

USING THESE SLIDES.

Recall- 5 min activity to recall children's knowledge

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

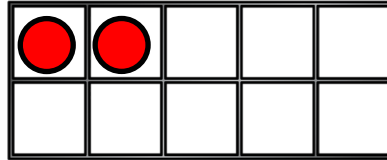
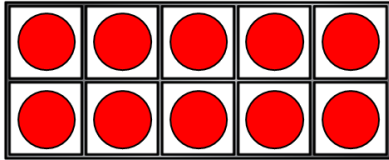
Intelligent practice- 10 minute independent fluency activity.

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

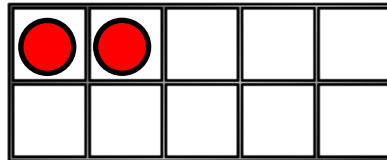
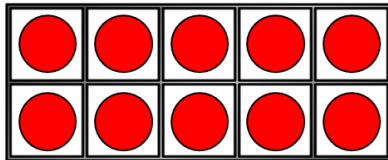
1) What is $12 - 2 =$

2)



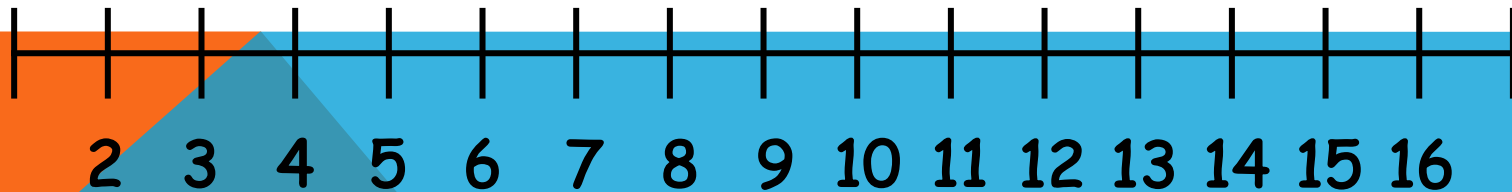
$$12 - 2 =$$

3)



$$12 - 4 =$$

4) Use the number line $13 - 6 =$

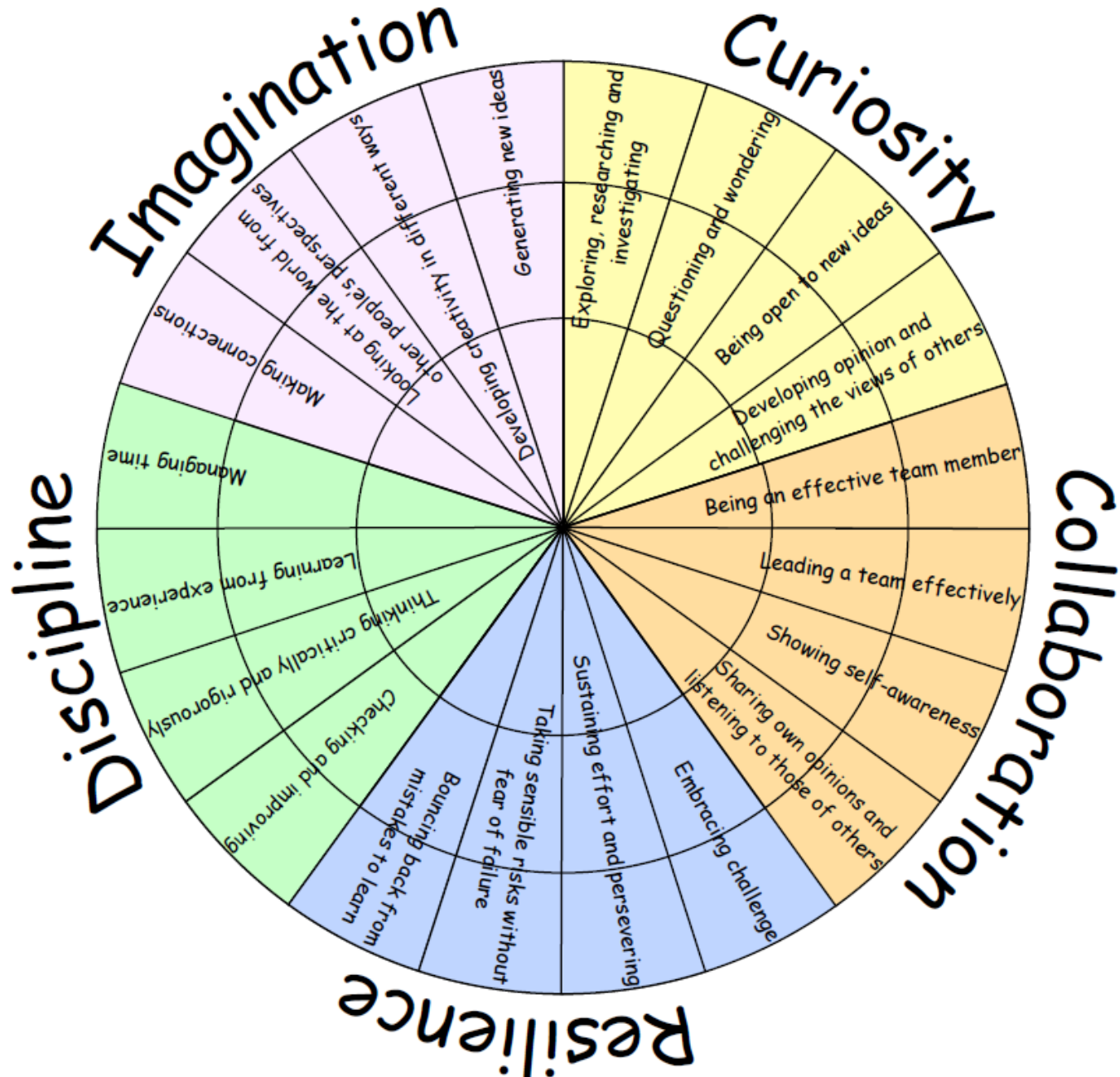


I CAN SUBTRACT, CROSSING TEN

ADDITION AND SUBTRACTION TO 20

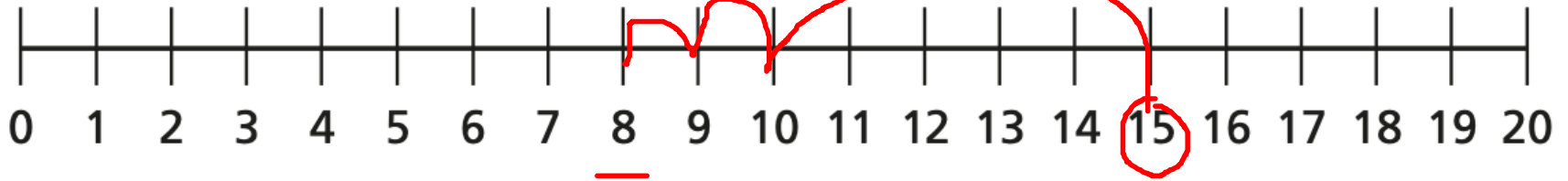


LEARNING HABITS?



Guided Practice: yesterday we subtracted by crossing 10 using a number line. Today we're going to partition the second number to help us with jumping on the number line.

$$\begin{array}{r} \text{Tens} \quad \text{ones} \quad \text{ones} \\ 1\cancel{5} - 7 = \underline{\quad 8 \quad} \end{array}$$



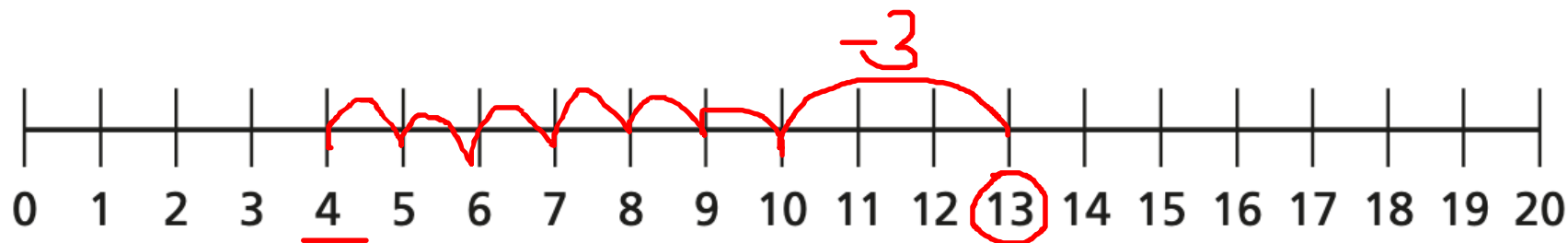
We want to jump to 10 so we need to get rid of the 5 in '15'.
To do this we need to partition the 7 into 5 + ___



Guided Practice:

$$\begin{array}{r} \text{Tens} \quad \text{ones} \quad \text{ones} \\ 10 - 9 = 4 \end{array}$$

Handwritten annotations: A red circle around the '10' with 'Tens' above the '1' and 'ones' above the '0'. A red '3' is written below the '0' with an arrow pointing to the '9'. A red '6' is written below the '9' with an arrow pointing to the '9'. The '4' in the result is underlined.

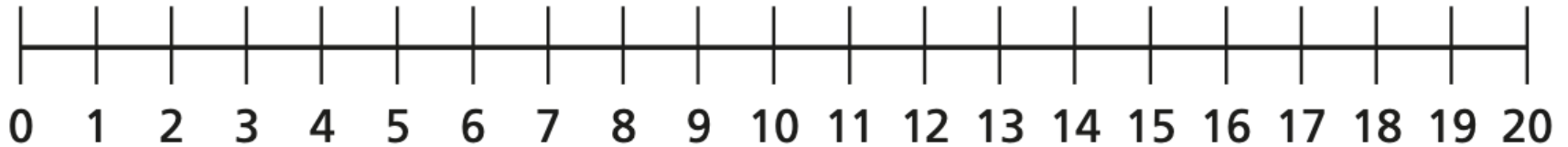


Again we want to get rid of the 3 on 13 so we need to partition the 9 into 3 + —
This makes it easier to jump back to 10 and then subtract the remaining.



Guided Practice: Have a go at this

$$\begin{array}{r} \text{Tens} \text{ ones} \\ 14 \\ \hline \end{array} - \begin{array}{r} \text{ones} \\ 5 \\ \hline \end{array} = \underline{\quad}$$



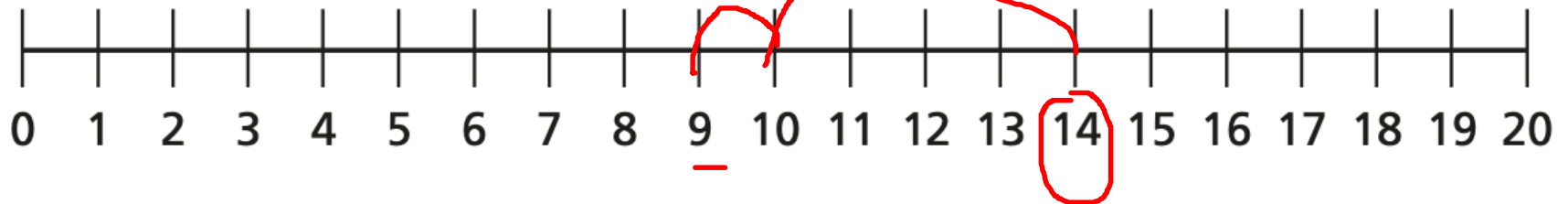
Keep practicing with other calculations until you are confident enough for the task



Guided Practice: Have a go at this

$$\begin{array}{r} \text{Tens ones} \\ 14 \\ - 5 \\ \hline 9 \end{array}$$

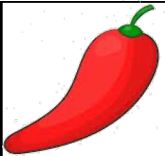
Handwritten annotations: A red circle around the '14' in the first column. A red arrow points from the '4' to the '1' in the second column. A red circle around the '1' in the second column. A red arrow points from the '1' to the '4' in the second column. A red arrow points from the '5' to the '4' in the first column. A red arrow points from the '5' to the '1' in the second column. A red arrow points from the '5' to the '9' in the result.



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



INTELLIGENT PRACTICE

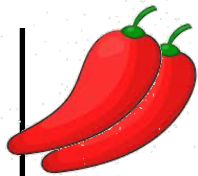


$$\begin{array}{r} 11 \\ \underline{} \end{array} - 3 = \underline{}$$

1 2

$$\begin{array}{r} 11 \\ \underline{} \end{array} - 7 = \underline{}$$

1 6

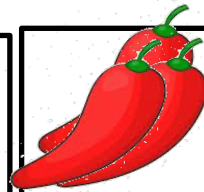


$$\begin{array}{r} 13 \\ \underline{} \end{array} - 5 = \underline{}$$

3

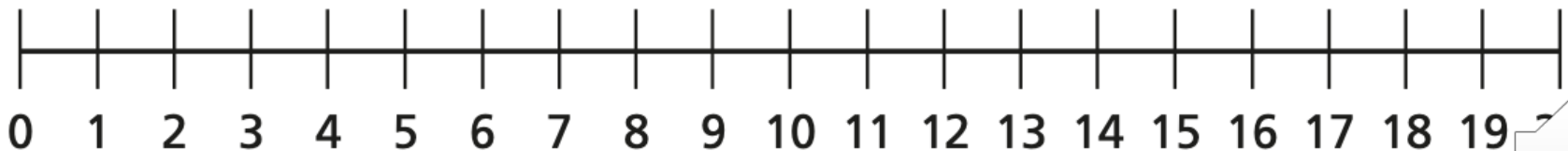
$$\begin{array}{r} 13 \\ \underline{} \end{array} - 8 = \underline{}$$

3



$$\begin{array}{r} 17 \\ \underline{} \end{array} - 8 = \underline{}$$

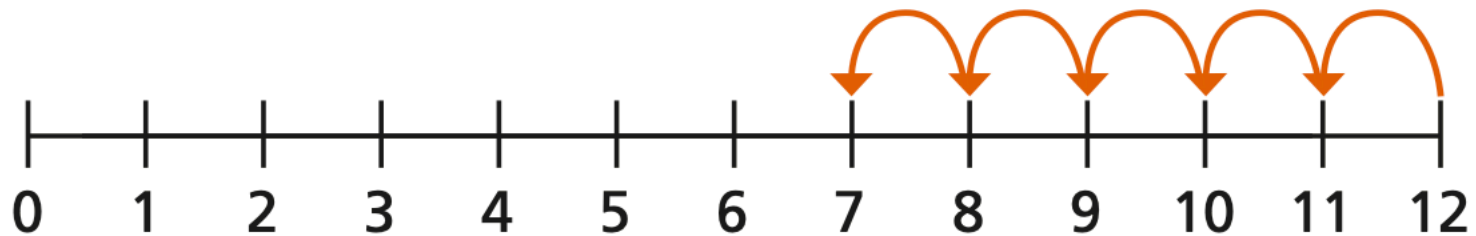
$$\begin{array}{r} 17 \\ \underline{} \end{array} - 9 = \underline{}$$



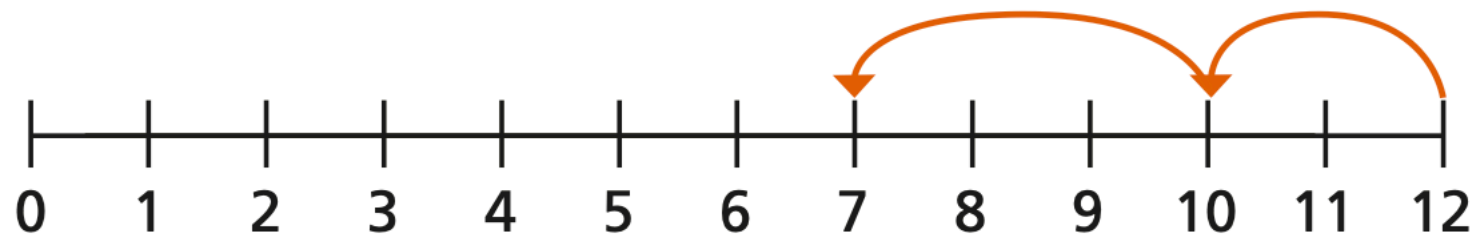
DIVE DEEPER 1:

Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



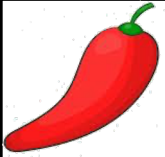
Eva's method



a) What is the same and what is different?



INTELLIGENT PRACTICE

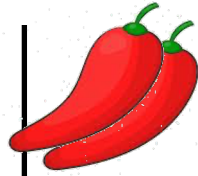


$$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array} = 8$$

Diagram: The number 3 is circled in green. It branches into 1 (circled in green) and 2 (circled in green).

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array} = 4$$

Diagram: The number 7 is circled in green. It branches into 1 (circled in green) and 6 (circled in green).

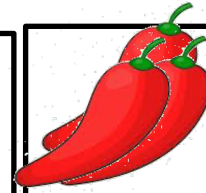


$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array} = 8$$

Diagram: The number 5 is circled in green. It branches into 3 (circled in green) and 2 (circled in green).

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array} = 5$$

Diagram: The number 8 is circled in green. It branches into 3 (circled in green) and 5 (circled in green).

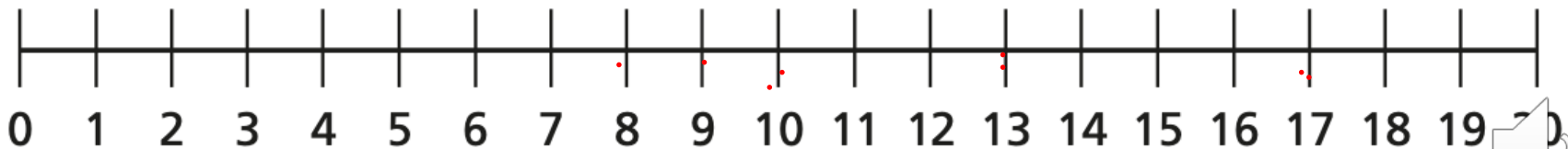


$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array} = 9$$

Diagram: The number 8 is circled in green. It branches into 7 (circled in green) and 1 (circled in green).

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array} = 8$$

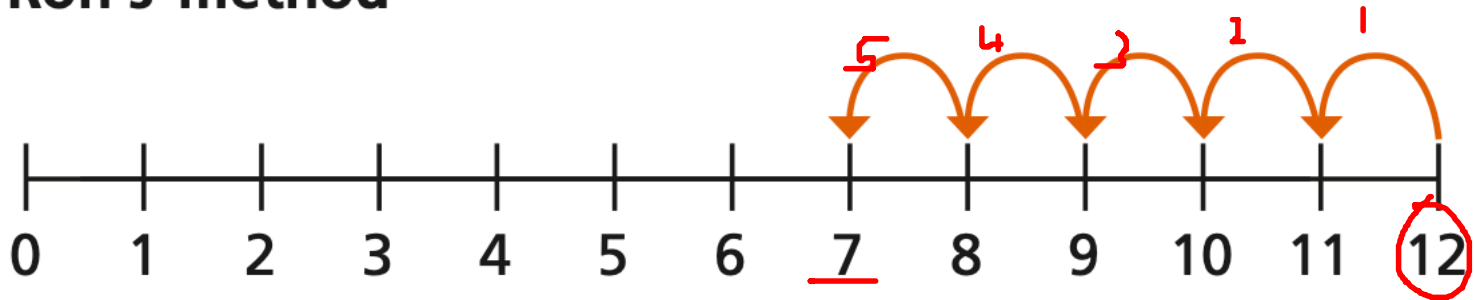
Diagram: The number 9 is circled in green. It branches into 7 (circled in green) and 2 (circled in green).



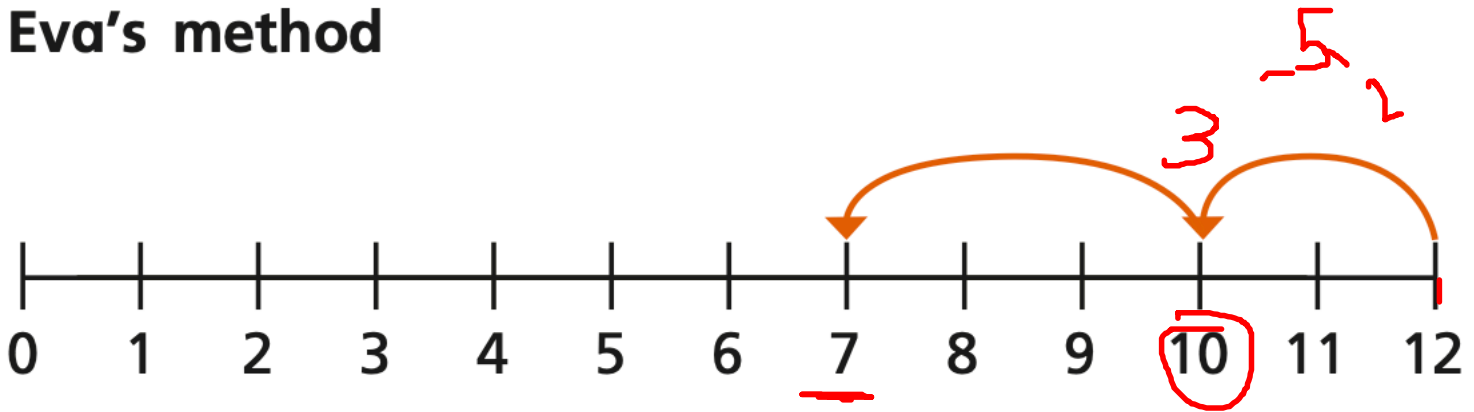
DIVE DEEPER 1:

Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



Eva's method



a) What is the same and what is different?



SELF-ASSESSMENT

L.O. To subtract crossing 10

20.01.2021

Some will even: make bigger jumps than one on a number line.

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

