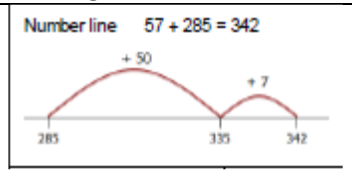
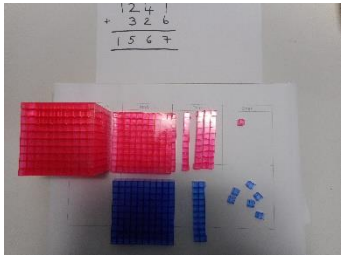
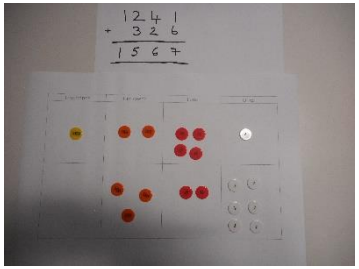
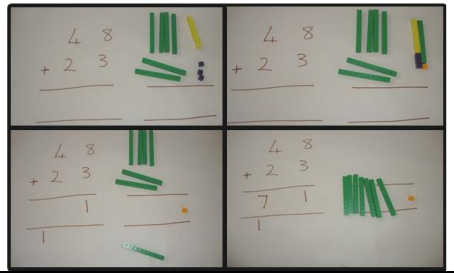
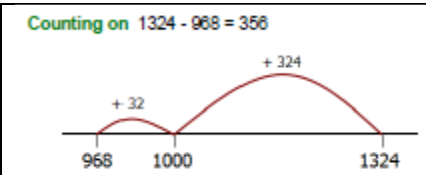
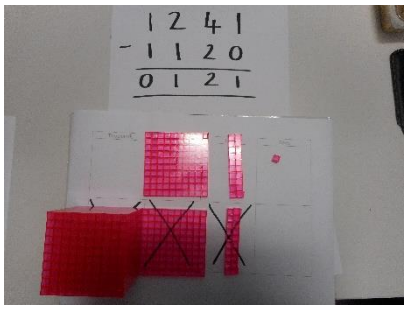
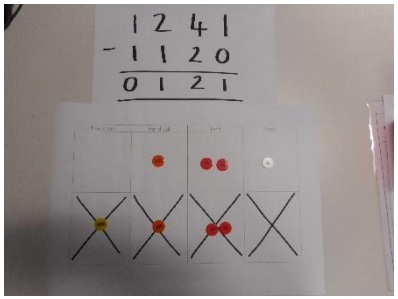
Year 4 Progression in maths

Addition	Pupils should be taught to: ▪ add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate ▪ estimate and use inverse operations to check answers to a calculation ▪ solve addition two-step problems in contexts, deciding which operations and methods to use and why.	Strategies: • Diennes • Place value counters • Diennes alongside column method • Expanded column method Summer term: • Compact column method	 (low ability)   	Expanded vertical 789 + 642 = 1431 789 + 642 11 120 1300 1431 789 + 642 = 1431 7 8 9 + 6 4 2 1 4 3 1 1 1	

Subtraction	Pupils should be taught to: ▪ subtract numbers with up to 4 digits using the formal written methods of column subtraction where appropriate ▪ estimate and use inverse operations to check answers to a calculation ▪ solve subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Strategies: • Diennes • Place value counters • Diennes alongside column method • Number line • Expanded column method Summer: • Compact column method	  	1000 and 300 and 70 and 4 - 900 and 60 and 8 1300 and 60 and 14 - 900 and 60 and 8 400 and 0 and 6 Decomposition: 1374 - 968 = 406 Decomposition 1374 - 968 = 406 1374 - 968 406

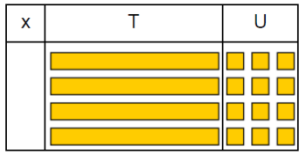
<table>
<tr>
<td>Multiplication</td>
<td>Pupils should be taught to:

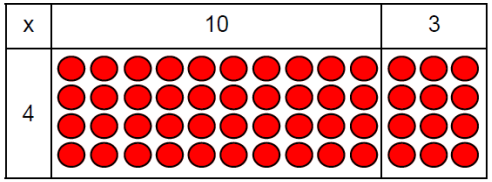
▪ recall multiplication facts for multiplication tables up to 12 × 12
▪ use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
▪ recognise and use factor pairs and commutativity in mental calculations
▪ multiply 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.</td>
<td>Strategies:

• Arrays, numberline and bar model for lower attainers
• Grid method
• Expanded column method

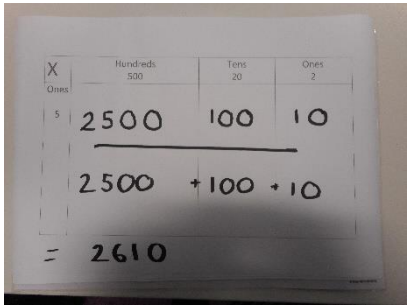
Summer Term:

• Compact column method</td>
<td>Use this method for up to TU x U

Use written grid method for HTU xU.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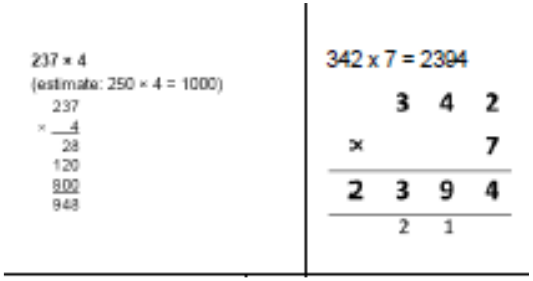
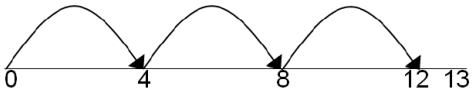
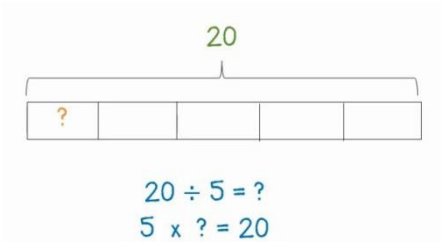
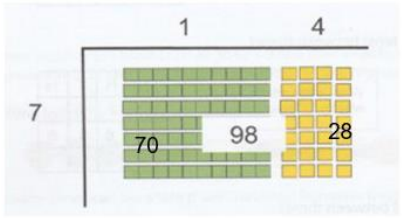
<td> 
</td>
</tr>
</table>

Year 4 Progression in maths

Division	Pupils should be taught to: ▪ recall division facts for multiplication tables up to 12 × 12 ▪ use place value, known and derived facts to divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ▪ recognise and use factor pairs and commutativity in mental calculations ▪ 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.	Strategies: • Arrays, numberline and bar model for lower attainers • Expanded short division Summer Term: • Compact short division	Number line for LA:  Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group  For TU xU:  	HTU xU: