

# Varied Fluency

## Step 7: Subtracting Lengths

### National Curriculum Objectives:

Mathematics Year 3: (3M1a) [Compare lengths \(m/cm/mm\)](#)

### Differentiation:

**Developing** Questions to support subtracting one length from a given length using the same units.

**Expected** Questions to support subtracting up to two lengths from a given length, including using some mixed units with only one conversion.

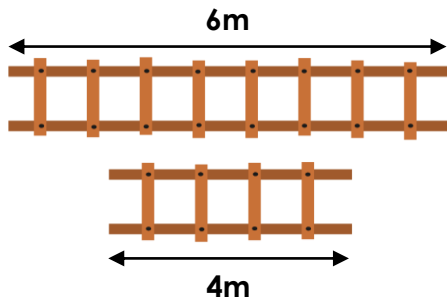
**Greater Depth** Questions to support subtracting up to three lengths from a given length using mixed units with mixed conversions.

More [Year 2 and Year 3 Length, Height and Perimeter](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

## Subtracting Lengths

1a. What is the difference in length of the following items?



- A. 12m      B. 10m      C. 2m

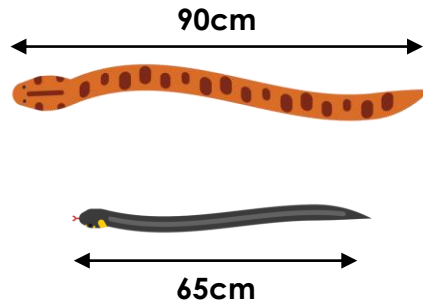
Not to scale

3 VF



## Subtracting Lengths

1b. What is the difference in length of the following items?



- A. 25cm      B. 35cm      C. 55cm

Not to scale

3 VF



2a. Terri is wrapping presents with string. He has 150cm of string.

Terri uses 64cm to wrap his present.

He is left with 56cm of string.

True or false?

3 VF



2b. Jen is making a model from a piece of wood which is 250mm long.

Jen uses 135mm to make her model.

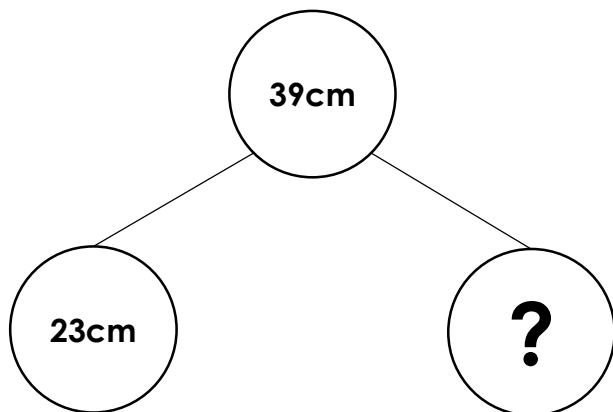
She has enough wood left to make another model of the same size.

True or false?

3 VF



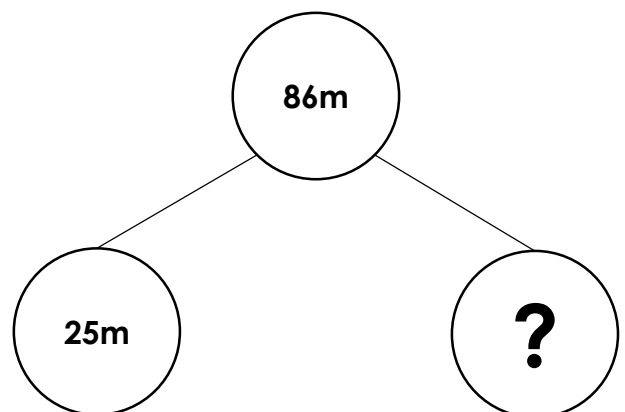
3a. Complete the part whole model.



3 VF



3b. Complete the part whole model.



3 VF



4a. Add <, > or = to make the statement correct.

123cm - 28cm            90cm - 1cm

3 VF



4b. Add <, > or = to make the statement correct.

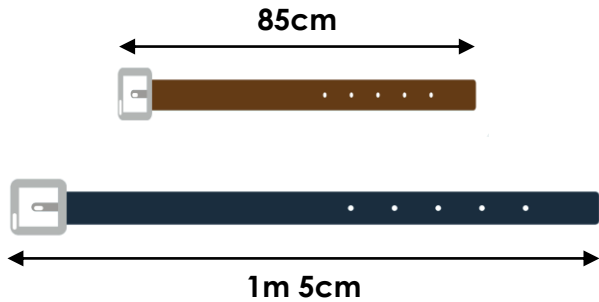
52m - 13m            40m - 3m

3 VF



## Subtracting Lengths

5a. What is the difference in length of the following items?



- A. 20mm      B. 25cm      C. 20cm

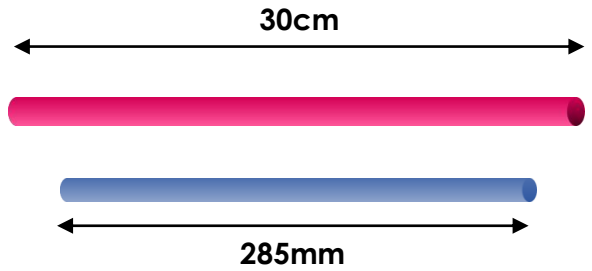
Not to scale



3 VF

## Subtracting Lengths

5b. What is the difference in length of the following items?



- A. 25mm      B. 15mm      C. 15cm

Not to scale



3 VF

6a. Martha and Harriet are placing ribbon around their cake bases.

They start with 2m 35cm of ribbon. Martha uses 85cm of ribbon. Harriet uses 1 metre of ribbon.

They will have 1m 50cm of ribbon left.

True or false?



3 VF

6b. Josh and Tom are using a spool of thread to make kites.

They start with 9 metres of thread. Josh uses 500cm of thread. Tom uses 3m 50cm of thread.

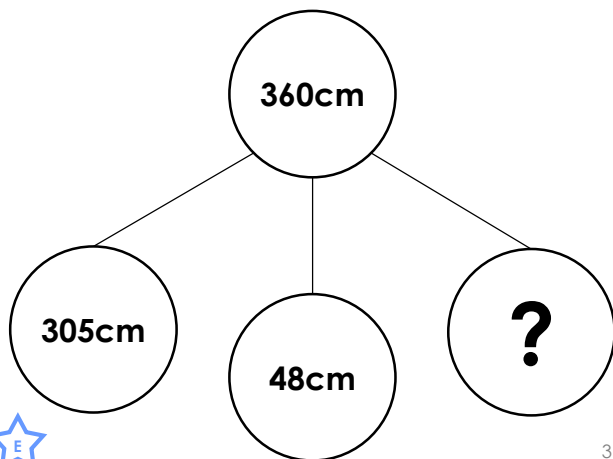
They will have 1m of thread left over.

True or false?



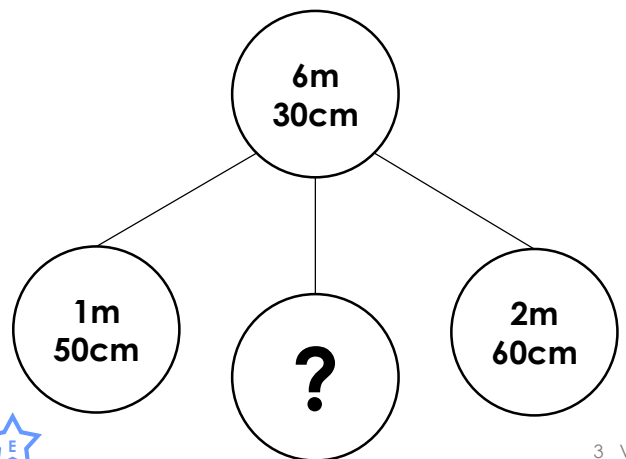
3 VF

7a. Complete the part whole model.



3 VF

7b. Complete the part whole model.



3 VF

8a. Add <, > or = to make the statement correct.

$7\text{m} - 198\text{cm}$    $6\text{m} - 45\text{cm}$



3 VF

8b. Add <, > or = to make the statement correct.

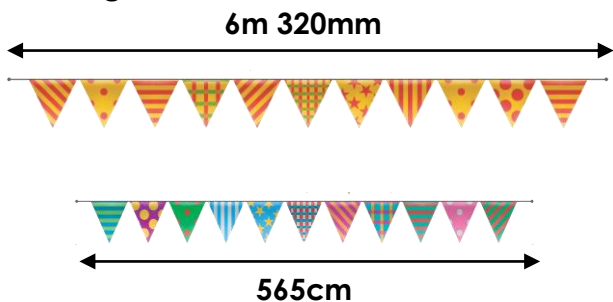
$95\text{cm} - 110\text{mm}$    $25\text{cm} - 140\text{mm}$



3 VF

## Subtracting Lengths

9a. What is the difference in length of the following items?



- A. 67cm    B. 67mm    C. 1m 33cm

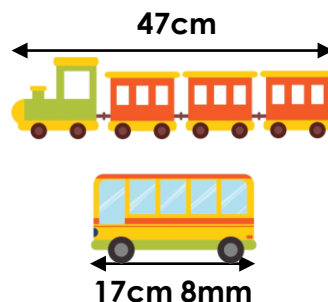
Not to scale



3 VF

## Subtracting Lengths

9b. What is the difference in length of the following items?



- A. 292m    B. 29cm    C. 292mm

Not to scale



3 VF

10a. Four children are knitting a scarf each. They will need 3m 50cm for each scarf.

They have 3 balls of wool between them. The balls have 500cm of wool per ball.

True or False? They will have enough wool left over to knit another scarf.



3 VF

10b. Three children are wallpapering a wall each. They will need 220cm for each wall.

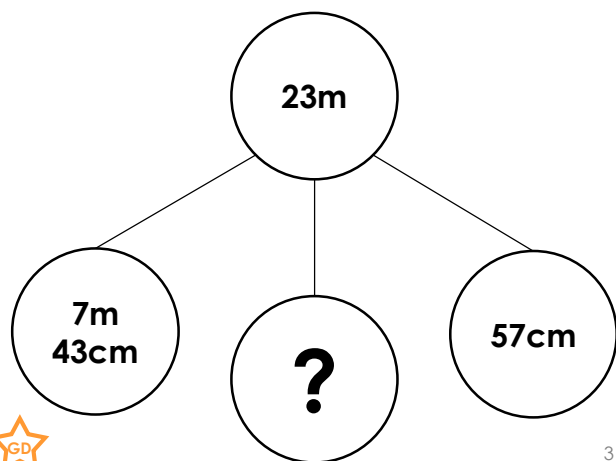
They have 5 rolls of wallpaper between them. Each roll contains 1m 50cm of wallpaper.

True or false? They will have enough wallpaper left over for another wall.



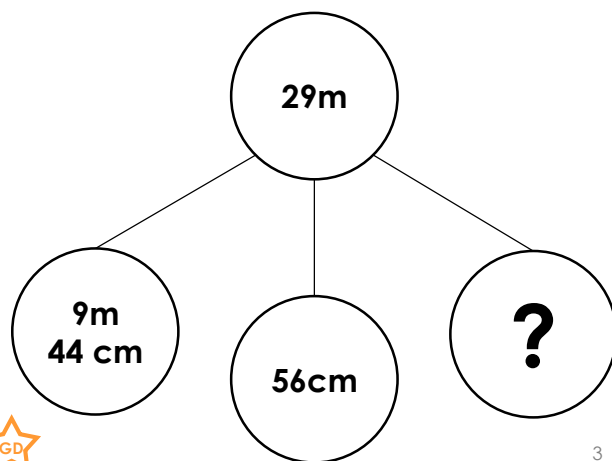
3 VF

11a. Complete the part whole model.



3 VF

11b. Complete the part whole model.



3 VF

12a. Add <, > or = to make the statement correct.

136cm 40mm – 200mm  245cm – 2m



3 VF

12b. Add <, > or = to make the statement correct.

722cm 60mm – 3m  845cm – 4m



3 VF

## Varied Fluency Subtracting Lengths

### Developing

- 1a. **C. 2m**
- 2a. **False, he is left with 86cm of string.**
- 3a. **16cm**
- 4a. **95cm > 89cm**

### Expected

- 5a. **C. 20cm**
- 6a. **False, they will have 50cm left.**
- 7a. **7cm**
- 8a. **502cm < 555cm**

### Greater Depth

- 9a. **A. 67cm**
- 10a. **False, they only have 1m left.**
- 11a. **1,500cm or 15m**
- 12a. **120cm > 45cm**

## Varied Fluency Subtracting Lengths

### Developing

- 1b. **A. 25cm**
- 2b. **False, she will have 115mm left.**
- 3b. **61m**
- 4b. **39m > 37m**

### Expected

- 5b. **B. 15mm**
- 6b. **False, they will have 50cm left.**
- 7b. **2m 20cm or 220cm**
- 8b. **840mm > 110mm**

### Greater Depth

- 9b. **C. 292mm**
- 10b. **False, they only have 90cm left.**
- 11b. **1,900cm or 19m**
- 12b. **428cm < 445cm**