Exploring Addition : Maths : Year 4 : Autumn Term

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To estimate, then add, three-digit numbers.	Children will use rounding to estimate the answers to HTO+TO calculations (e.g. 347+33), then use partitioning to find the answers.	• Can children accurately round numbers to the nearest ten or hundred? • Can children estimate addition calculations by rounding? • Can children partition two- and three-digit numbers, then add them?	• Slides • Challenge Cards 1A/1B/1C • Tiddlywinks Addition 1A/1B (FSD? activity only) • Blank writing frames • Plastic counters
Lesson 2	To add three- and four-digit numbers by partitioning.	Children will use partitioning to add together two or more three- and four-digit numbers. To develop and consolidate their understanding of this strategy, children may either use maths resources to represent the partitioning they do, or describe the process in their own words.	• Can children use partitioning to solve three- and four-digit calculations? • Can children use physical resources to represent partitioning? • Can children use mathematical vocabulary to explain partitioning?	• Slides • Challenge Cards 2A/2B/2C • Monster Money 2A • A range of maths resources (e.g. counters, number fans) • Place Value 2A (FSD? activity only) • Blank writing frames
Lesson 3	To solve addition calculations using the formal written method.	Children will use the formal addition method to solve HTO+TO, HTO+HTO and ThHTO+HTO calculations (none of the calculations in this lesson require exchanging between ones and tens or tens and hundreds; this is the focus of lesson 4 in this Complete Series).	• Can children present addition calculations using the formal written method? • Can children use maths vocabulary to explain how to use the formal written method? • Can children estimate by rounding to help when checking their calculations?	• Slides • Worksheet 3A/3B/3C/3D • Calculation Cards 3A (FSD? activity only) • Blank writing frames
Lesson 4	To solve formal addition calculations where exchanging ones with tens, or tens with hundreds is required.	Children will learn how to solve more complex formal addition calculations, where exchanging between ones and tens and/or between tens and hundreds is required. They may then either practise calculations like these, or produce posters to show how to do formal addition where exchanging is required.	• Can children use the formal written method of addition where one or more exchange is required? • Can children present formal written addition calculations clearly and neatly? • Can children use maths vocabulary to explain how to use the formal written method?	• Slides • Worksheet 4A/4B/4C/4D • Blank writing frames • A range of maths resources (e.g. counters, number fans)
Lesson 5	To use the formal written method of addition to solve two-step problems.	Children will use a range of strategies, including formal addition, to solve a variety of word problems and visual problems requiring addition calculations.	• Can children identify key maths vocabulary in two-step problems? • Can children use formal addition to solve two-step problems? • Can children use maths vocabulary to explain strategies for solving two-step problems?	• Slides • Worksheet 5A/5B • Challenge Cards 5A/5B/5C/5D (FSD? activity only) • Blank writing frames

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan