

Activity type

Whole class

Learning objective

Calculating: develop and use written methods to record, support or explain subtraction of two-digit and three-digit numbers

Subtraction fans

What to do

- Open the numbers screen. Drag section 8 and section 4 onto the working area to make 84.
- Ask the children to find the new number if 20 is subtracted from 84 and to show you with their number fans. Then display the correct answer on the board, by replacing the section 8 with a section 6.
- Show 84 again. Ask the children to show the new number if, for example, 50 is subtracted from 84.
- Repeat for different starting two-digit numbers. Play this activity against the clock with a different child coming to the board to drag and drop a number onto the fan.
- Next, show 753 and ask the children to show the new number if 300 is subtracted.
- Repeat by subtracting different 100 numbers. Then start again with a different starting three-digit number. Ask the children to show their working out before displaying the new number on the board.

Key questions

- *What is the new number when 20 is subtracted?*
- *What is the new number when 300 is subtracted?*

Assessment for learning

Can the children explain the subtraction of two-digit and three-digit methods?

Activity type

Starter

Learning objective

Knowing and using number facts: derive and recall number pairs that total 100

Number pair fans

What to do

- Open the numbers screen. Drag two sections onto the working area to make a two-digit number. (It may help to start with multiples of 10 to involve all the children early on.)
- Ask the children to use their fans to show the number that must be added to your number to make 100.
- Repeat for the number 43. Explain to the children that they need to count 7 on to the next 10 to reach 50, and then add another 50, resulting in 57 to reach 100.

Key questions

- *What number needs to be added to the fan on the screen to make 100?*
- *What number needs to be added to the units to reach the next 10?*

Assessment for learning

Can the children derive and recall number pairs that total 100?