

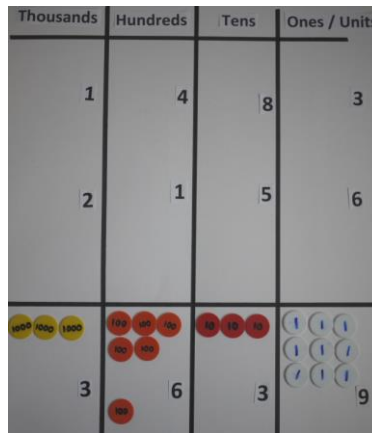
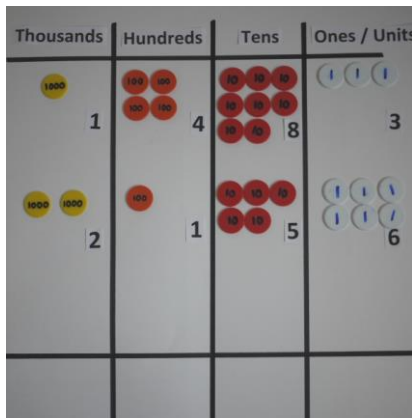
National Curriculum Programme of Study;

- Add numbers with up to four digits using the formal written methods of columnar addition where appropriate.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Pupils continue to practise columnar addition with increasingly large numbers to aid fluency (non-statutory)



BY THE END OF YEAR 4...

By the end of Year 4, children will be able to show their understanding as;

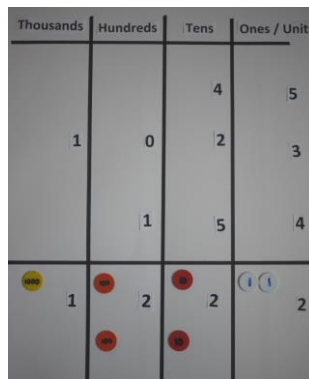
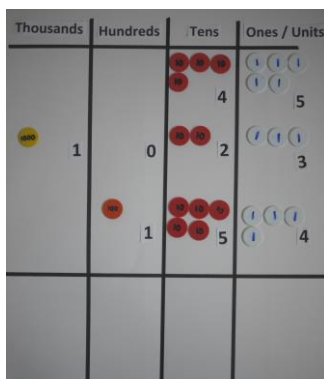


$$\begin{array}{r}
 1483 \\
 + 2156 \\
 \hline
 3639 \\
 \hline
 1
 \end{array}$$

Following on from year 3... Formal column addition, where appropriate

Children should continue to use the place value counters, in columns, to support their conceptual understanding of addition.

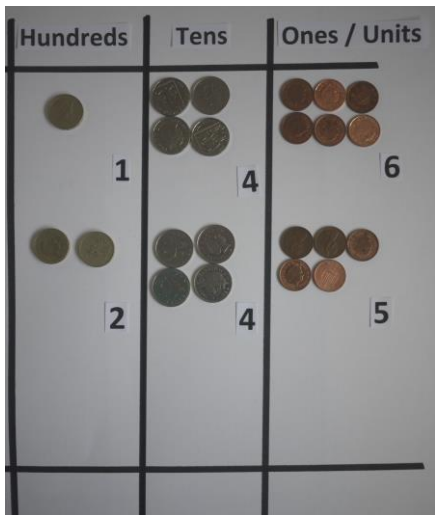
They should be expected to add several numbers, with different numbers of digits, and respond using column addition



$$\begin{array}{r}
 45 \\
 + 1023 \\
 154 \\
 \hline
 1222 \\
 \hline
 11
 \end{array}$$

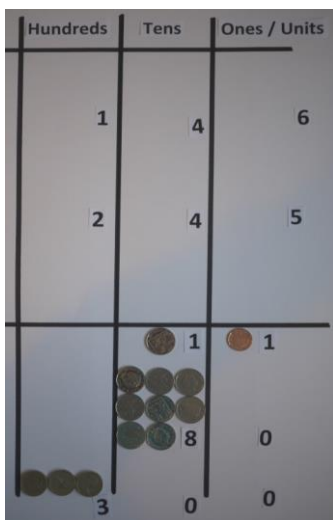
Apply understanding of addition in other contexts involving decimals

Use other practical resources such as coins (£1, 10p, 1p) and masses (100g, 10g, 1g) when adding in the context of measures (to 2 d.p.) Encourage children to explain their thinking in terms of the practical equipment, continuing to make use of the base board where appropriate.



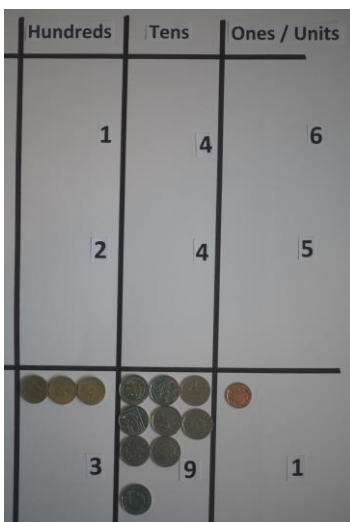
$$£1.46 + £2.45$$

$$\begin{array}{r}
 1.46 \\
 + 2.45 \\
 \hline
 \\
 \hline
 \end{array}$$



$$\begin{array}{r}
 1.46 \\
 + 2.45 \\
 \hline
 .11 \\
 + .80 \\
 \hline
 3.00 \\
 \hline
 3.91
 \end{array}$$

Practical and written methods could be in their expanded form initially, to support conceptual understanding.



$$£1.46 + £2.45$$

$$\begin{array}{r}
 1.46 \\
 + 2.45 \\
 \hline
 3.91 \\
 \hline
 1
 \end{array}$$