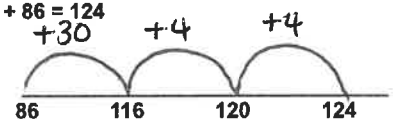
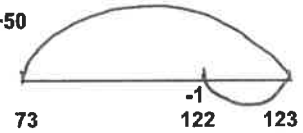
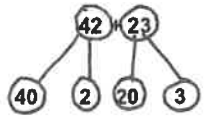
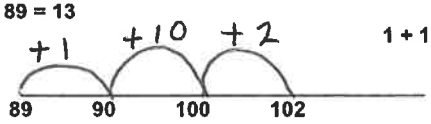
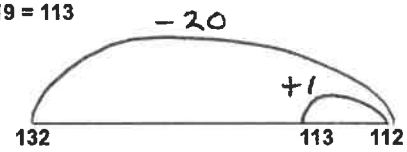
	Addition	Subtraction	Multiplication	Division
Yr 4	Expanded recap from Yr 3 including regroup 67 +24 11 (7+4) 80 (60+20) 91 267 + 85 12 (7+5) 140 (60+80) 200 Moving on to short column addition with regroup. Carry below the line 625 + 48 = 673 (1) 763 + 42 = 825 (1) 367 + 85 = 452 (11) **Using similar methods children will:** Add several numbers with different numbers of digits Begin to add two or more three-digit sums of money, with or without adjustment from the pence to the pounds Know that the decimal points should line up under each other, particularly when adding or subtracting mixed amounts, e.g. £3.59 + 78p **38 + 86 = 124**  **49+73 = 122**  **Part whole model**  **40 + 20 + 2 + 3 = 65**	Counting on from smaller number **102 - 89 = 13**  **1 + 10 + 2 = 13** **132 - 19 = 113**  **Regrouping 2 digit subtract 2 digit moving on to 3 digit subtract 2 digit numbers** 94 − 76 = 754 − 86 = Step 1 700 + 50 + 4 − 80 + 6 Step 2 700 + 40 + 14 (adjust from T to O) − 80 + 6 Step 3 600 + 140 + 14 (adjust from H to T) − 80 + 6 600 + 60 + 8 = 668 This would be recorded by the children as 700 + 50 + 4 − 80 + 6 600 + 60 + 8 = 668 Children should be able to subtract numbers with different numbers of digits. Use place value headings initially	**Informal method** Grid method TO x O (short multiplication - multiplication by a single digit) **23 X 8** 	X	20	3
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8	160	24	 Moving on to HTO X O **146 X 4** 	X	100	40	6
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4	400	160	24 | Or using X table knowledge 160 X 24 **8 X 2 = 16 so** **8 X 20 = 160** **Formal method 2 digit X 1 digit** 23 X 4 12 (3 X 4) 80 (20 X 4) 92 **Also using what I know cheat sheet...** **Eg 1 x 6 = 6** **2 X 6 = 12** **4 X 6 = 24** **5 X 6 = 30** **8 X 6 = 48** **10 X 6 = 60**	Discuss repeated subtraction Bar model division **16 ÷ 4** | 16			
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4	4	4	4	 Then onto the vertical method: Short Division TO ÷ O **72 ÷ 3** 24 3 I 72 - 30 (10 X 3) 42 - 30 (10 X 3) 12 - 6 (2 X 3) 6 - 6 (2 X 3) 0 Use cheat sheet **1 X 3 = 3** **2 X 3 = 6** **4 X 3 = 12** **5 X 3 = 15** **8 X 3 = 24** **10 X 3 = 30** Leading to subtract other multiples. Any remainders should be shown as integers e.g. 14 remainder 2 or 14 r2 Children should make sensible decisions about rounding up or down after division especially in the context word problems.