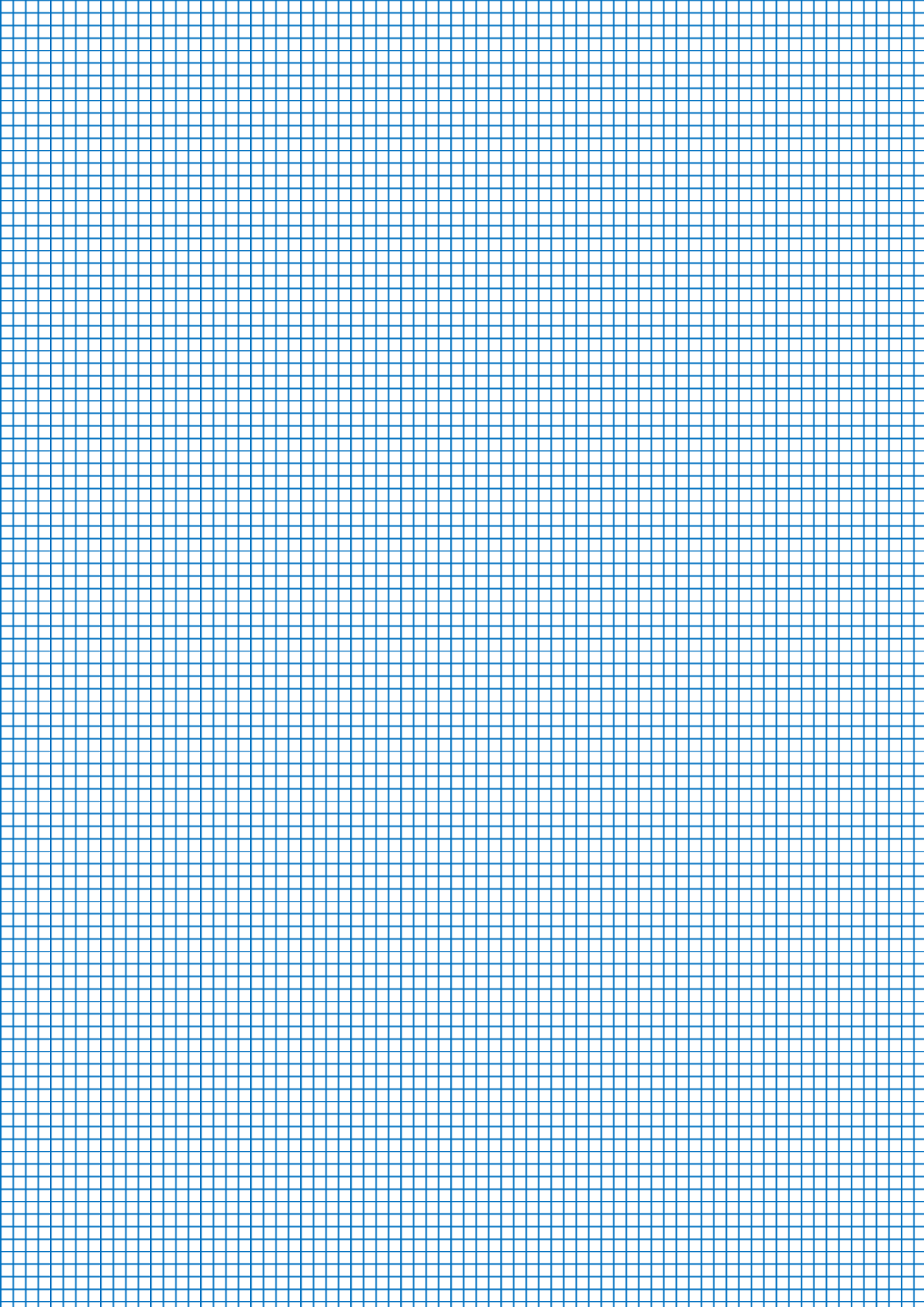


RAF Benson Community Primary School

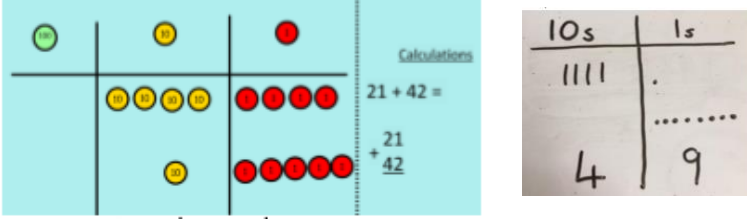
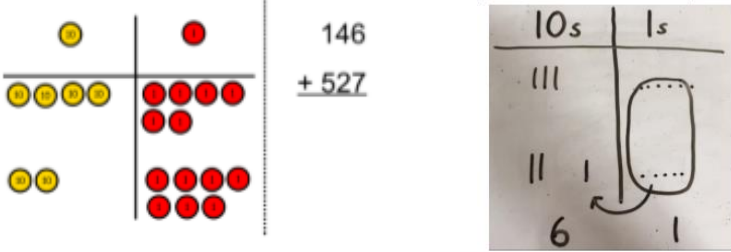
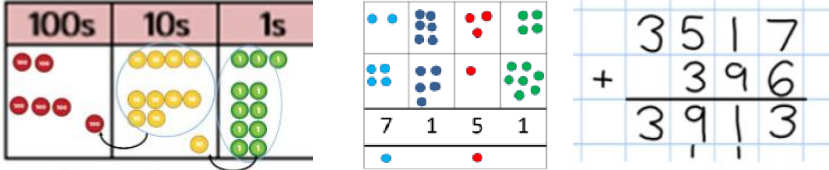




ADDITION

Children in Year 4 need to be able to:

- add numbers with up to 4 digits using the formal written method of column addition
- solve two-step addition problems in contexts, deciding which operations and methods to use and why

STRATEGIES	EXAMPLES
<p>Column Addition— no regrouping (friendly numbers)</p>	 <p>Represent numbers using pv counters or draw lines for the tens and dots for the ones.</p>
<p>Column Addition with regrouping</p>	 <p>Draw a representation of the grid to support their understanding, carrying the ten underneath the line</p>
<p>add numbers with up to 4 digits</p>	 <p>Draw representations using place value grid. (Can circle when they make an exchange.)</p>

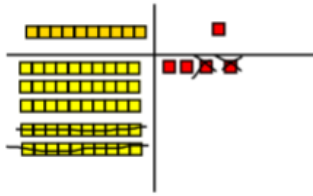
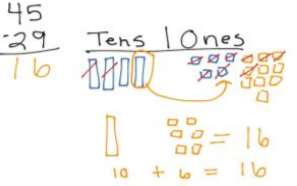
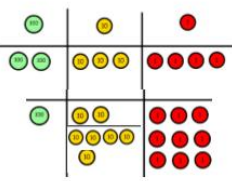
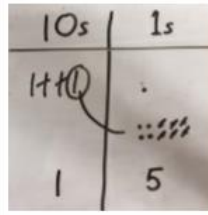
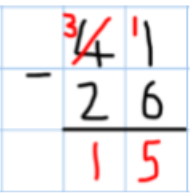
KEY LANGUAGE

Add, equals, greater/more than, parts, whole, partition, bonds, thousands, hundreds, tens, ones, column addition, place value, regroup, exchange.

SUBTRACTION

Children in Year 4 need to be able to:

- subtract numbers with up to 4 digits using the formal written method of column addition
- solve two-step subtraction problems in contexts, deciding which operations and methods to use and why
- estimate and use inverse operations to check answers to a calculation

STRATEGIES	EXAMPLES
<p>Column subtraction without regrouping (friendly numbers)</p>	 <p>Calculations</p> $\begin{array}{r} 47 \\ - 24 \\ \hline 23 \end{array}$ $47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ <p>Set out in columns using drawings of ones and tens with formal and partitioned method to support understanding.</p>
<p>Column subtraction with regrouping</p>	 $\begin{array}{r} 45 \\ - 29 \\ \hline 16 \end{array}$ <p>Tens Ones</p> $\begin{array}{r} 836 \\ - 254 \\ \hline 582 \end{array}$ $836 - 254 = 582$ $\begin{array}{r} 728 \\ - 582 \\ \hline 146 \end{array}$ $728 - 582 = 146$ <p>Start using drawings of ones and tens and crossing off and partitioned method to support understanding of exchanging.</p>
<p>Subtracting tens and ones with up to 4 digits</p>	<p>234 - 179</p>    <p>Represent the numbers pictorially to show exchange. When using the column method reinforce that when they exchange the 10 they still have 41 because $30 + 11 = 41$.</p>

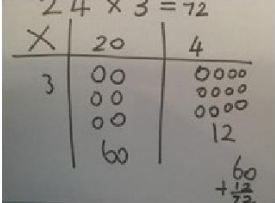






KEY LANGUAGE

Subtract, take-away, minus, equals, less than, parts, whole, thousands, hundreds, tens, ones, column subtraction, place value, regroup, exchange.

MULTIPLICATION

Children in Year 4 need to be able to:

- recall multiplication facts for times tables up to 12×12
- use place value and known facts to multiply mentally, including: by 0, 1 and 3 numbers
- recognise and use factor pairs and relationships in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using written layout
- solve problems involving multiplying and adding

STRATEGIES	EXAMPLES															
<p>Grid method multiplying 3-digit numbers by 1-digit</p>	 <table border="1" data-bbox="834 824 1098 904"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>$210 + 35 = 245$</p> <table border="1" data-bbox="1153 768 1386 936"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> <p>Start using counters/shapes to create arrays. Multiply by one digit and show the clear addition alongside the grid. Move onto multiplying by 2 digits with different rows.</p>	x	30	5	7	210	35		10	8	10	100	80	3	30	24
x	30	5														
7	210	35														
	10	8														
10	100	80														
3	30	24														
<p>Column multiplication</p>	<table border="1" data-bbox="595 1171 900 1391"> <tr> <td>10s</td> <td>1s</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>6</td> <td>9</td> </tr> </table> <p>3×23</p> <p>$3 \times 20 = 60$ $3 \times 3 = 9$ $60 + 9 = 69$</p> $\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$ <p>Children can continue to represent the counters pictorially to support. Move to column multiplication, partition the numbers to show where the digits come from.</p>	10s	1s			6	9									
10s	1s															
																
6	9															

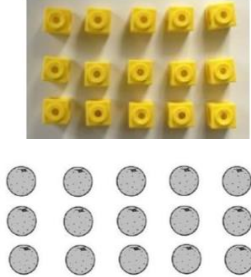
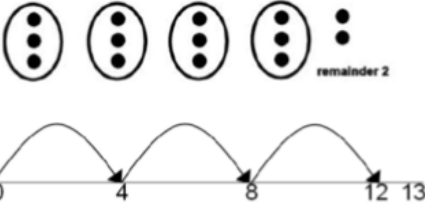
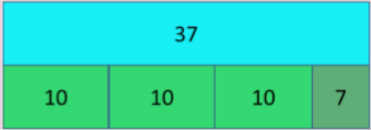
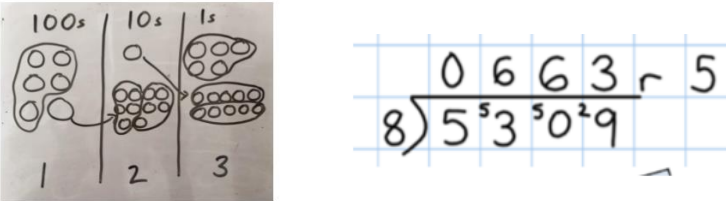
KEY LANGUAGE

Multiply, times, repeated addition, groups of, multiple, equal, double, array, partition, inverse, grid, ones, tens, digits, column multiplication.

DIVISION

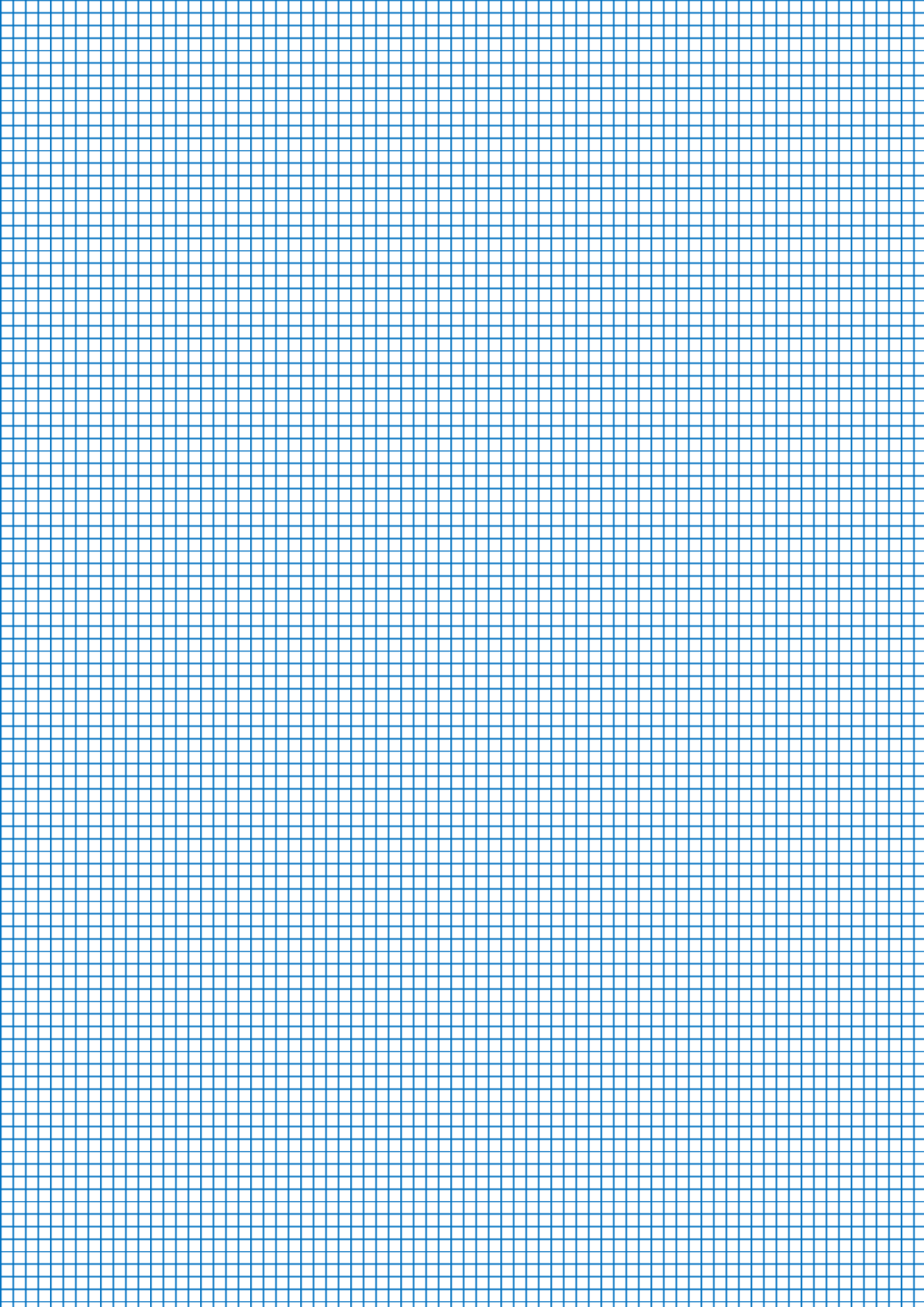
Children in Year 4 need to be able to:

- recall division facts for times tables up to 12×12
- use place value, known and derived facts to divide mentally, including dividing by 1

STRATEGIES	EXAMPLES
<p>Division with arrays</p>	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>
<p>Division with remainders</p>	  <p>Divide objects between groups and see how many are left over. Jump forwards in groups on a number line and see how many more you need to jump to find a remainder.</p>
<p>Short division</p>	 <p>Children can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups. Encourage them to move towards counting in multiples to divide more efficiently.</p>

KEY LANGUAGE

Divide, halving, sharing, groups of, equal, repeated subtraction, remainder, array, inverse, short division.



USEFUL WEBSITES

Times Tables:

www.multiplication.com/games/all-games

www.bbc.co.uk/teach/skillswise/maths

<http://gamequarium.com/multiplication>

All Maths:

<https://www.mathplayground.com>

<https://login.mathletics.com>

<https://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities>

<https://www.topmarks.co.uk/maths-games>