

## Maths activities w/b 22.6.20

This week in maths we will be revisiting the topic of subtraction. Some activities will be similar to those that we have done before in order to build confidence and skill. Some of the activities will involve problem solving using subtraction as a strategy to solve these. Once children understand that subtraction involves the numbers decreasing, the focus moves to being able to count back to solve the problem so we would encourage you to model this to your child wherever possible.

There are 5 sessions this week – these do not need to be completed daily. We would however, suggest that you complete these in order.

### Session 1 – Number card subtraction

To complete this activity, you will need number cards from 1-20 split into 2 groups. 1 group with numbers from 1-9 and the other groups with numbers from 10-20. You will also need up to 20 small objects to count.

Begin the activity by counting forwards from 1 to 20 and then backwards from 20 to 1 together. Discuss what happens to the numbers as we count backwards and how they are getting smaller each time.

Lay out your 2 groups of cards. To check that your child can recognise these, point to these cards (out of order) and if they tell you the correct number then turn them over. (Remove any numbers that they are unsure of and you could practice these together later).

Take a number between 10-20 from the first group. Ask your child to count out this many objects. Then choose a number between 1-9 from the second group. Ask them to take away this many objects from their collection to work out what is left. Repeat this with different number cards at least 3 more times.

To help to model counting back, once they have removed the smaller number of items remind them how many they started with and then count back together by pointing to each of the removed items one by one.

Ext: Can you record your number sentence using numerals or pictures?

### Session 2 – Number track race

For this activity you will need number cards 1-6 or a dice, a number track 0-20 and counters / small objects that you can place over the numbers during the game.

Begin by pointing to numbers on the number track and asking your child what number this is (these can be in and out of order)

This activity can be played with 2 or more players. Each player needs their own number track and objects they can place on each number. Begin by laying out objects over all of the numbers to 20. Each player takes it in turn to roll the dice. The number they roll will be the number of objects they need to take away. Encourage them to count back from 20 as they do this. (Then from the number they have on their number track on their next go etc.)

The winner is the first person to have no objects left on their number track.

### Session 3 – Subtraction word problems

For this activity you will need the attached Subtraction word problems and up to 20 objects that your child can use to support them.

Begin by saying a random number between 5-20 and ask your child to count back to zero from this number, repeat with a couple of different numbers.

There are several word problems on the attached sheet – you can pick a selection of these to complete with your child. Begin by reading these together and then talk together about how you might solve it. How many objects do we need to start with? How many objects do we need to take away? How many objects are left? Encourage your child to talk through their method e.g. I started with 5, then I took 1 away, now I have 4 left.

### Session 4 – Rabbit take away

Begin by looking together at a number track from 1-20. Say a number between 5-20 and ask your child to find this number on the number track. Ask if they can tell you the number that is 1 less. Repeat with other numbers. (If they find this difficult using a number track then try this with objects instead.)

Ext: You could repeat this activity asking them to tell you which number is 2 less or 3 less than a given number.

The next activity is an online game. You will have the option at the beginning to choose numbers 1-10 Or 1-20.

<http://www.rabbittakeaway.co.uk/activity/>

Answer each question by selecting the correct number at the bottom of the screen. Again, try to encourage your child to count back in order to solve these.

### Session 5 – Finding the difference

For this activity you should have objects that you can use as a visual representation. A cloth that you can hide the number of objects removed each time may also be useful.

Use familiar rhymes such as 5 little speckled frogs or 5 little ducks as a starting point.

Lay out the number of objects to begin with, lay out the number of objects removed under a cloth and then show how many are left. Ask your child if they can tell you how many were taken away – they can then check this by looking under the cloth.

(Encourage them to count back from the starting number until they reach the final number to work this out)

You could use these and the questions above as examples:

There were 5 ducks in the pond at the start, then some swam away. Now there are 3. How many ducks swam away?

There were 7 ducks in the pond at the start, then some swam away. Now there are 4. How many ducks swam away?

There were 10 ducks in the pond at the start, then some swam away. Now there are 5. How many ducks swam away?

The numbers in each of these can be changed to provide further challenge (up to 20).

Please continue to share how you are getting on with these activities on Google Classroom.