CALCULATIONS

Pupils should be taught to:	As outcomes, Year 4 pupils should, for example:

Understand the idea of a remainder, and when to round up or down after division

Give a remainder as a **whole number**.
For example:
- 41 ÷ 4 is 10 remainder 1   28 = (5 × 5) + ☐
- 72 ÷ 5 is 14 remainder 2   97 = (9 × 10) + ☐
- 768 ÷ 100 is 7 remainder 68   327 = (3 × 100) + ☐

- There are 64 children in Year 5.
  How many teams of 6 children can be made?
  How many children will be left over?

Divide a whole number of pounds by 2, 4, 5 or 10. For example:
- Four children collected £19 for charity.
  They each collected the same amount.
  How much did each one collect? (£4.75)

Decide what to do after division and round up or down accordingly

Make sensible decisions about rounding up or down after division. For example, 62 ÷ 8 is 7 remainder 6, but whether the answer should be rounded up to 8 or rounded down to 7 depends on the context.

Examples of rounding down
- I have £62. Tickets cost £8 each.
  62 ÷ 8 = 7 remainder 6.
  I can buy only 7 tickets.

- I have 62 cakes. One box holds 8 cakes.
  I could fill only 7 boxes of cakes.

Examples of rounding up
- I have 62 cakes. One box holds 8 cakes.
  I will need 8 boxes to hold all 62 cakes.

- There are 62 people. There are 8 seats in a row.
  8 rows of seats are needed to seat everyone.

See also rounding whole numbers (page 12).