

Maths, Year 4, Autumn 1

This term I will be learning and practicing

Unit 1
Reasoning
with 4 -
digit
numbers

- I can recognise the place value of each digit in a 4-digit number.
- I can order and compare numbers beyond 1,000
- I can find 10, 100 or 1000 more / less than a given number.
- I can round a 4-digit number to the nearest 10, 100 and 1,000.
- I can use my knowledge of rounding to solve simple problems.

Unit 2 -
Addition
and
subtraction

- I can derive addition and subtraction facts from known facts.
- I can choose appropriate calculation strategies for addition and subtraction calculations.
- I can use column addition to calculate 4- digit integers.
- I can use column addition to calculate 4 - digit integers including re-grouping in one column.
- I can use column addition to calculate 4 - digit integers including re-grouping in multiple columns.
- I can subtract a 4-digit integer from a multiple of 1,000.
- I can represent addition and subtraction problems using bar models.
- I can use bar models to represent two-step addition and subtraction problems.



Partitioning numbers

What are the similarities and differences between Dienes and place value counters?



Thousands	Hundreds	Tens	Ones
2	7	3	6

partitioning



Develop Learning



Ciaran has been adding and subtracting ten, 100 and 1,000. He thinks he has spotted a pattern.

- When I add or subtract ten, it's only the digit in the tens column that changes.
- When I add or subtract 100, it's only the digit in the hundreds column that changes.
- When I add or subtract 1,000, it's only the digit in the thousands column that changes.

Is Ciaran's statement always true, sometimes true or never true?

solving problems



Don't forget to practice your Times Tables on TT Rockstars!



STAR Words



Unit 1
Reasoning
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numbers

ones	Rightmost digit in a number representing single objects.
tens	Second digit from the right showing how many groups of 10.
hundreds	Third digit from the right showing how many groups of 100.
thousands	Fourth digit from the right showing how many groups of 1000.
place - value	The position of a digit within a number.
digits	A single number used to represent a value (0-9)
greater than	One value is larger or has a higher quantity than another.
less than	One value is lower or is a fewer quantity than another.
inequalities	Are used to describe the relationship between expressions that are not equal.
compare	Deciding whether one number or expression is greater, less or equal to another.
regroup	Organising numbers to make it easier to add or subtract.
approximate	To estimate a number, amount or total, often rounding it off to the nearest 10 or 100.
round	Making a number simpler by adjusting it to a nearby value, usually a multiple of 10, 100, or 1000.
nearest	Rounding to the nearest means finding the closest multiple of a given place value (like 10, 100, or 1000) to a given number.

Unit 2 -
Addition
and
subtraction

derive	To find an answer from existing knowledge.
integers	A whole number. Integers do not include fractions or decimals.
commutative	To swap the order of numbers in an addition or multiplication calculation and the answer will be the same e.g. 4×3 is the same as 3×4
inverse	The opposite or reverse of a mathematical operation. Inverse is undoing the calculation e.g. the inverse of $3 + 5 = 8$ is $8 - 5 = 3$.
known fact	Calculations that are memorised and don't need calculating.
sum	The result of adding two or more numbers together. The sum of 5 and 3 is 8.
partition	Splitting numbers into smaller parts.
difference	The result of subtracting one number from another. It indicates how much greater or smaller one number is compared to another.
strategy	Methods used to break down mathematical calculations like addition, subtraction, multiplication, and division.
column method	Arranging numbers vertically in columns based on their place value (ones, tens, hundreds, etc.) to perform addition and subtraction.
quantity	How much of something there is, or a measurable amount or number.
unknown	A number in a calculation that is not yet known.

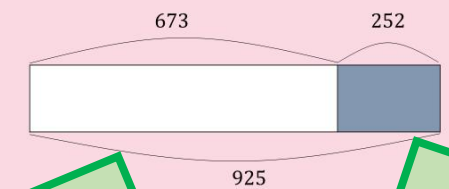
How does the value of the digit **2** change, depending on its place in the number?

Thousands	Hundreds	Tens	Ones	Thousands	Hundreds	Tens	Ones
4	8	0	2	3	2	8	4
Thousands	Hundreds	Tens	Ones	Thousands	Hundreds	Tens	Ones
5	4	2	6	2	0	4	6

There are thousands, hundreds, tens and ones.

place - value

What calculations could you derive from this bar model?



derive

bar model

$9,627 - 4,683 = \square$
 $9,627 - 4,683 \approx \square$

$$\begin{array}{r} 9,627 \\ - 4,683 \\ \hline \end{array}$$



column method