

**Year 4 Maths 18.05.20**

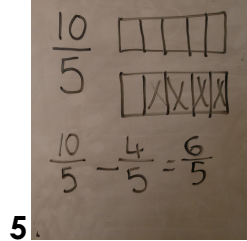
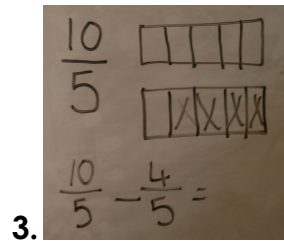
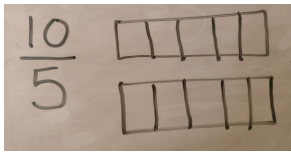
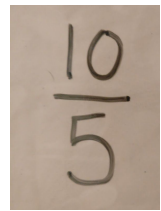
**Steppingstone activity**

**LO: To subtract fractions**

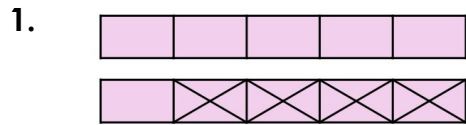
**Success Criteria:**

- |   |
|---|
| 1. Look at your fraction                    |
| 2. Create a bar model of the fraction       |
| 3. Subtract (Cross off) the second fraction |
| 4. Count up the leftover sections           |
| 5. Make answer                              |

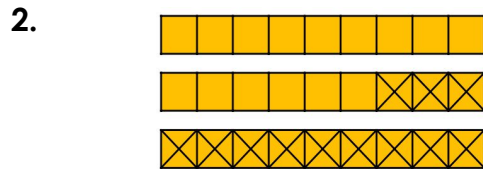
**Model**



Now you try... Make equivalent fraction of the one below

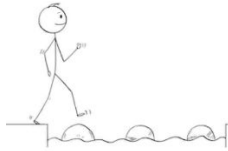
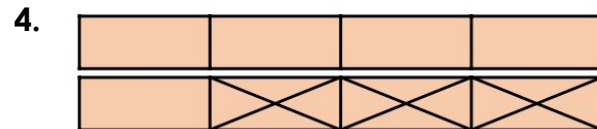
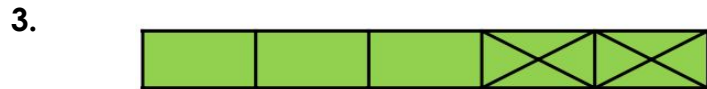


$$\frac{10}{5} - \frac{4}{5} = \frac{\square}{\square}$$



$$\frac{27}{9} - \frac{12}{9} = \frac{\square}{\square}$$

What calculations do these bar models show?



**3** Numerator  
How many equal parts do you have?

**4** Denominator  
How many equal parts is the whole divided into?

Canonbury Home Learning  
**Year 4 Maths**

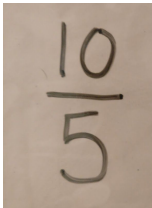
**Lesson 18.05.20**

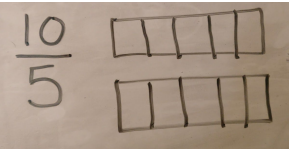
**LO: To subtract fractions**

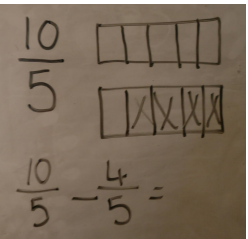
**Success Criteria:**

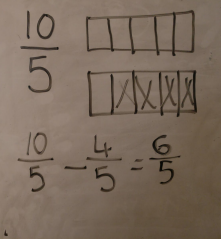
1. Look at your fraction
2. Create a bar model of the fraction
3. Subtract (Cross off) the second fraction
4. Count up the leftover sections
5. Make answer

**Model:**

1. 

2. 

3. 

5. 



**Numerator**  
How many equal parts do you have?

**3**

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**Denominator**  
How many equal parts is the whole divided into?

**4**

**Year 4 Maths Main activity**

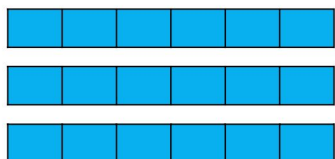
Complete at least 2 columns, more if you can!

**Task 1**

**Practice:**

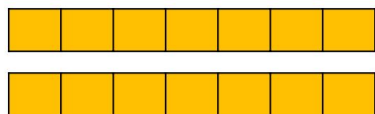
Use the bar model to complete the calculation

1.



$$3 - \frac{5}{6} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \square \\ \hline \end{array}$$

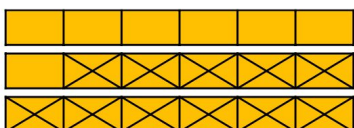
2.



$$2 - \frac{8}{7} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \square \\ \hline \end{array}$$

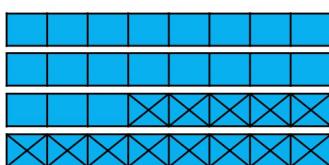
What calculation does this bar model represent?

3.



$$\begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \square \\ \hline \end{array} - \frac{\square}{\square} = \frac{\square}{\square}$$

4.



$$\begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \square \\ \hline \square \\ \hline \end{array} - \frac{\square}{\square} = \frac{\square}{\square}$$

Make a bar model and complete the calculation below

5.

$$5 - \frac{12}{5} = \frac{\square}{\square} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \square \\ \hline \end{array}$$

6.

$$4 - \frac{17}{7} = \frac{\square}{\square} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \square \\ \hline \end{array}$$

**Task 2**

**Practice:**

Draw a bar model for each of these calculation and check which are correct

1.

$$2 - \frac{6}{7} = 2 \frac{1}{7}$$

2.

$$4 - \frac{5}{8} = 3 \frac{3}{8}$$

3.

$$\frac{18}{6} - \frac{5}{6} = \frac{13}{6}$$

4.

$$5 - \frac{7}{9} = 4 \frac{2}{9}$$

5.

$$3 - \frac{5}{6} = 3 \frac{1}{6}$$

6.

$$\frac{20}{5} - \frac{4}{5} = \frac{16}{5}$$

7.

$$3 - \frac{7}{9} = 2 \frac{2}{9}$$

8.

$$\frac{24}{6} - \frac{2}{3} = 3 \frac{1}{3}$$

**Task 3****Reasoning**

Explain your answers.

**6a. Becca has an improper fraction. She subtracts it from a whole number and gets an improper fraction as her answer.**

Fin says,



I think Becca's calculation is  $3 - \frac{11}{5}$ .

**Do you agree with Fin? Explain your answer.**

**9b. Carrie has an improper fraction. She subtracts it from a whole number and gets an improper fraction as her answer.**

Doha says,



I think Carrie's calculation is  $\frac{24}{6} - \frac{8}{3}$ .

**Do you agree with Doha? Explain your answer.**

Task 4

**Problem solving**

2. Charlie, Anwen and Sadia started with three cups of squash each. At the end of lunchtime, they each give a clue as to what fraction of their cups of squash was left.



**Charlie**

The fraction of squash that I have left is between  $\frac{2}{4}$  and  $\frac{7}{4}$ .



**Anwen**

My numerator is double Charlie's and I didn't drink all of my squash.



**Sadia**

The fraction of squash that I have left is between Charlie and Anwen's.

What fraction of cups of squash could each child have drunk?