Vocabulary

ADDITION

add

plus

and

total

increase

more

sum

together

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SUBTRACTION

take away

minus

less

reduce

remain

take from

fewer

take

difference

how many more

www.instantdisplay.co.uk

Videos to further explain each of the methods used in the following lessons can be found at:

https://whiterosemaths.com/homelearning/year-5/week-4/

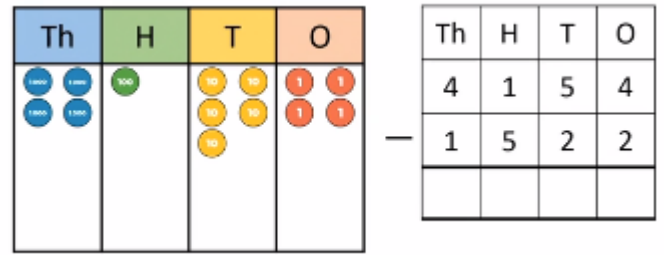|								
Date								
Subject/s		Maths						
Learning Objective		To recall and use multiplication and division facts						

1	9 X 7		30	6 x 9		59	9 X 4	
2	8 x 4		31	12 x 3		60	7 x 6	
3	7 x 10		32	3 x 8		61	4 x 8	
4	9 x 9		33	8 X 8		62	12 X 2	
5	6 x 2		34	6 x 8		63	3 x 6	
6	4 x 7		35	11 x 7		64	4 x 10	
7	9 X 2		36	10 x 1		65	9 x 11	
8	12 x 12		37	10 x 5		66	3 x 12	
9	5 X 9		38	3 x 5		67	3 x 10	
10	7 X 7		39	12 x 11		68	4 X 4	
11	11 x 6		40	6 x 6		69	4 x 9	
12	5 x 11		41	2 x 9		70	4 x 11	
13	4 x 6		42	12 x 7		71	6 x 5	
14	9 x 5		43	11 x 8		72	7 x 2	
15	8 X 12		44	2 x 6		73	5 x 12	
16	10 x 10		45	4 x 5		74	2 x 10	
17	7 x 3		46	4 x 9		75	4 x 12	
18	5 x 8		47	8 x 2		76	7 x 8	
19	3 x 3		48	7 x 9		77	6 x 10	
20	10 x 11		49	12 x 8		78	12 x 6	
21	11 x 2		50	9 X 4		79	7 x 12	
22	2 x 7		51	5 X 5		80	2 X 2	
23	6 x 12		52	10 x 12		81	11 x 0	
24	5 x 7		53	8 x 11		82	2 x 12	
25	10 x 6		54	4 x 3		83	2 X 4	
26	9 x 12		55	2 x 5		84	8 x 5	
27	5 x 4		56	5 x 10		85	7 x 11	
28	11 x 11		57	9 x 3		86	9 x 6	
29	7 x 4		58	8 x 10		87	10 x 11	

Date	
Subject/s	**Maths**
Learning Objective	To subtract numbers with four or more digits

		SA	TA
Success Criteria ✓! ▤	I can use place value columns to set out calculation		
	I understand when to exchange		
	I can use number bonds to subtract efficiently		
Support	Independent Adult Support ( ) Group Work		

Pre-task

7824 – 3481 =   85623 – 22816 =   85045 – 62571 =

Here you can see a column subtraction shown alongside place value counters.

Th	H	T	O
4	1	5	4
− 1	5	2	2

Remember to start from the ones. You can see it recorded in the column method and the place value counters crossed out to show the subtractions of the ones and the tens.

Th	H	T	O
4	1	5	4
− 1	5	2	2
		3	2
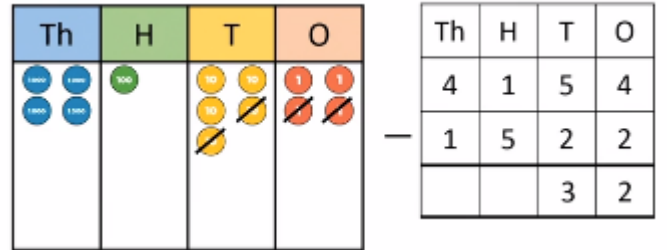
Now look at the hundreds column—it is showing one hundred subtract five hundred. We can't do this, so we need to exchange.

We can exchange one thousand for ten hundreds because 1 thousand = 10 hundreds.

On the column method, this is shown by changing 4 thousands to 3 thousands and exchanging this on to show 11 hundreds.

Th	H	T	O
$^3\!\!\!/4$	^{11}	5	4
− 1	5	2	2
		3	2

Now we can complete the subtraction.

Th	H	T	O
$^3\!\!\!/4$	^{11}	5	4
− 1	5	2	2
2	6	3	2
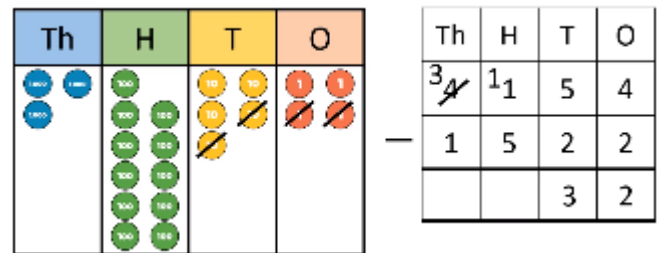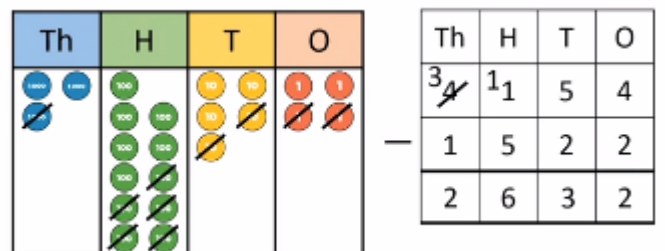
It is important to remember that

1 ten = ten ones

1 hundred = 10 tens

1 thousand = 10 hundreds.

As we move to the left, the digits get ten times bigger.

Fluency

Use the squared paper on the next pages to work out these:

1	7894	2	7425	3	9882	4	6746
	− 3918		− 6773		− 6443		− 5816

5	6873	6	7043	7	7861	8	9803
	− 5175		− 5878		− 7200		− 1985
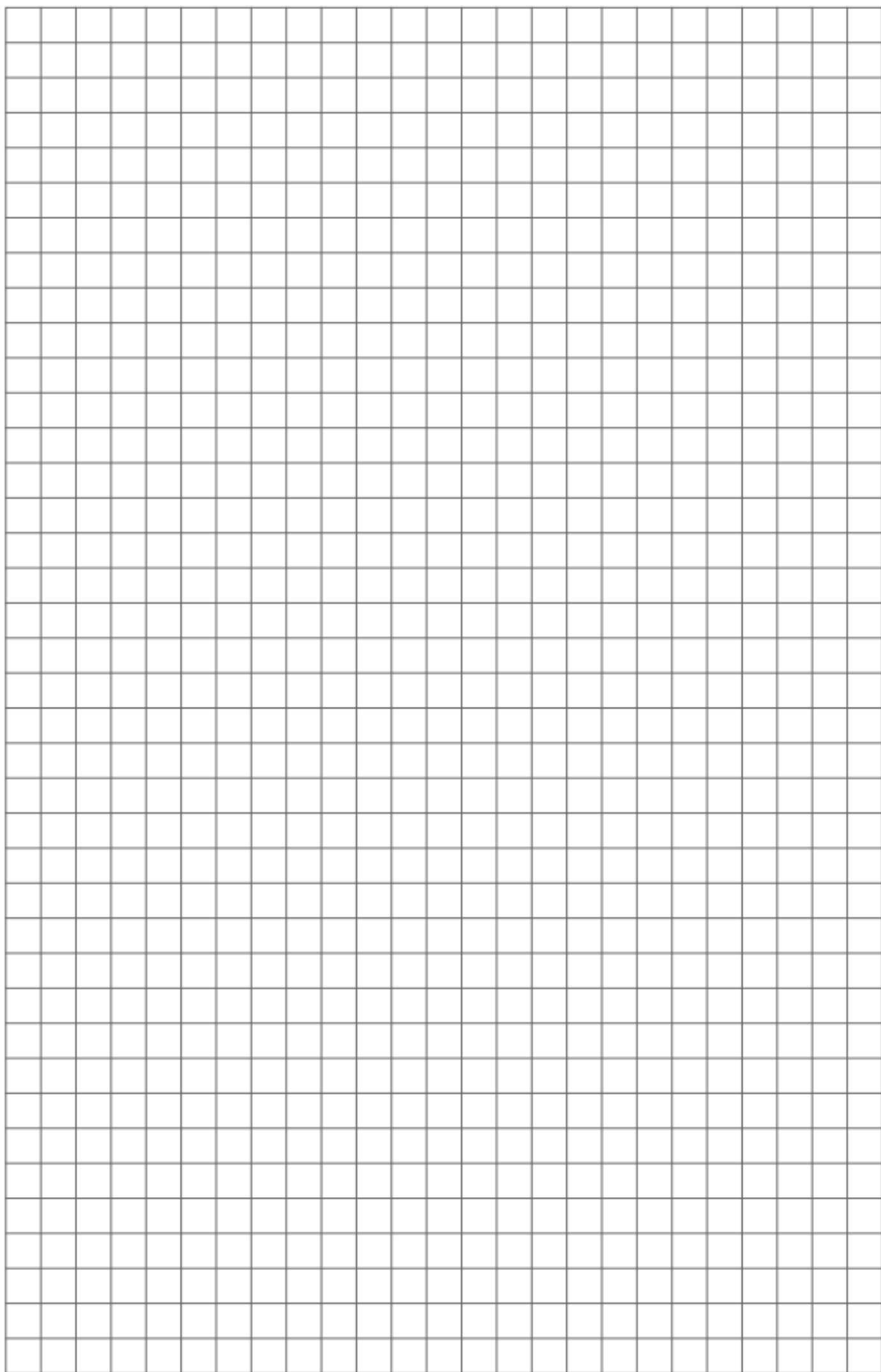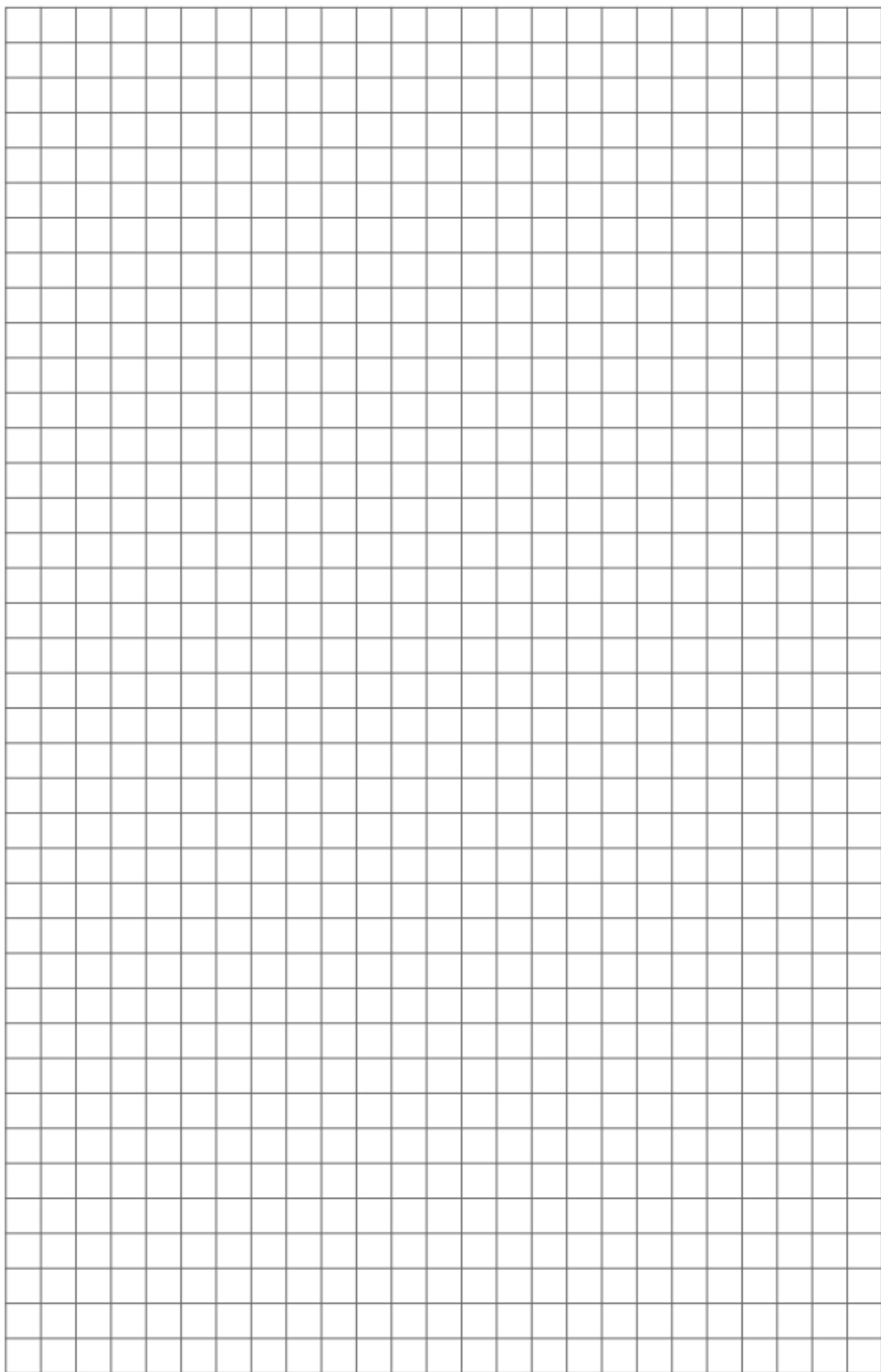
Fluency—answers

question	
1	3976
2	652
3	3439
4	930
5	1698
6	1165
7	661
8	7818
9	2018
10	4272
11	1190
12	379

Problem Solving and Reasoning

Use it!

There were 2,114 visitors to the museum on Saturday.
650 more people visited the museum on Saturday than on Sunday.

Altogether how many people visited the museum over the two days?

What do you need to do first to solve this problem?

Use it!

Find the missing numbers that could go into the spaces.

Give reasons for your answers.

$$\underline{\quad\quad} - 1,345 = 4\underline{\quad}6$$

What is the greatest number that could go in the first space?

What is the smallest?

How many possible answers could you have?

What is the pattern between the numbers?

What method did you use?

Problem Solving and Reasoning - Answers

First you need to find the number of visitors on Sunday which is

$2,114 - 650 = 1,464$

Then you need to add Saturday's visitors to that number to solve the problem.

$1,464 + 2,114 = 3,578$

Possible answers:

1,751 and 0
1,761 and 10
1,771 and 20
1,781 and 30
1,791 and 40
1,801 and 50
1,811 and 60
1,821 and 70
1,831 and 80
1,841 and 90
1,841 is the greatest
1,751 is the smallest.

There are 10 possible answers. Both numbers increase by 10

Rank by difficulty

2001 - 48

130 - 48

1999 - 48

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Subject/s	_Maths_
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Teacher Led

Look at this example.

In the ones we can see 2-9. We can't do this, so we need to exchange. However, there is nothing in the tens column to exchange with. What should we do?

First we need to exchange 1 hundred for 10 ens. You can see this on the column method and the place value counters.

Now we can exchange 1 ten for 10 ones.

Now we can complete the subtraction

1) Complete these subtraction calculations. You may want to use place value counters to help you.

a)

	5	1	3	4
-	1	5	3	2

b)

	9	0	5	4
-	5	6	7	1

c)

	3	4	0	2	3
-		8	7	1	8

d) 52 064 - 25 934

e) 86 807 - 32 653

2) Here are the flight times, in seconds, for each flying team.

Sea Beast	Number One	High Fliers	The Conjurers	Fantastic French
82 507	80 198	75 259	72 043	78 360

a) Which teams have a time difference of 3101?

b) Which two teams have the greatest time difference? How about the smallest time difference? Prove it!

Fluency—Answers

1) a) 3602

    b) 3383

    c) 25 305

    d) 26 130

    e) 54 154

2) a) High Fliers and Fantastic French

    b) Sea Beast and The Conjurers (10 464). Number One and Fantastic French (1838). Look for children who explain their reasoning about number selection, e.g. taking the largest and smallest numbers to find the greatest difference and the two closest numbers for the smallest difference, rather than trying every combination of numbers to find the correct answer.

Problem Solving and Reasoning

Rana has been practising the column method but she has made some mistakes. Can you identify all the mistakes and explain what she has done wrong?

Complete the calculation yourself to show the correct workings.

a)

	3	2̶ 1	¹5	6	1
-		1	6	3	5
	3	0	9	3	4

b)

	8	4	2	8	4
-	5	2	6	5	3
	3	2	6	3	1

Is this statement always, sometimes or never true? Explain your thinking.

'If you find the difference between two consecutive numbers, the answer will be an even number.'

Prove it!

Use it!

	Th	H	T	O
	?	?	?	?
+	4	6	7	8
	7	4	3	1

Problem Solving and Reasoning
Answers

	3	𝗫 1 ¹5	6	1
-		1 6	3	5
	3	0 9	3	④

Rana has done 5 – 1 rather than doing 1 – 5 and exchanging.

The correct answer is 30 926.

	8	④	2	8	4
-	5	2	6	5	3
	3	2	6	3	1

Rana has not recorded the exchange of taking 1 thousand from 4 thousands to create 10 hundreds, which would leave 3 thousands.

The correct answer is 31 631.

Never. In a pair of consecutive numbers, one number will be odd and the other even.

odd – even = odd

even – odd = odd

2753

Further Challenge

Investigate

$$\boxed{}\boxed{} - \boxed{}\boxed{} = \boxed{}\boxed{}$$

Stage 1: complete using digits 0-9

Stage 2: complete with the units digit of the first number smaller than the units digit of the second number