

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.NPV.7 Round any number to the nearest 10, 100 or 1000	NPV Place 4-digit numbers on number lines, recognise the place value of each digit and round these to the nearest 10, 100 or 1000 .	a) 160 b) 800 c) 4000 d) 4400	2	Children may misunderstand the instruction and add or subtract 10, 100 or 1000. Some may always round up or round down. Some may mix up rounding to 10, 100 and 1000.	Regardless of the type of error, the best help for children is to encourage them to sketch or visualise a number line marked with the appropriate 10s, 100s or 1000s. This will always show which of the two choices the number is closest to, e.g. for parts (a) and (b) the number lines would look like these:

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 a) Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100 or 1000. b) Add and subtract numbers with up to 4 digits using formal columnar addition and subtraction methods.	a) 36 b) 800	2	Some children may answer 26 or 136 for part (a). Some children may answer 8 or 80 for part (b). These types of errors are caused by misunderstanding place value.	These questions are best solved by mental methods: in part (a) by counting up in 10s to 200 and then on 16 (or $10 + 6$) to 216; in part (b) by making the link to $60 - 52$. Always encourage children to look at the numbers carefully before deciding on a strategy to solve a question, and to check answers using inverse operations. A child thinking the answer to part (b) is 8 or 80 should realise their error when adding 8 or 80 to 5200.
3	Y4.NPV.1 Count in multiples of 6, 7, 9, 25 and 1000	NPV Count on and back in multiples of 6, 7, 9, 25 and 1000 and work systematically, predicting and explaining patterns.	a) 250 b) 350	2	Errors for part (a) include 225 where a child's first count is 75 rather than 100 and for part (b) 400 where a child's first count is 950 rather than 900. Other errors may occur if children try to find short cuts, e.g. calculating 7×25 and then adding in one step.	Regular class counting in different steps forwards and backwards will encourage children to see the pattern of digit endings. Some children find counting backwards more difficult and will need more practice even when counting accurately forwards.