

# Maths Topics Homework Sheets

for Year 4

Version 1.0



by  
**Brian Taylor**

# Introduction

Welcome to the **Maths Topics Homework Sheets for Year 4** PDF book, a resource designed to cover your entire maths homework requirement for Year 4.

This practical learning tool includes 40 single-sided homework sheets, covering topics on the Year 4 National Curriculum. We recommend one homework sheet to be set each week, with any remaining sheets to be set as holiday homework.

As the year progresses, pupils could put their completed sheets into a homework file or folder, hence providing a full homework record for every pupil in your Year 4 class.

Alternatively, the PDF book could be printed out and stapled or ring-bound to make a complete book for each pupil.

The sheets can be tackled in any order depending upon your own scheme of work for Year 4. They appear in this book broadly in the order in which the topics are listed in the National Curriculum.

Answers are also provided in the form of fully filled-in sheets. This should make marking easy and also allows for the relevant page to be projected onto a screen in your classroom to allow for peer marking.

We hope that your pupils enjoy and benefit from the material in this book.

Details of our other fantastic mathematics resources can be found on our website:

**[www.mentalstarters.co.uk](http://www.mentalstarters.co.uk)**

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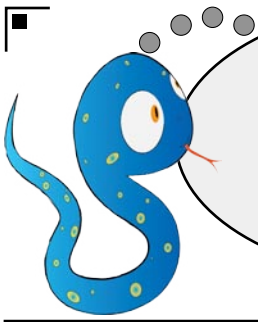
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5. Putting Numbers in Order
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14. Recognising Factor Pairs, and Commutativity
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19. Problems using Fractions
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21. Fractions and their Decimal Equivalents
22. Dividing by 10 and 100
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39. Drawing Bar Charts
40. Bar Chart Problems

***Answer sheets follow the question sheets.***





Maths Homework  
this week is about:

## Counting in Multiples

Name: \_\_\_\_\_

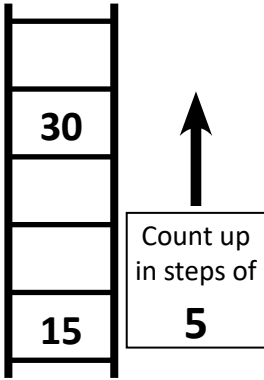
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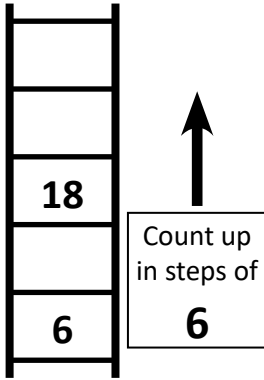
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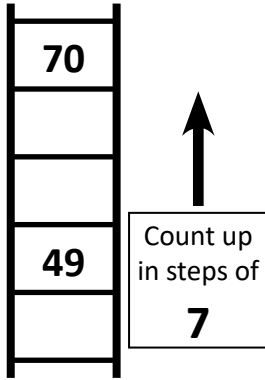
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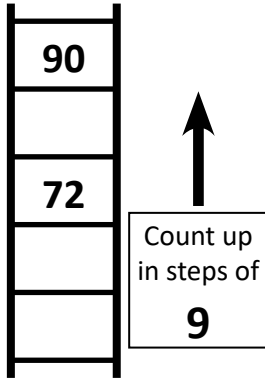
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(1) Fill in the missing numbers in each of these number ladders.

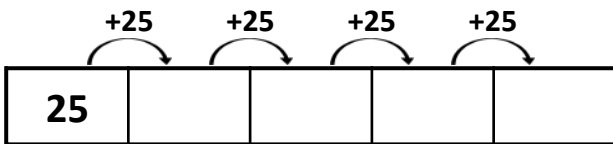
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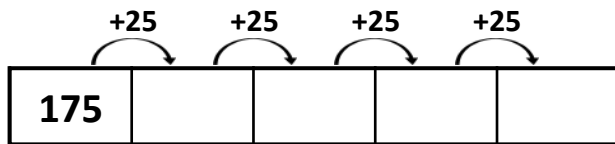
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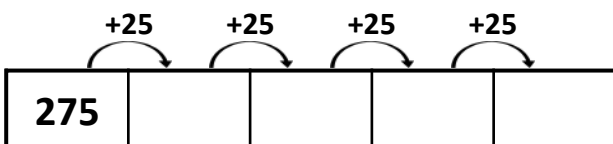
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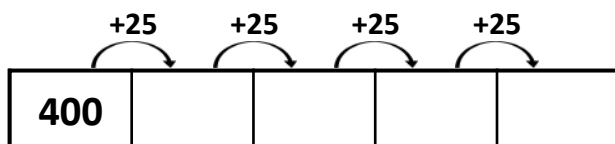
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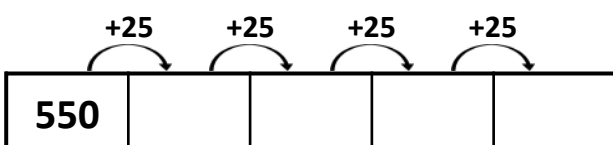
(2) In each of these number strips, fill in the missing numbers by counting up in 25s.

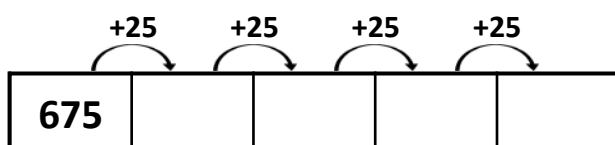
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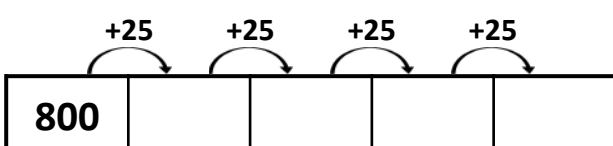
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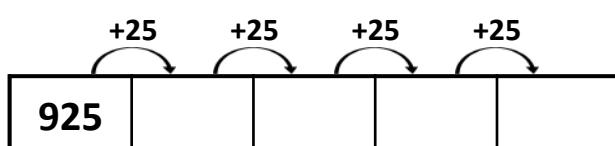
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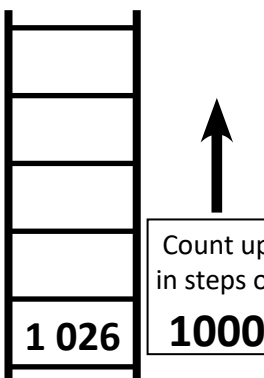
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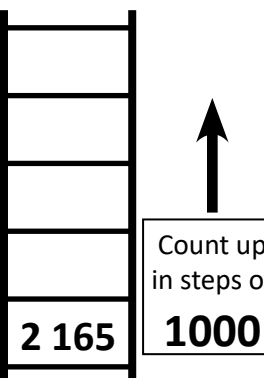
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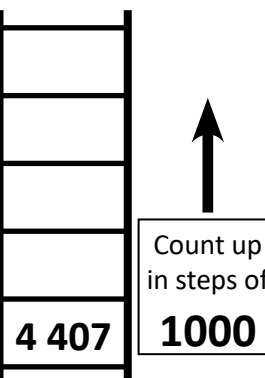
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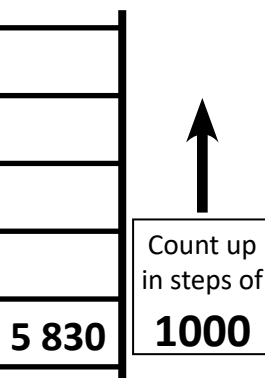
(h) 

(3) Fill in the missing numbers in each of these number ladders by counting up in 1000s.

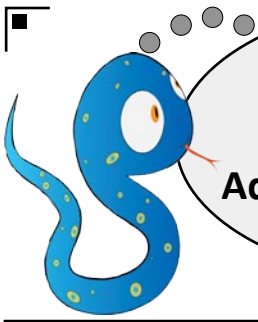
(a) 

(b) 

(c) 

(d) 





Maths Homework  
this week is about:

## Adding and Taking 1000

Name:

Date:

Teacher:

Year

4

(1) Add 1000 to each number.

(a)  $3\ 684 + 1000 = \square$

(b)  $2\ 463 + 1000 = \square$

(c)  $5\ 384 + 1000 = \square$

(d)  $7\ 106 + 1000 = \square$

(e)  $9\ 874 + 1000 = \square$

(f)  $14\ 038 + 1000 = \square$

(g)  $11\ 902 + 1000 = \square$

(h)  $18\ 122 + 1000 = \square$

(i)  $23\ 418 + 1000 = \square$

(2) Subtract 1000 from each number.

(a)  $\square - 1000 = 3\ 464$

(b)  $\square - 1000 = 5\ 617$

(c)  $\square - 1000 = 8\ 382$

(d)  $\square - 1000 = 9\ 901$

(e)  $\square - 1000 = 13\ 884$

(f)  $\square - 1000 = 17\ 723$

(g)  $\square - 1000 = 22\ 908$

(h)  $\square - 1000 = 30\ 864$

(i)  $\square - 1000 = 45\ 517$

(3) For each number, subtract 1000 and add 1000.

(a)  $\square - 1000 = 3\ 945$  and  $3\ 945 + 1000 = \square$

(b)  $\square - 1000 = 7\ 847$  and  $7\ 847 + 1000 = \square$

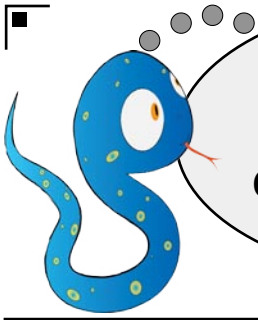
(c)  $\square - 1000 = 6\ 425$  and  $6\ 425 + 1000 = \square$

(d)  $\square - 1000 = 9\ 386$  and  $9\ 386 + 1000 = \square$

(e)  $\square - 1000 = 13\ 905$  and  $13\ 905 + 1000 = \square$

(f)  $\square - 1000 = 17\ 766$  and  $17\ 766 + 1000 = \square$





Maths Homework  
this week is about:

## Counting Backwards

Name: \_\_\_\_\_

Date: \_\_\_\_\_

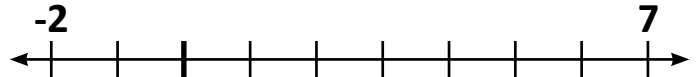
Teacher: \_\_\_\_\_

Year

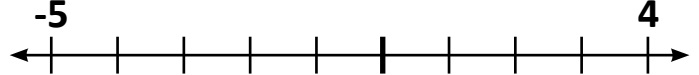
**4**

(1) On each of these number lines, draw an arrow which points to the the number given.

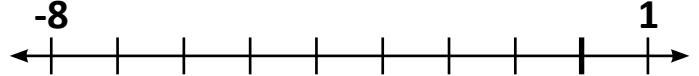
(a) Draw an arrow (↓) pointing to: **3**



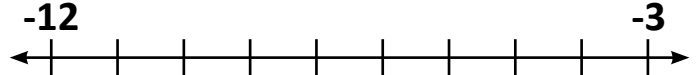
(b) Draw an arrow (↓) pointing to: **-3**



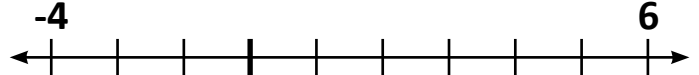
(c) Draw an arrow (↓) pointing to: **-5**



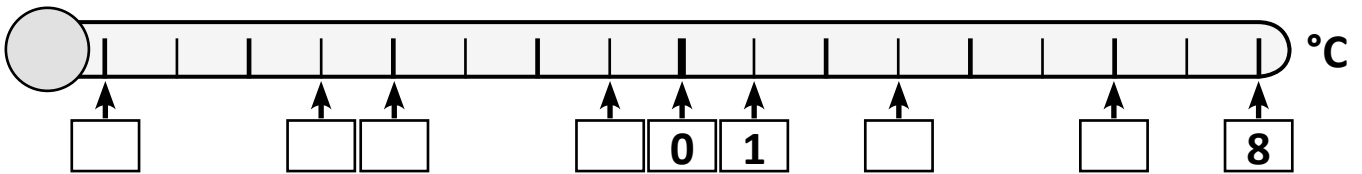
(d) Draw an arrow (↓) pointing to: **-7**



(e) Draw an arrow (↓) pointing to: **1**



(2) Here is a thermometer. Give the temperature that each arrow is pointing to.



(3) Count backwards from the starting number, using the step given.

(a) Count backwards in steps of: **2**

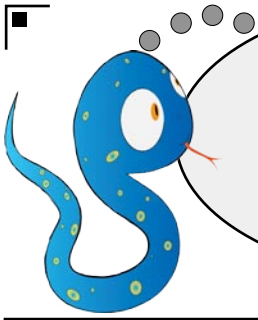
(b) Count backwards in steps of: **3**

(c) Count backwards in steps of: **5**

(d) Count backwards in steps of: **4**

(e) Count backwards in steps of: **7**





Maths Homework  
this week is about:

## Place Value

Name:

Date:

Teacher:

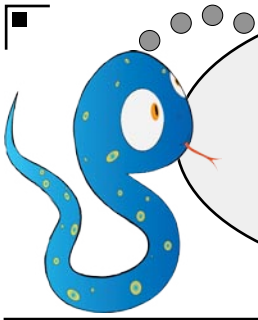
Year

4

For each number, give the value of the digit indicated by the arrows, both in words and using digits.

	Value in words	Value using digits
(eg) 7 1 6 2	seven thousands	7 000
(1) 6 8 8 9	<input type="text"/>	<input type="text"/>
(2) 4 2 4 3	<input type="text"/>	<input type="text"/>
(3) 1 7 8 8	<input type="text"/>	<input type="text"/>
(4) 7 1 2 8	<input type="text"/>	<input type="text"/>
(5) 5 7 0 5	<input type="text"/>	<input type="text"/>
(6) 1 9 6 6	<input type="text"/>	<input type="text"/>
(7) 2 6 1 5	<input type="text"/>	<input type="text"/>
(8) 9 5 4 1	<input type="text"/>	<input type="text"/>
(9) 6 3 7 3	<input type="text"/>	<input type="text"/>
(10) 7 6 3 7	<input type="text"/>	<input type="text"/>
(11) 3 6 6 2	<input type="text"/>	<input type="text"/>
(12) 6 5 5 4	<input type="text"/>	<input type="text"/>
(13) 8 7 6 3	<input type="text"/>	<input type="text"/>
(14) 5 5 8 0	<input type="text"/>	<input type="text"/>
(15) 4 9 3 9	<input type="text"/>	<input type="text"/>





Maths Homework  
this week is about:

## Putting Numbers in Order

Name:

Date:

Teacher:

Year

4

(1) Put each set of tickets in order from lowest to highest.

(a)	<b>9342</b>	In order <input type="text"/>	(b)	<b>3519</b>	In order <input type="text"/>	(c)	<b>8326</b>	In order <input type="text"/>
	<b>9564</b>	<input type="text"/>		<b>3562</b>	<input type="text"/>		<b>9714</b>	<input type="text"/>
	<b>9036</b>	<input type="text"/>		<b>3527</b>	<input type="text"/>		<b>9253</b>	<input type="text"/>
	<b>9465</b>	<input type="text"/>		<b>3556</b>	<input type="text"/>		<b>6317</b>	<input type="text"/>
<hr/>								
(d)	<b>8763</b>	In order <input type="text"/>	(e)	<b>8528</b>	In order <input type="text"/>	(f)	<b>1783</b>	In order <input type="text"/>
	<b>8952</b>	<input type="text"/>		<b>6943</b>	<input type="text"/>		<b>1864</b>	<input type="text"/>
	<b>5798</b>	<input type="text"/>		<b>7876</b>	<input type="text"/>		<b>1699</b>	<input type="text"/>
	<b>7846</b>	<input type="text"/>		<b>9205</b>	<input type="text"/>		<b>1793</b>	<input type="text"/>

(2) Circle the biggest number in each list.

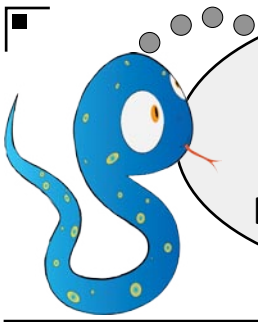
(a)	<b>3926</b>	<b>3862</b>	<b>3927</b>	<b>3899</b>	(b)	<b>5974</b>	<b>3998</b>	<b>5947</b>	<b>4897</b>
(c)	<b>4724</b>	<b>4764</b>	<b>4746</b>	<b>4744</b>	(d)	<b>8062</b>	<b>8206</b>	<b>8260</b>	<b>8602</b>
(e)	<b>3147</b>	<b>3247</b>	<b>2937</b>	<b>2473</b>	(f)	<b>9564</b>	<b>9465</b>	<b>9654</b>	<b>9645</b>

(3) Rewrite each list, putting the numbers in order from highest to lowest.

(a)	<b>9325</b>	<b>9235</b>	<b>9532</b>	<b>9253</b>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(b)	<b>7192</b>	<b>7656</b>	<b>7357</b>	<b>7531</b>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(c)	<b>6039</b>	<b>8748</b>	<b>3989</b>	<b>6158</b>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(d)	<b>5656</b>	<b>5665</b>	<b>5384</b>	<b>5729</b>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(e)	<b>2749</b>	<b>2894</b>	<b>2849</b>	<b>2794</b>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>







Maths Homework  
this week is about:

## Representing and Estimating Numbers

Name:

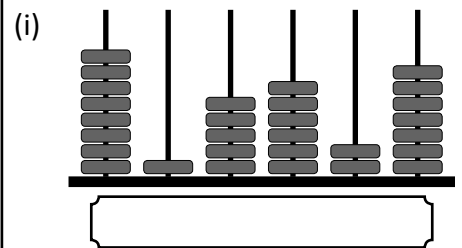
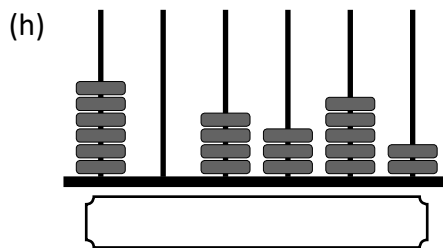
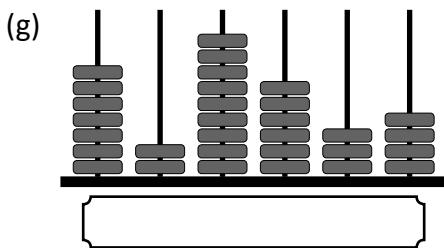
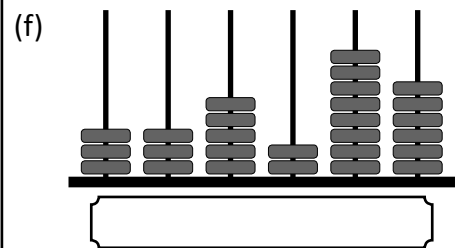
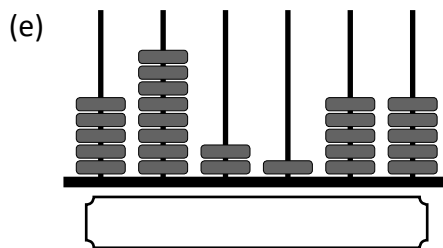
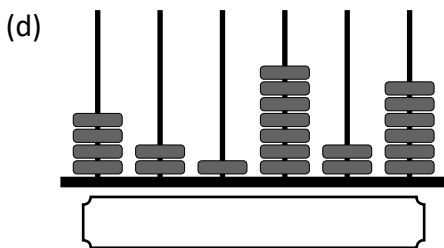
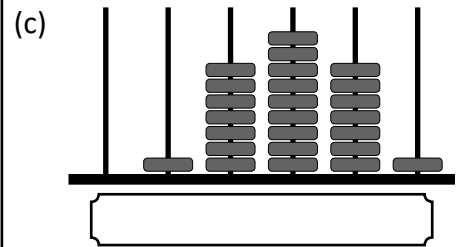
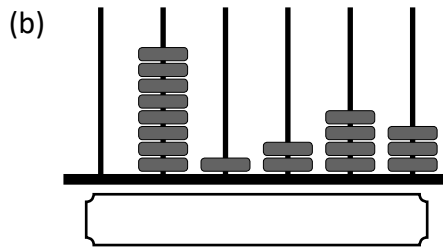
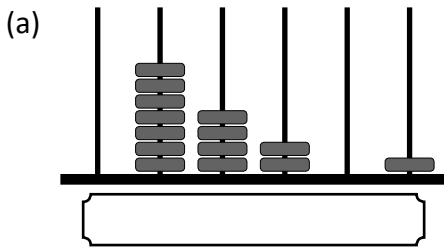
Date:

Teacher:

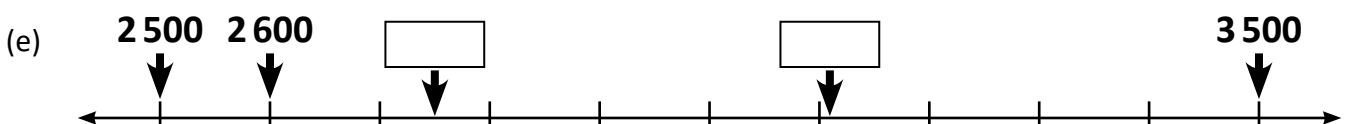
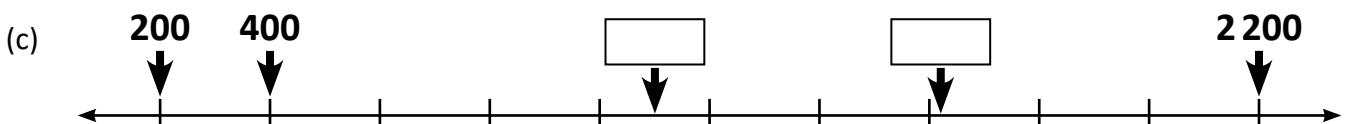
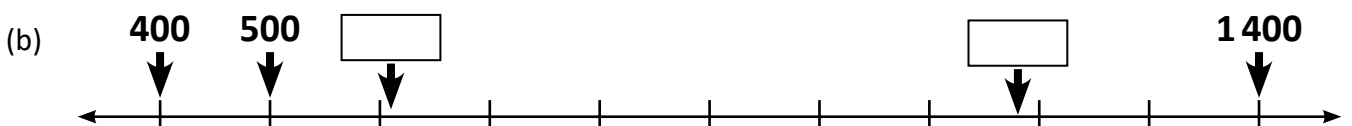
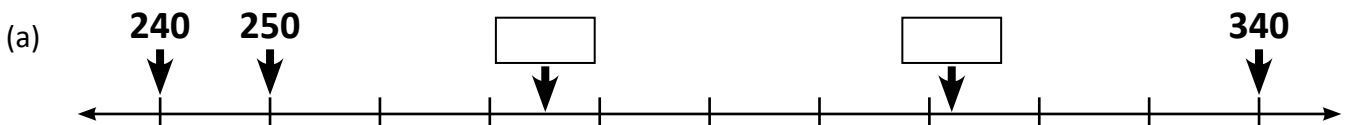
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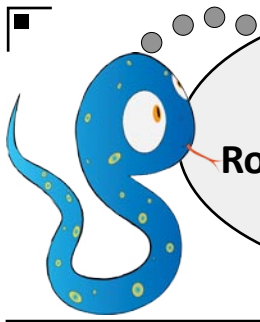
4

(1) Say which number is shown on each abacus.



(2) Estimate which numbers the arrows are pointing to on each of these number lines.





Maths Homework  
this week is about:

**Rounding to the nearest  
10, 100, 1000**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year

**4**

(1) Round the number on each of these boards to the nearest 10.

(a)   
to the nearest 10

(b)   
to the nearest 10

(c)   
to the nearest 10

(d)   
to the nearest 10

(e)   
to the nearest 10

(f)   
to the nearest 10

(g)   
to the nearest 10

(h)   
to the nearest 10

(2) Round the number on each of these signs to the nearest 100.

(a)   
to the nearest 100

(b)   
to the nearest 100

(c)   
to the nearest 100

(d)   
to the nearest 100

(e)   
to the nearest 100

(f)   
to the nearest 100

(g)   
to the nearest 100

(h)   
to the nearest 100

(3) Round each of these numbers to the nearest 1000.

(a)   
to the nearest 1000

(b)   
to the nearest 1000

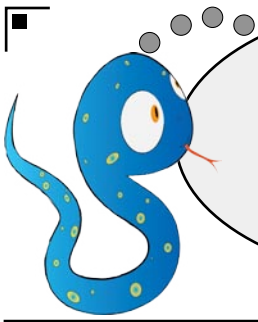
(c)   
to the nearest 1000

(d)   
to the nearest 1000

(e)   
to the nearest 1000

(f)   
to the nearest 1000





Maths Homework  
this week is about:

## Roman Numerals to 100

Name:

Date:

Teacher:

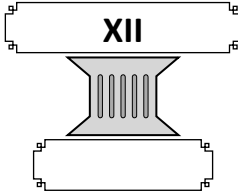
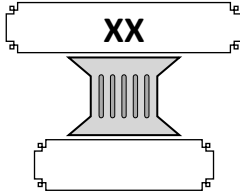
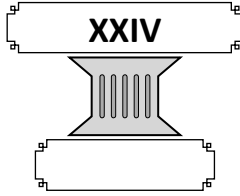
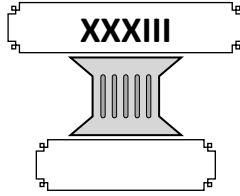
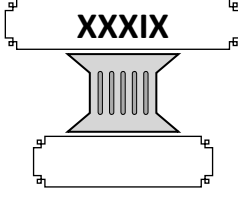
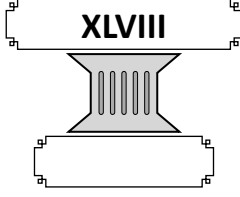
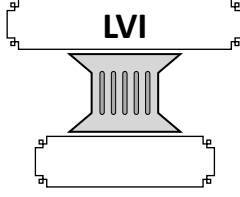
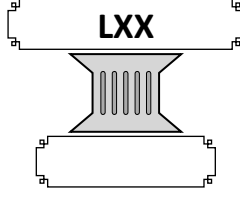
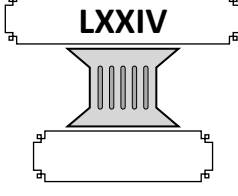
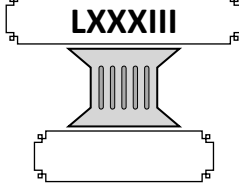
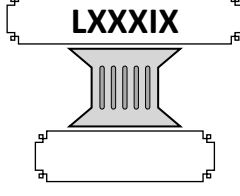
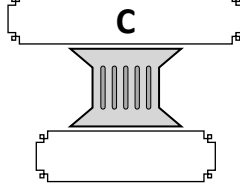
Year

4

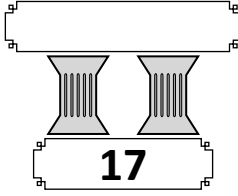
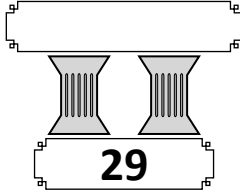
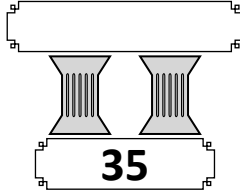
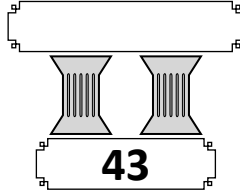
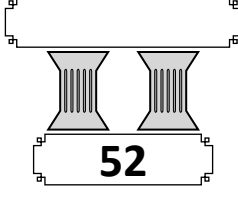
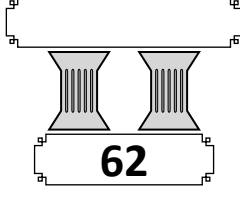
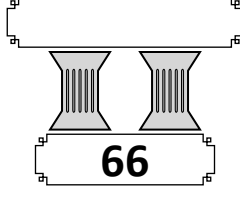
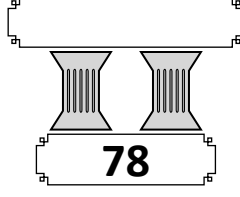
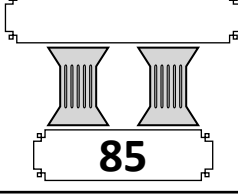
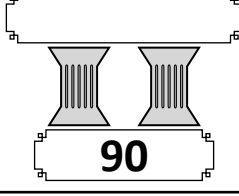
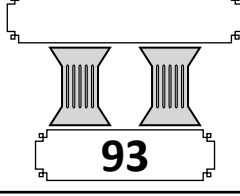
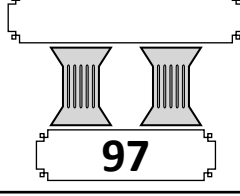
(1) Write the first ten Roman numerals.

Number	1	2	3	4	5	6	7	8	9	10
Roman numeral										

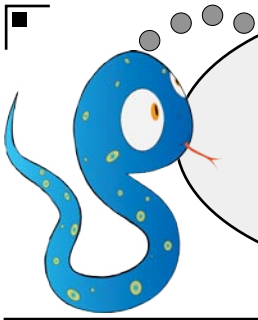
(2) Say which Roman numeral is on top of each column. Write your answers in the boxes below the columns.

(a) 	(b) 	(c) 	(d) 
(e) 	(f) 	(g) 	(h) 
(i) 	(j) 	(k) 	(l) 

(3) Give each number underneath the columns as a Roman numeral. Write your answers in the boxes on top of the columns.

(a)  17	(b)  29	(c)  35	(d)  43
(e)  52	(f)  62	(g)  66	(h)  78
(i)  85	(j)  90	(k)  93	(l)  97





Maths Homework  
this week is about:

## Adding Numbers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year

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Add each pair of numbers, showing your working.

(1)

$$\begin{array}{r} 326 \\ + 541 \\ \hline \\ \hline \end{array}$$

(2)

$$\begin{array}{r} 836 \\ + 142 \\ \hline \\ \hline \end{array}$$

(3)

$$\begin{array}{r} 431 \\ + 548 \\ \hline \\ \hline \end{array}$$

(4)

$$\begin{array}{r} 359 \\ + 432 \\ \hline \\ \hline \end{array}$$

(5)

$$\begin{array}{r} 627 \\ + 347 \\ \hline \\ \hline \end{array}$$

(6)

$$\begin{array}{r} 518 \\ + 329 \\ \hline \\ \hline \end{array}$$

(7)

$$\begin{array}{r} 256 \\ + 654 \\ \hline \\ \hline \end{array}$$

(8)

$$\begin{array}{r} 399 \\ + 599 \\ \hline \\ \hline \end{array}$$

(9)

$$\begin{array}{r} 627 \\ + 285 \\ \hline \\ \hline \end{array}$$

(10)

$$\begin{array}{r} 582 \\ + 639 \\ \hline \\ \hline \end{array}$$

(11)

$$\begin{array}{r} 936 \\ + 475 \\ \hline \\ \hline \end{array}$$

(12)

$$\begin{array}{r} 874 \\ + 398 \\ \hline \\ \hline \end{array}$$

(13)

$$\begin{array}{r} 1425 \\ + 4363 \\ \hline \\ \hline \end{array}$$

(14)

$$\begin{array}{r} 1742 \\ + 3143 \\ \hline \\ \hline \end{array}$$

(15)

$$\begin{array}{r} 3546 \\ + 5227 \\ \hline \\ \hline \end{array}$$

(16)

$$\begin{array}{r} 6327 \\ + 8486 \\ \hline \\ \hline \end{array}$$

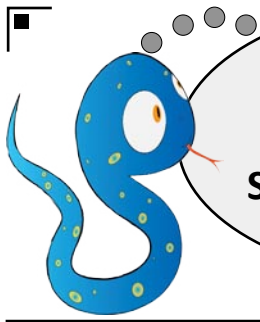
(17)

$$\begin{array}{r} 5529 \\ + 9166 \\ \hline \\ \hline \end{array}$$

(18)

$$\begin{array}{r} 7838 \\ + 4427 \\ \hline \\ \hline \end{array}$$





Maths Homework  
this week is about:

## Subtracting Numbers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year

4

Subtract each pair of numbers, showing your working.

(1)

$$\begin{array}{r} 658 \\ - 223 \\ \hline \\ \hline \end{array}$$

(2)

$$\begin{array}{r} 946 \\ - 721 \\ \hline \\ \hline \end{array}$$

(3)

$$\begin{array}{r} 853 \\ - 241 \\ \hline \\ \hline \end{array}$$

(4)

$$\begin{array}{r} 963 \\ - 335 \\ \hline \\ \hline \end{array}$$

(5)

$$\begin{array}{r} 435 \\ - 219 \\ \hline \\ \hline \end{array}$$

(6)

$$\begin{array}{r} 794 \\ - 367 \\ \hline \\ \hline \end{array}$$

(7)

$$\begin{array}{r} 768 \\ - 283 \\ \hline \\ \hline \end{array}$$

(8)

$$\begin{array}{r} 539 \\ - 172 \\ \hline \\ \hline \end{array}$$

(9)

$$\begin{array}{r} 845 \\ - 594 \\ \hline \\ \hline \end{array}$$

(10)

$$\begin{array}{r} 635 \\ - 246 \\ \hline \\ \hline \end{array}$$

(11)

$$\begin{array}{r} 942 \\ - 578 \\ \hline \\ \hline \end{array}$$

(12)

$$\begin{array}{r} 361 \\ - 197 \\ \hline \\ \hline \end{array}$$

(13)

$$\begin{array}{r} 6472 \\ - 1231 \\ \hline \\ \hline \end{array}$$

(14)

$$\begin{array}{r} 9556 \\ - 4229 \\ \hline \\ \hline \end{array}$$

(15)

$$\begin{array}{r} 8376 \\ - 5764 \\ \hline \\ \hline \end{array}$$

(16)

$$\begin{array}{r} 6235 \\ - 4983 \\ \hline \\ \hline \end{array}$$

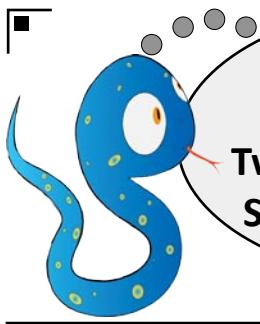
(17)

$$\begin{array}{r} 9737 \\ - 2869 \\ \hline \\ \hline \end{array}$$

(18)

$$\begin{array}{r} 5768 \\ - 3979 \\ \hline \\ \hline \end{array}$$





Maths Homework  
this week is about:

**Two-Step Addition and  
Subtraction Problems**

Name:

Date:

Teacher:

Year

**4**

- (1) A box of sweets contains 86 sweets. If Simon took 12 and Helen took 23, how many were left?

- (2) A vending machine had 73 drinks left in it. 15 were sold and 32 more were put into the machine. How many drinks were then in the machine?

- (3) 845 people went to a theatre one evening. 226 people sat in the circle and 148 sat in the balcony. The rest sat in the stalls. How many people sat in the stalls?

- (4) Aisha counted her DVD collection. She had 138 DVDs in one pile, 92 in a second pile and 46 in a third. How many DVDs does she have altogether?

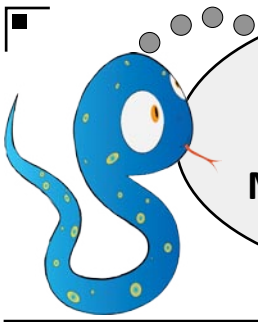
- (5) Kelvin had 246 books on a car boot sale. He sold 85 of them, but bought 32 more from other stalls. How many does he have now?

- (6) A cyclist left home and cycled 875 m. He stopped for a rest and cycled 685 m before stopping again. He then cycled a further 723 m. How many metres did he cycle altogether?

- (7) Colin had a collection of 386 model cars. He gave 95 of them away and sold a further 47. How many did he have left?

- (8) A bakery had 264 cakes to sell. They sold 139 of them, and baked 75 more. How many did they then have?





Maths Homework  
this week is about:

## Multiplication Tables

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year

**4**

(1) Multiply the two numbers in the circles, and write your answer in the centre circle.

(a)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(b)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(c)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(d)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(e)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(f)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(g)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(h)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(i)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(j)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(k)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(l)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \bigcirc & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(2) Fill in the missing number in each of these multiplication cards.

(a)  $5 \times 7 = \square$

(b)  $\square \times 3 = 27$

(c)  $7 \times \square = 56$

(d)  $4 \times 11 = \square$

(e)  $\square \times 3 = 36$

(f)  $7 \times \square = 42$

(g)  $11 \times 11 = \square$

(h)  $\square \times 6 = 60$

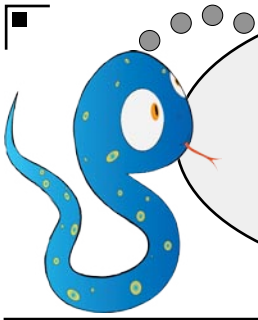
(i)  $9 \times \square = 99$

(j)  $7 \times 12 = \square$

(k)  $\square \times 12 = 132$

(l)  $9 \times \square = 81$





Maths Homework  
this week is about:

## Multiplying Three Numbers

Name: \_\_\_\_\_

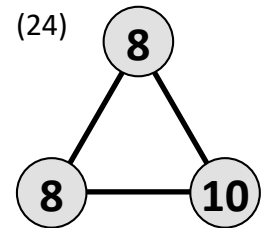
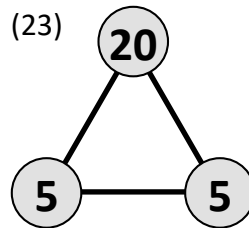
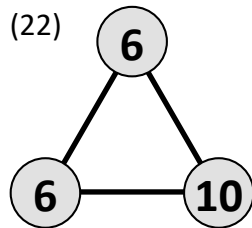
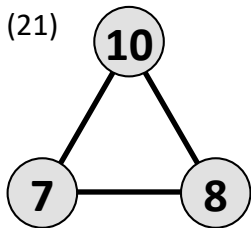
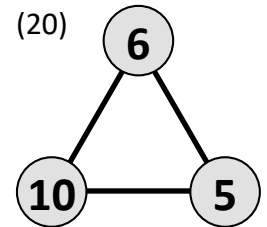
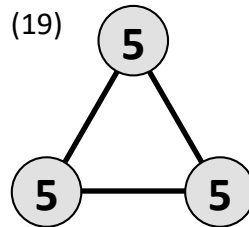
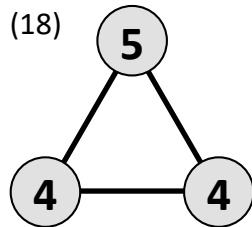
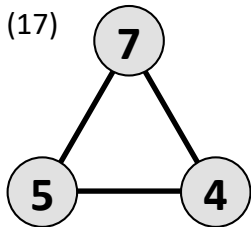
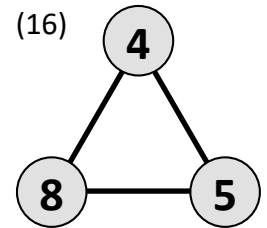
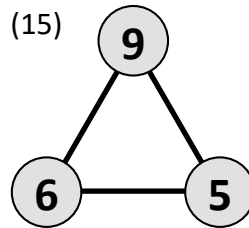
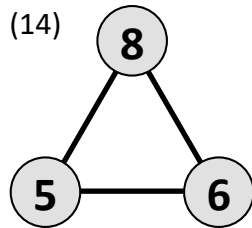
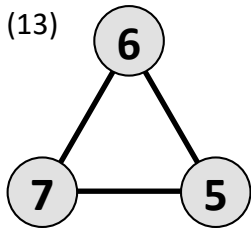
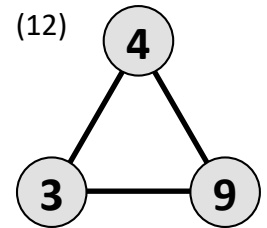
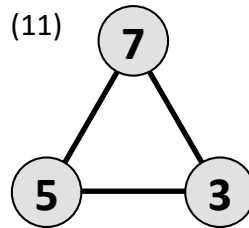
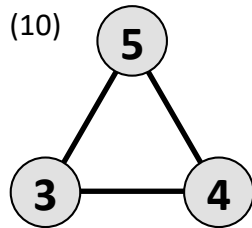
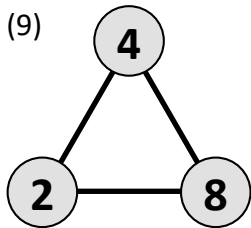
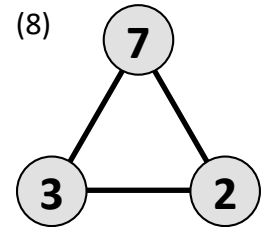
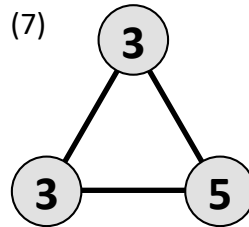
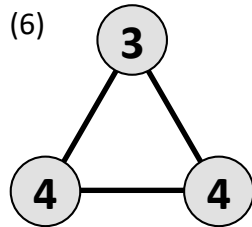
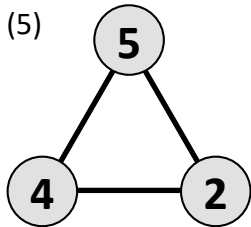
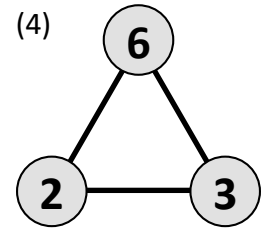
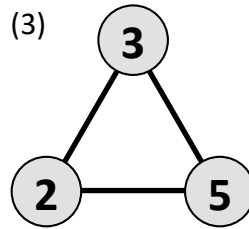
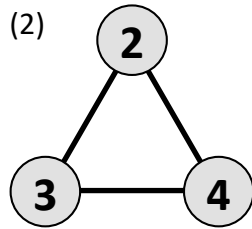
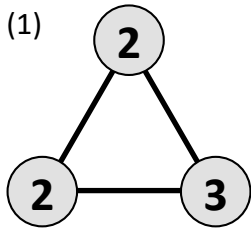
Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

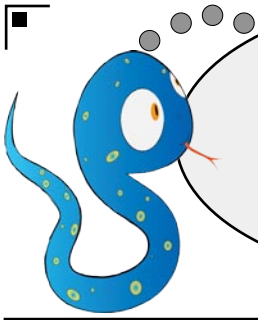
Year

4

For each question, multiply the three numbers at the corners of the triangle, then write your answer in the triangle







Maths Homework  
this week is about:

**Recognising  
Factor Pairs, and  
Commutativity**

Name: \_\_\_\_\_


Date: \_\_\_\_\_

Teacher: \_\_\_\_\_


Year  
**4**

(1) For each question, put a ring around the factor pair which is correct for the number in the star.


(a) 

1 and <b>14</b>		2 and <b>12</b>
3 and <b>4</b>		7 and <b>7</b>


(b) 

1 and <b>5</b>		2 and <b>4</b>
2 and <b>3</b>		3 and <b>3</b>


(c) 

2 and <b>10</b>		6 and <b>6</b>
5 and <b>7</b>		4 and <b>3</b>


(d) 

2 and <b>9</b>		1 and <b>11</b>
1 and <b>10</b>		5 and <b>6</b>


(e) 

3 and <b>4</b>		2 and <b>5</b>
1 and <b>7</b>		1 and <b>6</b>


(f) 

2 and <b>18</b>		10 and <b>10</b>
6 and <b>10</b>		4 and <b>5</b>


(g) 

1 and <b>17</b>		2 and <b>9</b>
3 and <b>15</b>		4 and <b>12</b>

(h) 

2 and <b>28</b>		6 and <b>6</b>
6 and <b>5</b>		3 and <b>3</b>

(i) 

20 and <b>7</b>		3 and <b>9</b>
19 and <b>8</b>		4 and <b>8</b>

(2) The answer to each pair of calculations is the same, Find the answer to each one, and write this in the middle box.

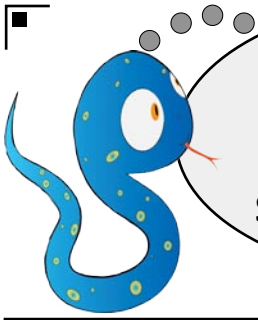
(a)  $18 + 6 = \square = 6 + 18$   
(c)  $15 + 26 = \square = 26 + 15$   
(e)  $19 + 72 = \square = 72 + 19$   
(g)  $5 \times 12 = \square = 12 \times 5$   
(i)  $6 \times 8 = \square = 8 \times 6$

(b)  $9 + 25 = \square = 25 + 9$   
(d)  $38 + 45 = \square = 45 + 38$   
(f)  $9 \times 7 = \square = 7 \times 9$   
(h)  $2 \times 11 = \square = 11 \times 2$   
(j)  $5 \times 9 = \square = 9 \times 5$

(3) Say whether each of these pairs of calculations are the same or different.  
Write **same** or **different** in each box.

(a)	$16 - 3$	$3 - 16$	<input type="text"/>	(b)	$83 + 5$	$5 + 83$	<input type="text"/>
(c)	$7 \times 12$	$12 \times 7$	<input type="text"/>	(d)	$18 \div 3$	$3 \div 18$	<input type="text"/>
(e)	$42 + 41$	$41 + 42$	<input type="text"/>	(f)	$42 - 41$	$41 - 42$	<input type="text"/>





Maths Homework  
this week is about:

**Multiplying by a  
Single Digit Number**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year

**4**

Find the answer to each multiplication question. Show any working out.

(1) 
$$\begin{array}{r} 32 \\ \times 3 \\ \hline \\ \hline \end{array}$$

(2) 
$$\begin{array}{r} 41 \\ \times 5 \\ \hline \\ \hline \end{array}$$

(3) 
$$\begin{array}{r} 62 \\ \times 4 \\ \hline \\ \hline \end{array}$$

(4) 
$$\begin{array}{r} 27 \\ \times 6 \\ \hline \\ \hline \end{array}$$

(5) 
$$\begin{array}{r} 36 \\ \times 8 \\ \hline \\ \hline \end{array}$$

(6) 
$$\begin{array}{r} 59 \\ \times 4 \\ \hline \\ \hline \end{array}$$

(7) 
$$\begin{array}{r} 78 \\ \times 9 \\ \hline \\ \hline \end{array}$$

(8) 
$$\begin{array}{r} 66 \\ \times 7 \\ \hline \\ \hline \end{array}$$

(9) 
$$\begin{array}{r} 73 \\ \times 8 \\ \hline \\ \hline \end{array}$$

(10) 
$$\begin{array}{r} 96 \\ \times 5 \\ \hline \\ \hline \end{array}$$

(11) 
$$\begin{array}{r} 49 \\ \times 8 \\ \hline \\ \hline \end{array}$$

(12) 
$$\begin{array}{r} 78 \\ \times 7 \\ \hline \\ \hline \end{array}$$

(13) 
$$\begin{array}{r} 429 \\ \times 9 \\ \hline \\ \hline \end{array}$$

(14) 
$$\begin{array}{r} 325 \\ \times 4 \\ \hline \\ \hline \end{array}$$

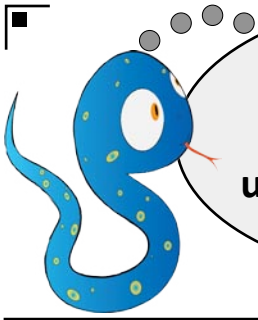
(15) 
$$\begin{array}{r} 384 \\ \times 7 \\ \hline \\ \hline \end{array}$$

(16) 
$$\begin{array}{r} 627 \\ \times 8 \\ \hline \\ \hline \end{array}$$

(17) 
$$\begin{array}{r} 824 \\ \times 3 \\ \hline \\ \hline \end{array}$$

(18) 
$$\begin{array}{r} 973 \\ \times 5 \\ \hline \\ \hline \end{array}$$





Maths Homework  
this week is about:  
**Solving Problems  
using Multiplying and  
Adding**

Name:

Date:

Teacher:

Year

**4**

- (1) Find the answer to each multiplication question, and then add your answers together.

(eg)  $3 \times 7 + 2 \times 8$   
 $= 21 + 16$   
 $= 37$

(a)  $3 \times 5 + 8 \times 9$   
 $= \square + \square$   
 $= \square$

(b)  $7 \times 6 + 4 \times 4$   
 $= \square + \square$   
 $= \square$

(c)  $6 \times 3 + 2 \times 11$   
 $= \square + \square$   
 $= \square$

(d)  $4 \times 7 + 6 \times 11$   
 $= \square + \square$   
 $= \square$

(e)  $5 \times 8 + 8 \times 8$   
 $= \square + \square$   
 $= \square$

(f)  $8 \times 3 + 12 \times 9$   
 $= \square + \square$   
 $= \square$

(g)  $9 \times 7 + 4 \times 5$   
 $= \square + \square$   
 $= \square$

(h)  $10 \times 4 + 3 \times 4$   
 $= \square + \square$   
 $= \square$

(i)  $11 \times 3 + 10 \times 10$   
 $= \square + \square$   
 $= \square$

(j)  $12 \times 12 + 5 \times 9$   
 $= \square + \square$   
 $= \square$

(k)  $2 \times 9 + 8 \times 7$   
 $= \square + \square$   
 $= \square$

(l)  $7 \times 7 + 9 \times 11$   
 $= \square + \square$   
 $= \square$

- (2) Clive bought 4 stickers for 11p each and 5 stickers for 7p each. How much did he spend in total?

Amount spent:

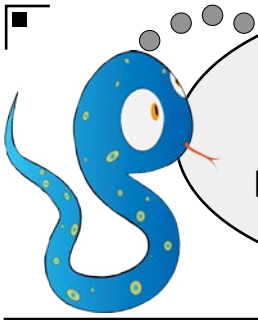
- (3) Chloe made 8 stacks with 4 books and 5 stacks with 6 books. How many books did she stack altogether?

Number of books:

- (4) In a car park there are 12 cars with 4 wheels each and 9 motor cycles with 2 wheels each. How many wheels are there altogether?

Number of wheels:





Maths Homework  
this week is about:

## Equivalent Fractions

Name:

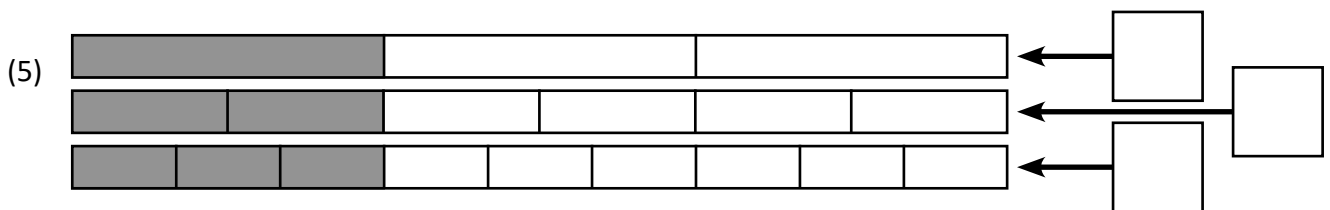
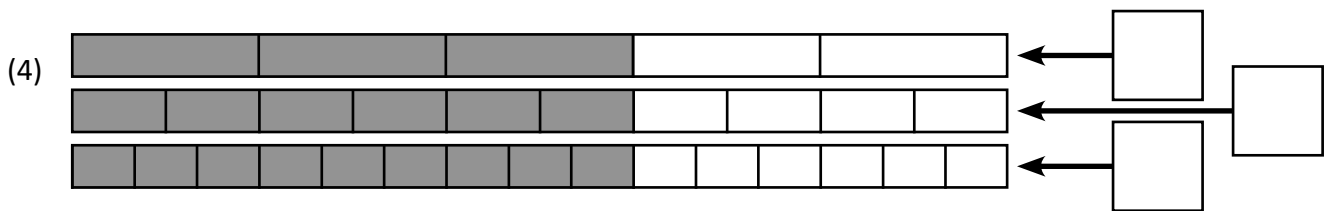
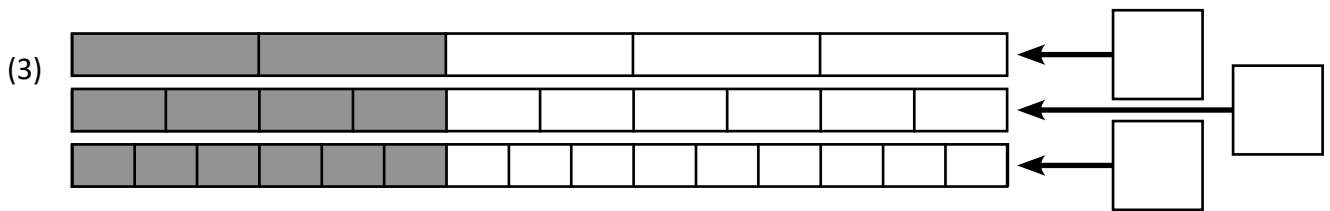
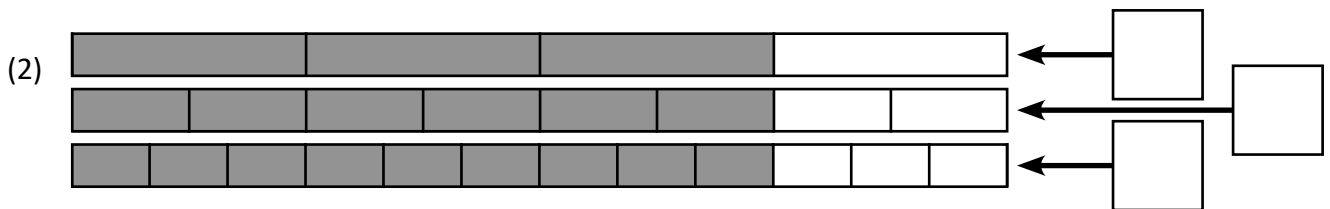
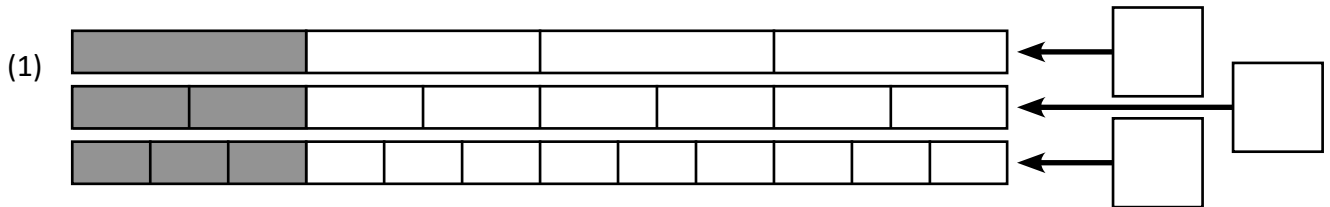
Date:

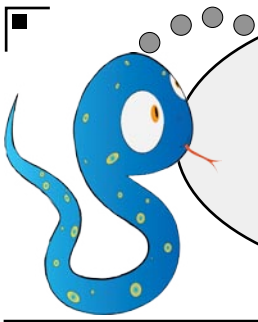
Teacher:

Year

4

For each question, give the equivalent fractions shown on each set of equivalent fraction strips.





Maths Homework  
this week is about:

## Hundredths

Name: \_\_\_\_\_

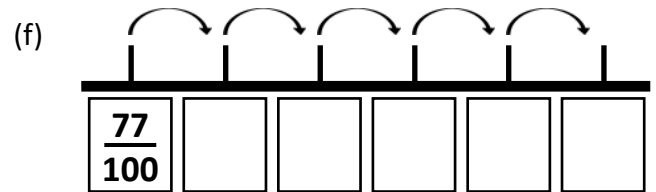
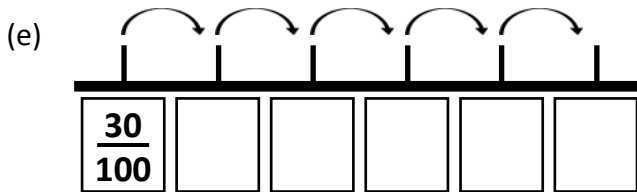
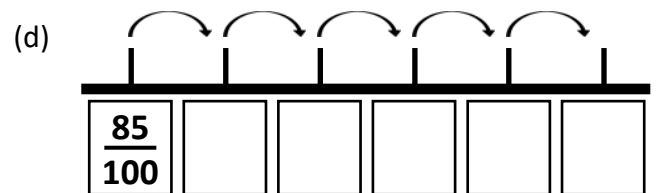
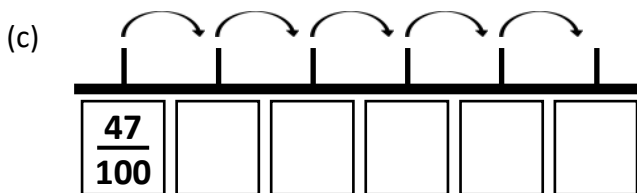
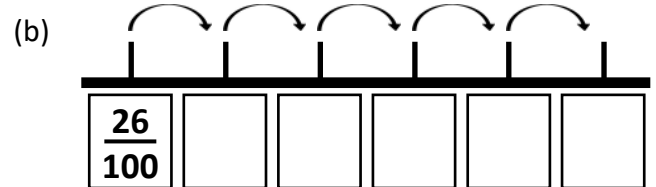
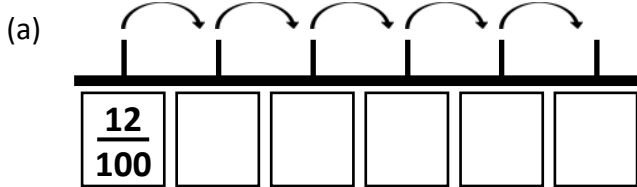
Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

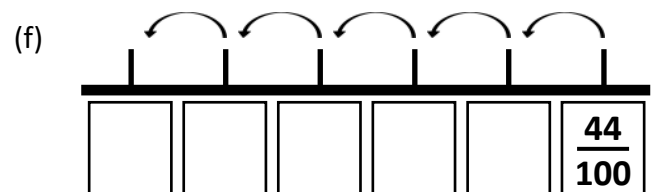
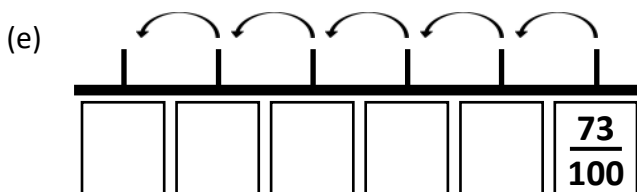
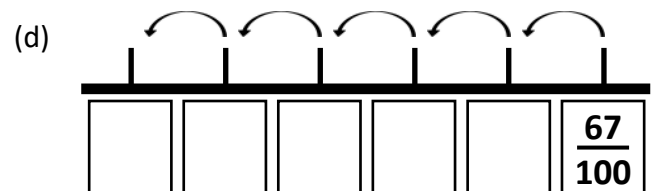
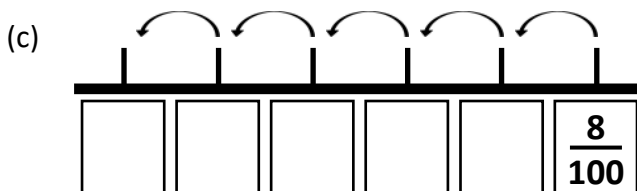
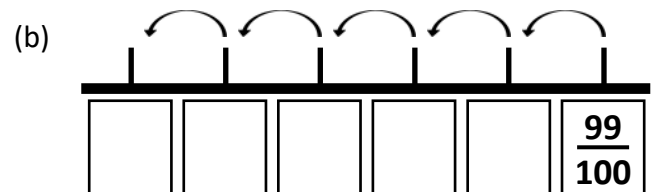
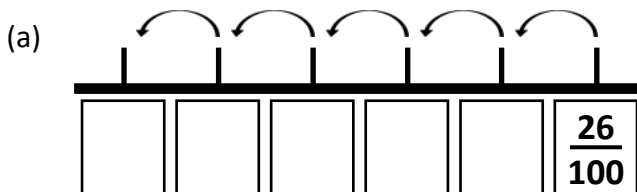
Year

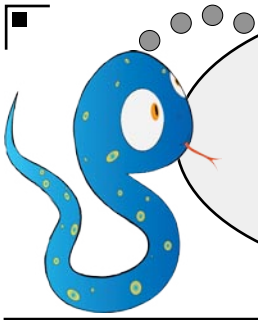
4

(1) Count up in hundredths, starting with the fraction given.



(2) Count down in hundredths from the fraction given.





Maths Homework  
this week is about:

## Problems using Fractions

Name:

Date:

Teacher:

Year

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(1) Find the answer to the fraction question on each card.

(a)  $\frac{1}{2}$  of 16

(b)  $\frac{1}{3}$  of 21

(c)  $\frac{1}{8}$  of 24

(d)  $\frac{1}{5}$  of 20

(e)  $\frac{2}{3}$  of 24

(f)  $\frac{2}{5}$  of 25

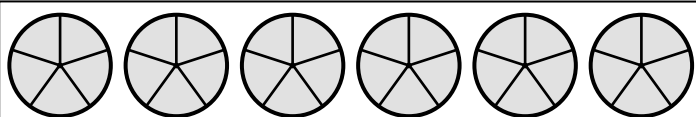
(g)  $\frac{3}{8}$  of 40

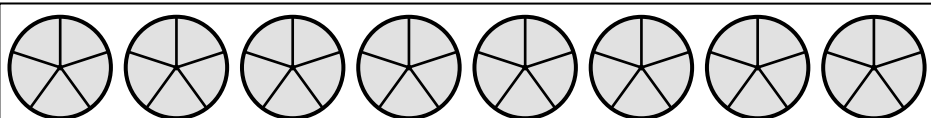
(h)  $\frac{7}{8}$  of 56

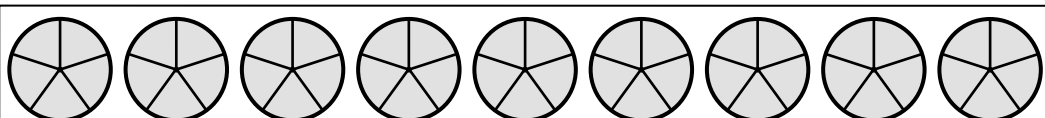
(i)  $\frac{2}{9}$  of 18

(2) How many lots of  $\frac{1}{5}$  are there in each set?

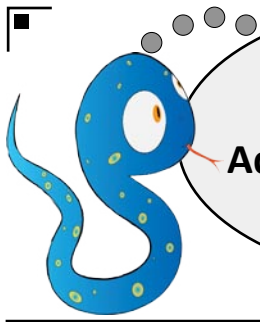
(a)   lots of  $\frac{1}{5}$

(b)   lots of  $\frac{1}{5}$

(c)   lots of  $\frac{1}{5}$

(d)   lots of  $\frac{1}{5}$





Maths Homework  
this week is about:

## Adding and Subtracting Fractions

Name:

Date:

Teacher:

Year

4

(1) Add each pair of fractions.

(a)  $\frac{2}{5} + \frac{1}{5} = \square$

(b)  $\frac{4}{7} + \frac{2}{7} = \square$

(c)  $\frac{3}{8} + \frac{2}{8} = \square$

(d)  $\frac{3}{9} + \frac{4}{9} = \square$

(e)  $\frac{1}{4} + \frac{2}{4} = \square$

(f)  $\frac{3}{12} + \frac{7}{12} = \square$

(g)  $\frac{3}{10} + \frac{5}{10} = \square$

(h)  $\frac{5}{14} + \frac{8}{14} = \square$

(i)  $\frac{7}{18} + \frac{7}{18} = \square$

(j)  $\frac{3}{20} + \frac{16}{20} = \square$

(k)  $\frac{11}{25} + \frac{12}{25} = \square$

(l)  $\frac{19}{41} + \frac{17}{41} = \square$

(2) Subtract each pair of fractions.

(a)  $\frac{4}{5} - \frac{2}{5} = \square$

(b)  $\frac{7}{8} - \frac{4}{8} = \square$

(c)  $\frac{6}{7} - \frac{2}{7} = \square$

(d)  $\frac{10}{11} - \frac{4}{11} = \square$

(e)  $\frac{11}{12} - \frac{6}{12} = \square$

(f)  $\frac{11}{13} - \frac{9}{13} = \square$

(g)  $\frac{13}{15} - \frac{9}{15} = \square$

(h)  $\frac{8}{17} - \frac{3}{17} = \square$

(i)  $\frac{18}{19} - \frac{6}{19} = \square$

(j)  $\frac{9}{14} - \frac{3}{14} = \square$

(k)  $\frac{16}{21} - \frac{5}{21} = \square$

(l)  $\frac{27}{33} - \frac{19}{33} = \square$

(3) Add together each set of three fractions.

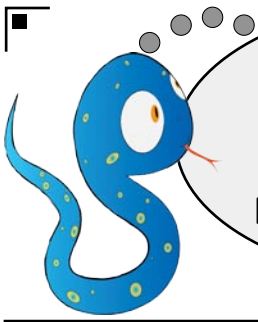
(a)  $\frac{3}{13} + \frac{2}{13} + \frac{5}{13} = \square$

(b)  $\frac{4}{19} + \frac{5}{19} + \frac{8}{19} = \square$

(c)  $\frac{5}{17} + \frac{1}{17} + \frac{6}{17} = \square$

(d)  $\frac{3}{21} + \frac{9}{21} + \frac{4}{21} = \square$





Maths Homework  
this week is about:

## Fractions and their Decimal Equivalents

Name:




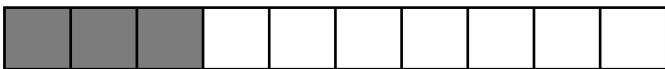
Date:

Teacher:




Year

4

(1) For each shaded area, say what fraction is shaded, and then give the fraction as a decimal.

		Fraction	Decimal
(a)		<input type="text"/>	<input type="text"/>
(b)		<input type="text"/>	<input type="text"/>
(c)		<input type="text"/>	<input type="text"/>
(d)		<input type="text"/>	<input type="text"/>

(2) For these shaded areas, give the fraction shaded, and then give the fraction as a decimal.

		Fraction	Decimal
(a)		<input type="text"/>	<input type="text"/>
(b)		<input type="text"/>	<input type="text"/>
(c)		<input type="text"/>	<input type="text"/>

(3) Fill in the missing fraction or decimal for each of the values below.

(a)  = **0.83**

(c)  $\frac{25}{100}$  =

(e)  $\frac{60}{100}$  =

(g)  = **0.07**

(i)  = **0.49**

(b)  $\frac{61}{100}$  =

(d)  = **0.36**

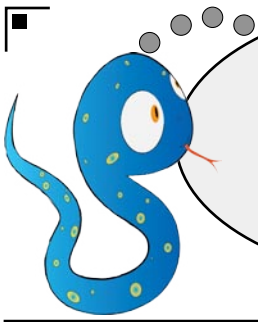
(f)  $\frac{91}{100}$  =

(h)  = **0.27**

(j)  $\frac{9}{100}$  =







Maths Homework  
this week is about:

## Dividing by 10 and 100

Name:

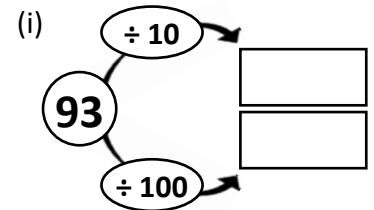
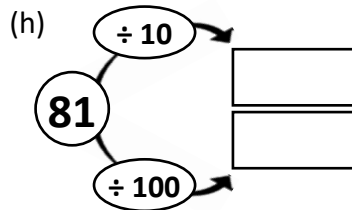
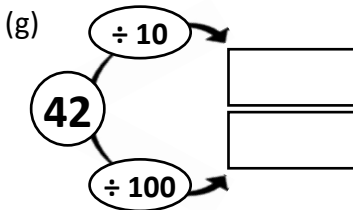
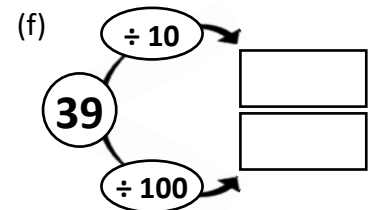
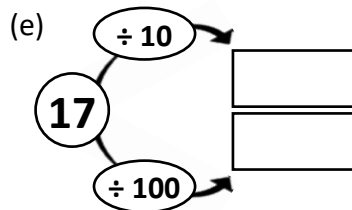
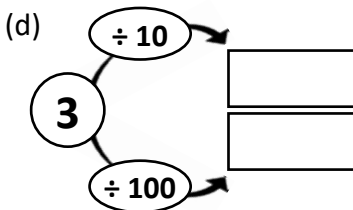
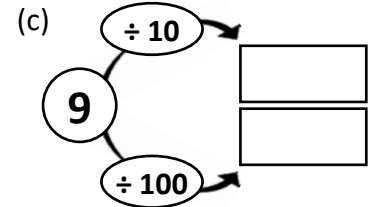
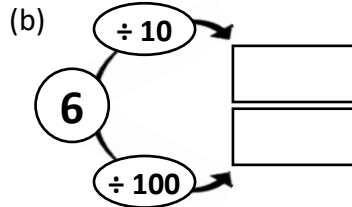
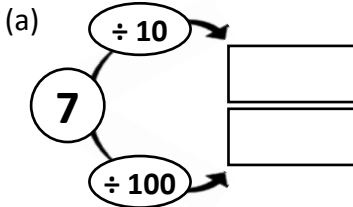
Date:

Teacher:

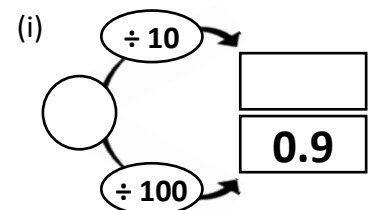
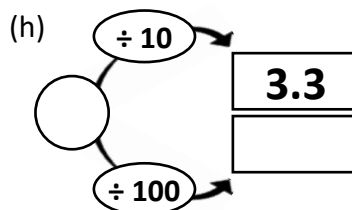
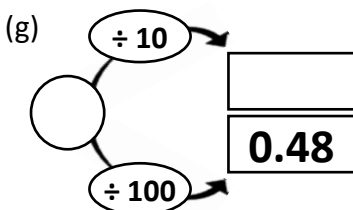
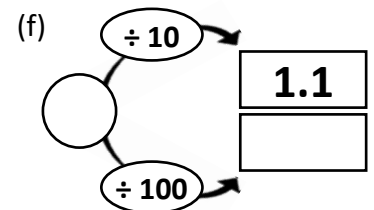
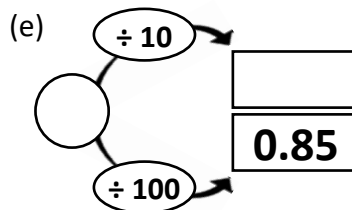
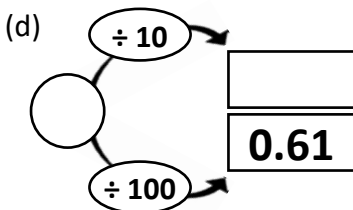
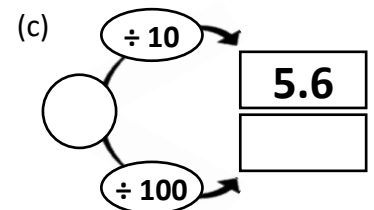
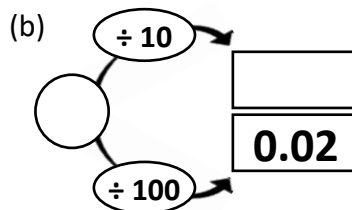
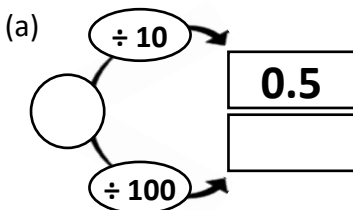
Year

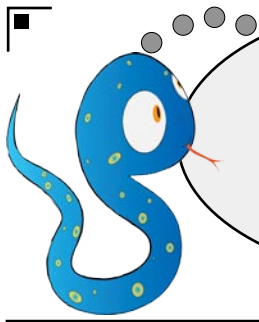
4

(1) For each question, divide the number by 10, and by 100. Write your answers in the boxes.



(2) Find the missing values in the boxes and circles.





Maths Homework  
this week is about:

## Rounding Decimals

Name:

Date:

Teacher:

Year

4

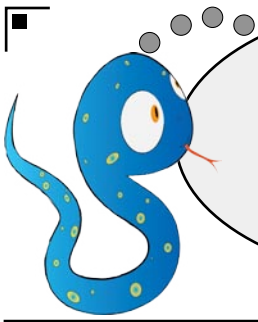
(1) Round the number on each sign to the nearest whole number.

(a) <input type="text" value="8.3"/> to the nearest whole number <input type="text"/>	(b) <input type="text" value="6.9"/> to the nearest whole number <input type="text"/>	(c) <input type="text" value="3.8"/> to the nearest whole number <input type="text"/>	(d) <input type="text" value="1.7"/> to the nearest whole number <input type="text"/>
(e) <input type="text" value="5.2"/> to the nearest whole number <input type="text"/>	(f) <input type="text" value="2.6"/> to the nearest whole number <input type="text"/>	(g) <input type="text" value="7.2"/> to the nearest whole number <input type="text"/>	(h) <input type="text" value="9.8"/> to the nearest whole number <input type="text"/>
(i) <input type="text" value="2.4"/> to the nearest whole number <input type="text"/>	(j) <input type="text" value="1.6"/> to the nearest whole number <input type="text"/>	(k) <input type="text" value="3.3"/> to the nearest whole number <input type="text"/>	(l) <input type="text" value="5.8"/> to the nearest whole number <input type="text"/>

(2) Round the number on each ticket to the nearest whole number.

(a) <input type="text" value="36.8"/> to the nearest whole number <input type="text"/>	(b) <input type="text" value="80.6"/> to the nearest whole number <input type="text"/>	(c) <input type="text" value="71.9"/> to the nearest whole number <input type="text"/>
(d) <input type="text" value="13.2"/> to the nearest whole number <input type="text"/>	(e) <input type="text" value="45.3"/> to the nearest whole number <input type="text"/>	(f) <input type="text" value="67.4"/> to the nearest whole number <input type="text"/>
(g) <input type="text" value="27.7"/> to the nearest whole number <input type="text"/>	(h) <input type="text" value="52.5"/> to the nearest whole number <input type="text"/>	(i) <input type="text" value="46.1"/> to the nearest whole number <input type="text"/>
(j) <input type="text" value="94.6"/> to the nearest whole number <input type="text"/>	(k) <input type="text" value="69.2"/> to the nearest whole number <input type="text"/>	(l) <input type="text" value="58.4"/> to the nearest whole number <input type="text"/>





Maths Homework  
this week is about:

## Comparing Decimal Numbers

Name:

Date:

Teacher:

Year

4

(1) Write **bigger** or **smaller** in the box for each pair of decimals.

- |  |  |
|--|--|
| (a) <b>4.6</b> is <input type="text"/> than <b>4.7</b>   | (b) <b>8.2</b> is <input type="text"/> than <b>8.3</b>   |
| (c) <b>3.8</b> is <input type="text"/> than <b>3.9</b>   | (d) <b>2.5</b> is <input type="text"/> than <b>2.2</b>   |
| (e) <b>9.6</b> is <input type="text"/> than <b>9.9</b>   | (f) <b>11.4</b> is <input type="text"/> than <b>11.5</b> |
| (g) <b>65.3</b> is <input type="text"/> than <b>65.1</b> | (h) <b>36.6</b> is <input type="text"/> than <b>36.3</b> |
| (i) <b>47.0</b> is <input type="text"/> than <b>47.1</b> | (j) <b>23.5</b> is <input type="text"/> than <b>23.4</b> |

(2) Write **bigger** or **smaller** in the box for each of these pairs of decimals.

- |  |  |
|--|--|
| (a) <b>3.17</b> is <input type="text"/> than <b>3.18</b>   | (b) <b>6.63</b> is <input type="text"/> than <b>6.61</b>   |
| (c) <b>9.45</b> is <input type="text"/> than <b>9.46</b>   | (d) <b>4.93</b> is <input type="text"/> than <b>4.85</b>   |
| (e) <b>16.72</b> is <input type="text"/> than <b>16.62</b> | (f) <b>28.18</b> is <input type="text"/> than <b>28.22</b> |
| (g) <b>39.67</b> is <input type="text"/> than <b>39.88</b> | (h) <b>82.43</b> is <input type="text"/> than <b>82.24</b> |
| (i) <b>41.32</b> is <input type="text"/> than <b>41.19</b> | (j) <b>96.66</b> is <input type="text"/> than <b>96.75</b> |

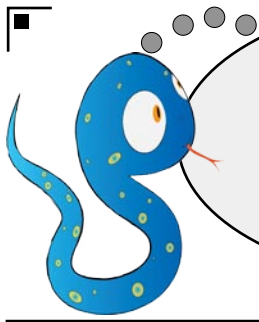
(3) Put a circle around the **biggest** decimal in each list

- |     |              |              |              |              |
|-----|--------------|--------------|--------------|--------------|
| (a) | <b>7.3</b>   | <b>7.8</b>   | <b>7.5</b>   | <b>7.6</b>   |
| (b) | <b>16.96</b> | <b>16.36</b> | <b>16.86</b> | <b>16.69</b> |
| (c) | <b>41.52</b> | <b>41.62</b> | <b>41.32</b> | <b>41.82</b> |

(4) Put a circle around the **smallest** decimal in each list

- |     |              |              |              |              |
|-----|--------------|--------------|--------------|--------------|
| (a) | <b>4.3</b>   | <b>4.4</b>   | <b>4.2</b>   | <b>4.7</b>   |
| (b) | <b>27.2</b>  | <b>27.4</b>  | <b>27.3</b>  | <b>27.1</b>  |
| (c) | <b>75.23</b> | <b>75.26</b> | <b>75.51</b> | <b>75.62</b> |





Maths Homework  
this week is about:

## Money Problems

Name:

Date:

Teacher:

Year

4

(1) Find the fraction of each amount of money.

(a)  $\frac{1}{3}$  of £60

(b)  $\frac{1}{4}$  of £48

(c)  $\frac{1}{5}$  of £20

(d)  $\frac{1}{7}$  of £56

(e)  $\frac{1}{9}$  of £54

(f)  $\frac{1}{8}$  of £88

(g)  $\frac{1}{11}$  of £77

(h)  $\frac{1}{2}$  of £76

(i)  $\frac{1}{6}$  of £72

(j)  $\frac{1}{12}$  of £108

(2) Here is the price list for the home-made cake stall at a school fair.  
Use the price list to find the answer to the following questions:

(a) Find the cost of a Lemon Cake  
and a Banana Loaf.

Working out:

Answer:

(b) What is the cost of two Fruit Cakes?

Working out:

Answer:

(c) How much would a Fruit Cake  
and a Banana Loaf cost?

Working out:

Answer:

(d) How much will you have to pay for  
an Apple Pie and a Carrot Cake?

Working out:

Answer:

(e) You pay £4.35 for two cakes. If one was a  
Carrot Cake, what was the other?

Working out:

Answer:

(f) What is the cost of two Apple Pies?

Working out:

Answer:

### Cakes

Lemon Cake £1.35

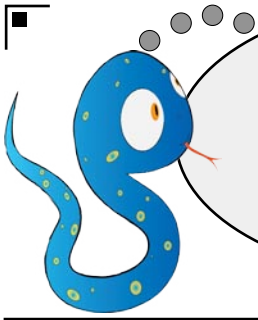
Banana Loaf £1.50

Fruit Cake £2.25

Apple Pie £1.80

Carrot Cake £2.10





Maths Homework  
this week is about:

## Converting between Units

Name:

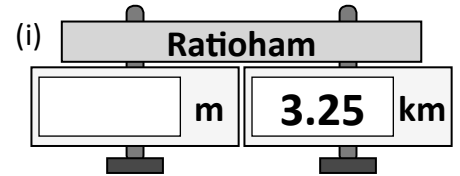
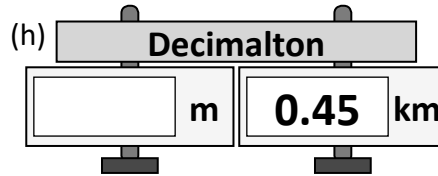
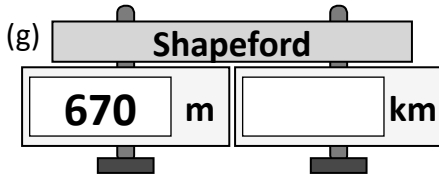
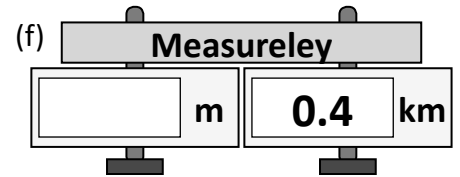
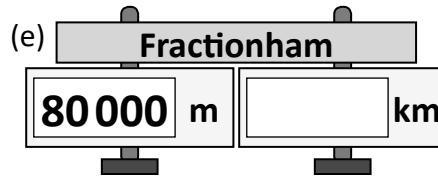
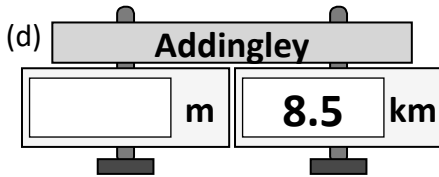
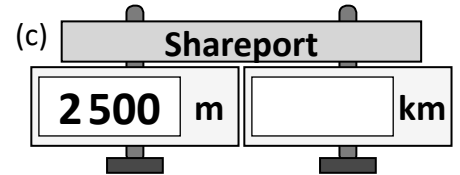
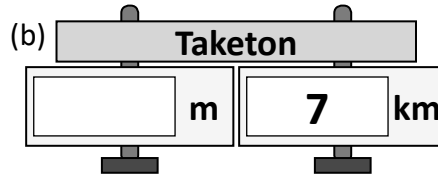
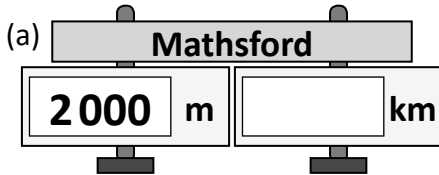
Date:

Teacher:

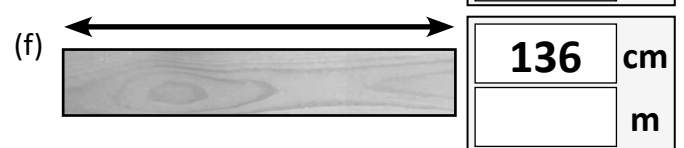
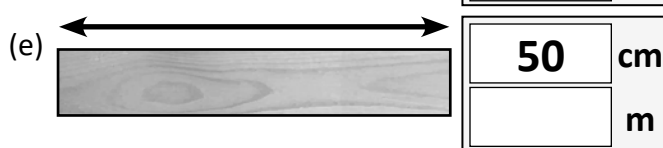
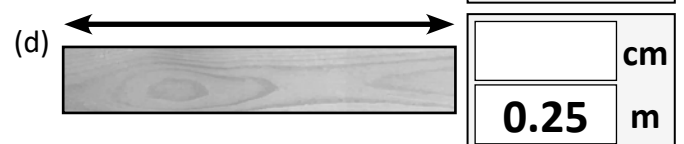
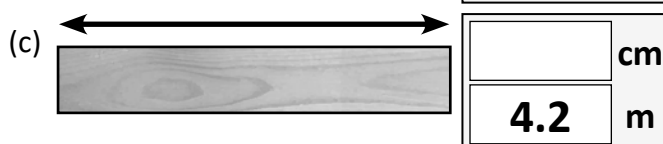
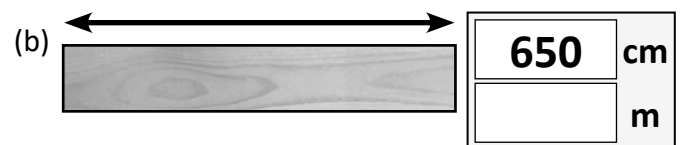
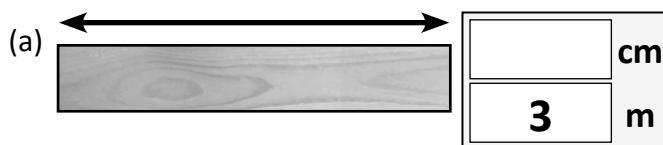
Year

**4**

(1) Fill in the missing value on each sign.



(2) Fill in the missing values for each length of wood. (Diagrams are not to scale.)



(3) Find the missing time in each question.

(a)  hours = **120** minutes

(b) **3** hours =  minutes

(c) **5** hours =  minutes

(d)  hours = **30** minutes

(e) **0.25** hours =  minutes

(f) **6** minutes =  seconds

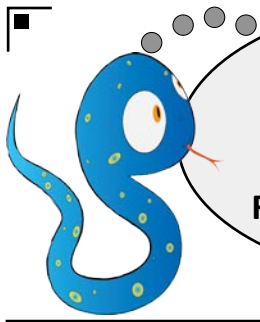
(g)  minutes = **480** seconds

(h) **4** minutes =  seconds

(i) **10** minutes =  seconds

(j)  minutes = **45** seconds





Maths Homework  
this week is about:

**Perimeter of  
Rectangles and Squares**

Name:

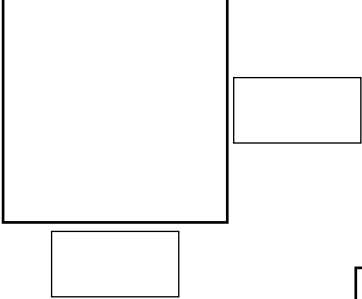
Date:

Teacher:

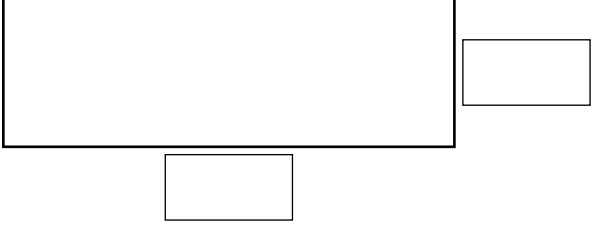
Year

**4**

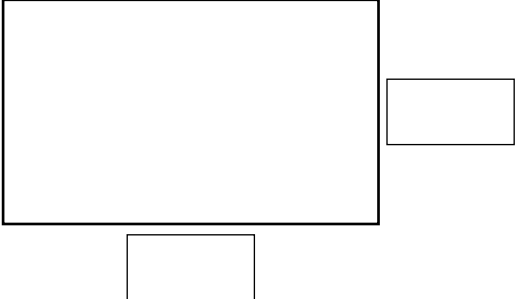
- (1) Measure the side lengths of these squares and rectangles, in centimetres.  
Write the side lengths in the boxes, then work out the perimeter of each one.

(a) 

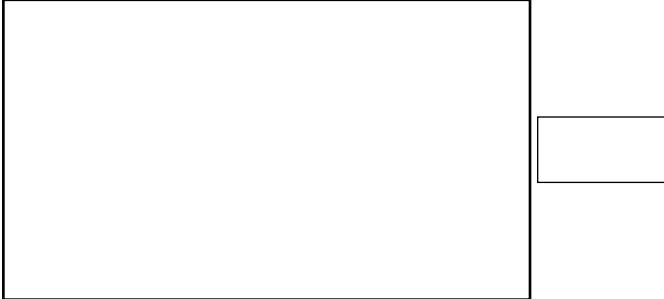
**Perimeter**

(b) 

**Perimeter**


(c) 

**Perimeter**


(d) 

**Perimeter**


- (2) Use the measurements given to find the perimeter of each rectangle.

(a) 

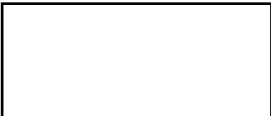
**Perimeter**

(b) 

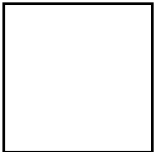
**Perimeter**

(c) 

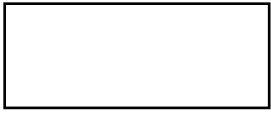
**Perimeter**

(d) 

**Perimeter**

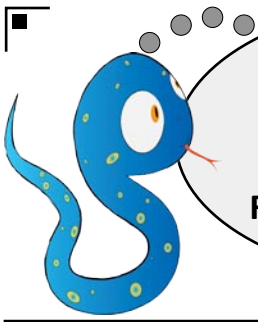
(e) 

**Perimeter**

(f) 

**Perimeter**





Maths Homework  
this week is about:  
**Area of  
Rectangles and Squares**

Name:

Date:

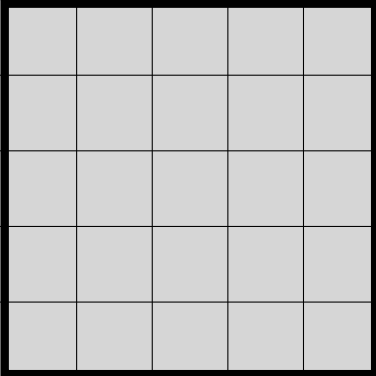
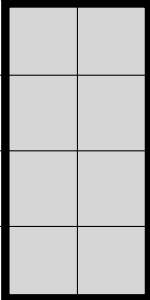
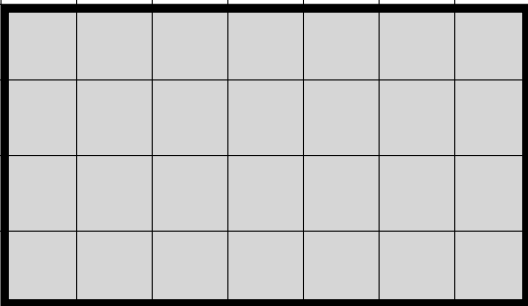
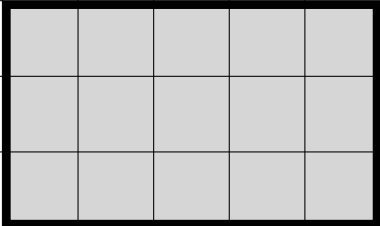
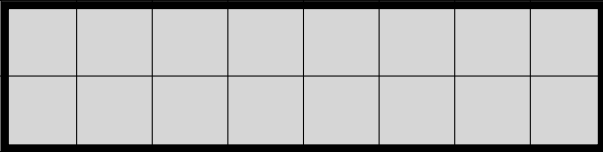
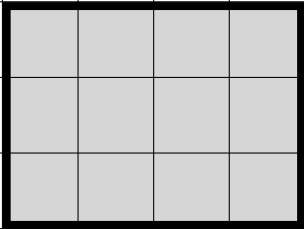
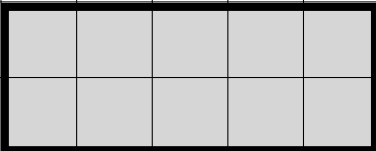
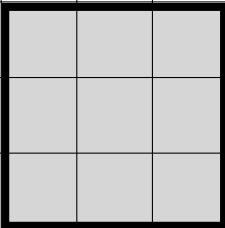
Teacher:

Year

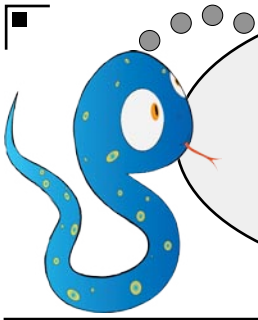
**4**

By counting the squares, find the area of each of these shapes.

= 1 cm<sup>2</sup>

(a)		Area = <input type="text"/> cm <sup>2</sup>
(b)		Area = <input type="text"/> cm <sup>2</sup>
(c)		Area = <input type="text"/> cm <sup>2</sup>
(d)		Area = <input type="text"/> cm <sup>2</sup>
(e)		Area = <input type="text"/> cm <sup>2</sup>
(f)		Area = <input type="text"/> cm <sup>2</sup>
(g)		Area = <input type="text"/> cm <sup>2</sup>
(h)		Area = <input type="text"/> cm <sup>2</sup>





Maths Homework  
this week is about:

## Calculating Using Money

Name:

Date:

Teacher:

Year

4

(1) How much money in total will you save on your shopping if you use each pair of vouchers at the same time?

(a) 

Save £2.20 off your shopping	Save £3.60 off your shopping
Total Saving: <input type="text"/>	

(b) 

Save £7.50 off your shopping	Save £5.70 off your shopping
Total Saving: <input type="text"/>	

(c) 

Save £2.85 off your shopping	Save £4.15 off your shopping
Total Saving: <input type="text"/>	

(d) 

Save £2.60 off your shopping	Save £8.30 off your shopping
Total Saving: <input type="text"/>	

(e) 

Save £9.45 off your shopping	Save £3.95 off your shopping
Total Saving: <input type="text"/>	

(f) 

Save £4.20 off your shopping	Save £8.35 off your shopping
Total Saving: <input type="text"/>	

(g) 

Save £4.65 off your shopping	Save £3.50 off your shopping
Total Saving: <input type="text"/>	

(h) 

Save £5.40 off your shopping	Save £6.75 off your shopping
Total Saving: <input type="text"/>	

(i) 

Save £6.30 off your shopping	Save £7.20 off your shopping
Total Saving: <input type="text"/>	

(2) Find out how much more expensive the first shopping bill is than the second one in each question.

(a) 

Total Bill £7.80	Total Bill £4.70
First bill more expensive by: <input type="text"/>	

(b) 

Total Bill £8.40	Total Bill £5.20
First bill more expensive by: <input type="text"/>	

(c) 

Total Bill £9.10	Total Bill £6.60
First bill more expensive by: <input type="text"/>	

(d) 

Total Bill £3.60	Total Bill £1.30
First bill more expensive by: <input type="text"/>	

(e) 

Total Bill £6.75	Total Bill £7.50
First bill more expensive by: <input type="text"/>	

(f) 

Total Bill £10.20	Total Bill £8.50
First bill more expensive by: <input type="text"/>	

(g) 

Total Bill £11.80	Total Bill £7.30
First bill more expensive by: <input type="text"/>	

(h) 

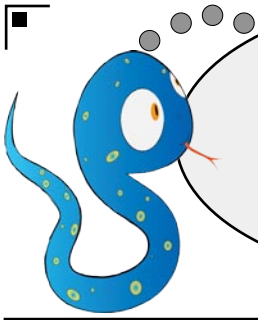
Total Bill £14.45	Total Bill £11.90
First bill more expensive by: <input type="text"/>	

(i) 

Total Bill £16.00	Total Bill £10.30
First bill more expensive by: <input type="text"/>	







Maths Homework  
this week is about:

**12 and 24 Hour  
Clock Times**

Name:

Date:

Teacher:

Year

**4**

(1) Convert the 24-hour clock times on the digital clocks to 12-hour clock times.

(a)

(b)

(c)

(d)

(e)

(f)

(g)

(h)

(i)

(j)

(k)

(l)

(2) Write each 12-hour clock time below as a 24-hour clock time.

(a)  →

(b)  →

(c)  →

(d)  →

(e)  →

(f)  →

(g)  →

(h)  →

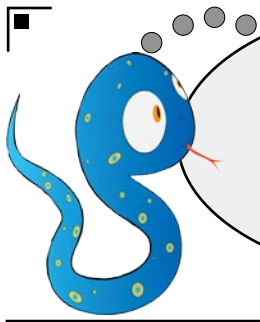
(i)  →

(j)  →

(k)  →

(l)  →





Maths Homework  
this week is about:

## Time Problems

Name:

Date:

Teacher:

Year

4

(1) An athlete ran for two hours. How many minutes is this?

minutes

(2) A teacher had worked in a school for exactly 4 years. How many months is this?

months

(3) A pupil took 180 seconds to find the answer to a maths problem. How many minutes is this?

minutes

(4) A plant has been growing for 36 months. How many years is this?

years

(5) A dog is seven years old. How many months is this?

months

(6) A building took exactly 6 weeks to build. How many days is this?

days

(7) A teacher took 5 minutes to explain a topic to her class. How many seconds is this?

seconds

(8) An author took 56 days to write a book. How many weeks is this?

weeks

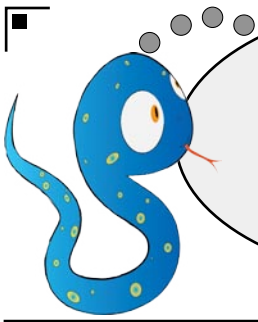
(9) A train journey took 240 minutes. How many hours is this?

hours

(10) A cyclist rode for one and a half hours. How many minutes is this?

minutes





Maths Homework  
this week is about:

## Geometric Shapes

Name:

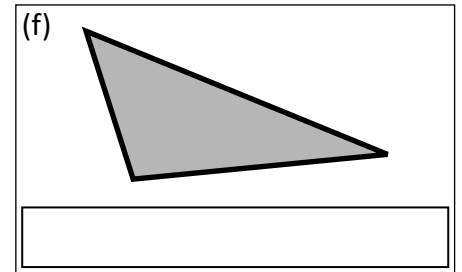
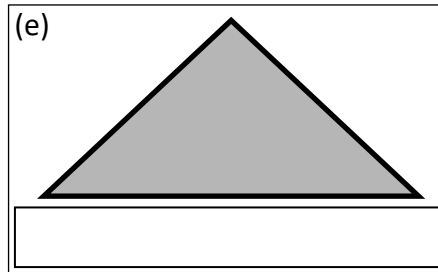
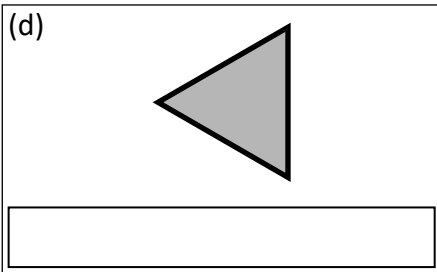
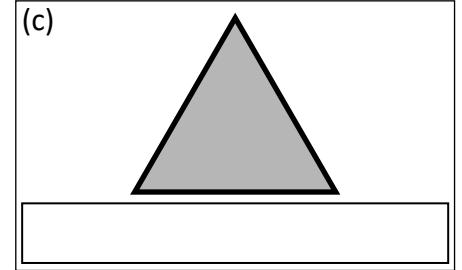
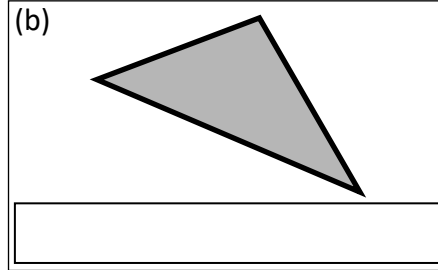
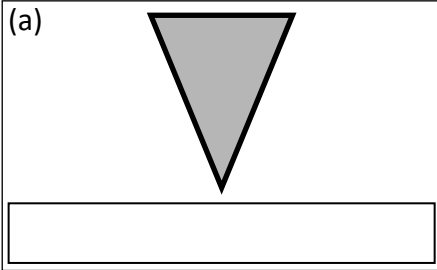
Date:

Teacher:

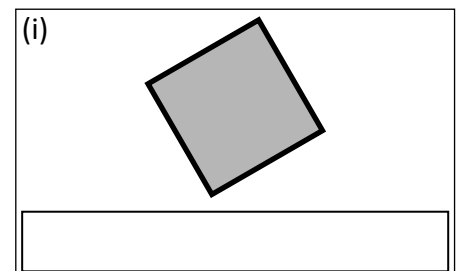
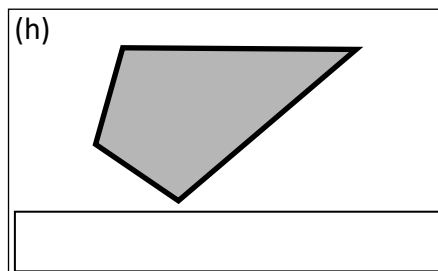
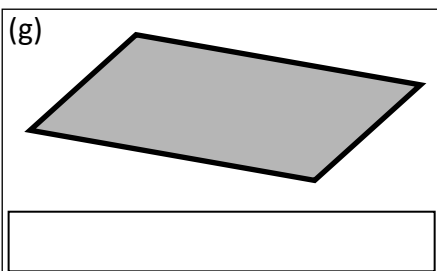
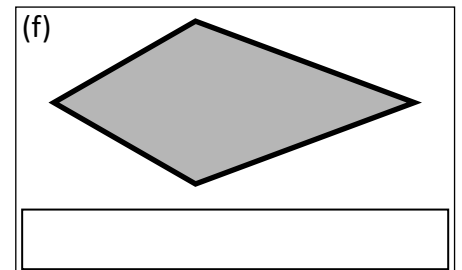
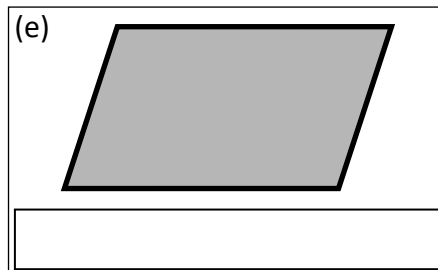
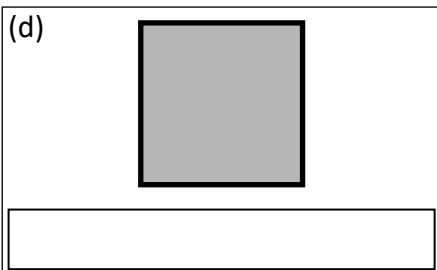
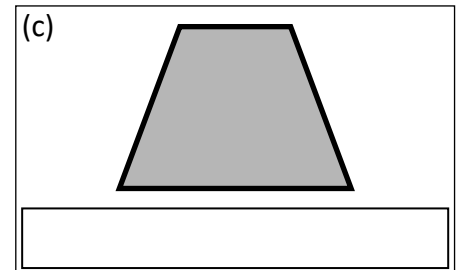
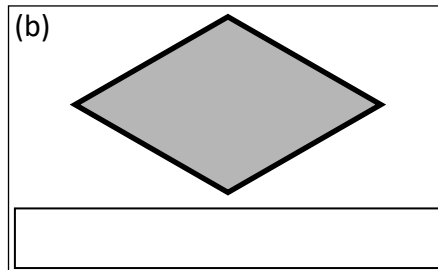
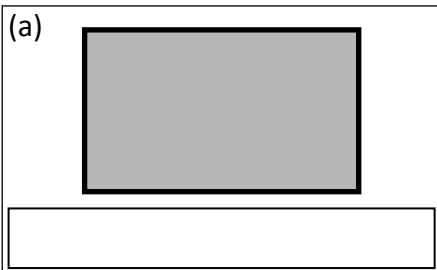
Year

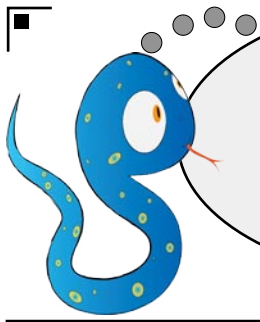
4

- (1) Say whether each of these triangles is **Equilateral**, **Isosceles** or **Scalene** by writing the correct word in each box.



- (2) Give the correct mathematical name for each of these quadrilaterals. Write your answer in the box. (Some shapes may have the same name as others).





Maths Homework  
this week is about:

# Angles

Name:

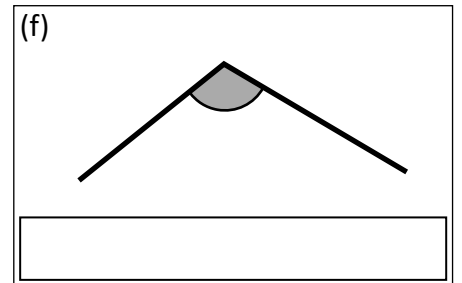
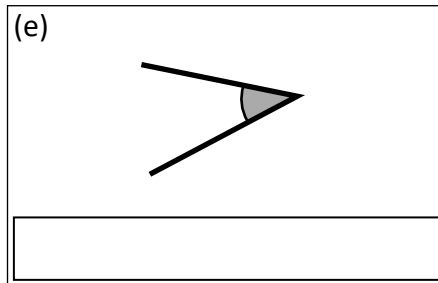
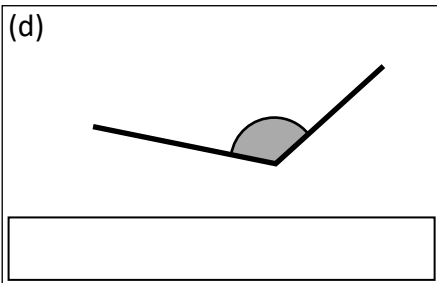
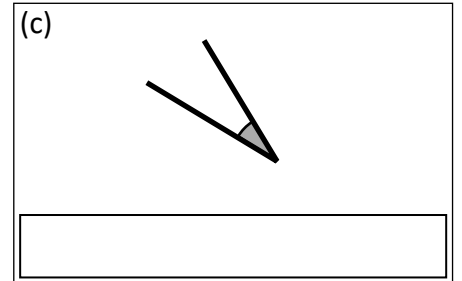
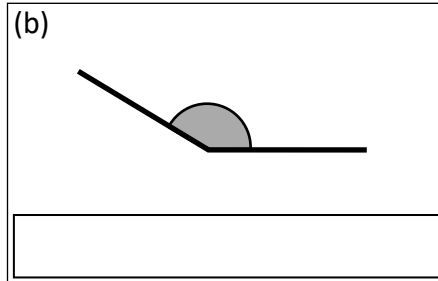
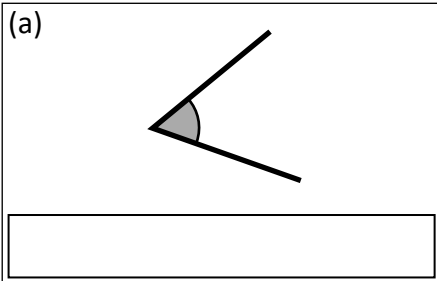
Date:

Teacher:

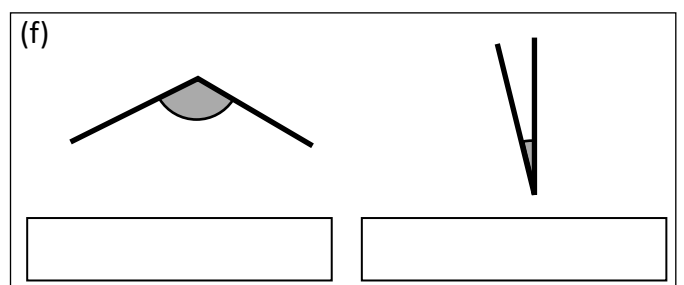
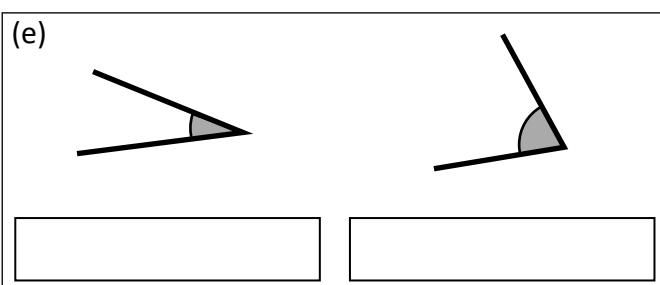
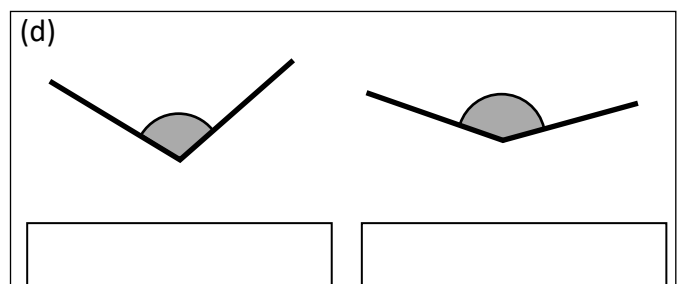
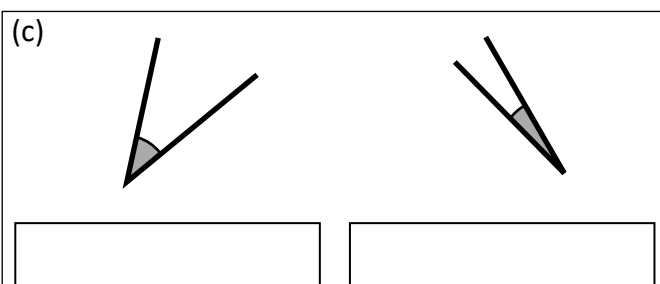
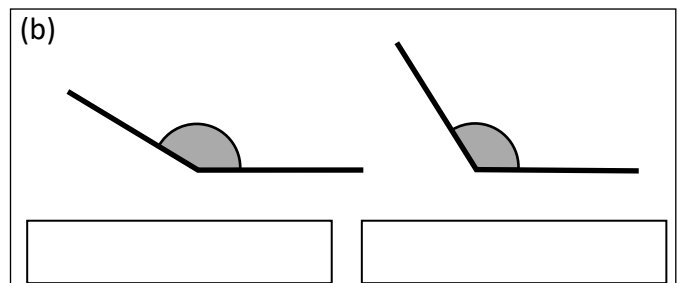
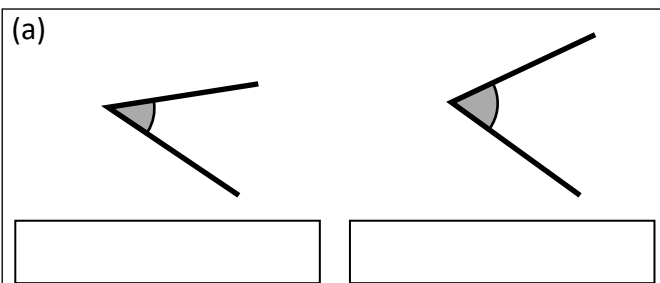
Year

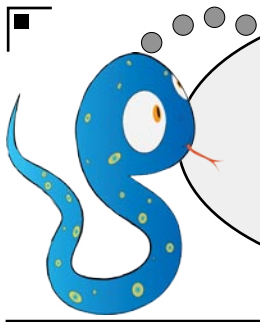
4

(1) Say whether each of angle is **Acute** or **Obtuse**.



(2) For each pair of angles, say which is largest and which is smallest, by writing **Largest** or **Smallest** in each box.





Maths Homework  
this week is about:

## Lines of Symmetry

Name:

Date:

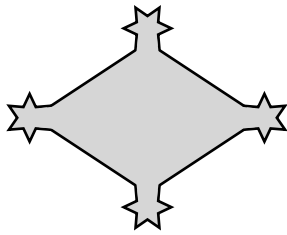
Teacher:

Year

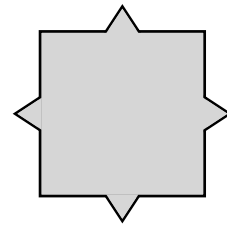
4

For each shape, draw all the lines of symmetry.  
Then in the box, write the number of lines of symmetry for the shape.

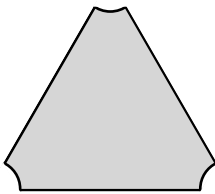
(1)



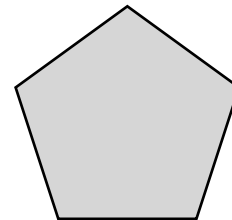
(2)



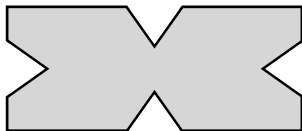
(3)



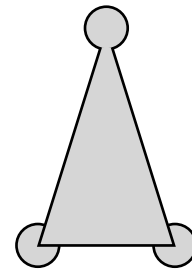
(4)



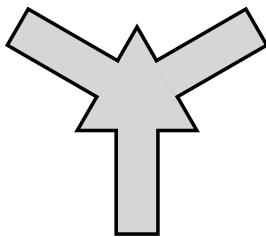
(5)



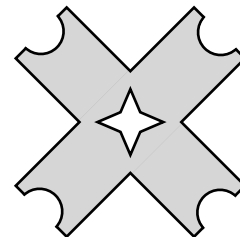
(6)



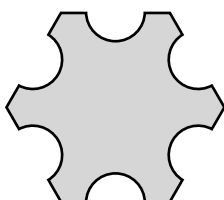
(7)



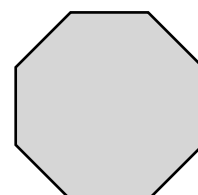
(8)

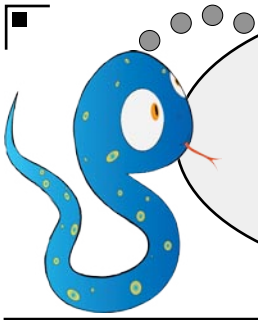


(9)



(10)





Maths Homework  
this week is about:

## Reflecting Shapes

Name: \_\_\_\_\_

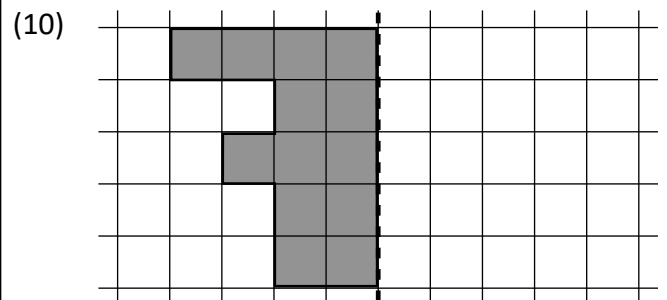
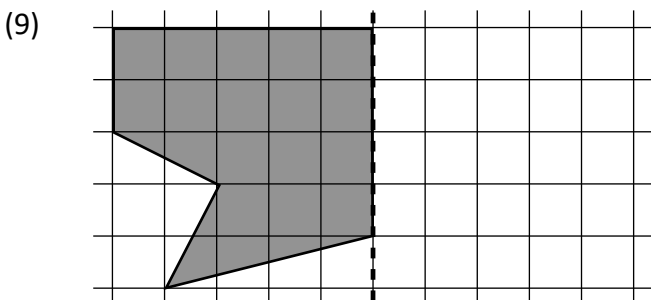
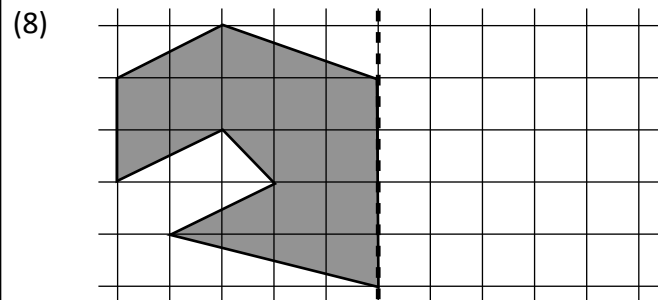
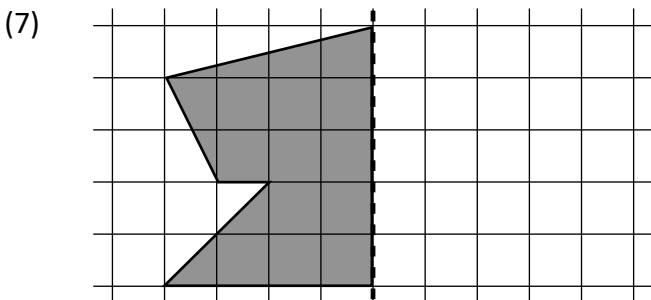
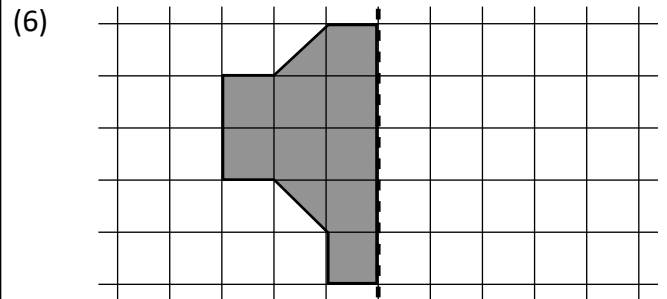
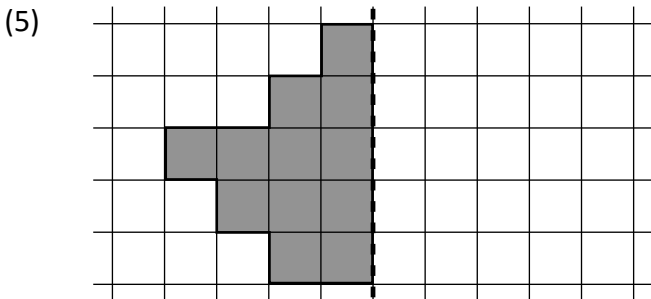
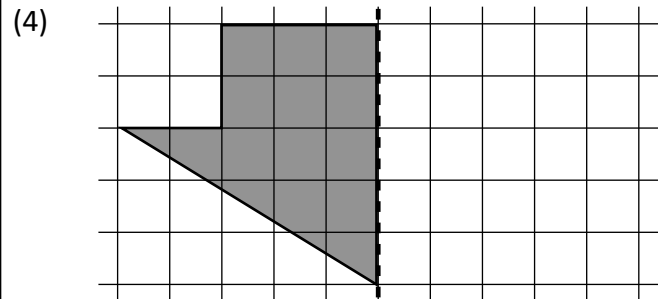
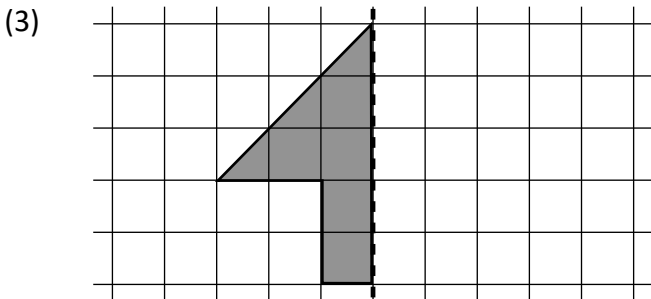
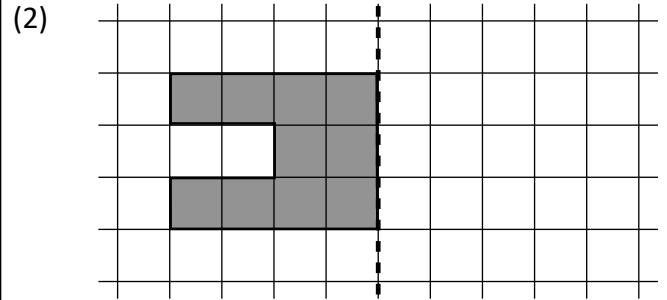
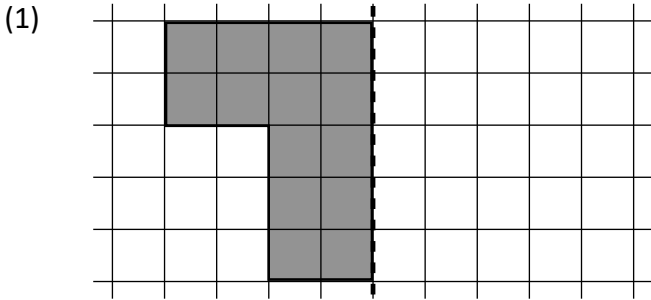
Date: \_\_\_\_\_

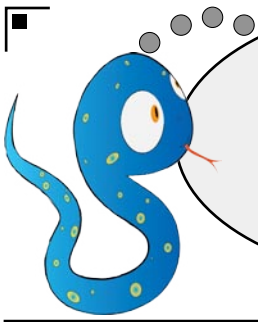
Teacher: \_\_\_\_\_

Year

4

Reflect each of these shapes in the dotted mirror line.





Maths Homework  
this week is about:

## Co-ordinates

Name:

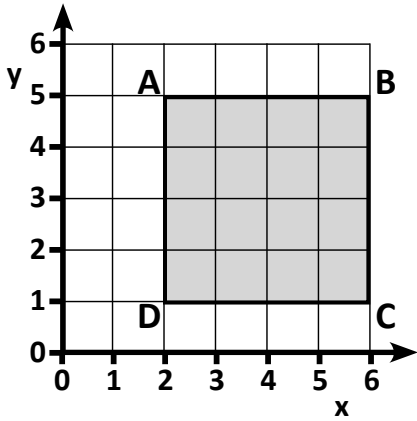
Date:

Teacher:

Year

4

(1) Give the co-ordinates of each corner of this square.



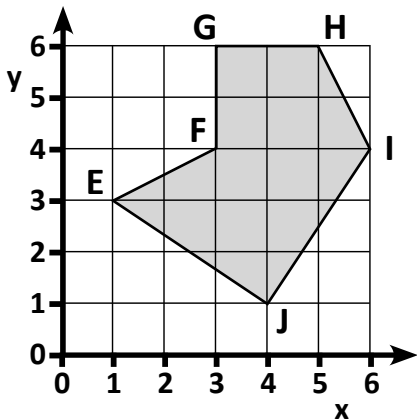
A =

B =

C =

D =

(2) Give the co-ordinates of each corner on this shape.



E =

F =

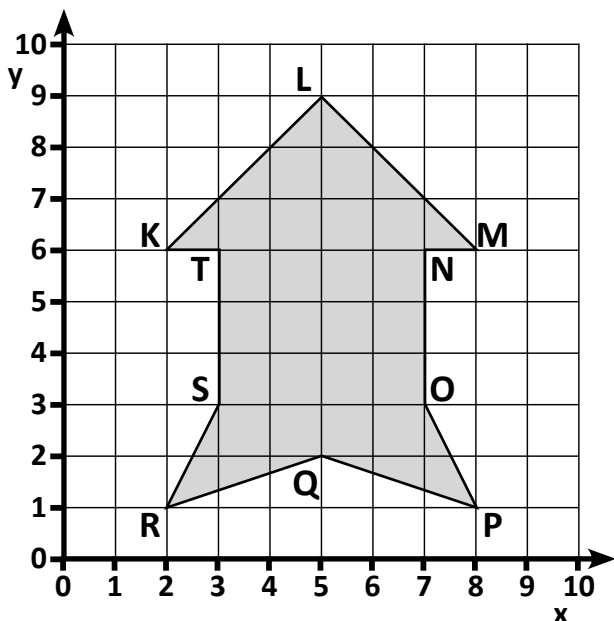
G =

H =

I =

J =

(3) Give the co-ordinates of each corner on this shape.



K =

L =

M =

N =

O =

P =

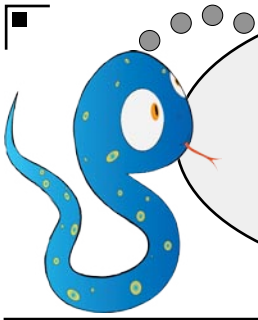
Q =

R =

S =

T =





Maths Homework  
this week is about:

## Translations

Name: \_\_\_\_\_

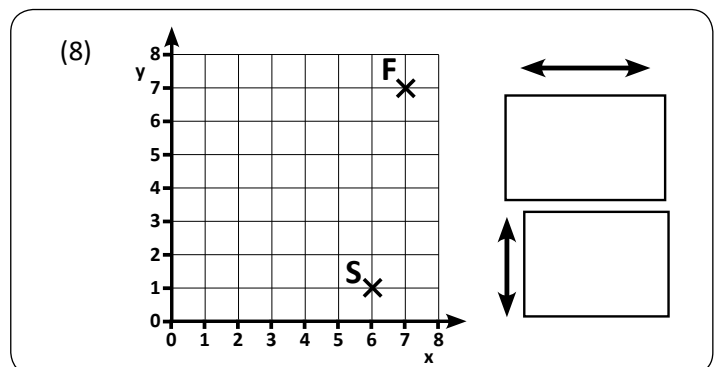
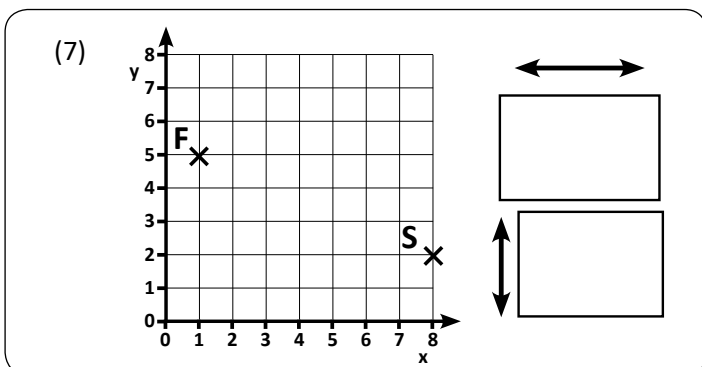
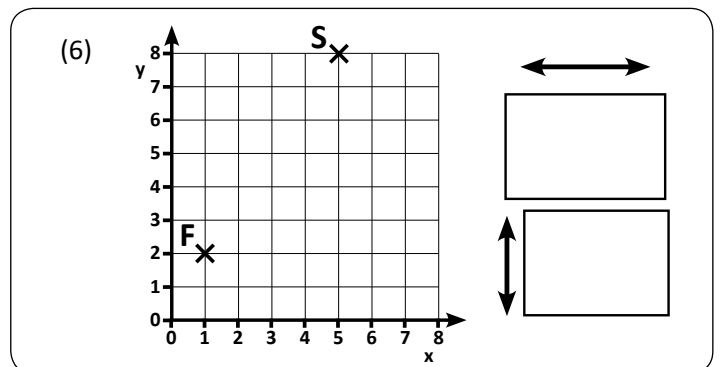
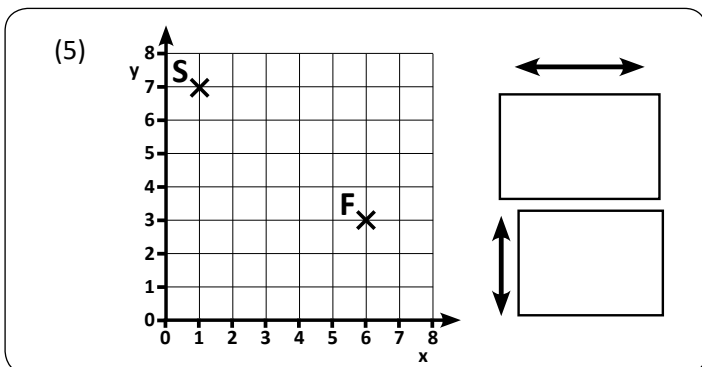
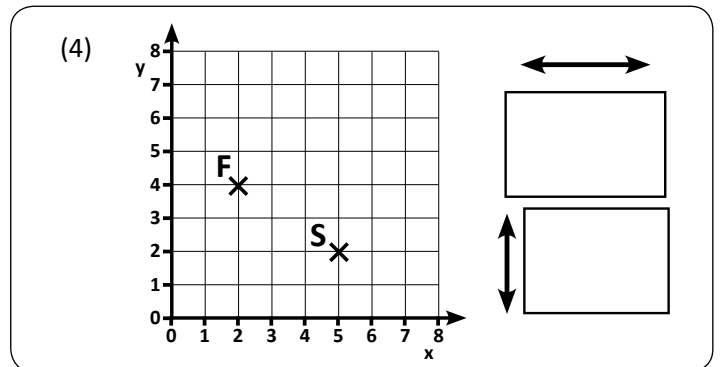
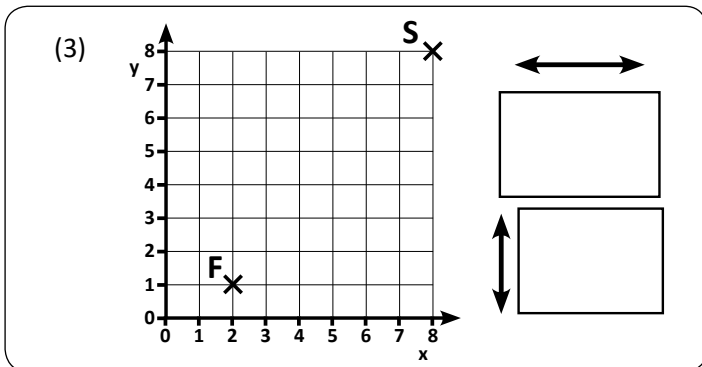
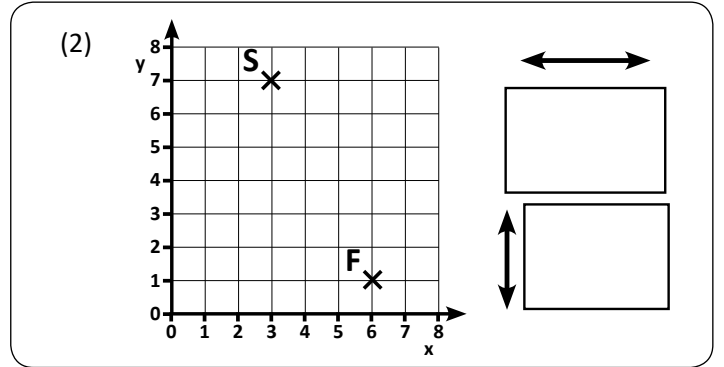
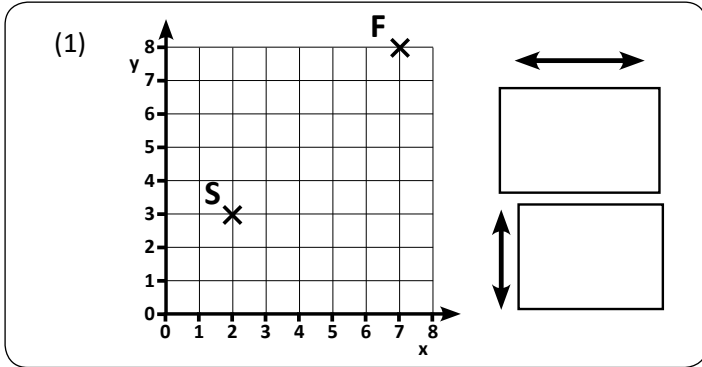
Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

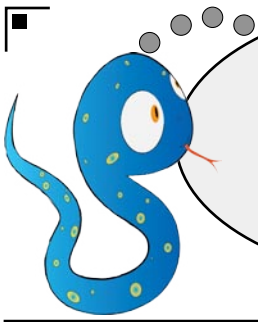
Year

4

For each question, give the right or left movement, followed by the up or down movement to get from **start (S)** to **finish (F)**.







Maths Homework  
this week is about:

## Plotting Points

Name: \_\_\_\_\_

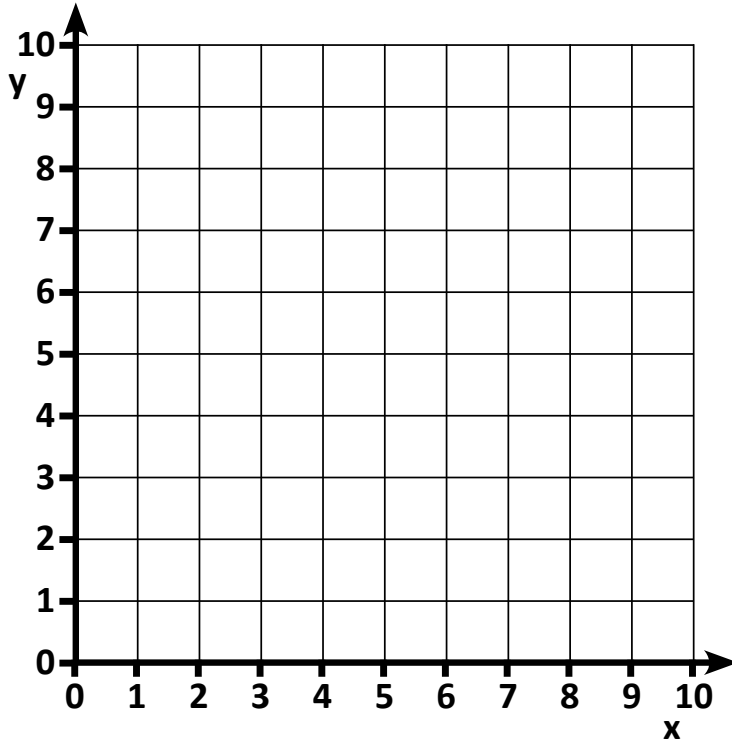
Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year

4

(1) Plot each of the points and then join them up in order to make a shape.



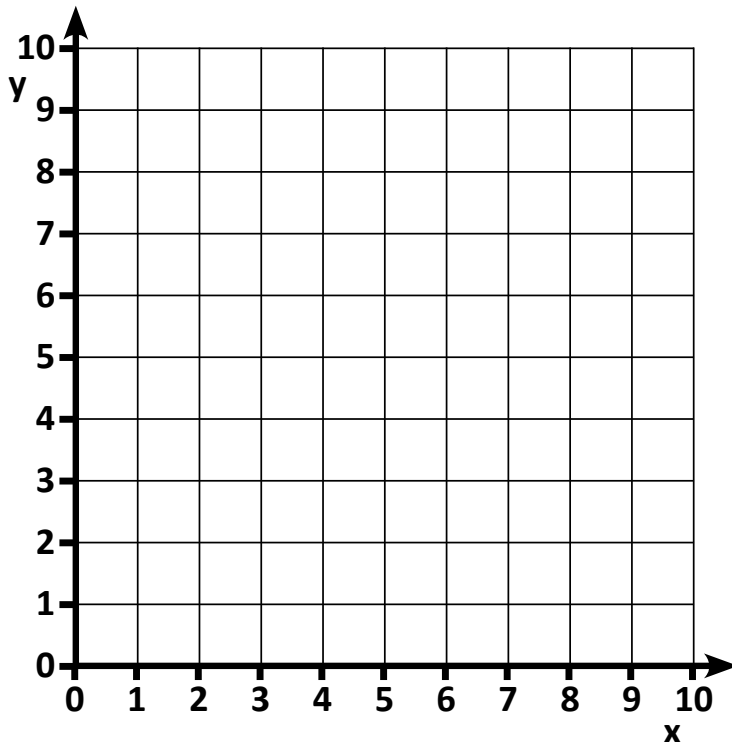
Plot  
these first

(1, 1)  
(1, 5)  
(2, 7)  
(3, 5)  
(3, 2)  
(4, 2)  
(4, 5)  
(5, 7)  
(6, 5)

Then plot  
these

(6, 2)  
(7, 2)  
(7, 5)  
(8, 7)  
(9, 5)  
(9, 1)  
then back to  
(1, 1)

(2) Plot each of these points and then join them up in order to make a shape.



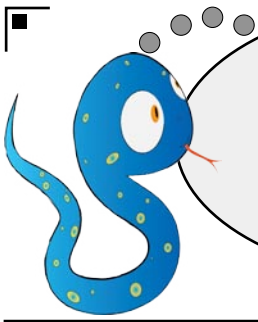
Plot  
these first

(1, 2)  
(1, 4)  
(4, 7)  
(4, 9)  
(6, 9)  
(6, 7)  
(9, 4)  
(9, 2)  
(7, 2)

Then plot  
these

(7, 4)  
(6, 4)  
(6, 2)  
(4, 2)  
(4, 4)  
(3, 4)  
(3, 2)  
then back to  
(1, 2)





Maths Homework  
this week is about:

## Drawing Bar Charts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

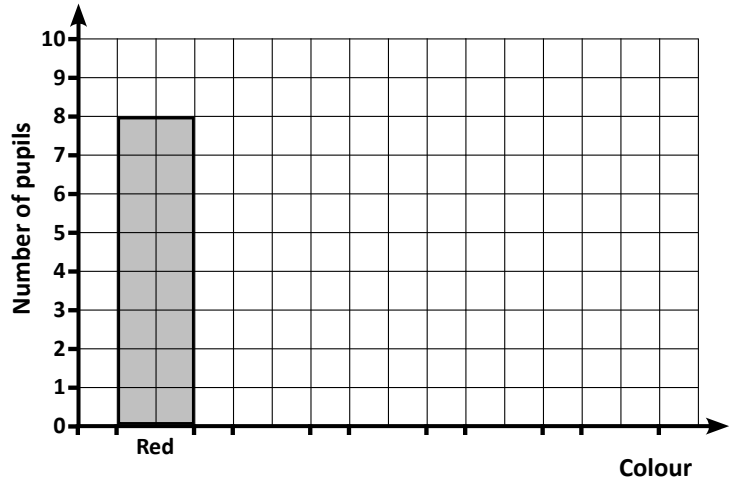
Teacher: \_\_\_\_\_

Year

4

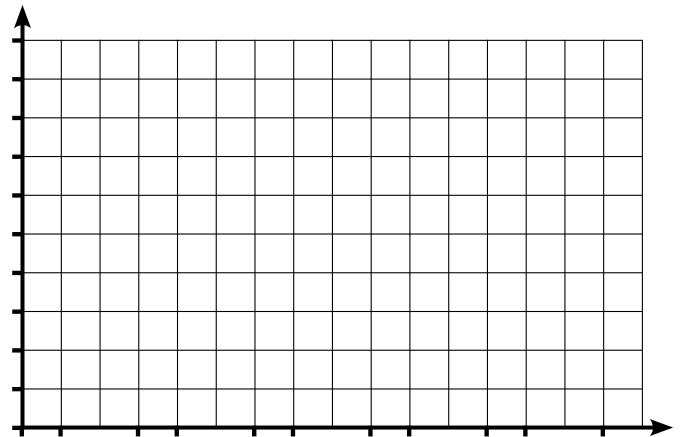
- (1) Here are the favourite colours for the pupils in a class. Complete the bar chart to show this.

Colour	Number of pupils
Red	8
Yellow	9
Blue	6
Green	5
Orange	3



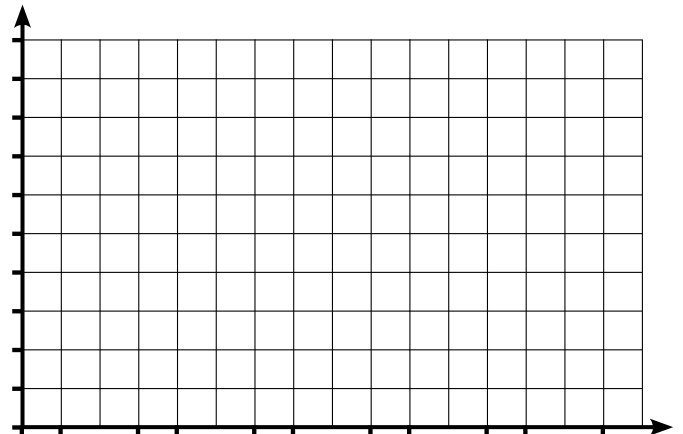
- (2) Here are the numbers of different types of flowers in some vases. Draw a bar chart to show this.

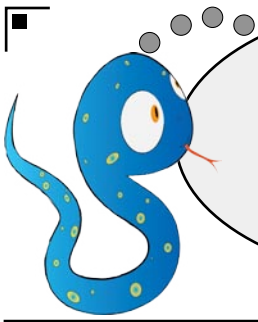
Flower	Number of flowers
Rose	4
Tulip	8
Lily	2
Daisy	10
Daffodil	7



- (3) Some pupils were asked their favourite animal after a visit to a farm. Their answers are in the table below. Draw a bar chart to show their favourites.

Animal	Number of pupils
Sheep	10
Cow	7
Goat	8
Pig	4
Horse	9





Maths Homework  
this week is about:

## Bar Chart Problems

Name:

Date:

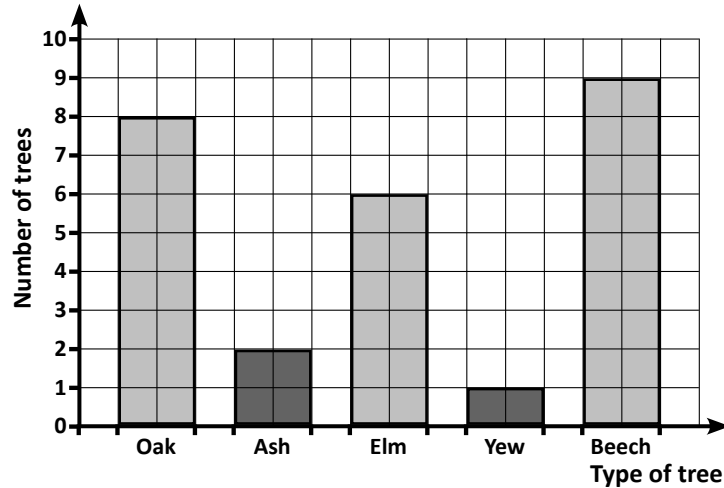
Teacher:

Year

4

Answer the questions about each bar chart.

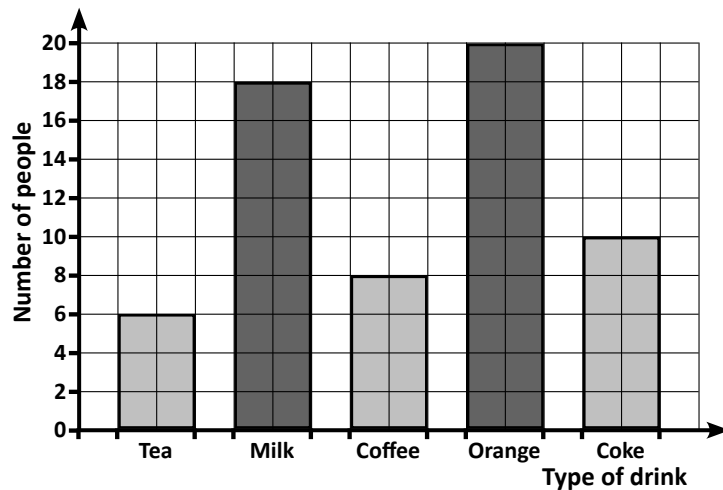
- (1) Bar chart to show the number of different types of trees in a wood.



- (a) How many more Oak trees than Ash trees are there?  
(b) Give the total number of Elm and Yew trees.  
(c) There are three more Beech than which other type of tree?  
(d) How many less Ash trees than Beech trees are there?  
(e) How many trees altogether are shown in the bar chart?

- (2) Bar chart to show the favourite drinks for a group of people.



- (a) How many more people preferred Milk than Tea?  
(b) How many people altogether chose tea or coffee?  
(c) Half as many people chose Coke than which other drink?  
(d) Ten less people chose Coffee than which other drink?  
(e) How many people altogether were asked?

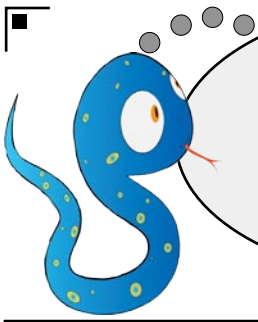

# Maths Topics Homework Sheets

for Year 4

Version 1.0



# Answers



Maths Homework  
this week is about:

## Counting in Multiples

## Answers

Date:

Teacher:

Year  
**4**

(1) Fill in the missing numbers in each of these number ladders.

(a) 

35
30
25
20
15

Count up in steps of <b>5</b>
-------------------------------------

(b) 

30
24
18
12
6

Count up in steps of <b>6</b>
-------------------------------------

(c) 

70
63
56
49
42

Count up in steps of <b>7</b>
-------------------------------------

(d) 

90
81
72
63
54

Count up in steps of <b>9</b>
-------------------------------------

(2) In each of these number strips, fill in the missing numbers by counting up in 25s.

(a) 

25	50	75	100	125
----	----	----	-----	-----

(b) 

175	200	225	250	275
-----	-----	-----	-----	-----

(c) 

275	300	325	350	375
-----	-----	-----	-----	-----

(d) 

400	425	450	475	500
-----	-----	-----	-----	-----

(e) 

550	575	600	625	650
-----	-----	-----	-----	-----

(f) 

675	700	725	750	775
-----	-----	-----	-----	-----

(g) 

800	825	850	875	900
-----	-----	-----	-----	-----

(h) 

925	950	975	1 000	1 025
-----	-----	-----	-------	-------

(3) Fill in the missing numbers in each of these number ladders by counting up in 1000s.

(a) 

5 026
4 026
3 026
2 026
1 026

Count up in steps of <b>1000</b>
--

(b) 

6 165
5 165
4 165
3 165
2 165

Count up in steps of <b>1000</b>
--

(c) 

8 407
7 407
6 407
5 407
4 407

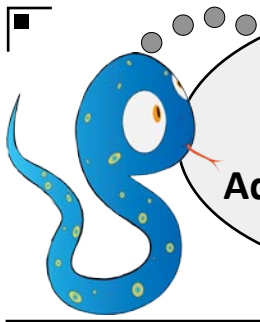
Count up in steps of <b>1000</b>
--

(d) 

9 830
8 830
7 830
6 830
5 830

Count up in steps of <b>1000</b>
--





Maths Homework  
this week is about:

## Adding and Taking 1000

## Answers

Date:

Teacher:

Year

4

(1) Add 1000 to each number.

(a)  $3\ 684 + 1000 = 4\ 684$

(b)  $2\ 463 + 1000 = 3\ 463$

(c)  $5\ 384 + 1000 = 6\ 384$

(d)  $7\ 106 + 1000 = 8\ 106$

(e)  $9\ 874 + 1000 = 10\ 874$

(f)  $14\ 038 + 1000 = 15\ 038$

(g)  $11\ 902 + 1000 = 12\ 902$

(h)  $18\ 122 + 1000 = 19\ 122$

(i)  $23\ 418 + 1000 = 24\ 418$

(2) Subtract 1000 from each number.

(a)  $3\ 464 - 1000 = 2\ 464$

(b)  $5\ 617 - 1000 = 4\ 617$

(c)  $8\ 382 - 1000 = 7\ 382$

(d)  $9\ 901 - 1000 = 8\ 901$

(e)  $13\ 884 - 1000 = 12\ 884$

(f)  $17\ 723 - 1000 = 16\ 723$

(g)  $22\ 908 - 1000 = 21\ 908$

(h)  $30\ 864 - 1000 = 29\ 864$

(i)  $45\ 517 - 1000 = 44\ 517$

(3) For each number, subtract 1000 and add 1000.

(a)  $2\ 945 - 1000 = 1\ 945$  and  $1\ 945 + 1000 = 2\ 945$

(b)  $6\ 847 - 1000 = 5\ 847$  and  $5\ 847 + 1000 = 6\ 847$

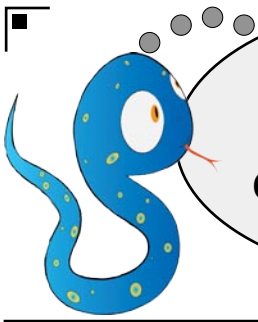
(c)  $5\ 425 - 1000 = 4\ 425$  and  $4\ 425 + 1000 = 5\ 425$

(d)  $8\ 386 - 1000 = 7\ 386$  and  $7\ 386 + 1000 = 8\ 386$

(e)  $12\ 905 - 1000 = 11\ 905$  and  $11\ 905 + 1000 = 12\ 905$

(f)  $16\ 766 - 1000 = 15\ 766$  and  $15\ 766 + 1000 = 16\ 766$





Maths Homework  
this week is about:

## Counting Backwards

## Answers

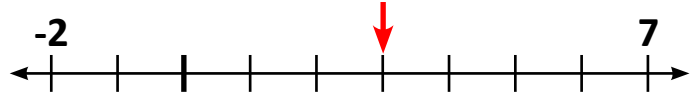
Date:

Teacher:

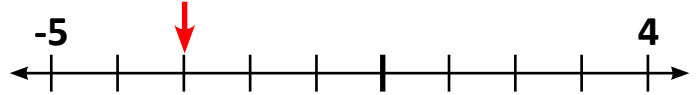
Year  
**4**

(1) On each of these number lines, draw an arrow which points to the the number given.

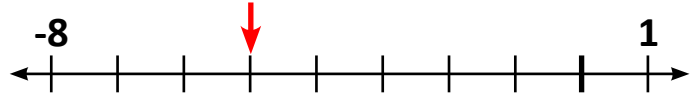
(a) Draw an arrow (↓) pointing to: **3**



(b) Draw an arrow (↓) pointing to: **-3**



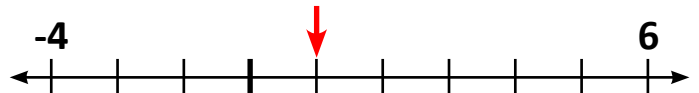
(c) Draw an arrow (↓) pointing to: **-5**



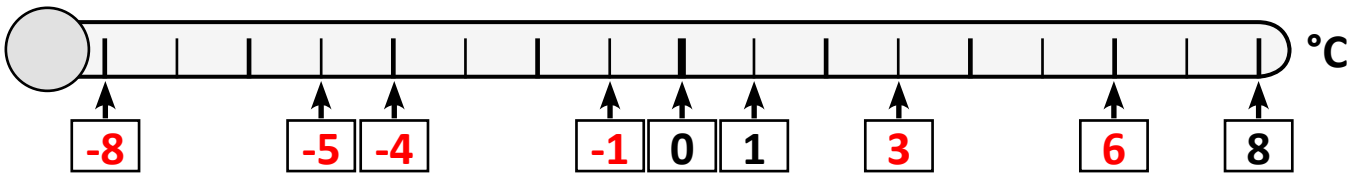
(d) Draw an arrow (↓) pointing to: **-7**



(e) Draw an arrow (↓) pointing to: **1**

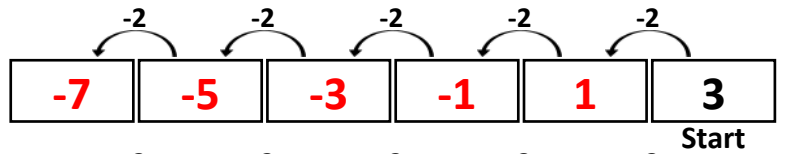


(2) Here is a thermometer. Give the temperature that each arrow is pointing to.

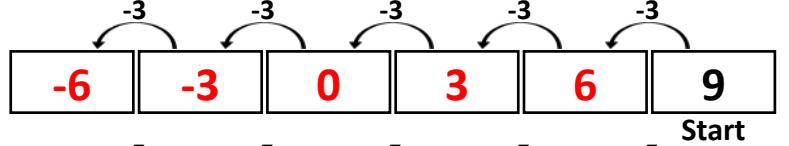


(3) Count backwards from the starting number, using the step given.

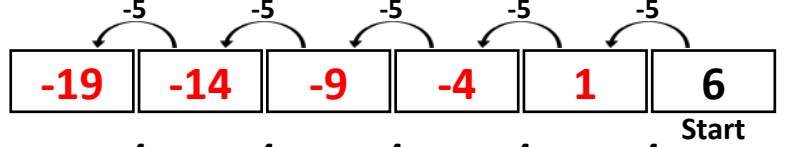
(a) Count backwards in steps of: **2**



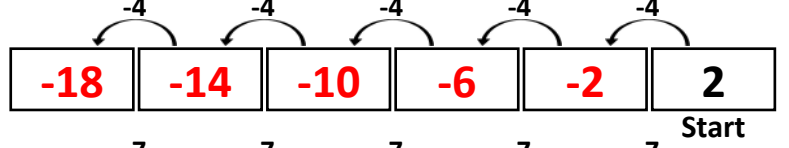
(b) Count backwards in steps of: **3**



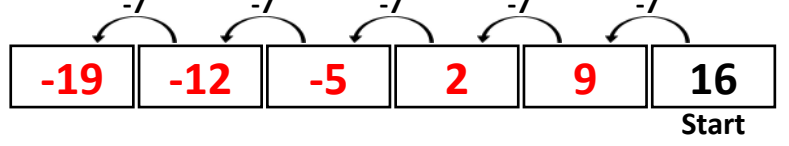
(c) Count backwards in steps of: **5**

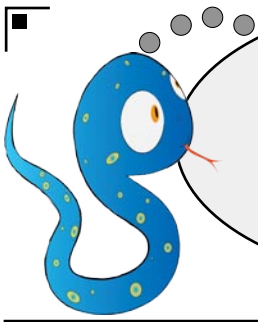


(d) Count backwards in steps of: **4**



(e) Count backwards in steps of: **7**





Maths Homework  
this week is about:

## Place Value

## Answers

Date:

Teacher:

Year

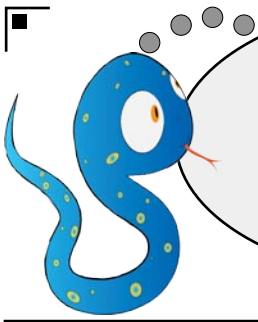
4

For each number, give the value of the digit indicated by the arrows, both in words and using digits.

	Value in words	Value using digits
(eg) 7 1 6 2	seven thousands	7 000
(1) 6 8 8 9	eight hundreds	800
(2) 4 2 4 3	four thousands	4 000
(3) 1 7 8 8	seven hundreds	700
(4) 7 1 2 8	two tens	20
(5) 5 7 0 5	five units	5
(6) 1 9 6 6	nine hundreds	900
(7) 2 6 1 5	two thousands	2 000
(8) 9 5 4 1	four tens	40
(9) 6 3 7 3	three hundreds	300
(10) 7 6 3 7	seven units	7
(11) 3 6 6 2	three thousands	3 000
(12) 6 5 5 4	four units	4
(13) 8 7 6 3	six tens	60
(14) 5 5 8 0	five hundreds	500
(15) 4 9 3 9	three tens	30







Maths Homework  
this week is about:

## Putting Numbers in Order

## Answers

Date:

Teacher:

Year

4

(1) Put each set of tickets in order from lowest to highest.

(a)		<b>In order</b>		(b)		<b>In order</b>		(c)		<b>In order</b>	
(d)		<b>In order</b>		(e)		<b>In order</b>		(f)		<b>In order</b>	

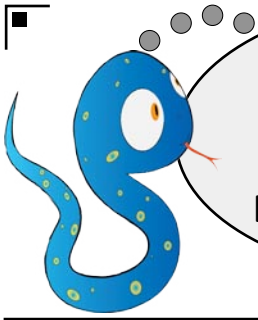
(2) Circle the biggest number in each list.

(a)	3 926	3 862	<b>3 927</b>	3 899	(b)	<b>5 974</b>	3 998	5 947	4 897
(c)	4 724	<b>4 764</b>	4 746	4 744	(d)	8 062	8 206	8 260	<b>8 602</b>
(e)	3 147	<b>3 247</b>	2 937	2 473	(f)	9 564	9 465	<b>9 654</b>	9 645

(3) Rewrite each list, putting the numbers in order from highest to lowest.

(a)	9 325	9 235	9 532	9 253	→				
(b)	7 192	7 656	7 357	7 531	→				
(c)	6 039	8 748	3 989	6 158	→				
(d)	5 656	5 665	5 384	5 729	→				
(e)	2 749	2 894	2 849	2 794	→				





Maths Homework  
this week is about:

## Representing and Estimating Numbers

**Answers**

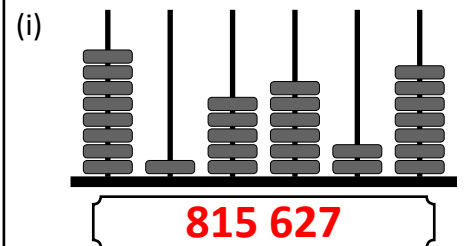
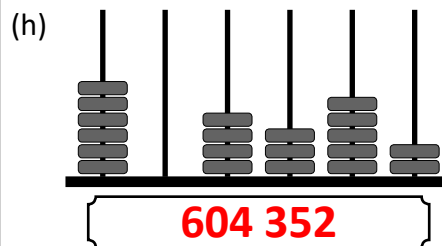
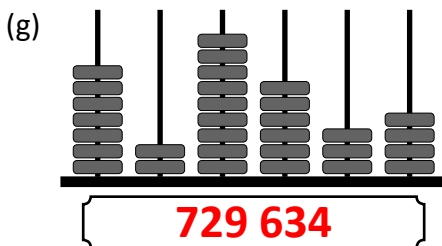
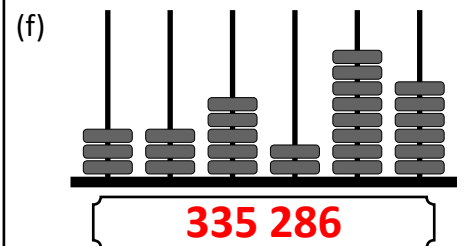
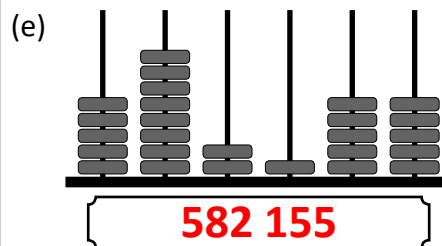
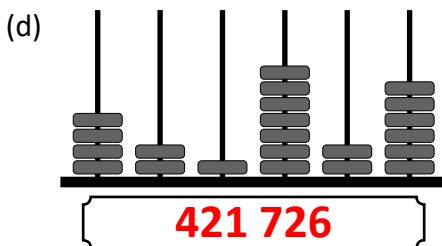
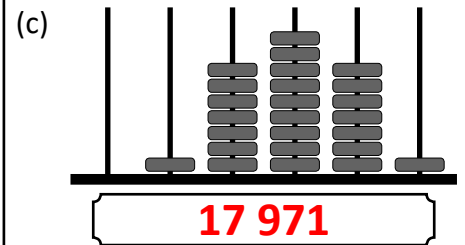
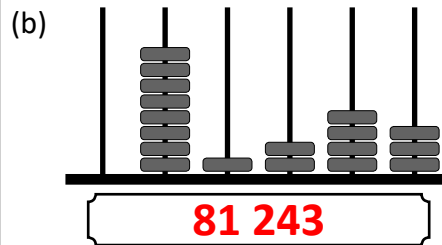
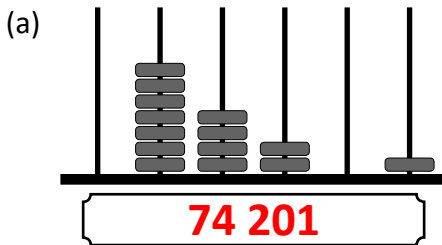
Date:

Teacher:

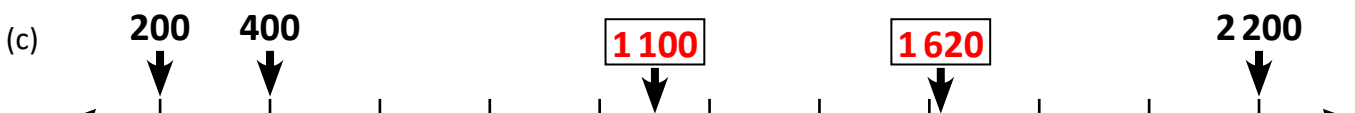
Year

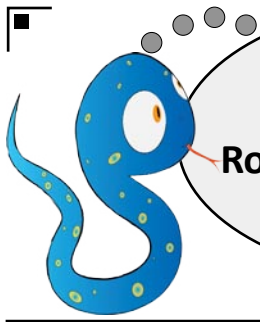
**4**

(1) Say which number is shown on each abacus.



(2) Estimate which numbers the arrows are pointing to on each of these number lines. **Accept answers close to those given.**





Maths Homework  
this week is about:

**Rounding to the nearest  
10, 100, 1000**

**Answers**

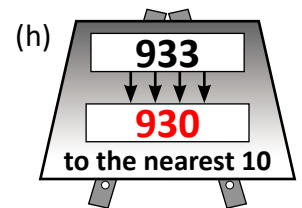
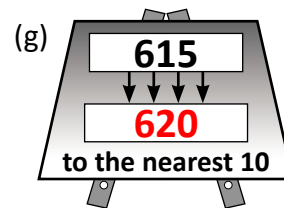
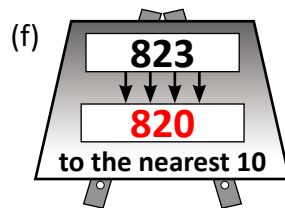
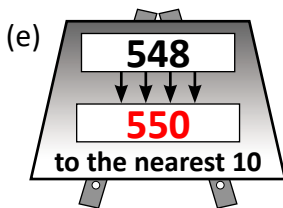
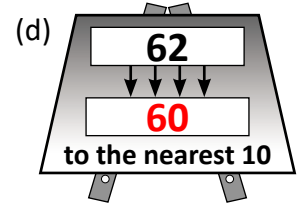
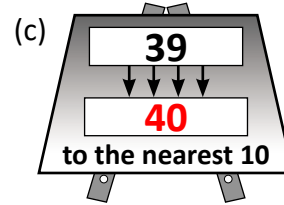
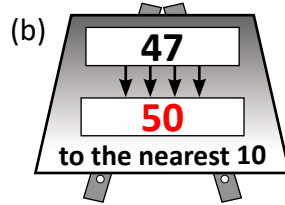
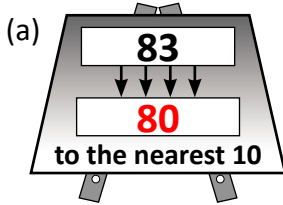
Date:

Teacher:

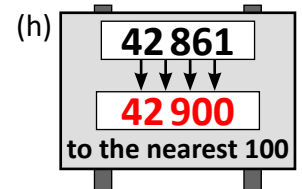
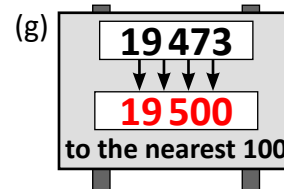
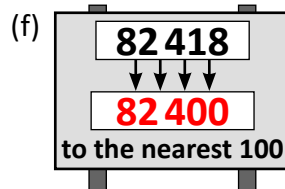
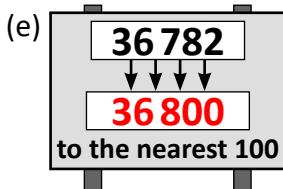
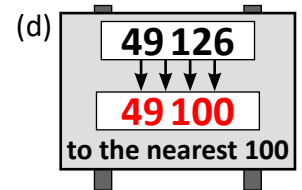
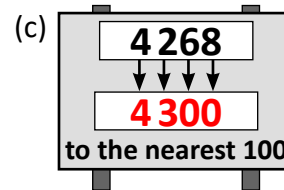
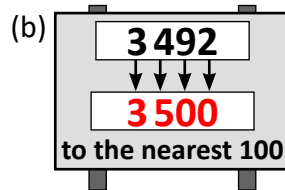
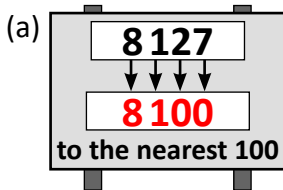
Year

**4**

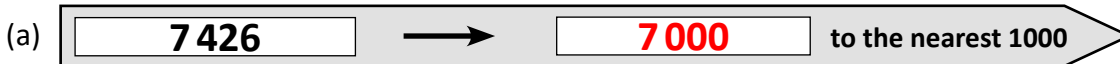
(1) Round the number on each of these boards to the nearest 10.

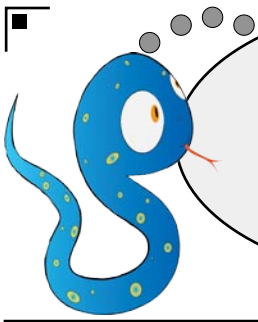


(2) Round the number on each of these signs to the nearest 100.



(3) Round each of these numbers to the nearest 1000.





Maths Homework  
this week is about:

## Roman Numerals to 100

## Answers

Date:

Teacher:

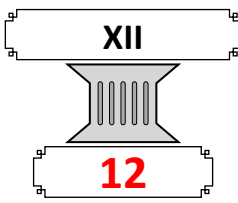
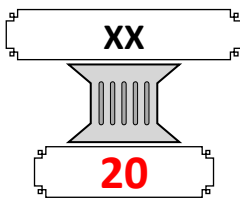
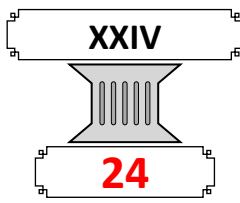
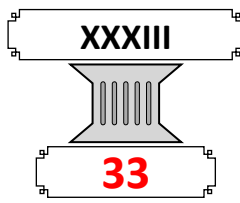
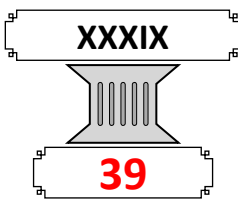
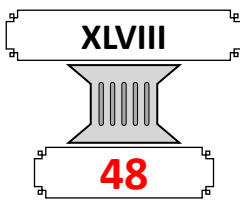
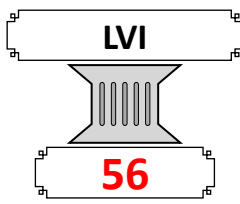
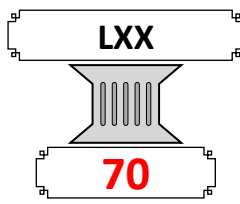
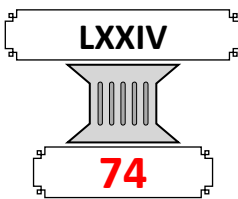
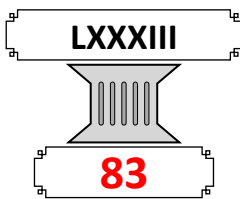
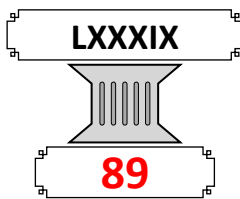
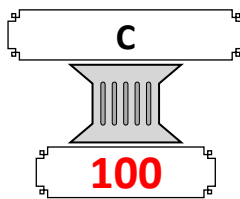
Year

4

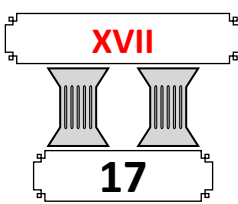
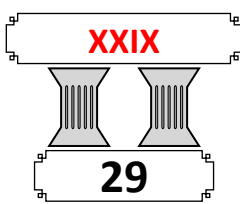
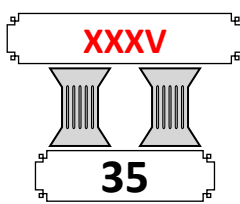
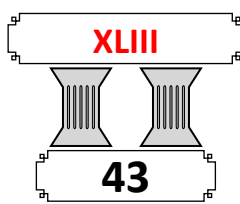
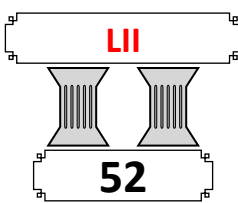
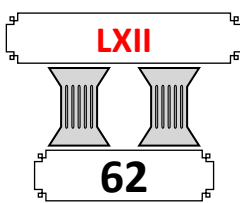
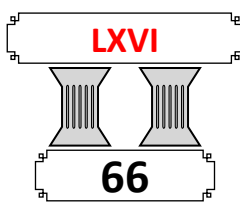
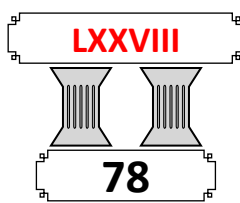
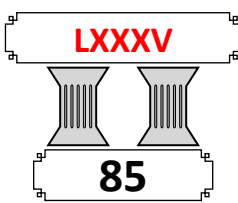
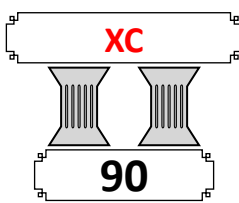
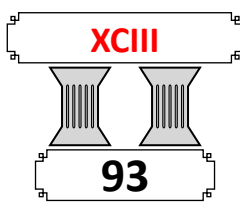
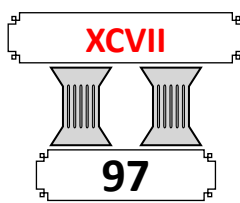
(1) Write the first ten Roman numerals.

Number	1	2	3	4	5	6	7	8	9	10
Roman numeral	I	II	III	IV	V	VI	VII	VIII	IX	X

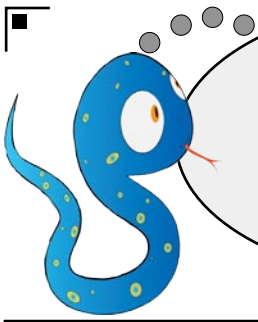
(2) Say which Roman numeral is on top of each column. Write your answers in the boxes below the columns.

(a) 	(b) 	(c) 	(d) 
(e) 	(f) 	(g) 	(h) 
(i) 	(j) 	(k) 	(l) 

(3) Give each number underneath the columns as a Roman numeral. Write your answers in the boxes on top of the columns.

(a) 	(b) 	(c) 	(d) 
(e) 	(f) 	(g) 	(h) 
(i) 	(j) 	(k) 	(l) 





Maths Homework  
this week is about:

## Adding Numbers

## Answers

Date:

Teacher:

Year

4

Add each pair of numbers, showing your working.

(1)

$$\begin{array}{r} 326 \\ + 541 \\ \hline 867 \end{array}$$

(2)

$$\begin{array}{r} 836 \\ + 142 \\ \hline 978 \end{array}$$

(3)

$$\begin{array}{r} 431 \\ + 548 \\ \hline 979 \end{array}$$

(4)

$$\begin{array}{r} 359 \\ + 432 \\ \hline 791 \\ 1 \end{array}$$

(5)

$$\begin{array}{r} 627 \\ + 347 \\ \hline 974 \\ 1 \end{array}$$

(6)

$$\begin{array}{r} 518 \\ + 329 \\ \hline 847 \\ 1 \end{array}$$

(7)

$$\begin{array}{r} 256 \\ + 654 \\ \hline 910 \\ 1 \quad 1 \end{array}$$

(8)

$$\begin{array}{r} 399 \\ + 599 \\ \hline 998 \\ 1 \quad 1 \end{array}$$

(9)

$$\begin{array}{r} 627 \\ + 285 \\ \hline 912 \\ 1 \quad 1 \end{array}$$

(10)

$$\begin{array}{r} 582 \\ + 639 \\ \hline 1221 \\ 1 \quad 1 \end{array}$$

(11)

$$\begin{array}{r} 936 \\ + 475 \\ \hline 1411 \\ 1 \quad 1 \end{array}$$

(12)

$$\begin{array}{r} 874 \\ + 398 \\ \hline 1272 \\ 1 \quad 1 \end{array}$$

(13)

$$\begin{array}{r} 1425 \\ + 4363 \\ \hline 5788 \end{array}$$

(14)

$$\begin{array}{r} 1742 \\ + 3143 \\ \hline 4885 \end{array}$$

(15)

$$\begin{array}{r} 3546 \\ + 5227 \\ \hline 8773 \\ 1 \end{array}$$

(16)

$$\begin{array}{r} 6327 \\ + 8486 \\ \hline 14813 \\ 1 \quad 1 \end{array}$$

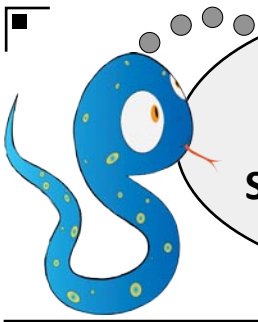
(17)

$$\begin{array}{r} 5529 \\ + 9166 \\ \hline 14695 \\ 1 \end{array}$$

(18)

$$\begin{array}{r} 7838 \\ + 4427 \\ \hline 12265 \\ 1 \quad 1 \end{array}$$





Maths Homework  
this week is about:

## Subtracting Numbers

Answers

Date:

Teacher:

Year

4

Subtract each pair of numbers, showing your working.

(1) 
$$\begin{array}{r} 658 \\ - 223 \\ \hline 435 \end{array}$$

(2) 
$$\begin{array}{r} 946 \\ - 721 \\ \hline 225 \end{array}$$

(3) 
$$\begin{array}{r} 853 \\ - 241 \\ \hline 612 \end{array}$$

(4) 
$$\begin{array}{r} 9\overset{5}{\cancel{6}}\overset{1}{3} \\ - 335 \\ \hline 628 \end{array}$$

(5) 
$$\begin{array}{r} 4\overset{2}{\cancel{3}}\overset{1}{5} \\ - 219 \\ \hline 216 \end{array}$$

(6) 
$$\begin{array}{r} 7\overset{8}{\cancel{9}}\overset{1}{4} \\ - 367 \\ \hline 427 \end{array}$$

(7) 
$$\begin{array}{r} 6\overset{7}{\cancel{7}}\overset{1}{6}8 \\ - 283 \\ \hline 485 \end{array}$$

(8) 
$$\begin{array}{r} 4\overset{5}{\cancel{5}}\overset{1}{3}9 \\ - 172 \\ \hline 367 \end{array}$$

(9) 
$$\begin{array}{r} 7\overset{8}{\cancel{8}}\overset{1}{4}5 \\ - 594 \\ \hline 251 \end{array}$$

(10) 
$$\begin{array}{r} 5\overset{6}{\cancel{6}}\overset{12}{\cancel{3}}\overset{1}{5} \\ - 246 \\ \hline 389 \end{array}$$

(11) 
$$\begin{array}{r} 8\overset{9}{\cancel{9}}\overset{13}{\cancel{4}}\overset{1}{2} \\ - 578 \\ \hline 364 \end{array}$$

(12) 
$$\begin{array}{r} 2\overset{3}{\cancel{3}}\overset{15}{\cancel{6}}\overset{1}{1} \\ - 197 \\ \hline 164 \end{array}$$

(13) 
$$\begin{array}{r} 6472 \\ - 1231 \\ \hline 5241 \end{array}$$

(14) 
$$\begin{array}{r} 95\overset{4}{\cancel{5}}\overset{1}{6} \\ - 4229 \\ \hline 5327 \end{array}$$

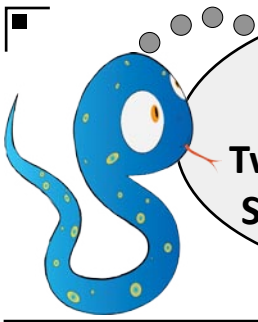
(15) 
$$\begin{array}{r} 7\overset{8}{\cancel{8}}\overset{1}{3}76 \\ - 5764 \\ \hline 2612 \end{array}$$

(16) 
$$\begin{array}{r} 5\overset{6}{\cancel{6}}\overset{11}{\cancel{2}}\overset{1}{3}5 \\ - 4983 \\ \hline 1262 \end{array}$$

(17) 
$$\begin{array}{r} 8\overset{9}{\cancel{9}}\overset{16}{\cancel{7}}\overset{12}{\cancel{3}}\overset{1}{7} \\ - 2869 \\ \hline 6868 \end{array}$$

(18) 
$$\begin{array}{r} 4\overset{5}{\cancel{5}}\overset{16}{\cancel{7}}\overset{15}{\cancel{6}}\overset{1}{8} \\ - 3979 \\ \hline 1789 \end{array}$$





Maths Homework  
this week is about:

## Two-Step Addition and Subtraction Problems

## Answers

Date:

Teacher:

Year

4

- (1) A box of sweets contains 86 sweets. If Simon took 12 and Helen took 23, how many were left?

$$86 - 12 - 23$$

51

- (2) A vending machine had 73 drinks left in it. 15 were sold and 32 more were put into the machine. How many drinks were then in the machine?

$$73 - 15 + 32$$

90

- (3) 845 people went to a theatre one evening. 226 people sat in the circle and 148 sat in the balcony. The rest sat in the stalls. How many people sat in the stalls?

$$845 - 226 - 148$$

471

- (4) Aisha counted her DVD collection. She had 138 DVDs in one pile, 92 in a second pile and 46 in a third. How many DVDs does she have altogether?

$$138 + 92 + 46$$

276

- (5) Kelvin had 246 books on a car boot sale. He sold 85 of them, but bought 32 more from other stalls. How many does he have now?

$$246 - 85 + 32$$

193

- (6) A cyclist left home and cycled 875 m. He stopped for a rest and cycled 685 m before stopping again. He then cycled a further 723 m. How many metres did he cycle altogether?

$$875 + 685 + 723$$

2 283 m

- (7) Colin had a collection of 386 model cars. He gave 95 of them away and sold a further 47. How many did he have left?

$$386 - 95 - 47$$

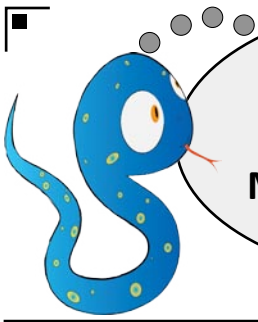
244

- (8) A bakery had 264 cakes to sell. They sold 139 of them, and baked 75 more. How many did they then have?

$$264 - 139 + 75$$

200





Maths Homework  
this week is about:

## Multiplication Tables

## Answers

Date:

Teacher:

Year

4

(1) Multiply the two numbers in the circles, and write your answer in the centre circle.

(a)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \textcircled{45} & \textcircled{9} \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(b)  $\begin{matrix} 5 & 3 & 1 & 10 \\ \textcircled{7} & \textcircled{84} & 9 \\ 4 & & 8 \\ 2 & 6 & 11 & \textcircled{12} \end{matrix}$

(c)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \textcircled{32} & 9 \\ \textcircled{4} & & \textcircled{8} \\ 2 & 6 & 11 & 12 \end{matrix}$

(d)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \textcircled{66} & 9 \\ 4 & & 8 \\ 2 & \textcircled{6} & \textcircled{11} & 12 \end{matrix}$

(e)  $\begin{matrix} 5 & 3 & 1 & \textcircled{10} \\ 7 & \textcircled{80} & 9 \\ 4 & & \textcircled{8} \\ 2 & 6 & 11 & 12 \end{matrix}$

(f)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \textcircled{36} & \textcircled{9} \\ \textcircled{4} & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(g)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \textcircled{108} & \textcircled{9} \\ 4 & & 8 \\ 2 & 6 & 11 & \textcircled{12} \end{matrix}$

(h)  $\begin{matrix} \textcircled{5} & 3 & 1 & 10 \\ 7 & \textcircled{40} & 9 \\ 4 & & \textcircled{8} \\ 2 & 6 & 11 & 12 \end{matrix}$

(i)  $\begin{matrix} 5 & 3 & 1 & 10 \\ \textcircled{7} & \textcircled{77} & 9 \\ 4 & & 8 \\ 2 & 6 & \textcircled{11} & 12 \end{matrix}$

(j)  $\begin{matrix} 5 & 3 & 1 & 10 \\ 7 & \textcircled{72} & 9 \\ 4 & & 8 \\ 2 & \textcircled{6} & 11 & \textcircled{12} \end{matrix}$

(k)  $\begin{matrix} 5 & 3 & 1 & 10 \\ \textcircled{7} & \textcircled{63} & \textcircled{9} \\ 4 & & 8 \\ 2 & 6 & 11 & 12 \end{matrix}$

(l)  $\begin{matrix} 5 & \textcircled{3} & 1 & 10 \\ 7 & \textcircled{18} & 9 \\ 4 & & 8 \\ 2 & \textcircled{6} & 11 & 12 \end{matrix}$

(2) Fill in the missing number in each of these multiplication cards.

(a)  $\boxed{5} \times \boxed{7} = \boxed{35}$

(b)  $\boxed{9} \times \boxed{3} = \boxed{27}$

(c)  $\boxed{7} \times \boxed{8} = \boxed{56}$

(d)  $\boxed{4} \times \boxed{11} = \boxed{44}$

(e)  $\boxed{12} \times \boxed{3} = \boxed{36}$

(f)  $\boxed{7} \times \boxed{6} = \boxed{42}$

(g)  $\boxed{11} \times \boxed{11} = \boxed{121}$

(h)  $\boxed{10} \times \boxed{6} = \boxed{60}$

(i)  $\boxed{9} \times \boxed{11} = \boxed{99}$

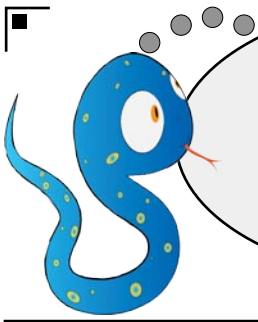
(j)  $\boxed{7} \times \boxed{12} = \boxed{84}$

(k)  $\boxed{11} \times \boxed{12} = \boxed{132}$

(l)  $\boxed{9} \times \boxed{9} = \boxed{81}$







Maths Homework  
this week is about:

## Multiplying Three Numbers

## Answers

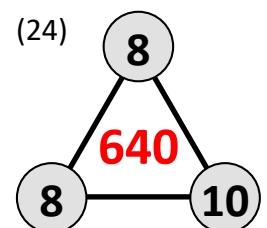
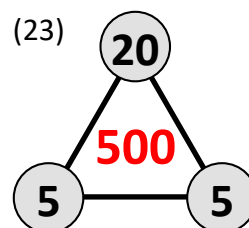
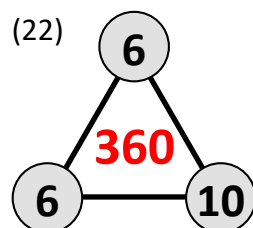
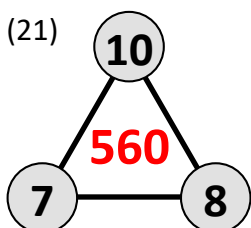
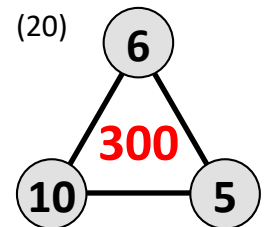
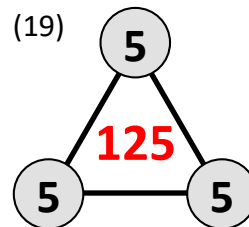
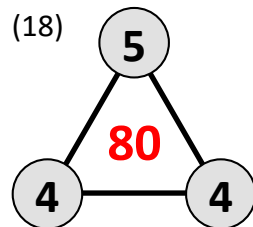
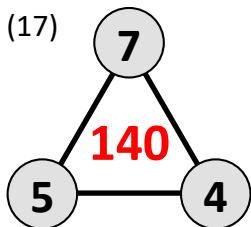
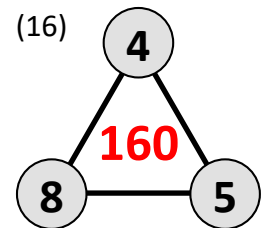
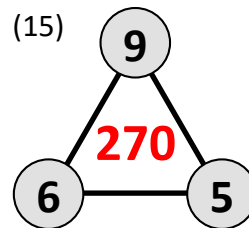
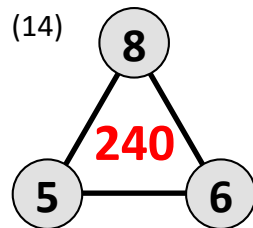
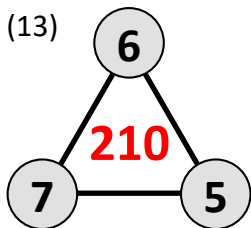
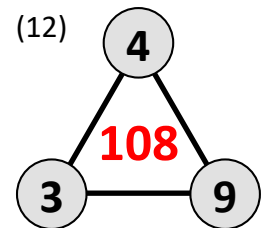
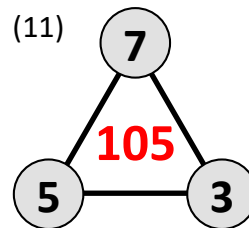
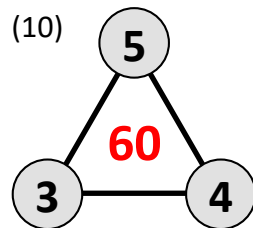
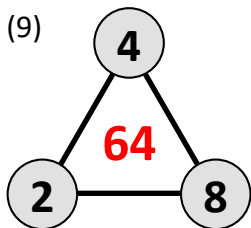
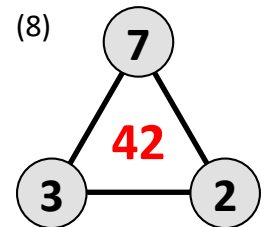
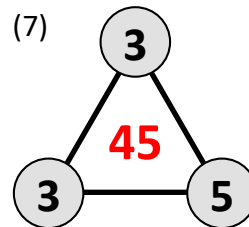
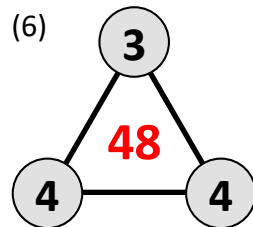
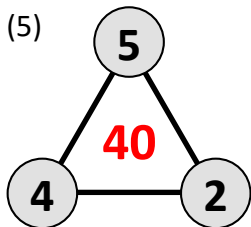
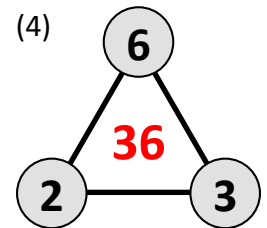
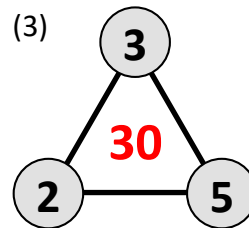
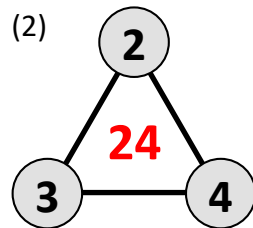
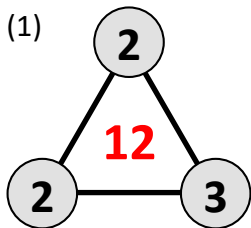
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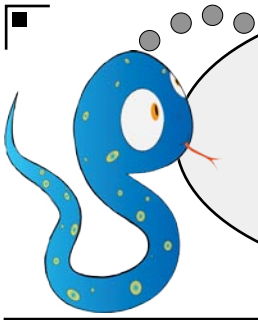
Teacher:

Year

4

For each question, multiply the three numbers at the corners of the triangle, then write your answer in the triangle





Maths Homework  
this week is about:

**Recognising  
Factor Pairs, and  
Commutativity**

**Answers**

Date:

Teacher:

Year  
**4**

(1) For each question, put a ring around the factor pair which is correct for the number in the star.

(a)  $\begin{matrix} 1 \\ \text{and} \\ 14 \end{matrix}$   $\begin{matrix} 2 \\ \text{and} \\ 12 \end{matrix}$   
 $\begin{matrix} 3 \\ \text{and} \\ 4 \end{matrix}$   $\begin{matrix} 7 \\ \text{and} \\ 7 \end{matrix}$   
**14**

(b)  $\begin{matrix} 1 \\ \text{and} \\ 5 \end{matrix}$   $\begin{matrix} 2 \\ \text{and} \\ 4 \end{matrix}$   
 $\begin{matrix} 2 \\ \text{and} \\ 3 \end{matrix}$   $\begin{matrix} 3 \\ \text{and} \\ 3 \end{matrix}$   
**6**

(c)  $\begin{matrix} 2 \\ \text{and} \\ 10 \end{matrix}$   $\begin{matrix} 6 \\ \text{and} \\ 6 \end{matrix}$   
 $\begin{matrix} 5 \\ \text{and} \\ 7 \end{matrix}$   $\begin{matrix} 4 \\ \text{and} \\ 3 \end{matrix}$   
**12**

(d)  $\begin{matrix} 2 \\ \text{and} \\ 9 \end{matrix}$   $\begin{matrix} 1 \\ \text{and} \\ 11 \end{matrix}$   
 $\begin{matrix} 1 \\ \text{and} \\ 10 \end{matrix}$   $\begin{matrix} 5 \\ \text{and} \\ 6 \end{matrix}$   
**11**

(e)  $\begin{matrix} 3 \\ \text{and} \\ 4 \end{matrix}$   $\begin{matrix} 2 \\ \text{and} \\ 5 \end{matrix}$   
 $\begin{matrix} 1 \\ \text{and} \\ 7 \end{matrix}$   $\begin{matrix} 1 \\ \text{and} \\ 6 \end{matrix}$   
**7**

(f)  $\begin{matrix} 2 \\ \text{and} \\ 18 \end{matrix}$   $\begin{matrix} 10 \\ \text{and} \\ 10 \end{matrix}$   
 $\begin{matrix} 6 \\ \text{and} \\ 10 \end{matrix}$   $\begin{matrix} 4 \\ \text{and} \\ 5 \end{matrix}$   
**20**

(g)  $\begin{matrix} 1 \\ \text{and} \\ 17 \end{matrix}$   $\begin{matrix} 2 \\ \text{and} \\ 9 \end{matrix}$   
 $\begin{matrix} 3 \\ \text{and} \\ 15 \end{matrix}$   $\begin{matrix} 4 \\ \text{and} \\ 12 \end{matrix}$   
**18**

(h)  $\begin{matrix} 2 \\ \text{and} \\ 28 \end{matrix}$   $\begin{matrix} 6 \\ \text{and} \\ 6 \end{matrix}$   
 $\begin{matrix} 6 \\ \text{and} \\ 5 \end{matrix}$   $\begin{matrix} 3 \\ \text{and} \\ 3 \end{matrix}$   
**30**

(i)  $\begin{matrix} 20 \\ \text{and} \\ 7 \end{matrix}$   $\begin{matrix} 3 \\ \text{and} \\ 9 \end{matrix}$   
 $\begin{matrix} 19 \\ \text{and} \\ 8 \end{matrix}$   $\begin{matrix} 4 \\ \text{and} \\ 8 \end{matrix}$   
**27**

(2) The answer to each pair of calculations is the same, Find the answer to each one, and write this in the middle box.

(a)  $18 + 6 = \boxed{24} = 6 + 18$

(b)  $9 + 25 = \boxed{34} = 25 + 9$

(c)  $15 + 26 = \boxed{41} = 26 + 15$

(d)  $38 + 45 = \boxed{83} = 45 + 38$

(e)  $19 + 72 = \boxed{91} = 72 + 19$

(f)  $9 \times 7 = \boxed{63} = 7 \times 9$

(g)  $5 \times 12 = \boxed{60} = 12 \times 5$

(h)  $2 \times 11 = \boxed{22} = 11 \times 2$

(i)  $6 \times 8 = \boxed{48} = 8 \times 6$

(j)  $5 \times 9 = \boxed{45} = 9 \times 5$

(3) Say whether each of these pairs of calculations are the same or different. Write **same** or **different** in each box.

(a)  $\boxed{16 - 3}$   $\boxed{3 - 16}$   $\boxed{\text{different}}$

(b)  $\boxed{83 + 5}$   $\boxed{5 + 83}$   $\boxed{\text{same}}$

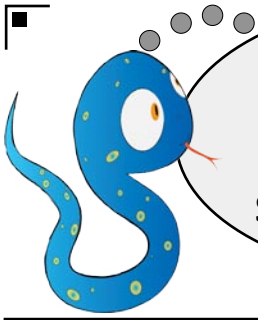
(c)  $\boxed{7 \times 12}$   $\boxed{12 \times 7}$   $\boxed{\text{same}}$

(d)  $\boxed{18 \div 3}$   $\boxed{3 \div 18}$   $\boxed{\text{different}}$

(e)  $\boxed{42 + 41}$   $\boxed{41 + 42}$   $\boxed{\text{same}}$

(f)  $\boxed{42 - 41}$   $\boxed{41 - 42}$   $\boxed{\text{different}}$





Maths Homework  
this week is about:

## Multiplying by a Single Digit Number

## Answers

Date:

Teacher:

Year

4

Find the answer to each multiplication question. Show any working out.

(1) 
$$\begin{array}{r} 32 \\ \times 3 \\ \hline 96 \end{array}$$

(2) 
$$\begin{array}{r} 41 \\ \times 5 \\ \hline 205 \end{array}$$

(3) 
$$\begin{array}{r} 62 \\ \times 4 \\ \hline 248 \end{array}$$

(4) 
$$\begin{array}{r} 27 \\ \times 6 \\ \hline 162 \\ 4 \end{array}$$

(5) 
$$\begin{array}{r} 36 \\ \times 8 \\ \hline 288 \\ 4 \end{array}$$

(6) 
$$\begin{array}{r} 59 \\ \times 4 \\ \hline 236 \\ 3 \end{array}$$

(7) 
$$\begin{array}{r} 78 \\ \times 9 \\ \hline 702 \\ 7 \end{array}$$

(8) 
$$\begin{array}{r} 66 \\ \times 7 \\ \hline 462 \\ 4 \end{array}$$

(9) 
$$\begin{array}{r} 73 \\ \times 8 \\ \hline 584 \\ 2 \end{array}$$

(10) 
$$\begin{array}{r} 96 \\ \times 5 \\ \hline 480 \\ 3 \end{array}$$

(11) 
$$\begin{array}{r} 49 \\ \times 8 \\ \hline 392 \\ 7 \end{array}$$

(12) 
$$\begin{array}{r} 78 \\ \times 7 \\ \hline 546 \\ 5 \end{array}$$

(13) 
$$\begin{array}{r} 429 \\ \times 9 \\ \hline 3861 \\ 2 \quad 8 \end{array}$$

(14) 
$$\begin{array}{r} 325 \\ \times 4 \\ \hline 1300 \\ 1 \quad 2 \end{array}$$

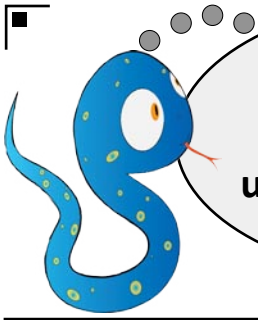
(15) 
$$\begin{array}{r} 384 \\ \times 7 \\ \hline 2688 \\ 5 \quad 2 \end{array}$$

(16) 
$$\begin{array}{r} 627 \\ \times 8 \\ \hline 5016 \\ 2 \quad 5 \end{array}$$

(17) 
$$\begin{array}{r} 824 \\ \times 3 \\ \hline 2472 \\ 1 \end{array}$$

(18) 
$$\begin{array}{r} 973 \\ \times 5 \\ \hline 4865 \\ 3 \quad 1 \end{array}$$





Maths Homework  
this week is about:  
**Solving Problems  
using Multiplying and  
Adding**

**Answers**

Date:

Teacher:

Year  
**4**

- (1) Find the answer to each multiplication question, and then add your answers together.

(eg)  $3 \times 7 + 2 \times 8$   
 $= 21 + 16$   
 $= 37$

(a)  $3 \times 5 + 8 \times 9$   
 $= 15 + 72$   
 $= 87$

(b)  $7 \times 6 + 4 \times 4$   
 $= 42 + 16$   
 $= 58$

(c)  $6 \times 3 + 2 \times 11$   
 $= 18 + 22$   
 $= 40$

(d)  $4 \times 7 + 6 \times 11$   
 $= 28 + 66$   
 $= 94$

(e)  $5 \times 8 + 8 \times 8$   
 $= 40 + 64$   
 $= 104$

(f)  $8 \times 3 + 12 \times 9$   
 $= 24 + 108$   
 $= 132$

(g)  $9 \times 7 + 4 \times 5$   
 $= 63 + 20$   
 $= 83$

(h)  $10 \times 4 + 3 \times 4$   
 $= 40 + 12$   
 $= 52$

(i)  $11 \times 3 + 10 \times 10$   
 $= 33 + 100$   
 $= 133$

(j)  $12 \times 12 + 5 \times 9$   
 $= 144 + 45$   
 $= 189$

(k)  $2 \times 9 + 8 \times 7$   
 $= 18 + 56$   
 $= 74$

(l)  $7 \times 7 + 9 \times 11$   
 $= 49 + 99$   
 $= 148$

- (2) Clive bought 4 stickers for 11p each and 5 stickers for 7p each. How much did he spend in total?

$4 \times 11 + 5 \times 7 = 44 + 35$

Amount spent: **79p**

- (3) Chloe made 8 stacks with 4 books and 5 stacks with 6 books. How many books did she stack altogether?

$8 \times 4 + 5 \times 6 = 32 + 30$

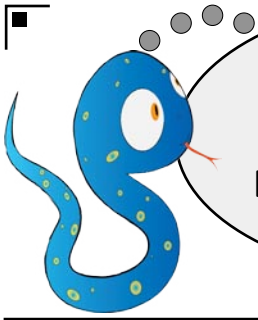
Number of books: **62**

- (4) In a car park there are 12 cars with 4 wheels each and 9 motor cycles with 2 wheels each. How many wheels are there altogether?

$12 \times 4 + 9 \times 2 = 48 + 18$

Number of wheels: **66**





Maths Homework  
this week is about:

## Equivalent Fractions

## Answers

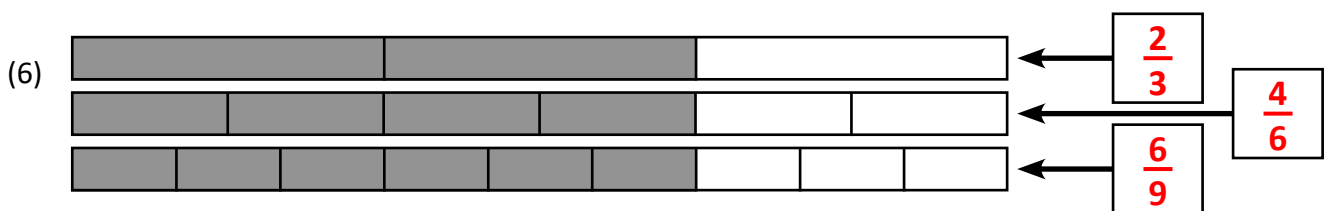
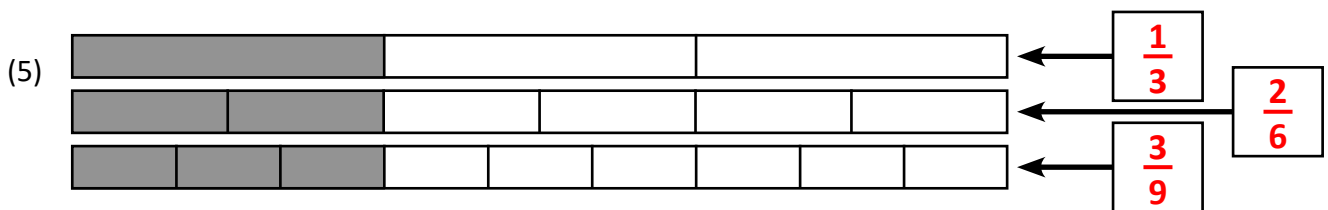
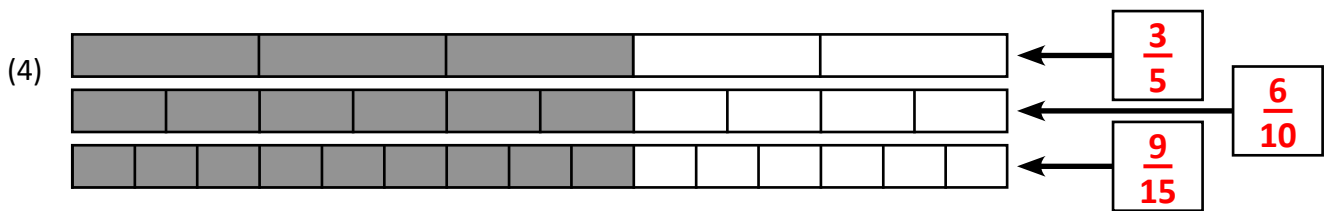
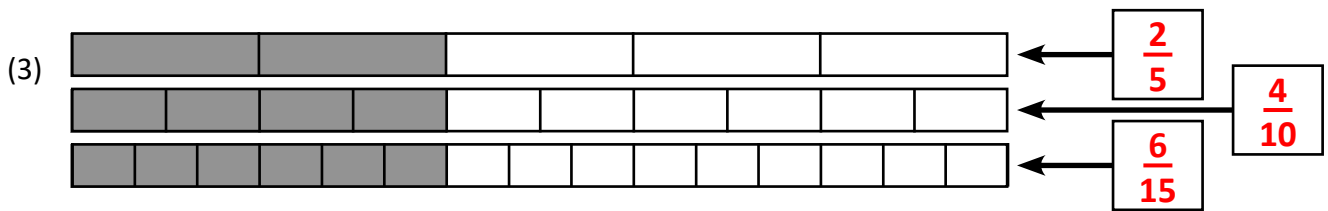
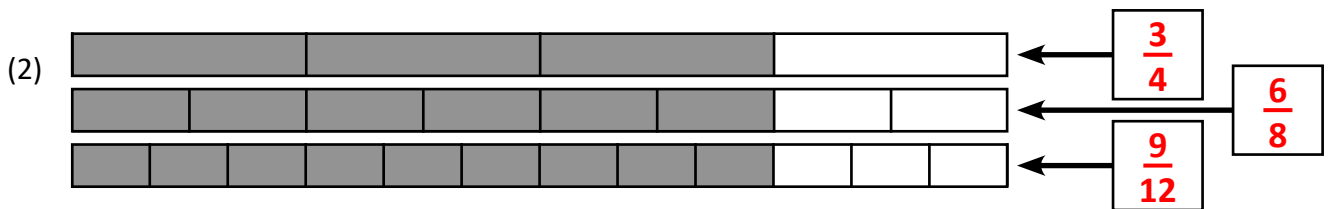
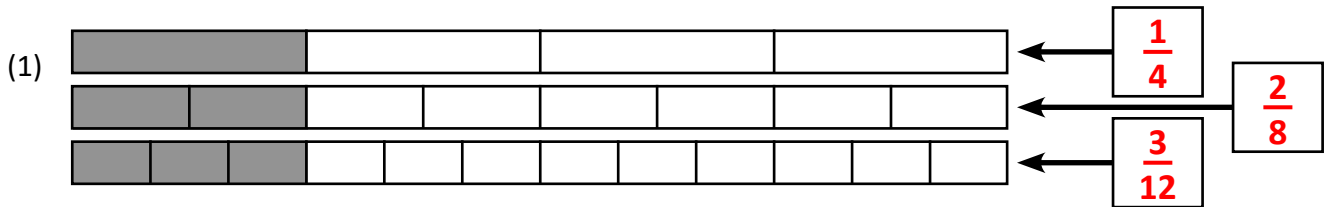
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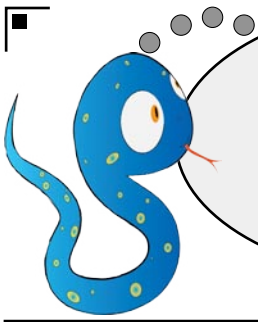
Teacher:

Year

4

For each question, give the equivalent fractions shown on each set of equivalent fraction strips.





Maths Homework  
this week is about:

## Hundredths

## Answers

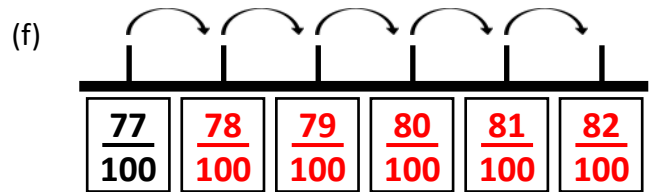
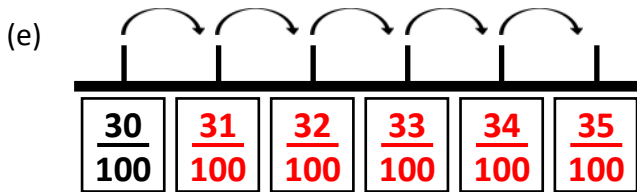
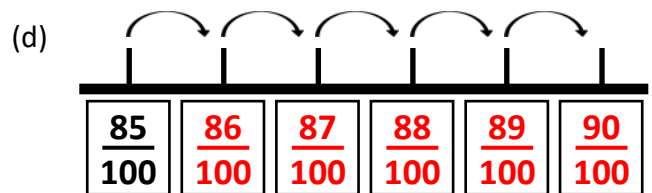
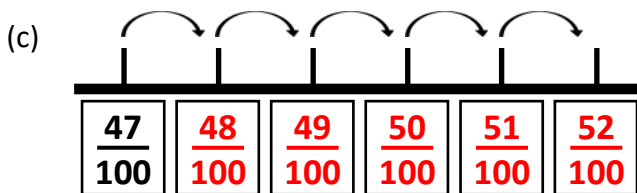
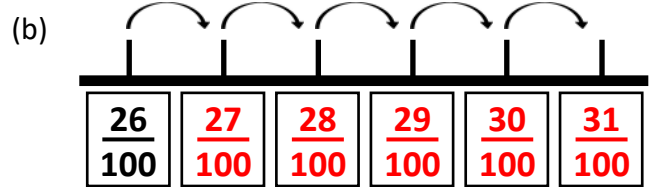
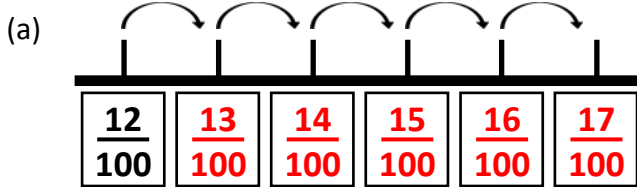
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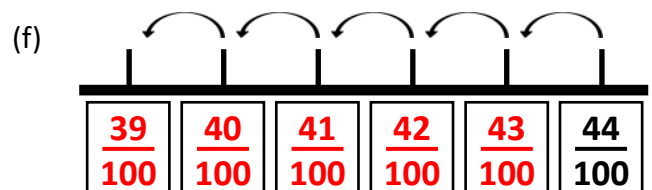
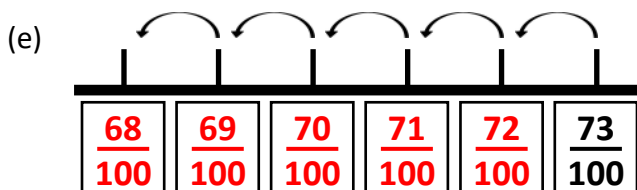
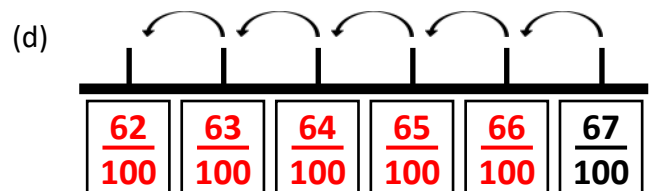
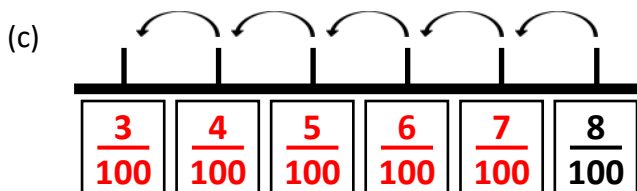
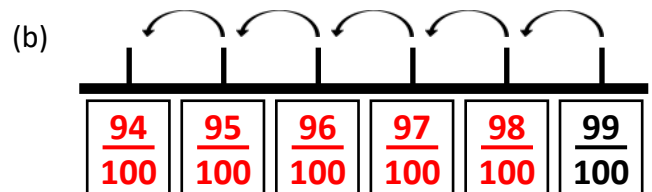
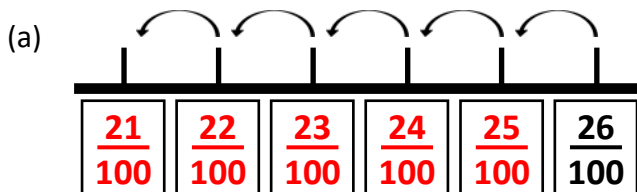
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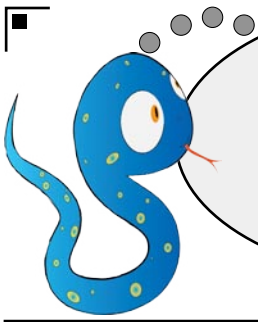
4

(1) Count up in hundredths, starting with the fraction given.



(2) Count down in hundredths from the fraction given.





Maths Homework  
this week is about:

## Problems using Fractions

## Answers

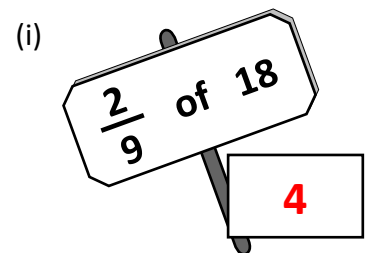
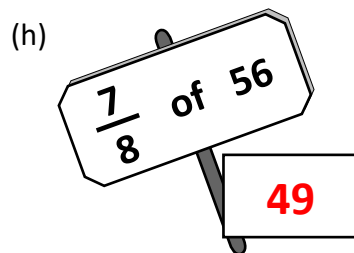
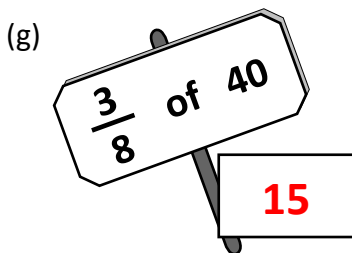
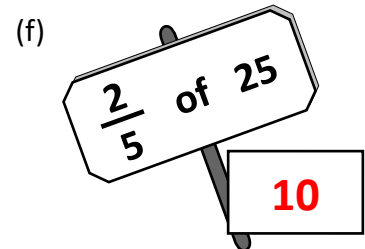
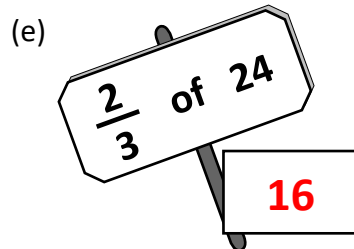
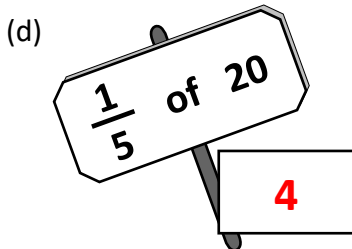
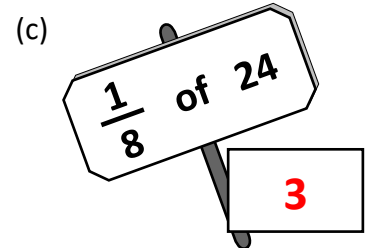
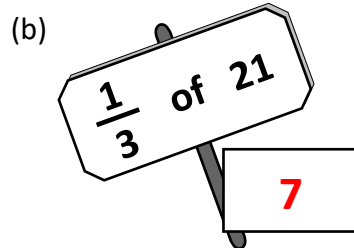
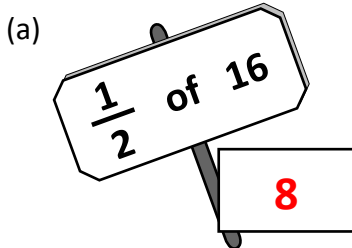
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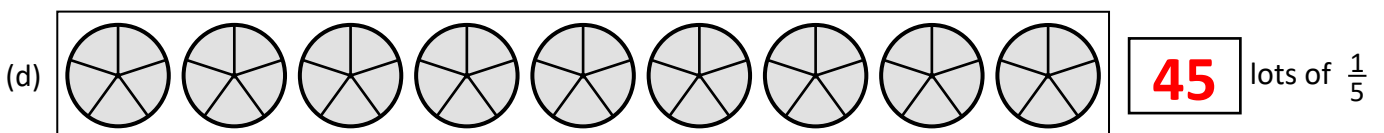
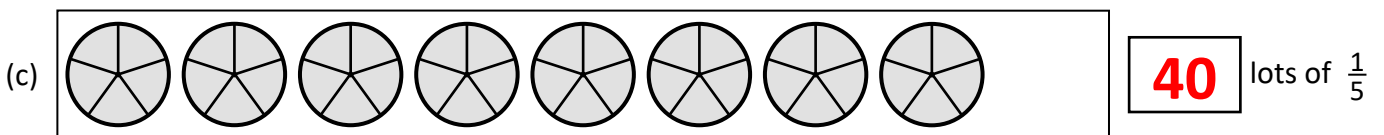
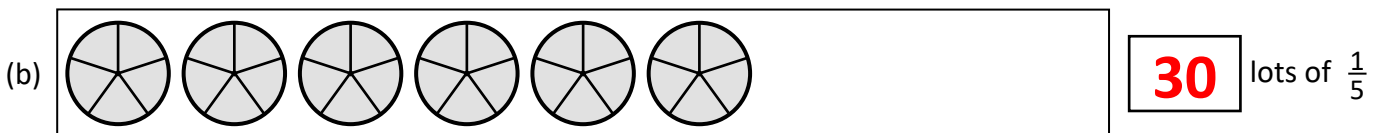
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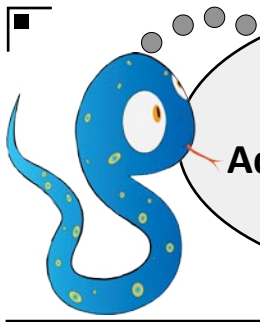
**4**

(1) Find the answer to the fraction question on each card.



(2) How many lots of  $\frac{1}{5}$  are there in each set?





Maths Homework  
this week is about:

## Adding and Subtracting Fractions

## Answers

Date:

Teacher:

Year

4

(1) Add each pair of fractions.

$$(a) \quad \frac{2}{5} + \frac{1}{5} = \boxed{\frac{3}{5}}$$

$$(b) \quad \frac{4}{7} + \frac{2}{7} = \boxed{\frac{6}{7}}$$

$$(c) \quad \frac{3}{8} + \frac{2}{8} = \boxed{\frac{5}{8}}$$

$$(d) \quad \frac{3}{9} + \frac{4}{9} = \boxed{\frac{7}{9}}$$

$$(e) \quad \frac{1}{4} + \frac{2}{4} = \boxed{\frac{3}{4}}$$

$$(f) \quad \frac{3}{12} + \frac{7}{12} = \boxed{\frac{10}{12}}$$

$$(g) \quad \frac{3}{10} + \frac{5}{10} = \boxed{\frac{8}{10}}$$

$$(h) \quad \frac{5}{14} + \frac{8}{14} = \boxed{\frac{13}{14}}$$

$$(i) \quad \frac{7}{18} + \frac{7}{18} = \boxed{\frac{14}{18}}$$

$$(j) \quad \frac{3}{20} + \frac{16}{20} = \boxed{\frac{19}{20}}$$

$$(k) \quad \frac{11}{25} + \frac{12}{25} = \boxed{\frac{23}{25}}$$

$$(l) \quad \frac{19}{41} + \frac{17}{41} = \boxed{\frac{36}{41}}$$

(2) Subtract each pair of fractions.

$$(a) \quad \frac{4}{5} - \frac{2}{5} = \boxed{\frac{2}{5}}$$

$$(b) \quad \frac{7}{8} - \frac{4}{8} = \boxed{\frac{3}{8}}$$

$$(c) \quad \frac{6}{7} - \frac{2}{7} = \boxed{\frac{4}{7}}$$

$$(d) \quad \frac{10}{11} - \frac{4}{11} = \boxed{\frac{6}{11}}$$

$$(e) \quad \frac{11}{12} - \frac{6}{12} = \boxed{\frac{5}{12}}$$

$$(f) \quad \frac{11}{13} - \frac{9}{13} = \boxed{\frac{2}{13}}$$

$$(g) \quad \frac{13}{15} - \frac{9}{15} = \boxed{\frac{4}{15}}$$

$$(h) \quad \frac{8}{17} - \frac{3}{17} = \boxed{\frac{5}{17}}$$

$$(i) \quad \frac{18}{19} - \frac{6}{19} = \boxed{\frac{12}{19}}$$

$$(j) \quad \frac{9}{14} - \frac{3}{14} = \boxed{\frac{6}{14}}$$

$$(k) \quad \frac{16}{21} - \frac{5}{21} = \boxed{\frac{11}{21}}$$

$$(l) \quad \frac{27}{33} - \frac{19}{33} = \boxed{\frac{8}{33}}$$

(3) Add together each set of three fractions.

$$(a) \quad \frac{3}{13} + \frac{2}{13} + \frac{5}{13} = \boxed{\frac{10}{13}}$$

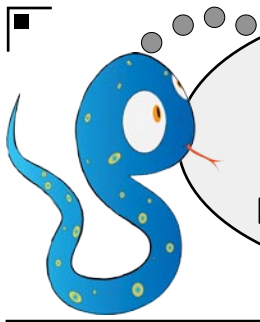
$$(b) \quad \frac{4}{19} + \frac{5}{19} + \frac{8}{19} = \boxed{\frac{17}{19}}$$

$$(c) \quad \frac{5}{17} + \frac{1}{17} + \frac{6}{17} = \boxed{\frac{12}{17}}$$

$$(d) \quad \frac{3}{21} + \frac{9}{21} + \frac{4}{21} = \boxed{\frac{16}{21}}$$







Maths Homework  
this week is about:

## Fractions and their Decimal Equivalents

## Answers

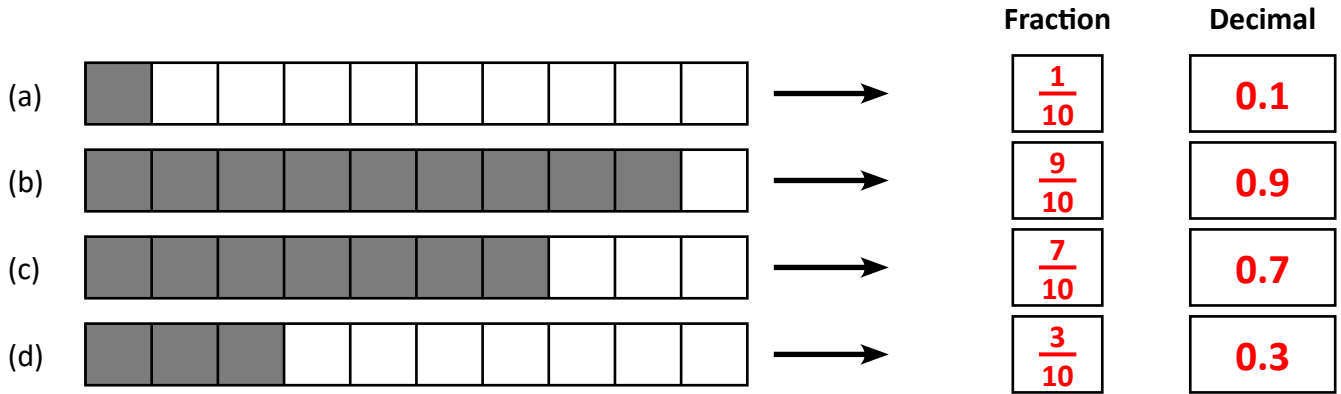
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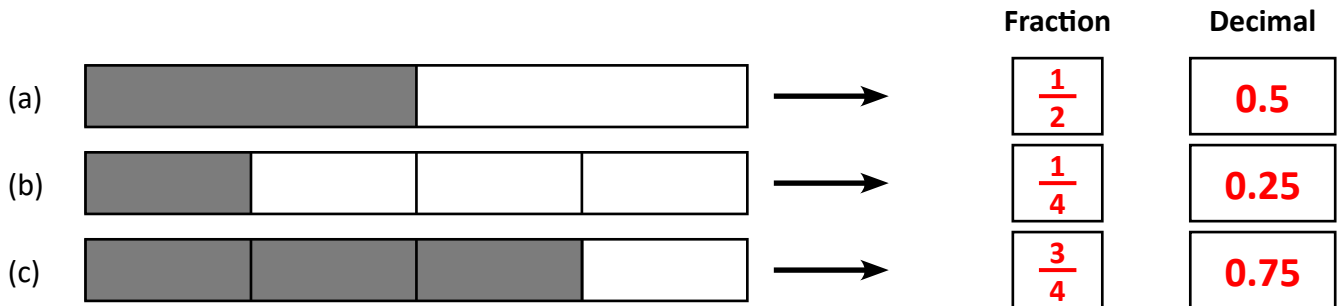
Year

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(1) For each shaded area, say what fraction is shaded, and then give the fraction as a decimal.



(2) For these shaded areas, give the fraction shaded, and then give the fraction as a decimal.



(3) Fill in the missing fraction or decimal for each of the values below.

(a)  $\frac{83}{100} = 0.83$

(b)  $\frac{61}{100} = 0.61$

(c)  $\frac{25}{100} = 0.25$

(d)  $\frac{36}{100} = 0.36$

(e)  $\frac{60}{100} = 0.6$

(f)  $\frac{91}{100} = 0.91$

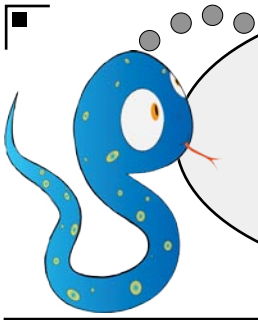
(g)  $\frac{7}{100} = 0.07$

(h)  $\frac{27}{100} = 0.27$

(i)  $\frac{49}{100} = 0.49$

(j)  $\frac{9}{100} = 0.09$





Maths Homework  
this week is about:

**Dividing by  
10 and 100**

**Answers**

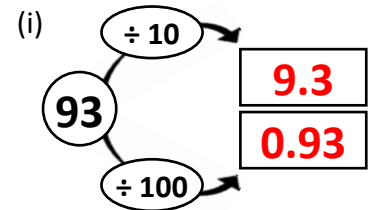
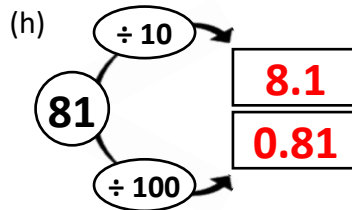
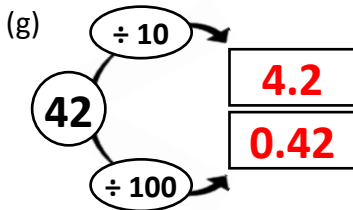
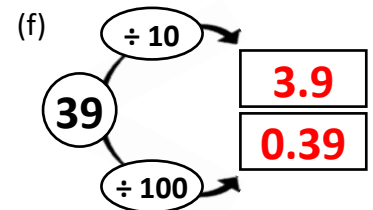
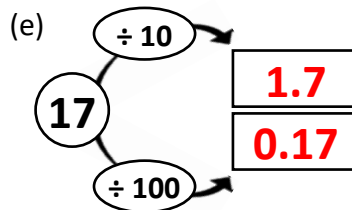
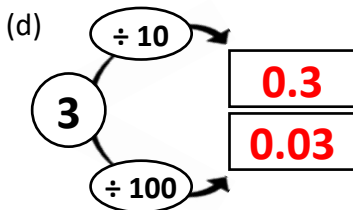
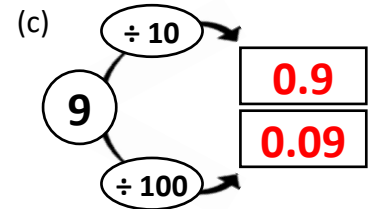
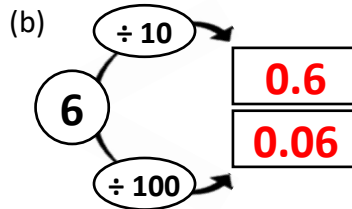
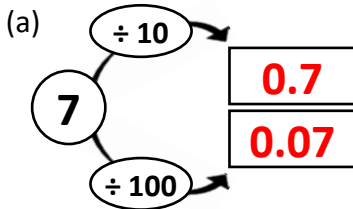
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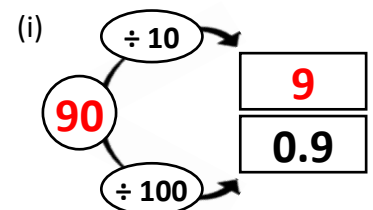
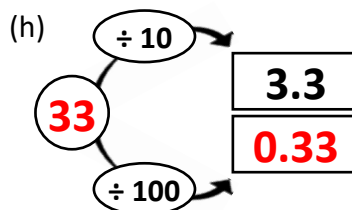
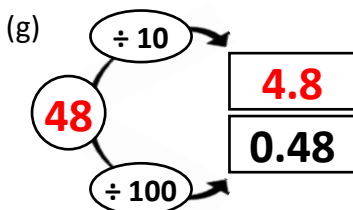
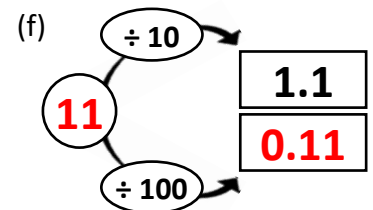
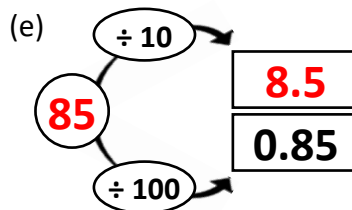
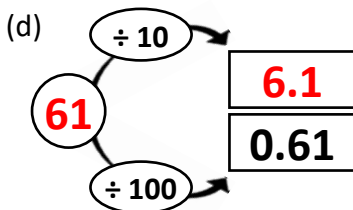
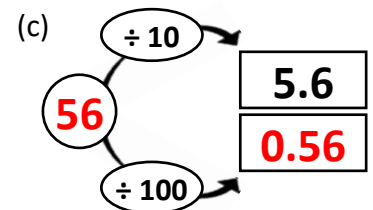
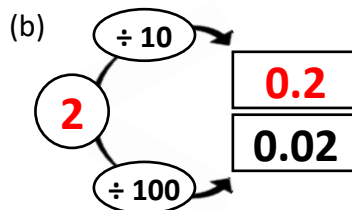
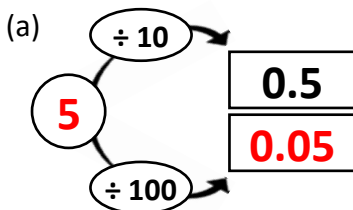
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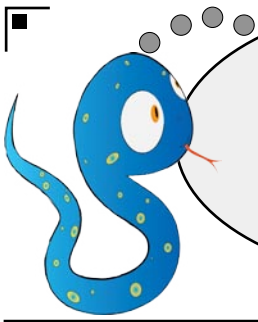
**4**

(1) For each question, divide the number by 10, and by 100. Write your answers in the boxes.



(2) Find the missing values in the boxes and circles.





Maths Homework  
this week is about:

## Rounding Decimals

## Answers

Date:

Teacher:

Year  
**4**

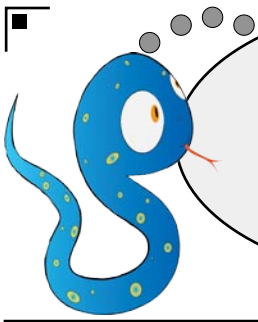
(1) Round the number on each sign to the nearest whole number.

(a)	(b)	(c)	(d)
(e)	(f)	(g)	(h)
(i)	(j)	(k)	(l)

(2) Round the number on each ticket to the nearest whole number.

(a)	(b)	(c)
(d)	(e)	(f)
(g)	(h)	(i)
(j)	(k)	(l)





Maths Homework  
this week is about:

## Comparing Decimal Numbers

## Answers

Date:

Teacher:

Year  
**4**

(1) Write **bigger** or **smaller** in the box for each pair of decimals.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| (a) 4.6 is <b>bigger</b> than 4.7    | (b) 8.2 is <b>smaller</b> than 8.3   |
| (c) 3.8 is <b>smaller</b> than 3.9   | (d) 2.5 is <b>bigger</b> than 2.2    |
| (e) 9.6 is <b>smaller</b> than 9.9   | (f) 11.4 is <b>smaller</b> than 11.5 |
| (g) 65.3 is <b>bigger</b> than 65.1  | (h) 36.6 is <b>bigger</b> than 36.3  |
| (i) 47.0 is <b>smaller</b> than 47.1 | (j) 23.5 is <b>bigger</b> than 23.4  |

(2) Write **bigger** or **smaller** in the box for each of these pairs of decimals.

- |  |  |
|--|--|
| (a) 3.17 is <b>smaller</b> than 3.18   | (b) 6.63 is <b>bigger</b> than 6.61    |
| (c) 9.45 is <b>smaller</b> than 9.46   | (d) 4.93 is <b>bigger</b> than 4.85    |
| (e) 16.72 is <b>bigger</b> than 16.62  | (f) 28.18 is <b>smaller</b> than 28.22 |
| (g) 39.67 is <b>smaller</b> than 39.88 | (h) 82.43 is <b>bigger</b> than 82.24  |
| (i) 41.32 is <b>bigger</b> than 41.19  | (j) 96.66 is <b>smaller</b> than 96.75 |

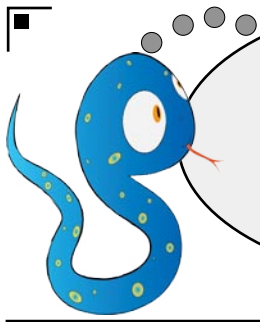
(3) Put a circle around the **biggest** decimal in each list

- |     |              |            |       |              |
|-----|--------------|------------|-------|--------------|
| (a) | 7.3          | <b>7.8</b> | 7.5   | 7.6          |
| (b) | <b>16.96</b> | 16.36      | 16.86 | 16.69        |
| (c) | 41.52        | 41.62      | 41.32 | <b>41.82</b> |

(4) Put a circle around the **smallest** decimal in each list

- |     |              |       |            |             |
|-----|--------------|-------|------------|-------------|
| (a) | 4.3          | 4.4   | <b>4.2</b> | 4.7         |
| (b) | 27.2         | 27.4  | 27.3       | <b>27.1</b> |
| (c) | <b>75.23</b> | 75.26 | 75.51      | 75.62       |





Maths Homework  
this week is about:

## Money Problems

## Answers

Date:

Teacher:

Year  
**4**

(1) Find the fraction of each amount of money.

(a)  $\frac{1}{3}$  of £60       $60 \div 3$       **£20**

(b)  $\frac{1}{4}$  of £48       $48 \div 4$       **£12**

(c)  $\frac{1}{5}$  of £20       $20 \div 5$       **£4**

(d)  $\frac{1}{7}$  of £56       $56 \div 7$       **£8**

(e)  $\frac{1}{9}$  of £54       $54 \div 9$       **£6**

(f)  $\frac{1}{8}$  of £88       $88 \div 8$       **£11**

(g)  $\frac{1}{11}$  of £77       $77 \div 11$       **£7**

(h)  $\frac{1}{2}$  of £76       $76 \div 2$       **£38**

(i)  $\frac{1}{6}$  of £72       $72 \div 6$       **£12**

(j)  $\frac{1}{12}$  of £108       $108 \div 12$       **£9**

(2) Here is the price list for the home-made cake stall at a school fair.  
Use the price list to find the answer to the following questions:

(a) Find the cost of a Lemon Cake  
and a Banana Loaf.

Working out:

$$1.35 + 1.50$$

Answer:

**£2.85**

(b) What is the cost of two Fruit Cakes?

Working out:

$$2.25 + 2.25$$

Answer:

**£4.50**

(c) How much would a Fruit Cake  
and a Banana Loaf cost?

Working out:

$$2.25 + 1.50$$

Answer:

**£3.75**

(d) How much will you have to pay for  
an Apple Pie and a Carrot Cake?

Working out:

$$1.80 + 2.10$$

Answer:

**£3.90**

(e) You pay £4.35 for two cakes. If one was a  
Carrot Cake, what was the other?

Working out:

$$4.35 - 2.10 = 2.25$$

Answer:

**Fruit Cake**

(f) What is the cost of two Apple Pies?

Working out:

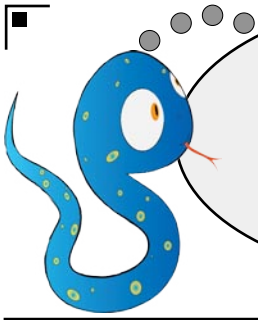
$$1.80 + 1.80$$

Answer:

**£3.60**

Cakes	
Lemon Cake	£1.35
Banana Loaf	£1.50
Fruit Cake	£2.25
Apple Pie	£1.80
Carrot Cake	£2.10





Maths Homework  
this week is about:

## Converting between Units

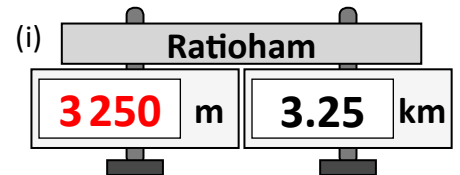
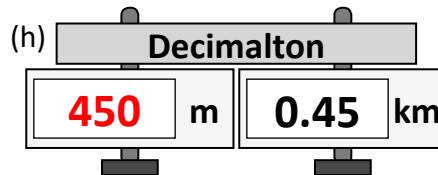
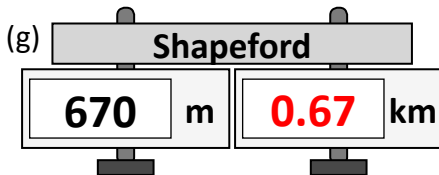
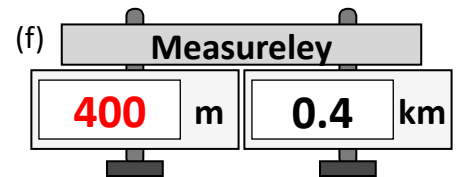
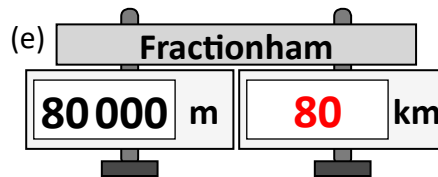
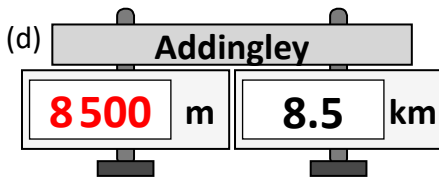
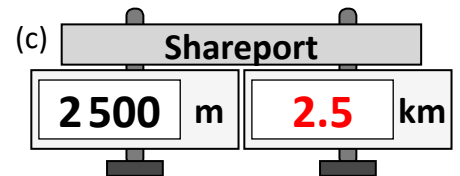
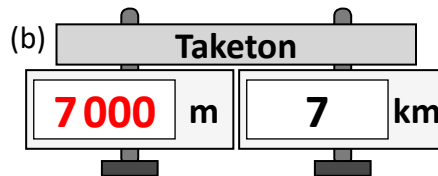
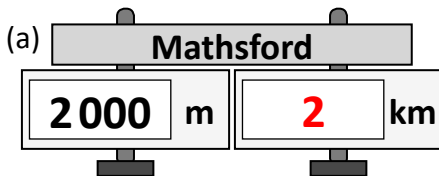
## Answers

Date:

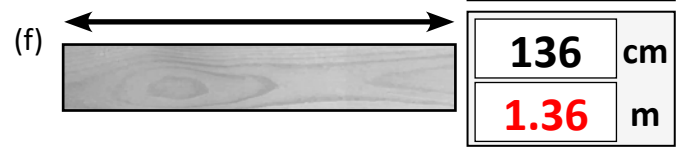
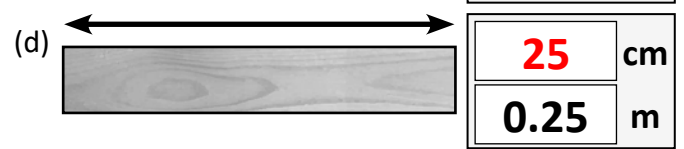
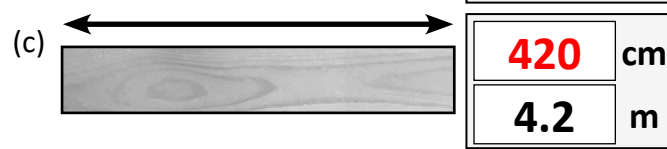
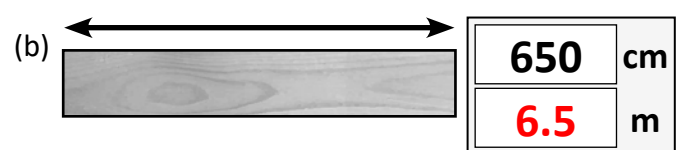
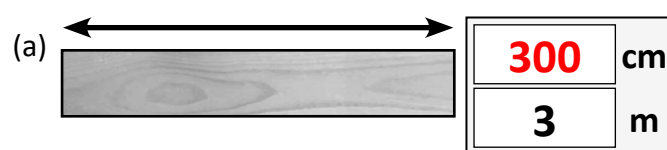
Teacher:

Year  
**4**

(1) Fill in the missing value on each sign.



(2) Fill in the missing values for each length of wood. (Diagrams are not to scale).



(3) Find the missing time in each question.

(a) **2** hours = **120** minutes

(b) **3** hours = **180** minutes

(c) **5** hours = **300** minutes

(d) **0.5** hours = **30** minutes

(e) **0.25** hours = **15** minutes

(f) **6** minutes = **360** seconds

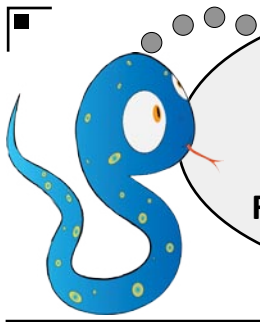
(g) **8** minutes = **480** seconds

(h) **4** minutes = **240** seconds

(i) **10** minutes = **600** seconds

(j) **0.75** minutes = **45** seconds





Maths Homework  
this week is about:

**Perimeter of  
Rectangles and Squares**

**Answers**

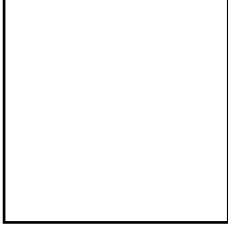
Date:

Teacher:

Year


**4**

- (1) Measure the side lengths of these squares and rectangles, in centimetres.  
Write the side lengths in the boxes, then work out the perimeter of each one.

(a)  **3 cm**

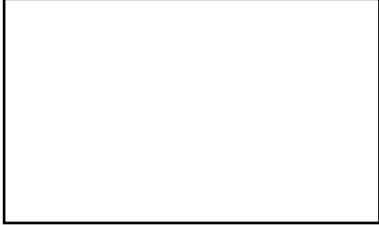
**3 cm**

$3 + 3 + 3 + 3$   
Perimeter  
**12 cm**

(b)  **2 cm**


**6 cm**

$6 + 2 + 6 + 2$   
Perimeter  
**16 cm**

(c)  **3 cm**

**5 cm**


$5 + 3 + 5 + 3$   
Perimeter  
**16 cm**

(d)  **4 cm**

**7 cm**


$7 + 4 + 7 + 4$   
Perimeter  
**22 cm**

- (2) Use the measurements given to find the perimeter of each rectangle.

(a)  **5 m**


**8 m**

Perimeter  
 $8 + 5 + 8 + 5$   
**26 m**

(b)  **7 m**


**20 m**

Perimeter  
 $20 + 7 + 20 + 7$   
**54 m**

(c)  **9 cm**

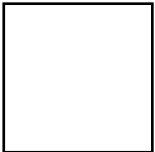
**19 cm**

Perimeter  
 $19 + 9 + 19 + 9$   
**56 cm**

(d)  **6 m**


**14 m**

Perimeter  
 $14 + 6 + 14 + 6$   
**40 m**

(e)  **7 cm**

**7 cm**

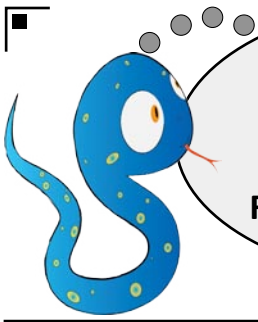
Perimeter  
 $7 + 7 + 7 + 7$   
**28 cm**

(f)  **20 cm**

**50 cm**

Perimeter  
 $50 + 20 + 50 + 20$   
**140 cm**





Maths Homework  
this week is about:

**Area of  
Rectangles and Squares**

**Answers**


Date:

Teacher:

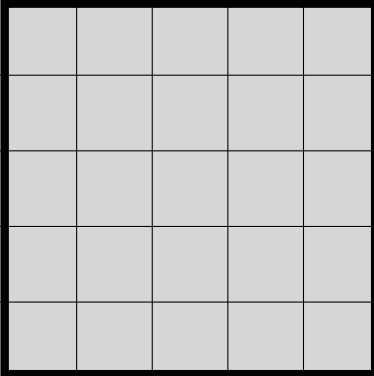
Year

**4**

By counting the squares, find the area of each of these shapes.

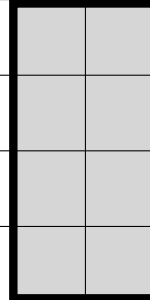
 = 1 cm<sup>2</sup>

(a)



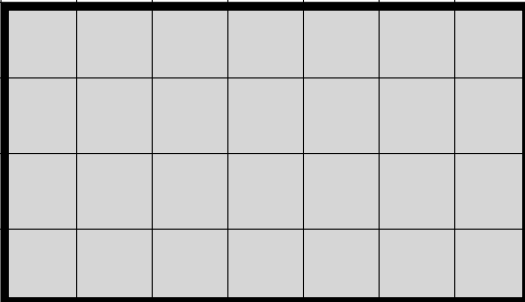
Area = **25** cm<sup>2</sup>

(b)



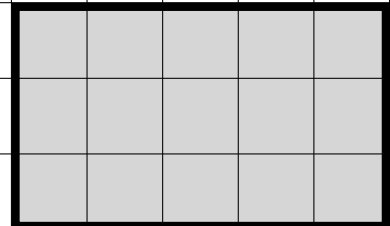
Area = **8** cm<sup>2</sup>

(c)



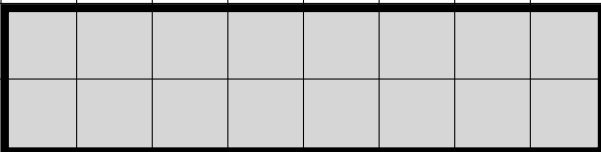
Area = **28** cm<sup>2</sup>

(d)



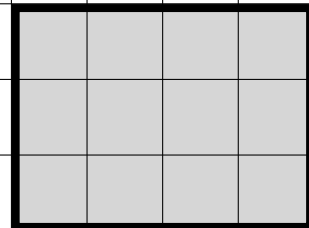
Area = **15** cm<sup>2</sup>

(e)



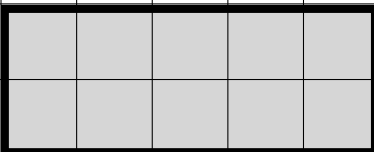
Area = **16** cm<sup>2</sup>

(f)



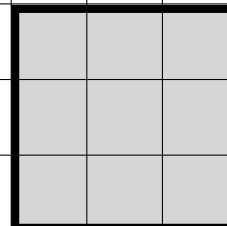
Area = **12** cm<sup>2</sup>

(g)



Area = **10** cm<sup>2</sup>

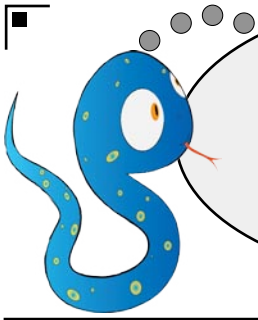
(h)



Area = **9** cm<sup>2</sup>







Maths Homework  
this week is about:

## Calculating Using Money

## Answers

Date:

Teacher:

Year  
**4**

(1) How much money in total will you save on your shopping if you use each pair of vouchers at the same time?

(a) 

Save £2.20 off your shopping	Save £3.60 off your shopping
Total Saving: <b>£5.80</b>	

(b) 

Save £7.50 off your shopping	Save £5.70 off your shopping
Total Saving: <b>£13.20</b>	

(c) 

Save £2.85 off your shopping	Save £4.15 off your shopping
Total Saving: <b>£7.00</b>	

(d) 

Save £2.60 off your shopping	Save £8.30 off your shopping
Total Saving: <b>£10.90</b>	

(e) 

Save £9.45 off your shopping	Save £3.95 off your shopping
Total Saving: <b>£13.40</b>	

(f) 

Save £4.20 off your shopping	Save £8.35 off your shopping
Total Saving: <b>£12.55</b>	

(g) 

Save £4.65 off your shopping	Save £3.50 off your shopping
Total Saving: <b>£8.15</b>	

(h) 

Save £5.40 off your shopping	Save £6.75 off your shopping
Total Saving: <b>£12.15</b>	

(i) 

Save £6.30 off your shopping	Save £7.20 off your shopping
Total Saving: <b>£13.50</b>	

(2) Find out how much more expensive the first shopping bill is than the second one in each question.

(a) 

Total Bill £7.80	Total Bill £4.70
First bill more expensive by: <b>£3.10</b>	

(b) 

Total Bill £8.40	Total Bill £5.20
First bill more expensive by: <b>£3.20</b>	

(c) 

Total Bill £9.10	Total Bill £6.60
First bill more expensive by: <b>£2.50</b>	

(d) 

Total Bill £3.60	Total Bill £1.30
First bill more expensive by: <b>£2.30</b>	

(e) 

Total Bill £6.75	Total Bill £7.50
First bill more expensive by: <b>£1.25</b>	

(f) 

Total Bill £10.20	Total Bill £8.50
First bill more expensive by: <b>£1.70</b>	

(g) 

Total Bill £11.80	Total Bill £7.30
First bill more expensive by: <b>£4.50</b>	

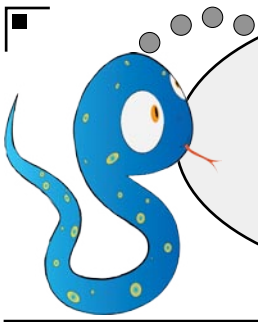
(h) 

Total Bill £14.45	Total Bill £11.90
First bill more expensive by: <b>£2.55</b>	

(i) 

Total Bill £16.00	Total Bill £10.30
First bill more expensive by: <b>£5.70</b>	





Maths Homework  
this week is about:

**12 and 24 Hour  
Clock Times**

**Answers**

Date:

Teacher:

Year

**4**

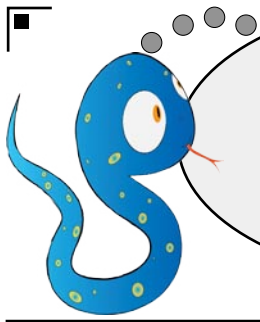
(1) Convert the 24-hour clock times on the digital clocks to 12-hour clock times.

(a)		(b)		(c)	
(d)		(e)		(f)	
(g)		(h)		(i)	
(j)		(k)		(l)	

(2) Write each 12-hour clock time below as a 24-hour clock time.

(a)		→		(b)		→	
(c)		→		(d)		→	
(e)		→		(f)		→	
(g)		→		(h)		→	
(i)		→		(j)		→	
(k)		→		(l)		→	





Maths Homework  
this week is about:

## Time Problems

## Answers

Date:

Teacher:

Year

4

(1) An athlete ran for two hours. How many minutes is this?

$$60 \times 2$$

120

minutes

(2) A teacher had worked in a school for exactly 4 years. How many months is this?

$$4 \times 12$$

48

months

(3) A pupil took 180 seconds to find the answer to a maths problem. How many minutes is this?

$$180 \div 60$$

3

minutes

(4) A plant has been growing for 36 months. How many years is this?

$$36 \div 12$$

3

years

(5) A dog is seven years old. How many months is this?

$$7 \times 12$$

84

months

(6) A building took exactly 6 weeks to build. How many days is this?

$$6 \times 7$$

42

days

(7) A teacher took 5 minutes to explain a topic to her class. How many seconds is this?

$$5 \times 60$$

300

seconds

(8) An author took 56 days to write a book. How many weeks is this?

$$56 \div 7$$

8

weeks

(9) A train journey took 240 minutes. How many hours is this?

$$240 \div 60$$

4

hours

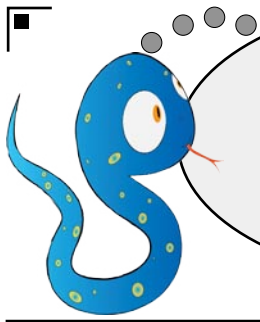
(10) A cyclist rode for one and a half hours. How many minutes is this?

$$1.5 \times 60$$

90

minutes





Maths Homework  
this week is about:

## Geometric Shapes

## Answers

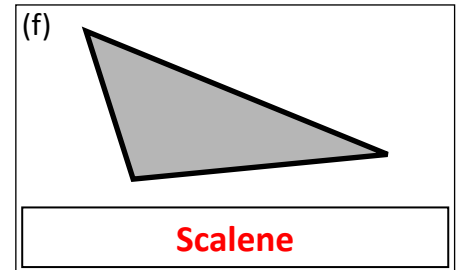
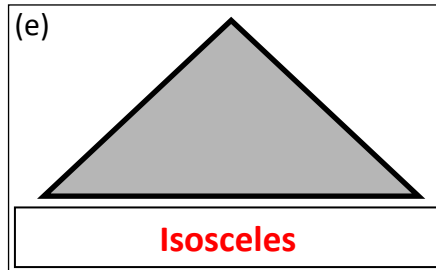
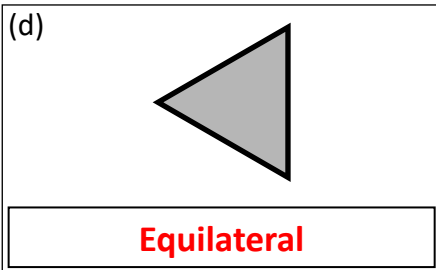
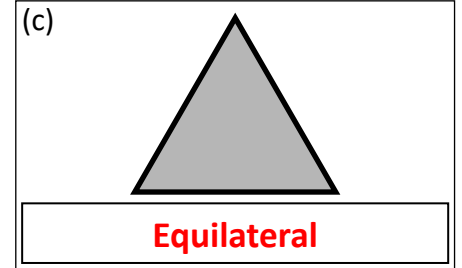
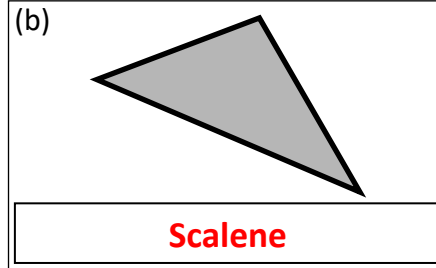
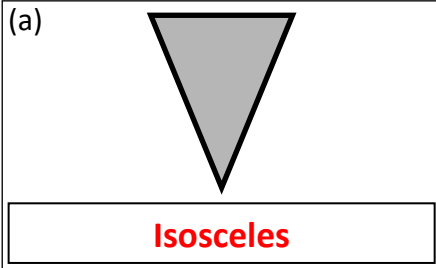
Date:

Teacher:

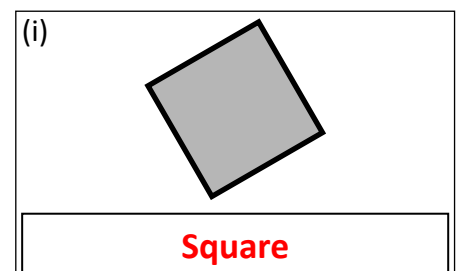
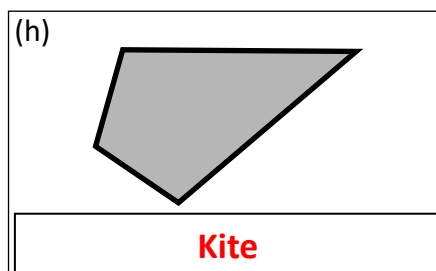
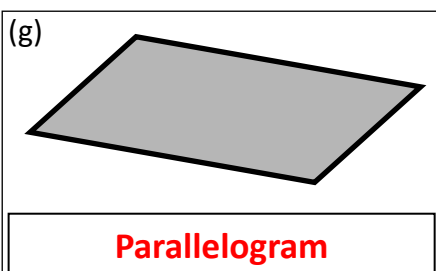
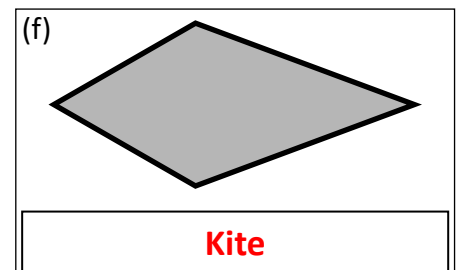
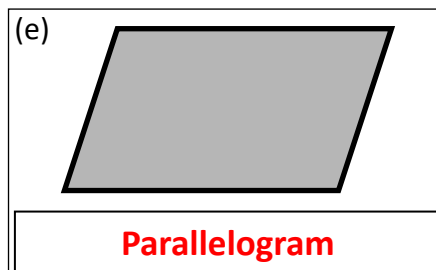
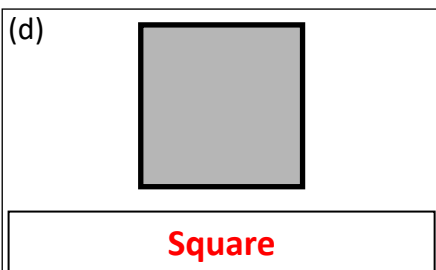
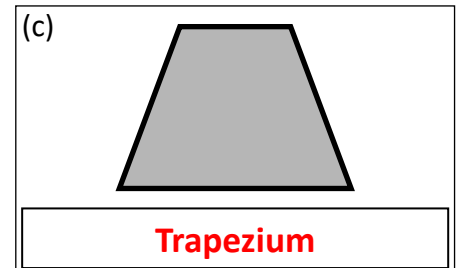
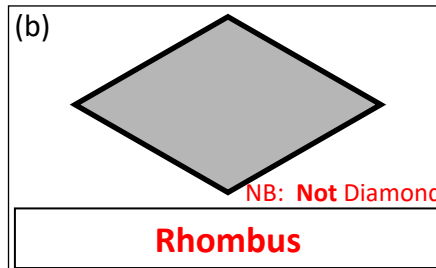
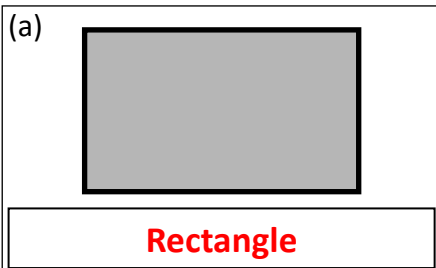
Year

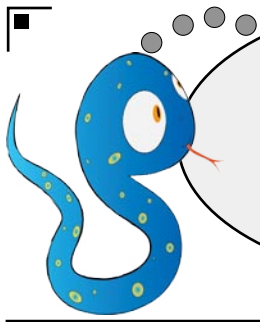
4

- (1) Say whether each of these triangles is **Equilateral**, **Isosceles** or **Scalene** by writing the correct word in each box.



- (2) Give the correct mathematical name for each of these quadrilaterals. Write your answer in the box. (Some shapes may have the same name as others).





Maths Homework  
this week is about:

## Angles

## Answers

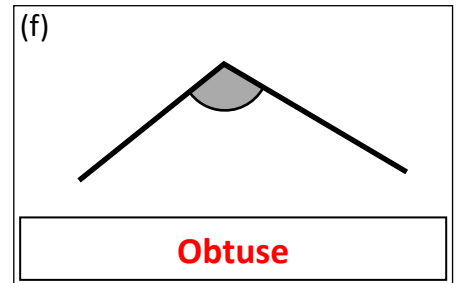
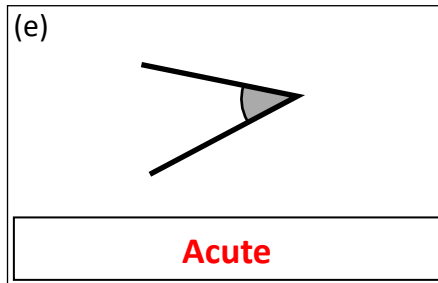
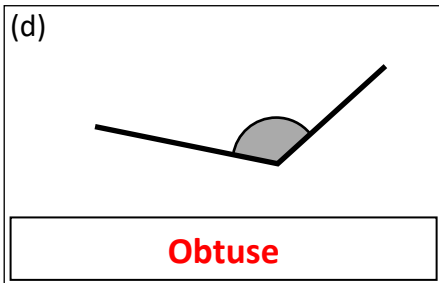
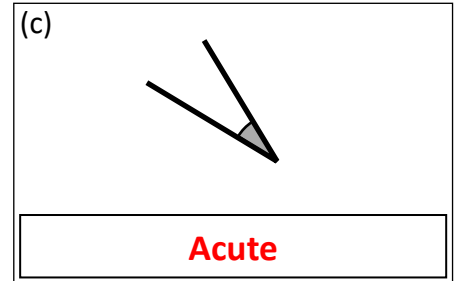
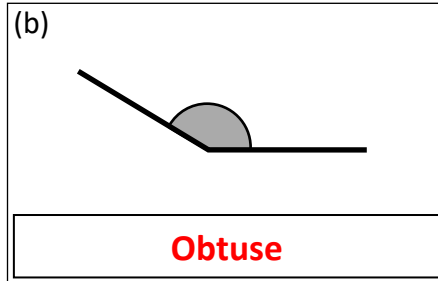
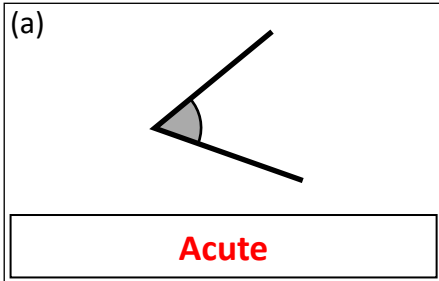
Date:

Teacher:

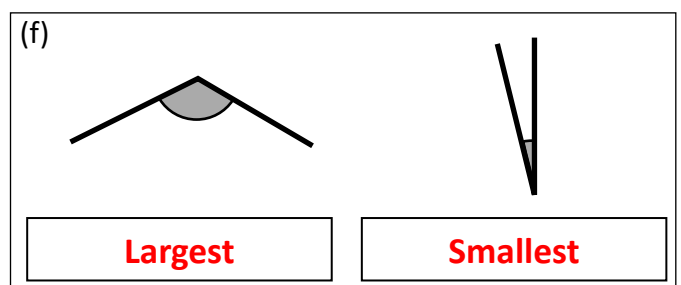
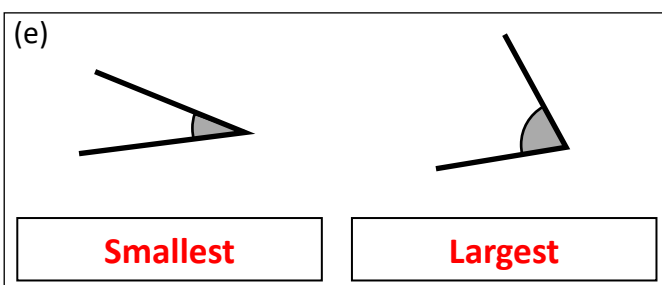
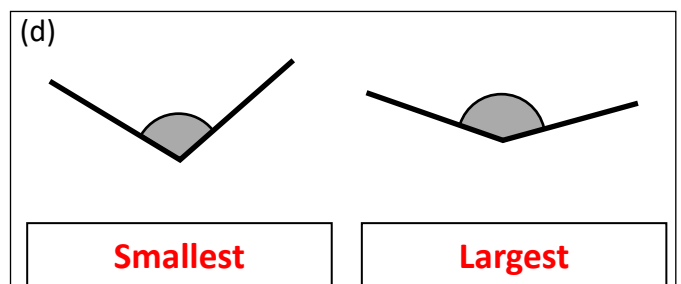
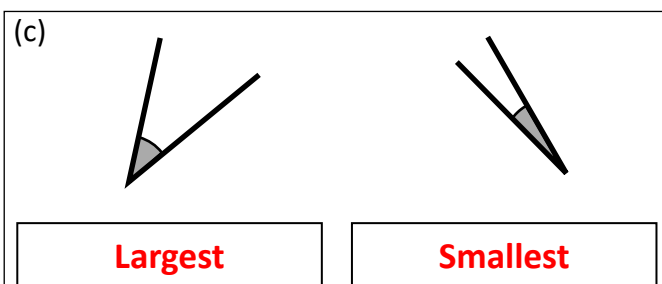
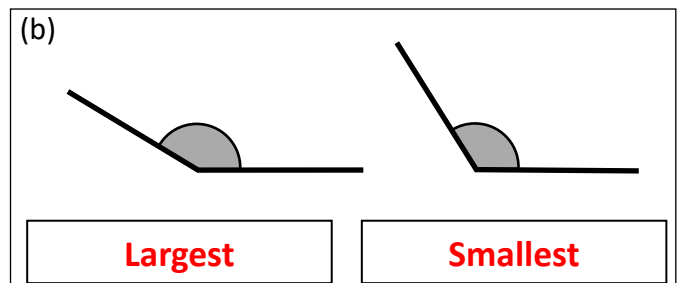
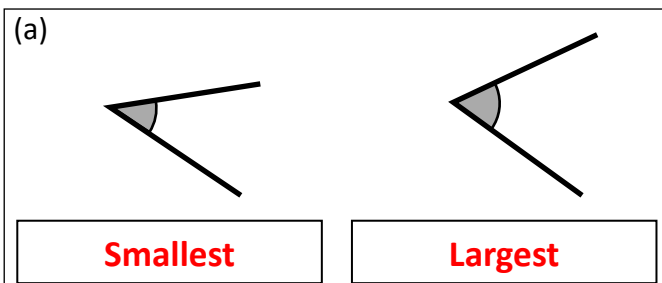
Year

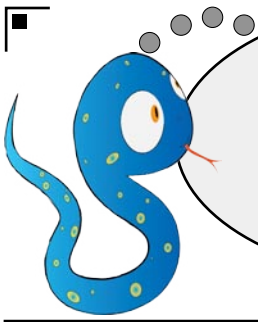
4

(1) Say whether each of angle is **Acute** or **Obtuse**.



(2) For each pair of angles, say which is largest and which is smallest, by writing **Largest** or **Smallest** in each box.





Maths Homework  
this week is about:

## Lines of Symmetry

## Answers

Date:

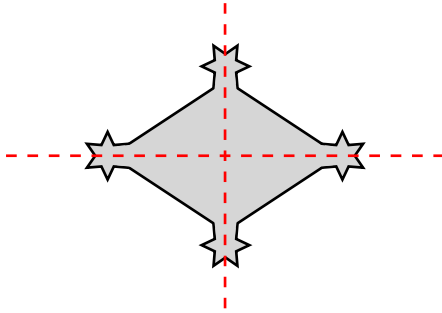
Teacher:

Year

4

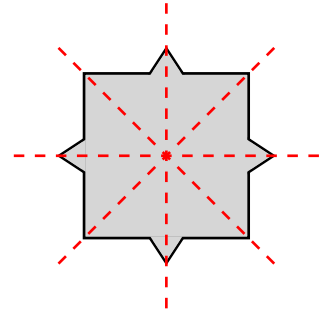
For each shape, draw all the lines of symmetry.  
Then in the box, write the number of lines of symmetry for the shape.

(1)



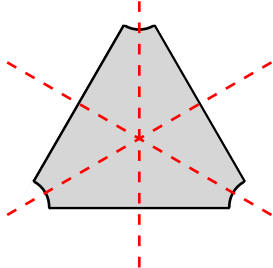
2

(2)



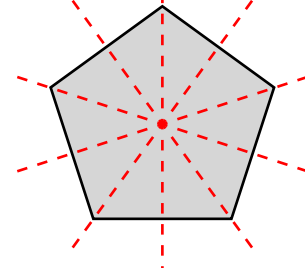
4

(3)



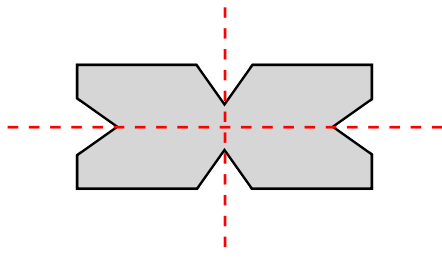
3

(4)



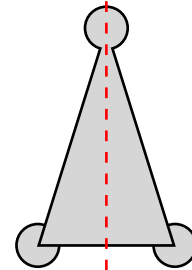
5

(5)



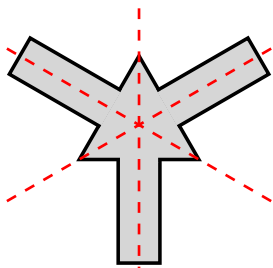
2

(6)



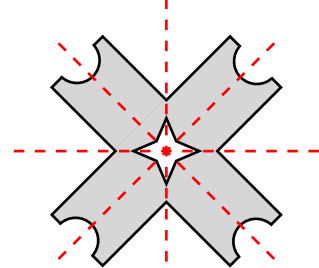
1

(7)



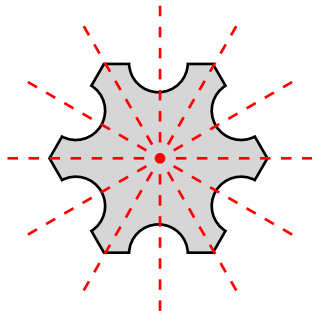
3

(8)



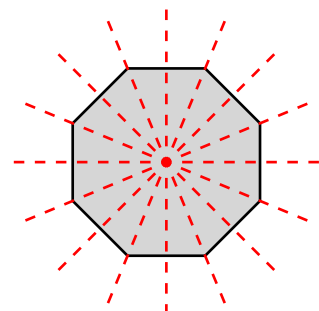
4

(9)



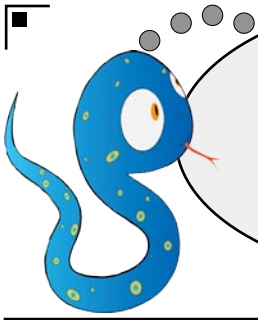
6

(10)



8





Maths Homework  
this week is about:

## Reflecting Shapes

## Answers

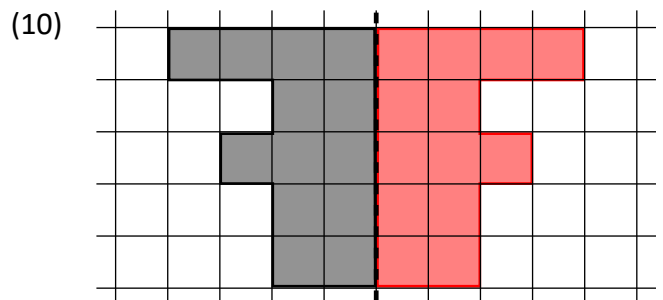
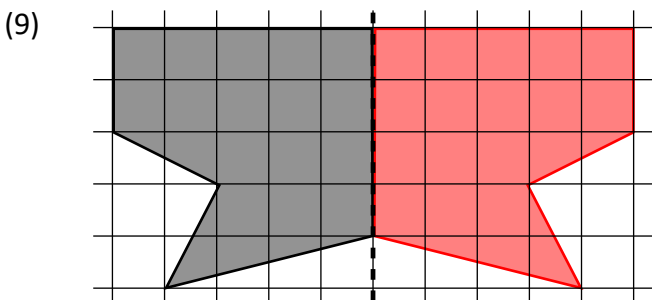
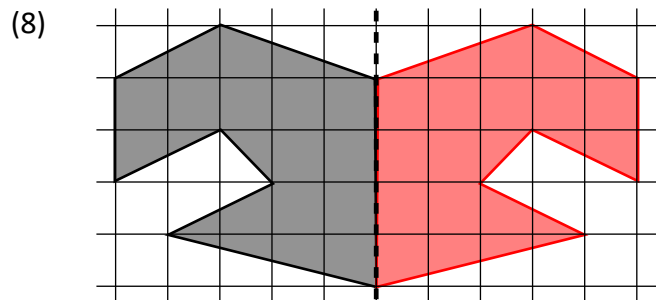
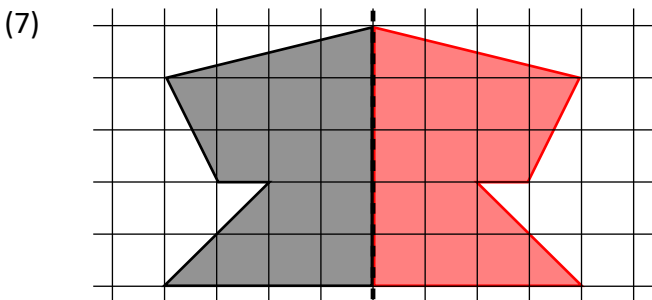
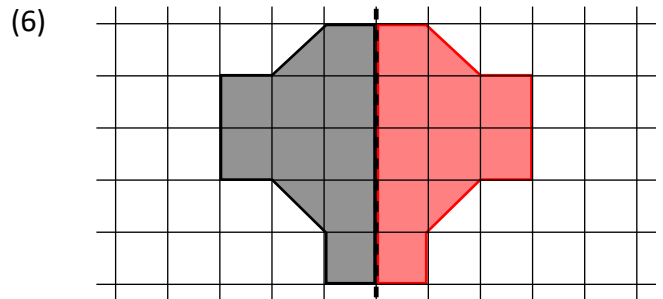
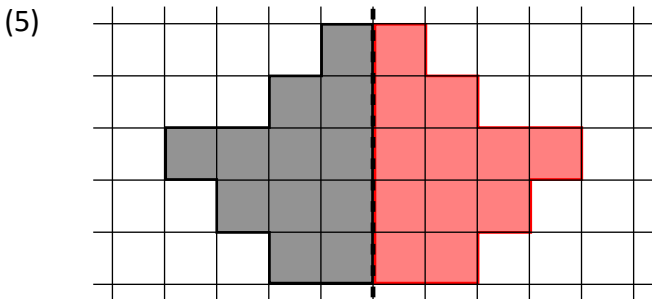
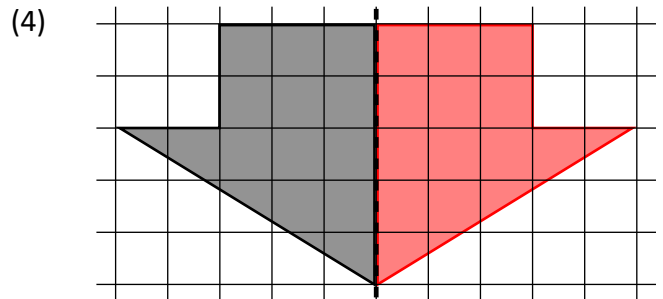
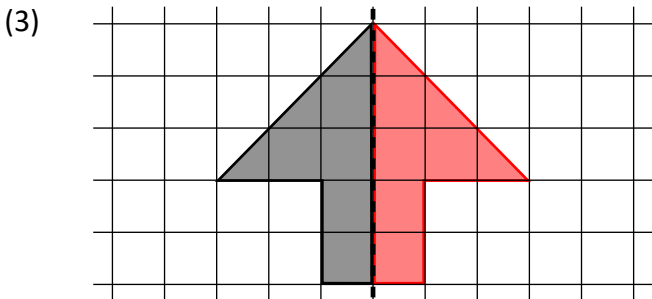
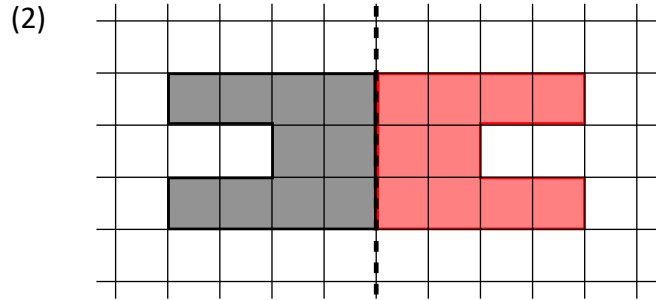
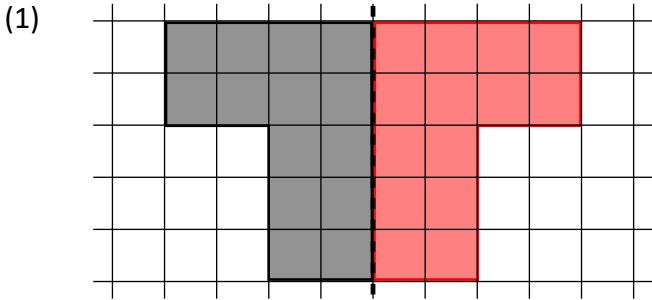
Date:

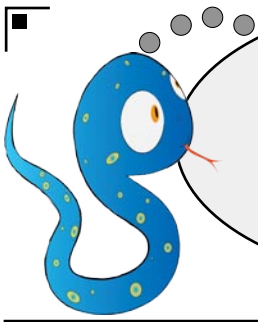
Teacher:

Year

4

Reflect each of these shapes in the dotted mirror line.





Maths Homework  
this week is about:

## Co-ordinates

## Answers

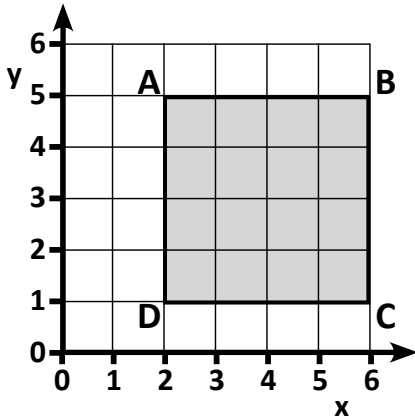
Date:

Teacher:

Year

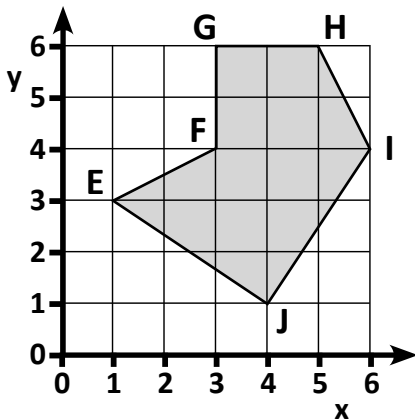
4

(1) Give the co-ordinates of each corner of this square.



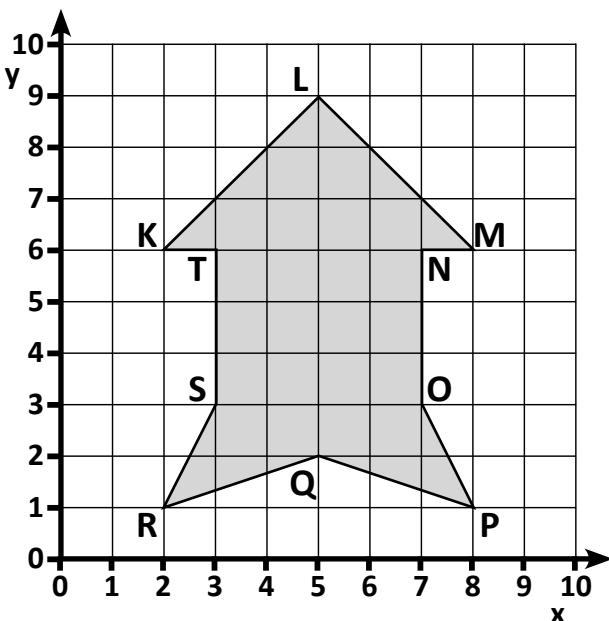
A =	(2, 5)
B =	(6, 5)
C =	(6, 1)
D =	(2, 1)

(2) Give the co-ordinates of each corner on this shape.



E =	(1, 3)
F =	(3, 4)
G =	(3, 6)
H =	(5, 6)
I =	(6, 4)
J =	(4, 1)

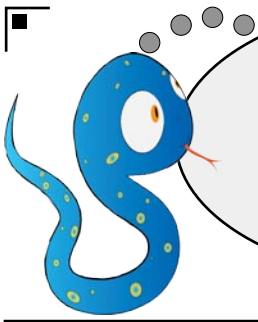
(3) Give the co-ordinates of each corner on this shape.



K =	(2, 6)
L =	(5, 9)
M =	(8, 6)
N =	(7, 6)
O =	(7, 3)
P =	(8, 1)
Q =	(5, 2)
R =	(2, 1)
S =	(3, 3)
T =	(3, 6)







Maths Homework  
this week is about:

## Translations

## Answers

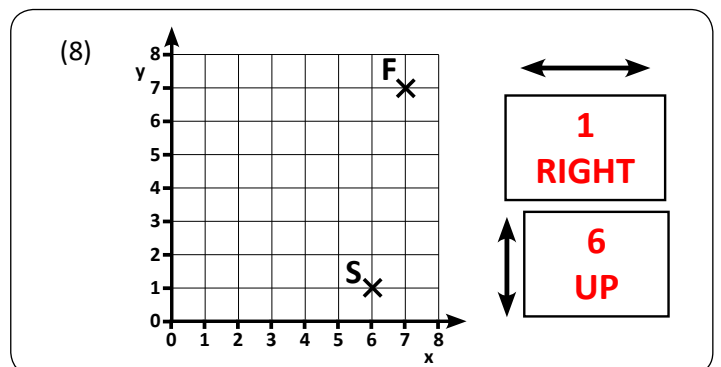
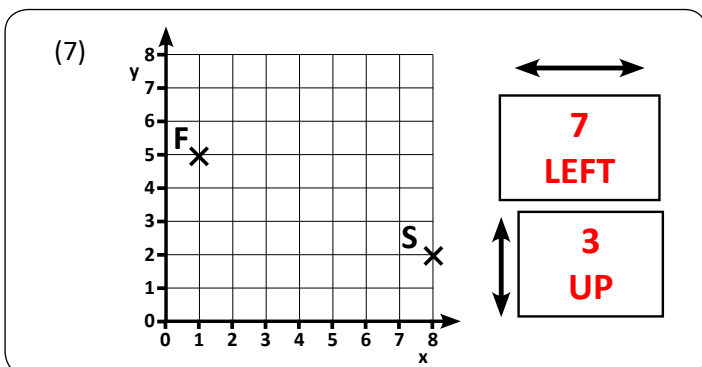
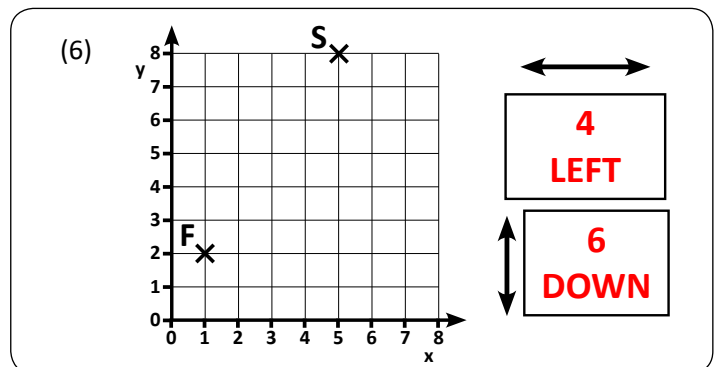
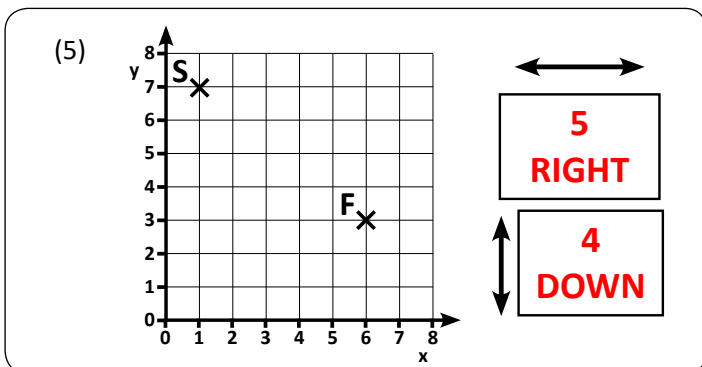
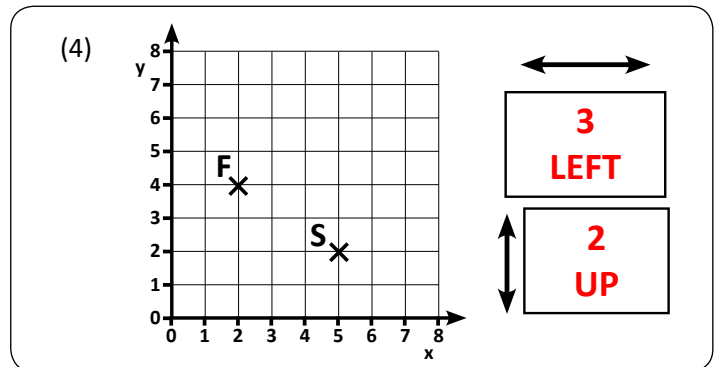
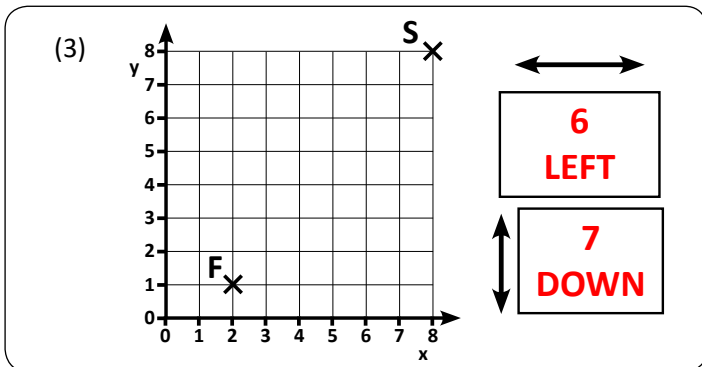
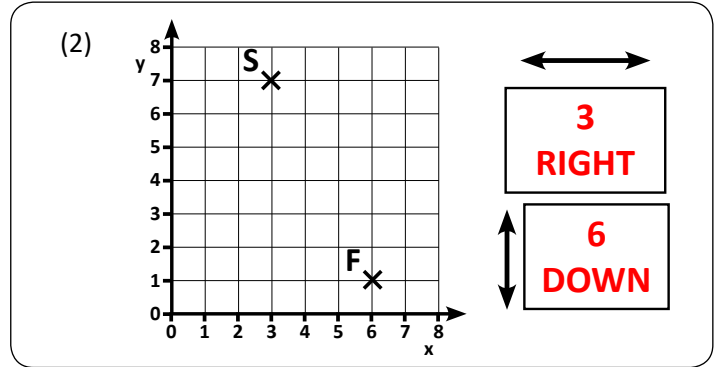
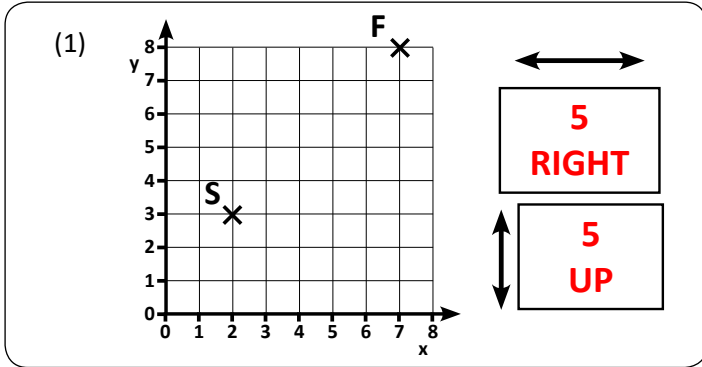
Date:

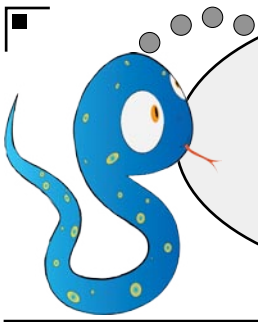
Teacher:

Year

4

For each question, give the right or left movement, followed by the up or down movement to get from **start (S)** to **finish (F)**.





Maths Homework  
this week is about:

## Plotting Points

## Answers

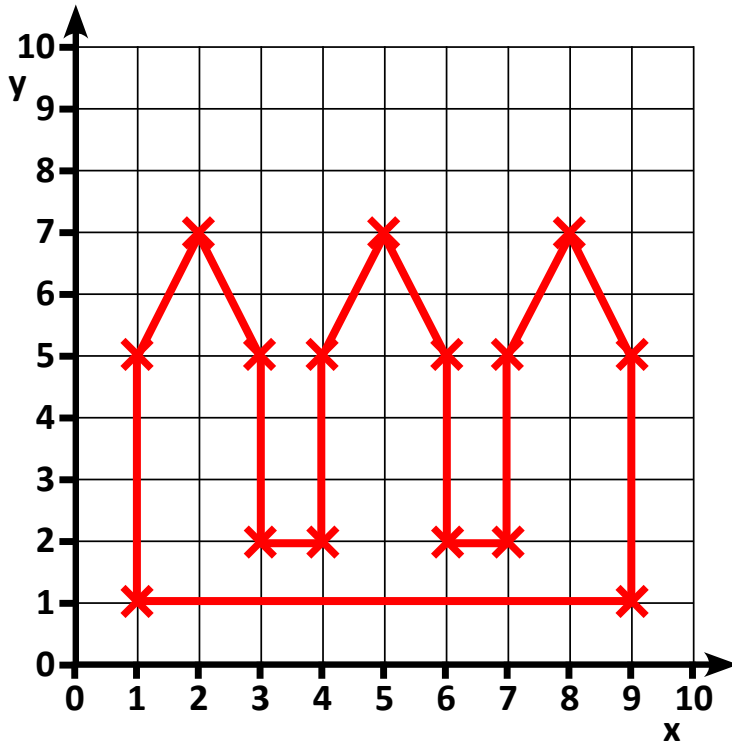
Date:

Teacher:

Year

4

(1) Plot each of the points and then join them up in order to make a shape.



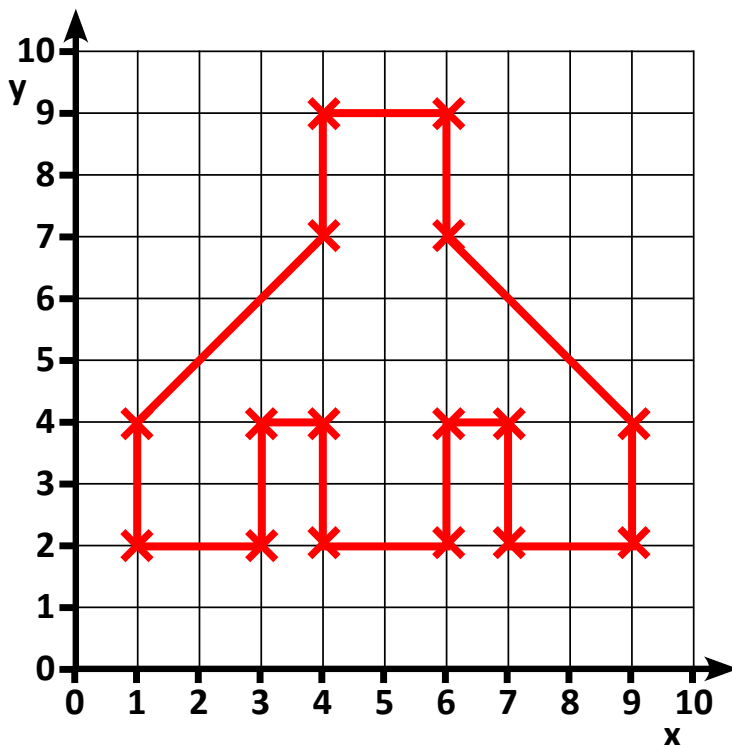
Plot  
these first

(1, 1)  
(1, 5)  
(2, 7)  
(3, 5)  
(3, 2)  
(4, 2)  
(4, 5)  
(5, 7)  
(6, 5)

Then plot  
these

(6, 2)  
(7, 2)  
(7, 5)  
(8, 7)  
(9, 5)  
(9, 1)  
then back to  
(1, 1)

(2) Plot each of these points and then join them up in order to make a shape.



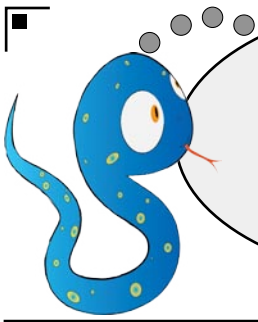
Plot  
these first

(1, 2)  
(1, 4)  
(4, 7)  
(4, 9)  
(6, 9)  
(6, 7)  
(9, 4)  
(9, 2)  
(7, 2)

Then plot  
these

(7, 4)  
(6, 4)  
(6, 2)  
(4, 2)  
(4, 4)  
(3, 4)  
(3, 2)  
then back to  
(1, 2)





Maths Homework  
this week is about:

## Drawing Bar Charts

## Answers

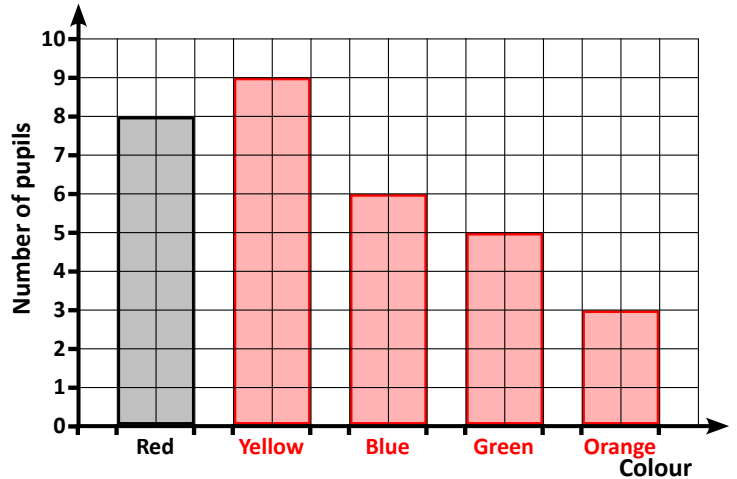
Date:

Teacher:

Year  
**4**

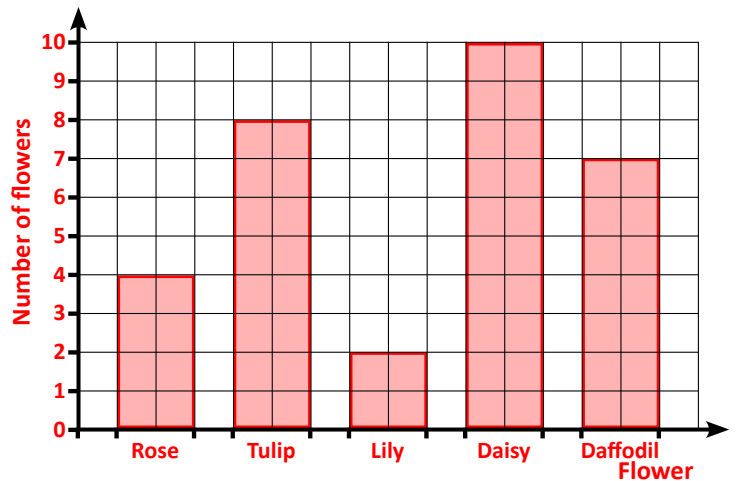
- (1) Here are the favourite colours for the pupils in a class. Complete the bar chart to show this.

Colour	Number of pupils
Red	8
Yellow	9
Blue	6
Green	5
Orange	3



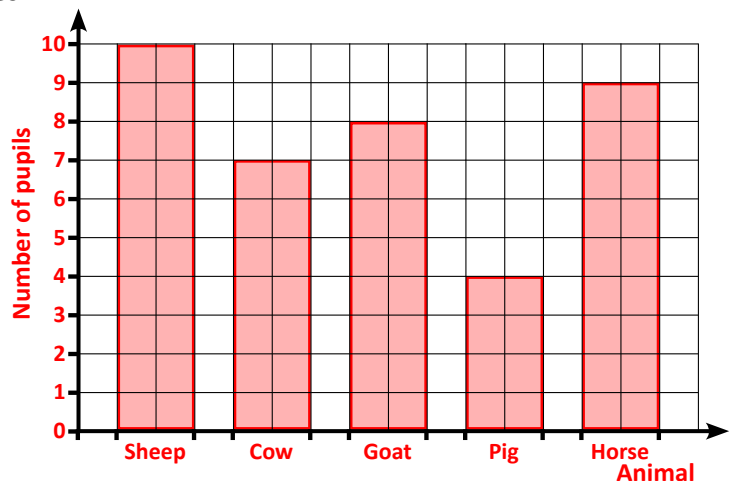
- (2) Here are the numbers of different types of flowers in some vases. Draw a bar chart to show this.

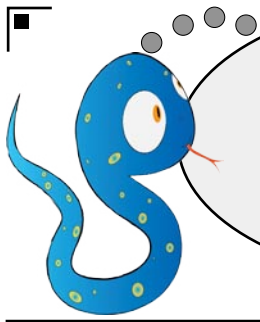
Flower	Number of flowers
Rose	4
Tulip	8
Lily	2
Daisy	10
Daffodil	7



- (3) Some pupils were asked their favourite animal after a visit to a farm. Their answers are in the table below. Draw a bar chart to show their favourites.

Animal	Number of pupils
Sheep	10
Cow	7
Goat	8
Pig	4
Horse	9





Maths Homework  
this week is about:

## Bar Chart Problems

## Answers

Date:

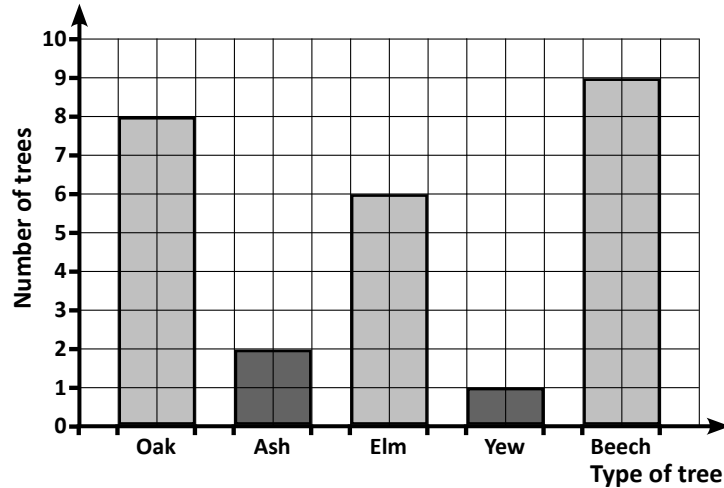
Teacher:

Year

4

Answer the questions about each bar chart.

- (1) Bar chart to show the number of different types of trees in a wood.



- (a) How many more Oak trees than Ash trees are there?  
(b) Give the total number of Elm and Yew trees.  
(c) There are three more Beech than which other type of tree?  
(d) How many less Ash trees than Beech trees are there?  
(e) How many trees altogether are shown in the bar chart?

6

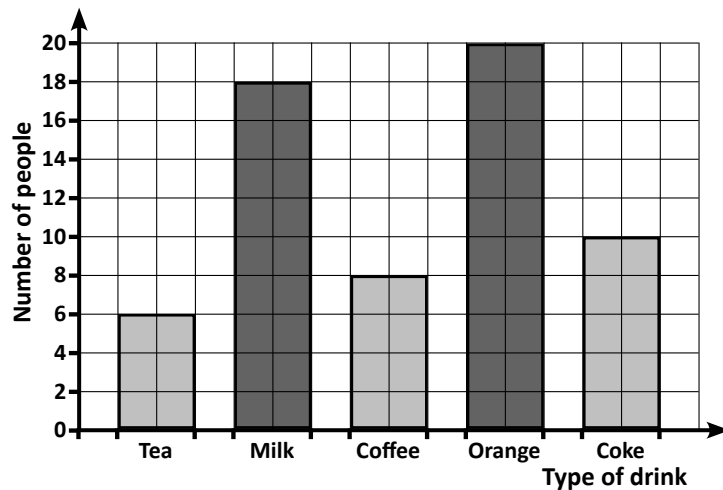
7

Elm

7

26

- (2) Bar chart to show the favourite drinks for a group of people.



- (a) How many more people preferred Milk than Tea?  
(b) How many people altogether chose tea or coffee?  
(c) Half as many people chose Coke than which other drink?  
(d) Ten less people chose Coffee than which other drink?  
(e) How many people altogether were asked?

12

14

Orange

Milk

62

