CALCULATIONS

Pupils should be taught to:

Develop and refine written methods for addition, building on mental methods

As outcomes, Year 4 pupils should, for example:

Informal written methods

Use pencil and paper methods to support, record or explain calculations, achieving consistent accuracy. Discuss, explain and compare methods.

Where calculations are set out in columns, know that units should line up under units, tens under tens, and so on...

HTU + TU, then HTU + HTU

Do this crossing the tens boundary, or the hundreds boundary, or both. For example:

A: adding the most significant digits first

B: compensation (add too much, take off)

$$\begin{array}{r}
754 \\
+ \underline{86} \\
854 \\
-\underline{14} \\
840
\end{array} (86 - 100)$$

Standard written methods

Develop an efficient standard method that can be applied generally. For example:

C: adding the least significant digits, preparing for 'carrying'

Using similar methods, add several numbers with different numbers of digits. For example, find the total of:

Extend to decimals

Using methods similar to those above, begin to add two or more three-digit sums of money, with or without adjustment from the pence to the pounds. Know that decimal points should line up under each other, particularly when adding or subtracting mixed amounts such as $£3.59 \pm 78p$. For example: