


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 3s and 30s</p> <p>Main: Subtract mentally combinations of one-digit and two-digit numbers</p> <p>A1009</p>	<p>Mental: Use a counting stick to count in 3s and 30s</p> <p>Main: Explain concept of subtraction as difference i.e. the 'gap between 2 numbers Explain that when 2 numbers are close together it is easier to count on from one to the next to find the difference between them rather than the usual way of subtracting Use a number line to show children how subtraction is a gap e.g. <math>62 - 59</math></p> <div style="text-align: center;">  </div> <p>Emphasise how this is only useful when numbers are close to each other</p> <p>Bottom of each worksheet include four questions where children need to decide whether to use partitioning or count on, with counting on being best for 2 of them and partitioning being best for 2 of them</p>	<p>Use counting on to solve subtraction problems with:</p> <p>LA – 2-digit numbers</p> <p>MA – 3-digit numbers</p> <p>HA – numbers with decimal places</p>	<p>Ask children to write 2 calculations on their WBs: one that would be best answered using counting on and one that would be best answered by partitioning</p>	<p>Use counting on to solve subtraction problems with:</p> <p>M: 2-digit numbers</p> <p>S: 3-digit numbers</p> <p>C: numbers with decimal places</p>	