

Year 3 Unit 2 (Spring) Support Session 1
Addition and subtraction

Objectives

To know addition and subtraction facts to 10.

Vocabulary

add
subtract
equals
number sentence

Resources

Resource sheet S2.1
Whiteboards

Oral and Mental Starter

Hold up 7 fingers and ask the children to hold up the number of fingers that would make 10.

All say together 7 and 3 equals 10.

Record $7 + 3 = 10$ on the board.

Repeat at a brisk pace for other pairs with a total of 10.

Main Activity

Take one of the pairs from the oral and mental starter: e.g. $6 + 4 = 10$

Q What is the missing number in these sentences?

$$10 - 4 = \square \quad 10 - \square = 6$$

Use the strip of 10 smiley faces from Resource sheet S2.1 to reinforce the 10 being 'made' of 6 and 4, by folding back 4 to show 6 are left, then folding back 6 to show 4 are left.

Show the strip of 7 smiley faces. Fold back 2 faces to show 5, then fold back 5 faces to show 2. Ask the children to write on their whiteboards the addition sentences with an answer of 7 using the knowledge that 7 is made up of 5 and 2, i.e. $5 + 2 = 7$ and $2 + 5 = 7$

Q Can you work out the subtraction ones too?

Determine that they are:

$$7 - 2 = 5$$

and $7 - 5 = 2$

Repeat for the other strips of smiley faces, reinforcing that folding back a given number means they can write four number sentences, two addition and two subtraction.

Plenary

Remind the children of the usefulness of knowing their number facts to 10 and how this will make them quicker at carrying out calculations. Point out that knowing how facts are related can help them to learn facts more quickly. For example $5 + 2 = 7$ means that $2 + 5 = 7$, $7 - 5 = 2$ and $7 - 2 = 5$. Demonstrate this by using the strip of 7 smiley faces.

Write $5 + 3 = 8$ on the board and show 5 smiley faces and 3 smiley faces making 8 altogether. Ask the children to write the related facts on their whiteboards.

Year 3 Unit 2 (Spring) Support session 2

Addition and subtraction

Objectives

To know +/- facts for numbers up to 10. To add a single digit to 10.

To add several numbers by looking for pairs which equal 10.

Vocabulary

add
subtract
equals
number sentence

Resources

A3 version of
Resource sheet S2.2
Resource sheet S2.3
Whiteboards

Oral and Mental Starter

Use Resource sheet S2.2 enlarged to A3. Explain that you will begin by making pairs which equal 10. Point to a number in the outer part of the circle and ask the children to hold up the right number of fingers to show the number needed to make 10. Maintain a brisk pace.

Change the activity by asking the children to add a number from the outer ring to 10 this time, i.e. point to 7, children add 10 and 7 and write 17 on their whiteboards.

Main Activity

Show the first strip of numbers from Resource sheet S2.3. Cut the strip after the third number to show 3, 6 and 4. Explain that you are going to add the numbers together.

Q How could I make this easier?

Q Can you spot a pair with a total of 10?

Re-order the sum on the board to show $6 + 4 + 3$

Ring the $6 + 4$ and write 10 above, and then work out the answer.

10

$$\textcircled{6 + 4} + 3 = 13$$

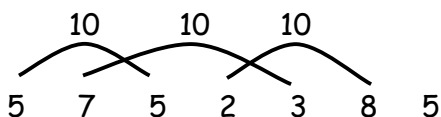
Give the children a strip each and ask them to cut off the first three numbers, and discuss in which order they will add them in. Record on whiteboards, ensuring that they ring the pair with a total of 10.

Plenary

Ask the children to look at the remaining sections of their number strips.






























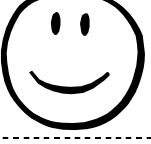
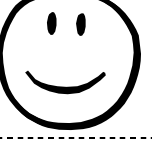
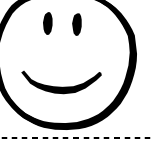
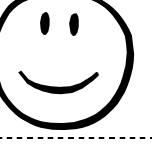
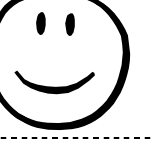





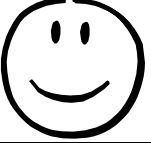











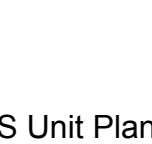














Q Can you see any other pairs which make 10? How many pairs? So how many 10s is that?

Ask them to link each pair, e.g.

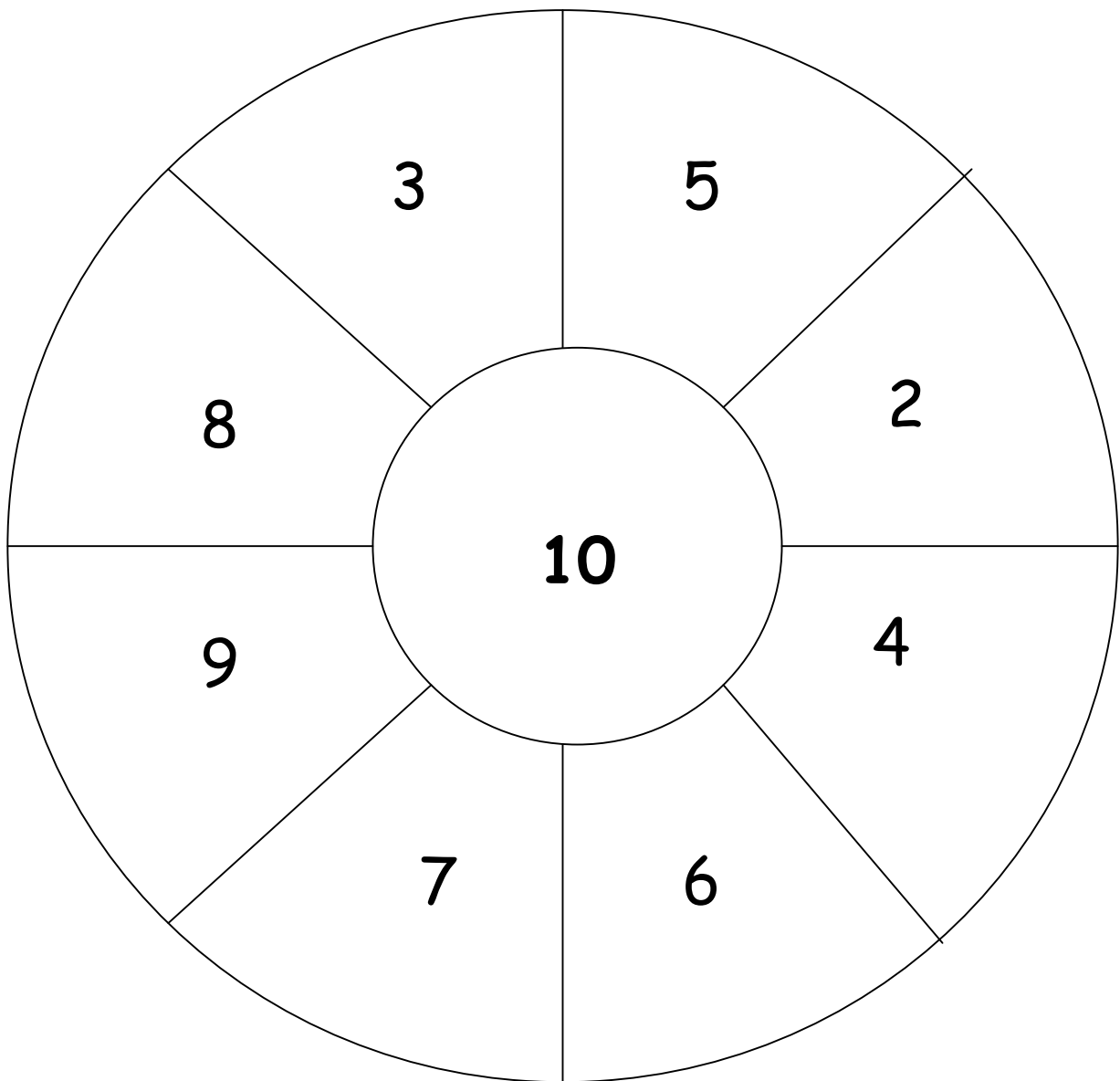


Q What number is left? So what do all your numbers add up to?

Establish that there are 3 tens and 5 left which gives you a total of 35. Stress how easy it is to add the remaining numbers to a multiple of 10, and how spotting pairs to 10 has made it easier to add a really long list of numbers together.

5									
									
6									
									
7									
									
8									
									
9									
10									

Support session 2



3	6	4	5	7	5	2	3	8	5
<i>✂</i>	-----								
7	4	3	2	8	6	4	5	3	6
<i>✂</i>	-----								
8	5	2	7	4	3	5	2	7	5
<i>✂</i>	-----								
9	1	6	2	5	8	6	3	4	5
<i>✂</i>	-----								
2	4	8	6	4	7	9	2	4	1