

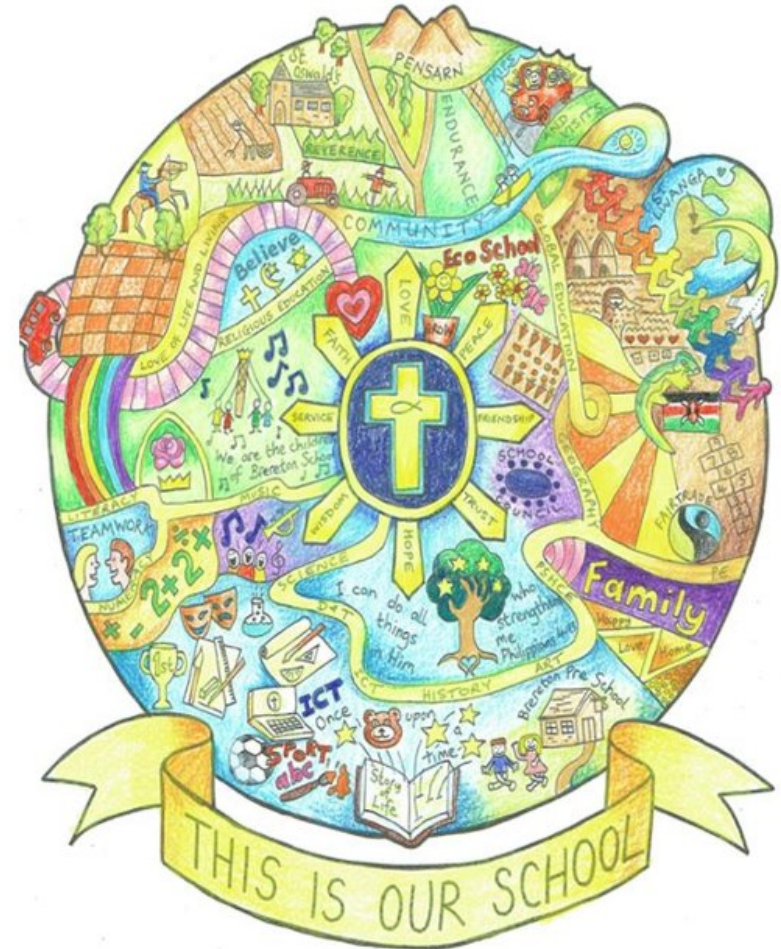


BREERTON CHURCH OF ENGLAND
PRIMARY SCHOOL

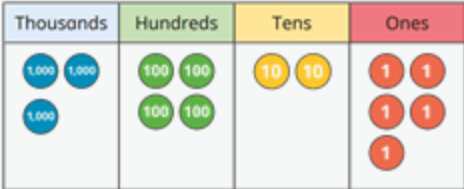







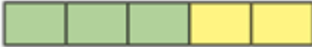
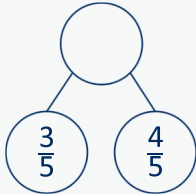
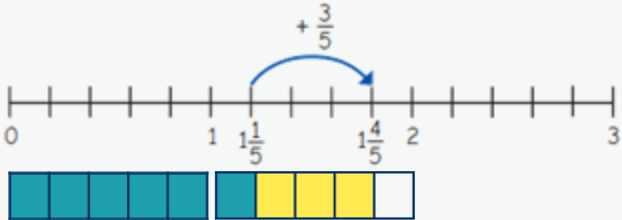
Diocesan Academies Trust

Year 4
Maths Calculation Policy



Addition

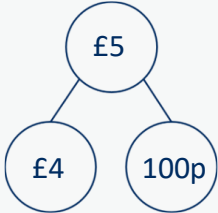
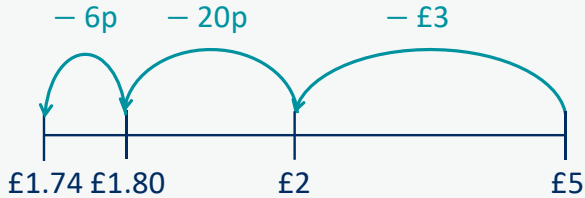
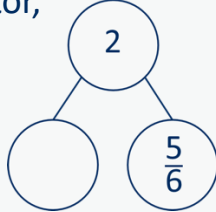
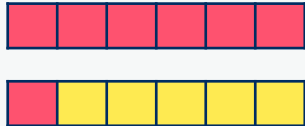
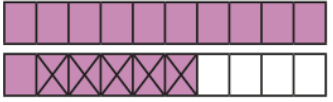
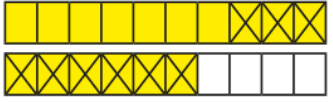
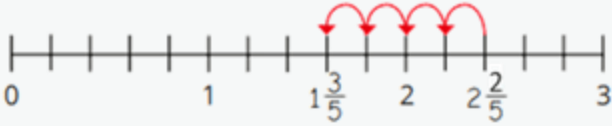
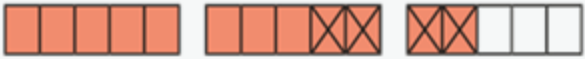
<p>Year 4</p>	<ul style="list-style-type: none"> Add numbers with up to 4 digits using a formal written method. Solve simple measure and money problems involving fractions and decimals to 2 decimal places. Add fractions with the same denominator. 	
<p>Progression of skills</p>	<p>Key representations</p>	
<p>Add 1s, 10s and 100s to a 4-digit number</p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds/thousands column will increase by ...</p>  <p> $3,425 + 3 =$ $3,425 + 300 =$ $3,425 + 30 =$ $3,425 + 3,000 =$ </p>	<p>What patterns do you notice?</p> <p> $2,350 + 3 =$ $2,350 + 30 =$ $2,350 + 300 =$ $2,350 + 3,000 =$ </p> <p> $6,040 + 200 =$ $2,211 + \square = 2,251$ $6,040 + 500 =$ $2,211 + \square = 2,215$ $6,040 + 900 =$ $2,211 + \square = 2,511$ </p>
<p>Add up to two 4-digit numbers</p> <p>Formal written method with up to 3 exchanges. Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<p>There are ... ones/tens/hundreds so I do/do not need to make an exchange.</p> <p>I can exchange 10 ... for 1 ...</p>  	

Progression of skills	Key representations	
<p>Add decimal numbers in the context of money</p> <p>Emphasis on partitioning and use of number lines rather than formal written calculations.</p>	<p>... pence + ... pence = ... pence ... pounds + ... pounds = ... pounds</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>45p + 25p = 70p £2 + £3 = £5 £5 + 70p = £5.70</p>	<p>£3.25 can be partitioned into £3 + 20p + 5p</p> 
<p>Add fractions and mixed numbers with the same denominator beyond 1 whole</p>	<p>When adding fractions with the same denominator, I only add the numerator. ... fifths + ... fifths = ... fifths</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	

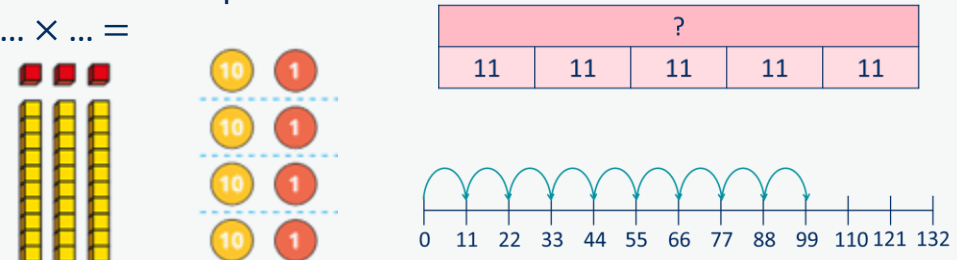

Subtraction

<p>Year 4</p>	<ul style="list-style-type: none"> Subtract numbers with up to 4 digits using a formal written method. Solve simple measure and money problems involving fractions and decimals to 2 decimal places. Subtract fractions with the same denominator. 																																																													
<p>Progression of skills</p>	<p>Key representations</p>																																																													
<p>Subtract 1s, 10s, 100s and 1,000s from a 4-digit number</p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p>	<p>The ones/tens/hundreds/thousands column will decrease by ...</p> <table border="1" data-bbox="576 564 1038 749"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1,000 1,000 1,000</td> <td>100 100 100 100</td> <td>10 10</td> <td>1 1 1 1 1</td> </tr> </tbody> </table> <p>3,425 - 2 = 3,425 - 200 = 3,425 - 20 = 3,425 - 2,000 =</p>	Thousands	Hundreds	Tens	Ones	1,000 1,000 1,000	100 100 100 100	10 10	1 1 1 1 1	<p>What patterns do you notice?</p> <p>4,356 - 3 = 4,356 - 30 = 4,356 - 300 = 4,356 - 3,000 =</p> <p>4,433 - <input type="text"/> = 4,430 4,433 - <input type="text"/> = 4,033 4,433 - <input type="text"/> = 4,403</p>																																																				
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<p>Subtract up to two 4-digit numbers</p> <p>Formal written method with up to 3 exchanges. Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<p>I need to subtract... ones/tens/hundreds. I do/do not need to make an exchange.</p> <p>I can exchange 1... for 10...</p> <table border="1" data-bbox="1073 992 1570 1316"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1,000 1,000 1,000</td> <td>100 100</td> <td>10 10 10</td> <td>1 1 1</td> </tr> <tr> <td></td> <td>100</td> <td>10 10 10</td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td>10 10 10</td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td>10</td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1 1 1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1 1 1</td> </tr> </tbody> </table> <table border="1" data-bbox="1605 1035 1895 1282"> <thead> <tr> <th></th> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>3</td> <td>2</td> <td>4</td> <td>8</td> </tr> <tr> <td>-</td> <td>2</td> <td>1</td> <td>4</td> <td>8</td> </tr> <tr> <td></td> <td>1</td> <td>0</td> <td>5</td> <td>8</td> </tr> </tbody> </table>		Th	H	T	O	1,000 1,000 1,000	100 100	10 10 10	1 1 1		100	10 10 10	1 1 1			10 10 10	1 1 1			10	1 1 1				1 1 1				1 1 1				1 1 1				1 1 1				1 1 1		Th	H	T	O		3	2	4	8	-	2	1	4	8		1	0	5	8
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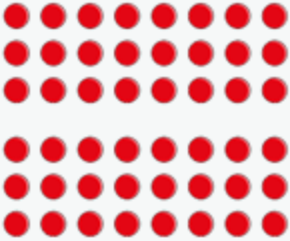
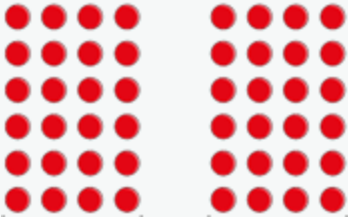
Subtraction

Progression of skills	Key representations	
<p>Subtract decimal numbers in the context of money</p> <p>Emphasis here is on partitioning and use of number lines rather than formal written calculations.</p>	<p>I can partition £... into £... and 100p</p> <p>$£... - £... = £...$ $100p - ...p = ...p$</p> <p>£5 – £3.26 $£4 - £3 = £1$ $100p - 26p = 74p$ $£5 - £3.26 = £1.74$</p> 	<p>£3.26 can be partitioned into £3 + 20p + 6p</p> 
<p>Subtract fractions and mixed numbers with the same denominator</p> <p>Include subtracting fractions from wholes.</p>	<p>When subtracting fractions with the same denominator, I only subtract the numerator.</p> <p>... tenths – ... tenths = ... tenths</p>    $\frac{16}{10} - \frac{5}{10}$  $\frac{16}{10} - \frac{9}{10}$  	

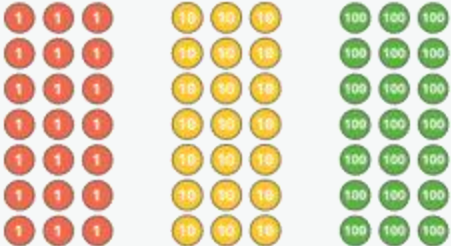
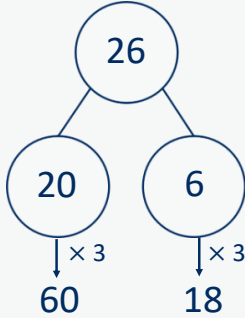

Multiplication

<p>Year 4</p>	<ul style="list-style-type: none"> Recall multiplication facts for multiplication tables up to 12×12 Use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 																																																																																																					
<p>Progression of skills</p>	<p>Key representations</p>																																																																																																					
<p>Times-table facts to 12×12</p> <p>Encourage daily counting in multiples both forwards and back. Encourage children to notice links between related times-tables.</p>	<p>... groups of ... = ... times ... is equal to \times ... =</p> 	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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<p>Multiply by 1 and 0</p>	<p>Any number multiplied by 1 is equal to ... Any number multiplied by 0 is equal to ...</p> 	<p>... \times ... = ...</p> <table> <tr><td>$1 \times 1 = 1$</td><td>$1 \times 0 = 0$</td></tr> <tr><td>$2 \times 1 = 2$</td><td>$2 \times 0 = 0$</td></tr> <tr><td>$3 \times 1 = 3$</td><td>$3 \times 0 = 0$</td></tr> <tr><td>$4 \times 1 = 4$</td><td>$4 \times 0 = 0$</td></tr> </table>	$1 \times 1 = 1$	$1 \times 0 = 0$	$2 \times 1 = 2$	$2 \times 0 = 0$	$3 \times 1 = 3$	$3 \times 0 = 0$	$4 \times 1 = 4$	$4 \times 0 = 0$																																																																																												
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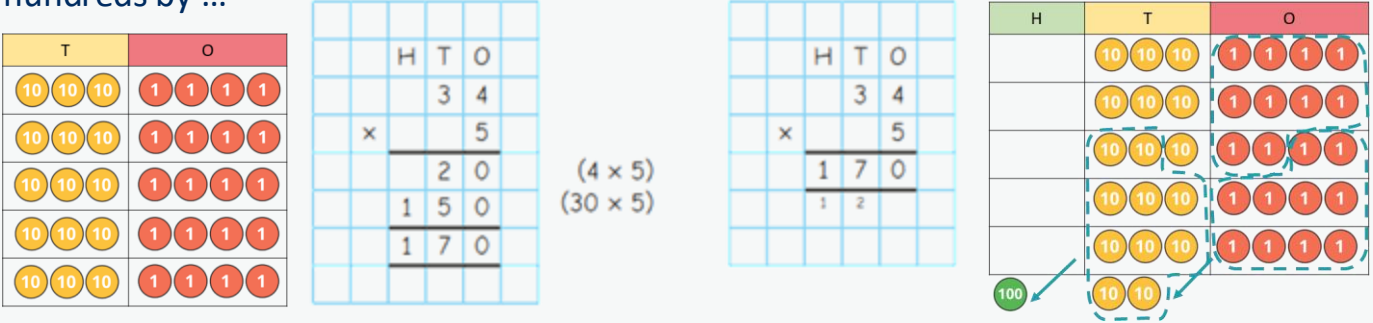
Multiplication

Progression of skills	Key representations																													
<p>Multiply 3 numbers</p> <p>Children use their understanding of commutativity to multiply more efficiently.</p>	<p>To work out ... \times ... \times ..., I can first calculate ... \times ... and then multiply the answer by ...</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> $4 \times 2 \times 3 = 8 \times 3 = 24$ $2 \times 3 \times 4 = 6 \times 4 = 24$ $3 \times 4 \times 2 = 12 \times 2 = 24$ </div> </div>																													
<p>Factor pairs</p> <p>Children explore equivalent calculations using different factors pairs.</p>	<p>$12 = \dots \times \dots$, so ... \times 12 = ... \times ... \times ...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>$8 \times 6 = 8 \times 3 \times 2$ $8 \times 6 = 24 \times 2$</p> </div> <div style="text-align: center;">  <p>$6 \times 8 = 6 \times 4 \times 2$ $6 \times 8 = 24 \times 2$</p> </div> </div>																													
<p>Multiply by 10 and 100</p> <p>Some children may over-generalise that multiplying by 10 or 100 always results in adding zeros. This will cause issues later when multiplying decimals.</p>	<p>When I multiply by 10, the digits move ... place value column to the left. ... is 10 times the size of ...</p> <div style="display: flex; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 100px;"> <tr><th>H</th><th>T</th><th>O</th></tr> <tr><td></td><td>●●</td><td>●●●●</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 100px;"> <tr><th>H</th><th>T</th><th>O</th></tr> <tr><td>●●</td><td>●●●●</td><td></td></tr> </table> <div style="margin-left: 20px;"> $35 \times 10 = 350$ </div> </div>	H	T	O		●●	●●●●	H	T	O	●●	●●●●		<p>When I multiply by 100, the digits move ... place value columns to the left. ... is 100 times the size of ...</p> <div style="display: flex; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 150px;"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr> <tr><td></td><td></td><td>●</td><td>●●●●</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 150px;"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr> <tr><td>●</td><td>●●●●</td><td></td><td></td></tr> </table> <div style="margin-left: 20px;"> $14 \times 100 = 1,400$ </div> </div>	Th	H	T	O			●	●●●●	Th	H	T	O	●	●●●●		
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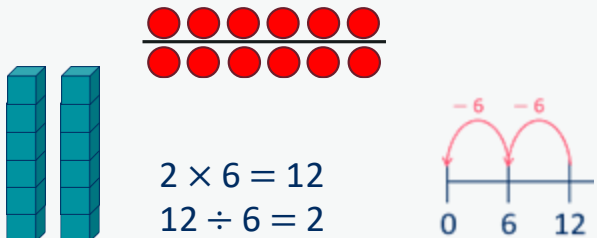
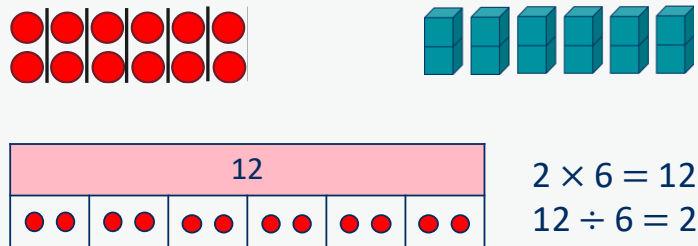




Multiplication

Progression of skills	Key representations				
<p>Related facts</p> <p>Use knowledge of multiplying by 10 and 100 to scale times-table facts.</p>	<p>... × ... ones is equal to ... ones so ... × ... tens is equal to ... tens and ... × ... hundreds is equal to ... hundreds.</p>  <p> $3 \times 7 = 21$ $7 \times 3 = 21$ $3 \times 70 = 210$ $7 \times 30 = 210$ $3 \times 700 = 2,100$ $7 \times 300 = 2,100$ </p>				
<p>Mental strategies</p> <p>Partition 2 or 3-digit numbers to multiply using informal methods.</p>	<p>... tens multiplied by ... is equal to ... tens. ...ones multiplied by ... is equal to ... ones.</p> <table border="1" data-bbox="576 803 903 1063"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>   <p> $3 \times 26 = 60 + 18 = 78$ $26 \times 8 = 80 + 80 + 48 = 208$ </p>	Tens	Ones		
Tens	Ones				




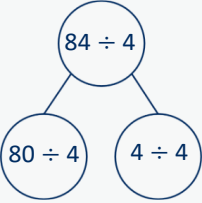
















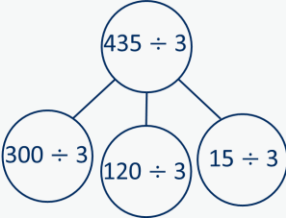











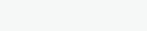











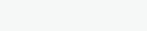



















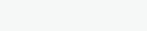
Multiplication

Progression of skills	Key representations																								
<p>Multiply a 2 or 3-digit number by a 1-digit number</p> <p>The short multiplication method is introduced for the first time, initially in an expanded form.</p>	<p>To multiply a 2-digit number by ... , I multiply the ones by ... and the tens by ... To multiply a 3-digit number by ... , I multiply the ones by ... , the tens by ... and the hundreds by ...</p> 																								
<p>Scaling</p> <p>Children focus on multiplication as scaling (... times the size).</p>	<p>... is ... times the size of ...</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="576 782 984 892"> <p>7</p> <p>7 7 7 7 7 7</p> <p>A computer mouse costs £7 A keyboard costs 6 times as much.</p> </div> <div data-bbox="1301 782 1777 892"> <p>6</p> <p>6 6 6 6 6 6 6</p> <p>A red ribbon is 6 cm. A yellow ribbon is 7 times as long.</p> </div> </div>																								
<p>Correspondence problems</p> <p>Encourage children to use tables to show all the different possible combinations.</p>	<p>For every ... , there are ... possibilities. There are ... × ... possibilities altogether.</p> <p>A pizza company offers a choice of 5 toppings and 3 bases.</p> <p>$5 \times 3 = 15$</p> <table border="1" data-bbox="1197 1063 1937 1306"> <thead> <tr> <th></th> <th>Deep pan</th> <th>Italian</th> <th>Thin</th> </tr> </thead> <tbody> <tr> <th>Cheese</th> <td>C DP</td> <td>C I</td> <td>C Th</td> </tr> <tr> <th>Mushroom</th> <td>M DP</td> <td>M I</td> <td>M Th</td> </tr> <tr> <th>Vegetable</th> <td>V DP</td> <td>V I</td> <td>V Th</td> </tr> <tr> <th>Chicken</th> <td>C DP</td> <td>C I</td> <td>C Th</td> </tr> <tr> <th>Tuna</th> <td>T DP</td> <td>T I</td> <td>T Th</td> </tr> </tbody> </table>		Deep pan	Italian	Thin	Cheese	C DP	C I	C Th	Mushroom	M DP	M I	M Th	Vegetable	V DP	V I	V Th	Chicken	C DP	C I	C Th	Tuna	T DP	T I	T Th
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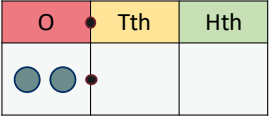
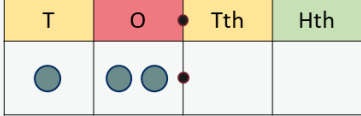
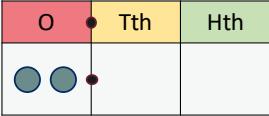
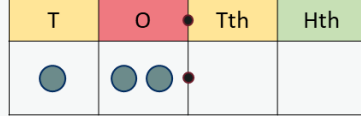
Division

<p>Year 4</p>	<ul style="list-style-type: none"> Recall division facts for multiplication tables up to 12×12 Use place value, known and derived facts to divide mentally, including: dividing by 1 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. 	
<p>Progression of skills</p>	<p>Key representations</p>	
<p>Division facts to 12×12</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... groups of ... in \div ... =</p>  <p>$2 \times 6 = 12$ $12 \div 6 = 2$</p>	<p>... has been shared equally into ... equal groups. ... \div ... =</p>  <p>$2 \times 6 = 12$ $12 \div 6 = 2$</p>
<p>Divide a number by 1 and itself</p> <p>Children may try to divide a number by zero and it should be highlighted that this is not possible.</p>	<p>When I divide a number by 1, the number remains the same.</p> <p>5 shared between 1 is 5 </p> <p>There are 5 groups of 1 in 5</p> 	<p>When I divide a number by itself, the answer is 1</p> <p>5 shared between 5 is 1</p>  <p>There is 1 group of 5 in 5</p> 

Division

Progression of skills	Key representations																										
<p>Related facts</p> <p>Link to known times-table facts.</p>	<p>... \div ... is equal to ... so ... tens \div ... is equal to ... tens and ... hundreds \div ... is equal to ... hundreds.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>21 \div 7 = 3</p> </div> <div style="text-align: center;">  <p>210 \div 7 = 30</p> </div> <div style="text-align: center;">  <p>2,100 \div 7 = 300</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>21 \div 3 = 7</p> <p>210 \div 3 = 70</p> <p>2,100 \div 3 = 700</p> </div> </div>																										
<p>Divide a 2 or 3-digit number by a 1-digit number</p> <p>Progress from divisions with no exchange, to divisions with exchange and then divisions with remainders.</p>	<p>I can partition ... into ... tens and ... ones.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">  </div> <div style="margin-left: 20px;"> <p>80 \div 4 = 20</p> <p>4 \div 4 = 1</p> <p>84 \div 4 = 21</p> </div> </div> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #f8bbd0;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones									<p>I cannot share the hundreds/tens equally, so I need to exchange 1 ... for 10 ...</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">  </div> <div style="margin-left: 20px;"> <p>300 \div 3 = 100</p> <p>120 \div 3 = 40</p> <p>15 \div 3 = 5</p> <p>435 \div 3 = 145</p> </div> </div> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #c8e6c9;">Hundreds</th> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #f8bbd0;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Hundreds	Tens	Ones												
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Division

Progression of skills	Key representations			
<p>Divide by 10 and 100</p> <p>Encourage children to notice that dividing by 100 is the same as dividing by 10 twice.</p>	<p>When I divide by 10, the digits move 1 place value column to the right. ... is one-tenth the size of ...</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>$2 \div 10 = 0.2$</p> </div> <div style="text-align: center;">  <p>$12 \div 10 = 1.2$</p> </div> </div>		<p>When I divide by 100, the digits move 2 place value columns to the right. ... is one-hundredth the size of ...</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>$2 \div 100 = 0.02$</p> </div> <div style="text-align: center;">  <p>$12 \div 100 = 0.12$</p> </div> </div>	