DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Use column subtraction (with partitioning)	 Mental: Main: TA to take children who are unable to subtract a 1-digit number from a 2-digit number (e.g. 47 - 6) and / or are unable to subtract multiples of 10 (e.g. 40 - 20) Practice counting down from 100, especially focusing on crossing tens barriers Practice counting down from 100 in tens Calculate mentally by putting first number in head and counting back, using fingers to keep count Work on setting these questions out in columns and calculating them mentally Go through PowerPoint with the following: Explanation of the difference between horizontal / vertical and what a column is Explanation of the difference between horizontal / vertical and what a column is Example of how we will be setting out our work in 2 different ways for each question today (with partitioning and without partitioning – this reinforces the idea that without partitioning a 1 in the tens column is a ten, not just a unit): Subtracting 2-digit and 3-digit numbers e.g. i i i i i i i i i i i i i i i i i i i	(At regular intervals have children stop and check their work against success criteria) Lower ability – subtract 1-digit numbers and multiples of 10 (give units squares and tens sticks if really needed) Middle ability – subtract 2-digit numbers (no borrowing) Higher ability – subtract 3-digit numbers (no borrowing) Extension – subtract 4-digit numbers and numbers with decimal places (no borrowing)	Have children self- asses their work against the succes criteria In ability partners give children 1 question to do eacl Children need to ta to their partner, explaining what the are doing e.g. I will put the 3 under the because they are both units. Then I will put the 40 unde the 20 because the are both tens. Thei draw my equals lin with a ruler. Then I start on the right ar subtract the digits first and then subtract the tens Children swap ove and partner who spoke first now listens