## Maths - Year 4

Numbers and the Number System 4: Introducing negative number

| Key Vocabulary |  |
| :--- | :--- |
| Negative <br> numbers | Negative numbers show amounts below <br> zero, e.g. -3. |
| Positive num- <br> bers | Positive numbers show amounts above <br> zero. |
| Horizontal | A straight line parallel to the horizon. |
| vertical | A straight line at right angles to the horizon. |
| Increasing | Getting larger in number or size. |
| Decreasing | Getting smaller in number or size. |
| Magnitude | Refers to the size of something. |
| Degrees Cel- <br> sius ( $\left.{ }^{\circ} \mathrm{C}\right)$ | Measurement used to describe <br> temperature. |

## Mathematical Skills

- Explain that the larger the negative number, the further it is from 0.
- Read negative number notation on a vertical scale e.g. on a thermometer using degrees Celsius ( ${ }^{\circ} \mathrm{C}$ ) - Explain that the magnitude of negative numbers increases as temperature falls.
- Spot the symmetry in numbers increasing and decreasing either side of 0 on the number line.
- Compare and order negative numbers.
- Relate the negative and positive numbers on the number line to the passage of years BCE and CE.
- Explain that both direction and distance (or size) are involved when making forward and backward movements on the number line.


## Mathematical Methods

- Understanding negative numbers.


Negative numbers in the context of temperature.


Negative number lines.


Warmer and colder.


- Negative numbers and timelines.



## Can you..?

Count backwards in ones from 7 to -20?

Work out the three coldest months in the South Pole.

|  | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| South Pole $\left({ }^{\circ} \mathrm{C}\right)$ | -28 | -41 | -54 | -57 | -57 | -58 | -60 | -60 | -59 | -51 | -38 | -28 |
| Cape Town, <br> South Africa $\left({ }^{\circ} \mathrm{C}\right)$ | 22 | 23 | 21 | 18 | 16 | 13 | 13 | 13 | 14 | 16 | 18 | 20 |

Complete the number line


