



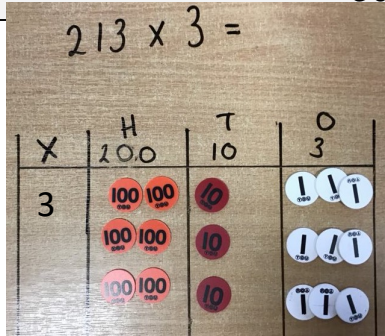
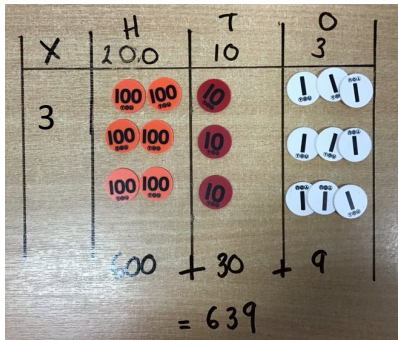
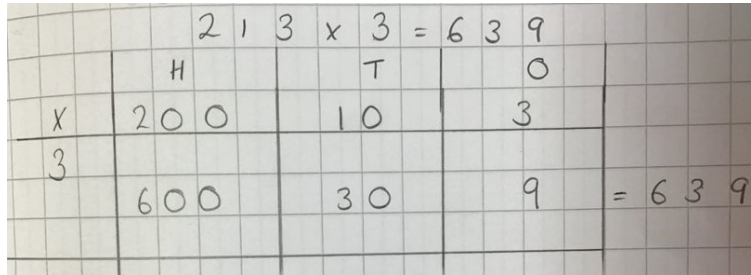
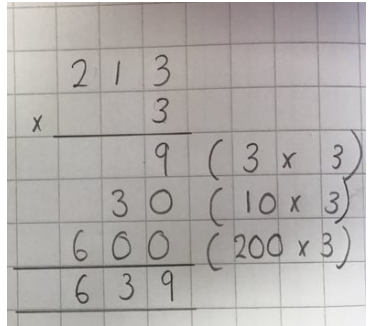
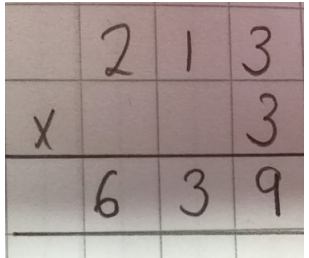
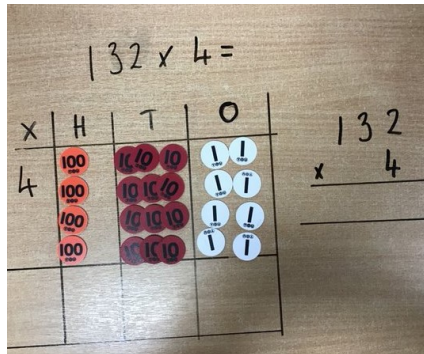
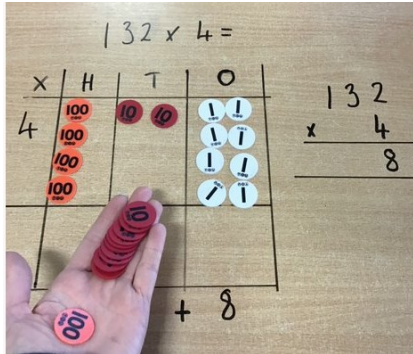
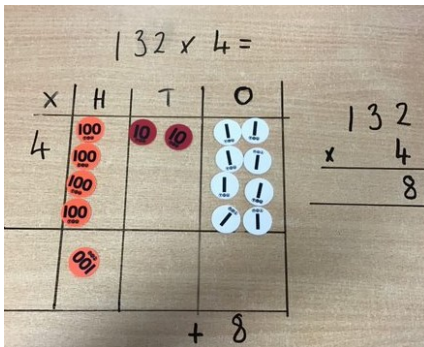
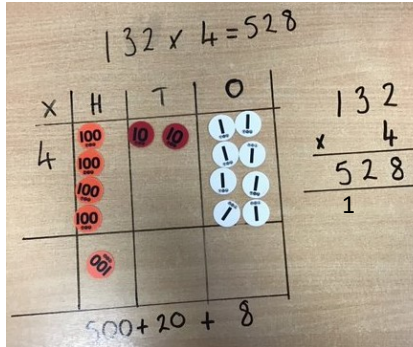
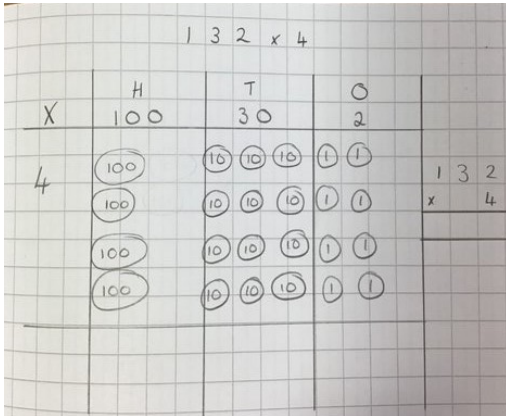
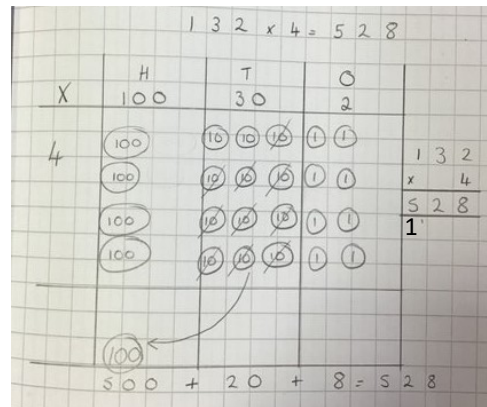
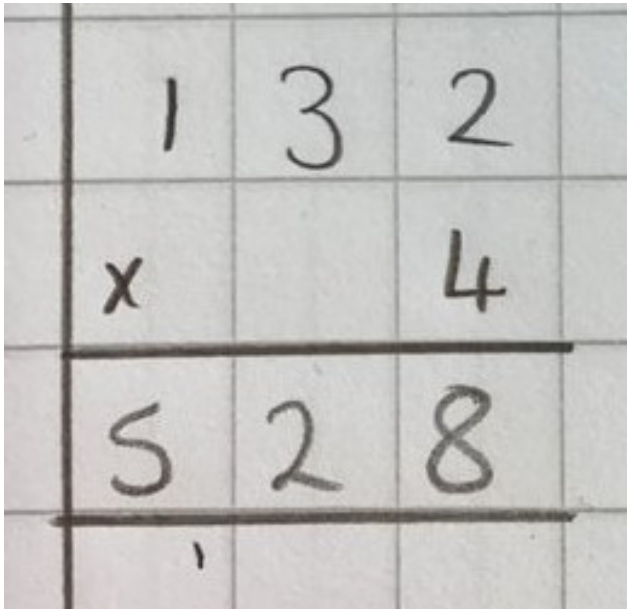
The Discovery School Calculation Policy - Year 4 Multiplication.

Additional Notes

A scaling question which would be ideal for the use of a bar model to understand its structure: Jo has 240 sweets. Dave has 3 times as many sweets as Jo. How many sweets do they have altogether?

National Curriculum Objectives

Recall and use multiplication facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Objective	Concrete	Pictorial	Abstract
Multiply 3 digits by 1 digit with no exchange.	 		Expanded method  Formal written method 
Multiply 3 digits by 1 digit WITH exchange.	   	 	The children are drawing place value counters or interpreting pictures of place value counters to consolidate their understanding of the exchange process when multiplying. 
	Show the abstract method alongside the concrete.		Formal written method.