Progression in Calculations. Y4

Addition.

Year 4 1s,10s,100s,1,000s Children build on prior learning of adding hundreds, tens and ones. They are introduced to adding thousands. The number being represented is _____ Add 3 thousands to the number. What do you have now? Add 3 hundreds to the number. What do you have now? Subtract 3 tens from the number. What do you have now? Add 5 ones to the number. What do you have now? Adding Two 4-digit Numbers (1) Children use their understanding of addition of 3-digit Use counters and a place value grid to calculate 3,242 + 2,213numbers to add two 4-digit numbers with no exchange. They use concrete equipment and a place value grid to support their understanding alongside column addition. 1,000s 100s 10s 1s 10

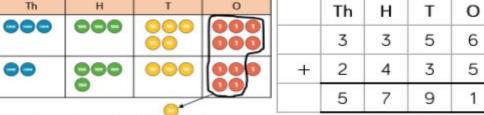
Progression in Calculations. Y4

Addition.

Add two 4-digit Numbers (2)

Children add two 4-digit numbers with one exchange. They use a place value grid to support understanding alongside column addition. They explore exchanges as they occur in different place value columns and look for similarities/differences.

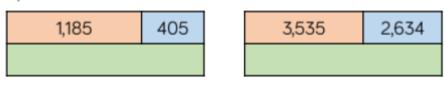
Rosie uses counters to find the total of 3,356 and 2,435



Use Rosie's method to calculate:

3,356 + 2,437 3,356 + 2,473 3,356 + 2,743

Complete the bar models.

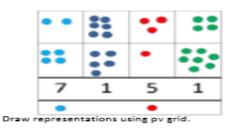


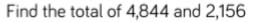
3,264 1,655

Add two 4-digit Numbers (3)

Building on adding two 4-digit numbers with one exchange, children explore multiple exchanges within an addition.

Ensure children continue to use equipment alongside the written method to help secure understanding of why exchanges take place and how we record them.





Th	Н	Т	0
0000	0000	0000	0000
	•	0000	000

	4	8	4	4
+	2	1	5	6

Column additions:

<u>Addition.</u>	Progression in Calculations. Y4		
	Addition.		