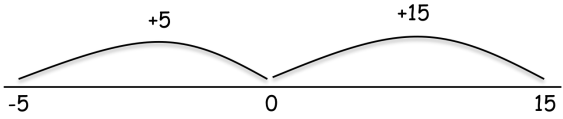


DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	<p>Mental: Derive and recall all addition and subtraction facts for each number to 20</p> <p>Main: Partition three-digit numbers into multiples of 100, 10 and 1</p> <p>Solve problems involving negative numbers, in context</p> <p>A2002</p>	<p>Mental: Ask questions, using different vocabulary for subtraction on numbers up to 20. Children to write answers on whiteboards (WBs). HA can make up their own calculations with the word as calculations to 20 are too easy.</p> <p>Main: HA do MA work without listening to my model LA and MA sit on carpet Recap place value and how to partition numbers. Explain how equals sign can be near beginning or end of a number sentence e.g. $30 + 7 = 37$ or $37 = 30 + 7$ Cover numbers where 0 is used as a place value holder e.g. 509, 1,004 LA start work For MA revise terms tenth, hundredth and thousandth. Model how to partition decimals e.g. $4.5 = 4 + 0.5$ For HA revise how to calculate with negative numbers by bridging through 0 on a number line e.g.</p>  <p>Encourage HA to draw number lines on their WBs to help with the calculations</p>	<p>LA – partition 3-digit numbers into H, T, U</p> <p>MA – partition numbers with decimal places</p> <p>HA – solve problems involving negative numbers, in context</p>	<p>In partners one pupil writes a number on their whiteboard. Their partner partitions it. Check each others' answers HA make up questions for each other on negative numbers using worksheet</p>	<p>M: partition 3-digit numbers into H, T, U</p> <p>S: partition numbers with decimal places</p> <p>C: solve problems involving negative numbers, in context</p>	