

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY																																								
M	<p>Mental: Add multiples of 10 mentally</p> <p>Main: Use column addition (with two numbers)</p> <p>Sum001</p>	<p>Mental: Remind children that to add multiples 10 we normally only change the numbers in the tens column. Model what happens when we need to cross a hundreds boundary e.g. 170 + 60. Give children some calculations involving adding multiples of 10 and crossing hundreds boundaries.</p> <p>Main: TA to take children who are unable to add a 1-digit number to a 2-digit number (e.g. 47 + 8) and / or are unable to add multiples of 10 (e.g. 40 + 20) Practice counting up to 100, especially focusing on crossing tens barriers Calculate mentally by putting first number in head and counting on, using fingers to keep count Work on setting these questions out in columns and calculating them mentally Go through PowerPoint with the following:</p> <ul style="list-style-type: none">Revise 5 key teaching points (see below)Explanation of how when the units column is full i.e. has 10 units in it, these 10 units need to move next door to the tens and become 1 ten, with several examplesGo through examples of how to add 2-digit and 3-digit numbers e.g. <table><tr><td>1)</td><td></td><td>4</td><td>7</td><td></td><td>2)</td><td></td><td>2</td><td>3</td><td>9</td></tr><tr><td></td><td>+</td><td>2</td><td>5</td><td></td><td></td><td>+</td><td></td><td>5</td><td>2</td></tr><tr><td></td><td></td><td>7</td><td>2</td><td></td><td></td><td></td><td>2</td><td>9</td><td>1</td></tr><tr><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td></td></tr></table> <p>(With every example reinforce 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➤ Putting the 1 you carry in the correct column <p>Middle and higher ability go to stick success criteria in books</p> <ul style="list-style-type: none">Model for G+T how to use column addition with numbers with decimal places <p>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</p>	1)		4	7		2)		2	3	9		+	2	5			+		5	2			7	2				2	9	1				1					1		<p>Lower ability – add 1-digit numbers to 2-digit numbers (give number line if really cannot work without it)</p> <p>Middle ability – add 2-digit numbers</p> <p>Higher ability – add 3-digit numbers</p> <p>Extension – add 4-digit numbers and numbers with decimal places</p>	<p>Have children self-asses their work against the success criteria In ability partners give children 1 question to do each Children need to talk to their partner, explaining what they are doing e.g. I will put the 6 under the 5 because they are both units. Then I will put the 40 under the 20 because they are both tens. Then I draw my equals line with a ruler. Then I start on the right and add the units first, carrying a ten and writing it under the tens, and then add the tens Children swap over and partner who spoke first now listens</p>
1)		4	7		2)		2	3	9																																			
	+	2	5			+		5	2																																			
		7	2				2	9	1																																			
			1					1																																				

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
Tu	<p>Mental: Add multiples of 100 mentally</p> <p>Main: Use column addition (with several numbers)</p> <p>Sum002</p>	<p>Mental: Remind children that to add multiples 100 we normally only change the numbers in the hundreds column. Model what happens when we need to cross a thousands boundary e.g. $2,700 + 600$. Give children some calculations involving adding multiples of 100 and crossing hundreds boundaries.</p> <p>Main: Teacher to work with children who found basic column addition difficult yesterday</p> <p>TA to take children who were confident with basic column addition yesterday and model for them how to complete several examples of adding several numbers together Revise 5 key teaching points (see below) With every example reinforce 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 ➤ Putting the 1 you carry in the correct column <p>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)</p>	<p>(At regular intervals have children stop and check their work against success criteria)</p> <p>Children who found basic column addition difficult in the previous lesson to work on this again</p> <p>Lower ability – add several 1-digit numbers (give number line if really cannot work without it)</p> <p>Middle ability – add several 2-digit numbers</p> <p>Higher ability – add several 3-digit numbers</p> <p>Extension – add several numbers with decimal places</p>	<p>Have children self-asses their work against the success criteria In ability partners children to make up an example of their own (tell them that it needs to require them to carry) Children to complete they created Swap boards and check if agree with answers</p>

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY																																								
W	<p>Mental: Subtract multiples of 10 mentally</p> <p>Main: Use column subtraction (without zeros in top numbers)</p> <p>Sum003</p>	<p>Mental: Remind children that to subtract multiples 10 we normally only change the numbers in the tens column. Model what happens when we need to cross a hundreds boundary e.g. 240 - 60. Give children some calculations involving subtracting multiples of 10 and crossing thousands boundaries.</p> <p>Main: TA to take children who are unable to subtract a 1-digit number from a 2-digit number that requires crossing tens barriers (e.g. 42 - 4) 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 Work on setting these questions out in columns and calculating them mentally Go through PowerPoint with the following:</p> <ul style="list-style-type: none">• 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 2-digit and 3-digit numbers e.g. <table><tr><td></td><td></td><td>3</td><td></td><td></td><td></td><td></td><td>7</td><td></td><td></td></tr><tr><td>1)</td><td></td><td>4</td><td>2</td><td>2)</td><td></td><td>2</td><td>8</td><td>2</td><td></td></tr><tr><td></td><td>-</td><td>2</td><td>5</td><td></td><td>-</td><td></td><td>5</td><td>7</td><td></td></tr><tr><td></td><td></td><td>1</td><td>8</td><td></td><td></td><td>2</td><td>2</td><td>5</td><td></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➤ Cross out the number you take from and write its replacement above it <p>Middle and higher ability start work go to stick success criteria in books</p> <ul style="list-style-type: none">• Model for G+T how to use column subtraction with number with decimal places <p>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)</p>			3					7			1)		4	2	2)		2	8	2			-	2	5		-		5	7				1	8			2	2	5		<p>(At regular intervals have children stop and check their work against the success criteria)</p> <p>Lower ability – subtract 1-digit numbers from 2-digit numbers (give number line if really needed)</p> <p>Middle ability – subtract 2-digit numbers</p> <p>Higher ability – subtract 3-digit numbers</p> <p>Extension – subtract 4-digit numbers and numbers with decimal places</p>	<p>Have children self-assesses their work against the success criteria In ability partners give children 1 question to do each Children need to talk to their partner, explaining what they are doing e.g. I will put the 6 under the 5 because they are both units. Then I will put the 20 under the 40 because they are both tens. Then I draw my equals line with a ruler. Then I start on the right and subtract the units first, borrowing a ten. I cross out the old tens number and write the new number in the tens, and then I subtract the tens Children swap over and partner who spoke first now listens</p>
		3					7																																					
1)		4	2	2)		2	8	2																																				
	-	2	5		-		5	7																																				
		1	8			2	2	5																																				

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
Th	<p>Mental: Subtract multiples of 100 mentally</p> <p>Main: Use column subtraction (with zeros in top numbers)</p> <p>Sum004</p>	<p>Mental: Remind children that to subtract multiples 100 we normally only change the numbers in the hundreds column. Model what happens when we need to cross a thousands boundary e.g. 2,400 - 600. Give children some calculations involving subtracting multiples of 100 and crossing thousands boundaries.</p> <p>Main: TA to take children who were insecure on column subtraction in previous lesson, in which the top numbers never had zeros Revise teaching points from this lesson and go through corrections and some more examples Go through PowerPoint with the following:</p> <ul style="list-style-type: none"> • Revise what column and vertical mean • Revise 5 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 of numbers with a top number containing a zero • Go through examples of how to subtract 2-digit and 3-digit numbers by going to the next column to the left to borrow to replace the zero e.g. (With every example reinforce main teaching points: <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 ➤ Cross out the number you take from and write its replacement above it ➤ Go to the next column to replace the zero. Do not swap the numbers around <p>Middle and higher ability start work go to stick success criteria in books</p> <ul style="list-style-type: none"> • Model for G+T how to use column subtraction with number with decimal places where writing in the decimal point followed by some zeros is helpful e.g. 7 – 1.6 <p>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)</p>	<p>(At regular intervals have children stop and check their work against the success criteria)</p> <p>Lower ability – subtract 1-digit numbers from 2-digit numbers (give number line if really needed)</p> <p>Middle ability – subtract 2-digit numbers</p> <p>Higher ability – subtract 3-digit numbers</p> <p>Extension – subtract 4-digit numbers and numbers with decimal places</p>	<p>Have children self-assess their work against the success criteria In ability partners give children 1 question to do each Children need to talk to their partner, explaining what they are doing e.g. I will put the 6 under the 0 because they are both units. Then I will put the 20 under the 40 because they are both tens. Then I draw my equals line with a ruler. Then I start on the right and subtract the units first, borrowing a ten. I cross out the old tens number and write the new number in the tens, and then I subtract the tens Children swap over and partner who spoke first now listens</p>

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY																																								
F	<p>Mental: Add and subtract multiples of 10 mentally</p> <p>Main: Use column addition and subtraction</p> <p>Sum005</p>	<p>Mental: Revise strategies taught over mental starter part of previous lessons. Practice adding and subtracting multiples of 10, focusing on crossing hundreds barriers</p> <p>Main: TA to take children who are unable to add / subtract a 1-digit number from / to a 2-digit number that requires crossing tens barriers (e.g. 48 + 4 or 42 - 4) Practice counting up and down from 100, especially focusing on crossing tens barriers Practice counting up and down from 100 in tens Calculate mentally by putting first number in head and counting on / back, using fingers to keep count Work on setting these questions out in columns and calculating them mentally Go through PowerPoint with the following:</p> <ul style="list-style-type: none">• Revise what column and vertical mean• Revise 4 key teaching points (see below)• Explanation of when the two digits in a column add up to 10 or more you need to carry a ten / hundred / thousand to the next column to the left• Explanation of how when the bottom number in a column is greater than the top number, you need to take a ten / hundred / thousand from the next column to the left• Go through examples of how to add and subtract 2-digit and 3-digit numbers e.g. <table><tr><td></td><td></td><td>3</td><td></td><td></td><td></td><td></td><td>7</td><td></td><td></td></tr><tr><td>1)</td><td></td><td>4</td><td>¹2</td><td>2)</td><td></td><td>2</td><td>¹8</td><td>1</td><td>2</td></tr><tr><td></td><td></td><td>-</td><td>2 5</td><td></td><td></td><td>-</td><td>5 7</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>1 8</td><td></td><td></td><td></td><td>2 2 5</td><td></td><td></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➤ Carry / the ten / hundred / thousand or cross out the number you take from and write its replacement above it <p>Middle and higher ability start work go to stick success criteria in books</p> <ul style="list-style-type: none">• Model for G+T how to use column addition and subtraction with number with decimals <p>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)</p>			3					7			1)		4	¹ 2	2)		2	¹ 8	1	2			-	2 5			-	5 7						1 8				2 2 5			<p>(At regular intervals have children stop and check their work against the success criteria)</p> <p>Lower ability – add and subtract 1-digit numbers from 2-digit numbers (give number line if really needed)</p> <p>Middle ability – add and subtract 2-digit numbers</p> <p>Higher ability – add and subtract 3-digit numbers</p> <p>Extension – add and subtract 4-digit numbers and numbers with decimal places</p>	<p>Have children self-assesses their work against the success criteria In ability partners give children 1 question to do each Children need to talk to their partner, explaining what they are doing e.g. I will put the 6 under the 5 because they are both units. Then I will put the 20 under the 40 because they are both tens. Then I draw my equals line with a ruler. Then I start on the right and subtract the units first, borrowing a ten. I cross out the old tens number and write the new number in the tens, and then I subtract the tens Children swap over and partner who spoke first now listens</p>
		3					7																																					
1)		4	¹ 2	2)		2	¹ 8	1	2																																			
		-	2 5			-	5 7																																					
			1 8				2 2 5																																					