Countries	Chille www.sties.de											
Children half and have been had a set 2												
Children take turns to subtract 11, 12 or 13	• Subtracting 11, 12 or 13 from 2-digit											
from a 2-algit number greater than	numpers.											
50. They develop and explain strategies to help												
tnem win by reaching a number <10 jirst.												
conjecture: we can work out a way to help us win the game.												
What to do:												
Children play the game in pairs or a group of three.												
1 Take turns to play												
2 One of you writes a 2-digit starting number	t must he higger than 50 e.g. 72											
<ol> <li>The next person has to subtract either 11, 12 or 13 and write the new number underneath,</li> <li>e.g. you subtract 12 from 72 and write/ say 60.</li> </ol>												
<ul> <li>4. The first person must continue, subtracting 11, 12 or 13 from 60, e.g. they subtract 13 from 60</li> </ul>												
and Write/ say 4/.												
5. CONTINUE like this.												
<ul> <li>o. The first person to reach a number less than</li> <li>7. Play again, starting with a different symbol</li> </ul>	<b>IU</b> is the winner.											
7. Play again, starting with a different number.												
Discuss anything you notice about useful strategies - Are there any key numbers to think about [ <i>HINT</i> - Does the starting number make a difference to th	Does it matter who writes 22?] ie outcome?											
<ol> <li>Play several times and start to refine your st</li> <li>Discuss good ways of becoming the winner</li> </ol>	rategies.											
<b>CHALLENGE!</b> Write some advice to a new player. W	/hat will you tell them to do, or to watch out for?											
Aims	Minimum number of											
<ul> <li>To think ahead and plan what might happen.</li> </ul>	calculations expected											
<ul> <li>To develop strategies to win a game.</li> </ul>	20-30											

2	+	?	-	X	ст₃	1/2	••	£	⅓	>	m²	+	%	; <b>4</b>	5⁄6	-	сm	;	×	*	⅓ +
*	Investigation															·~					
m²	Countdown!															w					
^																	×				
%																		cm <sup>3</sup>			
ŝ		1.		Take turns to play.														-	1/2		
·I•		۷.		It must be bigger than 50, but less than 60													_	•1•			
γ,		3		100. Ask v		er to	ract	eithe	or 11	0	47	,						m			
сm³		5.		12 oi	r 13 a	vrite	er	'	0								2				
×		4.	You do the same, subtracting 11, 12 or																		V
W		-		13. C								0								m²	
۰۱۰		5.		Cont reacl	inue li n a nu	ke tr mbe	nis; th e <mark>r less</mark>	e ir: thai	st pe n 10	erson is the	to e		0								*
×		4		winne	er!				م مانگ	fore			0								%
۰.		Ο.		numk	again, pe <b>r</b> .	star	Ting	WITN	a an	Terei	T		0								~
cm				What strat	t do y egies?	oun	otice	abo	out g	ood			0								5%
1		7																			
5%	<ul> <li>7. Play several times and start to refine your strategies.</li> <li>- Are there any important numbers to think about?</li> <li>- Does the starting number make a difference to who wins?</li> </ul>															3					
۷																x					
%																-1-					
*																					
, m																Cm <sup>3</sup>					
^																					1/2
%																					-1-
ł																m					
• •																*					
3 1/2	Write some advice to a new player. What will you tell them to do, or to													V							
cm	watch out for?														m						
×		C																			*
W				<b>-</b> .														-			%
۰.	© Hamilton Trust investig_more-add-sub_2311													2311	N						
۷	+	?	-	x	Cm <sup>3</sup>	1/2	÷	£	⅓	>	m²	+	%	۷ ک	5⁄6	-	ст	?	×	÷	⅓