

Dr Fog Presents

Instant recall of subtraction Bonds

Year 3 (National Numeracy Strategy)
(Based on DFEE Sample Lessons)



Resources

- Sets of 0 - 20 Number Cards or Number Fans.
- Two 1-20 dice
- Individual Number Lines (Optional)



Mental Learning Objective

- I can use and spell subtraction vocabulary.



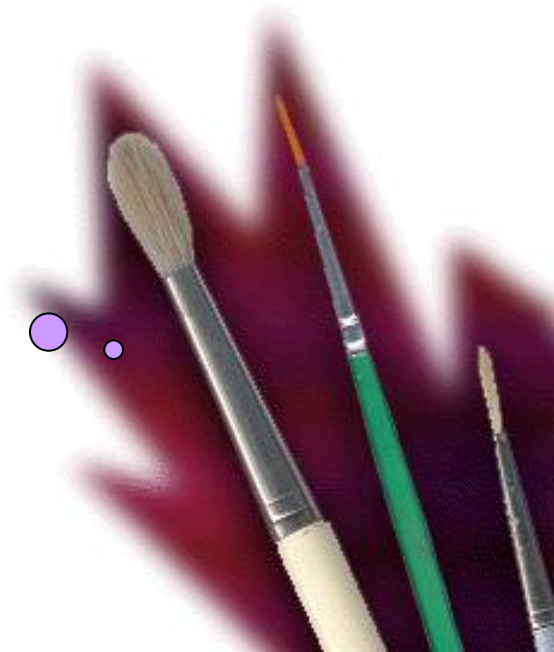
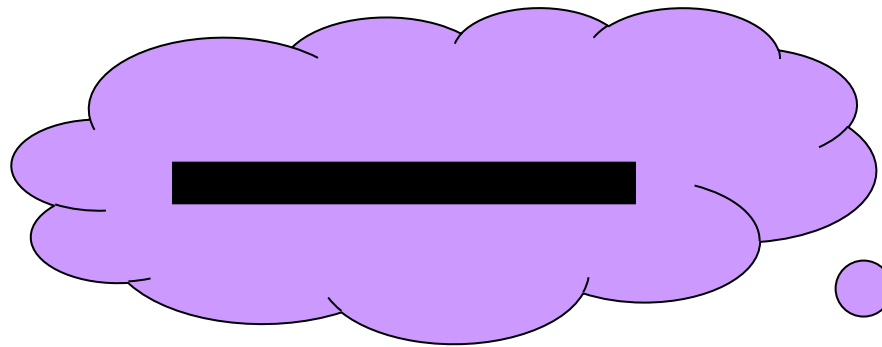
Mental Learning Task

- Today we are going to think about words about subtraction.



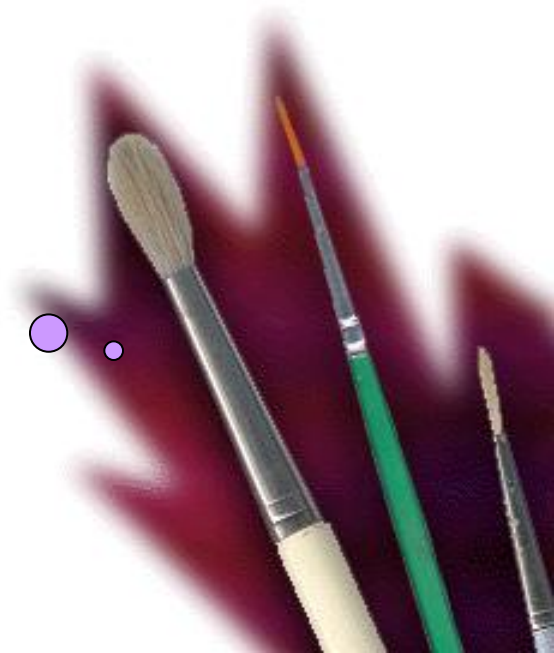
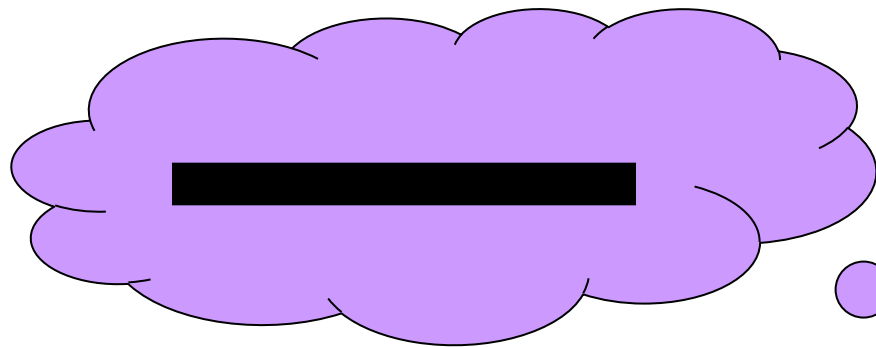
Mental Learning Task

- What words do you know about subtraction?
- Write them on the board.



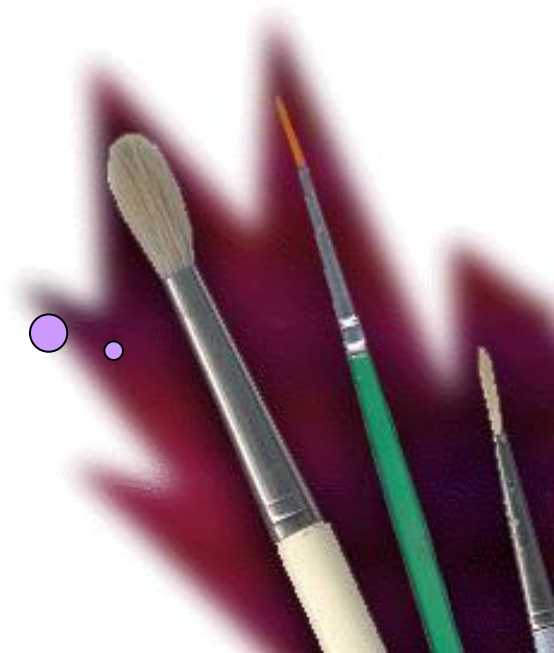
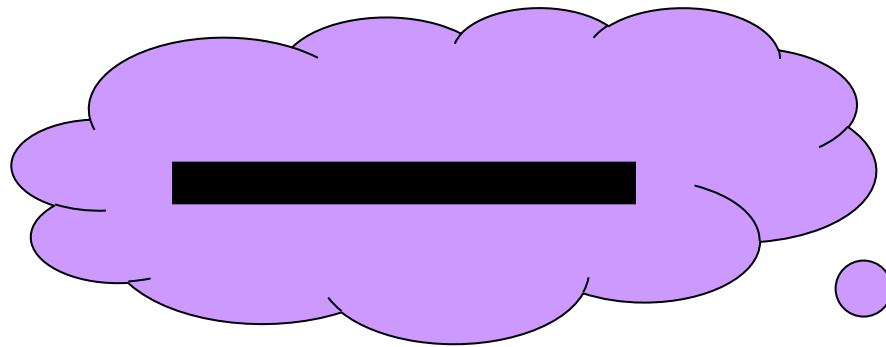
Mental Learning Task

- Can anyone use these words to make number sentences?



Mental Learning Task

- In pairs write down a number sentence using any of the words or phrases on the board.
- Read out your examples to the class.



Mental Learning Objective

- I can use and spell subtraction vocabulary.



Main Learning Objective

- I can find the difference between two numbers under 21.
- I can investigate problems involving differences.



Key idea

**I can generalise
and I can check
my generalisations.**



Main Learning Task

- By the end of the year you should know all of your addition and subtraction facts up to 20 in your head.



Main Learning Task

- Today we are going to practise subtractions.
- I want you to answer the questions as quickly as you can.



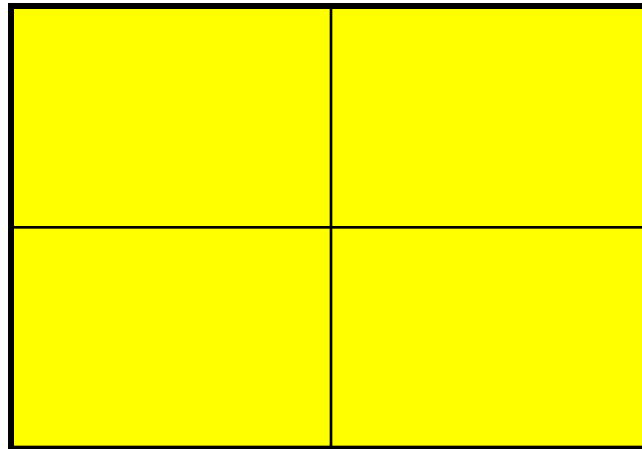
Main Learning Task

- Your teacher will roll two 1 - 20 dice and call out the numbers.
- Show the difference between these two numbers with your number fans.
- Your teacher will keep the pace fast!



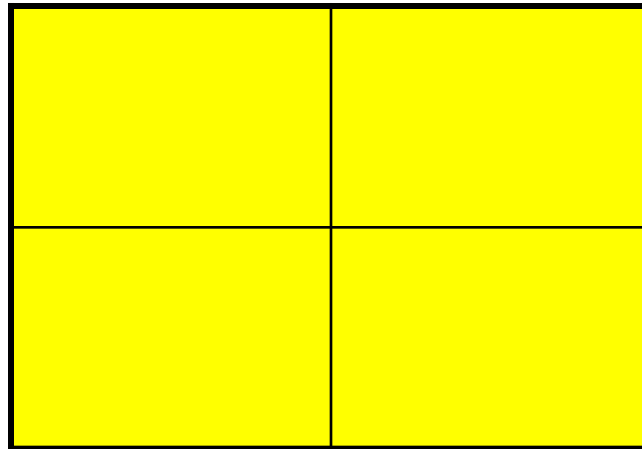
Main Learning Task

- Today we are going to look at an investigation involving difference.
- Look at this grid.



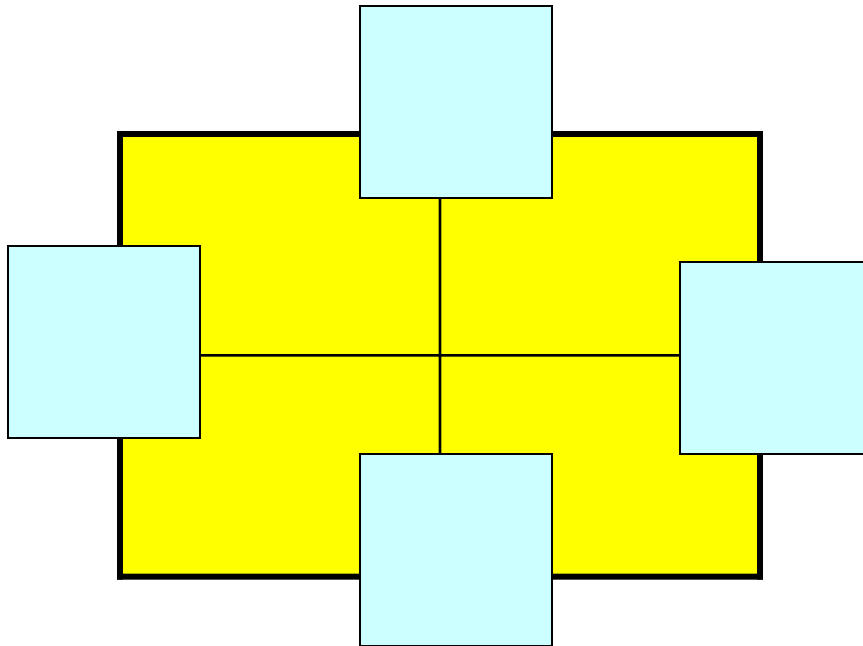
Main Learning Task

- Can you give me 4 numbers to write on the grid.



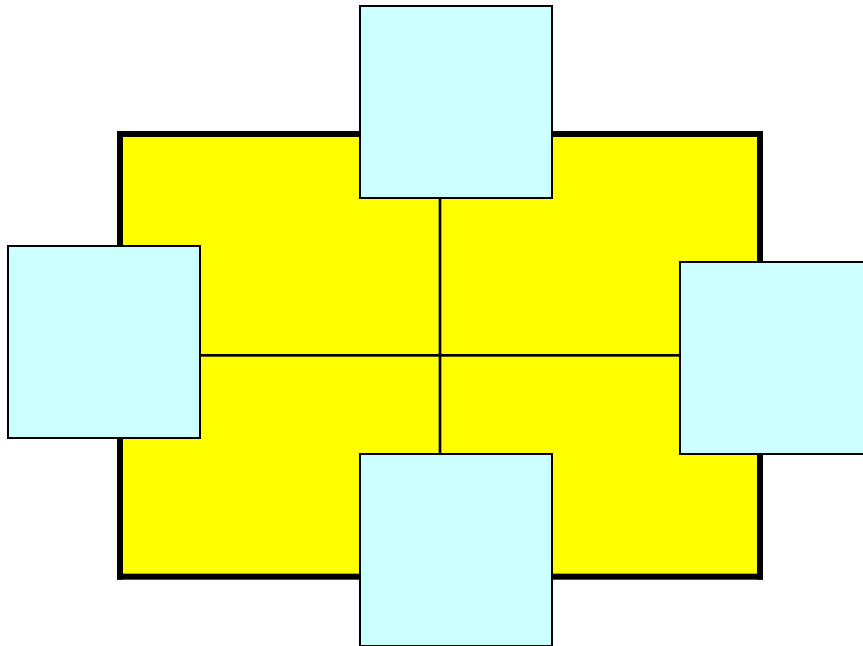
Main Learning Task

- Write down the difference between each neighbouring yellow box in the blue box.



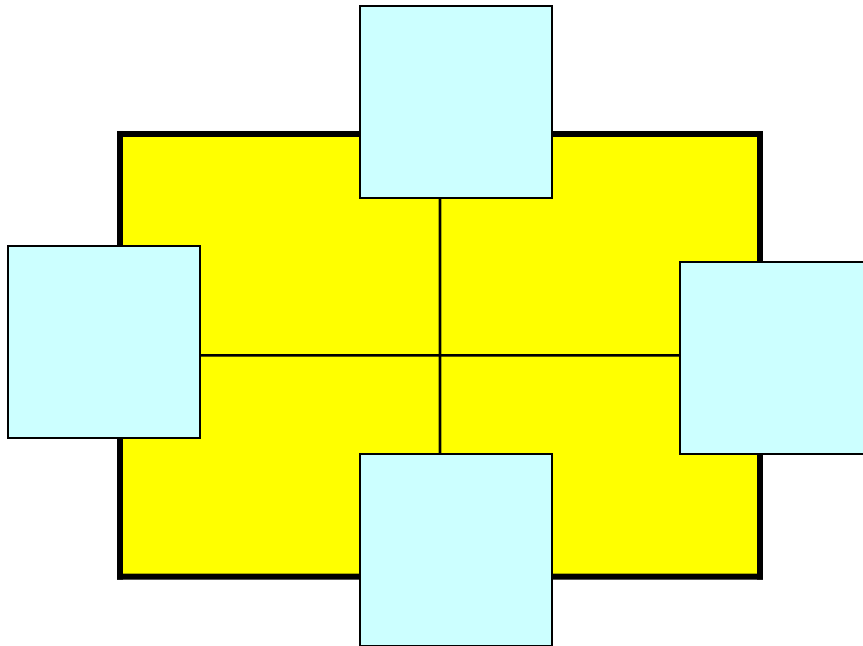
Main Learning Task

- Put a ring around differences which are odd numbers.
- How do we tell if a number is odd or even?



Main Learning Task

- Everyone is now to work in pairs.
- Children must arrange any four numbers on a similar grid so that the differences are all odd.



Main Learning Task

- Simplification:- Suggest the children work with numbers below 10.
- Challenges:- Find another solution that works.
- Try the same investigation on a 3x3 grid.



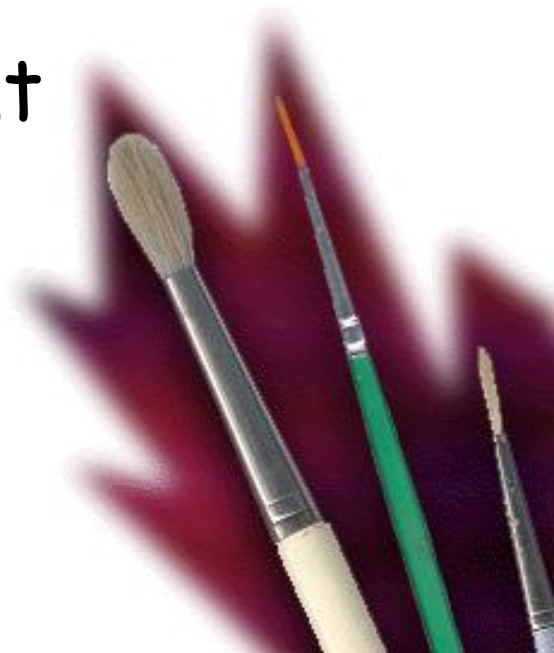
Main Learning Objective

- I can find the difference between two numbers under 21.
- I can investigate problems involving differences.



Plenary

- Can a volunteer who has completed the grid come to the board and show their grid.
- Has anyone found a different solution?
- What general rule is there?



Plenary

- Did anyone realise that every odd number needs to be next to an even one?
- Lets find some more solutions and see if they fit this rule.
- How did you solve the differences?



Plenary

- Which pairs did you just know?
- Which pairs of numbers were not easy to remember?
- Why not?
- If you are subtracting 9 from a number, how might you do it?
- Is there any other method?



Review of Key Idea

- I can generalise and I can check my generalisations.
- Did you learn this this lesson?



Where Can I Find More Resources Like This?

- You can now visit my teaching resource website at <http://www.DrFog.co.uk>
- You can [click here](#) to search for more of my teaching resources.
- [Click here](#) to visit my TES shop!

