Column addition (with carrying) lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Use column addition (with carrying)	Mental: Main: Go through PowerPoint with the following: • Revise what column and vertical mean • Revise 4 key teaching points (see below) • Explanation of how when the units column is full i.e. has 10 units in it, these 10 units need to move next door to the tens and become 1 ten, with several examples • Go through examples of how to add 1-digit numbers. Lower ability start work • Go through examples of how to add 2-digit and 3-digit numbers e.g. (With every example reinforce four main teaching points: ➢ 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 ➢ Putting the 1 you carry in the correct column • 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 5 key points above. Print out and enlarge / leave copies on tables of this final slide 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	Children who were insecure on column addition without carrying to repeat previous lesson on column addition without carrying (At regular intervals have children stop and check their work against the success criteria) Lower ability – add 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give unit square and tens sticks if needed Middle ability – add 2-digit numbers (with carrying) Higher ability – add 3-digit numbers (with carrying) Extension – add 4-digit numbers and numbers to 1 decimal place (with carrying)	Have children self-asses their work against the success criteria In ability partners give children 2 questions per pair, one 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