Year 4
Maths Parent Workshop

Monday 19th January 2026

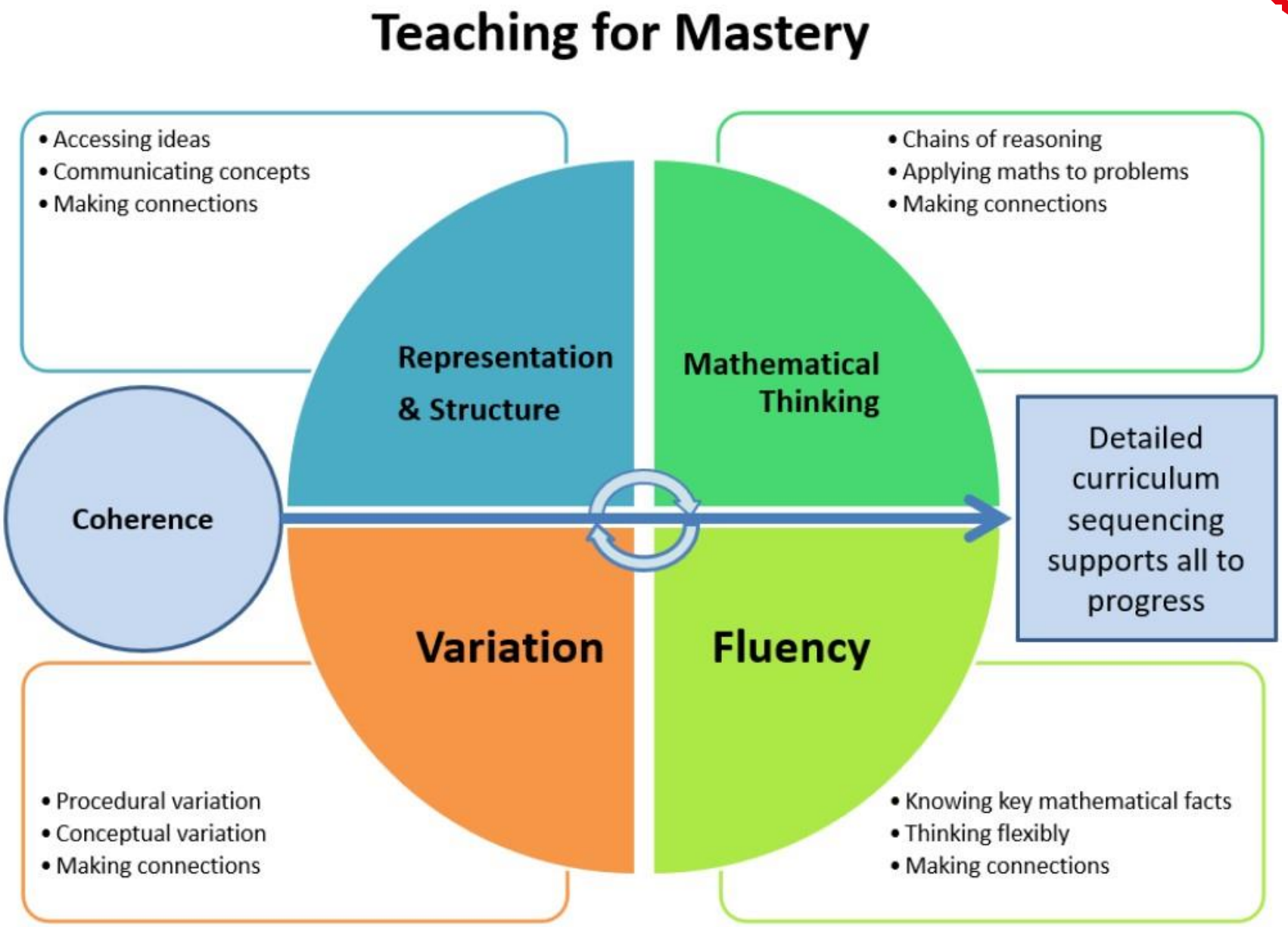
Maths Vision at Hazelwood

AT HAZELWOOD SCHOOLS, WE BELIEVE THAT MATHS IS AN ESSENTIAL PART OF EVERYDAY LIFE. LEARNING IS, THEREFORE, FOCUSED ON CHILDREN SECURING A STRONG CONCEPTUAL UNDERSTANDING OF MATHS AND DEVELOPING THE SKILLS AND SELF-CONFIDENCE REQUIRED TO APPLY THEIR MATHEMATICAL KNOWLEDGE TO CREATIVELY SOLVE PROBLEMS.

Maths Vision at Hazelwood

- **Fluent recall** of **mental maths facts. For example,**. times tables, number bonds.
- To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- **Problem solving** – applying their skills to real-life contexts.

Mastery for all



Maths at Hazelwood

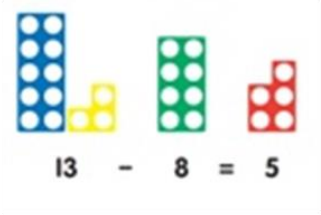
Concrete - Use of manipulatives to understand the concept.

Pictorial - A visual representation which cements understanding from the concrete phase.

Abstract - Written understanding of concepts.

Concrete, Pictorial and Abstract

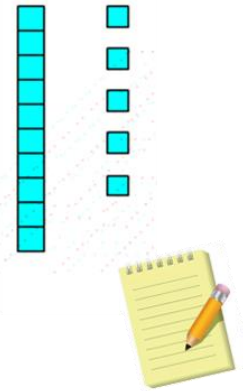
Although we've presented CPA as three distinct stages, it is important to go back and forth between each stage to reinforce concepts.

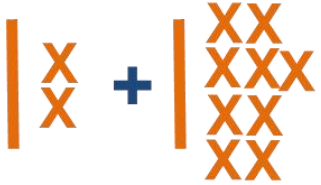


Active / Concrete

Building visual images

Abstract





13 - 8

12 + 19

Metacognition

Examples of questions to promote metacognitive thinking include:

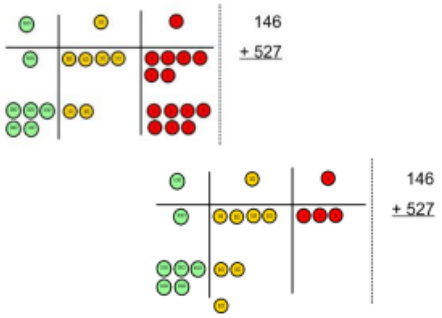
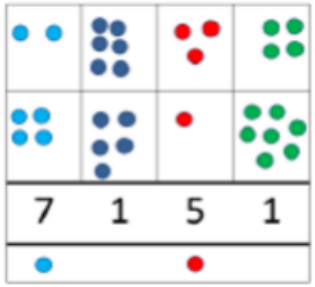
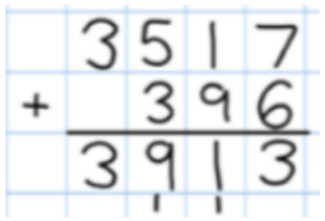
- How did you find out?
- Why do you think that?
- How do you know this?
- Can you show me?
- How do you prove this?
- Is there another way to solve this problem?

Metacognition is an important factor of mathematical problem solving. Metacognition is **the ability to monitor and control our own thoughts, how we approach the problem, how we choose the strategies to find a solution, or ask ourselves about the problem.**

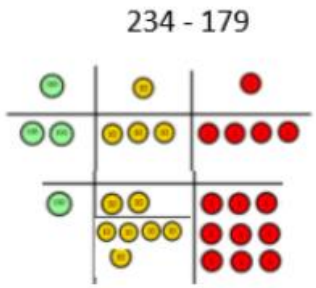
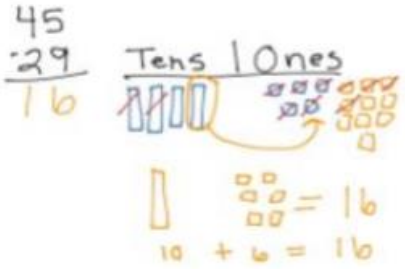
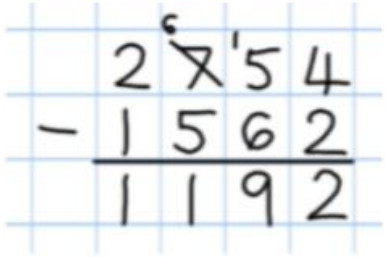
Year 4 Curriculum

Calculation Policy – Year 4

Year 4 – Addition

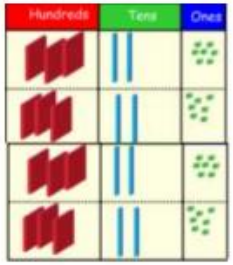
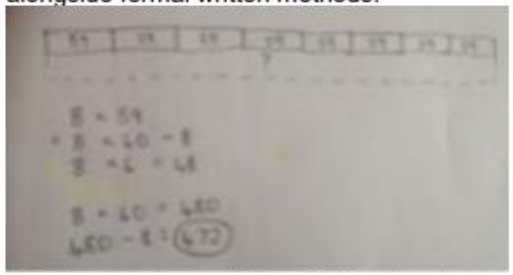
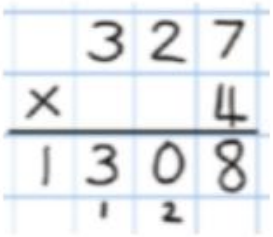
Objective and Strategies	Concrete	Pictorial	Abstract
Addition - Year 4,5 & 6			
Year 4 Add numbers with up to 4 digits			

Year 4 – Subtraction

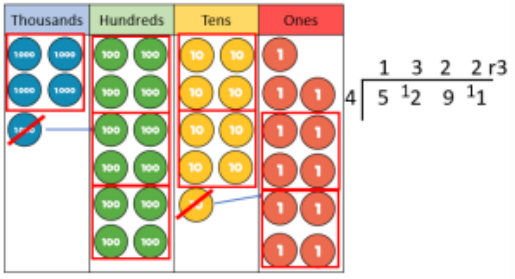
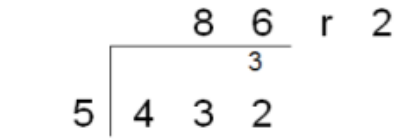
Objective and Strategies	Concrete	Pictorial	Abstract
Subtraction- Year 4,5 & 6			
Year 4 Subtract with up to 4-digits			

Calculation Policy – Year 4

Year 4 – Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
Multiplication - Year 3 & 4			
Column Method Multiply by a 1-digit number	327 x 4 	Bar modelling and number lines support learners when solving problems with multiplication alongside formal written methods.  Use 'multiple by multiples of 10' and adjust.	

Year 4 – Division

Division- Year 4 & 5			
Short division with remainders		5,291 ÷ 4 = 1,322 r3  	 Complete written divisions and show the remainder using r.

Year 4 – Example Questions

Work out the missing digits.

			H	T	O	
			3	6	2	
	x				☐	
		☐	☐	7	2	

Year 4 – Example Questions

Mr Rose has £2,000

He wants to buy 6 new paintings.

Each painting costs £329

Does Mr Rose have enough money? _____

Show your workings.

Year 4 – Example Questions

Mr Rose has 1 litre of paint.

He uses $\frac{4}{10}$ of the paint on the wall and $\frac{2}{10}$ of the paint on the door.

How much paint does Mr Rose have left?

Give your answer in litres.

Parent in Class Sessions

- You will now go and visit your child's classroom.
- They will be working on a whole class maths investigation working on reasoning & problem solving skills
- Children will be working in groups so please do support the whole group/table your child is working with.
- Please do remain in the classroom until you are collected by a member of Hazelwood Staff.
- We hope you enjoy the session!