| DAY | We Are Learning To (WALT): | MODEL / INTRODUCTION | INDEPENDENT WORK | PLENARY |
| :---: | :---: | :---: | :---: | :---: |
|  | Mental: <br> Main: <br> Use column <br> subtraction <br> (with <br> partitioning) | Mental: <br> Main: <br> 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. $40-20$ ) <br> Practice counting down from 100, especially focusing on crossing tens barriers <br> Practice counting down from 100 in tens <br> Calculate mentally by putting first number in head and counting back, using fingers to keep count <br> Work on setting these questions out in columns and calculating them mentally <br> Go through PowerPoint with the following: <br> - Explanation of the difference between horizontal / vertical and what a column is <br> - 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): <br> - Subtracting 2-digit and 3-digit numbers e.g. <br> (With every example reinforce four main teaching points: <br> $>$ Start on the right-hand side <br> > Put only 1 number in a square <br> $>$ Write the - <br> $>$ Put units under units and tens under tens and so on <br> - Examples of subtracting covering differentiation below <br> (After doing the example before the decimals, have middle and higher ability go and stick success criteria in their books) <br> - Final slide with reminders of the 4 key points above (success criteria) <br> Remind children to leave space between calculations and not squash them together Have a copy of the success criteria to stick at the top of their page on each child's desk (except for lower ability as they do not need to think about all of the criteria) | (At regular intervals have children stop and check their work against success criteria) <br> Lower ability subtract 1-digit numbers and multiples of 10 (give units squares and tens sticks if really needed) <br> Middle ability subtract 2-digit numbers (no borrowing) <br> Higher ability subtract 3-digit numbers (no borrowing) <br> Extension subtract 4-digit numbers and numbers with decimal places (no borrowing) | Have children selfasses their work against the succes criteria In ability partners give children 1 question to do eac 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 und the 20 because the are both tens. The 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 |

