



## Year 4 - Subtraction

Continue using a range of equations with appropriate numbers, progressing towards 4 digit numbers

**Use mental process to find smaller subtraction problems when column subtraction isn't necessary.**

*Find a small difference by counting up or partitioning.*

e.g.  $5003 - 4996 = 7$

**Subtract the nearest multiple of 10, then adjust.**

**Continue with column subtraction with numbers up to 10000, consolidating exchanging with multiple digits. Moving on to 4 digit subtraction when ready.**

$$5281 - 2442 = 2839$$

$$\begin{array}{r} \phantom{0}^4 5 \phantom{0}^{12} \phantom{0}^7 8 \phantom{0}^{11} \\ - \phantom{0} 2 \phantom{0} 4 \phantom{0} 4 \phantom{0} 2 \\ \hline \phantom{0} 2 \phantom{0} 8 \phantom{0} 3 \phantom{0} 9 \end{array}$$

Extending context to include decimals.

$$£52.81 - £24.42 = £28.39$$

$$\begin{array}{r} £ \phantom{0}^4 5 \phantom{0}^{12} \phantom{0}^7 8 \phantom{0}^{11} \\ - £ \phantom{0} 2 \phantom{0} 4 \phantom{0} . 4 \phantom{0} 2 \\ \hline £ \phantom{0} 2 \phantom{0} 8 \phantom{0} . 3 \phantom{0} 9 \end{array}$$

**Estimating and inverse checking should be a regular part of each pupils own calculation process.**



## Year 4 - Division

Continue using a range of equations as in Year 2 but with appropriate numbers.

### Sharing and grouping

$30 \div 6$  can be modelled as:

Grouping – groups of 6 taken away and the number of groups counted e.g. sharing – sharing among 6, the number given to each person

Remainders

$$41 \div 4 = 10 \text{ r}1$$

With simple multiples, eg 5 and 10, this method may be useful.

$$72 \div 5$$

$$= (50 + 22) \div 5$$

$$= 10 + 4 \text{ remainder } 2$$

$$= 14 \text{ remainder } 2$$

**Children use place value knowledge to move integers when dividing by 10,100 and 1000:**

**H T U 10th**

**3 . 4 x 100**

**3 4 0**

### Efficient Written method

$$186 \div 7 = 26 \text{ r } 4$$

$$\begin{array}{r} 26 \text{ r } 4 \\ 7 \overline{) 186} \\ \underline{14} \phantom{0} \\ 46 \\ \underline{42} \\ 4 \end{array}$$

A fast recall of tables is essential. Jottings are essential. Marks are given for children who show working out, even if the final answer is incorrect

**Estimating and inverse checking should be a regular part of each pupils own calculation process.**