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|  | Context for learning - Question | Activity  |
| Day one**Learning Focus:**Mental strategies for subtracting   | *‘Sam tries to subtract these numbers mentally. (71-39)**How can he do it?’*Focus on subtracting two 2 digit numbers.Children to look at using various strategies to answer the question, e.g. rounding, partitioning, etc. | Group 1:Pupils will subtract mentally using a range of strategies: counting on, number bonds, partitioning and rounding etc.Pupils will focus on subtracting two, 2 digit numbers then progress to using 3 digit numbers.**Challenge**: Can pupils solve a range of word problems involving subtraction using knowledge of mental strategies to do so? |
| Group 2:Pupils will subtract mentally by using a range of strategies: counting on, number bonds, partitioning and rounding etc.Pupils will focus on subtracting 2 digit numbers.**Challenge:** Can pupils begin to use knowledge of mental strategies to subtract two, 3 digit numbers?  |
| Day two**Learning Focus:** Subtracting without renaming using the formal written method*Carried over*  | *In a popular reality television competition, there were 3437 female contestants and 2016 male contestants. How many more female contestants than male contestants were there?’ (MNP p.70)*Discuss mathematical language used e.g ‘difference’. What does this tell us about how to answer the question? (It will be a subtraction) Children to use the formal written method, using deines resources and pictorial representations. | Group 1:Pupils will solve subtraction calculations using the formal written method. Pupils will focus on working with 3 and 4 digit numbers. Pupils will also use inverse operations to work back and identify the missing numbers in calculations. **Challenge:** Can pupils create word problems for the numbers they are subtracting, providing the numbers with context.  |
| Group 2:Pupils will solve subtraction calculations using the formal written method. Pupils to focus on working with 2 digit numbers if necessary, then progressing to using two 3 digit numbers.**Challenge:** Can pupils use inverse operations to work back and identify the missing numbers in calculations? |
| Day three**Learning Focus:** Subtracting with renaming using the formal written method.*Carried over* | *Think about ways to find the difference between 5000 and 2179.’**(MNP p.80)*Can the children identify the key mathematical language, e.g. ‘difference’. What does this tell us about the type of question we are about to answer? | Group 1:Pupils will solve subtraction calculations using the formal written method and which require renaming/decomposition. Pupils to focus on working with 3 and 4 digit numbers.They will also use inverse operations to work back and identify the missing numbers in calculations. **Challenge:** Can pupils create realistic word problems for the numbers they are subtracting? In which contexts would we use these numbers? |
| Group 2:Pupils will solve subtraction calculations using the formal written method and which require renaming/ decomposition. Pupils to focus on working with 3 digit numbers. (2 digit if necessary)**Challenge:** Can pupils use inverse operations to work back and identify the missing numbers in calculations? |
| Group 3:Pupils will solve subtraction calculations using the formal written method and which require renaming/ decomposition. Pupils to focus on working with 2 digit numbers.**Challenge:** Can pupils begin to look at using 3 digit numbers? |
| Day four**Learning Focus:** Subtraction problem solving and word problems using written method. | *‘A chocolate factory usually produces 1568 caramel bars on a Saturday but on a Sunday, production decreases and they make 325 fewer bars. How many bars are produced at the weekend in total?’*Discuss important information in the question and key vocabulary that will indicate the nature of the question. For example, ‘decreases’ and ‘fewer’ indicate it will be a subtraction. | Group 1:Children will explore subtraction word problems, using the formal written method to aid understanding. Children will begin by focusing on two, 3 digit numbers, then progress to two 4 digit numbers.Questions will be a mix of subtracting with renaming and without.**Challenge:** Can children create their own word problems that require renaming/ decomposition, providing context? |
| Group 2:Children will explore subtraction word problems, using the formal written method to aid understanding. Children will begin by focusing on two, 2 digit numbers, then progress to two 3 digit numbers.Questions will focus on subtracting with and without renaming.**Challenge:** Can children create their own word problems, providing context? |
| Group 3:Children will explore subtraction word problems, using the formal written method to aid understanding. Children will begin by focusing on two, 2 digit numbers, then progress to two 3 digit numbers.Questions will focus on subtracting without renaming.**Challenge:** Can the children explore word problems that focus on subtracting with renaming? |
| Day five**Learning Focus:** Subtraction using the formal written method- Reasoning style questions | *‘There are mistakes in the following calculations. Explain the mistake and then make a correction to find the correct answer.* *782* *- 435* *353*Children to recognise that the person has calculated ‘785-432’, rather than ‘782-435’. | Group 1:Children to use the formal written method to answer subtraction reasoning style questions.Questions will focus on with and without renaming.  |
| Group 2:Children to use the formal written method to answer subtraction reasoning style questions.Questions will focus on without renaming. **Challenge:** Children to begin to look at reasoning questions with renaming. |
| Evaluation/Reflection/Intervention (To be completed in PPA) |