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| Year 4ES | End of year expectations for mental calculation | End of year expectations for written methods and problem solving | Written strategies/ recordings/methods/images | Vocabulary& Links |
| **Continue to practise mental methods with increasingly large numbers to aid fluency.** *(From Non– Statutory**Guidance).*Methods to support fluent calculation and encourage efficiency of method:* Find a small difference by counting up.

 e.g. 5003—4996* Subtract nearest multiple of ten and adjust.
* Partition larger numbers

This could be done using an empty number line.Children should recall and use number facts to **reduce** the number of steps.Whenever possible, children should be encouraged to visualise number lines and other basic, supportingrepresentations to promote fluent work without jottings. | **Add and subtract numbers with up to 4 digits using the formal written methods of column addition and****subtraction where appropriate.**Build on formal, extended method (*See Year 3)* using exchange wherever necessary.Continue to use representations and manipulatives to develop understanding of place value. **Fractions**Count up and down in hundredths.Add and subtract fractions with the same denominator .Solve simple measure and money problems involving fractionsand decimals to two decimal places. |  Use physical and / or pictorial representations and expanded algorithmsalongside columnar methods. Ask: *What is the same? What’s different?*Compare and discuss the suitability of different methods in context.Pupils **decide which operations and methods to use and why.**  | Identify, represent and estimate numbers using different representations. (*Place value)*Recognise the place value of each digit in a 4-digit number.Estimate and use inverse operations to check answers to a calculation.Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.Estimate, compare and calculate different measures, including money in pounds and pence. **Apply understanding of** **subtraction with larger integers to that of decimals in context of money and measures.** **(See Year 5.)****Apply understanding of subtraction with larger integers to that of decimals in context of money and measures. (See Year 5.)** |