

**Class 4’s Calculation Guide for Parents**

**September 2023**

**Mission Statement**

We provide a vibrant, caring, Christian environment with a happy, friendly and calm atmosphere in which children and staff can live and work together. We always aim for standards of excellence in teaching, learning and caring for each other.

Teaching and Learning

Our curriculum builds on the concrete, pictorial, abstract approach. By using all three, the children can explore and demonstrate their mathematical learning. Together, these elements help to cement knowledge so children truly understand what they have learnt. All children have access to a wide range of concrete Mathematical resources to help them build on their concrete understanding of Mathematical concepts.

All children when introduced to a new concept for the first time are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Throughout Hapton, you will see these three methods being used:

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using these pictorial representations, which can then be used to reason and solve problems.

Abstract – with the foundations firmly laid by using the concrete and pictorial methods the children can move onto an abstract approach using numbers and key concepts with confidence.

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|  | Addition | Subtraction | Multiplication | Division |
| Class 4 | Column method- regrouping.  Use of place value counters for adding decimals.  Column method- regrouping.  Abstract methods.  Place value counters to be used for adding decimal numbers. | Column method with regrouping.  Abstract for whole numbers.  Start with place value counters for decimals- with the same amount of decimal places.  Column method with regrouping.  Abstract methods.  Place value counters for decimals- with different amounts of decimal places. | Column multiplication  Abstract only but might need a repeat of year 4 first (up to 4 digit numbers multiplied by 1 or 2 digits)  Column multiplication  Abstract methods  (multi-digit up to 4 digits by a 2 digit number) | Short division  (up to 4 digits by a 1-digit number including remainders)  Short division  Long division with place value counters  (up to 4 digits by a 2-digit number)  Children should exchange into the tenths and hundredths column too. |





 