Year 4 Multiplication Strategies

National Curriculum

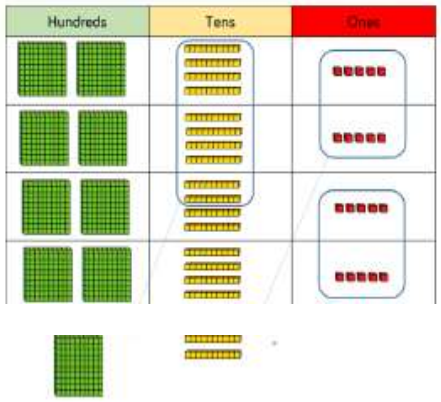
- recall multiplication and division facts for multiplication tables up to 12 × 12
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Children will need to know how to partition 3 digit numbers and the value of each digit.
Children will need to know how to use Diennes apparatus and place value counters to multiply 3 digits by 1 digit

When moving to 3 digits by 1 digit, encourage children to move towards the short, formal written method.

Concrete

245 x 4 =

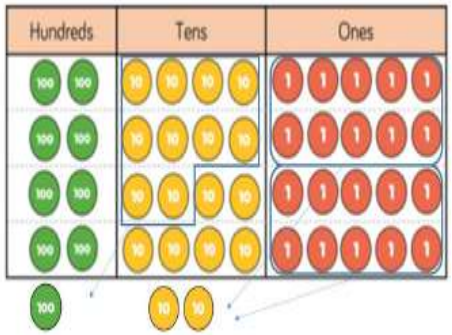


	H	T	O
	2	4	5
x			4
	9	8	0
	1	2	

Dienes should be used to support the understanding of the method rather than the multiplication as children should use timetable knowledge.

Pictorial

245 x 4 =



	H	T	O
	2	4	5
x			4
	9	8	0
	1	2	

The drawing of the place value counters should be used to support the understanding of the method rather than the multiplication as children should use timetable knowledge.

Abstract

245 x 4 =

	H	T	O
	2	4	5
x			4
	9	8	0
	1	2	

Year 4 Division Strategies

National Curriculum

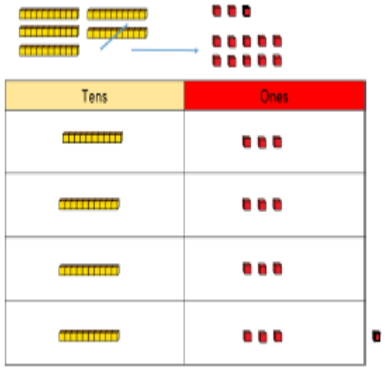
- recall multiplication and division facts for multiplication tables up to 12 × 12
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Children will need to know how to partition 3 digit numbers and the value of each digit.
Children will need to know how to use Diennes apparatus and place value counters to multiply 3 digits by 1 digit

When dividing numbers involving exchanging, children can use Diennes and place value counters to exchange one ten for ten ones.
Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows, this highlights if there are any remainders.
Only use division calculations using the multiplication tables that the children know.

Concrete

53 ÷ 4 =



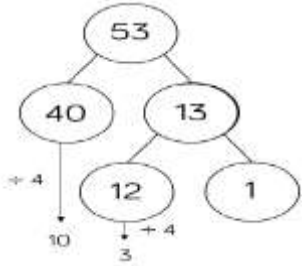
	1	3 r 1
4	5	$^{1}3$

Dienes should be used to support the understanding of the method rather than the multiplication as children should use timetable knowledge.

Pictorial

53 ÷ 4 =

	1	3 r 1
4	5	$^{1}3$



Flexible partitioning in a part-whole model supports this method and can be used as an alternative/additional pictorial representation.

The drawing of the place value counters should be used to support the understanding of the method rather than the multiplication as children should use timetable knowledge.

Abstract

53 ÷ 4 =

	1	3 r 1
4	5	$^{1}3$