

| | Learning objective | Main teaching | Activity | Resources | Vocabulary |
|-----------|-------------------------------------|--|--|--|---|
| Monday | To subtract ones (not crossing ten) | <p>Subtract means take away and we use the sign –</p> <p>When we subtract ones from an amount, the ones digit will increase, e.g. $15-2=13$. (The tens digit will stay the same, unless we cross into the next ten.)</p> <p>Use base ten apparatus to try some examples, subtracting ones without crossing ten, e.g. build 14 and subtract 3 ones. Explain what happens to the tens and ones.</p> | <p>Subtract 2, 3 and 4 from the numbers below: easier: 4, 6, 8, 7, 9 harder: 25, 37, 44, 59, 98</p> <p>Use base ten to build the amounts and subtract ones. Write the calculations in your book, e.g. $4-2=2$, $4-3=1$, $4-4=0$</p> | <p>Base 10 apparatus (or sticks for tens and stones for ones) 100 square</p> | <p>subtract take away minus ones</p> |
| Tuesday | | See Miss Foster's lesson plan | | | |
| Wednesday | To subtract ones (crossing ten) | <p>Sometimes, when we subtract ones, we need to cross into the next ten, so the tens digit changes too, e.g. $15-7=8$. (Using base ten, we need to exchange our ten stick for ten ones, so we can take some of them away.)</p> | <p>Subtract 4, 5 and 6 from the numbers below Easier: 12, 11, 13, 20, 21 Harder: 22, 31, 43, 54, 102 Write the calculations in your book.</p> <p>Is this always, sometimes or never true? <i>When we subtract ones, the tens digit never changes.</i> Explain your answer.</p> | <p>Base 10 apparatus (or sticks for tens and stones for ones) 100 square</p> | <p>subtract take away minus ones tens</p> |
| Thursday | To subtract ten | <p>When we subtract ten, the tens digit will decrease by 1, and the ones amount will stay the same, e.g. $25-10=15$.</p> <p>On a 100 square, this will mean moving up one row (remember we moved down one row to add 10). Also look at this on a number line, as a jump of ten.</p> | <p>Easier: subtract ten from multiples of ten, e.g. $20-10=10$, $30-10=20$ etc. Harder: subtract ten from any number below 110, e.g. $101-10=91$ Explain what happens to the tens and ones when we add ten.</p> | <p>Base 10 apparatus (or sticks for tens and stones for ones) 100 square</p> | <p>subtract take away minus ones tens</p> |
| Friday | To subtract tens | <p>When we subtract more than one ten, the tens digit will decrease by the number of tens being taken away, and the ones amount will stay the same, e.g. $35-20=15$.</p> <p>Try subtracting tens using apparatus and explain what happens to the tens and ones.</p> | <p>Easier: subtract tens from multiples of ten, e.g. $30-20=10$ Harder: subtract tens from any number below 110, e.g. $101-30=71$.</p> | <p>Base 10 apparatus (or sticks for tens and stones for ones) 100 square</p> | <p>subtract take away minus ones tens</p> |