

Steps to success

| Lockdown work | |
|--------------------|---------------------------------|
| Date | 25.2.21 |
| Subject/s | Maths |
| Learning Objective | To subtract from whole amounts. |



| SA | TA |
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| Success Criteria | I can convert whole amounts into improper fractions. | | |
| | I know what a numerator is. | | |
| | I can subtract fractions from whole amounts. | | |
| Support | Independently Support () Group work | | |

Pre-task:

Use what you know about fractions to answer these questions.

1. $2 - \frac{1}{4} =$

2. $1 - \frac{1}{2} =$

Watch this video to help you complete your fluency questions: <https://vimeo.com/508878193>

Fluency

1. $2 - \frac{3}{4} =$

2. $1 - \frac{6}{10} =$

3. $3 - \frac{2}{3} =$

4. $1 - \frac{3}{4} =$

5. $2 - \frac{3}{5} =$

6. $3 - \frac{4}{6} =$


7. $2 - \frac{1}{10} =$

8. $4 - \frac{2}{4} =$

Reasoning and problem-solving:



Dora is subtracting a fraction from a whole.

$$5 - \frac{3}{7} = \frac{2}{7}$$


Can you spot her mistake?

What should the answer be?



How many ways can you make the statement correct?

$$2 - \frac{\square}{8} = \frac{5}{8} + \frac{\square}{8}$$



Whitney has a piece of ribbon that is 3 metres long.

She cuts it into 12 equal pieces and gives Teddy 3 pieces.

How many metres of ribbon does Whitney have left?