

Quick Maths - 23.2.21

◦ Which of the following are factors of 12

A

12 6 3 18 4 2

- £122 shared between 7 people
- Write 0.4 as a fraction and in words
- Use $<$, $>$ or $-$ to make these correct

5×7  40

6×2  7×2

Challenge

- 2** There are 1,500 children in a school.
565 of the children are girls.
How many more boys than girls are in the school?

B

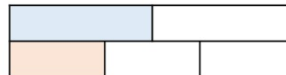
- 54 rounded to the nearest 100
- $1/2 + 1/3 =$
- 131 divided by 12
- Draw a bar model of 88 divided by 11
- 43×0.3
- What is 1 hour 45 minutes before 12.00pm

Investigation

- 3** Mr Patel writes a number on the board.

- Leon finds $\frac{1}{2}$ of the number.
- Sophie finds $\frac{1}{3}$ of the number.
- Leon's number is 7 more than Sophie's.

What is the number Mr Patel started with? This bar model may help you.



Flashback 4!

Flashback 4

Year 4

1) What is $\frac{3}{5} - \frac{1}{5}$?

- 2) Write the next two fractions in the sequence.

$\frac{1}{5}, \frac{4}{5}, \frac{7}{5}, \frac{10}{5}, \underline{\quad}, \underline{\quad}$

- 3) Draw a square with an even area.

- 4) What is 4,500 metres in kilometres?



White
Rose
Maths

Complete this as quickly as you can (verbally or through writing it down).

Coming Up!

Today, we focus on subtracting from a whole amount.

Tomorrow, we will recap adding and subtracting fractions with a range of problems and challenges.

Later in the Week, we will focus on working out fractions of amounts.

Quick Review! - Negative Numbers

Use < or > in the calculations below

$12 \text{ ____ } -13$

$-3 + 1 \text{ ____ } -5 + 6$

$4 \text{ ____ } 0$

$-5 + 3 \text{ ____ } -10 + 8$

$-2 \text{ ____ } -3$

Challenge - Can you create THREE calculations where the answer is -3?

23.2.21



Learning Objective:

Today I am learning to subtract fractions from a whole.

Key Vocabulary

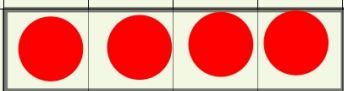
- fraction
- denominator
- unit
- out of
- non-unit
- parts
- numerator
- equal
- improper fraction

Success Criteria

- I will be successful if I can -
- Subtract two fractions.
 - Recognise a whole and write it as a fraction.
 - Subtract from a whole.
 - Reason and explain my answers/mistakes.

Use the White Rose slides/video to support these teaching slides before you complete the main task.

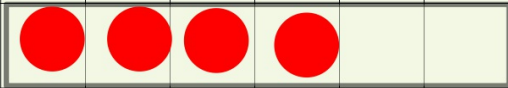
Fractions - What is a 'whole'?



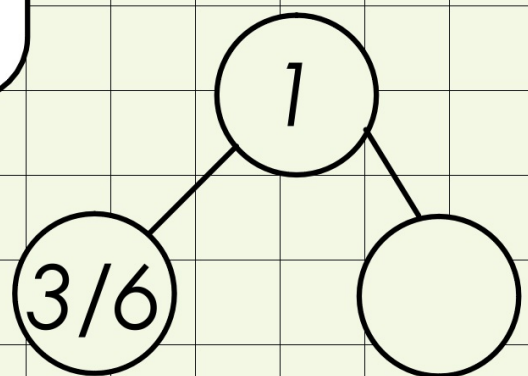
$$\frac{4}{4} = (1)$$

Whatever the 'whole' is divided into, if all parts are covered then it equals one (1 whole).

Fractions - What is a 'whole'?

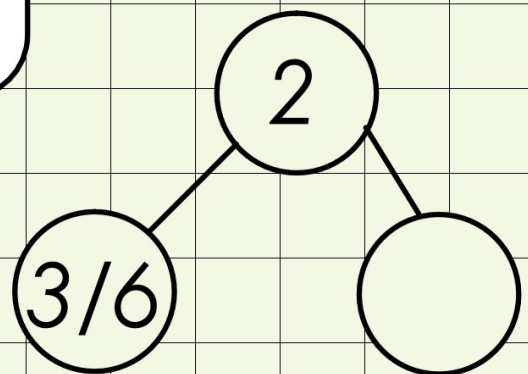
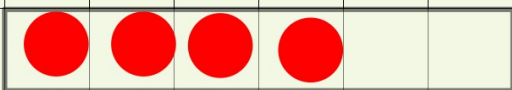


I think these are both the same!



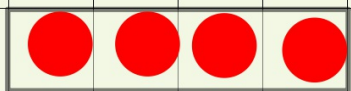
Ron is wrong because the part whole model already has half ($3/6$) written whereas the frame/bar on the left has $4/6$ covered.

Fractions - What is a 'whole'?



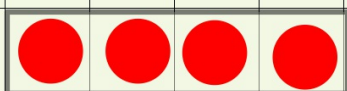
How can you complete both models to show 2 wholes? What are they as improper fractions?

Fractions - Subtracting from a 'whole'

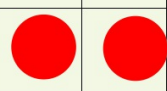


In this model, $1 = 4/4$

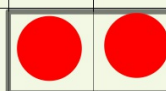
$$1 - \frac{2}{4} = \frac{2}{4} \text{ or } 1/2!$$



-

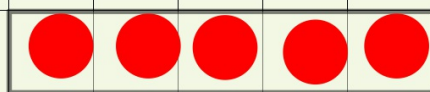
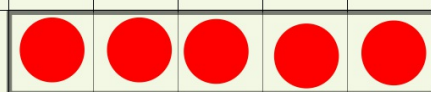


=

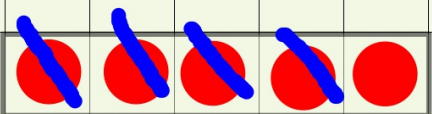


Turn first into a proper/improper fraction then subtract as normal.

Fractions - Subtracting from more than 1!



$$2 - \frac{4}{5} = \frac{10}{5} - \frac{4}{5} = \frac{6}{5}$$



=



Try These!

If you are confident, move onto your main task. If you need more help, just ask!

$$1 - \frac{1}{3} = \underline{\quad}$$

$$2 - \frac{3}{4} = \underline{\quad}$$

Main Task

23.2.21

Subtract Fractions from a Whole



WR - Activity



Gold 'Extra' Challenge

Now complete '23.2.21 - Main Task'. The second side of the WR sheet is harder and contains challenges.

True or False?

*Try to explain
your reasoning!*

True or False?

Subtract from whole amounts

Tommy bakes 2 birthday cakes for a party.
He cuts each cake into 8 pieces.
5 pieces are eaten from the first cake and 7
pieces from the second.



Tommy

There is half a cake left.