Answers

Page 1 Number and Place Value

1. 84 91 98 105 112

2. 775 800 825 850

3. a. 4 586 b. 10 604 c. 12 245

4. a. 1 509 b. 778 c. 9 876

5. -5^0C -3^0C -2^0C 0^0C 3^0C

6. 1 −2 −5 −8

By the end of year 4 children will be expected to count in multiples of 6, 7, 9, 25 and 1000 and find 1 000 more or less than a given number. They will also be expected to count backwards through zero to include negative numbers. Questions 1 to 6 cover various aspects of this. If your child finds these tricky then we have plenty of practice available.

Go our worksheets at:

Year 4 Number and Place Value

Page 2 Number and Place Value

7. a. 70 b. 8 000 c. 6 000 8. 6 009

9. two thousand eight hundred and eight

10. a. 3 700 b. 5 000 c. 6 900

11. a. 7 000 b. 3 000 c. 10 000

12. a. 21 b. 40 c. 61

13. a. VI b. LI c. XIX

Children will be taught to recognise the place value of each digit in a four-digit number and round numbers to the nearest 10, 100 and 1 000. Roman numerals up to 100 are also introduced. If your child has difficulties with any of these go to our worksheets at:

Year 4 Number and Place Value

Page 3 Addition and subtraction

14. 7 028 15. 9 016 16. 756 17. 5 345

18. £80.03 19. £53.53 20. £6.52

Formal written methods of addition and subtraction with up to 4 digits is introduced in year 4. This includes money and working out problems using two steps or operations.

For plenty of practice with written methods of addition and subtraction go to:

Year 4 Addition

Year 4 Subtraction

Page 4 Multiplication

21. 42 36 40 132

22. 54 35 48 96

23. 81 84 108 144

24. 123 25. 0 26. 24 27. 40

28. 1, 2, 4 or 8

29. 2, 3, 4 and 6 circled

30. 107

31. 4

By the end of year 4 children will be expected to recall multiplication facts (times tables) up to 12 x 12. They will also be expected to multiply larger numbers mentally and understand the effect of multiplying by 0 and 1.

Factors will also be taught, as well as problem solving using knowledge of multiplication.

For more on all of these go to:

Year 4 Multiplication

Page 5 Multiplication and Division

32. 252 33. 2286

34. 6 9 2 7

35. 3 9 4 5

36. 6 10 7 11

37. 36 38. 36 39. 2

Children will be expected to use the formal written layout to multiply two-digit and three-digit numbers by a one-digit number. They will also be expected to recall division facts in a similar way to multiplication tables. If they have difficulty with these go to:

Year 4 Multiplication

Year 4 Division

Page 6 Fractions

40. $\frac{8}{10}$ 41. $\frac{1}{3}$ 42. 10 43. 5

44. 3.05 3.25 3.50 3.52 0.76 6.07 6.70 7.06

45. $\frac{5}{5} = 1$ 46. $\frac{13}{6} = 2\frac{1}{6}$ 47. $\frac{5}{8}$ 48. $\frac{1}{8}$

49. $\frac{7}{10}$ 50. $\frac{9}{10}$ 51. $\frac{17}{100}$ 52. $\frac{59}{100}$

Recognising common equivalent fractions, counting in tenths and hundredths and adding and subtracting fractions with the same denominator (bottom number) are all part of the year 4 programme of study. In particular watch out for the common error of adding the denominator when adding two fractions (1/3 + 1/3 is not 2/6). Children will also be expected to recognise and write decimal equivalents of tenths and hundredths.

If any of this proves to be tricky why not take a look at our comprehensive fractions worksheets at:

Year 4 Fractions

Page 7 Decimals and converting measurements

53. 1 54. 8 55. 12 56. 8

57. 0.3 58. 0.45 59. 0.66 60. 8.6 61. 12 62. £3.20

63. 600 cm 64. 70 mm 65. 8 000 m 66. 9 000 mm

67. 50 mm 68. 2 000 g 69. 6 000 ml 70. 11 000 g

By the end of year 4 children should be competent with rounding decimals with one decimal place to the nearest whole number and solve simple money problems.

They will also be expected to convert between different units of measure e.g. kilometres to metres or millimetres to centimetres.

If problems are experienced with any of these, go to the categories below for a plentiful supply of helpful worksheets:

Year 4 Fractions

Year 4 Measurement

Page 8 Measurement, including time

71. 16 cm 72. 18 cm 73. 24 cm 74. 20 m 75. 12 sq cm 76. 15 sq cm

77. 06:30 78. 21:00 79. 10:00 80. 17:15

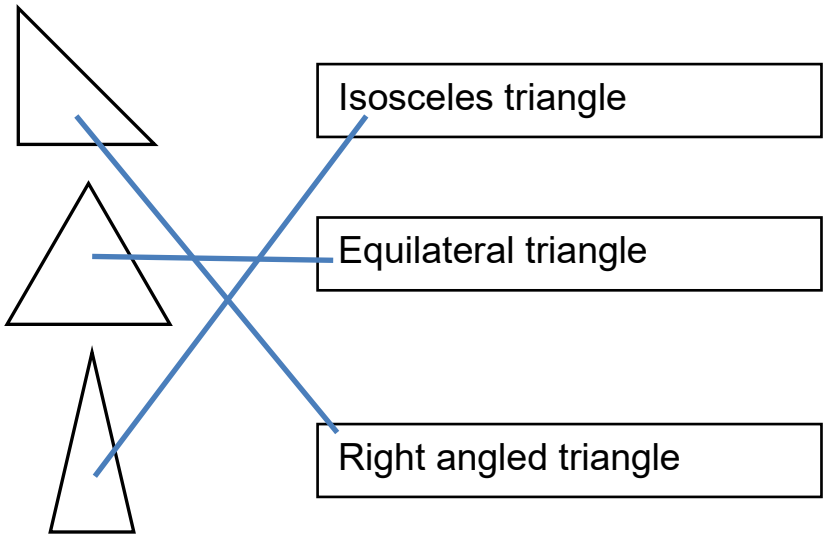
Children will be expected to calculate the perimeter of a rectangle and to count squares to find the area of rectilinear shapes. The 24 hour clock is introduced and children should be able to read, write and convert time between analogue and digital 12 and 24 hour clocks. If more practice is needed with any of these go to:

Year 4 Measurement

Page 9 Measurement and Geometry

81. 5 000 g or 5 kg 82. 20 83. 14

84.



85. a. hexagon b. square c. cylinder d. cuboid e. pentagon

It is expected that children will be able to solve problems involving measurement.

Children should also be able to recognise and classify 2-D and 3-D shapes.

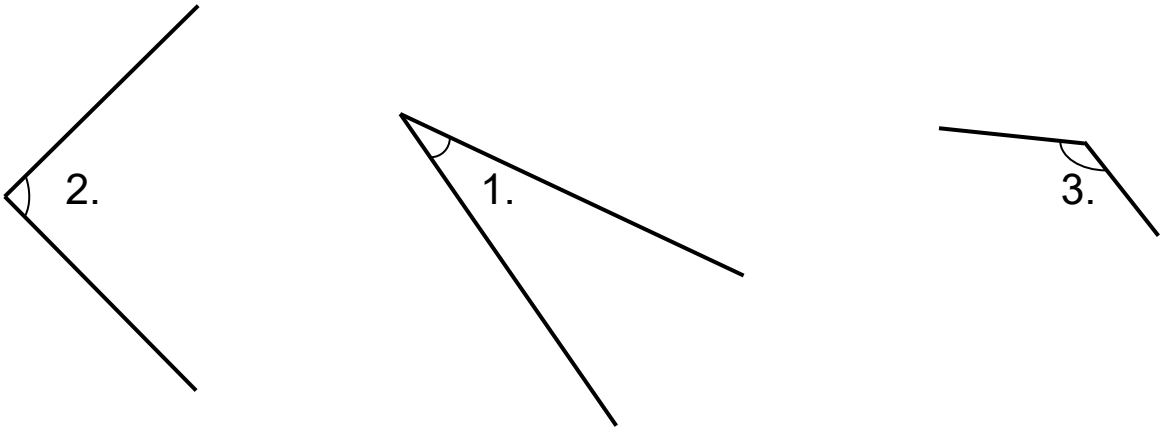
Much more work on both of these can be found at:

Year 4 Measurement

Year 4 Geometry

Page 10 Geometry

86.



Page 10 continued

87. a. (9, 6) b. (0, 6) c. (9, 0)

By the end of year 4 children will be expected to compare and order angles up to two right angles as well as describing positions using co-ordinates in the first quadrant. We have much more on both of these at:

Year 4 Geometry

Page 11. Statistics

88. 1:00 pm 89. 4 kilometres 90. 2 kilometres

91. 2:00 pm 92. faster

Finally, children will be expected to interpret data including time graphs and bar charts. More on this can be found at:

Year 4 Statistics