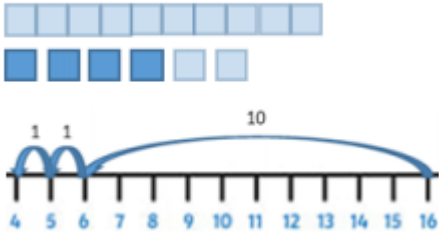
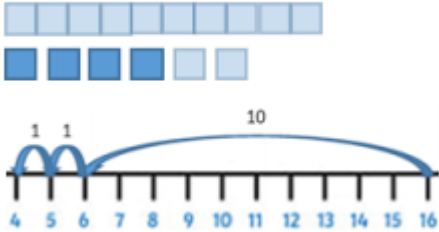
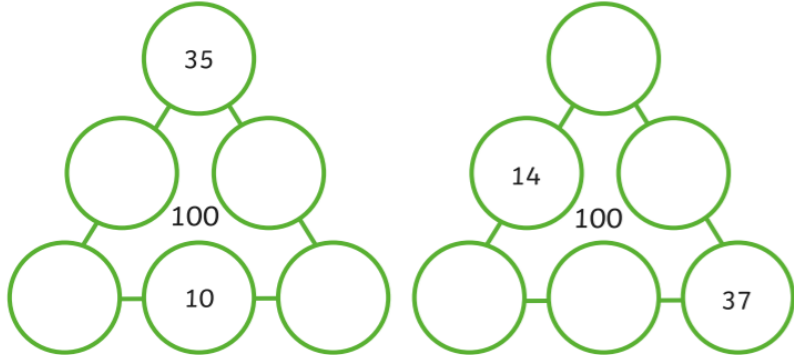


Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc								
Year group/class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				D	C	B	A	
Mon	Rule-pattern sequence will be given – missing numbers going up and down in 10's. Start from a random number and from 0. Chn to complete on WOWO and CT to assess on post it notes	LO: To subtract numbers using written methods 1) Accurately subtract tens or ones from a 2-digit number 2) Accurately subtract 2 two-digit numbers 3) Accurately subtract two 2-digit numbers that require regrouping	<p>Re-cap how to accurately subtract numbers using number lines. Model how to jump back in ones using a number line. Repeat with a question that requires the subtraction of tens from a 2-digit number. Repeat with an example that requires the subtraction of two 2-digit numbers that doesn't require regrouping and then one that does require regrouping.</p> <p>Chn will be given subtraction questions to attempt to solve in today's lesson using a number line.</p> <p>$16 - 12 = 4$</p> 	<p>Task: Use anything you can find around the house to help you solve:</p> $16 - 3 =$ $= 27 - 4 =$ $38 - 7 =$ $= 22 - 10 =$ $39 - 20 =$ $= 44 - 30 =$	<p>Task: On a number line</p> $35 - 10 =$ $= 49 - 20 =$ $52 - 30 =$ $= 48 - 25 =$ $56 - 24 =$ $= 67 - 32 =$	<p>Task: On a number line</p> $47 - 33 =$ $= 59 - 16 =$ $46 - 22 =$ $= 54 - 29 =$ $63 - 25 =$ $= 82 - 36 =$	<p>Task: On a number line</p> $= 45 - 28 =$ $61 - 39 =$ $= 84 - 56 =$ <p>See below for word problems</p>	Solve the mastery together as a class so all chn are exposed to this.
				<p>Mastery Task:</p> <p>Insert numbers to make these number sentences correct.</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px;">$13 - \underline{\quad} < 6$</div> <div style="border: 1px solid black; padding: 5px;">6</div> </div> <p>$13 - \underline{\quad} < 6$ $13 - \underline{\quad} < 6$ $13 - \underline{\quad} < 6$</p> <p>$13 - \underline{\quad} < 6$ $13 - \underline{\quad} < 6$ $13 - \underline{\quad} < 6$</p>				
Tues	Introduce chn to fractions of a shape. Identify the parts coloured-numerator and the parts of the whole-denominator.	LO: To subtract numbers using written methods 1) Accurately subtract tens or ones from a 2-digit number 2) Accurately subtract 2 two-digit	<p>Re-cap how to accurately subtract numbers using number lines. Model how to jump back in ones using a number line. Repeat with a question that requires the subtraction of tens from a 2-digit number. Repeat with an example that requires the subtraction of two 2-digit numbers that doesn't require regrouping and then one that does require regrouping.</p>	<p>Task: Use anything you can find around the house to help you solve:</p> $8 - 2 =$ $9 - 3 =$ $15 - 4 =$	<p>Task: On a number line</p> $26 - 11 =$ $= 39 - 24 =$ $49 - 17 =$ $= 43 - 28 =$ $54 - 37 =$ $= 72 - 45 =$	<p>Task: On a number line</p> $= 53 - 27 =$ $77 - 49 =$ $= 81 - 55 =$ <p>See below for word problems</p>	<p>Task: On a number line</p> <p>See below for word problems involving subtracting and 2 steps</p>	Play https://www.topmarks.co.uk/maths-games/subtraction-grids

		<p>numbers 3) Solve word problems using written methods.</p>	<p>Chn will be given subtraction questions to attempt to solve in today's lesson using a number line.</p> <p>16 - 12 = 4</p> 	<p>20 - 10 = 28 - 10 = 31 - 20 =</p> <p>16 - 12 = = 19 - 13 32 - 21 = = 21 - 17 24 - 19 = = 33 - 25</p>				
				<p>Mastery Task: Place the children in order based on who had the most marbles. Start with the child that had the most marbles.</p> <p>Noah had 48 marbles in his bedroom. Sarah had 12 fewer marbles than Noah in her bedroom. Bill had 8 fewer marbles than Sarah. Tom had 86 marbles but lost 23 of them. Mark has 21 fewer marbles than Tom.</p>				
Weds	Introduce chn to fractions of amounts	<p>LO: To subtract numbers using mental methods</p> <p>1) Mentally subtract 1 digit from a 2-digit number</p> <p>2) Mentally subtract ones and tens from a 2-digit number</p> <p>3) Mentally subtract two-digit numbers that don't require regrouping</p>	<p>Using PowerPoint re-cap how to accurately subtract two-digit numbers using tens and one's dienes blocks. Highlight to chn that all we are doing is taking away the tens and ones. Place another question on the board and attempt to subtract these mentally as a class. The tens and ones will be highlighted in a different colour in the first example to support chn with this. The next example will not be highlighted. Repeat with an example that requires the subtraction of ones from a 2-digit number, tens from a 2-digit number and two 2-digit numbers.</p> <p>At tables chn will attempt to mentally subtract the given questions that do not require regrouping. Questions will require the subtraction of ones, tens and 2-digit numbers from 2-digit numbers.</p>	<p>Task: Concrete: 18 - 6 = 19 - 7 = 15 - 3 = 24 - 10 = 51 - 10 = 63 - 20 =</p> <p>18 - 12 = = 26 - 13 37 - 21 = = 25 - 17 34 - 19 = = 43 - 25</p> <p>If ready move onto solving these on a number line subtracting ones and tens</p>	<p>Task: Mentally (if ready) : 28 - 5 = = 37 - 6 49 - 8 = = 34 - 10 45 - 20 = = 67 - 30</p>	<p>Task: Mentally: 48 - 10 = = 59 - 20 66 - 30 = = 67 - 34 73 - 41 = = 86 - 32</p>	<p>Task: Mentally: 64 - 33 = = 73 - 42 89 - 51 = = 81 - 49 73 - 55 = = 92 - 66</p>	<p>Play: https://www.sheppardsoftware.com/math/subtraction/fruit-splat-game/</p>

				<p>Mastery Task: Complete the sequence</p> <p>1) 36, 34, __, __, 28, __, 24 2) 77, __, __, 47, __, __, __, 7 3) 81, 72, __, __, 45, __, __, 18, __</p> <p>If you finish, write a sequence in your book for your partner to complete.</p>				
Thurs	Counting stick starter Thursdays 10 times tables	LO: To subtract numbers using mental methods 1) Mentally subtract ones and tens from a 2-digit number 2) Mentally subtract two-digit numbers that don't require regrouping 3) Mentally subtract 2-digit numbers that require regrouping	Using PowerPoint re-cap how to accurately subtract two-digit numbers using tens and one's dienes blocks. Highlight to chn that all we are doing is taking away the tens and ones. Place another question on the board and attempt to subtract these mentally as a class. The tens and ones will be highlighted in a different colour in the first example to support chn with this. The next example will not be highlighted. Repeat with an example that requires the subtraction of ones from a 2-digit number, tens from a 2-digit number and two 2-digit numbers.	<p>Task: Concrete: 17 - 3 = 29 - 6 36 - 4 = 35 - 10 = = 49 - 20 52 - 30 =</p> <p>Concrete: = 28 - 15 46 - 24 = = 57 - 32 = 34 - 29 43 - 25 = = 52 - 36</p> <p>If ready, move onto solving these on a number line</p> <p>Mastery:</p>	<p>Task: 37 - 10 = = 43 - 20 51 - 30 = = 48 - 23 56 - 31 = = 67 - 46</p>	<p>Task: 59 - 33 = = 65 - 42 86 - 54 = = 64 - 29 71 - 45 = = 82 - 56</p>	<p>Task: = 72 - 49 83 - 65 = = 92 - 36</p> <p>See below for word problems</p>	<p>Play: https://www.topmarks.co.uk/maths-games/hit-the-button</p>

				<p>Can you complete these triangles so that each side totals 100?</p> 				
Fri	<p>Fraction amount and shape game:</p>	<p>LO: To solve problems with subtraction: including those involving numbers, quantities, and measures 1) Accurately record number sentences 2) Accurately solve subtraction problems that don't require regrouping 3) Accurately solve subtraction problems that require regrouping</p>	<p>Place a subtraction word problem on the IWB and discuss and model how to underline and extract relevant information to form a number sentence to solve it. Then recap how to accurately use a number line to accurately calculate the number sentence created. Repeat with an example that requires subtraction of a two-digit number from another. Use examples that require regrouping and those that don't require regrouping. Discuss which method of calculation the children might use and why i.e. mental methods would be quicker when not crossing a tens boundary but it's sensible to use a number line when crossing a tens boundary.</p> <p>Chn will be given word problems to place into their books to attempt to solve in today's lesson.</p>	<p>Chn to work at the level they are at Concrete: $15 - 4 =$ $= 18 - 6$ $= 21 - 5$ $36 - 10 =$ $54 - 20$ $69 - 30 =$</p> <p>Concrete: $38 - 14 =$ $= 48 - 25$ $57 - 33 =$ $= 31 - 19$ $43 - 28 =$ $= 64 - 37$</p> <p>If ready, move onto solving these on a number line</p>	<p>Chn to solve word problems: 2 x ones 2x tens 2x 2-digits not regrouping</p>	<p>Chn to solve word problems: 3 x 2 digits minus 2 digits not regrouping 3 x 2 digits minus 2-digit regrouping</p>	<p>Chn to solve word problems: Chn to solve 2 step word problems.</p>	<p>Play: https://www.topmarks.co.uk/maths-games/daily10</p>

				<p>Mastery:</p> <p>4. Use the cards to make as many addition and subtraction number sentences as you can. How many can you make?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; text-align: center; width: 40px;">13</div> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; text-align: center; width: 40px;">18</div> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; text-align: center; width: 40px;">6</div> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; text-align: center; width: 40px;">7</div> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; text-align: center; width: 40px;">13</div> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; text-align: center; width: 40px;">20</div> </div>	
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Monday

Word problems:

1. Annie has 56 bananas. She gives 39 to the children in her class. How many does she have left?
2. Mary has 91 stickers. She puts 68 into her sticker album. How many does she have left to put into the album?
3. Ben and Bill have 82 balloons. Ben pops 34 and Bill pops 29. How many are left?

M

Tuesday

B: Word problems:

1. Chris has 61 apples. He gives 48 to the children in his class. How many does he have left?
2. Beth has 85 photos. She puts 57 into her photo album. How many does she have left to put into the album?
3. Ben has 94 balloons. Ben pops 69. How many are left?

Tuesday

A: Word problems:

1. Chris has 84 apples. He gives 48 to the children in his class. How many does he have left?
2. Beth has 75 photos. She puts 57 into her photo album. How many does she have left to put into the album?
3. Ben has 93 balloons. Ben pops 26. How many are left?
4. Milly and Rosie have 72 sweets. Milly eats 34 and Rosie eats 29. How many sweets are left? How many does each girl get? Are there any left?
5. Harry has 57 marbles. He drops 28 and loses them, how many are left? His mum gives him another 41 marbles. How many does he have in the end?
6. Jack has 76 cakes. He sells 59. How many cakes are left? He then buys another 32 and sells 18. How many are left at the end?

Tuesday

A: Word problems:

1. Hannah has 73 apples. He gives 58 to the children in his class. How many does he have left?
2. Tommy has 85 photos. He puts 67 into her photo album. How many does he have left to put into the album?
3. Bethany has 91 balloons. She pops 76. How many are left?

Friday:

C: Word problems:

- 1) Mick had 19 jumpers. He gave 4 jumpers to a friend. How many jumpers did Mick have left?
- 2) Ken had some string that was 28m long. He used 5m. How much string did he have left?
- 3) Jen had £21. She spent £10 on shopping. How much money was left?
- 4) Sue had 32 DVDs. She sold 20 of them. How many DVDs did she have left?
- 5) Ben had 43g of sugar. He dropped 12g. How much was left?
- 6) Harry had 58 sweets. He ate 31. How many are left?

B: Word problems:

- 1) Mick had 26 jumpers. He gave 13 jumpers to a friend. How many jumpers did Mick have left?
- 2) Ken had a ball of string that was 36m long. He used 24m. How long was the ball of string afterwards?
- 3) Jen had £66. She spent £45 on her weekly shopping. How much money was left in Jen's bank account?
- 4) Sue had 53 DVDs. She sold 37 of them at a car boot sale. How many DVDs did she have left?
- 5) Ben had 62g of sugar. He dropped 49g. How much was left?
- 6) Harry had 71 sweets. He ate 37. How many are left?

A: Word problems:

- 1) Mick owned 47 jumpers. He decided to give 23 of them to a charity shop. How many jumpers did Mick have left afterwards?
- 2) Ken had a ball of string that was 78m long. He used 36m to hang up some decorations around his house. How long was the ball of string afterwards?
- 3) Jen had £89 in her bank account. She spent £45 on her weekly shopping for her family. How much money was left in Jen's bank account afterwards?
- 4) Sue had 92 movies in her DVD collection at home. She sold 27 of them at a car boot sale. Then she gave 26 to her friend. How many DVDs did she have left afterwards?
- 5) Ben had 71g of sugar. He dropped 49g. How much was left? He then used 12g. How much is left now?
- 6) Harry had 71 sweets. He ate 37. How many are left? He gave 15 to his sister. How many did he have after?