

This Year 4 Rapid Recall Board (Side A) covers the following National Curriculum objectives:

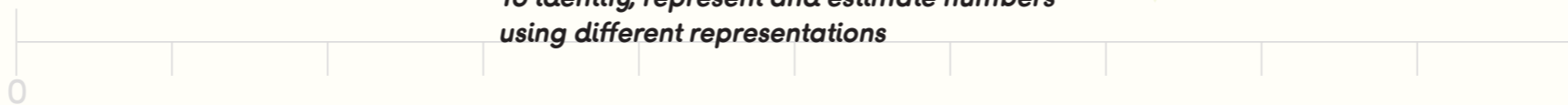


(30 to 60)

To identify, represent and estimate numbers using different representations

Label the number line in steps of ten and draw an arrow to estimate

To identify, represent and estimate numbers using different representations



Work out each fact and write <, > or = make it true.

To order and compare numbers

To become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value

3×8
 5×10
 10×10
 10×8
 $+ 20$
 $+ 50$
 $+ 30$
 $+ 25$

Use the triangle to create 4 calculations

To estimate and use inverse operations to check answers to a calculation

To become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value

$\square = \square$
 $\square + \square = \square$
 $\square = \square$
 $\square = \square$

Show these fractions on the shapes given

To recognise and show, using diagrams, families of common equivalent fractions

To make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities

+ no of seconds in a minute = \square

p + \square p = £1

To convert between different units of measure

To solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

seconds = 2 minutes

+ the number of hours in a day = \square

1 metre subtract \square cm = \square cm

- number of months in a year = \square

To order and compare numbers

To recognise the place value of each digit

$\square \xrightarrow{-10} \square \xrightarrow{+10} \square$

Circle facts bigger than

3×11	8×6	4×12	7×8
12×3	9×8	4×10	5×8
8×5	4×8	9×4	9×7

To recall multiplication and division facts for multiplication tables up to 12×12

To order and compare numbers

The answer closest to \square is

\square

Complete the multiples of 8 and circle any which are larger than

\square 8 \square 16 \square \square \square \square \square \square \square \square \square \square \square \square \square \square

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work

Complete the multiples of 4 and circle any which are smaller than

\square 4 \square 8 \square \square \square \square \square \square \square \square \square \square \square \square \square \square

Complete the sequence in steps of 1

\square \square \square \square \square \square \square \square \square \square

To recognise the place value of each digit

Complete the sequence in steps of 10

\square \square \square \square \square \square \square \square \square \square

To become fluent in the order and place value of numbers beyond 1,000, including counting in 10s and 100s

Complete the sequence in steps of 100

\square \square \square \square \square \square \square \square \square \square

To practise recalling and using multiplication tables and related division facts to aid fluency

To practise mental methods and extend this to 3-digit numbers to derive facts

Write the answers in words

Ten more than \square	To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
One hundred take away \square	To become fluent in the order and place value of numbers beyond 1,000, including counting in 10s and 100s
Fifty more than \square	

You have \square friends coming to visit. How many packs should you buy so they can have one of each item?

To recall multiplication and division facts for multiplication tables up to 12×12

To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

To practise mental methods and extend this to 3-digit numbers to derive facts (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$)

8 biscuits per pack

Circle the facts with no remainder

$\square \div 2$

To recall multiplication and division facts for multiplication tables up to 12×12

$\square \div 5$

$\square \div 10$

To solve number and practical problems that involve all of the above and with increasingly large positive number

To estimate and use inverse operations to check answers to a calculation

This Year 4 Rapid Recall Board (Side B) covers the following National Curriculum objectives:

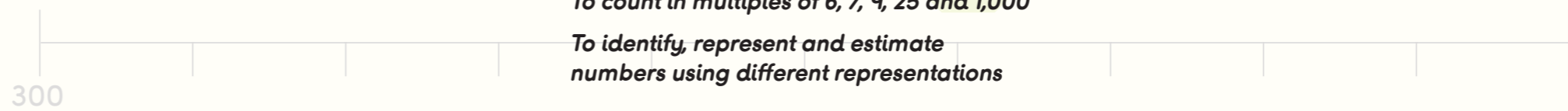


(350 to 450)

To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)

To identify, represent and estimate numbers using different representations

Label the number line in steps of 25 and draw an arrow to estimate



To count in multiples of 6, 7, 9, 25 and 1,000

To identify, represent and estimate numbers using different representations

Complete the sequence in steps of 10

--	--	--	--	--	--	--	--	--	--

To count in multiples of 6, 7, 9, 25 and 1,000

To find 1,000 more or less than a given number

To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)

Complete the sequence in steps of 100

--	--	--	--	--	--	--	--	--	--

Complete the sequence in steps of 1000

--	--	--	--	--	--	--	--	--	--

Write each set of numbers in order from smallest to largest

	391	516	→			
	194	387	→			
	508	350	→			
	381	407	→			

To order and compare numbers beyond 1,000

Work out each fact then write <, > or =

				No. of minutes in half an hour
				No. of days in a year
				No. of days in a year + 100

To convert between different units of measure [for example, kilometre to metre; hour to minute]

To order and compare numbers beyond 1,000

To solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Convert into hours and minutes

To convert between different units of measure [for example, kilometre to metre; hour to minute]

To estimate and use inverse operations to check answers to a calculation

To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

To continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency

Round to the nearest

To round any number to the nearest 10, 100 or 1,000

Partition in different ways

	+		=			
	+		=			
	=	+				
	+		+		=	
	=	+		+		

To identify, represent and estimate numbers using different representations

Start with

Take away 100

To estimate and use inverse operations to check answers to a calculation

To solve number and practical problems that involve all of the above and with increasingly large positive number

Write in words

To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Hint: I, V, X, L, C, D, M

	x	1	=			÷	1	=	
	x	0	=			÷	2	=	
10	x		=			÷	10	=	
100	x		=			÷	100	=	

To recall multiplication and division facts for multiplication tables up to 12 x 12

To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1

To practise mental methods and extend this to 3-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6)