

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: count on from and back to zero in 1s, 10s and 100s</p> <p>Main: Subtract mentally combinations of one-digit and two-digit numbers by partitioning</p> <p>A1007</p>	<p>Mental: Use a counting stick to count in 1s, 10s, 100s and 0.1s</p> <p>Main: HA do MA work without listening to my model Explain how to subtract by partitioning numbers e.g. <math>75 - 23 = 52</math> <math>75 - 20 = 55 - 3 = 52</math> LA and MA start work. Give LA hundred square Check HA were OK with MA work Model for HA how to use partitioning with numbers with decimal places e.g. <math>7.5 - 2.3 = 5.2</math> <math>7.5 - 2 = 5.5 - 0.3 = 5.2</math> Model for HA how to subtract negative numbers by bridging through 0, and when you don't bridge through 0</p>	<p>LA - subtract 2-digit and 1 / 2-digit numbers</p> <p>MA - subtract 2-digit and 2 / 3-digit numbers</p> <p>HA – subtract numbers with decimals</p> <p>Ext – subtract with answers that are negative numbers</p>	<p>In partners one pupil writes a subtraction on their whiteboard. Their partner answers it using partitioning. Check each others' answers</p>	<p>M: subtract 2-digit numbers</p> <p>S: subtract 3-digit numbers</p> <p>C: subtract numbers with decimal places and subtract to get negative answers</p>	