

# Year R - Maths Development – Summer 2 – Week 3



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Useful websites:</b>	CBeebies <a href="#">Numberblocks</a> is a useful tool we have used in class. Click on the link for games and the TV show. <a href="#">Bugz</a> counting game – count the dots on the ladybird and click on the number to match (numbers 0-6) <a href="#">Topmarks</a> for additional maths games. Please access your <a href="#">Mathletics</a> account to complete activities. If you need help to login please email me.				
<b>Mental Maths</b>	"Ordering numbers"	"Biggest number"	"Smallest number"	"Missing numbers"	"One more/one less"
<b>Problem/activity of the day</b>	Meg and Ted have been learning about taking away. Meg bought herself some apples to eat and has eaten some. Look at the pictures below and see how many apples Meg bought and how many she has eaten.	Meg and Ted have been working together. Meg took a number card and counted out that number of counters. Ted took a number card (smaller than Meg's) and took that number of counters away. How many counters are left? Say the number sentence " <u>  </u> take away <u>  </u> makes <u>  </u> ".  Now try - Choose your number card, count out that many objects. Choose another (smaller) number card to take away. How many are left? Say the number sentence out loud - " <u>  </u> take away <u>  </u> makes <u>  </u> "	Today we are going to use the number line (number track) to help us work out our subtraction problems (taking away). Below is an example.  Can you work out the answers to the following subtraction problems:  $10 - 3 =$ $6 - 2 =$ $8 - 3 =$ $7 - 3 =$ $4 - 1 =$ $5 - 2 =$ $6 - 1 =$ $9 - 3 =$  Challenge: $15 - 4 =$ $20 - 4 =$ $14 - 6 =$ $15 - 3 =$ $18 - 4 =$ $17 - 5 =$	Pick two number cards (put the largest number first) use counting objects to help you. Make the first number. Then take away the second number. Count to find how many are left with. Create your own subtraction story to tell a family member.	Ted has 6 balls and Meg takes 3 away. How can we use our counting backwards to work out the problem?  Pick the method you prefer to work out the answers to the following:  $9 - 2 =$ $10 - 4 =$ $8 - 2 =$ $9 - 6 =$ $7 - 4 =$ $10 - 5 =$ $8 - 1 =$ $6 - 3 =$  Challenge: $17 - 4 =$ $20 - 6 =$ $19 - 6 =$ $11 - 3 =$ $16 - 4 =$ $12 - 5 =$
During the week complete the following pages in your CGP book focussing on subtraction - Pages 13, 14, 15					
<b>Resources you will need or to support learning</b>	Pencil and paper. Small objects to help with the subtraction (optional).	Pencil and paper. Small objects to help with the subtraction (optional).	Pencil and paper. 1-10 or 1-20 number line.	Number cards, pencil and paper, objects (optional).	Pen and paper. Other resources optional.
<b>Tips, clues or methods to help</b>	Subtraction means the number gets smaller. Cross out the pictures and count the remainder.	Subtraction means the number gets smaller. Cross out the pictures and count the remainder.	Find the biggest number on the number line and jump back the smallest number.	Write the biggest number first. Use pictures, small objects or the number line to help work out the answers	Use pictures, small objects or the number line to help work out the answers
<b>Theme</b>	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction

**See below for:** Number cards 1-20, Number line, Meg's apples (Day 1), Meg and Ted counters (Day 2), Number line subtraction (Day 3) Counting balls (Day 5)

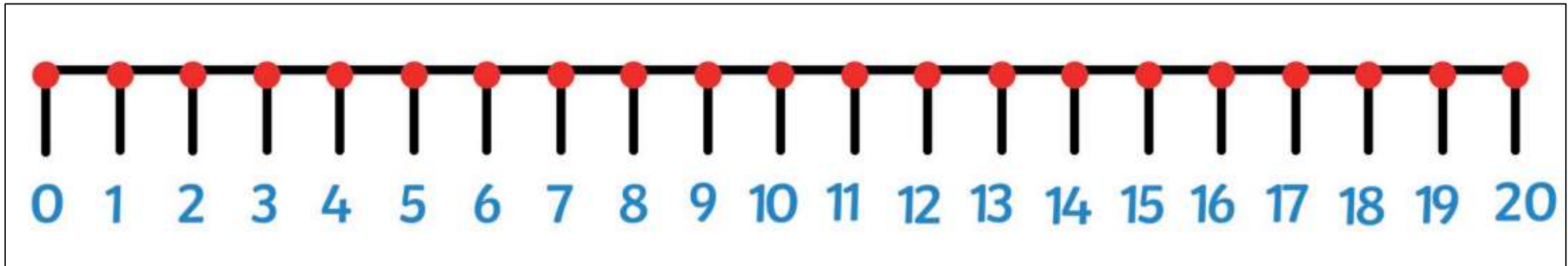
### **Mental Maths:**

- **"Ordering number"** – write numbers 1-20 on separate pieces of paper. Put these numbers in the correct order. (challenge 1 – order numbers to 5, challenge 2 – order numbers to 10, challenge 3 – order numbers to 20)
- **"Biggest number"** – using the numbers from yesterday put them face down. Take two numbers and identify which number is the biggest. Put back and repeat a few times.
- **"Smallest number"** - using the numbers from yesterday put them face down. Take two numbers and identify which number is the smallest. Put back and repeat a few times.
- **"Missing numbers"** – ask an adult to put the number cards in order but miss out a few – children to identify the missing numbers, repeat a few times.
- **"One more/one less"** – place the number cards face down. Take a card, children to identify the number one more or one less than this number. Repeat a few times.

Number cards 1-20

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>

Number line to 20



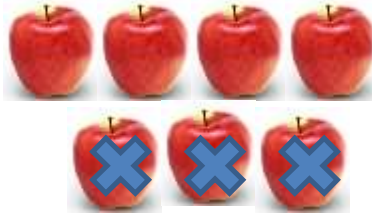
## Day 1



I have bought some apples every day this week and have eaten some of them. Using subtraction (taking away) can you find out how many I have left? I have worked out the first answer.

### Example

On Sunday I bought 7 apples and ate 3.



$$7 - 3 = 4$$

### Monday



On Monday I bought 10 apples and ate 4.

$$10 - 4 =$$

### Tuesday



On Tuesday I bought 8 apples and ate 3.

$$8 - 3 =$$

### Wednesday



On Wednesday I bought 9 apples and ate 3.

$$9 - 3 =$$

### Thursday



On Thursday I bought 8 apples and ate 4.

$$8 - 4 =$$

### Friday



On Friday I bought 7 apples and ate 2.

$$7 - 2 =$$

### Saturday



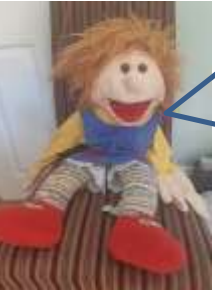
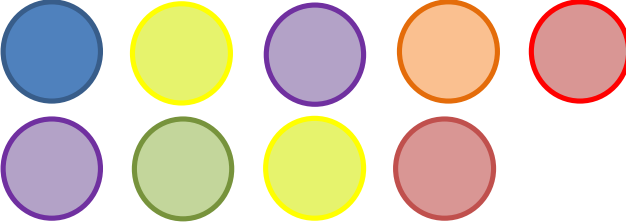

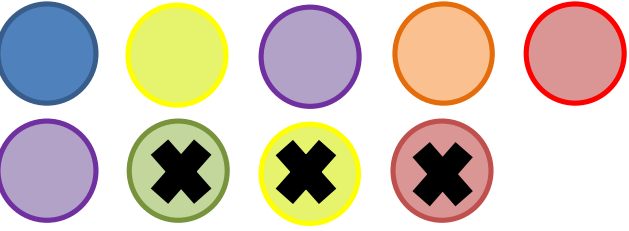

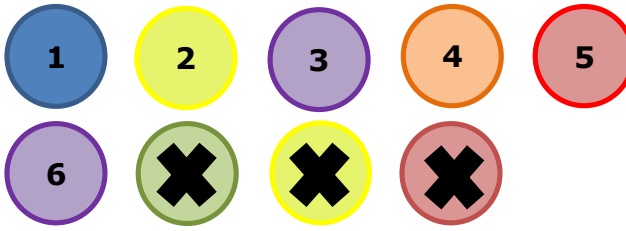


On Saturday I bought 9 apples and ate 4.

$$9 - 4 =$$

Make up some of your own

## Day 2

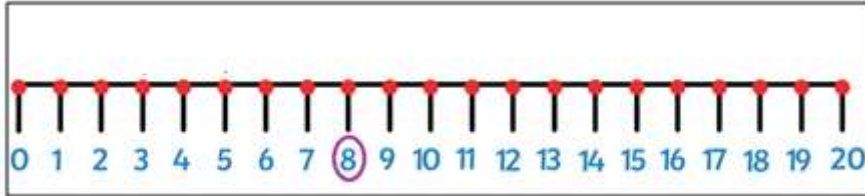
 <p>I picked the number 9.</p> <p>9</p>	 <p>I picked the number 3.</p> <p>3</p>	 <p>I counted out 9 counters.</p> 
 <p>I have taken away 3 counters</p> 	 <p>9 take away 3 makes 6.</p> 	

Choose your number card, count out that many objects. Choose another (smaller) number card to take away. How many are left? Say the number sentence out loud - “\_\_ take away \_\_ makes \_\_”.

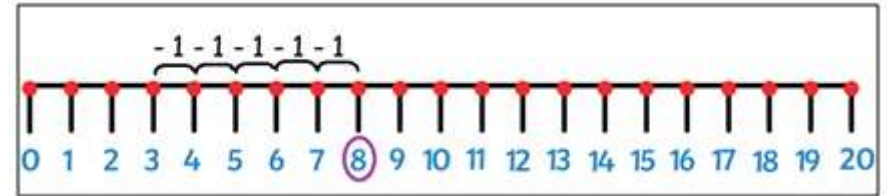
**Day 3**

Subtraction problem:  $8 - 5 =$

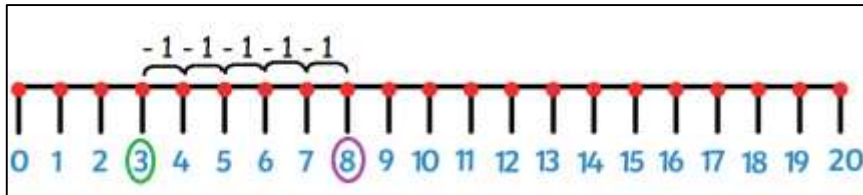
1. Find 8 on the number line.



2. Jump back 5 spaces.



3. Identify the number you land on.



4. Say... "8 take away 5 makes 3"

$$8 - 5 = 3$$

**Day 5**



I have 6 bears.



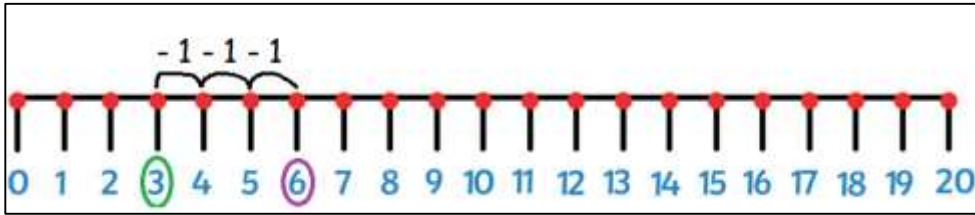
I have taken 3 bears away.

Use objects or pictures



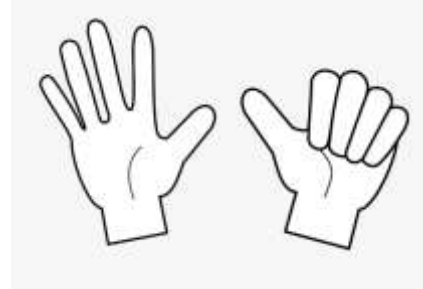
$$6 - 3 = 3$$

Use a number line



Hold up 6 fingers and then take 3 down

1.



2.

