

Year Four STEM Sentences

Number and Place Value [NPV]	Number Facts [NF]	Addition and Subtraction [AS]	Multiplication and Division [MD]	Fractions [F]	Geometry [G]	Measurement [M]
<p>One part is ____.</p> <p>The other part is ____.</p> <p>The whole is ____</p> <p>The digit ____ has a value of ____ thousands...</p> <p>The whole is ____ and the parts are ____</p> <p>There are ten hundreds in one thousand.</p> <p>I can partition ____ into ____ hundreds ____ tens and ____ ones.</p> <p>____ is between ____ and ____</p> <p>The previous multiple of one thousand is ____.</p> <p>The next multiple of one thousand is ____.</p> <p>The whole is divided into one hundred equal parts; ____ parts is ____ hundredths.</p> <p>____ is greater than/less than/equal to ____</p>	<p>____ times ____ is equal to ____</p> <p>One tenth can be written as 0.1, so ____ tenths can be written as ____.</p> <p>If I know ____ then I know ____.</p> <p>____ is the previous whole number. ____ is the next whole number.</p> <p>One thousand more/less than ____ is ____</p> <p>We can exchange one thousand for ten hundreds.</p> <p>If the hundreds digit is four or less we round down. If the hundreds digit is five or more we round up.</p> <p>I say ____ - point - ____, but I think ____ and ____ tenth(s).</p>	<p>The calculation tells me I need to add/subtract the numbers.</p> <p>If the column total is equal to ten or more we must regroup.</p> <p>Whole minus/subtract a part is equal to the difference.</p> <p>I will regroup one hundred for ten tens.</p> <p>____ plus ____ is equal to ____</p> <p>____ thousand add ____ thousand is equal to ____.</p> <p>When we subtract, we start with the whole</p> <p>____ tenths/hundredths plus ____ tenths/hundredths is equal to ____.</p> <p>____ tenths/hundredths minus ____ tenths/hundredths is equal to ____.</p>	<p>When zero is a factor, the product is zero.</p> <p>For every group of one twelve, there are two groups of six.</p> <p>All multiple of tens have a ones digit of zero.</p> <p>____ is divided into groups of ____.</p> <p>There are ____ groups and a remainder of ____.</p> <p>Products in the ____ time table are also in the ____ time table.</p> <p>The remainder is always less than the divisor.</p> <p>When we divide, the whole is known and the number of parts or the value of the parts is also known.</p> <p>All multiples of one hundred have both a tens and ones digit of zero.</p>	<p>The line is divided into ____ equal parts. This allows us to count in ____.</p> <p>The denominator is ____.</p> <p>This means that the whole has been split into ____ equal parts.</p> <p>When a whole number is multiplied by a unit fraction, it makes the whole number smaller.</p> <p>The parts are ____ and ____.</p> <p>The total or whole is ____.</p> <p>When comparing fractions with the same denominator, the greater the numerator, the greater the fraction.</p>	<p>The perimeter of a square is four times the length of one of the sides.</p> <p>To find the area of a rectangle, multiply the length by the width.</p> <p>The distance around the edge of the ____ is its perimeter.</p> <p>If two lines never meet it is called a parallel line.</p> <p>A ____ has ____ sides and ____ vertices.</p> <p>A ____ has ____ faces, ____ edges and ____ vertices.</p>	<p>One centimetre is one hundredth of a metre, so we can write one centimetre as zero-point-zero-one.</p> <p>Ten centimetres is one tenth of a metre so we can write ten centimetres as zero-point one.</p> <p>Ten groups of ten pence is equal to one pound, so ten pence is one tenth of a pound.</p> <p>One hundred groups of one penny is equal to one pound, so one penny is one hundredth of a pound.</p> <p>Ten groups of one penny is equal to ten pence, so one penny is one tenth of ten pence.</p>
Reasoning STEMS		It's possible if ____		I solved this problem by ____		
The calculation which represents this is ____		It is simpler if we ____		This is the same because ____.		
				This is different because ____.		