

Reasoning and Problem Solving

Step 6: Subtract Two 4-Digit Numbers 2

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](#)

Differentiation:

Questions 1, 4 and 7 (Problem Solving)

Developing Complete the calculation by subtracting two 4-digit numbers with one exchange. Calculations presented in place value grid. No use of zero as a place holder.

Expected Complete the calculation by subtracting two 4-digit numbers with one exchange. Calculations presented in column format. Some use of zero as a place holder.

Greater Depth Complete the calculation by subtracting two 4-digit numbers with one exchange. Calculations presented in a linear format. Use of zero as a place holder.

Questions 2, 5 and 8 (Problem Solving)

Developing Investigate ways to complete a subtraction calculation with one exchange. Calculations presented in place value grid. No use of zero as a place holder.

Expected Investigate ways to complete a subtraction calculation with one exchange. Calculations presented in column format. Some use of zero as a place holder.

Greater Depth Investigate ways to complete a subtraction calculation with one exchange. Calculations presented as a part whole model. Use of zero as a place holder.

Questions 3, 6 and 9 (Reasoning)

Developing Identify and explain where an exchange must take place when subtracting two 4-digit numbers with one exchange. Calculations presented in a place value grid. No use of zero as a place holder.

Expected Identify and explain where an exchange must take place when subtracting two 4-digit numbers with one exchange. Calculations presented in column format. Some use of zero as a place holder.

Greater Depth Identify and explain where an exchange must take place when subtracting two 4-digit numbers with one exchange. Calculations presented in a linear format. Use of zero as a place holder.

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Subtract Two 4-Digit Numbers 2

Subtract Two 4-Digit Numbers 2

1a. Draw counters in the empty boxes to complete the calculation below.

Th	H	T	O
<div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>
<div><div></div><div></div><div></div></div>	<div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div></div>
2	6	1	4

Hint: There is one exchange.



PS

1b. Draw counters in the empty boxes to complete the calculation below.

Th	H	T	O
<div><div></div><div></div><div></div><div></div></div>	<div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>
<div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div></div>
6	2	3	5

Hint: There is one exchange.



PS

2a. Draw counters in each column of the place value grid to create a subtraction calculation with one exchange.

Th	H	T	O
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>



PS

2b. Draw counters in each column of the place value grid to create a subtraction calculation with one exchange.

Th	H	T	O
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>



PS

3a. Class 4 are given the following calculation. Leon says,

We need to exchange one of the tens for ten ones.



Th	H	T	O
<div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div><div></div></div>	<div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>

Is he correct? Explain your answer.



R

3b. Class 4 are given the following calculation. Sara says,

We need to exchange one of the hundreds for ten tens.



Th	H	T	O
<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>
<div><div></div><div></div><div></div></div>	<div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>

Is she correct? Explain your answer.



R

Subtract Two 4-Digit Numbers 2

Subtract Two 4-Digit Numbers 2

4a. Complete the calculation below.

		5	3	6
-	3	2		
	6		6	6



PS

4b. Complete the calculation below.

	7	5	4	
-	2		7	1
		2		1



PS

5a. Use digits from 0 - 9 to create a subtraction calculation with two 4-digit numbers and one exchange.

-				



PS

5b. Use digits from 2 - 8 to create a subtraction calculation with two 4-digit numbers and one exchange.

-				



PS

6a. Class 4 are given the following calculation. Zainab says,

We need to exchange one of the tens for ten ones.



	8	2	1	9
-	5	0	4	6

Is she correct? Explain your answer.



R

6b. Class 4 are given the following calculation. Adam says,

We need to exchange one of the hundreds for ten tens.



	7	6	8	4
-	2	9	5	1

Is he correct? Explain your answer.



R

Subtract Two 4-Digit Numbers 2

Subtract Two 4-Digit Numbers 2

7a. Complete the calculations below.

A. $7 \square 4 \square - \square 4 \square 8 = 5,122$

B. $\square 8 \square 0 - 2 \square 3 \square = 920$



PS

7b. Complete the calculations below.

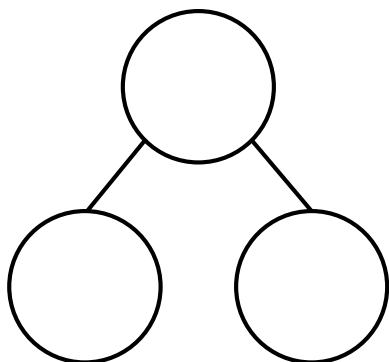
A. $\square 3 \square 7 - 6 \square 5 \square = 437$

B. $5 \square 7 \square - \square 0 \square 9 = 4,035$



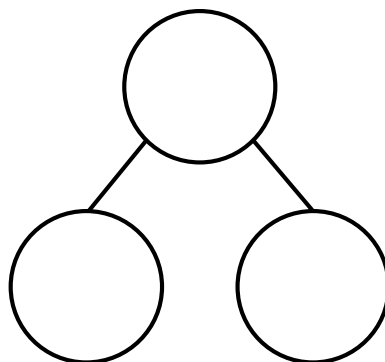
PS

8a. Use digits from 0 - 5 to create a subtraction calculation on the part whole model below. Your calculation must include two 4-digit numbers, zero and one exchange only.



PS

8b. Use digits from 0 - 9 to create a subtraction calculation on the part whole model below. Your calculation must include two 4-digit numbers, zero and one exchange only.



PS

9a. Class 4 are given the following calculation.

$$7,562 - 6,802$$

Jason says,

We need to exchange one of the hundreds for ten tens.



Is he correct? Explain your answer.



R

9b. Class 4 are given the following calculation.

$$9,679 - 5,095$$

Mandy says,

We need to exchange one of the thousands for ten hundreds.



Is she correct? Explain your answer.



R

Reasoning and Problem Solving

Subtract Two 4-Digit Numbers 2

Developing

1a.

Th	H	T	O
2	6	1	4

2a. Various answers, for example: $7,635 - 6,217 = 1,418$; $4,763 - 1,481 = 3,282$; $5,562 - 3,941 = 1,621$ etc.

3a. Leon is incorrect. They need to exchange one of the hundreds for ten tens.

Expected

4a.

	9	4	1	3	6
-	3	2	7	0	
	6	2	6	6	

5a. Various answers, for example: $7,654 - 2,345 = 5,309$; $6,523 - 3,602 = 2,921$; $8,349 - 5,721 = 2,628$ etc.

6a. Zainab is incorrect. They need to exchange one of the hundreds for ten tens.

Greater Depth

7a. A. $7,540 - 2,418 = 5,122$

B. $3,850 - 2,930 = 920$

8a. Various answers, for example: $4,053 - 3,025 = 1,028$; $5,234 - 2,503 = 2,731$; $2,543 - 2,450 = 93$ etc.

9a. Jason is incorrect. They need to exchange one of the thousands for 10 hundreds.

Reasoning and Problem Solving

Subtract Two 4-Digit Numbers 2

Developing

1b.

Th	H	T	O
6	2	3	5

2b. Various answers, for example: $3,286 - 2,169 = 1,117$; $8,934 - 5,672 = 3,262$; $9,478 - 7,534 = 1,944$ etc.

3b. Sara is incorrect. They need to exchange one of the tens for ten ones.

Expected

4b.

	7	4	1	4	2
-	2	2	7	1	
	5	2	7	1	

5b. Various answers, for example: $4,836 - 2,654 = 2,182$; $8,565 - 3,742 = 4,823$; $6,574 - 2,853 = 3,721$ etc.

6b. Adam is incorrect. They need to exchange one of the thousands for ten hundreds.

Greater Depth

7b. A. $7,387 - 6,950 = 437$

B. $5,074 - 1,039 = 4,035$

8b. Various answers, for example: $9,734 - 2,608 = 7,126$; $8,490 - 3,287 = 5,203$; $9,873 - 9,806 = 67$ etc.

9b. Mandy is incorrect. They need to exchange one of the hundreds for ten tens.