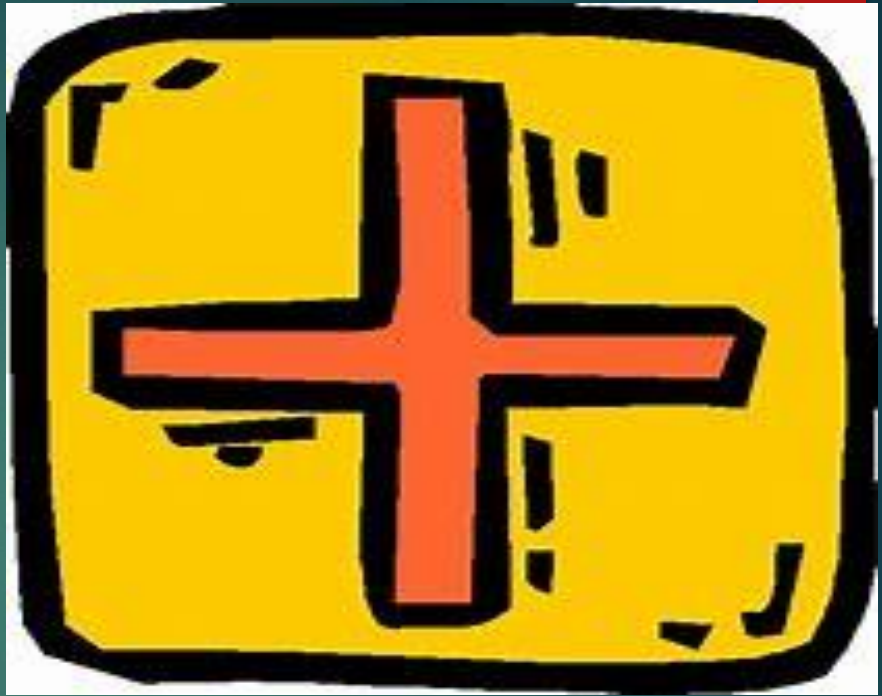


WALT find the difference

Context – Time word problems

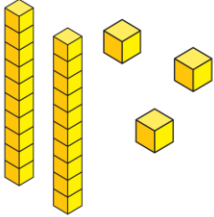
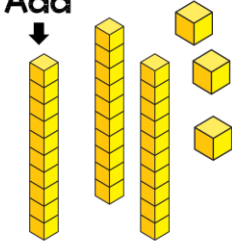


Monday 30<sup>th</sup> March 2020

# Mental Maths Starter today:

<https://www.youtube.com/watch?v=vgcvyoxFmY4>



<p>Make the number 23</p>  <div>23</div>	<p>"What is 10 more than 23?"</p> <p>Add</p>  <div>23 33</div>
--	--

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 *add ten more*?  
Do the *TENS* or *ONES* change?

# Fluency

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

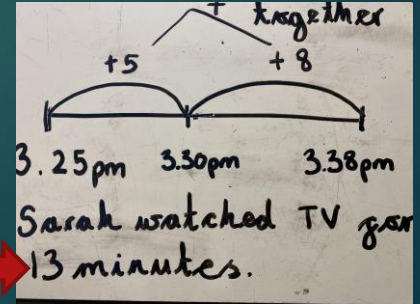
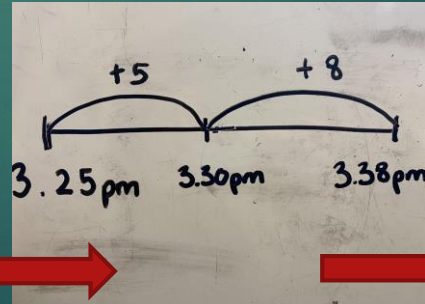
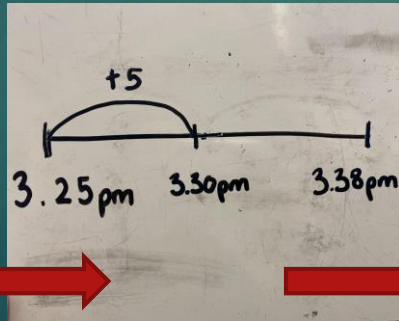
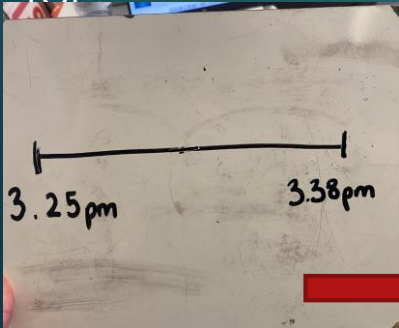
We will be using an empty number line to help us.

## Teach

E.g., Sarah arrived home at **3.25pm** and she watched TV until **3.38pm**. How many minutes was she watching TV for?

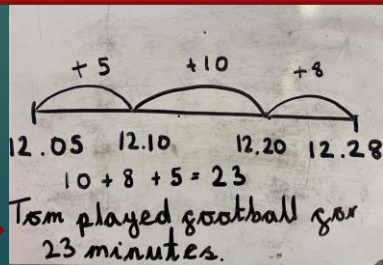
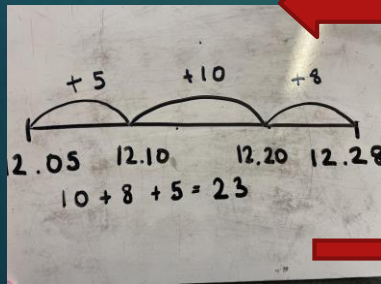
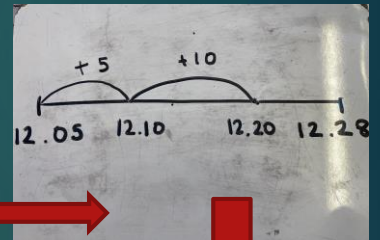
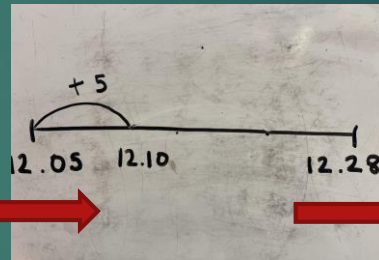
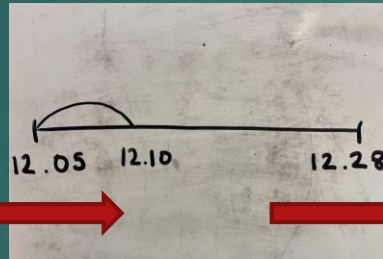
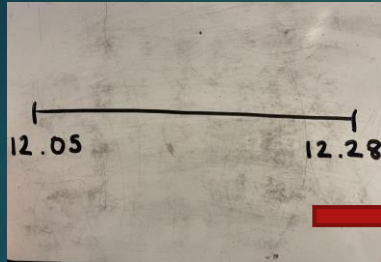
### Success Criteria:

- Draw an *empty number line* with a ruler.
- Put the *start time on the left hand side* and the *finish time on the right*.
- Next *add up to the next multiple of ten* or *add on in tens* until you reach the finish time.
- Now *add your sub-totals together*.
- Lastly *write your answer*.



# Here's another example to help you.

Tom started playing football at 12.05pm, he finished the game at 12.28pm. How long was Tom playing football for?



## Success Criteria:

Draw an *empty* number line with a ruler.

Put the *start time* on the left hand side and the *finish time* on the right. Next *add up to the next multiple of ten* or *add on in tens* until you reach the *finish time*.

Now *add your sub totals* together.

Lastly *write your answer*. Remember we write the answer in minutes when we solve problems around time.

# 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"><li>1. Ben went for a walk, he left for the walk at <b>3.05pm</b> and he got back home at <b>3.14pm</b>. <b>How long was he walking for?</b></li><li>2. Amy played on her iPad from <b>11.10am</b> until <b>11.20am</b>. <b>How long was she using the Ipad for?</b></li></ol>	<ol style="list-style-type: none"><li>1. Rebecca went for a run at <b>12.03pm</b> and arrived back at <b>12.34pm</b>. <b>How long was she on her run for?</b> (Did you spot this didn't say Tanja?!) </li><li>2. Tanja had a horse riding lesson. She started riding at <b>11.07am</b> and finished at <b>11.42am</b>. <b>How long was her lesson for?</b></li></ol>	<ol style="list-style-type: none"><li>1. Billy went out for a nice lunch. He arrived at <b>10.50am</b> and finished at <b>11.39am</b>. <b>How long was he at lunch for?</b></li><li>2. Lisa went swimming. She started her swim at <b>2.36pm</b> and finished at <b>3.27pm</b>. <b>How long was Lisa swimming for?</b></li></ol>