** square.



not actual size

a) How many jigsaw pieces are there, in the whole jigsaw? ☐

Part **A** and **B** are completed.

b) What is the perimeter of each part?

Part **A** ☐ cm Part **B** ☐ cm

c) What is the area of each part?

Part **A** ☐ $cm^2$ Part **B** ☐ $cm^2$

d) Try to explain the similarities and differences between the area and perimeter for Part **A** and **B**.

.....

**2** Complete the following, so that the calculations are correct. For some, there may be more than one possible answer.

a) $2\frac{1}{2}$ kg + ☐ g + ☐ g = 3 kg

b) 2·6 km + 1500 m + ☐ m = 4·2 km

c) 0·5 l + $\frac{3}{4}$ l + ☐ ml = 2 l

**3** Put the amounts in order, starting with the smallest.

| $\frac{3}{4}$ of 2 kg | $\frac{1}{2}$ of 2900 g | $\frac{2}{3}$ of 2·4 kg | 295 g × 5 |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| smallest | | | largest |