

Introducing column subtraction lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY																																												
	<p>Mental:</p> <p>Main: Use column subtraction</p>	<p>Mental:</p> <p>Main: Go through PowerPoint with the following:</p> <ul style="list-style-type: none"> Explanation of the difference between horizontal / vertical and what a column is Subtracting 54 - 32 on a number line (emphasise how long it takes) Subtracting 54 - 32 on a hundred square (emphasise how long it takes) Subtracting 54 - 32 in columns (emphasise how this is quicker) Go through examples of how to set out subtracting single digits and multiples of 10. Explain how horizontal line is like the = sign. Lower ability start work Subtracting 2-digit and 3-digit numbers e.g. <table border="1" data-bbox="510 778 1294 919" style="margin-left: 40px;"> <tr> <td>1)</td> <td>4</td> <td>0</td> <td>+</td> <td>8</td> <td>2)</td> <td>2</td> <td>0</td> <td>0</td> <td>+</td> <td>8</td> <td>0</td> <td>+</td> <td>4</td> </tr> <tr> <td></td> <td>-</td> <td>2</td> <td>0</td> <td>+</td> <td>5</td> <td></td> <td>-</td> <td></td> <td>+</td> <td>5</td> <td>0</td> <td>+</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>2</td> <td>0</td> <td>+</td> <td>3</td> <td></td> <td></td> <td>2</td> <td>0</td> <td>0</td> <td>+</td> <td>3</td> <td>0</td> <td>+</td> <td>2</td> </tr> </table> <p>(With every example reinforce four main teaching points:</p> <ul style="list-style-type: none"> ➤ Start on the right-hand side ➤ Put only 1 number in a square ➤ Write the + ➤ Put units under units and tens under tens and so on <ul style="list-style-type: none"> Middle and higher ability start work Model for G+T how to use column subtraction with number to 1 decimal place Final slide with reminders of the 4 key points above. Print out and enlarge / leave copies on tables of this final slide <p>Remind children to leave space between calculations and not squash them together Give children a copy of the success criteria to stick at the top of their page</p>	1)	4	0	+	8	2)	2	0	0	+	8	0	+	4		-	2	0	+	5		-		+	5	0	+	2			2	0	+	3			2	0	0	+	3	0	+	2	<p>(At regular intervals have children stop and check their work against the success criteria)</p> <p>Lower ability – subtract 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give tens sticks if needed</p> <p>Middle ability – subtract 2-digit numbers (no borrowing)</p> <p>Higher ability – subtract 3-digit numbers (no borrowing)</p> <p>Extension – subtract 4-digit numbers and numbers to 1 decimal place (no borrowing)</p>	<p>Have children self-asses their work against the success criteria In ability partners give children 4 questions per pair, two for each partner Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer Children swap over and partner who spoke first now listens</p>
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