

Column addition (no carrying) lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY																																
	<p>Mental:</p> <p>Main: Use column addition (without carrying)</p>	<p>Mental:</p> <p>Main: 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" style="margin-left: 40px;"> <tr> <td>1)</td><td></td><td>4</td><td>3</td><td></td><td>2)</td><td></td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td></td><td></td><td>+</td><td>2</td><td>5</td><td></td><td></td><td>+</td><td></td><td>5</td><td>2</td> </tr> <tr> <td></td><td></td><td></td><td>6</td><td>8</td><td></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	<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>	<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>
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