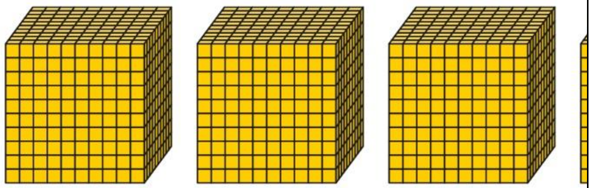
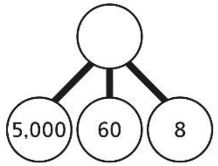
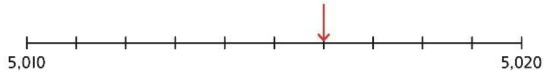
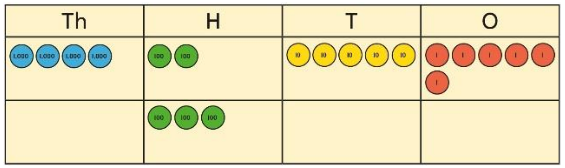
Calculation Policy – Year 4

Year 4			
Year 4 Addition	**Concrete**	**Pictorial**	**Abstract**
Understanding numbers to 10,000	Use place value equipment to understand the place value of 4-digit numbers.  *4 thousands equal 4,000.* *1 thousand is 10 hundreds.*	Represent numbers using place value counters once children understand the relationship between 1,000s and 100s.  *2,000 + 500 + 40 + 2 = 2,542*	Understand partitioning of 4-digit numbers, including numbers with digits of 0.  *5,000 + 60 + 8 = 5,068* Understand and read 4-digit numbers on a number line. 
Choosing mental methods where appropriate	Use unitising and known facts to support mental calculations. *Make 1,405 from place value equipment.* *Add 2,000.* *Now add the 1,000s.* *1 thousand + 2 thousands = 3 thousands* *1,405 + 2,000 = 3,405*	Use unitising and known facts to support mental calculations.  *I can add the 100s mentally.* *200 + 300 = 500* *So, 4,256 + 300 = 4,556*	Use unitising and known facts to support mental calculations. *4,256 + 300 = ?* *2 + 3 = 5* *200 + 300 = 500* *4,256 + 300 = 4,556*

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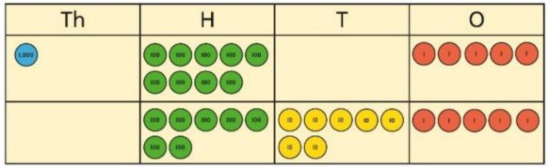
Column addition with exchange

Use place value equipment on a place value grid to organise thinking.

Ensure that children understand how the columns relate to place value and what to do if the numbers are not all 4-digit numbers.

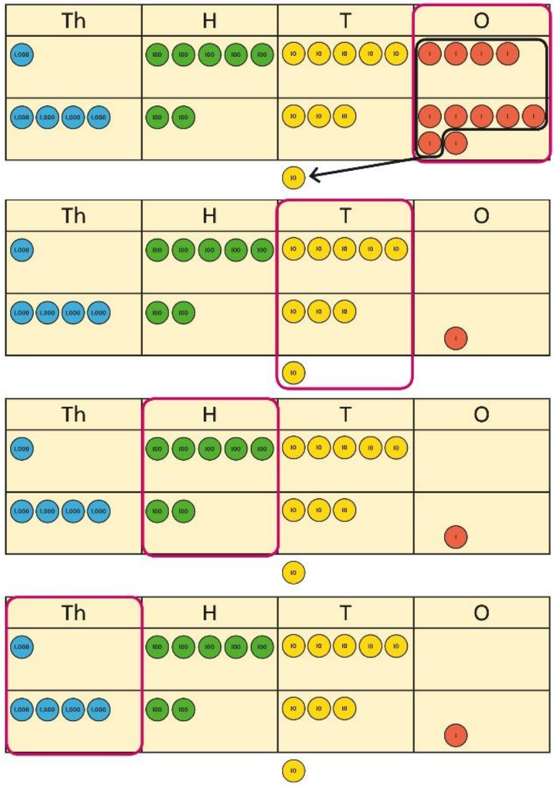
Use equipment.to show 1,905 + 775.



Why have only three columns been used for the second row? Why is the Thousands box empty?

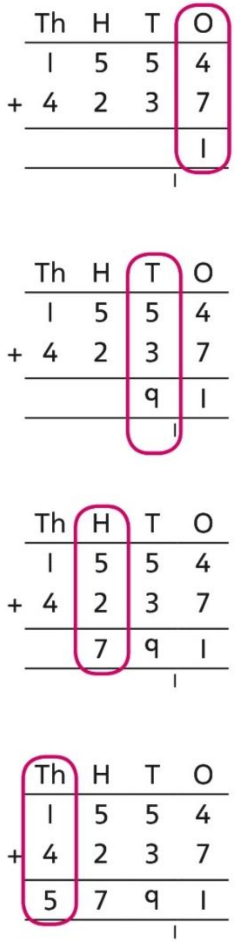
Which columns will total 10 or more?

Use place value equipment to model required exchanges.



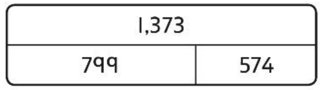
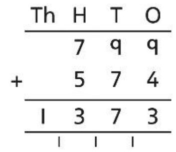
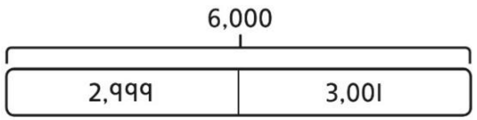
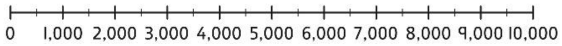
Include examples that exchange in more than one column.

Use a column method to add, including exchanges.

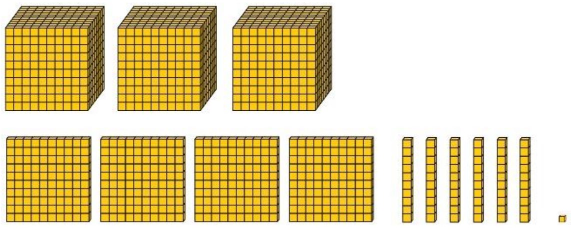
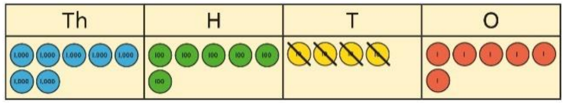
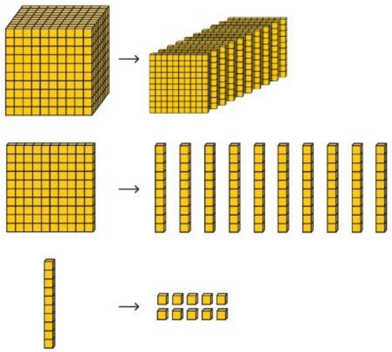
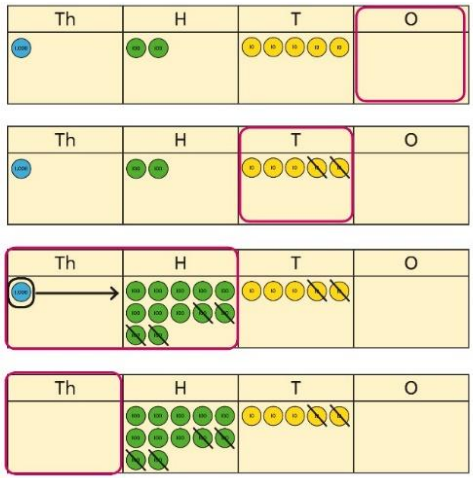


Include examples that exchange in more than one column.

Calculation Policy – Year 4

Representing additions and checking strategies		Bar models may be used to represent additions in problem contexts, and to justify mental methods where appropriate.  *I chose to work out 574 + 800, then subtract 1.*  *This is equivalent to 3,000 + 3,000.*	Use rounding and estimating on a number line to check the reasonableness of an addition.  *912 + 6,149 = ?* *I used rounding to work out that the answer should be approximately 1,000 + 6,000 = 7,000.*

Calculation Policy – Year 4

Year 4 Subtraction			
Choosing mental methods where appropriate	Use place value equipment to justify mental methods.  *What number will be left if we take away 300?*	Use place value grids to support mental methods where appropriate.  *7,646 − 40 = 7,606*	Use knowledge of place value and unitising to subtract mentally where appropriate. *3,501 − 2,000* *3 thousands − 2 thousands = 1 thousand* *3,501 − 2,000 = 1,501*
Column subtraction with exchange	Understand why exchange of a 1,000 for 100s, a 100 for 10s, or a 10 for 1s may be necessary. 	Represent place value equipment on a place value grid to subtract, including exchanges where needed. 	Use column subtraction, with understanding of the place value of any exchange required.

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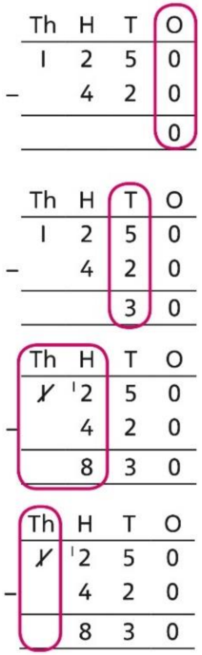
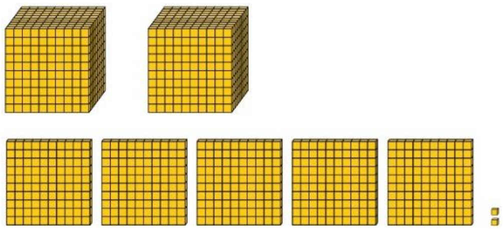
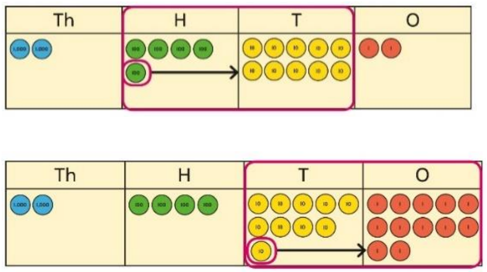
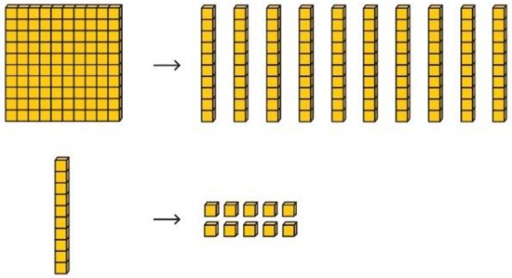
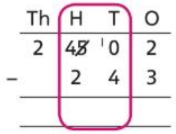
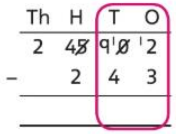
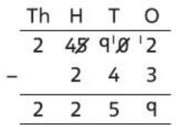
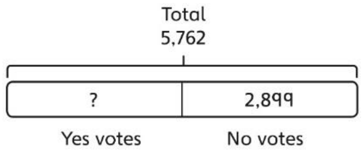
			
Column subtraction with exchange across more than one column	Understand why two exchanges may be necessary. *2,502 − 243 = ?*  *I need to exchange a 10 for some 1s, but there are not any 10s here.*	Make exchanges across more than one column where there is a zero as a place holder. *2,502 − 243 = ?* 	Make exchanges across more than one column where there is a zero as a place holder. *2,502 − 243 = ?*

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td>

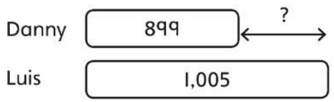



</td>
</tr>
<tr>
<td>Representing subtractions and checking strategies</td>
<td></td>
<td>Use bar models to represent subtractions where a part needs to be calculated.

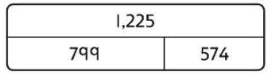


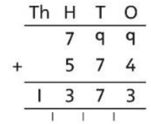
I can work out the total number of Yes votes using 5,762 − 2,899.

Bar models can also represent ‘find the difference’ as a subtraction problem.


</td>
<td>Use inverse operations to check subtractions.

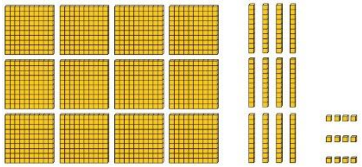
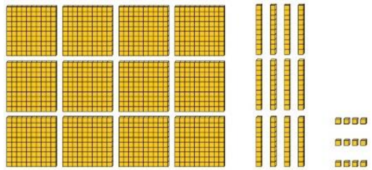
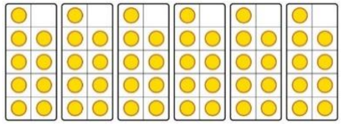
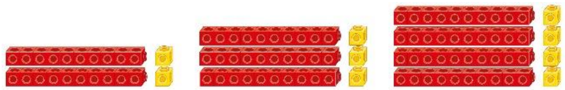
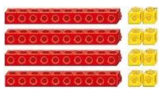
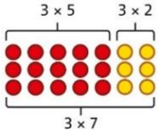
I calculated 1,225 − 799 = 574.
I will check by adding the parts.



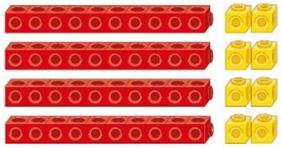
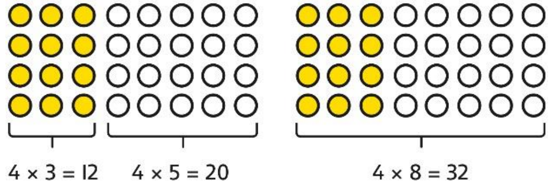
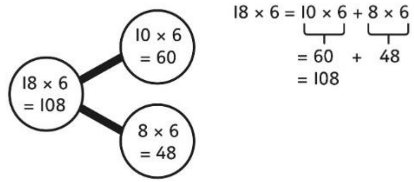
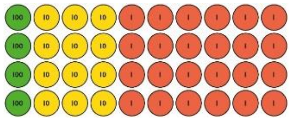
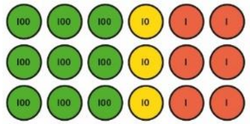


The parts do not add to make 1,225.
I must have made a mistake.</td>
</tr>
</table>

Calculation Policy – Year 4

Year 4 Multiplication			
Multiplying by multiples of 10 and 100	Use unitising and place value equipment to understand how to multiply by multiples of 1, 10 and 100.  *3 groups of 4 ones is 12 ones.* *3 groups of 4 tens is 12 tens.* *3 groups of 4 hundreds is 12 hundreds.*	Use unitising and place value equipment to understand how to multiply by multiples of 1, 10 and 100.  *3 × 4 = 12* *3 × 40 = 120* *3 × 400 = 1,200*	Use known facts and understanding of place value and commutativity to multiply mentally. *4 × 7 = 28* *4 × 70 = 280* *40 × 7 = 280* *4 × 700 = 2,800* *400 × 7 = 2,800*
Understanding times-tables up to 12 × 12	Understand the special cases of multiplying by 1 and 0.   *5 × 1 = 5* *5 × 0 = 0*	Represent the relationship between the ×9 table and the ×10 table.  Represent the ×11 table and ×12 tables in relation to the ×10 table.  *2 × 11 = 20 + 2* *3 × 11 = 30 + 3* *4 × 11 = 40 + 4*  *4 × 12 = 40 + 8*	Understand how times-tables relate to counting patterns. Understand links between the ×3 table, ×6 table and ×9 table *5 × 6 is double 5 × 3* ×5 table and ×6 table *I know that 7 × 5 = 35* *so I know that 7 × 6 = 35 + 7.* ×5 table and ×7 table *3 × 7 = 3 × 5 + 3 × 2*  ×9 table and ×10 table *6 × 10 = 60* *6 × 9 = 60 − 6*

Calculation Policy – Year 4

Understanding and using partitioning in multiplication	Make multiplications by partitioning. *4 × 12 is 4 groups of 10 and 4 groups of 2.*  *4 × 12 = 40 + 8*	Understand how multiplication and partitioning are related through addition.  *4 × 3 = 12* *4 × 5 = 20* *12 + 20 = 32* *4 × 8 = 32*	Use partitioning to multiply 2-digit numbers by a single digit. *18 × 6 = ?*  *18 × 6 = 10 × 6 + 8 × 6* *= 60 + 48* *= 108*
Column multiplication for 2- and 3-digit numbers multiplied by a single digit	Use place value equipment to make multiplications. *Make 4 × 136 using equipment.*  *I can work out how many 1s, 10s and 100s.* *There are 4 × 6 ones… 24 ones* *There are 4 × 3 tens … 12 tens* *There are 4 × 1 hundreds … 4 hundreds* *24 + 120 + 400 = 544*	Use place value equipment alongside a column method for multiplication of up to 3-digit numbers by a single digit.  $\begin{array}{rrrr} & 3 & 1 & 2 \\ \times & & & 3 \\ \hline & 9 & 3 & 6 \\ \hline \end{array}$	Use the formal column method for up to 3-digit numbers multiplied by a single digit. $\begin{array}{rrrr} & 3 & 1 & 2 \\ \times & & & 3 \\ \hline & 9 & 3 & 6 \\ \hline \end{array}$ Understand how the expanded column method is related to the formal column method and understand how any exchanges are related to place value at each stage of the calculation. $\begin{array}{rrrr} & & 2 & 3 \\ \times & & & 5 \\ \hline & & 1 & 5 \\ & 1 & 0 & 0 \\ \hline & 1 & 1 & 5 \\ \hline \end{array}$ $\begin{array}{rrrr} & & 2 & 3 \\ \times & & & 5 \\ \hline & 1 & 1 & 5 \\ \hline & & 1 & \end{array}$

St Mary's
Catholic Primary School and Nursery

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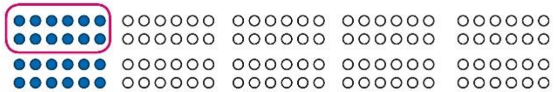
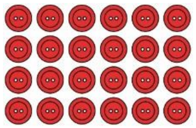
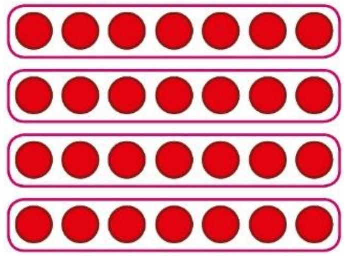
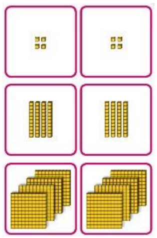
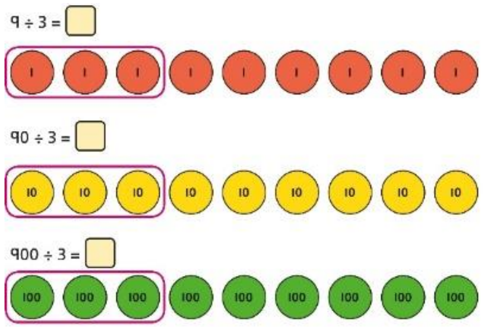
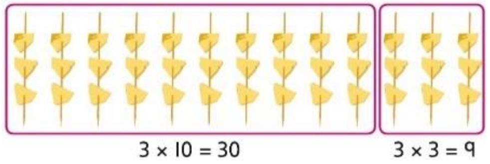
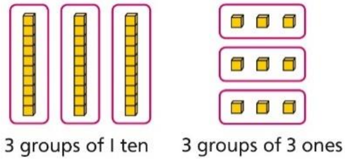
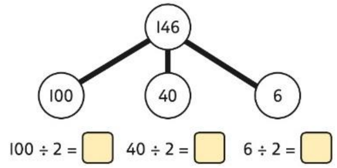
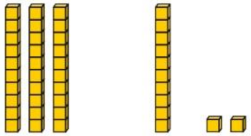
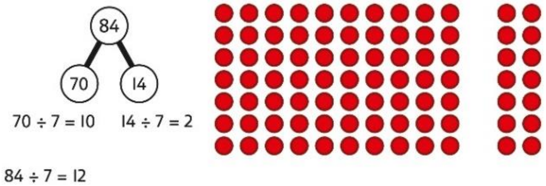
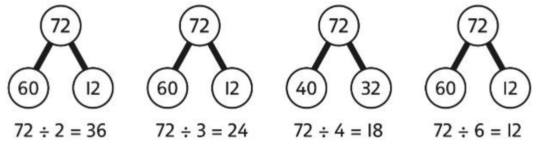
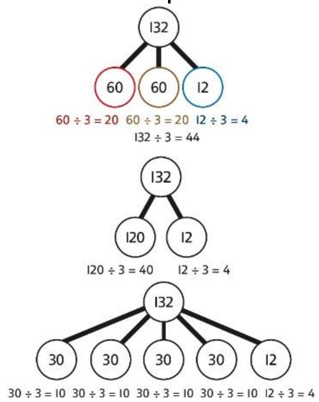
Multiplying more than two numbers	Represent situations by multiplying three numbers together.  *Each sheet has 2 × 5 stickers.* *There are 3 sheets.* *There are 5 × 2 × 3 stickers in total.* $\underbrace{5 \times 2} \times 3 = 30$ $10 \times 3 = 30$	Understand that commutativity can be used to multiply in different orders.  *2 × 6 × 10 = 120* *12 × 10 = 120* *10 × 6 × 2 = 120* *60 × 2 = 120*	Use knowledge of factors to simplify some multiplications. *24 × 5 = 12 × 2 × 5* $12 \times \underbrace{2 \times 5} =$ $12 \times 10 = 120$ So, 24 × 5 = 120

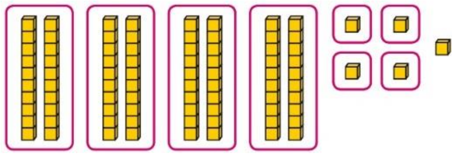
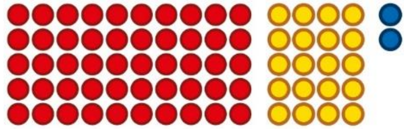
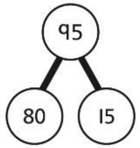
Calculation Policy – Year 4

Year 4 Division			
Understanding the relationship between multiplication and division, including times-tables	Use objects to explore families of multiplication and division facts.  *4 × 6 = 24* *24 is 6 groups of 4.* *24 is 4 groups of 6.* *24 divided by 6 is 4.* *24 divided by 4 is 6.*	Represent divisions using an array. 	Understand families of related multiplication and division facts. *I know that 5 × 7 = 35* *so I know all these facts:* *5 × 7 = 35* *7 × 5 = 35* *35 = 5 × 7* *35 = 7 × 5* *35 ÷ 5 = 7* *35 ÷ 7 = 5* *7 = 35 ÷ 5* *5 = 35 ÷ 7*
Dividing multiples of 10 and 100 by a single digit	Use place value equipment to understand how to use unitising to divide.  *8 ones divided into 2 equal groups* *4 ones in each group* *8 tens divided into 2 equal groups* *4 tens in each group* *8 hundreds divided into 2 equal groups* *4 hundreds in each group*	Represent divisions using place value equipment.  *9 ÷ 3 = 3* *9 tens divided by 3 is 3 tens.* *9 hundreds divided by 3 is 3 hundreds.*	Use known facts to divide 10s and 100s by a single digit. *15 ÷ 3 = 5* *150 ÷ 3 = 50* *1500 ÷ 3 = 500*

Calculation Policy – Year 4

Dividing 2-digit and 3-digit numbers by a single digit by partitioning into 100s, 10s and 1s	Partition into 10s and 1s to divide where appropriate. *39 ÷ 3 = ?*  *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	Partition into 100s, 10s and 1s using Base 10 equipment to divide where appropriate. *39 ÷ 3 = ?*  *39 = 30 + 9* *30 ÷ 3 = 10* *9 ÷ 3 = 3* *39 ÷ 3 = 13*	Partition into 100s, 10s and 1s using a part-whole model to divide where appropriate. *142 ÷ 2 = ?*  *100 ÷ 2 = 50* *40 ÷ 2 = 20* *6 ÷ 2 = 3* *50 + 20 + 3 = 73* *142 ÷ 2 = 73*
Dividing 2-digit and 3-digit numbers by a single digit, using flexible partitioning	Use place value equipment to explore why different partitions are needed. *42 ÷ 3 = ?* *I will split it into 30 and 12, so that I can divide by 3 more easily.* 	Represent how to partition flexibly where needed. *84 ÷ 7 = ?* *I will partition into 70 and 14 because I am dividing by 7.* 	Make decisions about appropriate partitioning based on the division required.  Understand that different partitions can be used to complete the same division. 

Calculation Policy – Year 4

Understanding remainders	Use place value equipment to find remainders. *85 shared into 4 equal groups* *There are 24, and 1 that cannot be shared.* 	Represent the remainder as the part that cannot be shared equally.  *72 ÷ 5 = 14 remainder 2*	Understand how partitioning can reveal remainders of divisions.  *80 ÷ 4 = 20* *12 ÷ 4 = 3* *95 ÷ 4 = 23 remainder 3*