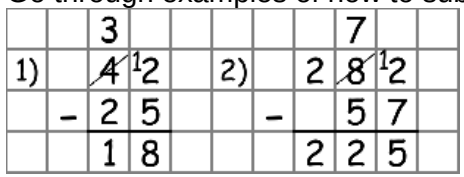
Column subtraction (with borrowing) lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Use column subtraction (with borrowing)	Mental: Main: Go through PowerPoint with the following: • Revise what column and vertical mean • Revise 4 key teaching points (see below) • Explanation of how when the bottom number in a column is larger than the top number, you need to take a ten / hundred / thousand from the next column to the left, with several examples • Go through examples of how to subtract 1-digit numbers. Lower ability start work • Go through examples of how to subtract 2-digit and 3-digit numbers e.g.  1) 42 − 25 = 18 2) 282 − 57 = 225 (With every example reinforce four main teaching points: ➢ 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 ➢ Cross out the number you take from and write its replacement above it • Middle and higher ability start work • Model for G+T how to use column subtraction with numbers to 1 decimal place • Final slide with reminders of the 5 key points above. Print out and enlarge / leave copies on tables of this final slide 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	Children who were insecure on column subtraction without borrowing to repeat previous lesson on column subtraction without borrowing (At regular intervals have children stop and check their work against the success criteria) Lower ability – subtract 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give unit square and tens sticks if needed Middle ability – subtract 2-digit numbers (with borrowing) Higher ability – subtract 3-digit numbers (with borrowing) Extension – subtract 4-digit numbers and numbers to 1 decimal place (with borrowing)	Have children self-asses their work against the success criteria In ability partners give children 2 questions per pair, one 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