**Week 10 Day 3 Task 1: Woking towards ARE**

**Pairs – independent or with T or TA**

* Choose to use a beaded line or 1-100 grid with red multiples of 10 to help you.
* Work in pairs to choose a number from each set from ‘make your own subtraction’ resource.
* Draw either **Y** for yes or **N** for no beside it. Write **Y** if you think that you WILL have to cross a ‘red’ number (multiple of 10) when you subtract. Write **N** if you think you will NOT have to cross a ‘red’ number when you subtract.
* Now perform the subtraction, drawing ‘hops’ on your beaded line or 1-100 grid. Record and compare answers.
* Choose another pair of numbers and repeat the process.

**Outcomes:**

I can subtract a single digit from a 2-digit number, showing how to bridge 10.

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| Learning Outcomes/Rubrics: |
| I can find the nearest 10 of a number while counting back. |  |
| I can find how many to reach the nearest 10 of a number backwards. |  |
| I can predict whether the calculation will cross multiple of 10 or not. |  |

**Day 3 task 2:**

Solve sheet 1.

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**Day 3 task 2:**

Solve sheet 2.

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**Week 10 Day 3 Task 1:**

**Pairs or individually** *Greater Depth*

* Work in pairs.
* Use a 1-100 grid with multiples of 10 coloured in red.
* Spread out the 5 – 9 cards face up.
* Together choose a card, e.g. 6.
* Now write 3 subtractions, each made by choosing a number on the 1-100 grid and subtracting the chosen card number. BUT you must obey these rules:
1. Each subtraction *must* cross a red number (mult. of 10).
2. Each subtraction *must* ‘split’ the card number in a different way to target the 10, e.g. one writes 32 – 6 = 26 for her first. This splits the 6 into 2 (to get to 30) and 4 (to get to 26); so her next subtraction cannot be 42 – 6.
* Check each other’s subtractions.
* Repeat, choosing a different number card each time.

**Outcomes:**

I can subtract a single digit from a 2-digit number, showing how to bridge 10.

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| Learning Outcomes/Rubrics: |
| I can find the nearest 10 of a number. |  |
| I can find how many to reach the nearest 10 of a number. |  |
| I cana single digit to 2-digit number, showing T10. |  |

**Day 3 task 2:**

Solve sheet 2 with challenge