Tadpole Farm
CE Primary Academy

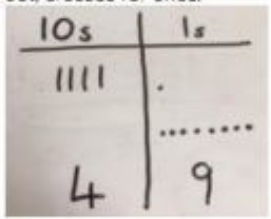
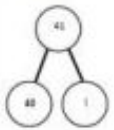
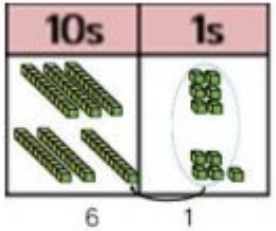
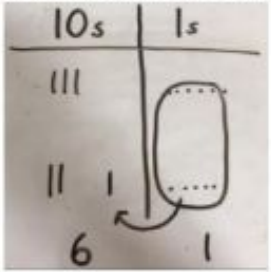
Year 3 and 4 Maths at Tadpole Farm

This booklet has been written to help you understand the methods used in mathematics in our year group. These methods will be taught as part of the maths lessons and revisited through their home learning. We would encourage parents to use the same methods so that the children can become confident with them.

We use the following terms to create a progression of methods:
Concrete: Using objects and manipulatives to solve problems.
Pictorial: Drawing pictures and diagrams to solve problems.
Abstract: Using written methods to solve problems.

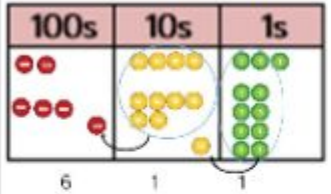
Addition

Vocabulary we use: parts and wholes, plus, add, altogether, more, total, sum, 'is equal to', 'is the same as'

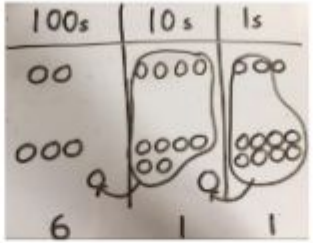
Concrete	Pictorial	Abstract
TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 + 8 	Children to represent the base 10 e.g. lines for tens and dot/crosses for ones. 	41 + 8  1 + 8 = 9 40 + 9 = 49 4 1 + 8 4 9
TO + TO using base 10. Continue to develop understanding of partitioning and place value. 36 + 25 	Chidlren to represent the base 10 in a place value chart. 	Looking for ways to make 10. 36 + 25= 1 5 30 + 20 = 50 5 + 5 = 10 50 + 10 + 1 = 61 Formal method: 36 +25 61 1

Addition continued

Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.

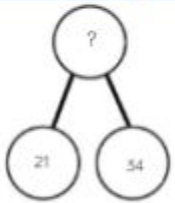


Chidren to represent the counters in a place value chart, circling when they make an exchange.



$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ \hline 1\ 1 \end{array}$$

Conceptual variation; different ways to ask children to solve 21 + 34



?	
21	34

Word problems:
In year 3, there are 21 children and in year 4, there are 34 children.
How many children in total?

21 + 34 = 55. Prove it

$$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$$

21 + 34 =

$\square$ = 21 + 34

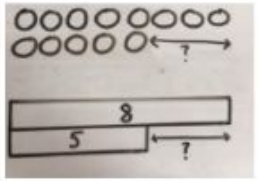
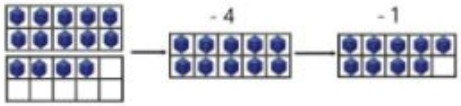
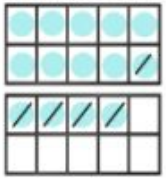
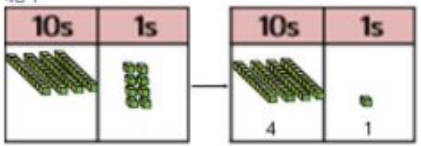
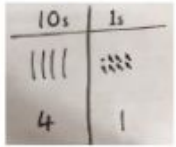
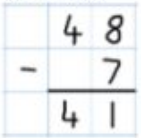
Calculate the sum of twenty-one and thirty-four.

Missing digit problems:

10s	1s
	?
?	5

Subtraction

Vocabulary we use: take away, less than, the difference, subtract, minus.

Concrete	Pictorial	Abstract
Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used). Calculate the difference between 8 and 5. 	Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate. 	Find the difference between 8 and 5. 8 – 5, the difference is ☐ Children to explore why 9 – 6 = 8 – 5 = 7 – 4 have the same difference.
Making 10 using ten frames. 14 – 5 	Children to present the ten frame pictorially and discuss what they did to make 10. 	Children to show how they can make 10 by partitioning the subtrahend. 14 - 5 = 9 4 1 14 – 4 = 10 10 – 1 = 9
Column method using base 10. 48-7 	Children to represent the base 10 pictorially. 	Column method or children could count back 7. 

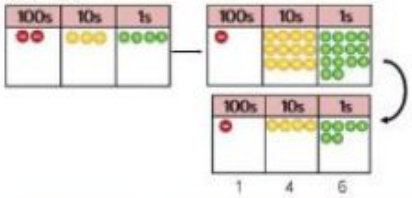
Subtraction continued

Column method using base 10 and having to exchange.
41 - 26

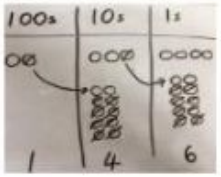
Represent the base 10 pictorially, remembering to show the exchange.

Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because 41 = 30 + 11.

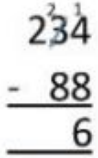
Column method using place value counters.
234 - 88



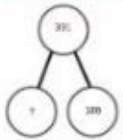
Represent the place value counters pictorially; remembering to show what has been exchanged.



Formal colum method. Children must understand what has happened when they have crossed out digits.



Conceptual variation; different ways to ask children to solve 391 - 186



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

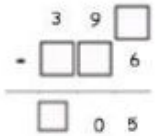
Calculate the difference between 391 and 186.

□ = 391 - 186

391
-186
___

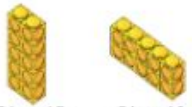
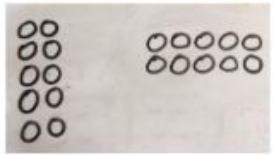
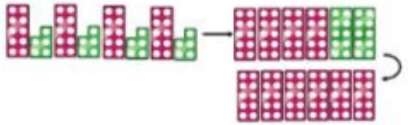
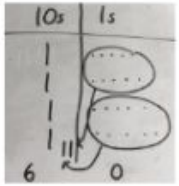
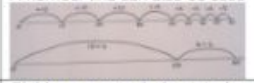
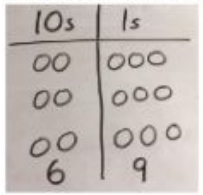
What is 186 less than 391?

Missing digit calculations



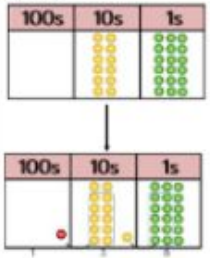
Multiplication

Vocabulary we use: double, times, multiplied by, groups of, lots of

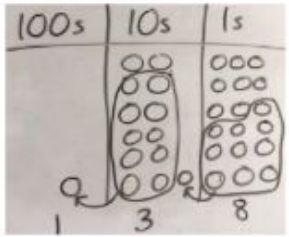
Concrete	Pictorial	Abstract
Use arrays to illustrate commutativity counters and other objects can also be used. $2 \times 5 = 5 \times 2$  2 lots of 5 5 lots of 2	Children to represent the arrays pictorially. 	Children to be able to use an array to write a range of calculations e.g. $10 = 2 \times 5$ $5 \times 2 = 10$ $2 + 2 + 2 + 2 + 2 = 10$ $10 = 5 + 5$
Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4×15 	Children to represent the concrete manipulatives pictorially. 	Children to be encouraged to show the steps they have taken.  A number line can also be used 
Formal column method with place value counters (base 10 can also be used.) 3×23 	Children to represent the counters pictorially. 	Children to record what it is they are doing to show understanding. 3×23 $20 \quad 3$ $3 \times 20 = 60$ $3 \times 3 = 9$ $60 + 9 = 69$ $23 \times 3 = 69$

Multiplication continued

Formal column method with place value counters.
6 x 23



Children to represent the counters/base 10, pictorially e.g. the image below.



Formal written method

$$6 \times 23 =$$

$$\begin{array}{r} 23 \\ \times\ 6 \\ \hline 138 \\ \hline 1\ 1 \end{array}$$

When children start to multiply 3d × 3d and 4d × 2d etc., they should be confident with the abstract:

To get 744 children have solved 6 × 124.
To get 2480 they have solved 20 × 124.

$$\begin{array}{r} 1\ 2\ 4 \\ \times\ \ 2\ 6 \\ \hline 7\ 4\ 4 \\ 2\ 4\ 8\ 0 \\ \hline 3\ 2\ 2\ 4 \\ \hline 1\ 1 \end{array}$$

Answer: 3224

Conceptual variation; different ways to ask children to solve 6 × 23

Mai had to swim 23 lengths, 6 times a week.
How many lengths did she swim in one week?

With the counters, prove that 6 x 23 = 138

Find the product of 6 and 23

6 × 23 =

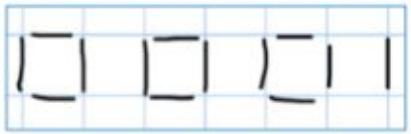
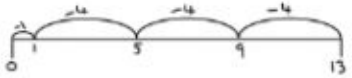
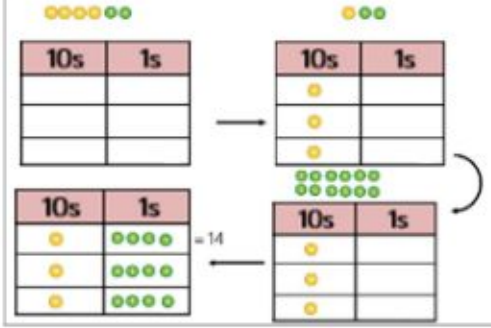
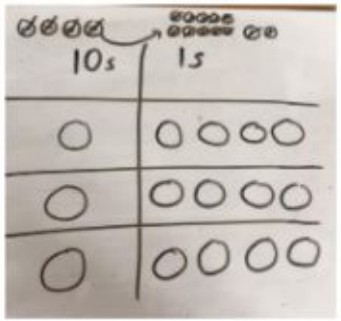
□ = 6 × 23

$$\begin{array}{r} 6 \\ \times\ 23 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ \times\ 6 \\ \hline \\ \hline \end{array}$$

What is the calculation?
What is the product?

Division

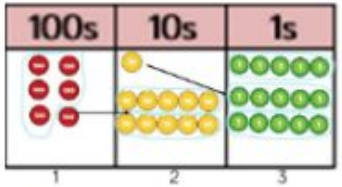
Vocabulary we use: share, group, divide, divided by, half.

Concrete	Pictorial	Abstract
2d – 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used. 13 – 4 Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.  There are 3 whole squares, with 1 left over.	Children to represent the lollipop sticks pictorially.  There are 3 whole squares, with 1 left over.	13 – 4 = 3 remainder 1 Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line. '3 groups of 4, with 1 left over' 
Sharing using place value counters. 42 – 3 = 14 	Children to represent the place value counters pictorially. 	Children to be able to make sense of the place value counters and write calculations to show the process. 42 – 3 42 = 30 + 12 30 – 3 = 10 12 – 3 = 4 10 + 4 = 14

Division continued

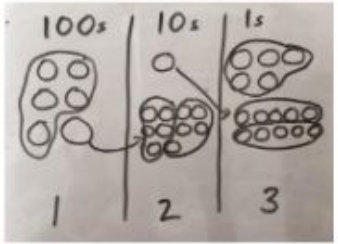
Year 4 upwards

Short division using place value counters to group.
615 ÷ 5



1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.

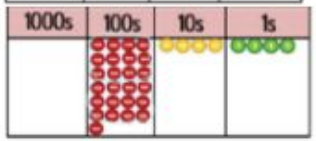


Children to the calculation using the short division scaffold.

$$5\overline{)615}\quad 123$$

Long division using place value counters
2544 – 12

We can't group 2 thousands into groups of 12 so will exchange them.



We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$12\overline{)2544}\quad 02,\ 24,\ 1$$