Calculation Policy Year 4

Addition
Children continue to consolidate the formal written method for addition for numbers up to four digits.

$$
\begin{array}{cccc}
 & 3 & 3 & 6 & 4 \\
+ & 5 & 2 & 1 & 5 \\
\hline
 & 8 & 5 & 7 & 9 \\
\end{array}
$$

Including carrying:

$$
\begin{array}{cccc}
 & 3 & 3 & 6 & 7 \\
+ & 5 & 2 & 1 & 5 \\
\hline
 & 8 & 5 & 8 & 2 \\
 & & & & 1 \\
\end{array}
$$

Decimals are only used in the context of money.

Subtraction
Children continue to consolidate the formal written method for subtraction for numbers up to four digits.

$$
\begin{array}{cccc}
 & 6 & 9 & 8 & 7 \\
- & 5 & 2 & 1 & 5 \\
\hline
 & 1 & 5 & 7 & 2 \\
\end{array}
$$

Including decomposition:

$$
\begin{array}{cccc}
 & 4 & {}^{2}\cancel{3} & {}^{9}\cancel{10}{}^{1} & 6 \\
- & 2 & 1 & 7 & 9 \\
\hline
 & 2 & 1 & 2 & 7 \\
\end{array}
$$

Children may draw a number line to find the difference.

Multiplication
Children recall multiplication and division facts for multiplication tables up to 12 × 12. Children are taught to carry **below** the answer.

$$
\begin{array}{cc}
 & 2 & 3 \\
\times & & 4 \\
\hline
 & 9 & 2 \\
 & 1 & \\
\end{array}
$$

4 x 3 = 12
The 2 ones/units are recorded in the ones/unit column. The 10 is recorded below the answer bar to show 1 ten is being carried into the tens column.

4 x 20 = 80
8 tens and 1 ten make 9 tens. So 9 is recorded in the tens column.

Division
Children recall multiplication and division facts for multiplication tables up to 12 × 12.

Children practise to become fluent in the formal written method of short division for calculations with exact answers.

98 ÷ 7 = 14

$$
\begin{array}{r}
1\ 4 \\
7\overline{)9\ {}^{2}8}
\end{array}
$$

In this short division take the first digit (9) of the number and divide it by 7. 9 ÷ 7 = 1 remainder 2.
Carry the remainder into the next column. This makes a new two digit number: 28.
28 ÷ 7 = 4.
The answer is 14.