

Maths at Bedwell

Year 4
January 2017

Each half-term, every class in the school focuses on **one key area of maths**, based on strengths and weaknesses identified by all of our teachers at the start of the year. Your child's targets are explained over the page, along with some **ideas for how you can support your child with them at home**. The targets are split into 3 sections - the 'Should' target is age-related, based on national standards for maths, and is the point most children should reach. For some children maths can be difficult and therefore they are targeted to get the 'Must'. For others who really excel at maths there is the 'Could' target, which challenges them to work at a higher level.

Each class also selects a key set of number facts - their '**Learn-Its**' - which they practice every day. These are explained below, and again it would be a **huge help** if you could spend a few minutes every day helping your child to learn these.

Learn-Its: 4x, 6x & 7x tables

This half-term, Mr Wilson's maths group will be practicing their **4x table**, Miss Smith's class will be improving their quick recall of the **6x table**, and Mr Humber's set will be revising their **7x table**. Here a few things you could try together at home:

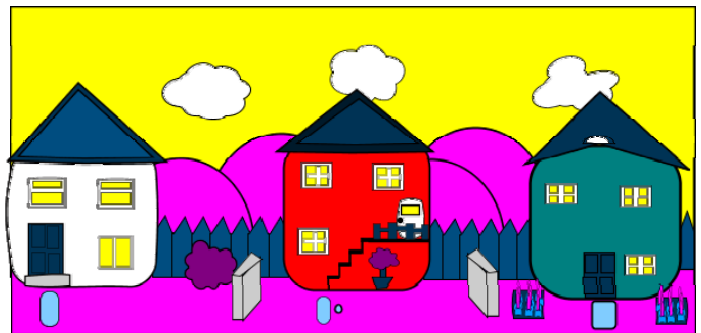


- Try making-up rhymes to help remember number facts (" 4×6 is 24, bears growl and lions roar!")
- Look for numbers in that table in the world around you - on doors, car number plates, in phone numbers or when you're out shopping.
- Work on games from your child's tables revision packs - they should be bringing this home every week, and swapping it for a new one when they've completed the next step on their tables card. A few minutes every day makes a huge difference!
- Write-out tables with finger paints, chalk or water-on-tarmac, or make them from playdoh or fridge magnets.
- Chant, sing, whisper... Say tables out loud together whenever you have the chance - silly voices and silly ways to say them really stick in the memory.

Must	Should	Could
I can count forwards and backwards in multiples of 4, 8, 50 and 100	I can count forwards and backwards in multiples of 6, 7, 25 and 1000	I can count forwards and backwards in multiples of 9, 11 and 12

How you can help:

→ This target is all about counting, so that's the key thing to do here - imagine that each house in the street is worth 6 and count up as you walk to school, or count in 4s as you put toys away.



→ There are loads of fun games to play together online - we particularly like Splat Square at www.primarygames.co.uk and the Flip Counter at www.ictgames.com/flipcounter



→ Ask questions when out shopping - we've got three 4-packs of cat food, so how many packs do we have altogether? Is that enough to last a week? Apples come in packs of 6, so how many bags do we need to buy to have 18 altogether?

→ Play dice games, looking to get quicker and quicker at counting on in the number shown by the dice - you're on 18 and you've rolled 6, so where should your counter be now?

→ Count in 2s, 5s, 10s, 20s, 50s and 100s when paying for things or working out change - and wet January afternoons are always a good time to count-up the value of the change pot!

→ Ask your child to keep score in games you play together, finding totals and keeping tallies to work out who's winning. Try scaling-up the score - if we make every goal in football worth 8 points, what's the score now?

