



YEAR 4
MATHS WORKSHOP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation

The 4 Key Operations

- Addition
- Subtraction
- Multiplication
- Division



Why do we spend so much time on number work?

Children who have an excellent grasp of number make better mathematicians. Spending longer mastering key topics will build confidence and help secure understanding.

How is Maths taught in Year 4?

- **Concrete** – children have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.
- **Pictorial** – alongside this they use pictorial representations to help reason and solve problems.
- **Abstract** – both concrete and pictorial representations support children's understanding of abstract objects

- Fluency
- Reasoning and problem solving

Today we are going to focus on Multiplication

Method 1 – Partitioning

$$\begin{aligned} & 29 \times 3 \\ = & (20 \times 3) + (9 \times 3) \\ & = 60 + 27 \\ & = 87 \end{aligned}$$

Method 2 – Grid Method

X	20	9
3	60	27

Method 3 – Formal Written Method



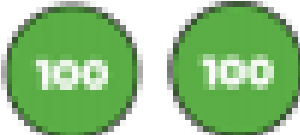

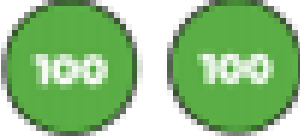

Expanded

$$\begin{array}{r} 29 \\ \times 3 \\ \hline 27 \\ 60 \\ \hline 87 \end{array}$$

Short

$$\begin{array}{r} 29 \\ \times 3 \\ \hline 87 \\ 2 \end{array}$$

Complete the calculation.

Hundreds	Tens	Ones
		
		
		

	H	T	O
	2	0	3
\times			3
<hr/>			

Write the multiplication represented by the counters and calculate the answer using the formal written method.

Hundreds	Tens						Ones
100 100 100	10	10	10	10	10	10	
100 100 100	10	10	10	10	10	10	

Spot the mistake

Alex and Dexter have both completed the same multiplication.



Alex

	H	T	O
	2	3	4
×			6
<hr/>			
1	2	0	4
	2	2	



Dexter

	H	T	O
	2	3	4
×			6
<hr/>			
1	4	0	4
	2	2	

Who has the correct answer?

What mistake has been made by one of the children?

Work with a partner to solve the problem on the whiteboards.

Dexter has the correct answer.

Alex has forgotten to add the two hundreds she exchanged from the tens column.



ANY QUESTIONS?

Don't forget to take home the handouts!