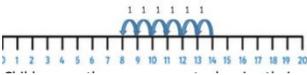
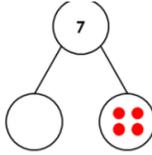
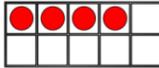
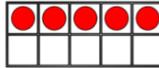


Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc		Add/subtract symbols, examples with dienes, example number lines						
Year group/class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				WBA	Support	Core	Extension	
Monday	<p>Recap number bonds to 10.</p> <p>Chn to record the ones that they can recall independently on WOWO boards.</p> <p>TA to work with small group who struggled with number bonds on Friday last week.</p>	<p>LO: Read, write, and interpret mathematical statements involving the subtraction and equals sign. SC: 1) subtract two 1-digit numbers to 10 2) subtract two 1-digit numbers to 20 3) subtract a 1-digit number from a 2-digit number using dienes</p> <p>New concept Y / N</p> <p>Consolidation lesson</p> <p>Resources: LO, questions, mastery, powerpoint, cubes, number line strips, dienes</p>	<p>Share the subtraction symbol and ask chn to think of as any words as they can for it (take away, subtract, less, fewer, decrease etc.) and type up on IWB slide to print for working wall.</p> <p>Ask chn what happens when we subtract from a number – we are taking away so it will get smaller.</p> <p>Show chn 8-4= and read number sentence together, ask chn what methods we can use to solve this. (count in heads, use fingers, use cubes, use number line etc.) Model using cubes to solve – count out the first number so have 8 cubes and move 4 away to subtract.</p> <p>Model how to use number line strip to subtract with 15-3 =, show chn they need to start on the biggest number and count backwards on the number line. Repeat with 3 other examples using number line.</p> <p>Model using dienes to subtract 24 - 3 = emphasise that if the number is two digits, 10 ones = 1 ten.</p> <p>Model how to set books out and explain to chn which method they are using today before setting off.</p>	<p>Chn to subtract using cubes numbers to 5.</p> <p>Adult support</p>	<p>Chn to subtract numbers to 10 using cubes.</p>	<p>Chn to subtract 1 digit number from two digit number using number line strip.</p> <p>Adult support</p>	<p>Chn to subtract 1 digit from two digit number to 20 using dienes.</p>	<p>Go through the mastery missing numbers as a class.</p>
				<p>Mastery: Answer the missing number problems.</p> <p>1) $10 - _ = 6$ 2) $25 - _ = 22$ 3) $34 - _ = 29$ 4) $_ - 4 = 14$ 5) $_ - 6 = 18$ 6) $_ - 10 = 27$</p>				
Tuesday	<p>Subtracting from objects on IWB – chn to write answers on WOWO board.</p>	<p>LO: Read, write, and interpret mathematical statements involving the subtraction and equals sign. SC: 1) subtract two 1-digit numbers to 10 2) subtract a 1-digit number from a 2-digit number using a number line 3) subtract 2 two digit numbers not crossing a boundary.</p> <p>New concept Y / N</p>	<p>Recap the learning from yesterday with 3 examples using cubes, 3 using number line strip and 3 using dienes.</p> <p>Show chn how to use dienes to subtract 2 two digit numbers not crossing the boundary (35 - 14 =) – emphasise place value in the numbers and how many tens and ones they need. Practice with 2 more questions: 26 - 12 =, 47 - 23 =</p> <p>Model how to set books out and explain to chn which method they are using today before setting off.</p>	<p>Chn to subtract numbers to 10 using cubes.</p>	<p>Chn to subtract 1 digit number from two digit number using cubes or number line strip.</p> <p>Adult support</p>	<p>Chn to subtract 1 digit from two digit number to 20 using dienes.</p> <p>Adult support</p>	<p>Subtract 2 two digit numbers using dienes. (Not crossing boundary).</p>	<p>As a class subtract 2 two digit numbers using dienes.</p>
				<p>Mastery: I am thinking of a number. If I subtract 6 from my number I get to the number 8. What number am I thinking of?</p>				

		<p>Consolidation lesson Resources: LO, mastery, ppt, questions, cubes, dienes, number line strips</p>						
Wednesday	<p>https://www.bbc.co.uk/bitesize/topics/zwv39j6/articles/ztpmrwx</p> <p>Share subtraction video.</p>	<p>LO: Subtract one- and two-digit numbers. SC: 1) Subtract a 1-digit number from a 2-digit number using a number line 2) Subtract two 2-digit numbers using dienes. 3) Subtract 1 digit from a 2-digit number drawing a number line.</p> <p>New concept Y /N</p> <p>Resource: LO, mastery, ppt, dienes, cubes, number line strip, rulers, questions</p>	<p>Recap with chn how to subtract using cubes with $14 - 3 =$, then chn and partner to work together to use cubes on their tables to subtract $9 - 4 =$, $12 - 6 =$</p> <p>TA to take small group of chn who not secure in using cubes to subtract. Chn to have number line strips to 20 in pairs and answer $16 - 4 =$, $19 - 8 =$, $15 - 11 =$ Go through the method after each one and ask chn to show thumbs up/down to assess.</p> <p>Recap on IWB using dienes to subtract two 2 digit numbers – check chn’s understanding of place value. Model and answer $16 - 12 =$, $24 - 13 =$ and $36 - 21 =$</p> <p>Explain to WBA, support and core chn the method they are using and set on task.</p> <p>Have extension chn stay for further input on drawing own number line to subtract. Model to chn using $14 - 6 =$</p> <p>$14 - 6 = 8$</p>  <p>Chn to have a go at $24 - 3 =$ on WOWO board, with CT giving step by step instruction. Then chn independently have a go at $16 - 5 =$ Model to chn how to set out their books and use a ruler to draw the number line and set on task.</p>	<p>Chn to subtract one digit number from a 2 digit using cubes (up to 20). Adult support</p>	<p>Chn to subtract a 1-digit number from a 2-digit using number line strip.</p>	<p>Subtract two 2 digit numbers using dienes.</p>	<p>Subtract 1 digit from 2 digit by drawing their own number line.</p> <p>Adult support</p>	<p>Complete the part-whole model.</p> 
				<p>Mastery: Complete the word problems on a WOWO board (photo to be taken)</p> <p>1) Freddy had 8 apples. He ate 2 at break time, how many does he have left? 2) Logan had 18 cars but his dog ate 5. How many cars does he have left? 3) Bella has 12 colouring pencils. She gave Jasmine 6 of her pencils. How many does Bella have left?</p>				
Thursday	<p>Times Table Stick – 1 x</p>	<p>LO: Subtract one- and two-digit numbers. SC: 1) Subtract 1 digit from 2-digit numbers using dienes 2) Subtract 1 digit from a 2-digit number drawing a number line. 3) Subtract</p>	<p>Begin with chn in pairs playing subtraction game – <i>chn to roll the dice and move the steps depending on amount rolled, chn to read the number sentence and work it out on the square they land on, then swap to partners turn – adult to work with WBA chn.</i></p> <p>Recap with chn using IWB, how to subtract 1 digit from 2 digit with dienes. Chn to have their WOWO boards and recap drawing their own number line to subtract 1</p>	<p>Subtract numbers up to 20 using number line strip.</p>	<p>Subtract two 2-digit numbers using dienes. Adult support</p>	<p>Subtract 1 digit number from two-digit drawing own number line.</p>	<p>Subtract 2 two-digit numbers drawing their own number line.</p>	<p>Play blast off - https://www.topmarks.co.uk/learning-to-count/blast-off</p>
				<p>Mastery: Write down as many subtraction facts you can make to make the number 20.</p>				

		<p>2 two digit numbers drawing a number line New concept Y /N</p> <p>Resources: LO, mastery, ppt, dienes, number line strips, rulers, dice and game, questions</p>	<p>digit and 2 digit, chn to follow step by step on their WOWO board (16 - 4 = , 28 - 6 =). Set WBA, support and core chn on task and keep extension chn to further input subtracting 2 two digit numbers drawing number line. Chn to have WOWO boards and follow step by step 28 - 12 = , 35 - 23 = and 42 - 11 = Ensure chn know how to count backwards in jumps of tens. Reinforce how to present number line in books - ones jump = one square, tens jump = two squares.</p>	<p>e.g. 24 - 4 = 20</p>				
Friday	<p>Display 3 subtraction questions and chn to use WOWO boards, cubes, number lines, draw number line to answer and then feedback.</p> <p>1) $8 - 4 =$ 2) $18 - 5 =$ 3) $35 - 14 =$</p>	<p>LO: to represent related subtraction number bond facts SC: 1) record subtraction number bonds to 10 2) record subtraction number bonds to 20 3) use facts to answer number bond missing number questions</p> <p>New concept Y /N</p> <p>Resources: LO, ppt, mastery, missing number qs</p>	<p>Use IWB to recap number bond facts to 10 (addition).</p> <p>Explain to chn that if we know our number bonds to 10 for adding then we know our subtraction facts too and show example.</p> <p>Go through each subtraction fact and as a class work out what the facts are. Share video with chn: https://www.bbc.co.uk/bitesize/articles/zt4ytrd</p> <p>CT to call out a number bond and chn to say the matching number e.g. CT "16", Chn "add 4", CT "10 - ? = 3" chn "7".</p>	<p>Chn to work with adult to record the subtraction number bond facts to 10.</p> <p>Adult support</p>	<p>Chn to record subtraction number bond facts to 10 independently.</p>	<p>Chn to record subtraction number bond facts to 20 independently.</p> <p>Solve missing number problems for subtraction number bonds to 10. Adult support</p>	<p>Chn to record subtraction number bond facts to 20 independently.</p> <p>Solve missing number problems for subtraction number bonds to 20.</p>	<p>Play jungle number bonds to 20</p> <p>https://www.twinkl.co.uk/go/resource/T-GO-02-number-bonds-1-to-20</p>
			<p>Mastery: Can you record the subtraction facts as well?</p> <p>Use the ten frames to complete the number bonds to 10</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>4 + ___ = 10</p> </div> <div style="text-align: center;">  <p>5 + ___ = 10</p> </div> </div>					

Subject Planning : Maths, Addition and Subtraction

Week beginning: 23/11/2020

Instructions for additional adults

Day	Staff Member	Pupils to work with	Instructions
Mon	SH/VDS	WBA Core	Practice using cubes subtracting numbers to 5 in small group. Support chn counting backwards on number line strips, help with presentation of questions in books. Support chn in mastery task during plenary.

Tues.	JB/VDS	Support WBA	Help chn with subtracting – encourage number line strip but if not confident use cubes. Check chn counting backwards correctly. Take WBA chn during plenary time and go through their questions together and check correct/support corrections.
Weds.	JB/VDS	WBA Extension	During input take WBA in small group to practice using cubes to subtract. Support chn in using own number lines to subtract – ensure doing correct jumps and counting backwards.
Thurs.	JB/VDS	Support	Help chn use dienes to subtract – ask chn how many tens/how many ones they need to take away, model where needed.
Fri.	JB/VDS	Core	Help core chn with missing number bond problems. Check secure in recalling number bonds add/sub.

Monday Questions:

WBA Monday

1.	$5 - 2 =$
2.	$4 - 1 =$
3.	$3 - 2 =$
4.	$4 - 0 =$
5.	$1 - 1 =$
6.	$2 - 1 =$
7.	$6 - 3 =$
8.	$7 - 4 =$

Support Monday

1.	$8 - 4 =$
2.	$9 - 3 =$
3.	$10 - 5 =$
4.	$7 - 6 =$
5.	$4 - 3 =$
6.	$9 - 7 =$
7.	$10 - 8 =$
8.	$8 - 2 =$

Core and extension [Monday_qs](#) –

1.	$10 - 4 =$
2.	$19 - 3 =$
3.	$18 - 5 =$
4.	$17 - 7 =$
5.	$14 - 2 =$
6.	$19 - 7 =$
7.	$20 - 8 =$
8.	$13 - 6 =$

Tuesday Questions

WBA

1.	$8 - 4 =$
2.	$9 - 3 =$
3.	$10 - 5 =$
4.	$7 - 6 =$
5.	$4 - 3 =$
6.	$9 - 7 =$
7.	$10 - 8 =$
8.	$8 - 2 =$

Support

1.	$10 - 4 =$
2.	$19 - 3 =$
3.	$18 - 5 =$
4.	$17 - 7 =$
5.	$14 - 2 =$
6.	$19 - 7 =$
7.	$20 - 8 =$
8.	$13 - 6 =$

Core

1.	$11 - 5 =$
2.	$16 - 4 =$
3.	$17 - 8 =$
4.	$12 - 7 =$
5.	$14 - 6 =$
6.	$23 - 2 =$
7.	$26 - 4 =$
8.	$25 - 3 =$

Extension

1.	$15 - 11 =$
2.	$26 - 14 =$
3.	$37 - 15 =$
4.	$42 - 21 =$
5.	$54 - 26 =$
6.	$45 - 32 =$
7.	$74 - 42 =$
8.	$53 - 23 =$

Wednesday Questions

WBA and support [Weds Qs](#)

1.	$12 - 1 =$
2.	$15 - 3 =$
3.	$13 - 2 =$
4.	$17 - 5 =$
5.	$18 - 1 =$
6.	$19 - 7 =$
7.	$16 - 4 =$
8.	$12 - 2 =$

Core Weds

1.	$15 - 11 =$
2.	$26 - 14 =$
3.	$37 - 15 =$
4.	$42 - 21 =$
5.	$54 - 26 =$
6.	$45 - 32 =$
7.	$74 - 42 =$
8.	$53 - 23 =$

Extension Weds draw number line

1.	$15 - 3 =$
2.	$16 - 4 =$
3.	$27 - 5 =$
4.	$24 - 2 =$
5.	$54 - 3 =$
6.	$35 - 2 =$
7.	$28 - 6 =$
8.	$47 - 5 =$

Thursday Questions
WBA Thurs

1.	$15 - 4 =$
2.	$13 - 3 =$
3.	$16 - 2 =$
4.	$17 - 4 =$
5.	$18 - 7 =$
6.	$12 - 1 =$
7.	$14 - 3 =$
8.	$19 - 6 =$

Support Thurs

1.	$15 - 11 =$
2.	$26 - 14 =$
3.	$37 - 15 =$
4.	$42 - 21 =$
5.	$54 - 26 =$
6.	$45 - 32 =$
7.	$74 - 42 =$
8.	$53 - 23 =$

Core Thurs

1.	$15 - 3 =$
2.	$16 - 4 =$
3.	$27 - 5 =$
4.	$24 - 2 =$
5.	$54 - 3 =$
6.	$35 - 2 =$
7.	$28 - 6 =$
8.	$47 - 5 =$

Extension Thurs

1.	$15 - 13 =$
2.	$26 - 14 =$
3.	$27 - 15 =$
4.	$34 - 12 =$
5.	$54 - 23 =$
6.	$35 - 22 =$
7.	$48 - 36 =$
8.	$37 - 25 =$

Friday Questions

Fri Core

1.	$10 - \underline{\quad} = 4$
2.	$10 - \underline{\quad} = 3$
3.	$10 - \underline{\quad} = 2$
4.	$10 - \underline{\quad} = 6$
5.	$10 - \underline{\quad} = 7$
6.	$10 - \underline{\quad} = 8$
7.	$10 - \underline{\quad} = 9$
8.	$10 - \underline{\quad} = 5$

Fri extension

1.	$20 - \underline{\quad} = 4$
2.	$20 - \underline{\quad} = 3$
3.	$20 - \underline{\quad} = 2$
4.	$20 - \underline{\quad} = 16$
5.	$20 - \underline{\quad} = 17$
6.	$20 - \underline{\quad} = 18$
7.	$20 - \underline{\quad} = 9$
8.	$20 - \underline{\quad} = 15$