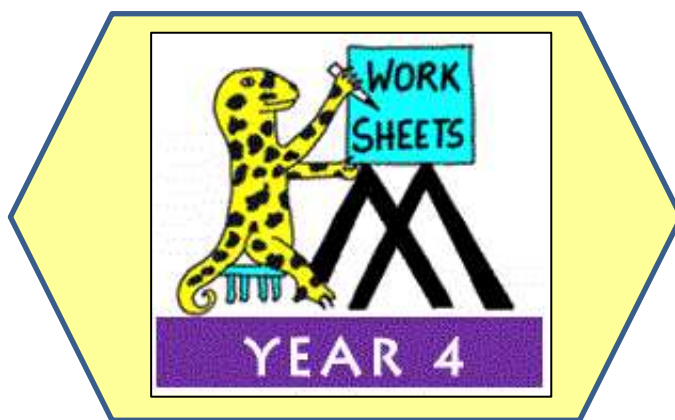


MATH SALAMANDERS

YEAR 4 MATHS GRAB PACK 4

This pack is a selection of 10 Maths sheets and 1 game adapted for Year 4 pupils.

All the worksheets are also available on our site.



In the pack is a range of number sheets, colouring pages, and puzzles.

There is also an answer pack which you can download separately.

CONTENTS			
1	Place Value Conversion 4 Digits Sheet 1	7	Bar Graph Sheet 3A
2	Add & Subtract Roman Numerals to 12	8	Symmetry Colour in Beetle
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4	Frogs in Ponds	10	Multiples Sheet 3:1
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6	Fraction Riddles 3A	12	Classify It! Game 3

Please give us feedback on our pack – both what you liked and what sheets you would like to see more of by leaving a comment on the link below.

<https://www.math-salamanders.com/maths-grab-packs.html>



PLACE VALUE CONVERSION 4-DIGITS SHEET 1

As we move a place to the left on the place value chart, the value gets ten times bigger.

3 tens = 3 ones x 10 = 30 ones.

3 hundreds = 3 tens x 10 = 30 tens (or 300 ones)

3 thousands = 3 hundreds x 10 = 30 hundreds (or 300 tens)

Th	H	T	O
			3
		3	0
	3	0	0
3	0	0	0

Work out these missing conversion facts

1)	5 hundreds = _____ ones	2)	60 ones = _____ tens
3)	7 thousands = _____ hundreds	4)	30 tens = _____ hundreds
5)	60 ones = _____ tens	6)	3 thousands = _____ hundreds
7)	50 hundreds = _____ thousands	8)	1 thousand = _____ ones
9)	8 hundreds = _____ ones	10)	40 ones = _____ tens
11)	4 thousands = _____ tens	12)	80 hundreds = _____ thousands
13)	30 tens = _____ ones	14)	_____ hundreds = 400 ones
15)	70 tens = _____ hundreds	16)	5 hundreds = _____ tens
17)	60 tens = _____ hundreds	18)	4000 ones = _____ thousands
19)	50 tens = _____ ones	20)	4000 ones = _____ hundreds
21)	_____ thousands = 200 tens	22)	_____ hundreds = 9 thousands

PUZZLE TIME – find the answer to the riddle below in the table!

- I am worth more than 30 hundreds.
- I am less than 7000 ones.
- My tens digit is greater than my ones.
- I am a multiple of 5.
- Who am I?

3726	5290	6423
7185	4428	5925



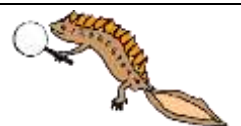
ADD & SUBTRACT ROMAN NUMERALS TO 12 SHEET A

1	2	3	4	5	6	7	8	9	10	11	12
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII

Fill in the correct answers in the table below.

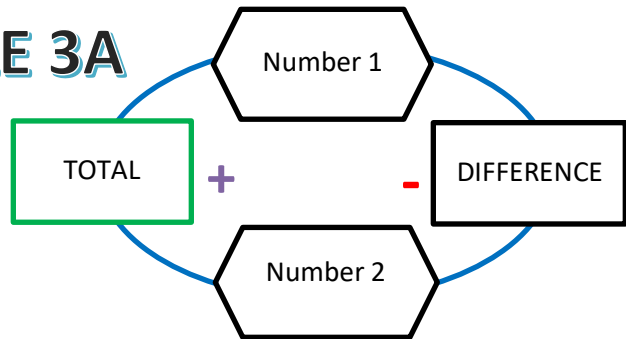


	NUMBER	NUMERALS
1)	III + III = 6 =	VI
2)	V - II =	
3)	III + V =	
4)	X - V =	
5)	IX - II =	
6)	III + III =	
7)	I + IX =	
8)	VIII - V =	
9)	VI + III =	
10)	XII - II =	
11)	X - VII =	
12)	VI + VI =	
13)	IV + VII =	
14)	XII - X =	
15)	IX - VII =	
16)	III + V + IV =	

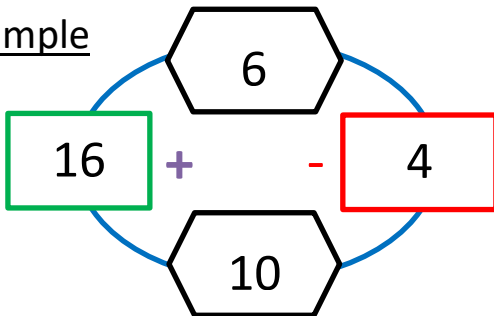


TOTAL DIFFERENCE PUZZLE 3A

This is how the puzzle works!

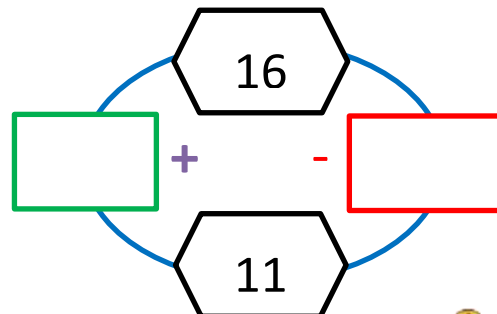
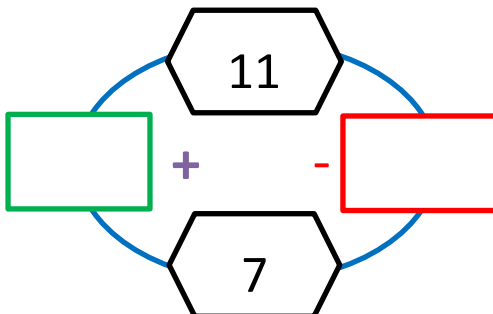
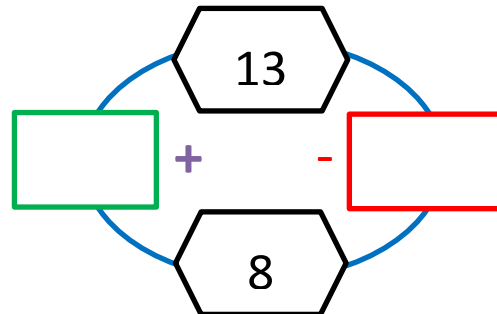
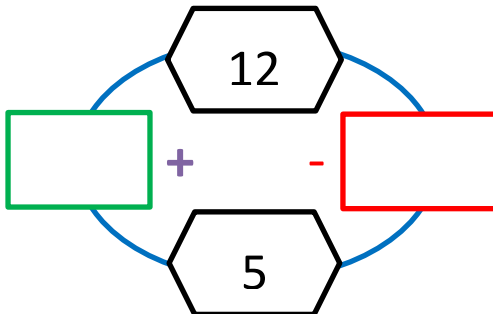
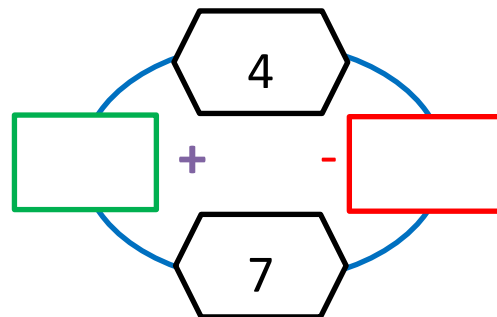
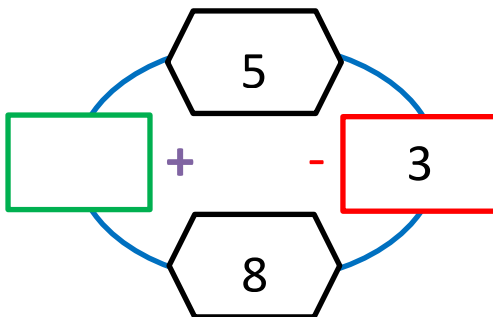


Example

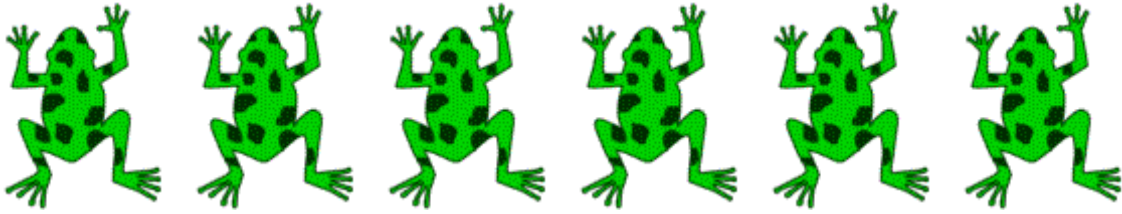


Remember - the **difference** is always **positive**!

Work out the missing numbers in these puzzles.



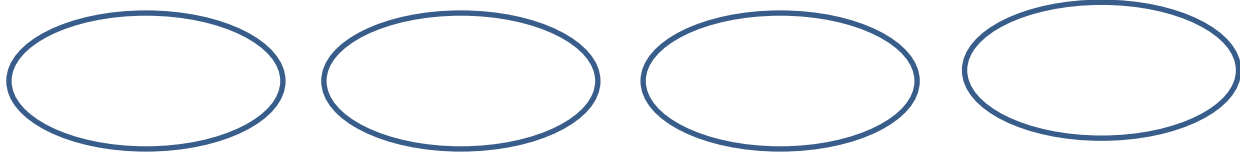
FROGS IN PONDS



In each of the challenges below, there has to be a total of 22 frogs!

Challenge 1

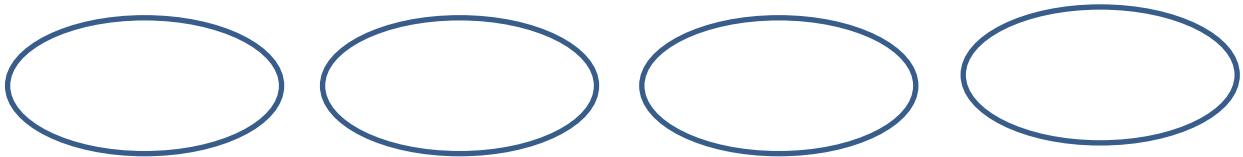
Fill each pond with either 4 or 6 frogs.



Total: 22 frogs

Challenge 2

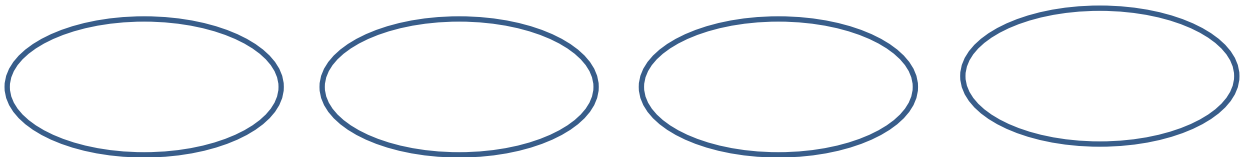
Make each pond hold one less frog than the one before.



Total: 22 frogs

Challenge 3

Make each pond hold a different odd number of frogs.



Total: 22 frogs

MULTIPLICATION: 2 DIGITS BY 1 DIGIT SHEET 1

Multiply a 2-digit number by 2, 3, 4 or 5.

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

$$\begin{array}{r} 2) \quad 25 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 13 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 16 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 25 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 23 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 86 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 83 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 95 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 76 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 38 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 57 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 40 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 89 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 29 \\ \times \quad 3 \\ \hline \end{array}$$



FRACTION RIDDLES 3A

Use the clues to find the correct fraction from the 6 possibilities.

CHALLENGE 1

- I am smaller than a half.
- My numerator is one.
- My denominator is more than 3.
- I am more than a fifth.

Who am I? _____

A $\frac{1}{2}$	B $\frac{1}{4}$	C $\frac{2}{3}$
D $\frac{1}{3}$	E $\frac{3}{4}$	F $\frac{1}{6}$

CHALLENGE 2

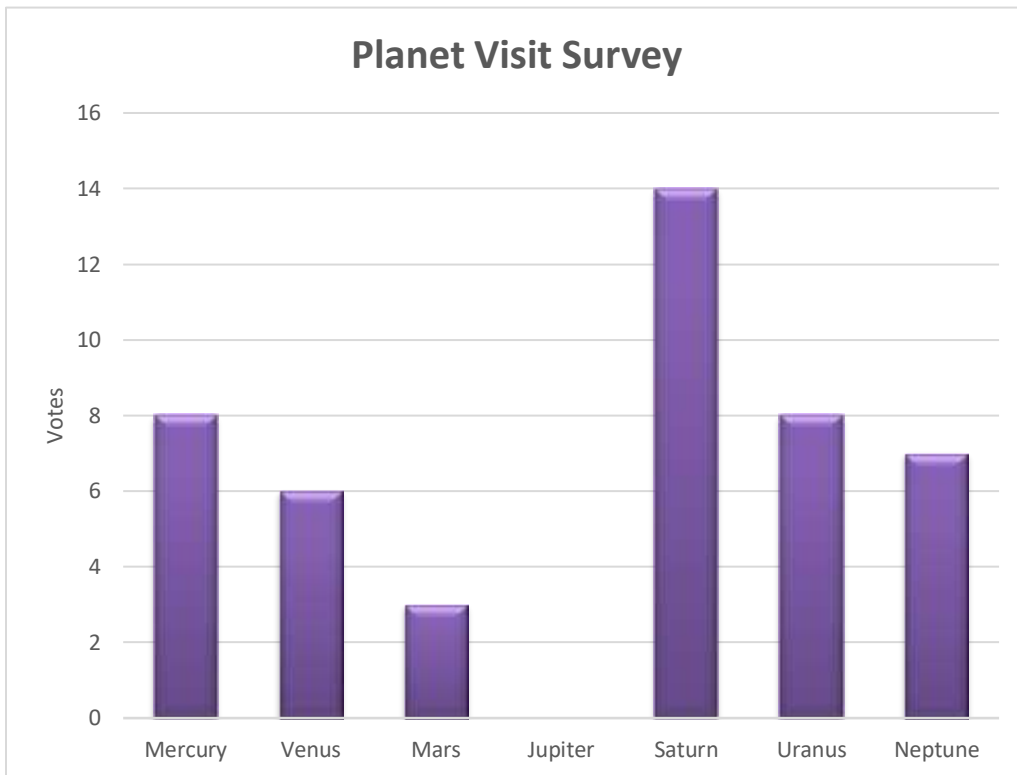
- I am more than $\frac{1}{4}$.
- My denominator is not 4.
- I am not less than a half.
- My numerator more than 1.

Who am I? _____



BAR GRAPHS SHEET 3A - PLANET SURVEY

Each child in Newt class selected two planets that they would like to visit.

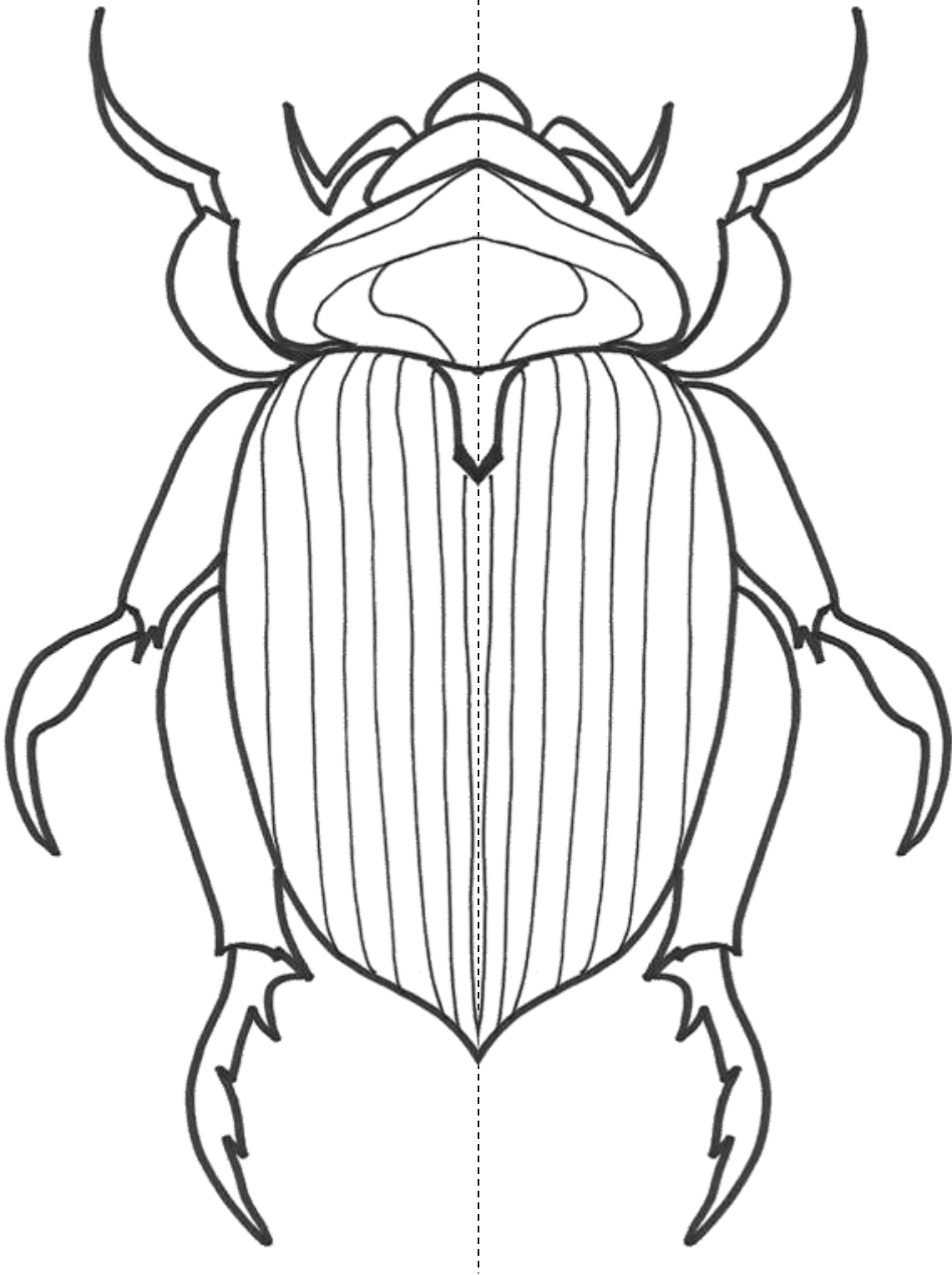


Planet	Votes
Mercury	
Venus	6
Mars	3
Jupiter	11
Saturn	14
Uranus	8
Neptune	

- 1) Fill in the missing data in the table for Mercury and Neptune.
 - 2) Draw a bar to show how many votes Jupiter got.
 - 3) Which was the most popular planet to visit? _____
 - 4) How many more votes did Saturn get than Uranus? _____
 - 5) How many more votes did Mercury get than Mars? _____
 - 6) Saturn got more votes than the 3 least popular planets put together.
True or false? _____
 - 7) Which two planets got the same number of votes?
-

SYMMETRY COLOUR IN BEETLE v3

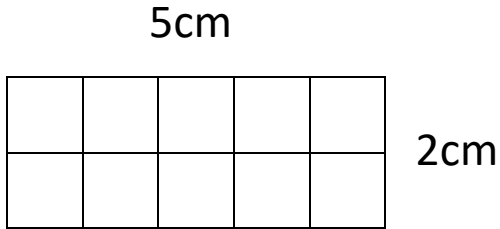
Use symmetry to colour in this beetle.



PERIMETER SHEET 2

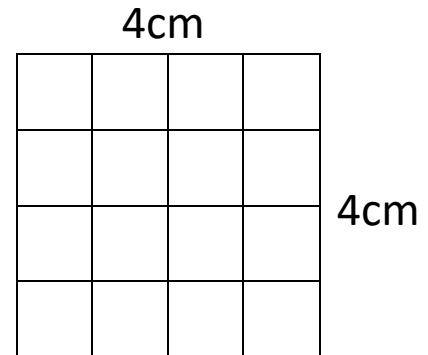
Work out the perimeter of the following rectangles:

1)



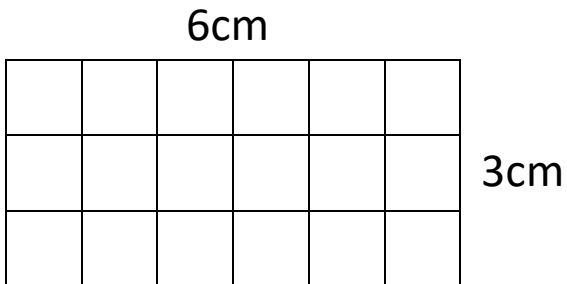
Perimeter = _____ cm

2)



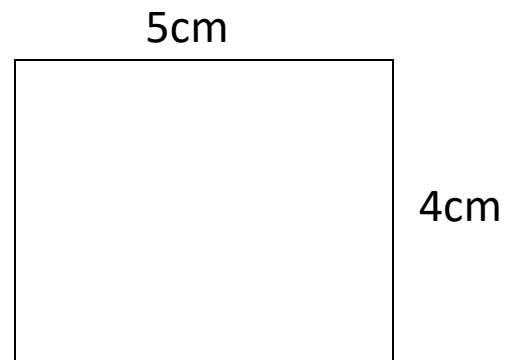
Perimeter = _____ cm

3)



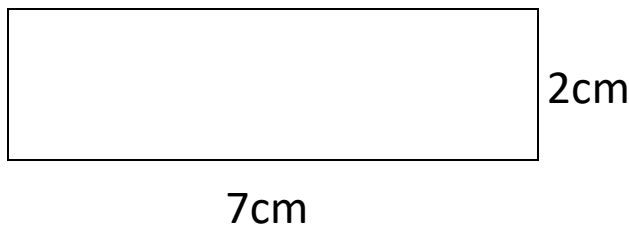
Perimeter = _____ cm

4)



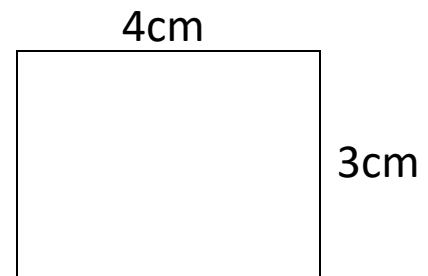
Perimeter = _____ cm

5)



Perimeter = _____ cm

6)



Perimeter = _____ cm

Handy Hint: Add up the lengths of all the sides to find the perimeter.



MULTIPLES SHEET 3:1

A multiple is a number that can be made out of adding groups of another number together.

Examples

12 is a multiple of 4 because $4 + 4 + 4 = 12$ (or $4 \times 3 = 12$).

25 is a multiple of 5 because $5 + 5 + 5 + 5 + 5 = 25$ (or $5 \times 5 = 25$).

1) Circle the numbers below that are multiples of 3.

26 17 15 7 9 12 20

2) Circle the numbers below that are multiples of 5.

19 23 30 15 7 10 33

3) Write down 2 different multiples of 4 between 10 and 18.

_____ and _____

4) Write down 2 different multiples of 3 between 20 and 25.

_____ and _____

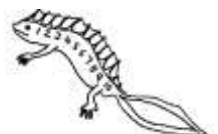
5) Circle all the numbers below that are multiples of 10.

80 73 67 40 30 94 100

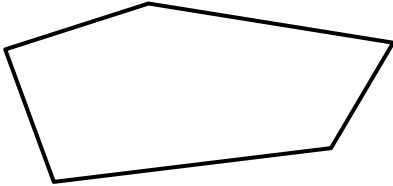
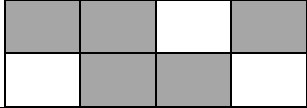
6) I am a multiple of 5. I am between 30 and 40. I am odd. Who am I?

Answer _____

7) How many multiples of 3 are there between 10 and 20? _____



MENTAL MATHS QUIZ 4:4

1)	$3 \times \underline{\quad} = 30$	
2)	Write down a multiple of 5 between 22 and 32	
3)	$40 \div 10$	
4)	$628 = 600 + 8 + \underline{\quad}$	
5)	Write down two thousand nine hundred and fourteen	
6)	What is the next number? 17, 21, 25, 29, 33, <u> </u>	
7)	How many vertices does this shape have? 	
8)	How many 3s make 21?	
9)	Round 165 to the nearest 10.	
10)	What fraction of the shape below is shaded? 	
11)	How much money is 1 TWENTY plus 3 TENS plus 4 FIVES?	
12)	$48 - \underline{\quad} = 42$	
13)	The time is 3:40pm. What will the time be in half an hour?	
14)	How many TENS make £1.40?	
15)	A pencil costs 31p. How much do 3 pencils cost?	
16)	One yard is 3 feet. How many feet in 7 yards?	

CLASSIFY IT! GAME #3

Classify It is a number classifying game to help children develop an understanding of, and familiarity with, mathematical vocabulary. It is quick and easy to play, and is very straightforward to set up.

Age range: 2nd Grade +

Number of players: 2-3

Learning:

- Adding up the numbers on 3 dice
- Odd and even numbers to 18
- Vocabulary:
 - Multiple of ...
 - Odd and even
 - Greater/less than ...
 - Between ... and ...
 - Not ...

You will need

- 8 different coloured counters per player
- 3 dice (or 1 twenty-sided dice)

Instructions

- Each player takes turns to roll the dice and add them up. The player then chooses one classification hexagon on the board which matches the total they have rolled. They cover this hexagon up with a counter.
- If a person cannot find any hexagon which matches their number, they pass the dice on to the next player.
- The game finishes when all the hexagons are covered up.
- The winner of the game is the person who manages to cover up most hexagons.

Variations

- Alternative winning strategy:
 - The winner of the game is the first person to get 3 counters in a row (vertical or diagonal).

CLASSIFY IT!

GAME #3

