Addition and Subtraction Activities for Flexitable™

ACTIVITY 1- CLOTHES SHOPPING

AIMS OF THE LESSON	2023-2024 CURRICULUM FRAMEWORK MAPPING
We are learning to use counting, adding, subtracting, doubling and halving to solve simple real-life problems.	**Y1 Number – Addition & Subtraction:** Solve one-step problems using concrete objects/pictorial representations. **Y1 Number – Multiplication & Division:** Solve one-step problems including doubling and halving.

RESOURCES:

- Pictures of 10 different items of clothing per group, or student.
- Paper/stickers to make labels
- Flexitable per student or group

TASK

Set the scene:

Ask the students to imagine they are at a charity shop or car boot sale to buy some clothes. They need to decide how much each item will cost. Students will then use their Flexitable to practice adding the prices of different clothing up to a given amount. £10 is a good starting point for them.

Steps

- Students should make price labels for each item of clothing with prices written in whole pounds
- The students should then choose two items and find the total using the Flexitable™ by finding one price on the vertical edge and folding it and then the other along the horizontal and folding that to find the square where the row and column meet.
- Once the students have done this, they should draw a diagram using pictures or numbers and +/= to show their calculations. Repeat this a few times with different pairs of clothes.

CHECKING LEARNING	ADAPTING THE TASK
Pose the following questions: ▪ I buy some trousers and then a top for £2. I pay £14. How much were my trousers? ▪ How could you work it out? What could you use to help? Could you put something on paper to help you remember? ▪ How could you check your answer? Students can answer them verbally, or written down, depending on what is most accessible for them.	Ask them to find different possibilities for three clothes that they can buy for under £20. Students can price their clothes with decimals, where they feel confident carrying out more complex sums Can students work out the change for their transactions? Instead of drawing a diagram, can students write their method or talk it through with a learning partner or adult?

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