

DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	<p>Mental: Derive and recall all addition and subtraction facts for each number to 20</p> <p>Main: Partition three-digit numbers into multiples of 100, 10 and 1 <i>in different ways</i></p> <p>A1003</p>	<p>Mental: Ask questions, using different vocabulary for addition and subtraction, on numbers up to 20. Children to write number sentence and answers on their WBs. HA make up their own more difficult calculations</p> <p>Main: Recap place value and how to partition numbers. Model how to partition numbers in different ways e.g. <math>346 = 300 + 40 + 6</math> or <math>300 + 46</math> or <math>200 + 140 + 6</math> etc Give children numbers to partition on their WBs in different ways and record their suggestions on the IWB What is the easiest way to partition numbers? It is easier to partition numbers into multiples of 1, 2, 5 and 10 and to start with the biggest numbers e.g. it is easier to partition 369 in to <math>300 + 60 + 5 + 4</math> than it is to partition 369 into <math>276 + 17 + 76</math></p>	<p>LA – partition 2-digit numbers into H, T, U in different ways</p> <p>MA – partition 3-digit numbers into H, T, U in different ways</p> <p>HA – partition numbers with decimal places</p>	<p>In partners one pupil writes a number on their whiteboard. Their partner partitions it in different ways. Check each others' answers</p>	<p>M: partition 2-digit numbers into H, T, U in different ways</p> <p>S: partition 3-digit numbers into H, T, U in different ways</p> <p>C: partition numbers with decimal places</p>	