

Discussion Problems

Step 1: 1s, 10s, 100s, 1,000s

National Curriculum Objectives:

Mathematics Year 4: (4C2) [Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate](#)

About this resource:

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 4 Addition and Subtraction](#) resources.

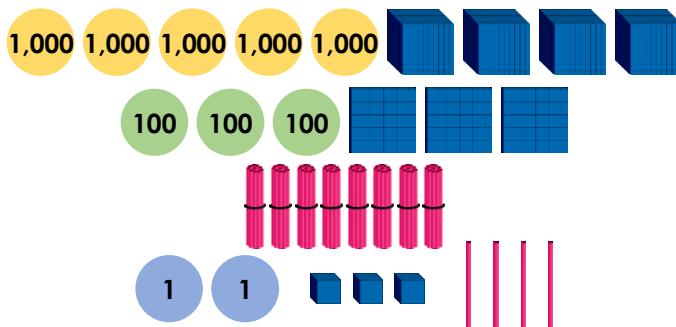
Did you like this resource? Don't forget to [review](#) it on our website.

1s, 10s, 100s, 1,000s

1. Choosing different combinations from the representations below, explore various ways of completing the number sentence.

$$\square + \square = \square$$

For example:



DP

2. Complete the calculation using the digit cards below. You can use each card more than once. Explore various combinations.

$$6,324 - \boxed{A} - \boxed{B} = 3,947$$

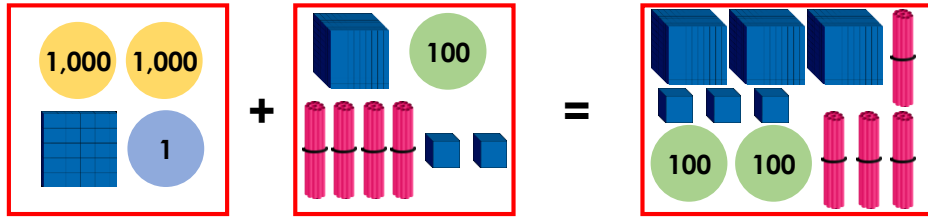


A must be a 4-digit number and B must have more than 3 tens.

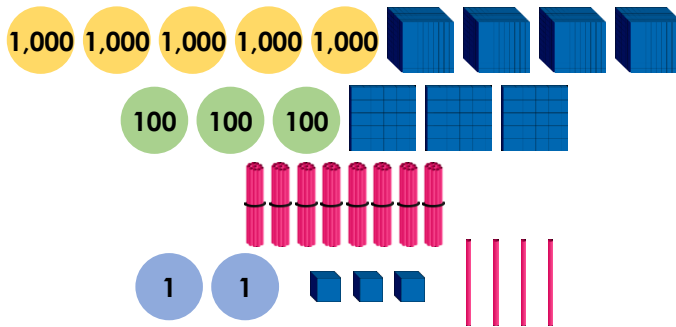
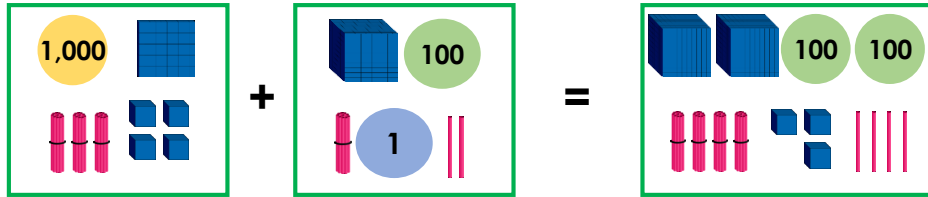
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1s, 10s, 100s, 1,000s

1. Choosing different combinations from the representations below, explore various ways of completing the number sentence. **Various answers, for example:**



For example:



DP

2. Complete the calculation using the digit cards below. You can use each card more than once. Explore various combinations.

Various answers, for example:

$$6,324 - 2,300 - 77 = 3,947$$



A must be a 4-digit number and B must have more than 3 tens.

DP