

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 number pairs that total 100</p> <p>Main: Calculate sums and differences of multiples of 10</p> <p>A1005</p>	<p>Mental: Play gladiators with number pairs to 100</p> <p>Main: G + T start answering questions without being taught compensation. Recap place value. Explain the term multiple and how any number ending in 0 is a multiple of 10. Model how to add multiples of 10 by moving up and down the rows of a hundred square. (Provide LA with these in independent work) Model how to add and subtract multiples of 10 and 100 by changing only the relevant column. Ask children to do some examples on their WBs and correct any misconceptions. LA and MA start work G + T on carpet. Explain what compensation is:</p> <ul style="list-style-type: none"> • adding more than you need to then taking away OR • taking away more than you need to then adding back on <p>on a number line, and when it is useful (for numbers ending in 8 or 9) e.g. $43 + 19 = 43 + 20 - 1$ or $784 - 79 = 784 - 80 + 1$ G + T do their questions again using compensation this time</p>	<p>LA – Add and subtract multiples of 10 up to 100</p> <p>MA – Add and subtract multiples of 10 and 100 up to 1,000</p> <p>HA – Add and subtract using compensation</p>	<p>Have some differentiated questions with deliberate mistakes on the IWB e.g. $40 + 40 = 44$. In pairs children spot the mistakes and explain why they are wrong. Ask children for what they spotted. G + T try to use compensation with some more difficult calculations</p>	<p>M: Add and subtract multiples of 10 up to 100</p> <p>S: Add and subtract multiples of 10 and 100 up to 1,000</p> <p>C: Add and subtract numbers using compensation</p>	