



**GO**

**ACE**

**MATHS**

**TEACHER GUIDE**

**SAMPLE PAGES**

**YEAR**  
**4**

# Working with Fractions

## CONTENT DESCRIPTION

- NA078** Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line

## MATHEMATICAL BACKGROUND

In this unit, students explore different ways to represent the same fraction. By shading squares they discover that one-quarter has many different representations. This is true when the square is divided into four equal parts. Common fractions and unit fractions are then compared, with students discovering that as the denominators increase the unit fraction decreases. The unit concludes with students using the area model to count fractions which introduces the concept of improper fractions. When students count parts of a whole and the fractions extend beyond one, it is natural for them to use improper fractions forms (e.g.  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ,  $\frac{5}{4}$ ,  $\frac{6}{4}$  and so on). Improper fractions are then converted to mixed numerals through the use of a number line.

## LESSON OVERVIEW

- 10.1** Reviewing Common Fractions
- 10.2** Comparing Common Fractions
- 10.3** Relating and Comparing Unit Fractions
- 10.4** Counting with Fractions
- 10.5** Relating Improper Fractions and Mixed Numerals

## LANGUAGE

Students will use and develop the following language:  
common fraction, unit fraction, improper fraction, mixed numeral, numerator, denominator

## MATERIALS

### Lesson 10.1

- *GM ACE* student journal, page 45
- 2 copies of Blackline Master 17 for each group of students
- Scissors for each group of students
- Blu-Tack

### Lesson 10.2

- *GM ACE* student journal, page 46
- *GM ACE* mental workbook, page 19
- 2 copies of Blackline Master 18 for each group of students
- Scissors for each group of students
- Blu-Tack

### Lesson 10.3

- *GM ACE* student journal, page 47
- For each group of students:
  - 10 paper strips (approx. 5 cm x 30 cm)
  - 2 sheets of A3 paper
  - sticky tape

### Lesson 10.4

- *GM ACE* student journal, page 48
- 1 copy of Blackline Master 19 for each pair of students
- Scissors for each pair of students
- Blu-Tack

### Lesson 10.5

- *GM ACE* student journal, page 49
- *GM ACE* mental workbook, page 20

### Optional Digital Resources and Program Blackline Masters

The lessons in this program are further supported by optional online resources. Go to [www.origoeducation.com/go-maths-ace-support](http://www.origoeducation.com/go-maths-ace-support) for further information about the program blackline masters and these resources.

# Assessment

## CONTENT INDICATORS

On completion of this unit, the students should be able to

- NA078**
- A** identify common fractions
  - B** compare common fractions
  - C** count by quarters, halves and thirds beyond one whole
  - D** identify improper fractions and mixed numerals on a number line
  - E** convert improper fractions and mixed numerals

## TECHNIQUES

The following tools can be used to assess the content indicators.

### 1. Written Test **A B D E**

Allow time for the students to complete the written test for Unit 10. Consider administering the test one or two weeks after completion of the unit.

### 2. Student Journal Page **C**

Refer to *GO Maths ACE* student journal page 48.



### 3. Diagnostic Probe **C E**



Say: *We're going to count in fourths together. I'm going to start the count and you're going to continue the count when I stop.* Ensure the student is familiar with task before starting the count: *One-fourth, two-fourths, three-fourths* (stop). Encourage the student to continue the count until they reach  $\frac{9}{4}$ . Challenge the student to write this improper fraction then convert it to a mixed numeral ( $2\frac{1}{4}$ ).



## Unit 10 Written Test

**GO MATHS**  
**UNIT 10 TEST** Name: \_\_\_\_\_

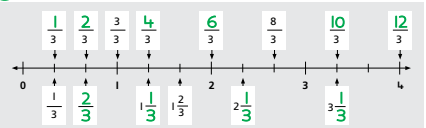
**1.** Write the fraction of the shape that is shaded. Then shade the bubble below the **greater** fraction in each pair.

**a.**   $\frac{3}{4}$  ☒   $\frac{2}{4}$

**b.**   $\frac{2}{5}$  ☐   $\frac{3}{5}$

**c.**   $\frac{4}{8}$  ☐   $\frac{5}{8}$

**2.** Complete the missing numbers.



**3.** Use the number line above to write these improper fractions as mixed numerals.

**a.**  $\frac{4}{3} = 1\frac{1}{3}$  **b.**  $\frac{8}{3} = 2\frac{2}{3}$  **c.**  $\frac{10}{3} = 3\frac{1}{3}$  **d.**  $\frac{11}{3} = 3\frac{2}{3}$

**4.** Use the number line above to write these mixed numerals as improper fractions.

**a.**  $1\frac{2}{3} = \frac{5}{3}$  **b.**  $2\frac{1}{3} = \frac{7}{3}$  **c.**  $2\frac{2}{3} = \frac{8}{3}$  **d.**  $3\frac{2}{3} = \frac{11}{3}$

## RECORDING

### Content Strands

Record each student's achievement of the content indicators in the box(es) for this unit alongside the relevant content description(s) on a copy of the Progress Record (page xii).

### Proficiency Strands

Record significant observations in the Progress Record (page xiv).

Year 4			
<b>NA078</b>	<b>3</b>	<b>10</b>	

1. Write the fraction of the shape that is shaded.  
Then shade the bubble below the **greater** fraction in each pair.

**a.**

☐

☐

**b.**

☐

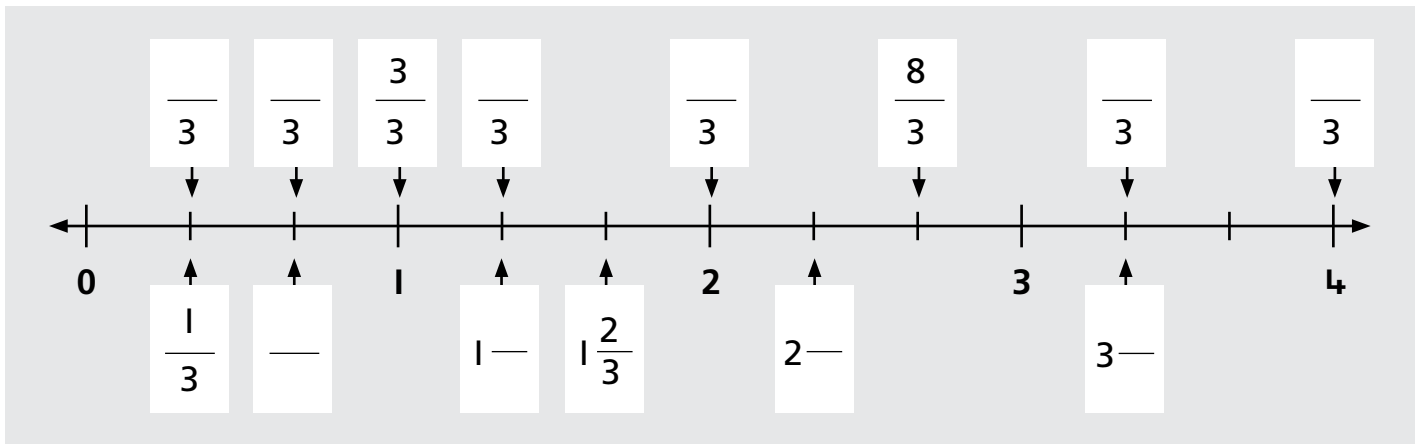
☐

**c.**

☐

☐

2. Complete the missing numbers.



3. Use the number line above to write these improper fractions as mixed numerals.

**a.**  $\frac{4}{3} =$

**b.**  $\frac{8}{3} =$

**c.**  $\frac{10}{3} =$

**d.**  $\frac{11}{3} =$

4. Use the number line above to write these mixed numerals as improper fractions.

**a.**  $1\frac{2}{3} =$

**b.**  $2\frac{1}{3} =$

**c.**  $2\frac{2}{3} =$

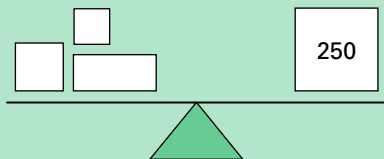
**d.**  $3\frac{2}{3} =$

# Reviewing Common Fractions

In this lesson, students work with paper squares to fold and shade equal parts of a whole to show the same fraction in different ways.

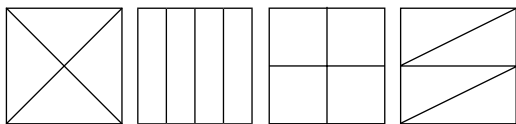
## DAILY NUMBER SENSE

On the board, draw the diagram below. Ask: *What numbers could be in the boxes to balance the total of 250?* Invite individuals to write combinations on the board. Encourage them to explain how they decided which numbers to use.



## ACTIVITY

1. Show a square cut from Blackline Master 17. Write  $\frac{1}{4}$  on the board and invite one student to fold and shade the square to show one-quarter. Repeat the activity with a second and third square. Each volunteer must fold the square a different way and shade it to show one-quarter.
2. Distribute a copy of Blackline Master 17 to each group of students. Ask them to cut out the squares and fold them in different ways to show one-eighth. Invite two students to describe in their own words what the groups are to do and reinforce the fact that the squares must be divided into eight equal parts and they must shade one of the parts. Move from group to group and encourage them to find as many different ways to divide the square into eighths as possible. It is important to emphasise folding/dividing the squares in different ways rather than shading a different part of squares that have been folded in the same way.
3. Ask students who used the steps for the quarters square (shown in first example below left) as the first two steps to show eighths (as shown in the next two examples below) to attach their examples to the board. Ask: *What do you know about one-quarter and one-eighth? How can we show one-eighth if we have one-quarter?* Repeat the activity for other representations of one-quarter.



4. Have the students work independently to complete page 45 of the *GO Maths ACE* student journal.

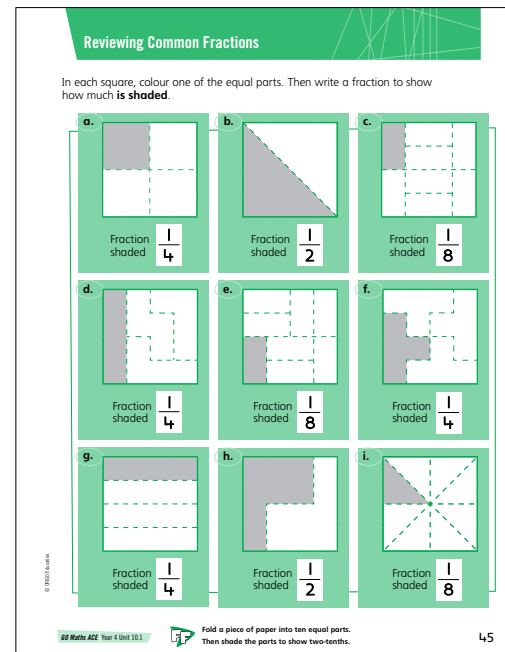
## REFLECTION

Discuss the students' answers to page 45 of the *GO Maths ACE* student journal. Ask: *Which squares on the page have the greatest amount shaded? Which squares on the page have the least amount shaded? How do you know?* Encourage students to explain how they used either the picture or the symbol to help them decide.

## MATERIALS

- *GM ACE* student journal, page 45
- 2 copies of Blackline Master 17 for each group of students
- Scissors for each group of students
- Blu-Tack

### Student Journal



## DAILY COMPUTATION PRACTICE

Write the following number sentences on the board. Have the students copy and complete them or simply write the answers.

$23 + 24 = \underline{\quad}$	$31 + 32 = \underline{\quad}$
$14 + 15 = \underline{\quad}$	$43 + 45 = \underline{\quad}$
$34 + 32 = \underline{\quad}$	$86 - 42 = \underline{\quad}$
$68 - 35 = \underline{\quad}$	$49 - 25 = \underline{\quad}$
$83 - 41 = \underline{\quad}$	$65 - 32 = \underline{\quad}$

# Comparing Common Fractions

In this lesson, students use a region model to begin to explore strategies for comparing fractions with the same whole.

## DAILY NUMBER SENSE

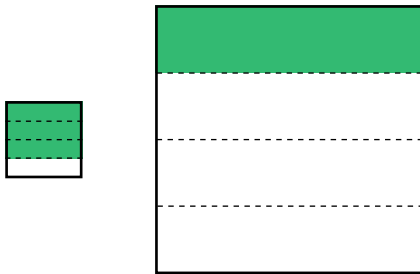
Repeat the Daily Number Sense discussion from the previous lesson with **185** as the total. Have the students write numbers that are multiples of 5.

## ACTIVITY

1. Provide each group of students with two copies of Blackline Master 18. Ask the students to cut out the hexagons. They should then work as a group to show as many different fractions as they can by dividing and shading the hexagons into halves, thirds or sixths. Encourage them to include examples that shade all of the sixths, all of the thirds and both halves.
2. Have individuals take turns to attach the pictures on the board, name and write the fraction. Continue until all 11 of the possible fractions have been displayed and written.
3. Project or write  $\frac{1}{6}$  and  $\frac{5}{6}$  on the board. Ask: *What can you tell about these two fractions?* In the discussion, encourage the students to observe that  $\frac{1}{6}$  is less than  $\frac{5}{6}$ . Repeat the discussion for other pairs of fractions including pairs of fractions such as  $\frac{1}{3}$  and  $\frac{5}{6}$ . Encourage students to decide which is less or greater and explain how they decided.
4. Have the students work independently to complete the page 46 of the *GO Maths ACE* student journal.

## REFLECTION

Discuss the students' answers to page 46 of the *GO Maths ACE* student journal. Ask: *How can you decide which fraction is greater when you look at the pictures? How can you tell when you look at the symbols?* Reinforce the fact that the fractions must relate to wholes that are the same size. To reinforce this idea, project or draw the picture below on the board. Ask: *What fraction of each square is shaded? Which square has the greater amount shaded?*



## MATERIALS

- *GM ACE* student journal, page 46
- *GM ACE* mental workbook, page 19
- 2 copies of Blackline Master 18 for each group of students
- Scissors for each group of students
- Blu-Tack

### Student Journal

**Comparing Common Fractions**

1. Colour the shapes to show the fractions. Then draw a ✓ below the **greater** fraction.

a.  $\frac{3}{4}$   $\frac{1}{4}$

b.  $\frac{1}{3}$   $\frac{2}{3}$

c.  $\frac{5}{6}$   $\frac{1}{6}$

2. Write both fractions. Then draw a ✓ below the **greater** fraction.

a.  $\frac{2}{6}$   $\frac{4}{6}$

b.  $\frac{3}{8}$   $\frac{5}{8}$

c.  $\frac{7}{10}$   $\frac{3}{10}$

3. Loop the greater fraction.

a.  $\frac{4}{6}$  or  $\frac{2}{6}$  b.  $\frac{7}{8}$  or  $\frac{1}{8}$  c.  $\frac{4}{10}$  or  $\frac{6}{10}$

d.  $\frac{5}{8}$  or  $\frac{3}{8}$  e.  $\frac{1}{4}$  or  $\frac{3}{4}$  f.  $\frac{3}{5}$  or  $\frac{2}{5}$

46 Draw a picture to show that six-eighths is more than two-eighths. *GO Maths ACE Year 4 Unit 10.2*

## DAILY COMPUTATION PRACTICE

Use page 19 of the *GM ACE* mental workbook.

### Mentals Workbook

**GO VAN GO!**

These paintings need to be sorted into their delivery vans. Figure out and write the answer for each painting. Then find each answer on a van below and colour the painting to match.

$27 - 14$ 13	$21 + 21$ 42	$85 - 42$ 43	$46 - 23$ 23	$22 + 22$ 44
$84 - 41$ 43	$85 - 43$ 42	$82 - 40$ 42	$64 - 33$ 31	
$21 + 23$ 44	$62 - 31$ 31	$43 + 43$ 86	$84 - 42$ 42	$26 - 13$ 13
$87 - 44$ 43	$83 - 41$ 42	$34 + 34$ 68	$47 - 24$ 23	
DARWIN 44	CAIRNS 31	HOBART 86	ADELAIDE 43	
PERTH 23	SYDNEY 42	BRISBANE 13	MELBOURNE 68	

Which city will have the most paintings delivered? Sydney

*GO Maths ACE Year 4 Unit 10.2* ADDITION AND SUBTRACTION (USING DOUBLES) - 2-DIGIT NUMBERS 19

# Relating and Comparing Unit Fractions

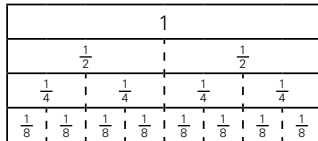
In this lesson, students use paper strips to build a fraction wall to relate families of fractions. They use the strips to compare unit fractions.

## DAILY NUMBER SENSE

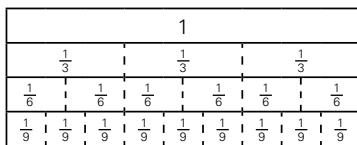
Repeat the Daily Number Sense discussion from 10.1 with four boxes on the left-hand side of the diagram and **325** as the total. Have the students write numbers that are multiples of 5.

## ACTIVITY

- Distribute the paper strips to each group of students. Ask them to work to as a group to fold separate strips to show halves, quarters and eighths. Introduce and explain the terms 'denominator' (the bottom number which indicates the total number of equal parts into which the one whole is split) and 'numerator' (the top number which indicates the number of parts that are to be considered).
- Display one strip showing halves and say: *This is one whole. When there are two equal parts, what do we call the parts? What would you write on each part?* Invite volunteers to explain why each of the two parts is one-half and have all students write  $\frac{1}{2}$  on each of the parts. Repeat the discussion to describe strips with 4 equal parts to write  $\frac{1}{4}$  and then 8 equal parts to write  $\frac{1}{8}$  on each part of the other fraction strips.
- Have the students tape four strips one below the other on a sheet of paper as shown below.



- Provide additional paper strips and invite students to experiment folding a strip into an 'S' shape and then slowly flattening it to divide the strip into three equal parts. They should repeat this for other strips and select the most accurate three strips. Discuss the questions above to write  $\frac{1}{3}$  on each part of the strip divided into three equal parts;  $\frac{1}{6}$  on each part of the strip divided into 6 equal parts; and  $\frac{1}{9}$  on each part of the strip divided into nine equal parts.
- Have the students tape four strips one below the other on a sheet of paper as shown below.



- Have the students work independently to complete page 47 of the *GO Maths ACE* student journal.

## REFLECTION

Discuss the students' answers to page 47 of the *GO Maths ACE* student journal. Refer to Questions 1 and 2 and ask: *What is the same about the fractions?* (The numerator is always one.) *What do you know about one of the parts when the denominators are different?* Encourage students to explain that as the number of equal parts increases one of those parts must become smaller.

## MATERIALS

- GM ACE* student journal, page 47
- For each group of students
  - 10 paper strips (approx. 5 cm x 30 cm)
  - 2 sheets of A3 paper
  - sticky tape

### Student Journal

**Relating and Comparing Unit Fractions**

- Colour one part in each row of this fraction wall.
- Colour one part in each row of this fraction wall.
- Loop the fraction that is greater. Use the fraction walls to help you.
 

$\frac{1}{3}$  or  $\frac{1}{9}$ 
 $\frac{1}{6}$  or  $\frac{1}{3}$ 
 $\frac{1}{2}$  or  $\frac{1}{4}$ 
 $\frac{1}{8}$  or  $\frac{1}{2}$
  - Look at the fractions you looped. What do you notice?  
**When the denominator is less the fraction is greater.**
- Write other fractions to make these sentences true.
 

a.  $\frac{1}{2}$  is the same as  $\frac{2}{4}$  which is the same as  $\frac{4}{8}$

b.  $\frac{1}{3}$  is the same as  $\frac{2}{6}$  which is the same as  $\frac{3}{9}$

List the fractions that are more than one-third but less than seven-ninths.

## DAILY COMPUTATION PRACTICE

Write the following number sentences on the board. Have the students copy and complete them or simply write the answers.

$25 + 26 =$	$36 + 37 =$
$17 + 15 =$	$46 + 47 =$
$38 + 39 =$	$36 - 18 =$
$56 - 27 =$	$75 - 37 =$
$93 - 46 =$	$53 - 26 =$

# Counting with Fractions

In this lesson, students use squares to count in steps of one-quarter. They write the numbers as proper and improper fractions.

## DAILY NUMBER SENSE

Repeat the Daily Number Sense discussion from 10.1 with four boxes on the left-hand side of the diagram and **350** as the total. Have the students write numbers that are not multiples of 5.

## ACTIVITY

1. Provide each pair of students with a copy of Blackline Master 19 and have them cut out the squares. Demonstrate folding the squares as shown right. Then say: *Fold each of your squares in the same way to show quarters.*
2. Say: *We are going to show as many quarters as we can with our squares.* *Where should we start?* Invite suggestions and encourage students to explain that they should do this in order ( $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and so on).
3. Have three students shade the first three fractions and attach the squares vertically down the board. Write the fractions beside them. Ask: *What comes next?* Have the students count the quarters in order,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and then ask the question again. Bring out the fact that shading one whole square is the same as four-quarters or  $\frac{4}{4}$ . Have a student shade and attach this square to the board.
4. Ask the students to continue the count and write the fractions  $\frac{5}{4}$ ,  $\frac{6}{4}$ ,  $\frac{7}{4}$ ,  $\frac{8}{4}$ ,  $\frac{9}{4}$ , and  $\frac{10}{4}$  down the board for reference. Discuss how each of the fractions can be shown and how two or three squares will be needed to show these fractions. Assign a fraction to each pair to shade and attach to the board. Discuss questions such as: *Which numbers are more than 1? Which numbers are less than 1? Which numbers are more than 2? How do you know?*
5. Have the students work independently to complete page 48 of the *GO Maths ACE* student journal.

## REFLECTION

Discuss the students' answers to page 48 of the *GO Maths ACE* student journal. On the board, write  $\frac{11}{4}$ . Ask: *Where is this fraction on the board? How do you know?* Write the mixed form  $1\frac{1}{4}$  beside  $\frac{5}{4}$  on the board. Repeat the discussion for other fractions to write them in mixed form where possible.

## MATERIALS

- *GM ACE* student journal, page 48
- 1 copy of Blackline Master 19 for each pair of students
- Scissors for each pair of students
- Blu-Tack

### Student Journal

**Counting with Fractions**

1. One oblong is one whole. Colour parts of the oblongs to match the fraction. The first one has been done for you.

a. $\frac{1}{2}$				
b. $\frac{2}{2}$				
c. $\frac{3}{2}$				
d. $\frac{4}{2}$				
e. $\frac{5}{2}$				

2. One oblong is one whole. Colour parts of the oblongs to match the fraction. The first one has been done for you.

a. $\frac{1}{3}$				
b. $\frac{2}{3}$				
c. $\frac{3}{3}$				
d. $\frac{4}{3}$				
e. $\frac{5}{3}$				
f. $\frac{6}{3}$				
g. $\frac{7}{3}$				

48 Write the fractions that you would say if you continued to count in thirds. Stop at 4.

*GO Maths ACE Year 4 Unit 10.4*

## DAILY COMPUTATION PRACTICE

Write the following number sentences on the board. Have the students copy and complete them or simply write the answers.

$65 + 65 = \underline{\quad}$

$56 + 55 = \underline{\quad}$

$87 + 85 = \underline{\quad}$

$77 + 76 = \underline{\quad}$

$88 + 89 = \underline{\quad}$

$136 - 68 = \underline{\quad}$

$126 - 67 = \underline{\quad}$

$145 - 72 = \underline{\quad}$

$153 - 76 = \underline{\quad}$

$193 - 96 = \underline{\quad}$



# Relating Improper Fractions and Mixed Numerals

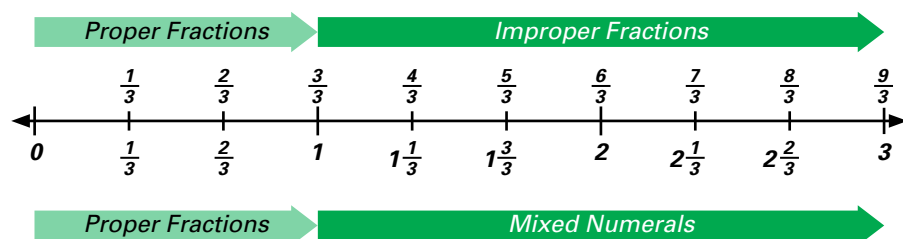
In this lesson, students explore different forms to write fractions greater than 1. They also investigate the concept of equivalence.

## DAILY NUMBER SENSE

Repeat the Daily Number Sense discussion from 10.1 with four boxes on the left-hand side of the diagram and **232** as the total. Have the students write numbers that are not multiples of 5.

## ACTIVITY

1. Draw a number line from 0 to 3 (allow room on the right to extend it to 4) with increment marks at each third. Ask: *What fractions does this number line show? If you start at zero and count in steps of one-third, what will you say?* Invite volunteers to count in steps of one-third and reinforce they are making jumps of one-third as they move along the number line. Repeat the count two or three times and then write the fractions and the words **Proper Fractions** and **Improper Fractions** above the number (see below).



2. Ask: *What do you notice about the fractions that are equal to 1 or greater?* Bring out observations such as 'The numerators are equal to or greater than the denominator.' Write the proper fractions and mixed numerals below the line, and then the words **Proper Fractions** and **Mixed Numerals** (see above).
3. Extend the number line to 4. Ask volunteers to take turns to write improper fractions and the related mixed numeral and vice versa on the number line. Encourage them to explain how they worked out the related values. For example: ' $3\frac{1}{3}$  is  $\frac{9}{3}$  and one more third so the improper fraction is  $\frac{10}{3}$ .'
4. Have the students work independently to complete page 49 of the *GO Maths ACE* student journal.

## REFLECTION

Have the students describe the steps they used to work out the answers to selected examples on page 49 of the *GO Maths ACE* student journal.

## MATERIALS

- *GM ACE* student journal, page 49
- *GM ACE* mental workbook, page 20

### Student Journal

**Relating Improper Fractions and Mixed Numerals**

1. Complete the missing fractions.

$\frac{0}{2}$   $\frac{1}{2}$   $\frac{2}{2}$   $\frac{3}{2}$   $\frac{4}{2}$   $\frac{5}{2}$   $\frac{6}{2}$

0  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3

2. Write the equivalent improper fraction or mixed numeral.

a.  $\frac{3}{2} = 1\frac{1}{2}$  b.  $1\frac{1}{2} = \frac{3}{2}$  c.  $\frac{7}{2} = 3\frac{1}{2}$  d.  $6\frac{1}{2} = \frac{13}{2}$

3. Complete the missing numbers.

$\frac{0}{4}$   $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$   $\frac{4}{4}$   $\frac{5}{4}$   $\frac{6}{4}$   $\frac{7}{4}$   $\frac{8}{4}$   $\frac{9}{4}$   $\frac{10}{4}$   $\frac{11}{4}$   $\frac{12}{4}$

0  $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$  1  $1\frac{1}{4}$   $1\frac{2}{4}$   $1\frac{3}{4}$  2  $2\frac{1}{4}$   $2\frac{2}{4}$   $2\frac{3}{4}$  3

4. Write the equivalent improper fraction or mixed numeral.

a.  $\frac{11}{4} = 2\frac{3}{4}$  b.  $2\frac{1}{4} = \frac{9}{4}$  c.  $\frac{15}{4} = 3\frac{3}{4}$  d.  $5\frac{2}{4} = \frac{22}{4}$

5. Write  $\frac{18}{4}$  as a mixed numeral. Record the steps you used.

$4\frac{2}{4}$   $18 \div 4 = 4$  with 2 left over

*GO Maths ACE Year 4 Unit 10* Write the improper fraction to show  $1\frac{2}{3}$ .

## DAILY COMPUTATION PRACTICE

Use page 20 of the *GM ACE* mental workbook.

### Mental Workbook

**IT'S A HOOT**

What is a group of owls called?

Figure out each of these and write the answer. Find the answer in the grid below and cross out the letter above. Then write the remaining letters at the bottom of the page.

a.  $48 + 49 = 97$  b.  $148 - 74 = 74$  c.  $27 + 26 = 53$

d.  $93 - 47 = 46$  e.  $45 + 36 = 81$  f.  $170 - 85 = 85$

g.  $82 + 83 = 165$  h.  $77 - 38 = 39$  i.  $28 + 29 = 57$

j.  $127 - 65 = 62$  k.  $67 + 68 = 135$  l.  $97 - 48 = 49$

m.  $34 + 33 = 67$  n.  $188 - 94 = 94$  o.  $64 + 66 = 130$

p.  $165 - 83 = 82$  q.  $96 + 97 = 193$  r.  $148 - 73 = 75$

s.  $75 + 75 = 150$  t.  $187 - 94 = 93$  u.  $85 + 85 = 170$

v.  $189 - 94 = 95$

✱

A	X	X	P	X	X	A	X	R
22	62	82	140	146	165	170	53	120
X	L	X	X	X	I	X	X	A
135	140	144	97	193	145	95	130	74
M	X	X	E	X	N	X	X	T
183	67	81	150	72	75	93	63	94
							39	55

Write the letters in order from the ✱ to the bottom-right corner.

A P A R L I A M E N T

20 ADDITION AND SUBTRACTION (USING DOUBLES) - 2- AND 3-DIGIT NUMBERS *GO Maths ACE Year 4 Unit 10*