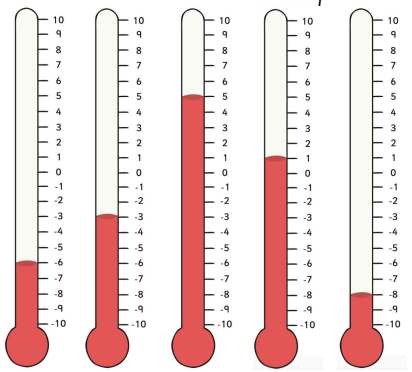
Year 4 Number Knowledge – Summer 2

Each term, your child will focus on two areas to help them with their understanding of number. We would like you to choose one of the following activities to complete at home each week.

Counting: Negative numbers

Read the scales and write the temperatures.



CHALLENGE: choose two thermometers and work out the difference.

Put these numbers in ascending order (smallest to biggest):

1	-4	3	6	10	-7
2	5	-6	12	-5	8
3	11	0	-2	-3	-1
4	-2	13	-11	16	-8

CHALLEGE: Explain how you worked it out.

Put the correct sign in for these statements.

< > =

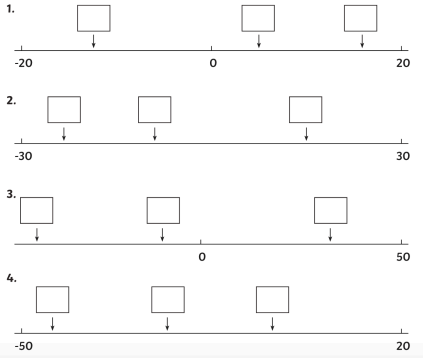
1. -5 ☐ -3 **2.** 10 ☐ -10

3. -4 ☐ 6 **4.** 6 ☐ -2

5. -2 ☐ 12 **6.** 0 ☐ 0

7. 14 ☐ -15 **8.** -2 ☐ -1

Identify the following numbers on the number line.



Properties of number: Using factor pairs in mental calculation

Multiplication strategies

There are 24 swimmers in each squad.
How many swimmers in six squads?

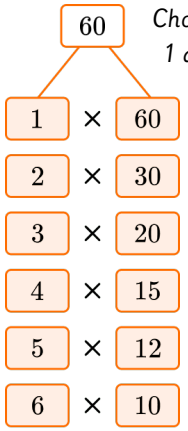
The calculation is **6 x 24** =
To work this out quickly, I am going to use my knowledge of factor pairs. I know that **12 x 2 = 24** so I can replace **24** with **12 x 2**:
6 x 12 x 2 =

6 x 24 =

6 x 12 x 2 =

6 x 12 = 72

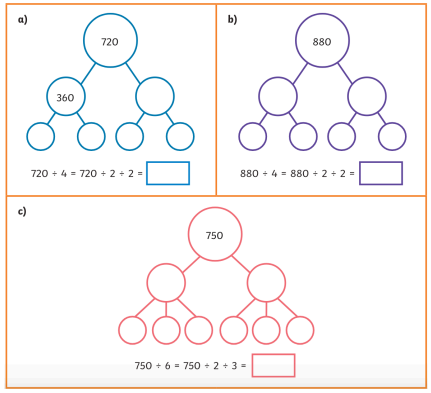
72 x 2 = 144



Choose a number between 1 and 100 and write out the factor pairs.

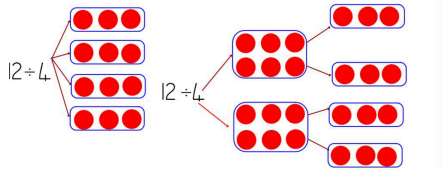
How will you know you have found all of the factors?

Repeat this 5 times.



Division can be made easier if you use factor pairs.

12 ÷ 4 is the same as: 12 ÷2 then the quotient÷ 2 again



Try these calculations:

- *112 ÷ 8 =*
- *126 ÷ 14 =*
- *408 ÷ 12 =*
- *282 ÷ 6 =*