Mental Agility Activity Sheet 6

Addition and Subtraction

This is the indigo part of the Rainbow of Numeracy Skills. Choose any task to 'have a go'!

If you come up with your own challenge you can add it to the grid. You can either colour in the chilies or the block on the grid, or tick to show your teacher what you have chosen to work on.

Remember to choose how you want to practice the skill from Say, Write, Make, Do: e.g.

- Say aloud, sing songs
- Write the numbers out e.g. 40, 50, 60… use chalk, paint or any other way of recording including digital technology
- Draw items e.g. tally marks, pairs of socks, make posters or story books
- Count using items e.g. screws, cutlery, coins, pens…

<table>
<tr><td>Number puzzles. Child chooses a random number 1-100, must write the number it combines with for make 100. Shows to partner who has to work out the original number.</td><td>Children give five examples of addition and subtraction questions which can make x. Encourage children to challenge themselves. Vary the starting number. More able could numbers with decimal component.
-</td><td colspan="2">Children answer a range of additions with 3 digit numbers not involving re-grouping i.e. 346+20, 242+5, 568+300. Children can use dienes blocks to help (or money if at home).

29/9</td><td>Create a board game to help children practice addition and subtraction skills. Could be based on hundred square like Snakes and Ladders or money based like Monopoly.</td></tr>
<tr><td>Children use number line to find what decimal needs to be added to a number in the tenths to get to the next one i.e. 'what do I need to add to 2.3 to get to 3?'</td><td>Children complete addition using rounding and adjusting. 145+68. Child would round to nearest ten, complete 145+70 then subtract 2. Use concrete materials to support understanding and complete with a range of numbers</td><td>Children use an empty number line to show addition and subtraction questions using rounding and adjusting strategy.</td><td>Children can apply doubles and near doubles to calculations in the multiples of 10, 100 and 1000 i.e. 25+27=52 so 250+270=520.</td><td>Which multiple? Call out near multiples of 10 and 100. Children write down which multiple they would use in their calculation.</td></tr>
<tr><td>Children use the counting on strategy to solve a range of subtraction questions. Vary the numbers used depending on child's confidence. Can use an empty number line to aid understanding.</td><td>Recall doubles facts to 40. Children test each other on their doubles facts, timed quiz, fastest fingers first etc.</td><td colspan="2">Children can multiply numbers by 10, 100 and 1000 to help with their calculations. Children practice multiplying numbers and applying this to their doubles facts i.e. 18+18=36 so 180+180=360. Repeat with a range of numbers.</td><td>Children can apply doubles and near doubles to their calculations i.e. 25+27=25+25+2</td></tr>
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