

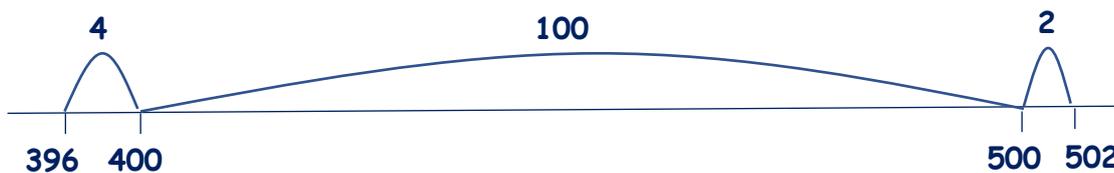
Frog's epic jumps

Week 2 - Activity 2

Focus of activity: Subtract numbers either side of a gap of 100, e.g. $502 - 396$, $524 - 397$ and $503 - 375$.

Working together: conceptual understanding

- Sketch a line with 400 and 500 marked and labelled, but leave room at each end of the line.
- Write $502 - 396$. Ask children to mark these numbers on the line. Say that Frog is going to do some truly epic jumps today! Remind children that Frog starts on the smaller number, and hops to the next 100. Ask a child to draw a hop from 396 to 400 and to label its size. *Now Frog is going to make a HUGE jump from 400 to 500!* Draw and label his jump. Ask a child to draw and label Frog's last hop from 500 to 502.



- Ask children to add the huge jump and the little hops to answer the subtraction.
- Repeat for $524 - 397$, $503 - 375$ and finally $524 - 375$.
- Look back over the four subtractions. Point out that we used number facts to help Frog to the next 100 (sometimes hopping to the next 10 first), then he made a huge jump to the next 100, and then we used place value to get from the next 100 to the bigger number.

Up for a challenge?

Challenge children to come up with their own subtractions of numbers either side of the gap between 600 and 700. Share them and work some of them out.

Now it's the children's turn:

- Children use Frog to work out subtractions of numbers either side of a 100 gap. They first discuss which subtraction they think will have the biggest answer and then the smallest answer.
- Go round the group and mark their subtractions as they do them, e.g. initially after two examples.

S-t-r-e-t-c-h:

If children cope well, ask them to choose two to check with addition.

Things to remember

Remember that we can use number facts and place value when we use Frog to subtract. Ask children which subtraction had the biggest answer and which had the smallest answer. Discuss why, drawing out which pairs of numbers were furthest away from each other and which were closest to each other.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources	Outcomes
<ul style="list-style-type: none"><li data-bbox="153 495 440 533">• Flipchart and pens	<ol style="list-style-type: none"><li data-bbox="635 495 1433 600">1. Children can use counting up (Frog) to subtract 3-digit numbers either side of a gap of 100, e.g. $502 - 396$, $524 - 397$ and $503 - 375$.<li data-bbox="635 607 1353 633">2. Children begin to use addition to check subtraction.