

Column addition (no carrying) lesson plan

Subject: Maths	Lesson Title: Column addition (no carrying)
Date:	Time Span:
Year Group: Year 2	Group Size: 30

Desired Learning Outcomes

To be able to add in columns (without carrying)

Key Language:

Column, horizontal, vertical, units, tens, hundreds, thousands and tenths

Use of ICT:

Smartboard for introduction

Assessment (Make reference to each section of the lesson)

Intro – Level of work based on ongoing assessment

Main – Mark children's work as they complete it. Sit with any children who are struggling, bringing them back to the carpet if necessary. If still unsure by end of lesson sit with TA during plenary.

Plenary – Can children explain their working out to a partner, using the correct terminology e.g. column, units, tens etc?

Use of Other Adults

TA to monitor progress of children once they begin working

TA to sit and continue working with children (of any ability) who struggled in plenary

Anticipated Misconceptions/Difficulties

Children starting on the right (this will be problematic when carrying is introduced)

Children not putting numbers in the correct columns e.g. putting units under tens

Children not putting only 1 number in each square and thus getting columns confused

Children forgetting to write the + sign to show the operation being calculated

Resources

Tens sticks

Squared paper for plenary

Enlarged copy / copies for tables of final slide

Introduction	Time																											
<p>Go through PowerPoint with the following:</p> <ul style="list-style-type: none"> • Revise what column and vertical mean • Revise 4 key teaching points (see below) • Reminder of how adding in columns is quicker than using number lines and hundred squares • Model how to add two 2-digit numbers using the method from yesterday (with partitioning) and the method for today's lesson (without partitioning). Emphasise how adding without partitioning is quicker • Go through examples of how to set out adding single digits and multiples of 10. Revise how horizontal line is like the = sign. Lower ability start work • Adding 2-digit and 3-digit numbers e.g. <table border="1" data-bbox="220 584 722 734"> <tr> <td>1)</td> <td></td> <td>4</td> <td>3</td> <td>2)</td> <td></td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td></td> <td>+</td> <td>2</td> <td>5</td> <td></td> <td>+</td> <td></td> <td>5</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>6</td> <td>8</td> <td></td> <td></td> <td>2</td> <td>8</td> <td>6</td> </tr> </table> <p>(With every example reinforce four main teaching points:</p> <ul style="list-style-type: none"> ➢ Start on the right-hand side ➢ Put only 1 number in a square ➢ Write the + ➢ Put units under units and tens under tens and so on <ul style="list-style-type: none"> • Middle and higher ability start work • Model for G+T how to use column addition with number to 1 decimal place, including .0 where it is helpful e.g. 5 + 1.4 can be easier as 5.0 + 1. • Final slide with reminders of the 4 key points above. Print out and enlarge / leave copies on tables of this final slide <p>Remind children to leave space between calculations and not squash them together Give children a copy of the success criteria to stick at the top of their page</p>	1)		4	3	2)		2	3	4		+	2	5		+		5	2			6	8			2	8	6	15 mins
1)		4	3	2)		2	3	4																				
	+	2	5		+		5	2																				
		6	8			2	8	6																				
<p>Main (including differentiated tasks)</p> <p>(At regular intervals have children stop and check their work against the success criteria)</p> <p>Lower ability – add 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give tens sticks if needed</p> <p>Middle ability – add 2-digit numbers (no carrying)</p> <p>Higher ability – add 3-digit numbers (no carrying)</p> <p>Extension – add 4-digit numbers and numbers to 1 decimal place (no carrying)</p>	20 mins																											
<p>Plenary</p> <p>Have children self-asses their work against the success criteria In ability partners give children 4 questions per pair, two for each partner Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer Children swap over and partner who spoke first now listens</p>	10 mins																											