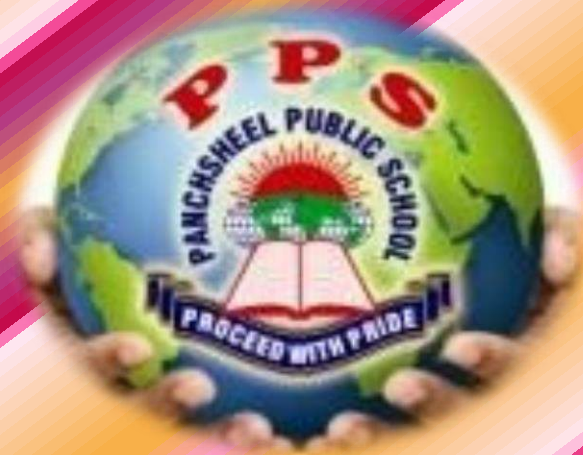


PANCHSHEEL PUBLIC SCHOOL
SESSION 2024-25
ENTRANCE EXAMINATION



CLASS - 4
SYLLABUS
STUDY MATERIAL
SAMPLE PAPER

MATHEMATICS

SYLLABUS

Class - 4

1. Routine counting

- Paly with number
- Place value
- Successor and predecessor
- Expanded form/short form

2. Standard withdrawal

- Subtracting 4- and 5-digit numbers
(with/without borrowing)

3. Ordinary allocation

- Division by 2-digit numbers
- Division by 10 and 100



PANCHSHEEL PUBLIC SCHOOL

10+2 Senior Secondary School (Affiliated & Recognized by CBSE)

Jaitpur, Badarpur, New Delhi-44

SESSION - 2024-25

ENTRANCE EXAM

STUDY MATERIAL AND SAMPLE PAPER

CHAPTER – 1 ROUTINE COUNTING

INTRODUCTION:

The value refers to the worth of each digit depending on where it lies in the number.

Why is learning about numbers important?













Numbers help us compare, measure, order, add, subtract and solve problems of all kind.



PLACE VALUE: Place value is the value of each digit in a number

Place Value Picnic

Directions: Read the number and write each digit in the place it belongs to gather all of the supplies for a picnic! The first one is done for you.

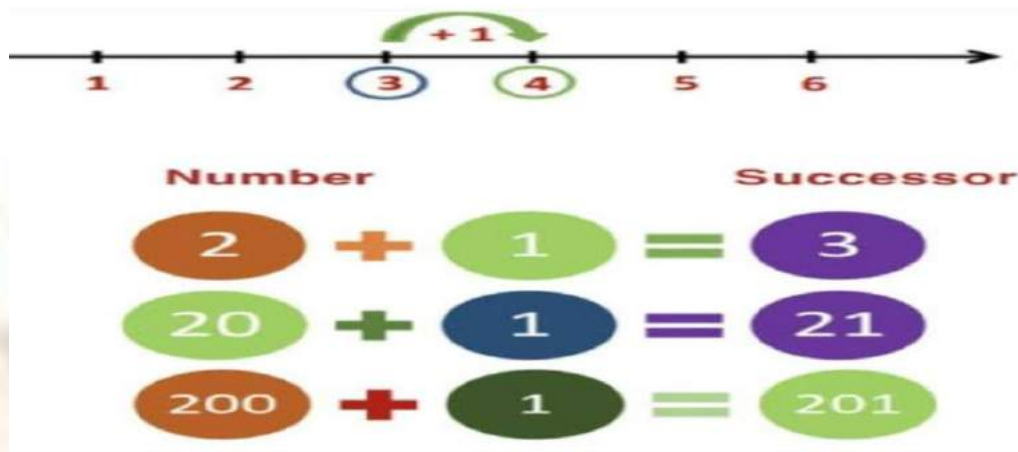
175 1 hundreds 7 tens 5 ones 	892 _____ hundreds _____ tens _____ ones 	246 _____ hundreds _____ tens _____ ones 
953 _____ hundreds _____ tens _____ ones 	364 _____ hundreds _____ tens _____ ones 	781 _____ hundreds _____ tens _____ ones 
417 _____ hundreds _____ tens _____ ones 	628 _____ hundreds _____ tens _____ ones 	539 _____ hundreds _____ tens _____ ones 
267 _____ hundreds _____ tens _____ ones 	432 _____ hundreds _____ tens _____ ones 	971 _____ hundreds _____ tens _____ ones 

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- ❖ Successor and predecessor are used for the terms / numbers that are just after or just before any term / number.



For example : $67 - 1 = 66$ is the predecessor of 67.



EXPANDED FORM / SHORT FORM

- ❖ When we write a number as a sum of place value of its digits, the number is said to be in expanded form and when we write a number using digits, the number is said to be in short form.
- ❖ Expanded form is a way to write a number by adding the value of its digits.

<u>WRITE IN SHORT FORM</u>	
$4000+300+50+6$	$= 4356$
$5000+600+70+0$	$= 5670$
$8000+300+30+4$	$= 8334$
$5000+600+40+3$	$= 5643$

CHAPTER – 2 STANDARD WITHDRAWAL

The operation or process of finding the difference between two numbers or quantities is known as standard withdrawal.

Subtraction is also known as Standard Withdrawal.

$$\begin{array}{r} 70 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 876 \\ - 456 \\ \hline \end{array}$$

PROPERTIES OF SUBTRACTION

PROPERTY 1: ZERO PROPERTY

0 is always taken as the subtrahend.

$$5 - 0 = 5 \quad \Rightarrow$$

When we subtract 0 from 5, we get the difference 5.

Thus, when we subtract 0 from a number, the difference will be the number itself.



PROPERTY 2: SUBTRACTION OF A NUMBER FROM ITSELF

If we subtract a number from itself, the difference is always 0.

If we subtract 3 from 3 the difference is 0.



$$\begin{array}{l} 3 - 3 = 0 \\ 6 - 6 = 0 \end{array}$$



PROPERTY 3: ORDER PROPERTY

In subtraction, the order in which the numbers are subtracted are important

$$\begin{array}{l} 9 - 7 = 2 \\ 7 - 9 = ? \end{array} \quad \Rightarrow$$


If the subtrahend is greater than the minuend, the answer is less than 0.

Therefore, you can't change the order of the numbers. The bigger number should always be written first.




SUBTRACTION OPERATION

- A minuend is the number from which the other number is subtracted.
- A subtrahend is the number which is to be subtracted from the minuend.
- A difference is the final result after subtracting the subtrahend from minuend.

 Name: _____

Column Subtraction



Solve the equations.

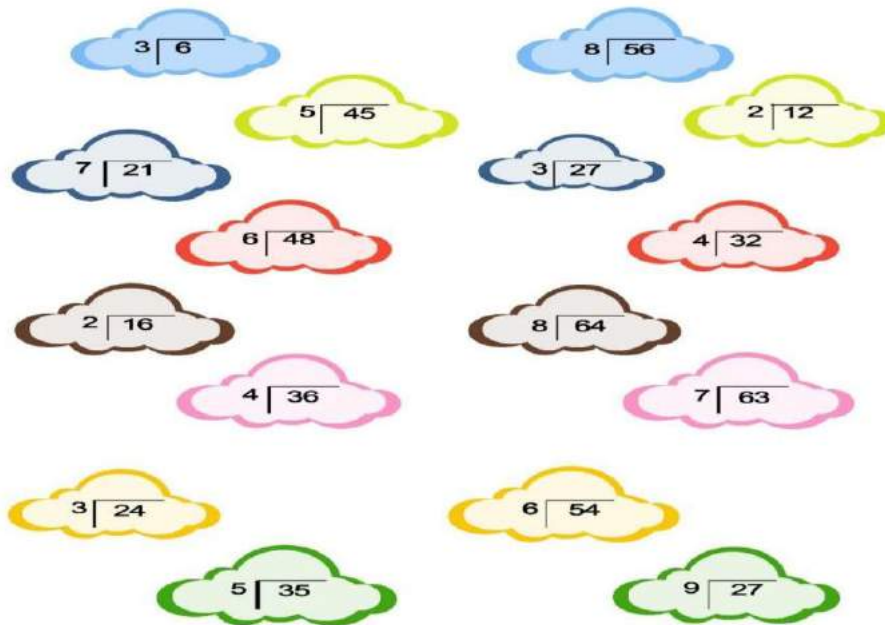
1. $\begin{array}{r} 85 \\ - 69 \\ \hline \end{array}$	2. $\begin{array}{r} 96 \\ - 39 \\ \hline \end{array}$	3. $\begin{array}{r} 57 \\ - 29 \\ \hline \end{array}$	4. $\begin{array}{r} 95 \\ - 56 \\ \hline \end{array}$
5. $\begin{array}{r} 374 \\ - 225 \\ \hline \end{array}$	6. $\begin{array}{r} 876 \\ - 429 \\ \hline \end{array}$	7. $\begin{array}{r} 352 \\ - 249 \\ \hline \end{array}$	8. $\begin{array}{r} 985 \\ - 528 \\ \hline \end{array}$
9. $\begin{array}{r} 446 \\ - 328 \\ \hline \end{array}$	10. $\begin{array}{r} 285 \\ - 192 \\ \hline \end{array}$	11. $\begin{array}{r} 476 \\ - 382 \\ \hline \end{array}$	12. $\begin{array}{r} 756 \\ - 492 \\ \hline \end{array}$

Worksheet 2

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CHAPTER – 3 ORDINARY ALLOCATION

- ❖ Division is a mathematical operation which involves the sharing of an amount into equal-sized groups.
- ❖ Ordinary allocation means Division.



Long Division	Divide:	$\begin{array}{r} 2 \\ 3 \overline{) 74} \\ \underline{6} \\ 14 \end{array}$ <p>Dividing 7 tens by 3, we get 2 tens, and some extra.</p>
	Multiply:	$\begin{array}{r} 2 \\ 3 \overline{) 74} \\ \underline{6} \end{array}$ <p>3×2 tens = 60 tens.</p>
	Subtract:	$\begin{array}{r} 2 \\ 3 \overline{) 74} \\ \underline{-6} \\ 1 \end{array}$ <p>Subtracting 6 tens from 7 tens</p>
	Bring down:	$\begin{array}{r} 2 \\ 3 \overline{) 74} \\ \underline{-6} \\ 14 \end{array}$ <p>1 tens 4 ones = 14 ones</p>
	Repeat or find the Remainder:	$\begin{array}{r} 24 \\ 3 \overline{) 74} \\ \underline{-6} \\ 14 \\ \underline{-12} \\ 2 \end{array}$ <p>Dividing 14 ones by 3, we get 4 ones and some extra. 3×4 ones = 12 ones. Remainder</p>
	Check:	<p>Check your answer: Dividend = Divisor \times Quotient + Remainder</p>

- ❖ While dividing numbers, we break down a larger number into smaller number such that the multiplication of those smaller numbers will be equal to the larger number taken.

Divisor ← 8) 105 → Dividend

13 → Quotient

 - 8

 —

 25

 - 24

 —

 1 → Remainder

Dividend = Divisor × Quotient + Remainder

105 = 8 × 13 + 1

SAMPLE PAPER

Q.1) Solve this ____

There were 823 people attending a soccer game after 37 people left. How many people were at the game before the people left?



Q.2)

Marcus was given this puzzling pattern and asked to complete it. Which two numbers should he should write next?

4, 7, 11, 14, 18, 21, 25, _____, _____



Q.3)

Marc puts 16 photos in an album. If there are 4 cards in each column, how many columns are there?

Q.4)

Jill wrote the number 730,918. She challenged Jane to rearrange the digits to create the highest possible number. What number did Jane make?