

CALCULATIONS

Pupils should be taught to:

Use known number facts and place value to add or subtract a pair of numbers mentally (continued)

As outcomes, Year 4 pupils should, for example:

Add a single digit to any three- or four-digit number, crossing the tens boundary

- Respond to oral questions like:
 $629 + 3$ $6745 + 8$
and explain method.
- Work mentally to complete written questions like:
 $357 + 7 = \square$ $368 + \square = 372$ $\square + 5 = 893$
 $2397 + 9 = \square$ $4128 + \square = 4135$ $\square + 5 = 1254$
then explain method in writing.

Subtract a single digit from a multiple of 100 or 1000

- Respond to oral questions like:
 $900 - 7$ $4000 - 3$
and explain method.
- Work mentally to complete written questions like:
 $600 - 7 = \square$ $600 - \square = 593$ $\square - 7 = 593$
 $5000 - 3 = \square$ $5000 - \square = 4997$ $\square - 3 = 4997$
then explain method in writing.

Subtract a single digit from a three- or four-digit number, crossing the tens boundary

- Respond to oral questions like:
 $905 - 7$ $4641 - 3$ $7003 - 6899$
and explain method.
- Work mentally to complete written questions like:
 $626 - 7 = \square$ $626 - \square = 619$ $\square - 7 = 619$
 $5952 - 3 = \square$ $5952 - \square = 5949$ $\square - 3 = 5949$
then explain method in writing.

Find a small difference between a pair of numbers lying either side of a multiple of 1000

- For example, work out mentally that:
 $7003 - 6988 = 15$
by counting up 2 from 6988 to 6990, then 10 to 7000, then 3 to 7003.
- Work mentally to complete written questions like:
 $6004 - 5985 = \square$ $6004 - \square = 19$ $\square - 5985 = 19$

Add or subtract any pair of two-digit numbers, including crossing the tens boundary

- Respond to oral questions like:
 $45 + 27$ $62 - 27$
and explain method.
- Work mentally to complete written questions like:
 $45 + 39 = \square$ $45 + \square = 84$ $\square + 39 = 84$
 $92 - 25 = \square$ $92 - \square = 67$ $\square - 25 = 67$
then explain method in writing.

Use and apply these skills in a variety of contexts, in mathematics and other subjects.