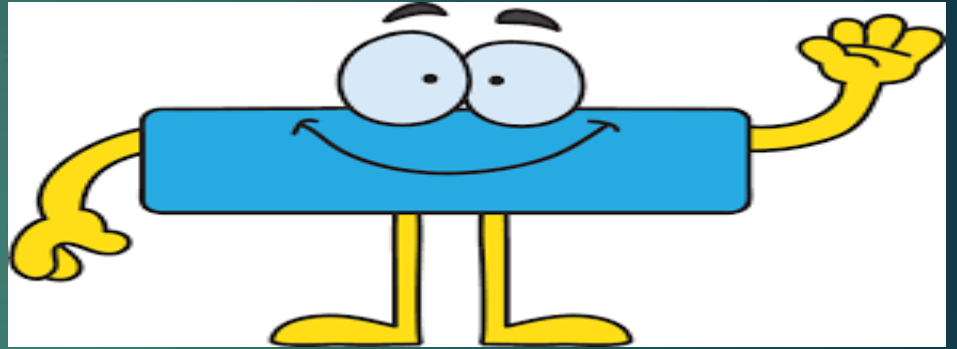


WALT find the difference

Context - Time word problems



Tuesday 31st March 2020

Mental Maths Starter today:



28

38

48

58

68



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What happens to numbers when you *count backwards in tens*? Do the *TENS* or *ONES* change?

Fluency

Today we will be applying our past knowledge of subtraction by solving time word problems.

We will be using a number line to help us.

For example, there are 60 minutes in an hour, Fatima spent 37 minutes cleaning her room. How many minutes does she have till her programme starts at 7pm.

Success criteria:

Use **RUCSAC** to help you understand the question.

Write the *number sentence*.

Draw an *empty number line*.

Write the *largest number on the right hand side*.

Partition the smallest number.

Subtract the *tens* (if there are 3 tens you can either jump back 3 times (-10 3 x) or subtract 30 straightaway..)

Subtract the *ones*.

Write the *difference*. Remember to write the answer in minutes too. Writing a sentence will help you know whether you have answered the questions or not.

$$60 - 37 =$$

$$60 - 37 =$$



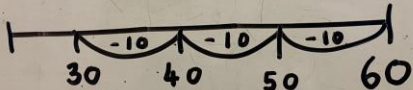
$$60 - 37 =$$

30 7

Teach

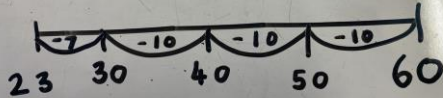
$$60 - 37 =$$

30 7



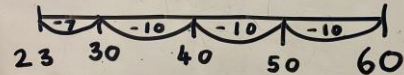
$$60 - 37 =$$

30 7



$$60 - 37 = 23 \text{ minutes}$$

30 7



Fatima has 23 minutes
until her programme starts.

It was 8 o'clock. There are 30 minutes in half an hour. Jake spent 13 minutes eating his breakfast. How much longer does he have left until it is half past 8?

$$30 - 13 =$$

$$30 - 13 =$$

$$30 - 13 =$$

$$30 - 13 =$$

$$30 - 13 =$$

$$30 - 13 = 17 \text{ minutes}$$

After Jake ate his breakfast, he had 17 minutes left until half past 8.

Activity

In order to support children to meet their potential yet work at a 'level' which is best suited to them, please look at the activity and help your child to decide on whether they are able to walk, jog or run. There needs to be an element of challenge but also ensure that children feel confident and can access this learning.

<u>Walk</u>	<u>Jog</u>	<u>Run</u>
<ol style="list-style-type: none">1. Rebecca had a $\frac{1}{4}$ of an hour to leave her house. She took 11 minutes to get her stuff ready. How many minutes did she have left to spare? Remember there are 15 minutes in $\frac{1}{4}$ of an hour.2. Ben had 20 minutes until he had to go to bed. His mum said he could have 5 minutes on his Ipad and the rest of the time was for a story. How long did he have for his story?	<ol style="list-style-type: none">1. Steph had one hour to complete her home learning. She finished it in 47 minutes. How many minutes did she have left until the hour was up?2. It took Jane 38 minutes to finish her work. She thought it would take her 1 hour and 5 minutes. How much quicker did she take to finish her work? <div data-bbox="736 831 1290 1019" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"><p>To prove or disprove a conjecture...you will need to do quite a few examples.</p></div>	<ol style="list-style-type: none">1. Sam planned to wash her car and Hoover downstairs in 2 hours. Her car took her 1 hour and 10 minutes and hoovering was 13 minutes. Did she finish her jobs in under or over 2 hours? Solve and explain.2. Captain Conjecture said that when you add an even number of minutes with an odd number of minutes, the answer will always be even. Is this always, sometimes or never the case? E.g. $37 \text{ minutes} + 24 \text{ minutes} = _$