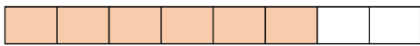


L.O. Subtract fractions with different denominators. Square Hexagon Remember to:	What I think	What my teacher thinks
Use a bar model to compare fractions.	☐	☐
Use knowledge of factors and multiples to find a common denominator.	☐	☐
Add or subtract the numerators.	☐	☐
Look out for improper fractions.	☐	☐
Record mixed numbers, if needed.	☐	☐
Do me first: 540 ÷ 6 = 280 ÷ 7 =		

$$\times 2 \quad \frac{3}{4} - \frac{3}{8} =$$

$$\frac{6}{8}$$



$$\frac{3}{5} - \frac{2}{5} =$$

$$\frac{5}{9} - \frac{1}{3} =$$

$$\frac{5}{6} - \frac{12}{18}$$

$$\frac{15}{18}$$

$$\frac{7}{8} - \frac{1}{16}$$

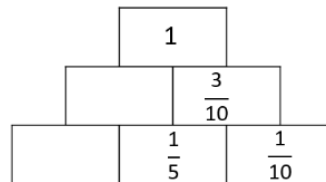
$$\frac{9}{10} - \frac{2}{10}$$

$$\frac{15}{18} - \frac{12}{18}$$

$$\frac{9}{10} - \frac{1}{5}$$

$$\frac{28}{32} - \frac{2}{32}$$

Complete the addition pyramid – a number is the sum of the two numbers below it.



Complete the subtractions.

Use the bar models to help you.

a)



$$\frac{5}{6} - \frac{1}{2} = \boxed{}$$

c)



$$\frac{7}{8} - \frac{3}{4} = \boxed{}$$

b)



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

d)



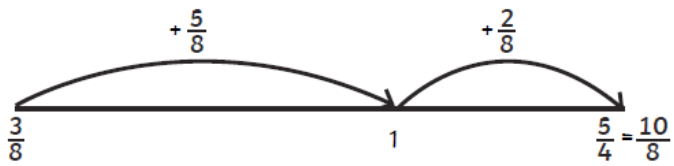
$$\frac{1}{2} - \frac{3}{8} = \boxed{}$$

Jack walks $\frac{7}{9}$ km to school.

Aisha walks $\frac{2}{3}$ km to school.

How much further does Jack walk than Aisha?

Archie is subtracting fractions by finding the difference. He has drawn a number line to help.



Use the number line to complete Archie's calculation.

$$\frac{5}{4} - \frac{3}{8} = \underline{\hspace{2cm}}$$

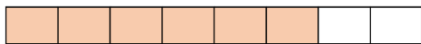
Use Archie's number line method to solve these calculations. Give your answers in their simplest form.

a) $\frac{5}{6} - \frac{1}{3} = \underline{\hspace{2cm}}$

b) $\frac{8}{5} - \frac{7}{10} = \underline{\hspace{2cm}}$

L.O. Subtract fractions with different denominators. Pentagon Quadrilateral Remember to:	What I think	What my teacher thinks
Use a bar model to compare fractions.	☐	☐
Use knowledge of factors and multiples to find a common denominator.	☐	☐
Add or subtract the numerators.	☐	☐
Look out for improper fractions.	☐	☐
Record mixed numbers, if needed.	☐	☐
Do me first: $552 \div 6 =$ $294 \div 7 =$		

$$\begin{array}{l} \times 2 \quad \frac{3}{4} - \frac{3}{8} = \\ \quad \quad \frac{6}{8} \end{array}$$



$$\frac{3}{5} - \frac{2}{5} =$$

$$\frac{5}{9} - \frac{1}{3} =$$

$$\frac{5}{6} - \frac{12}{18}$$

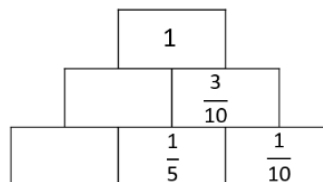
$$\frac{15}{18}$$

$$\frac{7}{8} - \frac{1}{16}$$

$$\frac{9}{10} - \frac{2}{10}$$

$$\frac{15}{18} - \frac{12}{18}$$

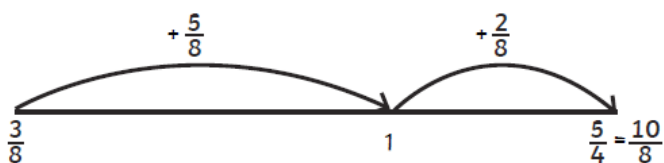
Complete the addition pyramid – a number is the sum of the two numbers below it.



$$\frac{9}{10} - \frac{1}{5}$$

$$\frac{28}{32} - \frac{2}{32}$$

Archie is subtracting fractions by finding the difference. He has drawn a number line to help.



Use the number line to complete Archie's calculation.

$$\frac{5}{4} - \frac{3}{8} = \underline{\hspace{2cm}}$$

Use Archie's number line method to solve these calculations. Give your answers in their simplest form.

a) $\frac{5}{6} - \frac{1}{3} = \underline{\hspace{2cm}}$

b) $\frac{8}{5} - \frac{7}{10} = \underline{\hspace{2cm}}$

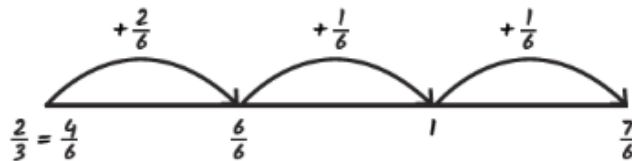
On Saturday, Alex cycles for $\frac{2}{3}$ of an hour.



On Sunday, she cycles for $\frac{5}{12}$ of an hour.

- a) How many more hours does Alex cycle on Saturday than Sunday?
- b) How many more minutes does Alex cycle on Saturday than Sunday?

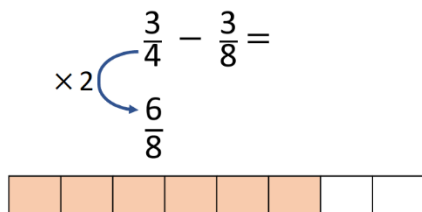
Afzol used a number line to find the difference between $\frac{7}{6}$ and $\frac{2}{3}$. Here is his working out:



$$\frac{2}{6} + \frac{1}{6} + \frac{1}{6} = \frac{4}{6}$$

What mistake did he make? Show your working here.

L.O. Subtract fractions with different denominators.	What I think	What my teacher thinks
Triangle		
Remember to:		
Use a bar model to compare fractions.	☐	☐
Use knowledge of factors and multiples to find a common denominator.	☐	☐
Add or subtract the numerators.	☐	☐
Look out for improper fractions.	☐	☐
Record mixed numbers, if needed.	☐	☐
Do me first: $552 \div 12 =$ $294 \div 14 =$		



$$\frac{3}{5} - \frac{2}{5} =$$

$$\frac{5}{9} - \frac{1}{3} =$$

$\frac{5}{6} - \frac{12}{18}$

$\frac{15}{18}$

$\frac{7}{8} - \frac{1}{16}$

$\frac{9}{10} - \frac{2}{10}$

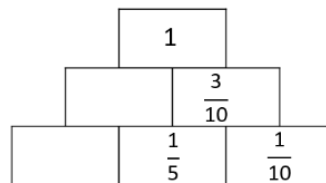
$\frac{15}{18} - \frac{12}{18}$

$\frac{9}{10} - \frac{1}{5}$

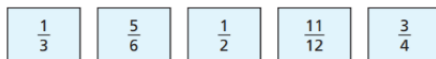
$\frac{28}{32} - \frac{2}{32}$

A blue line connects the box $\frac{5}{6} - \frac{12}{18}$ to the box $\frac{15}{18} - \frac{12}{18}$.

Complete the addition pyramid – a number is the sum of the two numbers below it.



Here are some fraction cards.



a) Which two fractions have a difference of $\frac{1}{4}$?

$$\boxed{} - \boxed{} = \frac{1}{4}$$

b) Which two fractions have a difference of $\frac{1}{2}$?

$$\boxed{} - \boxed{} = \frac{1}{2}$$

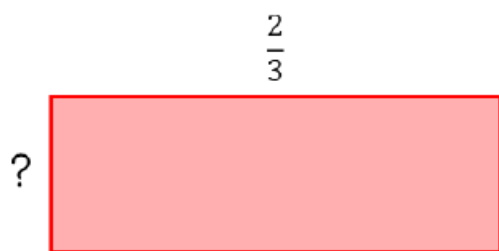
c) Which two fractions have a difference of $\frac{1}{12}$?

Give two possible pairs.

$$\boxed{} - \boxed{} = \frac{1}{12}$$

$$\boxed{} - \boxed{} = \frac{1}{12}$$

The perimeter of the rectangle is $\frac{16}{9}$



Work out the missing length.

Fill in the missing numbers.

a) $\frac{\square}{\square} - \frac{2}{3} = \frac{5}{6}$

b) $\frac{3}{\square} - \frac{1}{4} = \frac{1}{\square}$

c) $\frac{6}{5} - \frac{\square}{10} = \frac{9}{\square}$

Clara is thinking of two fractions.

- Each fraction has a different denominator.
- They have a difference of $\frac{5}{15}$.
- Each fraction is less than one whole.
- The largest number that the denominators could be is 15.
- The fractions are in their simplest form.

What fractions could she be thinking of? Find all the different possibilities.