

<https://vimeo.com/463009671>

Video Link

ADD AND SUBTRACT

100s



GET READY



1) What is 100 more than 600?

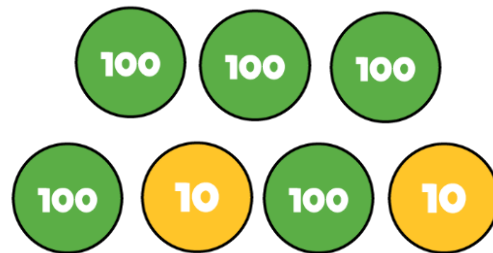
What is 100 less than 600?

2) Continue the sequences

300, 400, 500, 600, _____, _____, _____

900, 800, 700, _____, _____, _____

3) What number is represented by the counters?



1) What is 100 more than 600? 700

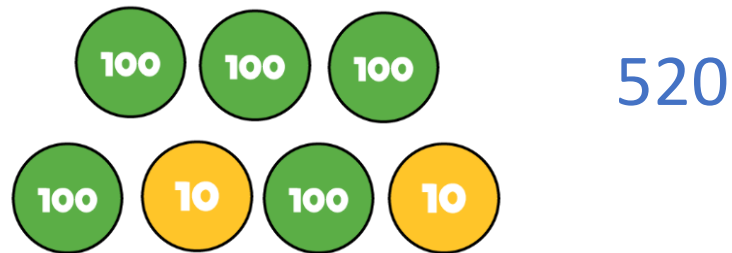
What is 100 less than 600? 500

2) Continue the sequences

300, 400, 500, 600, 700, 800, 900

900, 800, 700, 600, 500, 400

3) What number is represented by the counters?

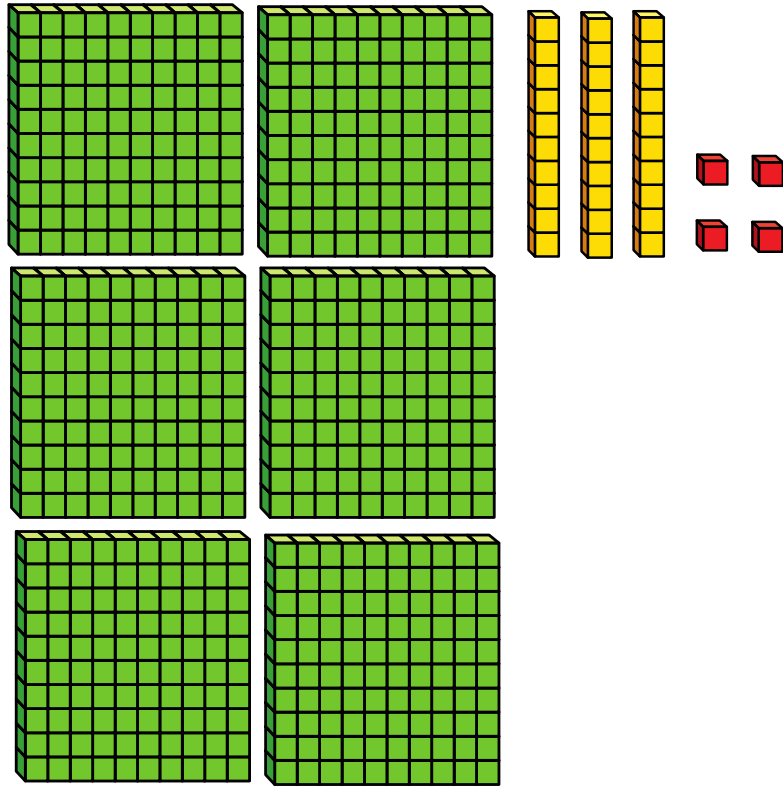


LET'S LEARN

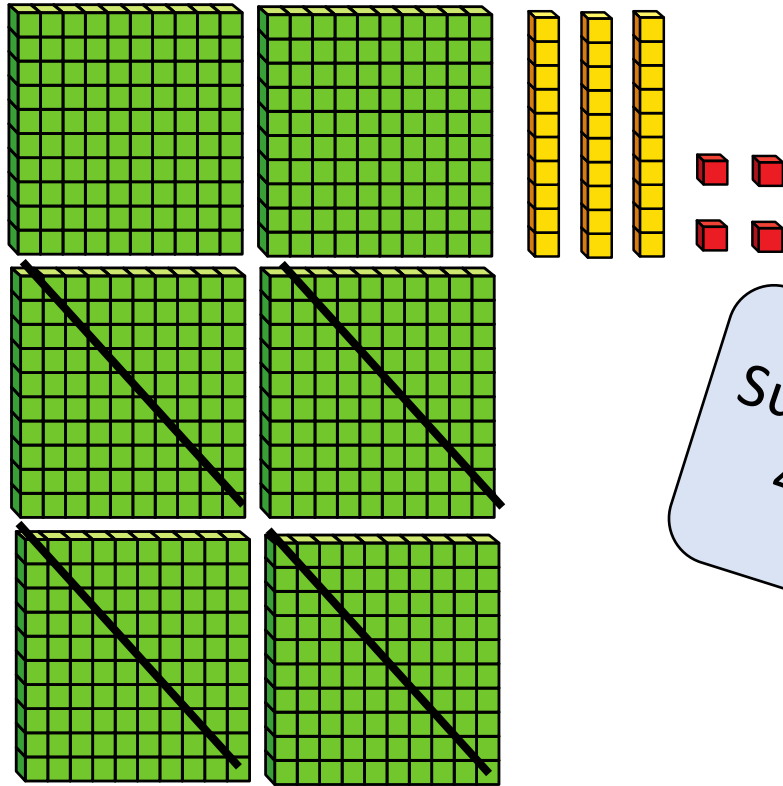




Add 200



What will the new number be?
 $434 + 200 = 634$



$$634 - 400 = 234$$

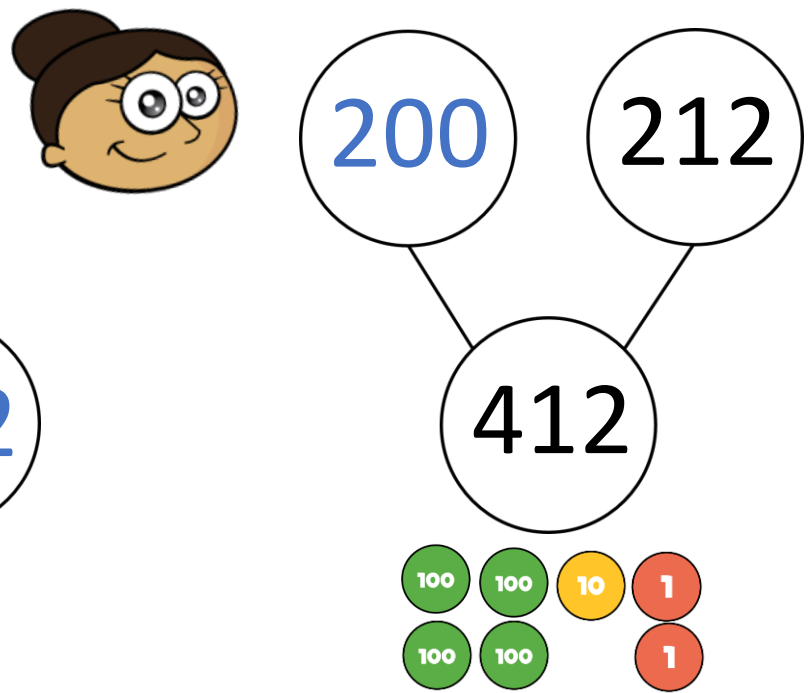
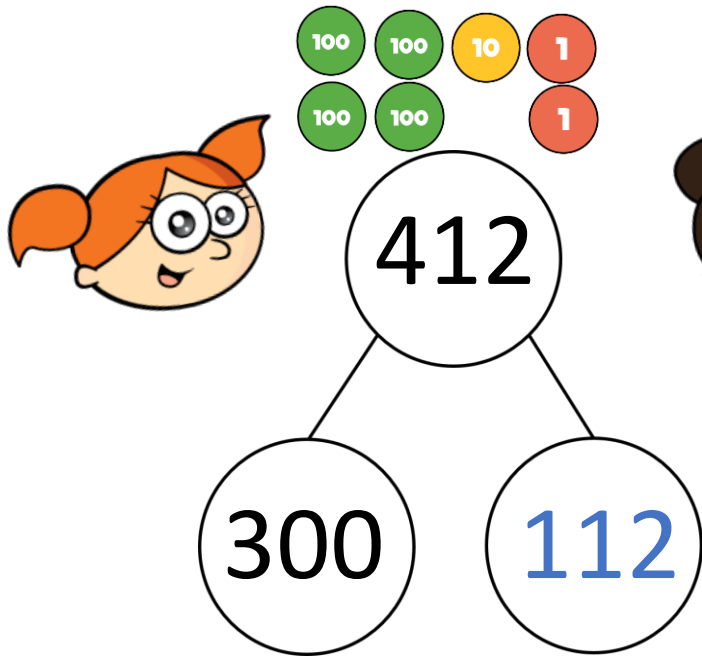
What will their new number be?

YOUR TURN

Have a go at questions
1 - 3 on the worksheet



Complete each part-whole model.



Have a think 

Complete the calculations.

$$523 + 200 = \boxed{723}$$

500
200

20 3

$$523 - 200 = \boxed{323}$$

~~500~~
300

20 3

YOUR TURN


Have a go at questions
4 and 5 on the worksheet




Both girls finished with 721

Have a think




$$- 70 = 281$$

+ 70

A cartoon illustration of a boy's head with a brown smile, peeking from the bottom right corner of the white rectangular box. A blue curved arrow points from the number 281 in the equation to the frog.

What number did each girl start with?

Both girls finished with 721



I subtracted 200
from my number

921

$$- 200 = 721$$

+ 200

221

$$+ 500 = 721$$

I added 500 to my
number



- 500

What number did each girl start with?

YOUR TURN

Have a go at the rest of
the questions on the
worksheet

