

# Year 4, autumn 1 and 2.

Week	Mon	Tues	Weds	Thurs	Fri
1 8	<b>Buzz off</b> Counting in 3s forwards and back	<b>Slap, clap, click.</b> 3x	<b>Show me</b> Multiplication and division calculations.	<b>Counting stick.</b> 3s.	<b>Beach ball game.</b>  3x
2 9	<b>Fishy, fishy fingers.</b> Number bonds to 100.	<b>Whisper and shout.</b> Multiples of 4.	<b>Fizz, buzz</b> 2 and 4x	<b>Slap, clap, click.</b> 4x	Challenge the Champ  3x and 4x.
3 10	<b>Whisper and shout.</b>  8x	<b>Counting stick.</b>  4x	<b>Pat and clap</b>  3 and 6x.	<b>Buzz off</b>  6x	<b>Fizz, buzz</b> 3x and 6x
4 11	<b>Show me</b>  Number bonds	<b>Beach ball game.</b>  6x	<b>Counting stick.</b>  4x	<b>Buzz off</b>  Counting in 3s.	<b>Whisper and shout.</b> Multiples of 8.
5 12	<b>Pat and clap</b>  3 and 6x.	<b>Buzz off</b>  4x	<b>Beach ball game.</b>  4x	<b>Counting stick.</b>  6x	<b>Fishy, fishy fingers.</b> Number bonds to the next 10.
6 13	<b>Pat and clap</b>  4x and 8x.	<b>Slap, clap, click.</b>  Number bonds.	<b>Fizz, buzz</b> 4x and 8x	<b>Show me</b>  100 more/ 100 less	<b>Counting stick.</b> 4x
7 14	<b>Show me.</b> Range of questions.	<b>Buzz off</b>  Range of counting.	Challenge the Champ  3x and 4x.	<b>Beach ball game.</b>  4x	<b>Fizz, buzz</b> 3x and 6x

## Year 4, autumn activities

### Counting stick:

Point to each division on counting stick in turn. Children chant whole of table to be practised. E.g.  $1 \times 3 = 3$ ,  $2 \times 3 = 6$  etc. Point at divisions at random. If we know  $10 \times 3 = 30$ , how could we work out  $9 \times 3$ ? Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.

### Fishy fishy fingers:

Say fishy, fishy fingers and a number eg 6 (show number with your fingers). Class then reply with fishy, fishy fingers and the answer to make 10. (4). Repeat with a range of numbers to make 10.

### Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

### Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer.

### Whisper and shout:

Shout and whisper alternative multiples. This shows children that alternate multiples of 2 are also multiples of 4. Also works for 6, 8 and 10 times tables.

2, 4, 6, 8 (4x table)      4, 8, 12, 16 (8 x table)      5, 10, 15, 20 (10 x table)

### Beach ball game:

Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up. E.g. Thrower 1 ' $1 \times 4 =$ ' Catcher 1 ' $4, 2 \times 4 =$ '

### Slap knees, Clap hands, Click fingers whilst chanting bonds

E.g. Clap, Slap, Click

$20 + 0 = 20$        $19 + 1 = 20$  etc

### Clap and pat:

Clap and pat multiples- 2-4 x table

Clap hands as you say 2, pat knees to say 4, clap for 6, pat for 8 etc

Then only say the multiples of 4 as you pat, Clap, 4, clap, 8 etc.

### Fizz buzz.

Children to stand in a circle counting up in 1s. Give them a number (eg 4) that they are looking for multiples of, this is fizz when they get to this number they say fizz. Can add in another multiple of- eg 8 when they reach a multiple of 8 they say buzz. When it is 4 and 8 they say fizz buzz- see the relationship between the two.

# Year 4, Spring 1

Week	Mon	Tues	Weds	Thurs	Fri
1	<b>Finger Chant</b> 9x	<b>Buzz off</b> 9x	<b>Round the world.</b> 9x	<b>Fishy, fishy fingers.</b> Number bonds to the next 10.	<b>Show me</b> 100 more, 100 less.
2	<b>Knees, clap, clap</b> 3x	<b>Half up, half down</b> 6x	<b>Quick draw</b> 3x	<b>Tables orchestra</b> 6x 3x	<b>Round the world.</b> 3x and 6x
3	<b>Knees, clap, clap</b> 4x	<b>Finger Chant</b> 9x	<b>Fizz, buzz</b> 3x and 6x	<b>Fizz, buzz</b> 4x and 8x	<b>Beach ball game.</b> 4x
4	<b>Show me</b> Mixture of multiplication.	<b>Beach ball game.</b> 9x	<b>Counting stick.</b> 4x	<b>Buzz off</b> Counting in 3s.	<b>Whisper and shout.</b> Multiples of 8.
5	<b>Tables orchestra</b> 9x	<b>Quick draw</b> Mixture of x.	<b>Challenge the champ</b> halves	<b>How much money is in my pot?</b> Range of counting.	<b>Buzz off</b> Range of counting. 2,3,4,5,6,8, 9,10
6	<b>Buzz off</b> Counting from 0 to negative numbers.	<b>Fizz, buzz</b> 3x and 9x	<b>Beach ball game.</b> Number bonds	<b>Show me</b> Mixture of qs.	<b>Challenge the champ.</b> doubles
7	<b>Counting stick.</b> 9x	<b>Times table tennis.</b> 4x and 8x	<b>Quick draw</b> 3x	<b>Challenge the champ.</b> doubles	<b>Beach ball game.</b> 4x

## Year 4 Spring 1 activities:

### Finger chant:

Hold hands out in front, palms facing you. Fingers on left represent tens, fingers and thumbs on the right represent units.  $1 \times 9 = 1^{\text{st}}$  thumb down- 9 units remaining.  $2 \times 9 = 1^{\text{st}}$  finger down and 8 units remaining.

### Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

### Knees, clap, clap

Knees/ Clap/ Clap hands with partner.  $3 \times \quad \quad 7 = \quad \quad 21$

### Counting stick:

Point to each division on counting stick in turn. Children chant whole of table to be practised. E.g.  $1 \times 3 = 3$ ,  $2 \times 3 = 6$  etc. Point at divisions at random. If we know  $10 \times 3 = 30$ , how could we work out  $9 \times 3$ ? Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.

### Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

### Beach ball game:

Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up. E.g. Thrower 1 ' $1 \times 4 =$ ' Catcher 1 ' $4$ , 2 ' $2 \times 4 =$ '

### Challenge the champ:

2 children stand at the front, teacher asks a question, e.g.  $6 \times 5$  First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

### Tables orchestra:

Choose children to stand at the front one to represent each  $\times$  table to be practised. Class chant numbers in order 1,2,3 etc. whenever a multiple of each table is reached that child stands up, makes a noise and sits back down again.

# Year 4, Spring 2:

Week	Mon	Tues	Weds	Thurs	Fri
1	<b>Finger Chant</b> 9x	<b>Beat the clock.</b> 9x	<b>Knees, clap, clap</b> 9x	<b>Times table tennis.</b> 3x and 6x	<b>Challenge the champ.</b> 9x
2	<b>Buzz off</b> 7x	<b>Half up, half down</b> 8x	<b>Quick draw</b> 3x	<b>Fizz buzz</b> 4/8	<b>Finger Chant</b> 9x
3	<b>Slap, clap, click.</b> Number bonds to 20.	<b>Factor pairs</b>	<b>Fizz buzz</b> 4/8	<b>Challenge the champ.</b> Number bonds to 100	<b>Times table tennis.</b> 3x and 6x
4	<b>Finger Chant</b> 9x	<b>Beat the clock</b> 4x	<b>Counting stick.</b> 7x	<b>Fizz buzz</b> 3/6.	<b>Whisper and shout.</b> Multiples of 8.
5	<b>Knees, clap, clap</b> 7x	<b>Quick draw</b> Mixture of x.	<b>Factor pairs</b>	<b>How much money is in my pot?</b> Range of counting.	<b>Buzz off</b> 7x
6	<b>Fizz buzz</b> 3/6	<b>Beat the clock</b> 8x	<b>How much money is in my pot?</b> Range of counting.	<b>Show me</b> Mixture of qs.	<b>Challenge the champ.</b> doubles
7	<b>Counting stick.</b> 4x	<b>Times table tennis.</b> 4x and 8x	<b>Quick draw</b> Mixtures of qs.	<b>Half up, half down</b> Mixture.	<b>Beat the clock</b> 7x

## Year 4, Spring 2 activities:

### Finger chant:

Hold hands out in front, palms facing you. Fingers on left represent tens, fingers and thumbs on the right represent units.  $1 \times 9 = 1^{\text{st}}$  thumb down- 9 units remaining.  $2 \times 9 = 1^{\text{st}}$  finger down and 8 units remaining.

### Beat the clock:

Using <http://flashmaths.co.uk/viewFlash.php?id=2> see how many they can answer in the time as a class- all writing answers on wbs.

### Knees, clap, clap

Knees/ Clap/ Clap hands with partner.  $3 \times 7 = 21$

### Challenge the champ:

2 children stand at the front, teacher asks a question, e.g.  $6 \times 5$  First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

### Fizz buzz.

Children to stand in a circle counting up in 1s. Give them a number (eg 4) that they are looking for multiples of, this is fizz when they get to this number they say fizz. Can add in another multiple of- eg 8 when they reach a multiple of 8 they say buzz. When it is 4 and 8 they say fizz buzz- see the relationship between the two.

### Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

### Half and half, up and down:

Work in pairs. Partner one says the number sentence, partner two says the answer, from  $1 \times$  up to  $10 \times$ , then swap roles and count back from  $10 \times$  to  $1 \times$

### Times table tennis:

Someone says a  $\times$  and passes it onto someone else who says the answer and a new  $\times$ .

### Factor pairs:

Give children a number card each, can they find their factor pair? See attached game.

# Year 4, Summer 1 and 2:

Week	Mon	Tues	Weds	Thurs	Fri
1 8	<b>Chanting</b> 4x	<b>Beat the clock.</b> 4x	<b>Chant to the Macarena-</b> 8x	<b>Quick draw</b> 9x	<b>Show me Mixture of tables.</b>
2 9	<b>Clap and pat</b> 4/8	<b>Half up, half down</b> 8x	<b>Quick draw</b> 3x	<b>Fizz buzz</b> 4/8	<b>Chanting</b> 6x
3 10	<b>Show me</b> Factor pairs	<b>Show me</b> 1/2s and doubles.	<b>Fizz buzz</b> 4/8	<b>Challenge the champ.</b> 1/2s of numbers.	<b>Buzz off</b> Counting back from 0.
4 11	<b>Chanting</b> 6x	<b>Beat the clock</b> 4x	<b>Counting stick.</b> 4x	<b>Fizz buzz</b> 3/6.	<b>Show me</b> 1000 more/less
5 12	<b>Chant to the Macarena-</b> 4x	<b>Quick draw</b> Mixture of x.	<b>Beat the clock</b> 7x	<b>How much money is in my pot?</b> Range of counting.	<b>Fishy, fishy fingers.</b> Number bonds to the next 10.
6 13	<b>Fizz buzz</b> 3/6	<b>Beat the clock</b> 8x	<b>Quick draw</b> Mixtures of qs.	<b>Show me</b> Mixture of qs.	<b>Challenge the champ.</b> doubles
7 14	<b>Fizz buzz</b> 3/9	<b>Buzz off</b> Counting back from 0.	<b>Counting stick.</b> 4x	<b>Half up, half down</b> Mixture.	<b>Beat the clock</b> 6x

## Year 4 Summer 1 and 2 activities:

### Chanting:

Traditional chanting on times table up to 12x.

### Beat the clock:

Using <http://flashmaths.co.uk/viewFlash.php?id=2> see how many they can answer in the time as a class- all writing answers on wbs.

### Chant to the Macarena:

Children chant the x table using the actions of the Macarena.

### Challenge the champ:

2 children stand at the front, teacher asks a question, e.g.  $6 \times 5$  First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

### Fizz buzz.

Children to stand in a circle counting up in 1s. Give them a number (eg 4) that they are looking for multiples of, this is fizz when they get to this number they say fizz. Can add in another multiple of- eg 8 when they reach a multiple of 8 they say buzz. When it is 4 and 8 they say fizz buzz- see the relationship between the two.

### Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

### Half and half, up and down:

Work in pairs. Partner one says the number sentence, partner two says the answer, from 1x up to 10x, then swap roles and count back from 10x to 1x

### Clap and pat:

2-4 x table

Clap hands as you say 2, pat knees to say 4, clap for 6, pat for 8 etc

Then only say the multiples of 4 as you pat,

Clap, 4, clap, 8 etc