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| **Maths Home Learning** |
| **Year 4 Suggested Activities** |

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| **Activity 1** |
| **Yes/No**This is a game for 2 players. Player 1 think of a 4 digit number but do not share it with player 2.Player 2 can ask questions to try and find out what the number is but player 1 can only answer yes or no.Then swap over.The winner is the person who guesses the number by asking the least number of questions. |

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| **Activity 2** |
| **The Biggest Number**Step 1: Each player draws a place value grid, with an agreed number of places. E.g. Thousands, hundreds, tens and ones. Step 2: Using a deck of cards 2-10, Ace and picture cards, with 2-10 being worth their digit, Aces being worth 1 and picture cards being worth 0.Step 3: Players take turns to draw a card from the pile, and each player chooses which column to record the number in. The winner is the person to have the biggest number recorded at the end of the game. |

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| **Activity 3** |
| **Thousands, hundreds, tens and ones** For this game you will need a pack of cards. If you don’t have any then you could make your own. On a piece of paper draw a place value grid showing thousands, hundreds, tens and ones. Decide between you if you are looking to create the smallest or biggest number. You will take it in turns to draw a card from the pile (an Ace is worth 1, all picture cards are 10 and all other cards are face value). Each time you draw a card, you need to decide which column you are going to put it into. Continue this until you have a card I each column. Who has the biggest number? Who has the smallest? Is there a trick to making sure you get the biggest or smallest number? You can adapt this by changing the goal of smallest or biggest. You could even add limitations such as it must be an even/odd number. |

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| **Activity 4** |
| **Multiplication Bingo**Step 1:  In this mathematical version of the game, all players write down 5 numbers, which are multiples of a given times table. For example: if they were doing the 5 times table, they might write 10, 35, 45, 50 and 60.Step 2: A third person can lead the game and call out multiplication questions from the chosen times table, or they can be written on cards, jumbled up in a pile for players to take turns picking and reading out.Step 3: If the player has an answer to the question on their bingo board, they can cross it out. First person to cross out all their numbers is the winner.  |

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| **Activity 5** |
| **Countdown**Step 1: Set out 4 large number cards (25, 50, 75 and 100) face down and mixed up and do the same with the 1 – 10 cards, making sure you have at least 2 cards for each number.Step 3: Players take it in turns to select one of the big number cards or one of the small number cards, until there are 6 cards laid out all together and someone who is playing the game needs to generate a 4-digit number. This can be by throwing a dice, or selecting cards from a pile of 0 to 9 cards. Step 5: Once the number has been generated, turn over the six cards and players have to try and get to that total using any of the six number cards and any of the four operations. Each card can only be used once and the winner is the first person to reach the total, or the player who is closest after a set length of time. |

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| **Activity 6** |
| **Bang, Bang!**Step 1: 2 players stand back to back, cowboy shootout style. Step 2: A question is called out, such as ‘what is 7 x 6?’ Step 3: The first player to turn, face their opponent, shout ‘Bang Bang!’ and to give the answer wins the round.Step 4: This is then repeated until a number of points, decided at the start of the game, is reached. That player is then the winner.  |

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| **Activity 7** |
| **Multiplication Hopscotch**Step 1: Using chalk, draw out hopscotch squares on the ground and in each square, write either multiples of a number or multiplication facts.Step 2: Each person then hop, skips and counts at the same time, which is a really good way of helping those multiplication tables stick. The other great thing about this game is this can be done with one person, or if friends are visiting everyone can join in and have a go. It can also be adapted to include other skills such as rounding to the nearest 10, 100 or 1000. |

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| **Activity 8** |
| **Lego Fractions**Investigate what fractions can be represented using Lego. How many equivalent fractions can you show. |

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| **Activity 9** |
| **Fraction Pictionary** Think of a fraction. The aim of this game is for your partner to guess which fraction you are thinking of without you actually writing any numbers. Using a piece of paper and a pencil, draw an image which will help your partner guess which fraction you are thinking of. Try and be creative, don’t just use the typical examples of pizza and cake! For example, you might draw 7 apples and 3 oranges to represent seven tenths. You can make this more challenging by setting a time limit or by asking the person guessing to name an equivalent fraction as they guess. |

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| **Activity 10** |
| **Fractions and Decimals Around Us** We use fractions and decimals all the time without realising. Can you make a list of examples and discuss them with someone at home? How many different real life examples can you think of where fractions and decimals are used? For example, half a dozen eggs, prices in shops £3.36. |

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| **Activity 11** |
| **Scavenger Hunt**Step 1: Give children a grid with some pre-set weights and lengths on. It will then be a challenge for them to find something in the garden that is approximately 10cm long, or something in the house that weighs 300g (as an example). Step 2: Get your child to gather all of the items they think match the weights and lengths on the card, and check how well they have done with some kitchen scales and a tape measure! |

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| **Activity 12** |
| **Money, Money, Money**Recap your knowledge on the different coins and notes. Can you remember what they look like? Can you remember what they’re worth? Ask your partner or adult to choose three different coins or notes and hide them without you seeing. You have to ask questions to find out how much they are hiding and which coins or notes they have. Think carefully about the questions you ask as the other person can only say yes or no! You could make this trickier by limiting the number of questions you can ask or by putting a time limit on the game. |

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| **Activity 13** |
| **Home Shopping**Set up a shop with objects from around your house. Try and price the objects realistically so you understand the value of money. Take it in turns to play shopkeeper and customer. Decide how much you have to spend in the shop and try buying different combinations of items so you can practise adding together different amounts of money and give change. Could you challenge yourself and be the shopkeeper and decide to run special promotions such as buy one get one free, buy 3 for £5 or half price items? |

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| **Activity 14** |
| **Chalk Clock**Step 1: Try drawing a clock on the ground with chalk. Step 2: Then, get your child to use their body to make the hands of the clock. They could show just the hour or minute hands by lying straight, or they could use their body to make the hour and the minute hands, with their legs (the longer part) being the minute hand and their torso (the shorter part) the hour hand. As a challenge, children could be given accurate times, for example, 10:53 |

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| **Activity 15** |
| **Timetables**Can you look at different timetables and schedules there are? It could be a bus or train timetable, the times for the local cinema or your school day timetable. Look at the different ways time is represented and how long things take. Can you create a timetable for one of your days/weeks over the holidays? Can you say how much time you will spend eating, sleeping, doing activities etc? |

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| **Activity 16** |
| **Vocabulary Detective**Are there any mathematical words that you have come across that you are unsure of their meaning?Use the websites below to find the definitions.Present the definitions in a creative way to help you remember them, for example; a poster, a rap, a PowerPoint.<https://www.mathsisfun.com/definitions/index.html><http://www.amathsdictionaryforkids.com/dictionary.html><https://www.coolmath.com/reference/online-math-dictionary> |