USING THESE SLIDES.

Recall- 5 min activity to recall children's knowledge

Guided practice- work through together, teaching the new skills.

Intelligent practice- 10 minute independent fluency activity.

Dive deeper- These activities should take the longest. Children should think deeper and reason their answers. E.g. This is the answer because… They may also prove their answer using a drawing, diagram etc.

RECALL

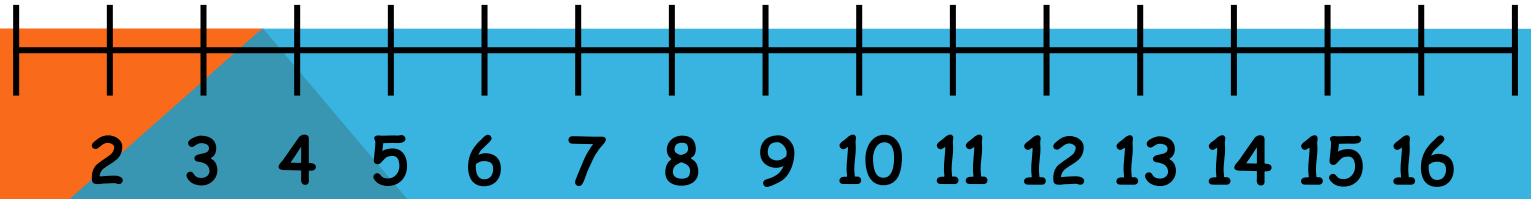
1) What is $18 - 8 =$

2) What is $14 - 6 =$

3) What number is missing?

16, 15, ___, 13

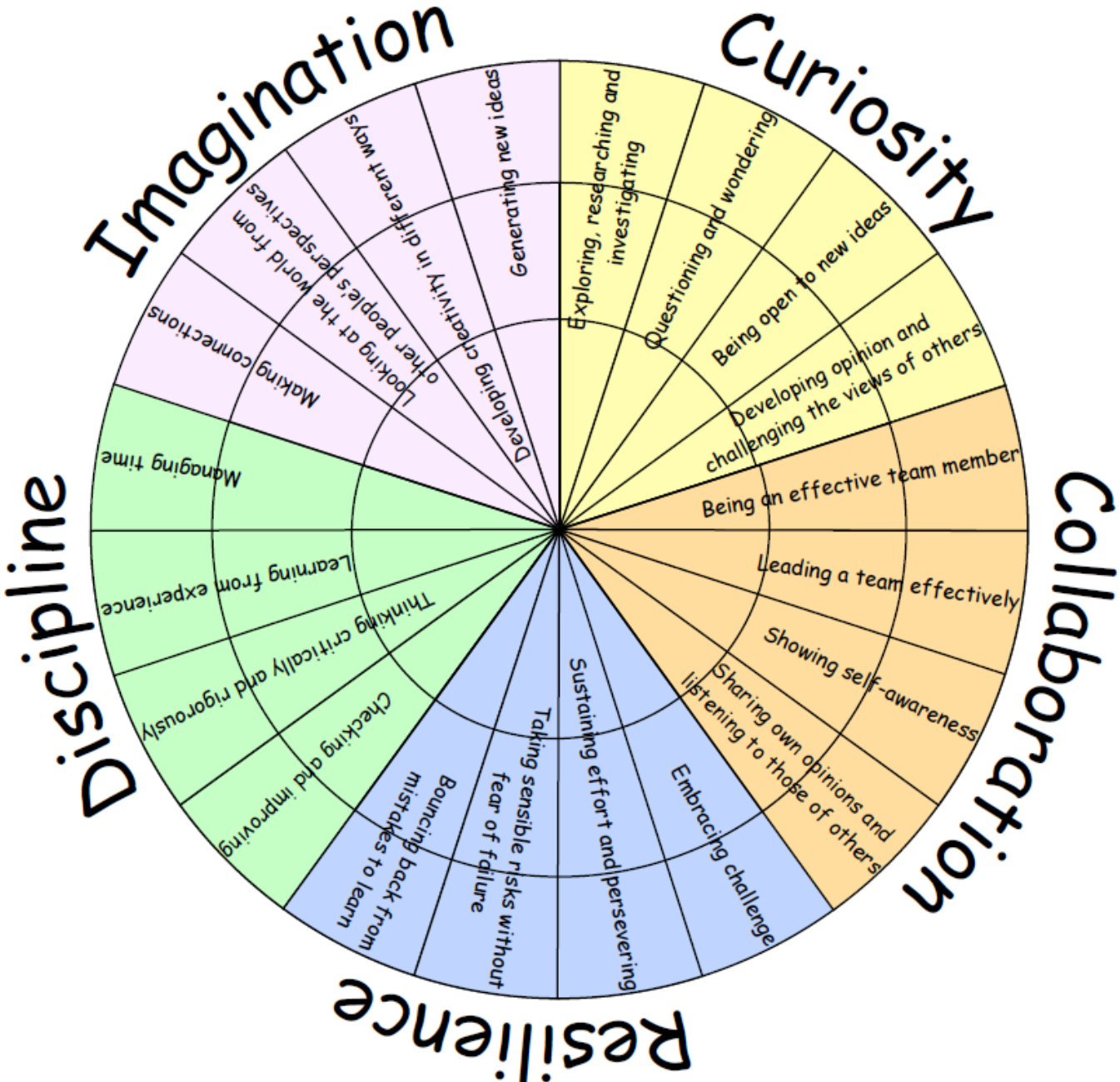
4) Use the number line $13 - 7 =$



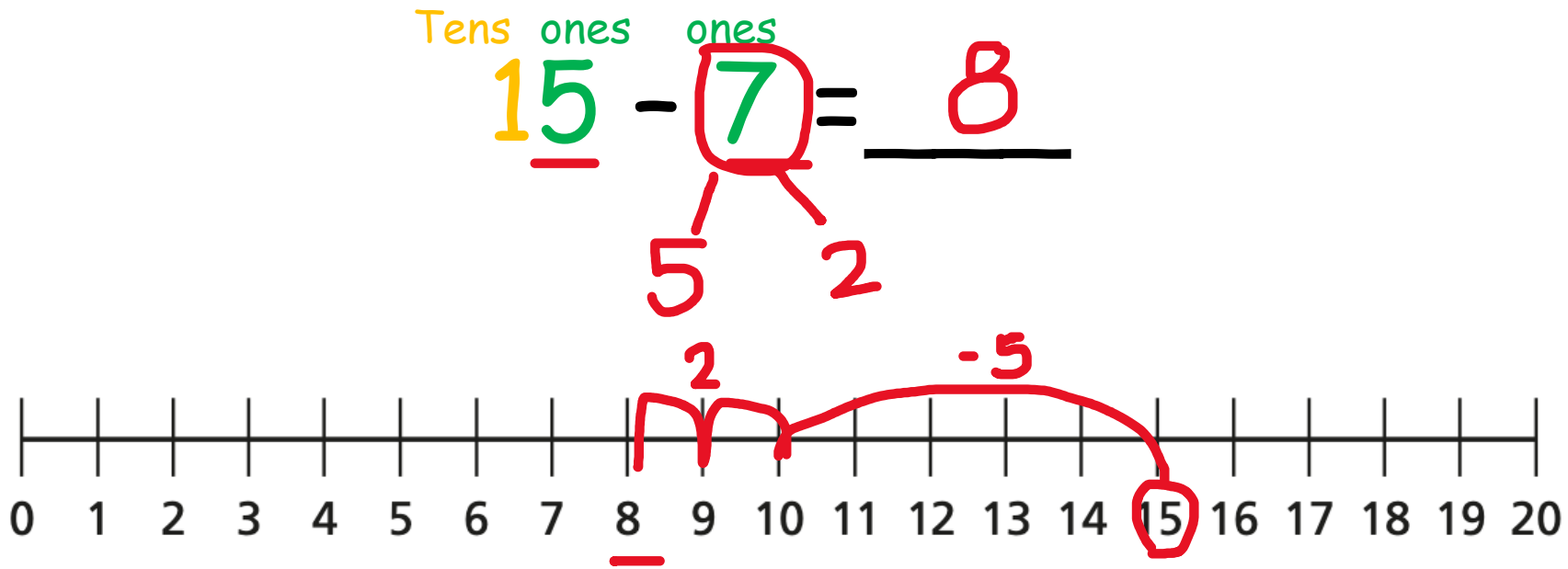
I CAN SUBTRACT, CROSSING TEN

ADDITION AND SUBTRACTION TO 20

LEARNING HABITS?



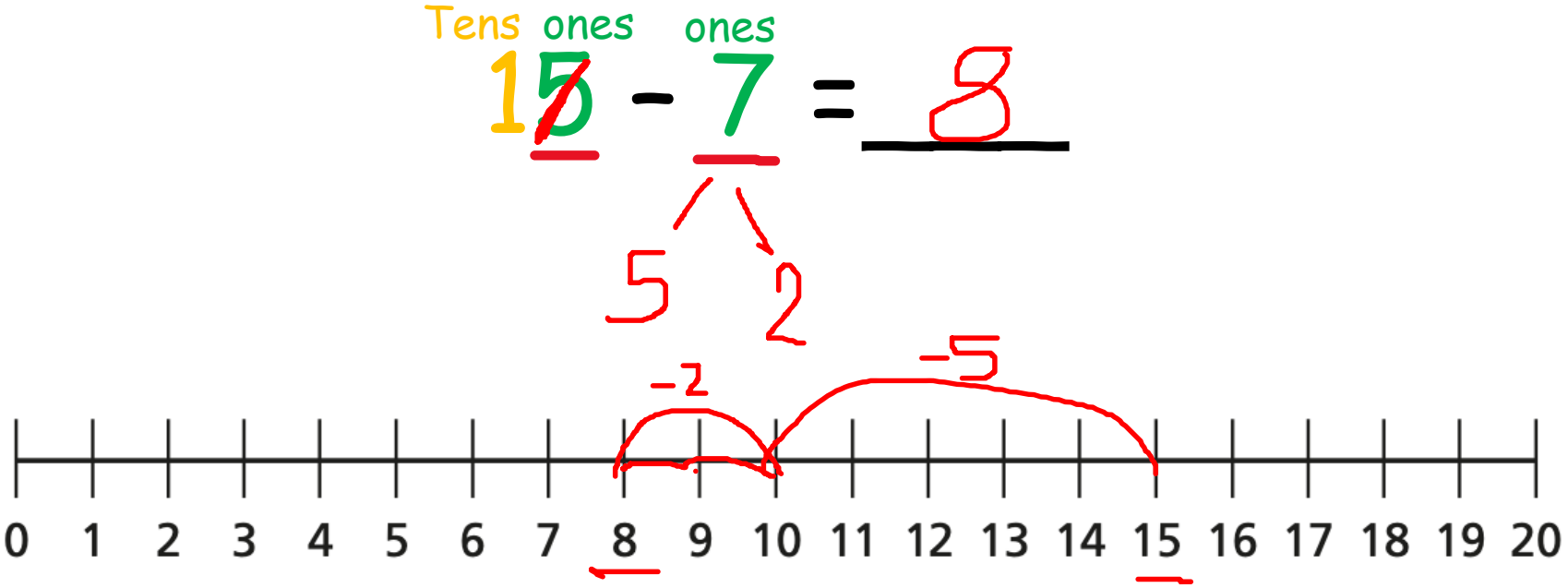
Guided Practice: yesterday we subtracted by partitioning the second number to help us with doing bigger jumps on the number line.



We want to jump to 10 so we need to get rid of the 5 in '15'.
To do this we need to partition the 7 into 5 +2

Guided Practice: Today we're going to try and do bigger jumps on the number line

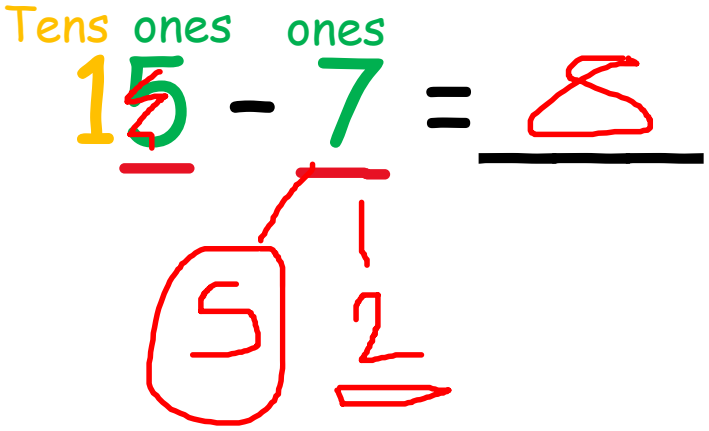
You might even challenge yourself to not use a number line at all.



We need to get rid of the '5' ones in 15 by partitioning 7 into 5 + 2. This means we can do a jump of 5 to get us to 10 and then a final big jump of two.

Guided Practice: Today we're going to try and do bigger jumps on the number line

You might even challenge yourself to not use a number line at all.



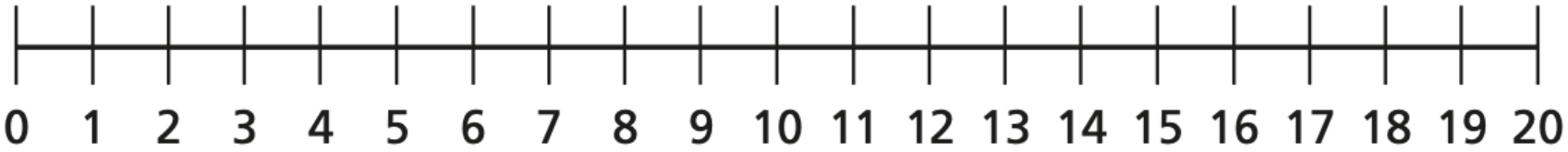
We need to get rid of the '5' ones in 15 by partitioning 7 into 5 + 2.

You might want to do 15-5= 10 and then subtract the final 2 using your knowledge of number bonds .
10- 2 =8

Guided Practice:
Have a go at this one, you may use the number line or your brain!

Tens ones ones

14 - 8 = ____



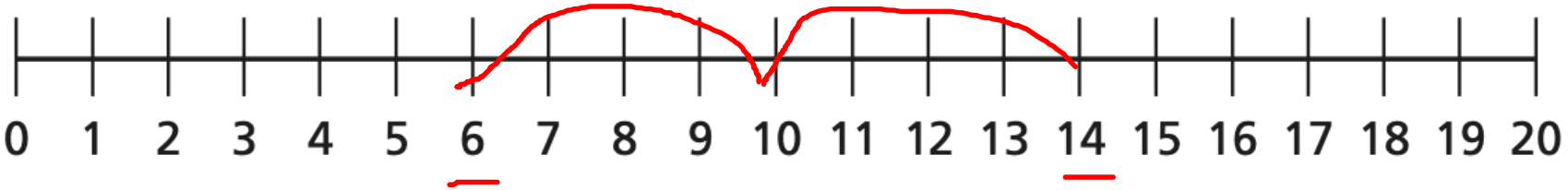
Guided Practice:
Have a go at this one, you may use the number line or your brain!

Tens ones ones

14 - 8 = 6

10

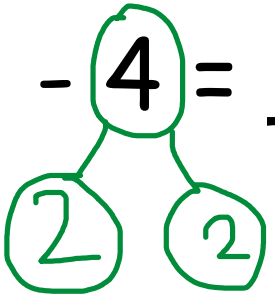
4 4 - 4



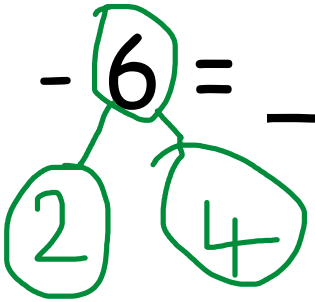
Keep practicing with other calculations until you are confident enough for the task

INTELLIGENT PRACTICE

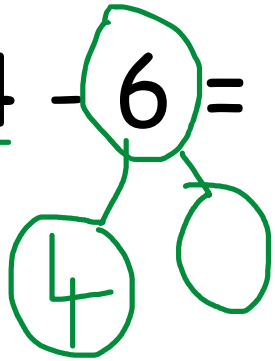
12 - 4 = ___



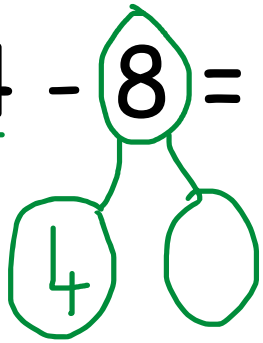
12 - 6 = ___



14 - 6 = ___



14 - 8 = ___



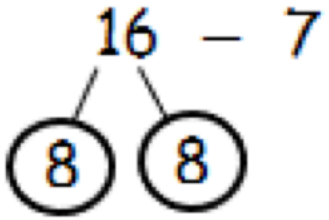
18 - 8 = ___

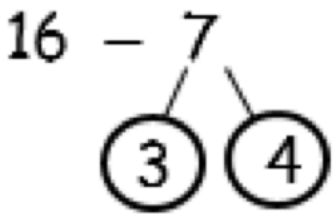
18 - 9 = ___

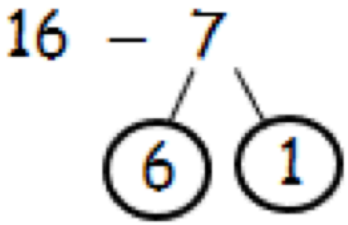
DIVE DEEPER 1:

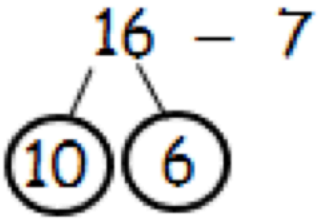
Rosie is calculating 16 – 7

Which of these methods is most helpful? Why?

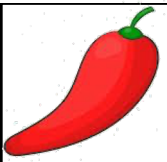




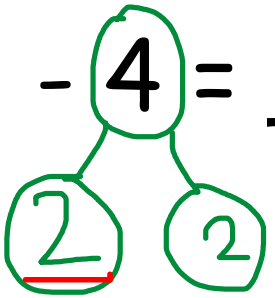




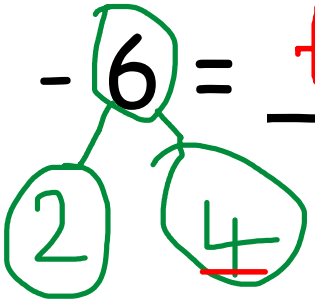
INTELLIGENT PRACTICE

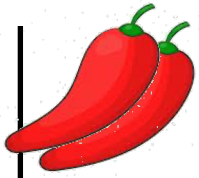


12 - 4 = 8

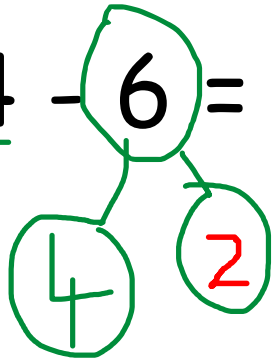


12 - 6 = 6

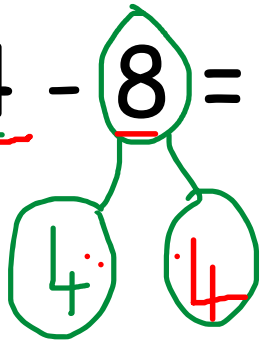


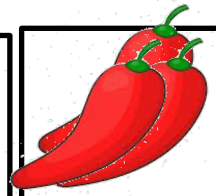


14 - 6 = 8

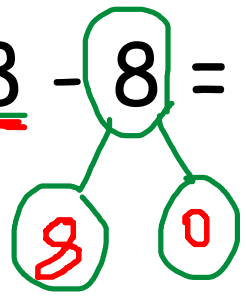


14 - 8 = 6

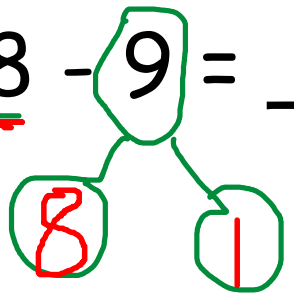


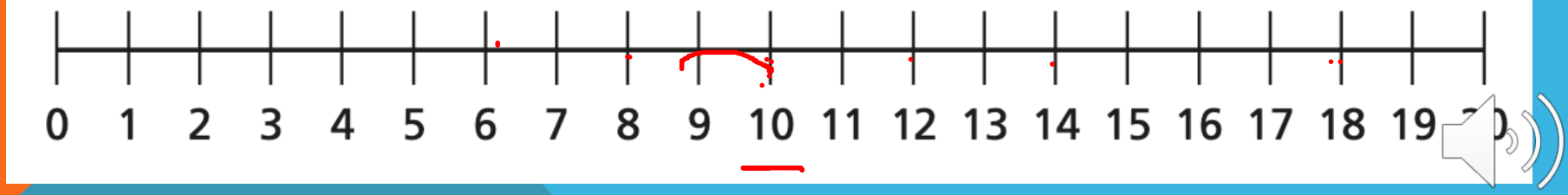


18 - 8 = 10



18 - 9 = 9





DIVE DEEPER 1:

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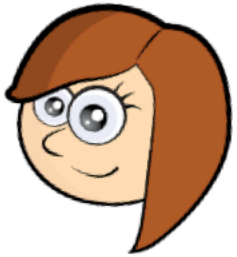

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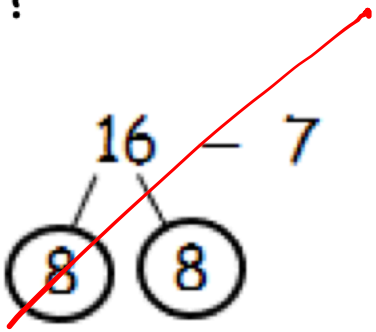

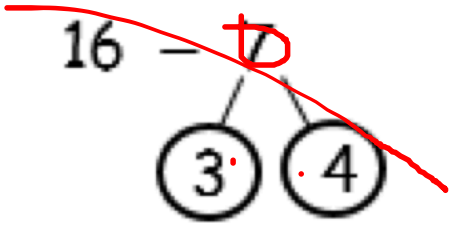

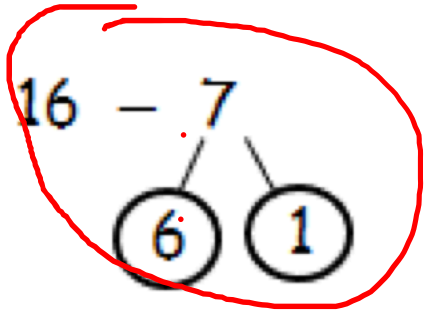

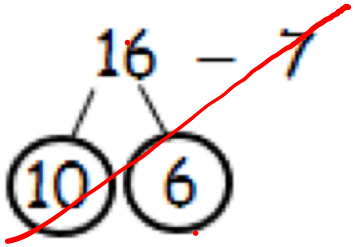

SELF-ASSESSMENT

L.O. To subtract crossing 10 21.01.2021

Some will even: subtract mentally by partitioning into smaller numbers.

Some will:. Partition a number into smaller and easier parts..

Most will: Subtract using a number line.

All will: know that when we subtract our number becomes smaller