

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 subtraction facts for each number to 20</p> <p>Main: Understand multiplication as repeated addition</p> <p>B1002</p>	<p>Mental: Display subtraction number bonds to 20 on IWB. In partners children practice questioning each other. I choose one pupil to stand up, look away and answer 3 questions. House point if they get them all right.</p> <p>Main: G + T do HA work without listening to my model. LA and MA sit on carpet Model how to do multiplication as repeated addition, with jumps on a</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> <math display="block">\begin{array}{r} 1) 3 + 3 + 3 = 9 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> </div> </div> <p>number line <math>3 \times 3 =</math> _____</p> <p>Give LA number lines to help them with the jumps Check G + T were OK with HA work G + T come to carpet and I explain how to use repeated addition in the same way for numbers with decimal places</p>	<p>Multiplication as repeated addition with:</p> <p>LA – 2, 3, 4, 5, 6 and 10</p> <p>MA – 3, 4, 6 and 7</p> <p>HA – 6, 7, 8 and 9</p> <p>Ext – numbers with decimal places</p>	<p>On WBs children come up with 3 other number sentences from one I give them e.g. <math>2 + 2 + 2 = 6</math>; they come up with <math>3 \times 2 = 6</math>, <math>3 + 3 = 6</math>, <math>2 \times 3 = 6</math>, for several questions</p>	<p>Understand multiplication as repeated addition with:</p> <p>M: 2, 3, 4, 5, 6 and 10</p> <p>S: 6, 7, 8 and 9</p> <p>C: numbers with decimal places</p>	