

Marking guidance

↓ NC objective in a year below ↑ NC objective in a year above * Key question

Qu.	National curriculum objectives	Progression map outcome	Answers	Marks	Possible errors	Advice
1	Y4.NAS.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	AS Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100 or 1000.	a) 50 b) 600	1	Some children may simply add all of the numbers and put the total in the box, giving 290 for part (a) and 4000 for part (b). An answer of 40 or 60 for part (a) or 500 or 700 for part (b) suggests an inaccuracy in the addition or subtraction part of the problem.	Encourage children to use jottings for part recordings, e.g. noting down 120 for the total of 20, 60 and 40 in part (a). Also, check that children understand the inverse relationship; when they have totalled the known numbers, they then need to subtract that from the answer to find the missing number.
2	Y4.NAS.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	AS Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100 or 1000.	a) 240 b) 700	1	Errors of 360 for part (a) and 1300 for part (b) suggest children are attempting column subtraction in their heads, taking the smaller from the larger digit in each place, rather than a more appropriate mental method.	Mental methods involving adding on work well for these types of questions.

3*	Y4.NAS.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	AS Add and subtract numbers with up to 4 digits using formal columnar addition and subtraction methods.	661	1	An answer of 741 suggests that the smaller digit has been taken from the larger in each column. Also encourage children to estimate: if 85 is subtracted from 746, is 741 the likely answer?	Where children are making errors with decomposition, model using the expanded method. Also encourage children to estimate: if 85 is subtracted from 746, is 741 the likely answer?
4*	Y4.NAS.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	AS Use compact column subtraction to subtract 3-digit numbers.	234	1	An answer of 246 suggests that the smaller digit has been taken from the larger in each column.	Where children are making errors with decomposition, model using the expanded method.
5	Y4.NMD.1 Recall multiplication and division facts for multiplication tables up to 12×12	MD Recall multiplication and division facts for multiplication tables, for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times-tables.	a) 42 b) 56 c) 5 d) 7	1	Errors such as 36 for part (a) or 54 for part (b) suggest children are recalling the wrong times-tables facts. Errors such as 43 or 57 suggest the right fact is being recalled but not with the right answer. Errors in parts (c) and (d) occur when children do not apply multiplication facts correctly to division, or see the links between them.	The 7 times-table is one of the trickier times-tables, so the children should keep practising. Encourage children to use what they know, e.g. $5 \times 7 = 35$, to find other facts they are less certain about. Write out 'fact families' to make sure division facts are learned alongside multiplication ones, e.g. if $6 \times 7 = 42$, then $7 \times 6 = 42$, $42 \div 7 = 6$ and $42 \div 6 = 7$.