

# Year 2 Unit 9 (Autumn term) Support Session 1

## Finding a difference

### Objectives

Find a small difference by counting up from the smaller to the larger number.

### Vocabulary

difference  
count on

### Resources

Activity sheet of the S9.1 (enlarge to A3)  
Activity sheet S9.2

### Oral and mental starter

Count on in ones from 11 to 23.  
Count on in ones from 32 to 45.  
Count on in tens from 23 to 93.  
Count on in tens from 18 to 98.

### Main activity

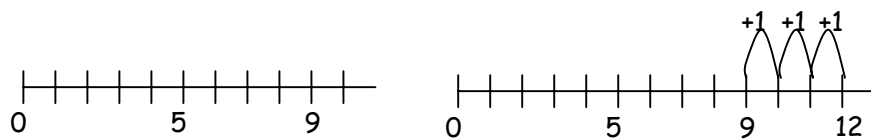
Q What is the difference between 9 and 12?

Show two towers of cubes

9	12
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Q What is the difference? How much more is 12 than 9?

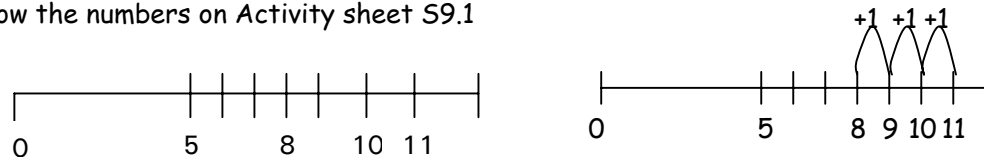
Count the ones that don't match. Now lay them horizontally to match them to the orientation of the number line. Show the two numbers on number lines (Activity sheet S9.1).



Say that the difference between 9 and 12 is 3.

Q What is the difference between 8 and 11?

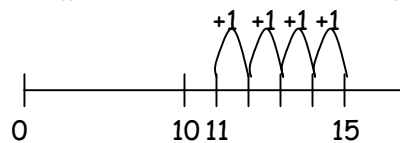
Ask the children to make the towers, count the difference and lay them horizontally. Show the numbers on Activity sheet S9.1



Say the difference between 8 and 11 is 3.

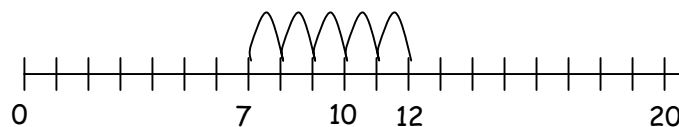
Q What is the difference between 11 and 15? Where is 11 on the number line?

Ask the children to find these numbers on Resource sheet S9.2 and find the difference.



Q What is the difference between 7 and 12?

Ask the children to find 7 and mark it, find 12 and mark it and then move along the number line.



Say 'the difference between 7 and 12 is 5'. If time allows repeat using other pairs of numbers.

### Plenary

Q. How do we find the difference?

Say that we can count on in our heads or count on using a number line.

Shake two dice and say that you want to find the difference between the numbers.

Q. Can we count on in our heads?

Repeat rolling the dice and finding the difference. Show the hops on the number line.

# Year 2 Unit 9 (Autumn term) Support Session 2

## Finding a difference

### Objectives

Finding a small difference.

Find a small difference by counting on.

### Vocabulary

'how many more to make?'  
difference  
count on

### Resources

Cubes  
Strips of paper as on day 3 of Unit 9

### Oral and mental starter

**Q** If we have 8, how many more do we need to make 12?

Put 8 cubes under a cloth. Count out extra cubes until you have 12, saying 9, 10, 11, 12. Say that we need 4 extra cubes to make 12 because the difference between 8 and 12 is 4. Show this on a number line.

Repeat the above, starting with 11 cubes and finding the extra number of cubes to make 16. Help the children to hold a finger for each extra cube added.

### Main activity

Write  $22 - 18$ .

Mark 0 at one end and 22 at the other of a strip of paper.

**Q** Is 18 bigger or smaller than 22? Where would 18 be positioned?

0 18 22

Say that you are going to tear off 0 to 18 because you are taking it away.

**Q** What is the difference between 18 and 22?

Establish that this is what's left. Help the children to count on from 18 to 22, helping them to hold up a finger for each of 19, 20, 21 and 22.

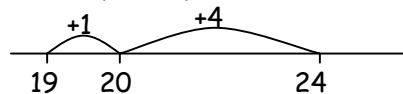
Write  $22 - 18 = 4$ . Say it together.

Repeat for  $24 - 19$ .

Cross out 0 to 19 and find how much is left.

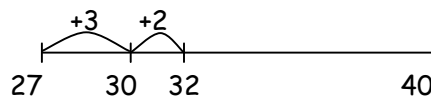
**Q** Do we need to count on in ones?

Establish that we can hop 1 step from 19 to 20 and then add 4 because we know that  $20 + 4 = 24$ .



Write  $32 - 27$ .

Ask the children to draw a number line with 0, 32 and 27 on it, to cross out 0 to 27 and then to count up from 27 to 32. Encourage the children to hop from 27 to 30 and then from 30 to 32.



All say  $32$  subtract  $27$  is  $5$ .

### Plenary

Remind the children of the main points, using one of the children's examples.

Write 0 and the two numbers in the calculation on the number line. Cross off the part you are taking away. Count up from the lower number to the higher. Mark the hops on the number line.

**Q** How many are left? What is the difference between the two numbers?

Write the number sentence.

