

	M / O starter	LO / SC	Main teaching activities	Independent / Group Activities				Plenary
				A	B	c	D	
Monday		<p>LO: to mentally subtract numbers of up to 4 digits from numbers of up to 5 digits</p> <p>Subtract together mentally any 2-digit and any 3-digit number.</p> <p>Add/subtract together mentally any two 3-digit numbers</p> <p>subtract together mentally any two 4-digit numbers</p> <p>Subtract mentally a digit from a 4 digit</p>	<p>Show the children an missing number addition problem e.g. $4567 + \underline{\quad} = 10927$. Ask how do you work out the missing number. We need to use the inverse of addition. Discuss the vocabulary of inverse and why subtraction is the inverse of addition.</p> <p>Recap why we use addition in real life and then where we may use subtraction. Show that year 5 expectation to be able to subtract numbers with 4 digits, using formal written methods. Ask what formula written method we have been using for addition? Could we use this for subtraction. Discuss but emphasize that when doing subtraction we must always make sure the biggest number is place first in the subtraction.</p> <p>Show the children the subtraction $56879-4000$ discuss how to solve</p> <p>Then $54321-5000$ solve and explain bridging.</p> <p>Use the slides with counters to help the children visualise.</p>	<p>Children to solve the questions. Use drawings/counters to help. Show drawings for their first question and explain how the solve it mentally.</p> <p>A - $1762 - 40 =$ $4751-80 =$ $5802 -20 =$ $8652 - 70 =$ $18\ 987 - 500 =$ Challenge : $63\ 703 -40 =$ $62\ 329 -500$</p> <p>C-</p> $18\ 873 - 60 =$ $4898 -640 =$ $63\ 652 -90 =$ $70\ 568 - 700 =$ $71\ 063 -300 =$ Challenge : $16\ 752 -4000=$ $34\ 761 -90 =$ B $16\ 752 -4000=$ $34\ 761 -90 =$ $85\ 627 - 6400 =$ $94\ 397 -530 =$ $94\ 633 -60 =$ <p>Challenge:</p> $63\ 398 - \underline{\hspace{2cm}} = 63\ 158$ $21\ 385 - \underline{\hspace{2cm}} = 15\ 585$ <p>Mastery: Subtract $5698-4321$ showing your working.</p>				

<p>Tuesday</p>		<p>LO: To subtract 4 digit numbers using a formal written method</p> <p>1) Correctly line up a subtract calculation</p> <p>2) Accurate subtract numbers of up to 5 digits using a formal written method</p> <p>3) Accurately subtract numbers with up to 5 digits that require regrouping</p>	<p>Recap what is subtraction? And show a subtraction in a straight line. How are we going to solve this in year 5? (5698-4321). Model this on the powerpoint and use slides to show the subtraction visually using counters.</p> <p>Repeat with another subtraction asking children to volunteer the next steps.</p> <p>(TA to work with As to use counters to practice)</p> <p>Give the children a few subtractions to practice (avoid bridging) but look at subtraction that have different amount of digits e.g 45632-411.</p> <p>Go through a few examples with the children, and check there correct use of vocabulary. E.g 3 hundred subtract 2 hundred.</p>	<p>A: work with CT to do subtraction using counters</p> <p>C: work with TA to help secure the column method, bring in bridging as part of challenge</p> <p>B: work independently with bridging</p> <p>Mastery: spot the mistake subtraction problem</p>	
<p>Wednesday</p>		<p>LO: To subtract 4 digit numbers using a formal written method</p> <p>1) Accurate subtract numbers of up to 5 digits using a formal written method</p> <p>2) Accurately subtract numbers with up to 5 digits that require regrouping</p> <p>3) Solve subtraction problems with up to 5 digits</p>	<p>Show the children subtraction on a straight line with bridging. Ask the children to look at the subtraction and without placing it in columns, what do they see we will need to do/ how do they know?. We will need to exchange some thousands as the top number has less hundreds than the bottom number. Go through the subtraction showing it visually using the powerpoint. Repeat Another example with the class, letting children take the led and check the correct use of vocab.</p> <p>Give the children few subtractions to practice</p> <p>(TA to work with A to use counters- only introduce bridging once secure without)</p> <p>Run through a few examples with the children including looking at examples when you need to exchange more than one of the place values, she slides to show this visually</p>	<p>A: continue with yesterdays work with CT continuing with counters if needbe</p> <p>C: yesterdays B activity</p> <p>B: solve subtraction problems such as missing number problems, spot the mistake and estimation questions</p> <p>Mastery: Children to list the differences between column addition and subtraction</p>	

Thursday		<p>To add and subtraction 4 digit numbers using a formal written method</p> <p>1) Correctly line up addition and subtraction problems</p> <p>2) Accurate add and subtract numbers of up to five digits</p>	<p>Show the children a slide containing both addition and subtractions set out correctly as columns. Ask the children to write on their whiteboards differences between column subtraction and column addition. Discuss as a class and discuss any strategies the children can use to make sure they don't get the two methods mixed up in a test.</p> <p>Show the children a selection of addition and subtraction questions. Children to practice on whiteboards making sure they do both an addition and subtraction. Go through a few examples with the children, discussing common pitfalls. Remember for addition you exchange in your answer whereas in subtract you exchange in the question.</p> <p>Set off all the children expect B and discuss balancing number problems with them e.g $6743 + \underline{\quad} = 10222 - 1222$</p>	<p>LA: if need continue with subtraction from yesterday and introduce bridging if secure (yesterday C)</p> <p>C: Mixed addition and subtraction problems, including spot the mistake and missing number</p> <p>B: Spot the mistake then missing number balancing questions. (TA to model balancing number problems if needed)</p> <p>Mastery: solve an addition/subtraction word problem and explain how they choose the correct operation</p>	
Friday		<p>To solve addition and subtraction number problems. (single step only).</p> <p>1) Correctly line up addition and subtraction problems</p> <p>2) Accurate add and subtract numbers of up to five digits</p> <p>3) Solve addition and subtraction word problems of up to 5 digits</p>	<p>Show the children two word problems. Let them know that one will use addition and one subtraction. Which one is which? What words in each question let you know?</p> <p>Discuss vocabulary used in addition and subtraction questions, making a table on the whiteboard as children volunteer different words.</p> <p>Allow the children to tell you how to solve each of the word problems using the correct method. Emphasize that the children need to be carefully not to get the two methods mixed up.</p>	<p>A: Continue to secure addition and subtraction questions if needed.</p> <p>C: addition and subtraction problems</p> <p>B: as above with reasoning problems</p> <p>Mastery: A five digit number and a four digit number have a difference of 4365. Give me three possible pairs of numbers.</p> <p>Teacher working with A</p>	

