

Adding and subtracting using fingers and mentally lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Add and subtract mentally</p>	<p>Mental:</p> <p>Main: TA to take children who are still insecure on adding and subtracting with their fingers with numbers below 10. If unsure ask children to quickly do a couple of questions to check Model how to add and subtract numbers using your fingers, revising strategies from previous lessons Emphasise the need to start counting from the next number e.g. to calculate $6 + 3$, count from 7, so 7, 8, 9, and not count from 6, so 6, 7, 8 (If all children able to add and subtract with their fingers up to 10, TA to take G+T) Teacher (with remainder of class) Model how to add and subtract numbers using your fingers with one number by placing the first number in your head and using your fingers to count on / back by the second number Emphasise the need to start counting from the next number e.g. to calculate $6 + 3$, count from 7, so 7, 8, 9, and not count from 6, so 6, 7, 8 (Middle ability children begin work) Briefly revise how to add and subtract with a hundred square and a number line. Tell children that they will not be using these today, but that if they imagine them in their minds it will help them. Revise how to add and subtract multiples of ten by only changing the tens digit e.g. $45 + 20$, only the 4 in the tens column changes. Revise how to add and subtract 2-digit numbers by adding and subtracting the tens first and then the units e.g. $45 + 23$ you add the two tens first to get 65 and then add the units to get 68 Remind children to visualise number lines and hundred squares as they work to help them Revise for G+T children how to add or subtract the hundreds first, then the tens, then the units, emphasising how if you are adding or subtracting hundreds, only the hundreds column changes</p>	<p>Lower ability – adding and subtracting with fingers (with totals up to 10). Children who work slowly to work on sheet rather than in books</p> <p>Middle ability – adding and subtracting with fingers (with totals up to 100)</p> <p>Higher ability – adding and subtracting 2-digit numbers mentally</p> <p>Gifted and talented – adding and subtracting 3-digit numbers mentally</p> <p>Extension – children to make up their own addition and subtraction sentences to calculate on pupil whiteboards</p> <p>(If children are really struggling to work without number lines / hundred squares, provide them, but only as last resort as aim of them is to give children mental images / strategies to work with, rather than becoming reliant / dependent on them)</p>	<p>In ability partners give children 2 questions per pair, one for each partner. Children need to talk to their partner, explaining how they are working out the calculation</p>