Fast Maths Facts –
Year 4 – Autumn 1

I know number bonds to (and within) 1000.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly.**

Some examples:	
600 + 400 = 1000	370 + 630 = 1000
400 + 600 = 1000	630 + 370 = 1000
1000 – 400 = 600	1000 – 630 = 370
100 – 600 = 400	1000 – 370 = 630
700 + 200 = 900	480 + 520 = 1000
600 + 200 = 800	520 + 480 = 1000
500 – 200 = 300	1000 – 520 = 480
900 – 300 = 600	1000 – 480 = 520

Key Vocabulary

What do I **add** to 650 to make 1000?

What is 1000 **take away** 600?

What is 130 **less than** 1000?

How many more than 980 is 1000?

What is the **difference between** 890 and 1000?

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. 490 + ___ = 1000 or 1000 - ___ = 720.

Advice

The secret to success is practising little and often. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Buy one get three free – If your child knows one fact (e.g. 800 + 200 = 1000), can they tell you the other three facts in the same fact family?

Use number bonds to 10 – How can number bonds to 10 help you work out number bonds to 100 and 1000?

Fast Maths Facts –
Year 4 – Autumn 2

I know the multiplication and division facts for the 6 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly.**

6 × 1 = 6	1 × 6 = 6	6 ÷ 6 = 1	6 ÷ 1 = 6
6 × 2 = 12	2 × 6 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6
6 × 3 = 18	3 × 6 = 18	18 ÷ 6 = 3	18 ÷ 3 = 6
6 × 4 = 24	4 × 6 = 24	24 ÷ 6 = 4	24 ÷ 4 = 6
6 × 5 = 30	5 × 6 = 30	30 ÷ 6 = 5	30 ÷ 5 = 6
6 × 6 = 36	6 × 6 = 36	36 ÷ 6 = 6	36 ÷ 6 = 6
6 × 7 = 42	7 × 6 = 42	42 ÷ 6 = 7	42 ÷ 7 = 6
6 × 8 = 48	8 × 6 = 48	48 ÷ 6 = 8	48 ÷ 8 = 6
6 × 9 = 54	9 × 6 = 54	54 ÷ 6 = 9	54 ÷ 9 = 6
6 × 10 = 60	10 × 6 = 60	60 ÷ 6 = 10	60 ÷ 10 = 6
6 × 11 = 66	11 × 6 = 66	66 ÷ 6 = 11	66 ÷ 11 = 6
6 × 12 = 72	12 × 6 = 72	72 ÷ 6 = 12	72 ÷ 12 = 6

Key Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

What is 24 **divided by** 6?

They should be able to answer these questions in any order, including missing number questions e.g. 6 x ____ = 72 or ____ ÷ 6 = 7.

Advice

The secret to success is practising little and often. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Double your threes – Multiplying a number by 6 is the same as multiplying by 3 and then doubling the answer. 7 x 3 = 21 and double 21 is 42, so 7 x 6 = 42.

Buy one get three free –If your child knows one fact, e.g. 3 x 6 = 18, can they tell you the other three facts in the same family?

Warning! When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra.

E.g. 6 x 12 = 72. The answer to the multiplication is 72, so 72 ÷ 6 = 12 and 72 ÷ 12 = 6.

Fast Maths Facts –
Year 4 – Spring 1

I can multiply and divide single-digit numbers by 10 and 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

7 × 10 = 70	30 × 10 = 300	0.8 × 10 = 8
10 × 7 = 70	10 × 30 = 300	10 × 0.8 = 8
70 ÷ 7 = 10	300 ÷ 30 = 10	8 ÷ 0.8 = 10
70 ÷ 10 = 7	300 ÷ 10 = 30	8 ÷ 10 = 0.8
6 × 100 = 600	40 × 100 = 4000	0.2 × 10 = 2
100 × 6 = 600	100 × 40 = 4000	10 × 0.2 = 2
600 ÷ 6 = 100	4000 ÷ 40 = 100	2 ÷ 0.2 = 10
600 ÷ 100 = 6	4000 ÷ 100 = 40	2 ÷ 10 = 0.2

Key Vocabulary

What is 5 **multiplied by** 10?

What is 10 **times** 0.9?

What is 700 **divided by** 70?

Hundreds, tens, ones, tenths, hundredths.

These are just examples of the facts from this term. Children should be able to answer questions in any order, including missing number questions e.g. 10 x ____ = 5 or ____ ÷ 10 = 60.

Advice

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day.

Fast Maths Facts –
Year 4 – Spring 2

I know the multiplication and division facts for the 9 and 11 times tables.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly.**

1 × 9 = 9	9 ÷ 9 = 1	1 × 11 = 11	11 ÷ 11 = 1
2 × 9 = 18	18 ÷ 9 = 2	2 × 11 = 22	22 ÷ 11 = 2
3 × 9 = 27	27 ÷ 9 = 3	3 × 11 = 33	33 ÷ 11 = 3
4 × 9 = 36	36 ÷ 9 = 4	4 × 11 = 44	44 ÷ 11 = 4
5 × 9 = 45	45 ÷ 9 = 5	5 × 11 = 55	55 ÷ 11 = 5
6 × 9 = 54	54 ÷ 9 = 6	6 × 11 = 66	66 ÷ 11 = 6
7 × 9 = 63	63 ÷ 9 = 7	7 × 11 = 77	77 ÷ 11 = 7
8 × 9 = 72	72 ÷ 9 = 8	8 × 11 = 88	88 ÷ 11 = 8
9 × 9 = 81	81 ÷ 9 = 9	9 × 11 = 99	99 ÷ 11 = 9
10 × 9 = 90	90 ÷ 9 = 10	10 × 11 = 110	110 ÷ 11 = 10
11 × 9 = 99	99 ÷ 9 = 11	11 × 11 = 121	121 ÷ 11 = 11
12 × 9 = 108	108 ÷ 9 = 12	12 × 11 = 132	132 ÷ 11 = 12

Key Vocabulary

What is 8 **multiplied by** 9?

What is 11 **times** 4?

What is 121 **divided by** 11?

They should be able to answer these questions in any order, including missing number questions, e.g. 9 x ___ = 54 or ___ ÷ 11 = 11.

Advice

The secret to success is practising little and often. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Look for patterns – These times tables are full of patterns for your child to find. How many can they spot?

Use your ten times table – Multiply a number by 10 and subtract the original number (e.g. 7 x 10 - 7 = 70 – 7 = 63). What do you notice?

What happens if you add your original number instead? (e.g. 7 x 10 + 7 = 70 + 7 = 77).

What do you already know? Your child will already know many of these facts from the 2, 3, 4, 5, 6, 8 and 10 times tables. It might be worth practising these again.

Fast Maths Facts –
Year 4 – Summer 1

I know the multiplication and division facts for the 7 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

7 × 1 = 7	1 × 7 = 7	7 ÷ 7 = 1	7 ÷ 1 = 7
7 × 2 = 14	2 × 7 = 14	14 ÷ 7 = 2	14 ÷ 2 = 7
7 × 3 = 21	3 × 7 = 21	21 ÷ 7 = 3	21 ÷ 3 = 7
7 × 4 = 28	4 × 7 = 28	28 ÷ 7 = 4	28 ÷ 4 = 7
7 × 5 = 35	5 × 7 = 35	35 ÷ 7 = 5	35 ÷ 5 = 7
7 × 6 = 42	6 × 7 = 42	42 ÷ 7 = 6	42 ÷ 6 = 7
7 × 7 = 49	7 × 7 = 49	49 ÷ 7 = 7	49 ÷ 7 = 7
7 × 8 = 56	8 × 7 = 56	56 ÷ 7 = 8	56 ÷ 8 = 7
7 × 9 = 63	9 × 7 = 63	63 ÷ 7 = 9	63 ÷ 9 = 7
7 × 10 = 70	10 × 7 = 70	70 ÷ 7 = 10	70 ÷ 10 = 7
7 × 11 = 77	11 × 7 = 77	77 ÷ 7 = 11	77 ÷ 11 = 7
7 × 12 = 84	12 × 7 = 84	84 ÷ 7 = 12	84 ÷ 12 =7

Key Vocabulary

What is 7 **multiplied by** 6?

What is 7 **times** 8?

What is 84 **divided by** 7?

They should be able to answer these questions in any order, including missing number questions, e.g. 7 x __ = 28 or __ ÷ 6 = 7.

Advice

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Order of difficulty – Ask your child to order these facts from the easiest to the most challenging. Can they explain why some facts are easier to remember? Then focus on practising the most challenging facts.

Fast Maths Facts –
Year 4 – Summer 2

I can recognise decimal equivalents of fractions.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$\frac{1}{2} = 0.5$	$\frac{1}{10} = 0.1$	$\frac{1}{100} = 0.01$
$\frac{1}{4} = 0.25$	$\frac{2}{10} = 0.2$	$\frac{7}{100} = 0.07$
$\frac{3}{4} = 0.75$	$\frac{5}{10} = 0.5$	$\frac{21}{100} = 0.21$
	$\frac{6}{10} = 0.6$	$\frac{75}{100} = 0.75$
	$\frac{9}{10} = 0.9$	$\frac{99}{100} = 0.99$

Key Vocabulary

How many **tenths** is 0.8?

How many **hundredths** is 0.12?

Write 0.75 as a **fraction?**

Write ¼ as a **decimal**.

Children should be able to convert between decimals and fractions for ½ ¼ ¾ and any number of tenths and hundredths.

Advice

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: start with tenths before moving on to hundredths.

Play games - Make some cards with pairs of equivalent fractions and decimals. Use these to play the memory game or snap. Or make your own dominoes with fractions on one side and decimals on the other.

Relate decimals to amounts of money e.g. 130p = £1.30.