Ann Edwards C of E Primary School

Learning Together in a Caring Community

Year 3 and 4 Maths Workshop

KEY AIMS OF THE NEW MATHS CURRICULUM

- Fluent recall of mental maths facts e.g. times tables (In Year 4, children are expected to know times tables up to 12×12 (used to be 10×10 by the end of primary school).

- To reason mathematically – children need to be able to explain the mathematical concepts with number sense; they must explain how they got the answer and why they are correct.

- Problem solving – applying their skills to real-life contexts.

- Deepen knowledge through Mastery problems.

ASSESSMENT

- ✓ Half termly tests to assess children's progress in line with the key objectives for their year group
- ✓ Use to inform future lesson planning
- ✓ Show where they are up to in relation to year group objectives
- ✓ Gaps used to set children's targets

Ann Edwards Calculation Policy

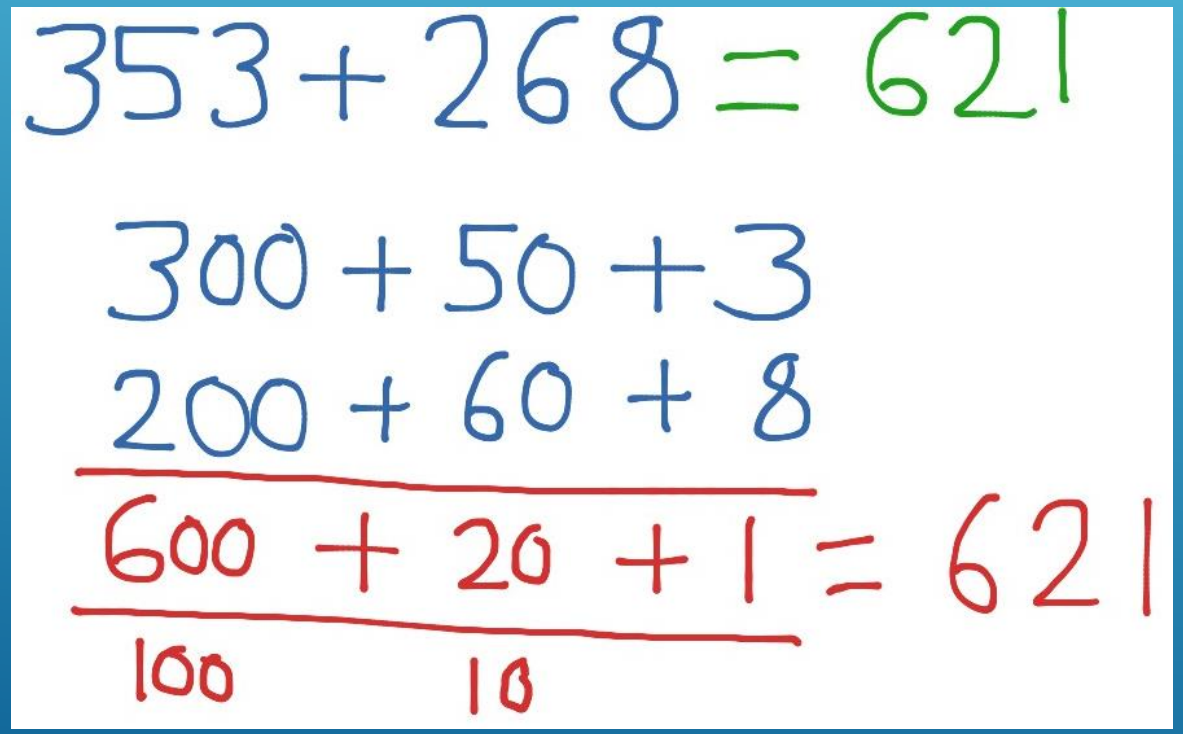
The policy outlines both the **mental** and **written** methods that should be taught from Year 1 to Year 6. It has been written according to the National Curriculum 2014.

The document builds on the interconnectedness of mathematics and outlines the progression for addition, subtraction, multiplication and division. It is our intention that addition and subtraction should be taught at the same time to ensure children are able to see the clear links between the operations and the inverse nature of them along with multiplication and division.

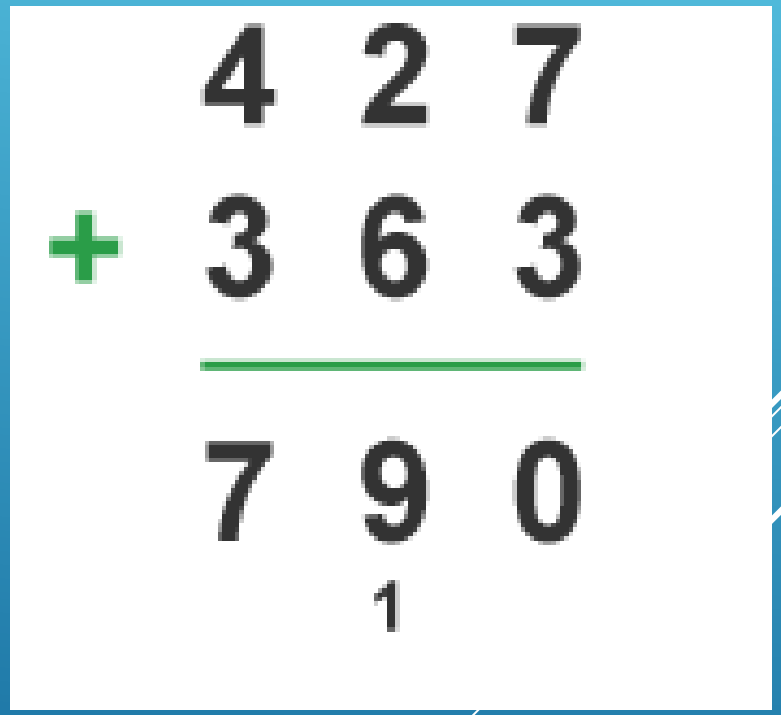
ADDITION – Y3

Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

Expanded Method - Year 3

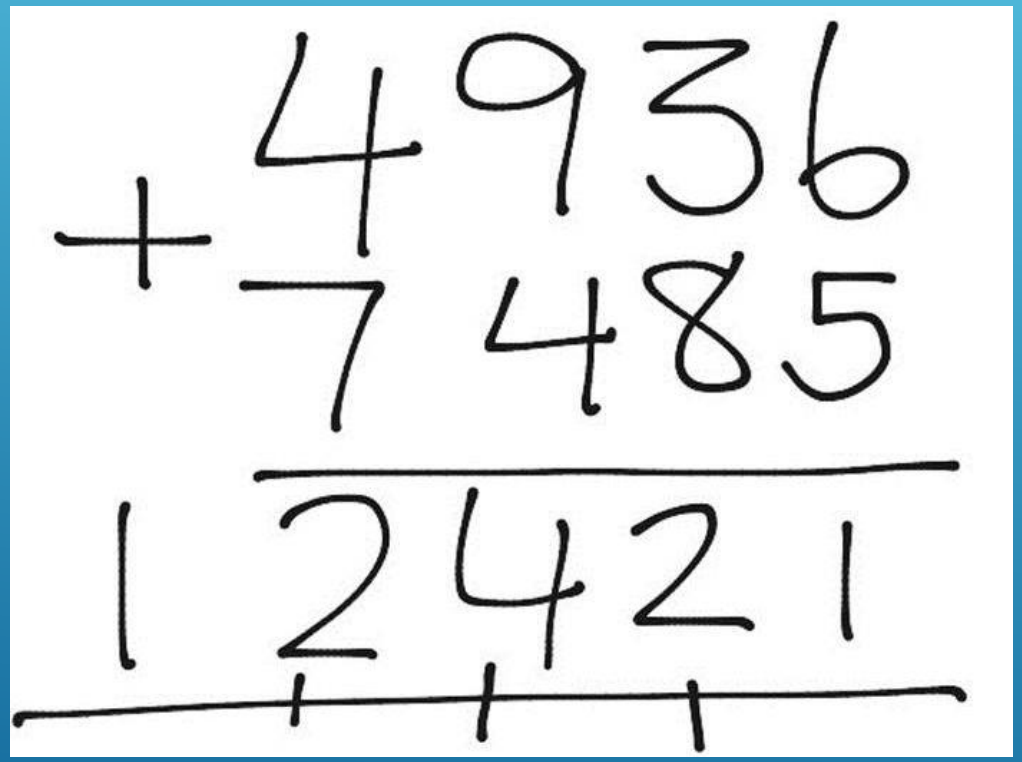


Column addition - Year 3



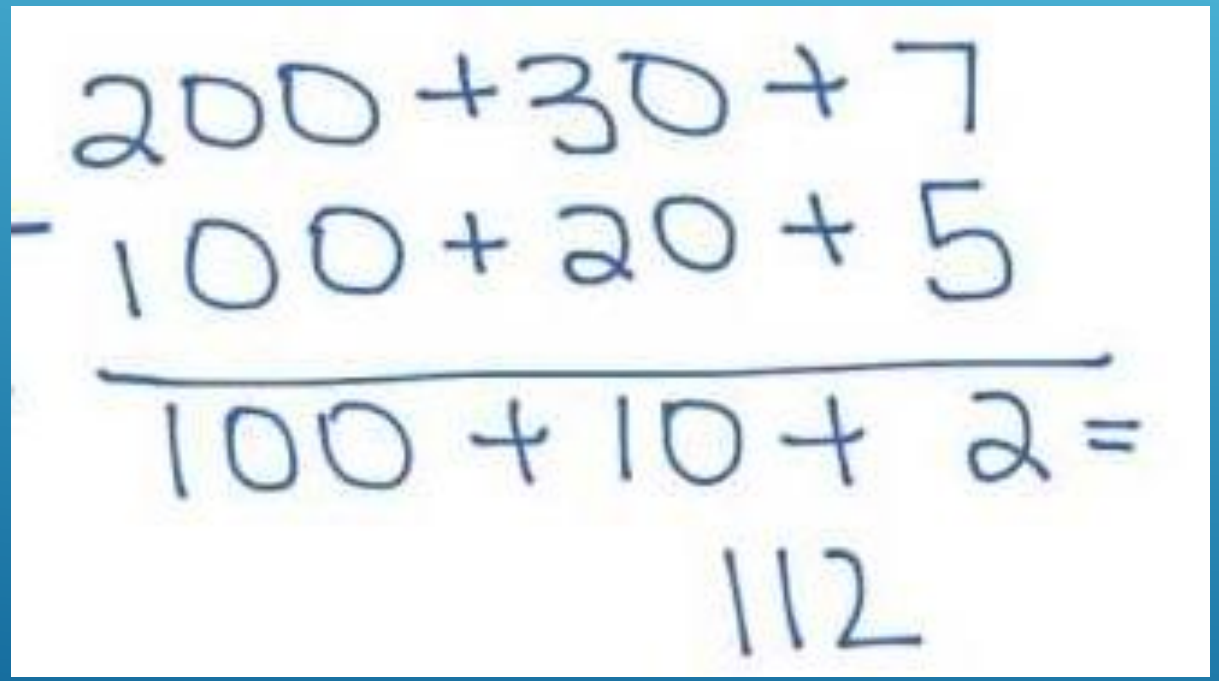
ADDITION – Y4

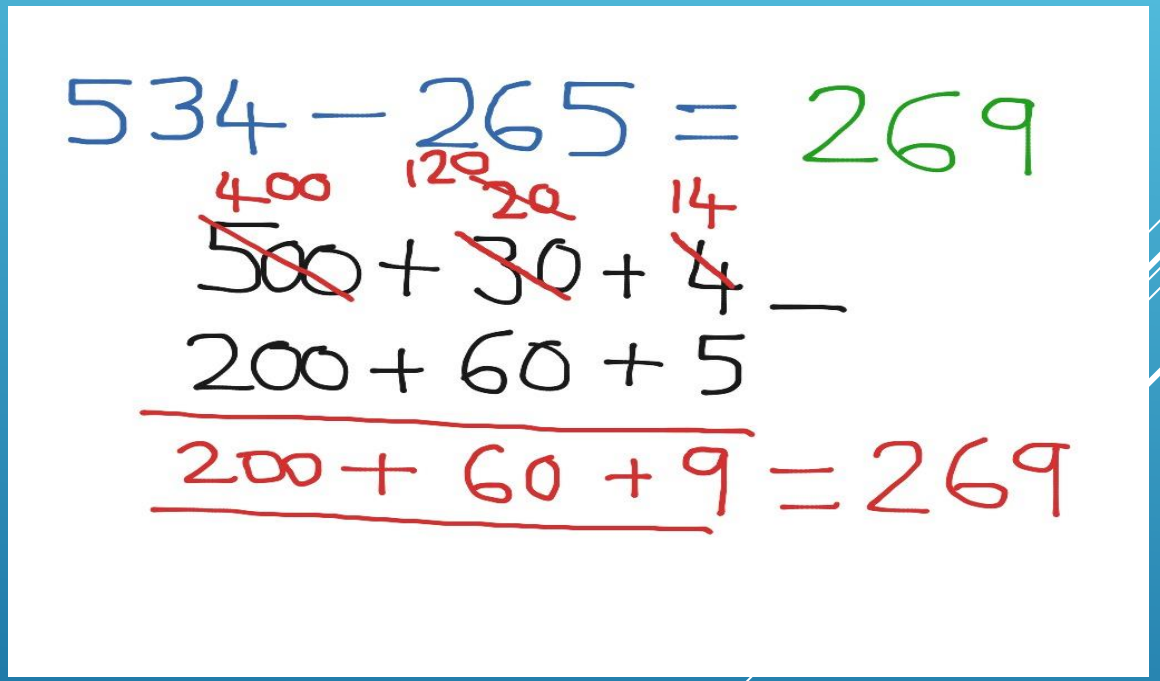
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.



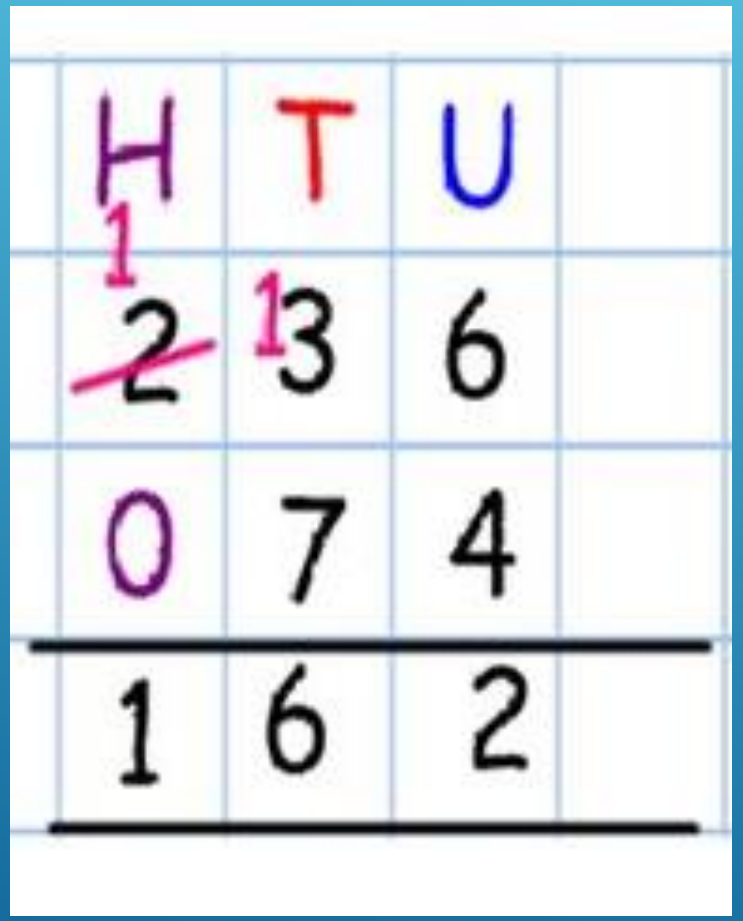
SUBTRACTION – Y3

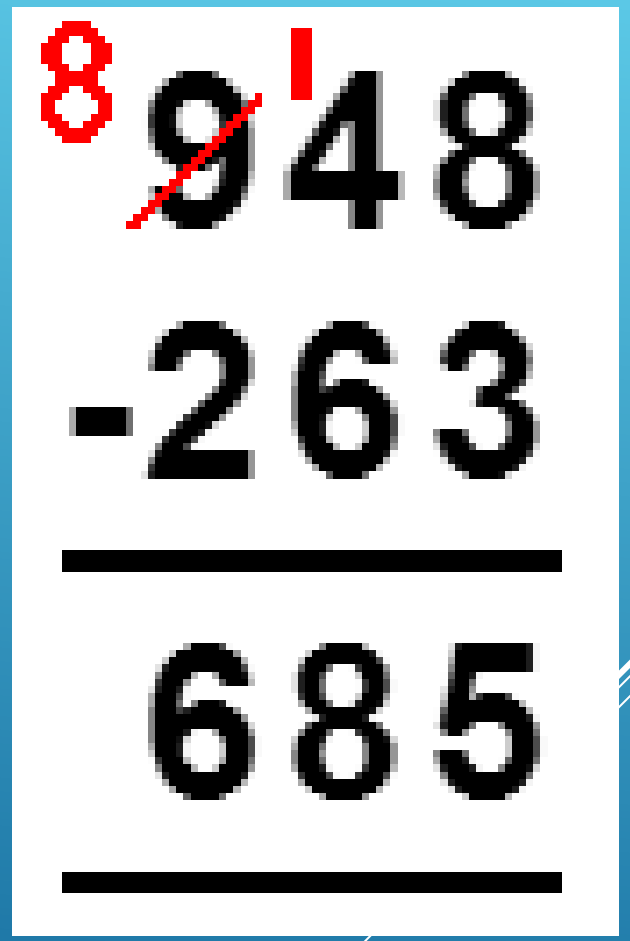
Expanded Method - Year 3



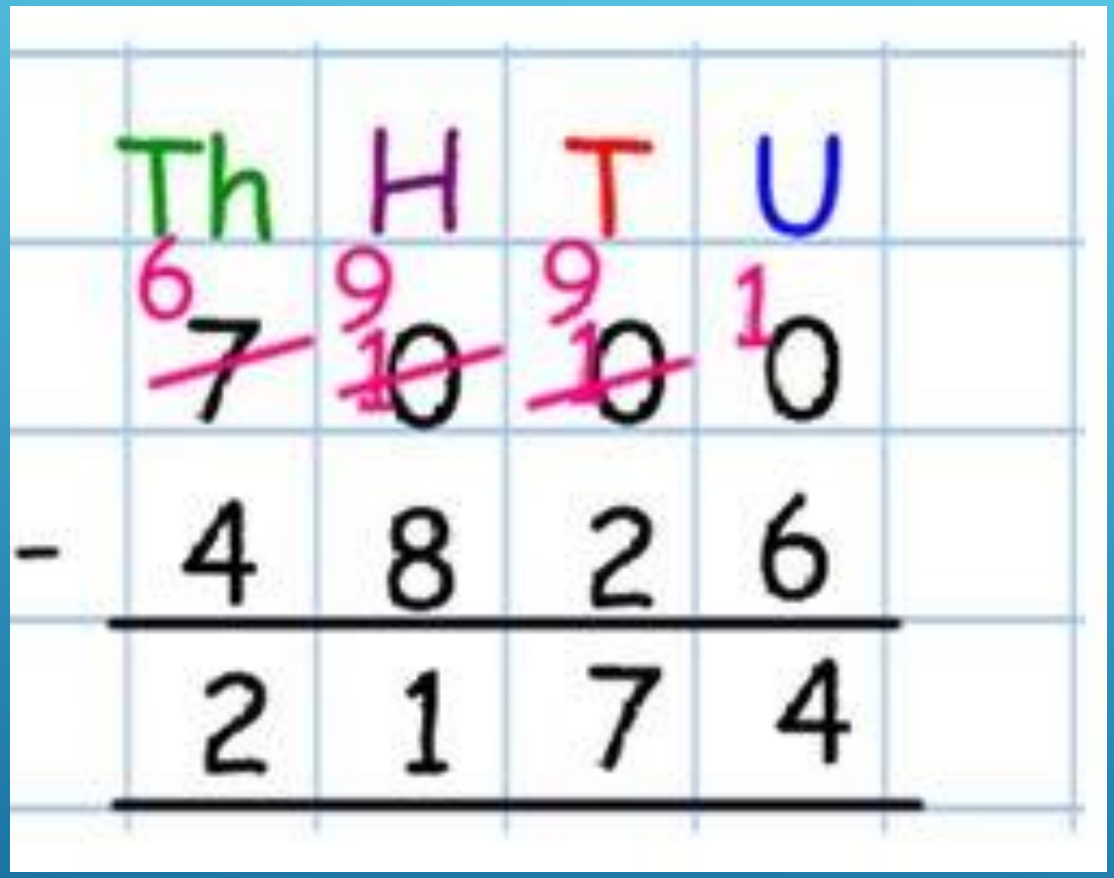


COLUMN SUBTRACTION – Y3





COLUMN SUBTRACTION – Y4



COLUMN ADDITION AND SUBTRACTION - Y4 (MONEY)

£ 32.50 + £ 21.75 = £54.25

£32.50
+ £21.75
£54.25
1

£ 42.50 - £ 13.35 = £ 29.15

£ $^{3}\not{4}^{1}2.\ ^{4}\not{5}\ ^{1}0$
- £ 1 3. 3 5
£ 2 9. 1 5

MULTIPLICATION – Y3

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Grid method

x	10	5
5	50	25

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 2\ 4 \\ \times\quad 6 \\ \hline 1\ 4\ 4 \\ \hline 2 \end{array}$$

Answer: 144

MULTIPLICATION – Y4

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Short multiplication

24 × 6 becomes

	2	4
×		6
1	4	4
	2	

Answer: 144

342 × 7 becomes

	3	4	2
×			7
2	3	9	4
	2	1	

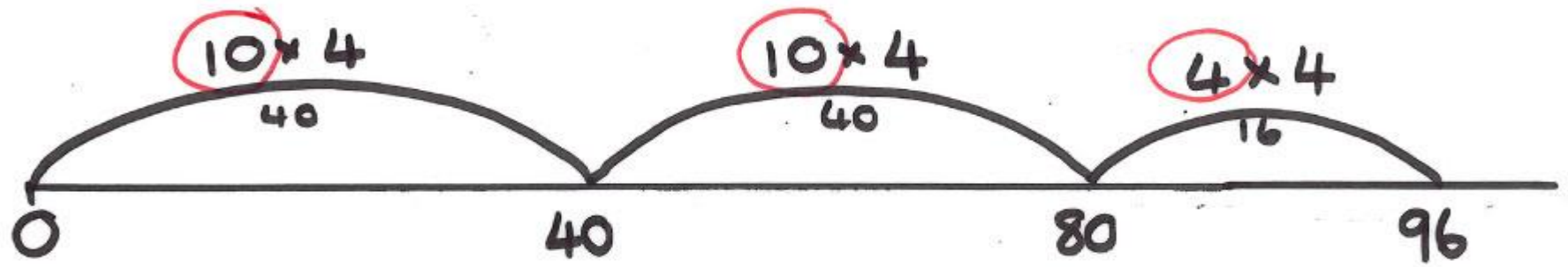
Answer: 2394

DIVISION – Y3

division by chunking on a numberline

$96 \div 4 = 24$

make sure that the number you have multiplied by go in the same position each time

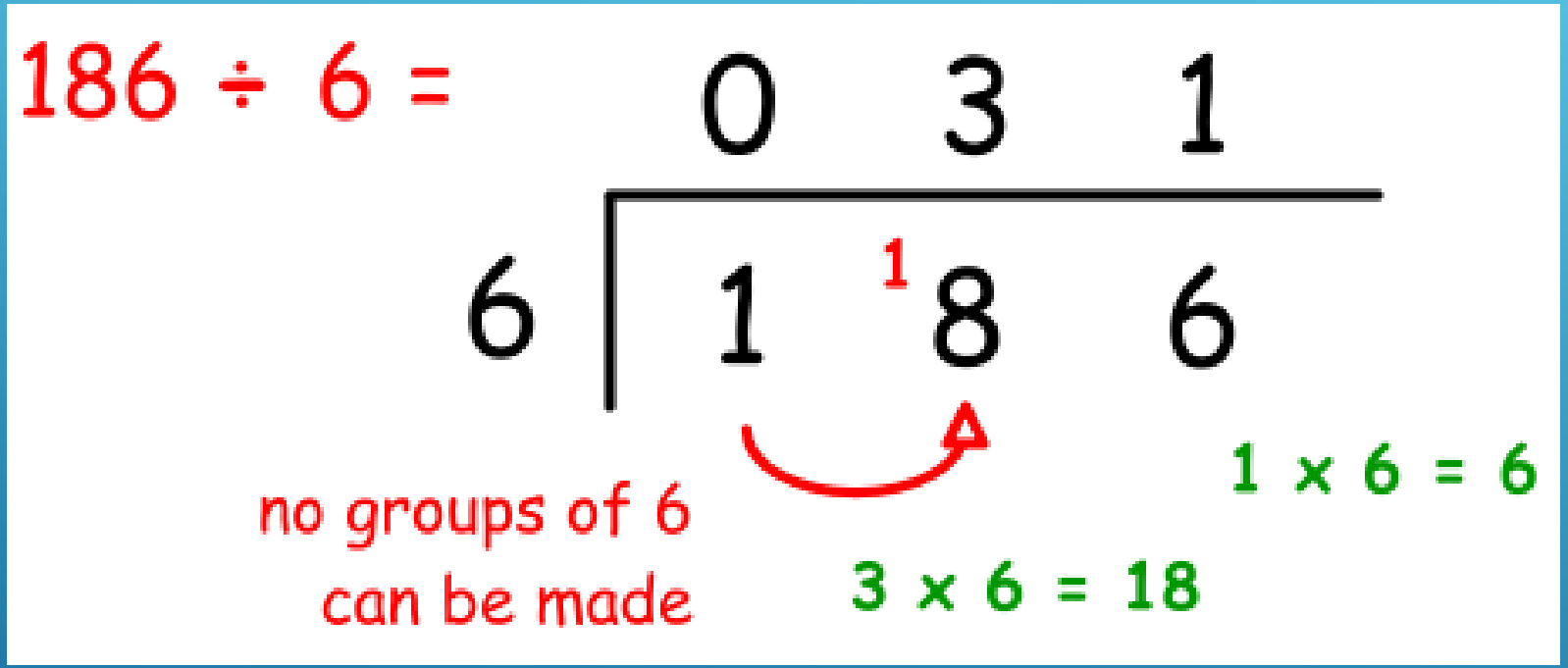


How many lots of 4 altogether?

$10 + 10 + 4 = 24$

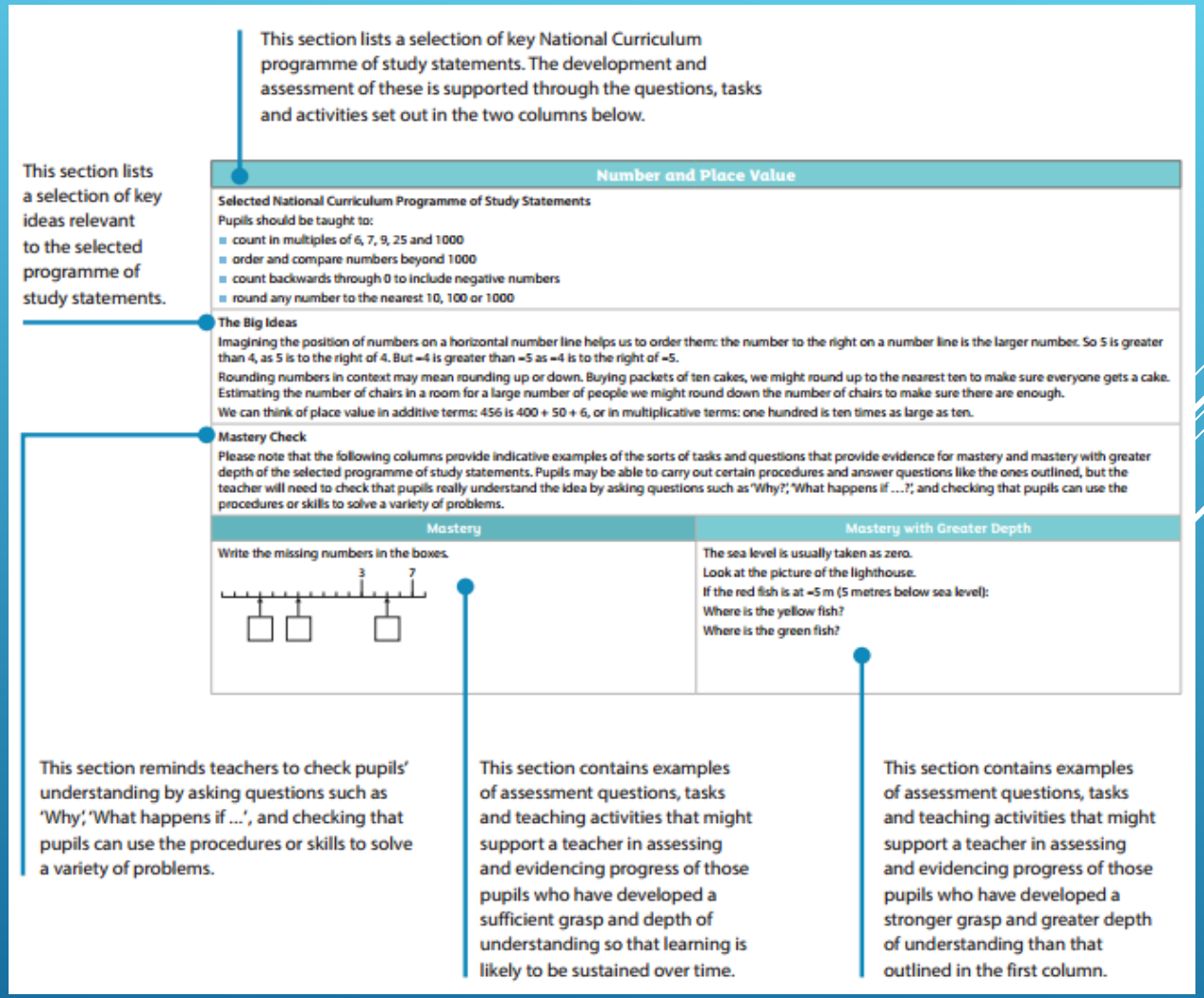
DIVISION – Y4

Short division (Bus stop)



MASTERY MATHS

The Department for Education (DfE) has added weight and focus to a child's ability to apply their learning – this is called Mastery. The essential idea behind mastery is that all children need a deep understanding of the mathematics they are learning.



HOW YOU CAN HELP

- Telling the time.
- The ability to estimate.
- To use maths in a real life context.
- Cooking.
- Shopping
- Practise times tables
- Support with homework using methods we've shown you.