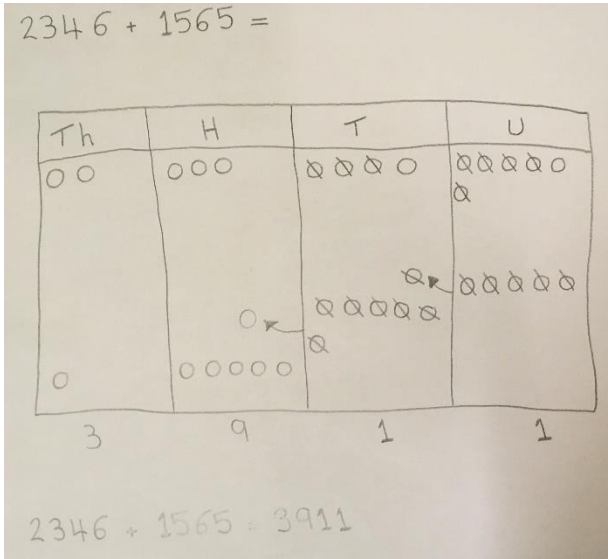


Concrete	Pictorial	Abstract																
<p><b>Addition</b>                      Column method – regrouping (with more than 4 digits)                      (Decimals – with the same number of decimal places)</p> <p><i>Use place value counters.</i></p> <p><b>2346 + 1565 =</b></p> <table border="1" data-bbox="107 486 768 778"> <thead> <tr> <th>thousands</th> <th>hundreds</th> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>9</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	thousands	hundreds	tens	ones					3	9	1	1	<p><b>Children draw to represent the counters.</b></p>  <p><i>Draw a bar model to represent problems.</i></p> <table border="1" data-bbox="790 1013 1444 1157"> <tr> <td colspan="2" style="text-align: center;">?</td> </tr> <tr> <td style="text-align: center;">2346</td> <td style="text-align: center;">1565</td> </tr> </table>	?		2346	1565	<p><b>Standard method e.g.</b></p> $  \begin{array}{r}  2346 \\  + 1565 \\  \hline  3911 \\  \text{++}  \end{array}  $
thousands	hundreds	tens	ones															
3	9	1	1															
?																		
2346	1565																	

**Concrete**

**Subtraction**

Column method – regrouping (with more than 4 digits)  
(Decimals – with the same number of decimal places)

*Use base ten.*

**2346 – 1565 =**

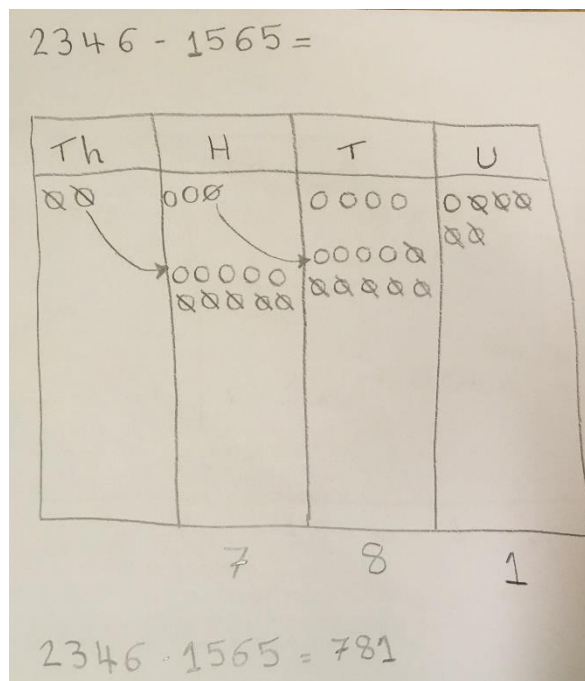


*Use place value counters.*

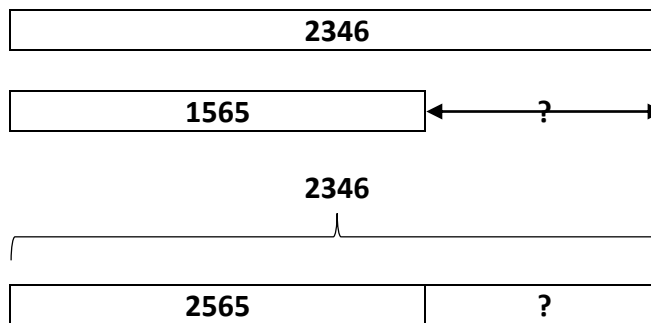


**Pictorial**

*Children draw to represent the counters.*



*Draw a bar model to represent problems.*



**Abstract**

*Standard method e.g.*

$$\begin{array}{r} 2346 \\ - 1565 \\ \hline 781 \end{array}$$

**Concrete**

**Multiplication**

Column multiplication (Up to 4 digits multiplied by 1 and 2 digits)

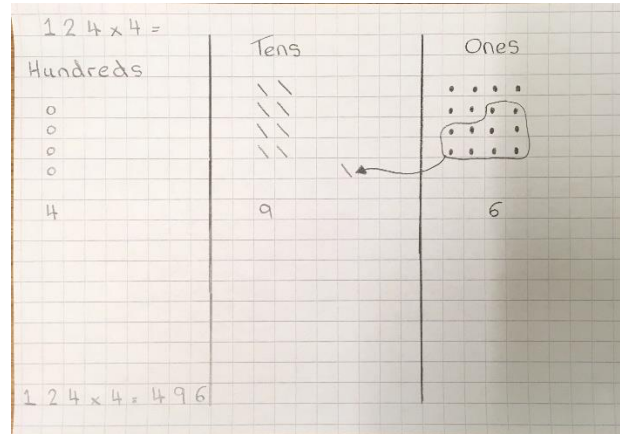
Use *place value counters*.

$124 \times 4 =$

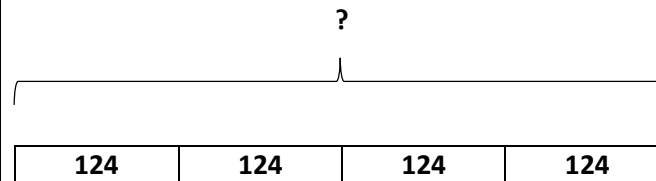
hundreds	tens	ones
●	● ●	● ● ● ●
●	● ●	● ● ● ●
●	● ●	● ● ● ●
●	● ●	● ● ● ●
	●	
4	9	6

**Pictorial**

Children draw to represent the counters.



Draw a bar model to represent problems.



**Abstract**

Standard method e.g.

$$\begin{array}{r} 124 \\ \times 4 \\ \hline 496 \\ \phantom{496} \\ \hline \end{array}$$

When children start to multiply 3 digit by 2 digit etc., they should be confident with the abstract.

$$\begin{array}{r} \phantom{1} \\ \phantom{1} \\ \phantom{1} \\ \times 34 \\ \hline 496 \\ \phantom{496} \\ \hline 3720 \\ \phantom{3720} \\ \hline 4216 \\ \phantom{4216} \\ \hline \end{array}$$

To get 496 children have solved  $4 \times 124$

To get 3720 they have solved  $30 \times 124$

**Concrete**

**Division**

Short division (4 digits by 1 digit – interpret remainders appropriately for the context)

*Use of the 'bus stop method'*

$548 \div 4 =$

1. Make 548

hundreds	tens	ones

2. Group into 4 (starting with greatest)

hundreds	tens	ones

3. Exchange 1 hundred for 10 tens

hundreds	tens	ones

4. Group into 4.

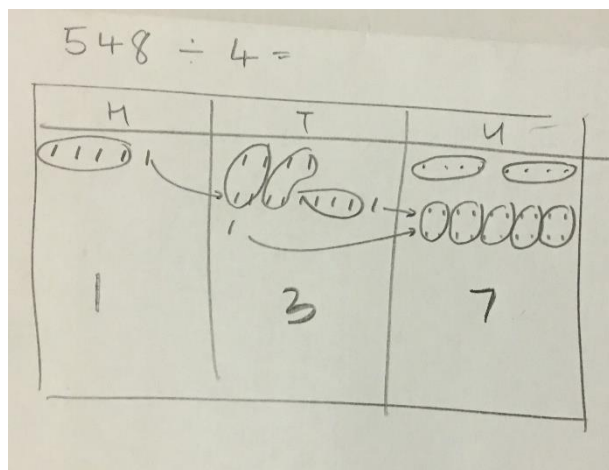
hundreds	tens	ones

5. Exchange 2 tens for 20 ones

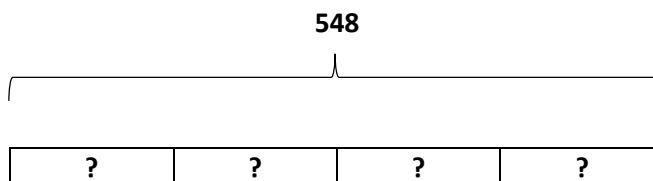
hundreds	tens	ones

**Pictorial**

*Children draw to represent the counters.*



*Draw a bar model to represent problems.*



**Abstract**

*Standard method e.g.*

$$\begin{array}{r} 137 \\ 4 \overline{) 548} \end{array}$$

		
6. Group into 4		
<b>hundreds</b>	<b>tens</b>	<b>ones</b>
		
<b>1</b>	<b>3</b>	<b>7</b>

Notes: Include photographs of materials / drawings / books. Include diagrams and explanations.