

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: Add or subtract mentally combinations of one-digit and two-digit numbers</p> <p>Main: Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</p> <p>A2005</p>	<p>Mental: Revise addition and subtraction by partitioning horizontally, with three questions: one with 2-digit numbers, one with 3-digit numbers and one with decimals to one place.</p> <p>Main: Model an addition and a subtraction using methods from the previous 2 lessons (both expanded and formal) As go through the examples, revise the key teaching points from previous 2 lessons:</p> <ul style="list-style-type: none"> <li>• putting the numbers in the correct columns</li> <li>• starting on the right hand side, not the left hand side</li> <li>• when to carry a ten or hundred in addition</li> <li>• need to take a ten or hundred in subtractions where one of the bottom numbers is bigger than the top number</li> <li>• <b>check if the question is an addition or subtraction</b>, and do the appropriate calculation</li> </ul> <p>Give children a choice of how to set out their work: with an expanded version or with a formal, contracted layout LA still to use an expanded layout only and represent calculations with tens and unit blocks</p>	<p>LA – use expanded vertical partitioning to add and subtract</p> <p>MA – use either expanded vertical partitioning or formal algorithm to add and subtract</p> <p>HA – use formal algorithm only to add and subtract</p> <p>G+T - use formal algorithm only to add and subtract, with decimals</p>	<p>Give children an addition to do on their pupil WB, which requires carrying and a subtraction that requires ‘taking’ a 10 or 100. As they do it they need to explain to their partner what they are doing.</p> <p>Emphasise the need to use the language of carrying / ‘taking’ ten or carrying a hundred, not carrying the 1 when it is actually a 10 or 100. This should help reinforce their understanding of the process. Children swap over.</p>	<p>M: partition numbers vertically to add and subtract</p> <p>S: use the formal vertical algorithm to add and subtract</p> <p>C: add and subtract with numbers with decimal places</p>	