

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation				
F	Finding one more or ten more than a number  Yr1011	<p>Explain that we will be learning how to find 1 less or ten less than a number. Model how to do this on a number line. Explain how a hundred square allows us to subtract 10 more quickly by just moving up a row. On a hundred square, explain how to count back one and how each row has ten numbers in it. Teach children saying and actions of:</p> <ul style="list-style-type: none"> <li>To take away one (put one finger up), we move across (point to the side)</li> <li>To take away ten (put ten fingers up), we move up a row (point up)</li> </ul> <p>Activity 1 – Children to complete worksheet on:            LA – finding one less on a number line (up to 10)            MA – finding one less on a hundred square (up to 30) (check that children understand how to find one less on a number line. If they do not, work on this before using 100 square)            HA – finding one or ten less than a number on a hundred square (up to 100)            G+T – find multiples of ten (e.g. 50) less than a number on a hundred square</p> <p>Activity 2 – Play game on IWB / laptops at:            LA – <a href="http://www.sheppardsoftware.com/mathgames/earlymath/FS_NumberLine_minus.htm">http://www.sheppardsoftware.com/mathgames/earlymath/FS_NumberLine_minus.htm</a>            Number Lines – Subtraction (subtracting one)            MA – <a href="http://www.ictgames.com/100huntminus10.html">http://www.ictgames.com/100huntminus10.html</a> (if link doesn't work, Google 'ictgames 100 hunt minus 10'). Children need to find 10 less than a number on a hundred square. If using IWB, have one-minute sand-timer for children to know when to swap player.            HA – <a href="http://ictgames.com/100huntminus11.html">http://ictgames.com/100huntminus11.html</a> (subtracting 11 on a hundred square)            If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Have an A3 hundred square on the carpet and a counter for each child. Next to the hundred square have laminated cards face down (see below). Children start with counters on the number 100. Children take it in turns to choose a card and move their counter as the card tells them to i.e. across to subtract 1 or up to subtract 10. Winner is person who gets to the lowest number when game finishes. (Need to finish in jumps of 1 e.g. if on 4 and get a -10, you stay where you are.)</p> <div data-bbox="338 995 607 1123" style="border: 1px solid black; padding: 5px; display: inline-block;"> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">-1</td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">-10</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">←</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">↑</td> </tr> </table> </div> <p>Activity 4 – Give children sheet with blank subtraction sentences:            LA – use number line to find one less (up to 10)            MA – use a number line to find one less (up to 30)            HA – use a hundred square to find one less            G+T – use a hundred square to find ten less</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	-1	-10	←	↑	Revise saying and actions from start of lesson. Ask question for blue (LA) partners on subtracting 1 on a hundred square. Ask blue partners to tell green partners the answer and how they worked it out. Ask question for green (HA) partners on subtracting 10 on a hundred square. Ask green partner to tell blue partner the answer and how they worked it out	M: find one less than a number on a number line  S: find one or ten less than a number on a hundred square  C: find multiples of ten less than a number on a hundred square	
-1	-10								
←	↑								
Th		Mental: Counting and place value – Give children pupil WB and pen between two. Ask them to draw representations, using little boxes for units and long rectangles for tens of numbers. Ask blue (LA) partners to do single digit numbers and green (HA) partners to do two-digit numbers. Carry on with previous day's lesson to rotate groups around all activities							