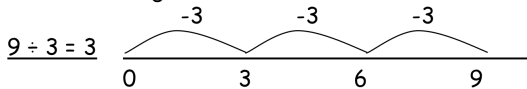




DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	<p>Mental: Derive and recall all addition and subtraction facts for each number to 20</p> <p>Main: Understand division as repeated subtraction or repeated addition</p> <p>B1003</p>	<p>Mental: Display addition and 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 me or using number lines Explain how division is the inverse of multiplication so we can do division as repeated subtraction. Model how to division with jumps on a number line, as repeated subtraction e.g.</p> <p><math>9 \div 3 = 3</math></p>  <p>Explain that it is actually easier to count up in jumps to the number you are trying to get to e.g.</p> <p><math>9 \div 3 = 3</math></p>  <p>Show what happens when there is a remainder. Emphasise how the remainder cannot be bigger than the number you are dividing by e.g. <math>9 \div 4 = 1 \text{ r}5</math> (5 bigger than 4)</p> <p><math>9 \div 4 = 2 \text{ r}1</math></p>  <p>Model for G + T how to use an empty number line with division with decimals</p>	<p>Division as repeated subtraction with:</p> <p>LA – 2, 5 and 10</p> <p>MA – 3, 4, and 6</p> <p>Ext – 2, 5 and 10, with remainders</p> <p>HA – 7, 8 and 9 with remainders</p> <p>G + T – numbers with decimal places (U.t + .t)</p>	<p>On WBs children come up with 3 other number sentences from one I give them e.g. <math>6 \div 2 = 3</math>, they come up with <math>6 - 2 - 2 - 2 = 0</math>, <math>6 \div 3 = 2</math>, <math>6 - 3 - 3 = 0</math></p>	<p>Understand division as repeated subtraction with:</p> <p>M: 2, 5 and 10</p> <p>S: 3, 4 and 6, and with remainders</p> <p>C: numbers with decimal places</p>	