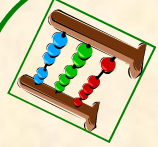




Golden Rules



Getting the balance right between making maths fun AND keeping up regular short bursts of number bond practice can be tricky at times. Here are some dos and don'ts to help you out.

- ✓ DO 'little and often!' Constant repetition of times tables, doubling and halving, simple division and basic number bonds will all help build your child's confidence.
- ✗ DON'T feel you have to buy workbooks or sit down to do formal maths in order to help. At home is the perfect time to help your child memorise number facts and work real life problems out in their heads.
- ✓ DO give LOTS of praise. Children need encouragement and praise to be confident and a confident child makes a better learner.
- ✓ DO play games! Introduce more complex games involving money to encourage meaningful addition and subtraction.
- ✗ DON'T forget that methods of teaching maths have changed since we were at school. Your child may be using vertical addition or subtraction methods but multiplication and division may still look very different. If you want to know more about these methods ask for our explanatory leaflet which is also available on our website.
- ✓ DO remember, your child wants to spend time with you. Your focused attention and support with maths is much more important and pleasurable than time on a maths game on the computer.

HELP YOUR CHILD WITH NUMBERS



YEAR 4



Regular practice using numbers

Children still need to keep using numbers and to practice their number bonds if they are going to remember them and gain speed. As well as reciting the 2, 3, 4, 5 and 10 times tables, encourage your child to see the patterns and links. For example, $8 \times 4 = 32$, $4 \times 8 = 32$, $32 \div 4 = 8$ and $32 \div 8 = 4$.



Tables techniques

There are some simple rules that will help your child get to grips with their times tables.

If they don't know a fact, ask them to try turning it around.

For example they may not know five sevens but can easily work out seven fives because $5 \times 7 = 7 \times 5$

Remember that your child needs to answer random multiplication questions and not just to know them in the order they recite them. Also try really testing them by asking division as well as multiplication facts, e.g. 'what is 27 divided by 3' as well as 'what are nine threes?'



Recognising what to do and when...

Things are often not as simple as they seem...

Children need to recognise when they need to use different methods of calculation. Not only do they need to know when to use $+$, $-$, \times or \div but also when it is best to use a pencil and paper and when to work things out in their heads. Encourage your child to think before they begin,

e.g. children may be able to subtract 497 from 506 by writing it in columns without realising it is quicker to count on from 497 up to 506 in their heads.

Your child will be able to do many of the following:

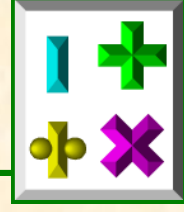
Round numbers to the nearest 10 or 100.

Add and subtract numbers up to 100 in their heads and larger numbers using pencil and paper.

Multiply and divide any number by 10 or 100.

Multiply and divide numbers up to 100 by 2, 3, 4, or 5 and find remainders e.g. 36×3 , $87 \div 4$.

Know by heart the 2, 3, 4, 5 and 10 times tables.



NUMBER IN YEAR 4



How can you help your child make progress?

Help your child to see the link between simple number bonds and complex ones e.g. $6 + 4 = 10$ so $560 + ? = 600$ or $7 \times 5 = 35$ so $70 \times 50 = ?$

Encourage your child to work out which function, $+$, $-$, \times or \div is the right one to solve various real life problems and to calculate the answer in their head or on paper.

Recite the 2, 3, 4, 5 and 10 times tables regularly.