

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
We + Th	Subtracting with fingers Yr1010	<p>Briefly revise how we add with our fingers. Revise how subtraction is the opposite of addition, so what will we do with our fingers to subtract? Model how to subtract using fingers. Have children say the words take away while making the sign with their arms. Repeat with subtract.</p> <p>Have children say the word equals while making an equals sign with their arms. Model how to subtract numbers using your fingers:</p> <ul style="list-style-type: none"> with numbers below 10 e.g. 4 - 2 by putting up 4 fingers, then putting down 2 fingers and seeing how many are still up with one number being more than 10 e.g. 18 - 5, by placing the first number in your head and using your fingers to count back by the second number (17, put a finger up, 16 put a finger up etc until you have five fingers up and you get to 13) <p>Explain how to complete activities. In Groups children rotate around activities over 2 days.</p> <p>Activity 1 – Children to complete worksheet on subtracting numbers with their fingers. If complete sheet for their group easily, do sheet for next group: LA – numbers below 10 MA – numbers below 20 HA – numbers below 100</p> <p>Activity 2 – Children to play subtraction game on IWB / laptops from http://www.sheppardsoftware.com/math.htm#top (give children cubes and number lines to help them with the game) LA – Play 'Pop-up Math – Subtraction' adding one or two to a number MA – Play 'Pop-up Math – Subtraction' adding three or four to a number HA – Play 'Pop-up Math – Subtraction' adding between five to nine to a number If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children work together in pairs to match jigsaw pieces to make subtraction sentences by matching cards available at http://www.sparklebox.co.uk/4861-4870/sb4864.html#.TuPA5UrWbKk (if link doesn't work, Google 'Sparklebox subtraction mini jigsaw') Laminate cards and have them on the carpet:</p> <p>Activity 4 – Give children cubes (as below) to split in different ways, and sheet with blank subtraction sentences: LA – give 5 cubes MA – give 10 cubes HA – give 20 cubes</p> <p>Teacher to sit with group completing worksheets. TA to support other groups</p>	In talk partners, children tell their partner some of the subtraction sentences that they came up with during the lesson. Green partner (HA) to talk first. Then stop children and have blue partner (LA) talk, with green partner listening	<p>M: subtract with my fingers with numbers below 10</p> <p>S: subtract with my fingers with numbers below 20</p> <p>C: subtract with my fingers with numbers below 100</p>	
		<p>Mental: Ordering numbers – use plenary activity from lesson Yr1004, in which children are split in to house teams and given a number each. They need to order themselves so that the numbers go from lowest to highest.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			