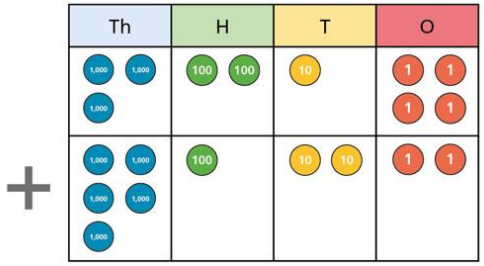
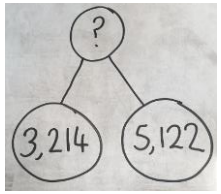
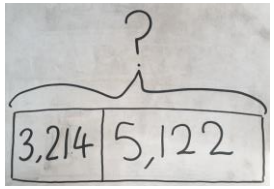
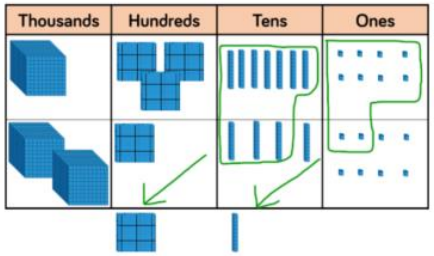
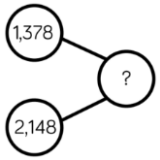
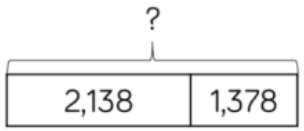
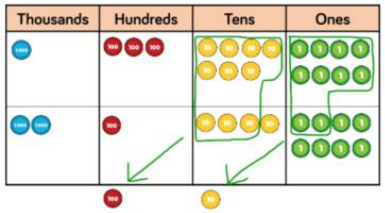
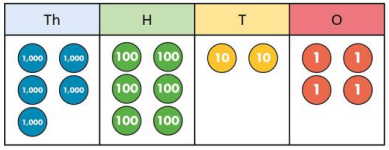
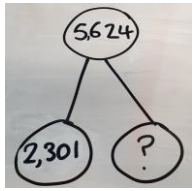
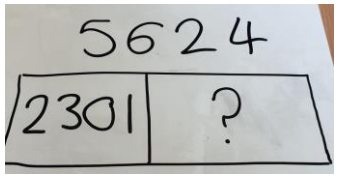
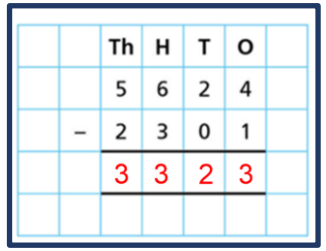
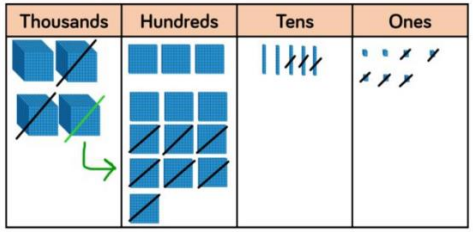
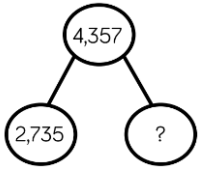
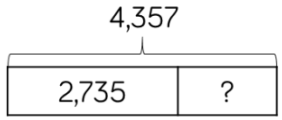
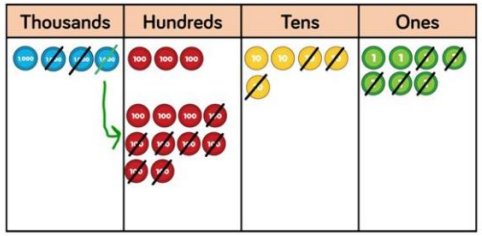
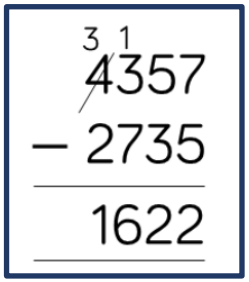
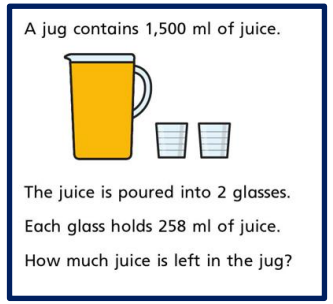
Year 4 Calculations Policy

Year 4 Addition

Objective / Strategy	Concrete	Pictorial	Abstract
Adding two 4-digit numbers (no exchange)	Calculate 3,214 + 5,122 Counters are an effective concrete resource to use on a place value grid: 	Calculate 3,214 + 5,122 Represent pictorially:  	Calculate 3,214 + 5,122 Use the formal column method: Th H T O 3 2 1 4 + 5 1 2 2 8 3 3 6 Moving on to applying knowledge to multi step Word Problems /Reasoning Style questions
Adding two 4-digit numbers (with exchange)	1,378 + 2,148 = 3,526 A range of concrete resources could be used such as Base 10:  (A place value chart is most effective in explaining the process of exchanging)	1,378 + 2,148 = 3,526 Represent pictorially:   	1,378 + 2,148 = 3,526 Use the formal column method: 1 3 7 8 + 2 1 4 8 3 5 2 6 1 1 Moving on to applying knowledge to multi step Word Problems /Reasoning Style questions

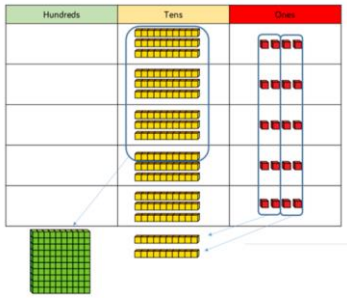
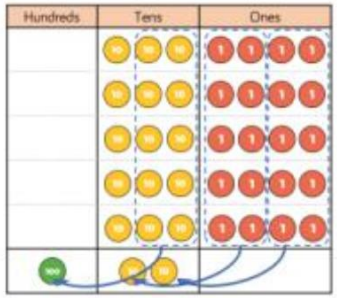
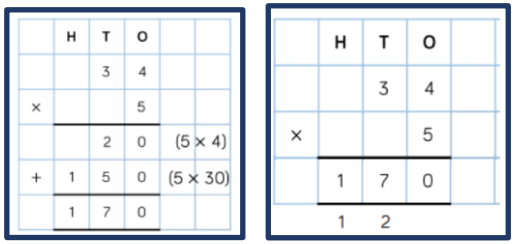
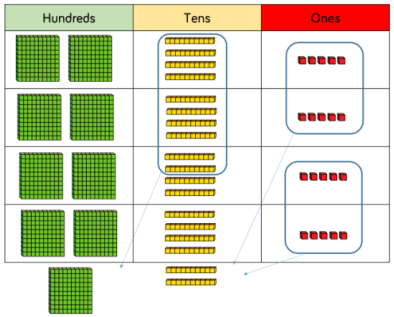
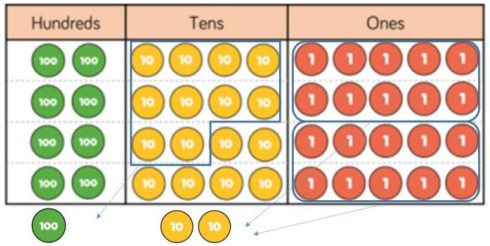
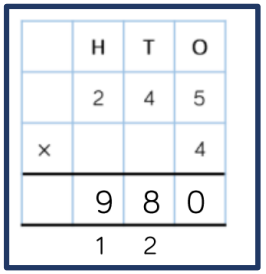
Key Vocabulary: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

Year 4 Subtraction

Objective / Strategy	Concrete	Pictorial	Abstract
Subtracting two 4-digit numbers (no exchange)	5,624 – 2,301 = ☐ Counters are an effective concrete resource to use on a place value grid: 	5,624 – 2,301 = ☐ Represent pictorially:  	5,624 – 2,301 = ☐ Use the formal column method: 
Subtracting two 4-digit numbers (with exchange)	4,357 – 2,735 = 1,622 A range of concrete resources could be used such as Base 10: 	4,357 – 2,735 = 1,622 Represent pictorially:   	4,357 – 2,735 = 1,622 Use the formal column method:  Moving on to applying knowledge to multi step Word Problems /Reasoning Style questions: 

Key Vocabulary: take away, less than, the difference, subtract, minus, fewer, decrease.

Year 4 Multiplication

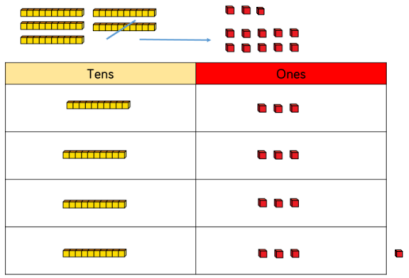
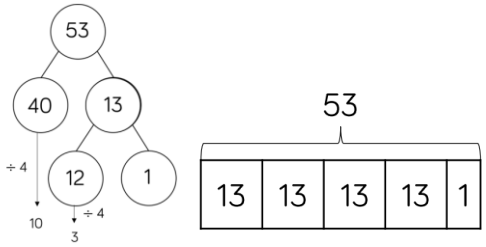
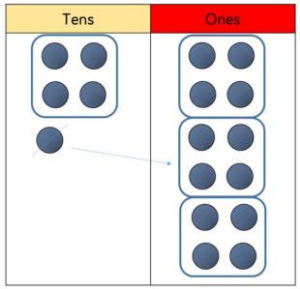
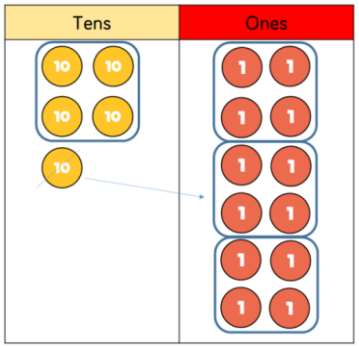
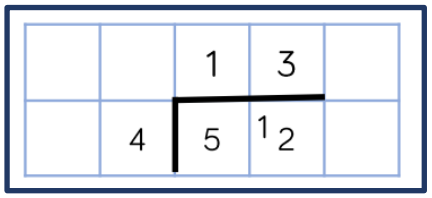
Objective / Strategy	Concrete	Pictorial	Abstract
Multiply 2 digits by 1 digit	$34 \times 5 = 170$ A range of concrete resources could be used such as Base 10: 	$34 \times 5 = 170$ Represent pictorially: 	$34 \times 5 = 170$ Teachers may want to use the expanded column method before moving to the short method:  Moving on to applying knowledge to multi step Word Problems /Reasoning Style questions
Multiply 3 digits by 1 digit	$245 \times 4 = 980$ A range of concrete resources could be used such as Base 10: 	$245 \times 4 = 980$ Represent pictorially: 	$245 \times 4 = 980$ Encourage the use of the formal column short method:  Moving on to applying knowledge to multi step Word Problems /Reasoning Style questions

Multiplcation Tables: Childrne in Year 4 are expected to learn their 6, 7, 9, 11 and 12 times tables.

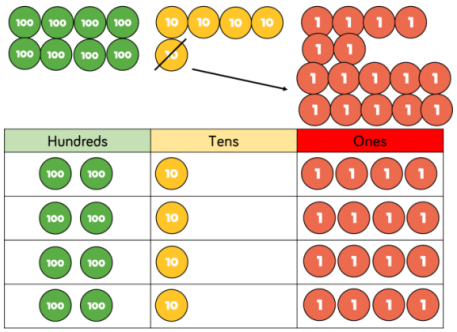
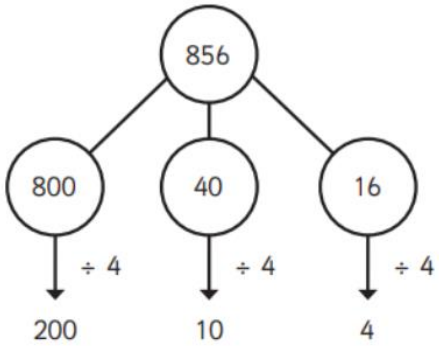
Encourge children to count in multiples both forwards and backwards and to notice patterns, a range of concrete maniplulatives can also be used.

Key Vocabulary: double, times, multiplied by, the product of, groups of, lots of, equal groups.

Year 4 Division

Objective / Strategy	Concrete	Pictorial	Abstract
Divide 2 digits by 1 digit (sharing with remainders)	$52 \div 4 = 13$ r1 A range of concrete resources could be used such as Base 10:  (Starting with the equipment outside the place value grid will highlight remainders as they will be left outside the grid once equal groups have been made)	$52 \div 4 = 13$ r1 Represent pictorially:  (Flexible partitioning using the part whole model will support the method used with concrete resources)	$52 \div 4 = 13$ r1
Divide 2 digits by 1 digit (grouping)	$52 \div 4 = 13$ A range of concrete resources could be used such as counters:  (Children use grouping, starting with the largest place value they group by the divisor)	$52 \div 4 = 13$ Represent pictorially: 	$52 \div 4 = 13$ Introduce the formal method: 

Year 4 Division

Objective / Strategy	Concrete	Pictorial	Abstract
Divide 3 digits by 1 digit (sharing)	$844 \div 4 = 211$ A range of concrete resources could be used such as counters:  (children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between rows)	$844 \div 4 = 211$ Represent pictorially:  (Flexible partitioning using the part whole model will support the method used with concrete resources)	$844 \div 4 = 211$
Key Vocabulary: share, group, divide, divided by, half.			