

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 6s and 60s</p> <p>Main: Add or subtract mentally using known number facts to work out unknown ones</p> <p>A1010</p>	<p>Mental: Use a counting stick to count in 6s and 60s</p> <p>Main: Explain how we can use simple number facts that we know, to work out more difficult ones e.g. Since <math>6 + 6 = 12</math>  <math>60 + 60 = 120</math>  <math>600 + 600 = 1,200</math>  Explain that you keep the number of zeros the same e.g. in <math>60 + 60</math> there is only one 0 in 60, so you only need one zero in your answer  Emphasise how you can only use this when both numbers have the same numbers of zeros in them e.g. it doesn't work with <math>600 + 60</math>  LA and MA start work  Explain for G + T how for decimals, you keep where the decimal is the same  Model how this works for subtraction as well  Emphasise how this only works when the numbers are in the same place value column e.g. <math>0.6 + 0.06</math> does not equal 1.2</p>	<p>Use simple number facts to work out more difficult ones</p> <p>LA – e.g. <math>6 + 6 = 12</math>, so <math>60 + 60 = 120</math></p> <p>MA – as LA, but also <math>600 + 600 = 1,200</math></p> <p>HA – e.g. <math>6 + 6 = 12</math>, so <math>0.6 + 0.6 = 1.2</math>, and <math>0.06 + 0.06 = 0.12</math></p>	<p>Individually children use what they have learnt to create their own questions and answers on their WBs. Swap with a partner to check answers are correct. Revise when you cannot use this way of working out answers with some deliberate mistakes on the IWB or children to discuss in partners</p>	<p>M: add and subtract 1-digit and 2-digit numbers</p> <p>S: also add and subtract 3-digit numbers</p> <p>C: add and subtract numbers with decimal places</p>	