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| Year 4  ES | 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, supporting  representations 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 fractions  and decimals to two decimal places. | Use physical and / or pictorial representations and expanded algorithms  alongside 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.)** |