|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Area of Learning | LC: Can you add and subtract Is 10s 100s and 1000s? | LC:Can you Add two 3-digit numbers - not crossing 10 or 100 ? | LC: Can you add two 4-digit numbers - no exchange? | LC: Can you Add two 3-digit numbers - crossing 10 or 100? | LC: Can you problem solve? |
| Activity | Starter: <br> Times Table Rockstars <br> Main: <br> Go to the following website: https://whiterosemaths.com/ <br> Find and watch Add and subtract Is IOs IOOs and 1000 s video. Pause if you need to take notes or replay sections to help with understanding. Independent Task: <br> Children to complete worksheet found in resources. | Starter: <br> Times Table Rockstars <br> Main: <br> Go to the following website: https://whiterosemaths.com/ <br> Find and watch Add two 3digit numbers - not crossing 10 or 100 video. Pause if you need to take notes or replay sections to help with understanding. Independent Task: Children to complete worksheet found in resources. | Starter: <br> Times Table Rockstars <br> Main: <br> Go to the following websit <br> https://whiterosemaths.com// <br> Find and watch Add two 4digit numbers - no exchange video. Pause if you need to take notes or replay sections to help with understanding. <br> Independent Task: Children to complete worksheet found in resources. | Starter: <br> Times Table Rockstars <br> Main: <br> Go to the following website: <br> https://whiterosemaths.com/ <br> Find and watch Add two 3digit numbers - crossing 10 or 100 video. Pause if you need to take notes or replay sections to help with understanding. <br> Independent Task: Children to complete worksheet found in resources. | Starter: <br> Times Table Rockstars <br> Main: <br> Today the children will apply the skills they have learnt this week to reason and problem solve questions. <br> Independent Task: Children to complete worksheet found in resources. |


|  | Answers can be found in <br> resources. | Answers can be found in <br> resources. | Answers can be found in <br> resources. | Answers can be found in <br> resources. |
| :--- | :--- | :--- | :--- | :--- |
| Answers can be found in <br> resources. |  |  |  |  |

## Where can I complete further work?

Twinkl - Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code UKTWINKLHELPS for access to worksheets, powerpoints and interactive games to support all areas of learning.

Classroom Secrets - Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.
White Rose Maths - Free Maths home learning resources for all ages. Watch the videos and try the questions.
Primary Stars - Free Maths home learning packs for Year I and 2.
BBC Bitesize Primary - Free learning resources available for KSI and KS2 across all subjects.
I See Maths - Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.
Top Marks - Free educational resources and games for English and Maths.Games - Free educational resources and games for English and Maths.

Complete the calculations.
Use the place value chart to help you.

| $1,000 \mathrm{~s}$ | 100 s | 10 s | 1 s |
| :---: | :---: | :---: | :---: |
| 5 | 3 | 7 | 8 |

$\square$
a) $5,378+200=$
e) $5,378-60=$

1s, 10s, 100s, 1,000s
(I)

Dora makes a number on a place value chart.

| Th | H | T | O |
| :---: | :---: | :---: | :---: |
| 1,000 | 1000 | 100 | 1 |
| 10000 |  |  |  |

a) What number has Dora made? $\square$
b) Add 3 ones to Dora's number.

What number do you have? $\square$
c) Add 2 tens to Dora's number. What number do you have now? $\square$
d) Subtract 2 hundreds from Dora's number. What number do you have now? $\square$
e) Add 5 thousands to Dora's number. What number do you have now? $\square$

3 Complete the calculations
a) $6,058+1=$ $\square$
$\square$

b) $6,058+20=$ $\square$

$$
\begin{aligned}
& 6,058+30=\square \\
& 6,058+40=\square
\end{aligned}
$$

$$
6,058+4=
$$

$\square$

$$
5+6,058=
$$

$\square$
$\square$
b) $5,378+20=$ $\square$
f) $5,378-3,000=$ $\square$
c) $5,378+2,000=$ $\square$ g) $300+5,378=$ $\square$
d) $5,378-6=$ $\square$
h) $5,378-300=$ $\square$
4) Mo is going to add 100 to each number. Circle the numbers where the 1,000 s will change.
2,450
3,928
4,180
5,905
972

What do you notice?
$\qquad$

Mr Hall has $£ 1,342$ in the bank.
a) Mr Hall puts in $£ 500$ more.

How much money does he have in the bank now?

b) Then he puts in $£ 600$ more.

How much money does Mr Hall have in the bank now?
c) Then Mr Hall takes out $£ 60$

How much money does he have in the bank now?

7 Write the missing numbers.




b) $6,421-700=$

$6,421+700=$ $\square$
d) $3,500-\square=2,700$


Which calculations were easy to work out?
Which were more difficult to work out?

8

a) Use Ron's method to work out $3,812+1,400$

Could you have worked this out mentally?
b) Use Ron's method to complete the calculations.


## Add two 3-digit numbers - not crossing

 10 or 100(1)

Complete the column addition.
Use base 10 to help you.

| Hundreds | Tens | Ones |
| :---: | :---: | :---: | :---: |
| He |  |  |
|  |  |  |
|  |  |  |
|  |  |  |


2. Kim uses counters and a place value chart to help her work out $362+205$

a) Draw counters to complete the chart.
b) Complete the column addition.
c) Which column did you add first? Talk to a partner about your method.

Mrs Morgan drives 230 km on Monday.
On Tuesday she drives 169 km .
How far does she drive in total on Monday and Tuesday?

4. Complete the number line to work out the addition.
a) $711+140=\square$

b) $414+203=\square$

c) $502+384=$
Complete the additions
a) $736+203=$ $\square$
c) $£ 391+£ 505=\square$
b) $184+105=$ $\square$

6 The table shows the number of boys and girls in two schools.

|  | Boys | Girls |
| :---: | :---: | :---: |
| School A | 224 | 305 |
| School B | 400 |  |

a) The total number of children in each school is equal.

Without working it out, which school has more girls?
$\qquad$

How do you know?
b) How many girls are there in school B?
$\square$

7 Three children each work out an addition problem.

- Each child uses the same six digits.
- Each addition gives the same answer of 888
- Each child adds two different numbers together.

Work out a possible set of addition problems.


8 Here is an addition pyramid.
Add the two numbers below to make the number above.
a) Complete the addition pyramid.

b) Complete the addition pyramid.

None of the additions should have an exchange.
The total is 768


Compare answers with a partner.
(1) Calculate $314+522$

Use the place value chart to help you.

2. a) Calculate $3,214+5,122$

Use the place value chart to help you.

b) Now calculate 3,214 + 122 in the same way.

$$
3,214+122=\square
$$

c) What do you notice about your answers to part a) and part b)?

Complete the calculations.
a) $4,122+2,605=\square$
b) $3,709+4,160=\square$
c) $247+1,032=\square$
d) $3,007+560=\square$
(4) Alex is calculating $5,702+125$

|  |  | Th | H | T | 0 |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  |  | 5 | 7 | 0 | 2 |
|  | + | 1 | 2 | 5 |  |
|  | 6 | 9 | 5 | 2 |  |
|  |  |  |  |  |  |

Do you agree with Alex? $\qquad$
Explain your answer.
$\qquad$

Complete the calculation.
$\square$The distance from Scotland to France is $1,550 \mathrm{~km}$.
The distance from France to Spain is $1,002 \mathrm{~km}$.
Teddy is travelling from Scotland to France and then France to Spain.

How far will he travel in total?

6) Whitney and Jack are playing a game.

Whitney has 1,323 points.
Jack has 230 points more than Whitney.
How many points do they have altogether?

(7) Fill in the missing digits.

|  |  | $\mathbf{T h}$ | $\mathbf{H}$ | $\mathbf{T}$ | $\mathbf{O}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 3 |  | 2 |  |
|  | + |  | 4 |  | 6 |
|  |  | 8 | 7 | 9 | 6 |
|  |  |  |  |  |  |

(8) Complete the calculation.
$2,415+5,142=\square$


What do you notice about the numbers in the question? How does this affect the answer?

Think of some more calculations like this.
Try them out with a partner.

Add two 3-digit numbers - crossing 10 or 100

D Complete the column addition.
a) $235+157$

b) $372+144$

| Hundreds | Tens | Ones |
| :---: | :---: | :---: |
|  |  | $\square$ |
|  |  | : |



3 Dani uses counters to represent an addition.

a) What addition is Dani trying to work out?
b) Work out the answer to the addition.
c) How many exchanges did you have to do?
$\square$

4 Work out the additions.
a)

c) $718+108$

b)

d) $526+294$

a) Tick the additions with an answer that ends in zero.

b) Did you have to work out all of the additions?
c) Complete the sentences.

The answer to $175+212$ ends with a $\square$
The answer to $334+178$ ends with a

The answer to $716+$ $\square$ ends with a 3

6 Fill in the missing digits.
a)

c)

b)

d)


7 Dexter bakes 148 biscuits on Monday.
On Tuesday he bakes 273 more biscuits than he did on Monday.
a) How many biscuits does Dexter bake on Tuesday?

b) How many biscuits does he bake in total on Monday and Tuesday?

(8) Write two addition calculations that have:

- 1 exchange
- 2 exchanges.

Compare answers with a partner.

## ADD AND SUBTRACT 1, 10, 100 AND 1,000

## REASONING 1

Which calculation is easier? Can you explain why?

$$
4,971+50
$$

$$
8,153+4 \text { hundreds }
$$

## REASONING 2

Always, sometimes, never true.

When you add tens to a number, the hundreds column will not change.
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## PROBLEM SOLVING 1



Darcey is adding one more counter to some of the columns in the place value chart. Use the clues to work out how many counters Darcey could have added.


The hundreds number is double the ones number The digit sum is a multiple of 6

There are no consecutive numbers.
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## ADD TWO 4-DIGIT NUMBERS (NO EXCHANGE)

## REASONING 1

Jane says...

1,533 add 1,032 equals 1,665 .


Is she correct?
Explain your reasoning!

## REASONING 2

## Ranjit says...

It is easy to find the missing digits. All you need to do is subtract the known numbers.

|  | 4 |  | 8 |  |
| :--- | :--- | :--- | :--- | :--- |
| + |  | 2 | 1 | 2 |
|  | 9 | 2 |  | 5 |

Explain why he is incorrect.

REASONING 3
What is the same? What is different?

```
3,300+3,033=
```

$3,003+3,330=$
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## ADD TWO 4-DIGIT NUMBERS (NO EXCHANGE)

## PROBLEM SOLVING 1

An addition calculation has been represented using shapes.


With no exchanging, what could the values of each shape represent?
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