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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus:**  Mental strategies to add/ subtract | *‘Hannah has a score of 3041. To reach the next level, she needs to get 9 more points. How many points does she need to get to the next level?’ (MNP p.62)*  Group 2 to use similar question as a basis for learning, but use a starting number of 41.  Can the children utilise knowledge of number bonds to answer the question? | Group 1:  Pupils will add and subtract mentally using a range of strategies: counting on, number bonds, partitioning and rounding etc.  Challenge: Can pupils solve a range of word problems involving addition and subtraction, using knowledge of number bonds to help? |
| Group 2:  Pupils will add and subtract mentally by using a range of strategies: counting on, number bonds, partitioning and rounding etc.  Pupils will concentrate on adding/ subtracting 2 digit numbers.  Challenge: Can pupils begin to use knowledge of number bonds to add/subtract 3 digit numbers. |
| Day two  **Learning Focus:**  Adding without renaming using the formal written method. | *‘Miss Barron saved £2314. Mr Woodland saved £4240 more than Miss Barron saved. How much did Mr Woodland save?’*  *(MNP p.51)*  Discuss mathematical language used e.g ‘more than’. What does this tell us about how to answer the question? (It is an addition) | Group 1:  Pupils will solve addition 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 adding, providing the numbers with context. |
| Group 2:  Pupils will solve addition calculations using the formal written method. Pupils to focus on working with 3 digit numbers if necessary.  Challenge : Can pupils use inverse operations to work back and identify the missing numbers in calculations? |
| Day three  **Learning Focus:**  Adding with renaming using the formal written method. | *‘Charles uses digit cards to make two numbers.*  *4256 1987*  *Find their sum.’*  Discuss mathematical language used. What does the word ‘sum’ indicate? (It will be an addition) | Group 1  Pupils will solve addition calculations using the formal written method and which require carrying. Pupils to focus on 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 adding? In which contexts would we use these numbers? |
| Group 2  Pupils will solve addition calculations using the formal written method and which require carrying. 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? |
| Day four  **Learning Focus:**  Subtracting without renaming using the formal written method. | *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) | 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 addition calculations using the formal written method. Pupils to focus on working with 3 digit numbers if necessary.  Challenge : Can pupils use inverse operations to work back and identify the missing numbers in calculations? |
| Day five  **Learning Focus:**  Subtracting with renaming using the formal written method. |  | 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 addition 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? |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |