# Maths Learning Number: Addition and Subtraction

Term 3 week 3 lesson 3

# We are learning to...

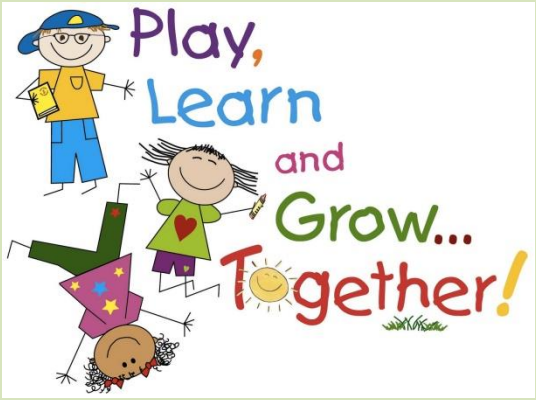
WALT: subtract

S2S

(steps to success):

I can:

- use a number line to subtract
- write the number sentence
- form my numbers correctly



# In focus

1) What is one less than 6?

2) What is take away

3) If $9 - 5 = 4$, then $9 - 4 =$

4) What is this called?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

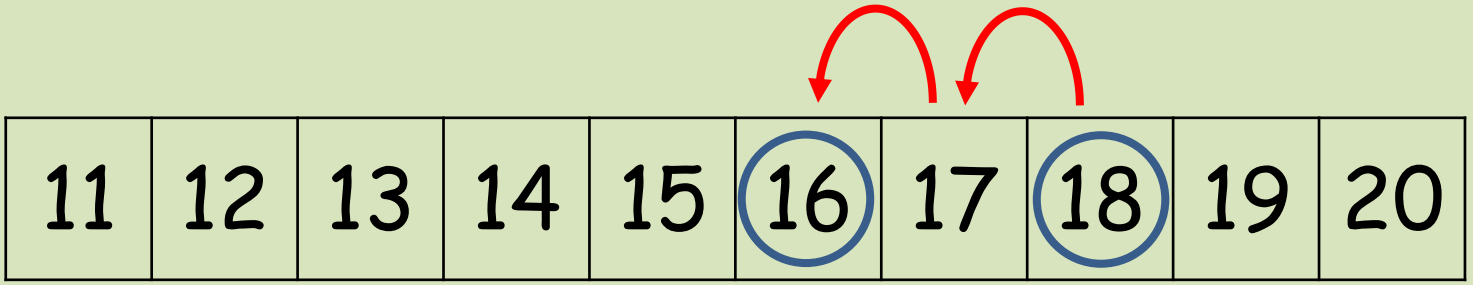
# Lets learn

Subtraction
Counting
backward...

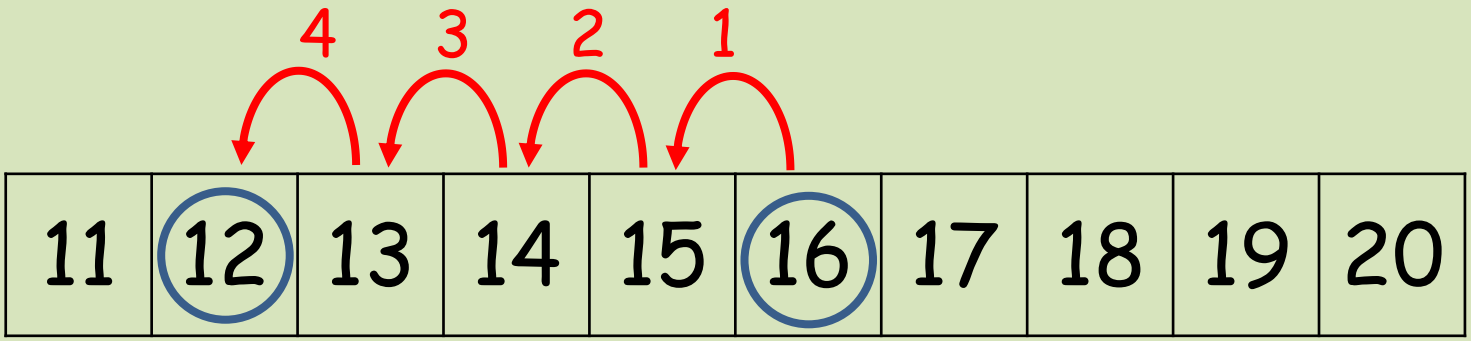
# Subtraction
# Counting back

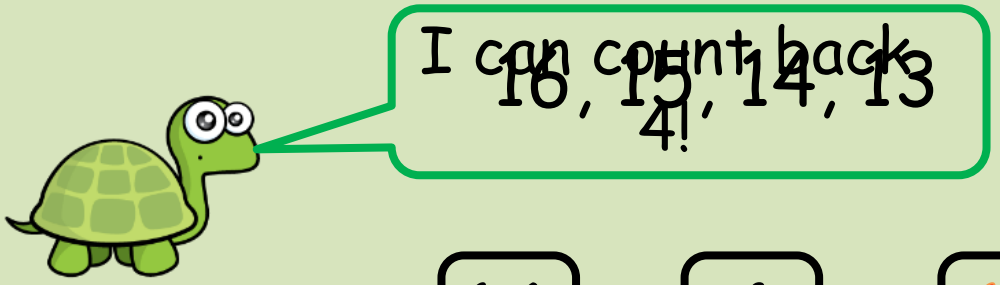
I can use a number track to count back.

$$18 - 2 = 16$$



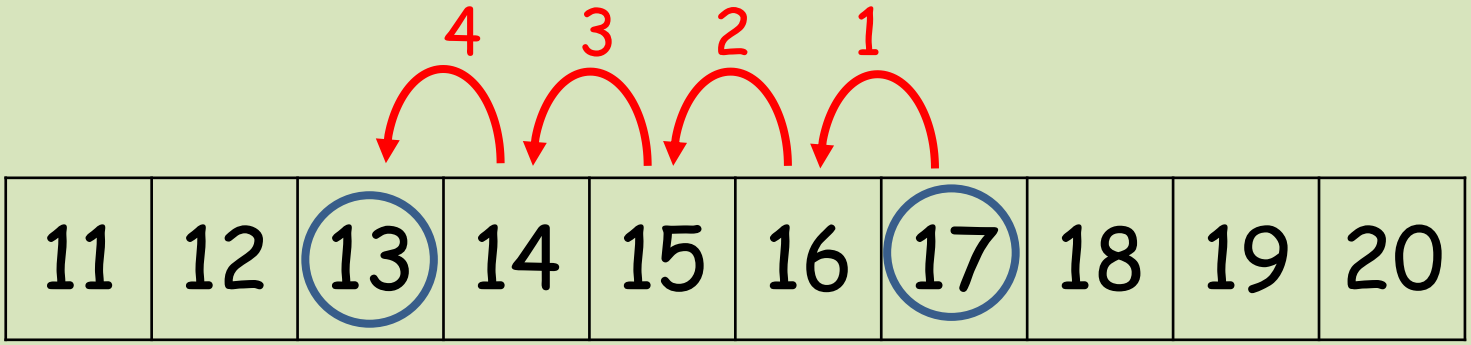
Remember to count 4 jumps.




$16 - 4 = 12$

Try it again, Tiny.



16, 15, 14, 13

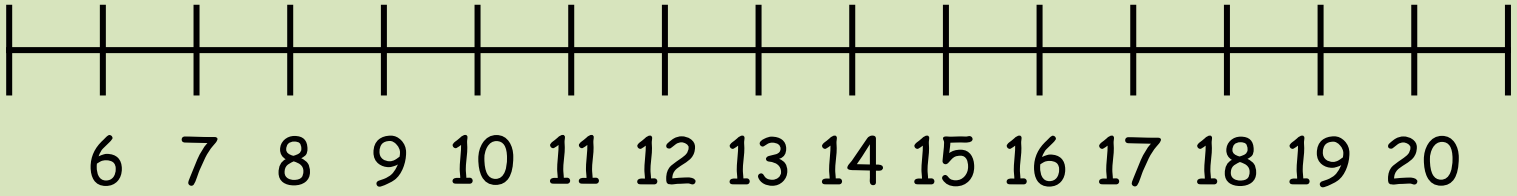
$$17 - 4 = 13$$

# Guided practise

Counting backwards using a number line...

Have a think

# Counting back using a number line



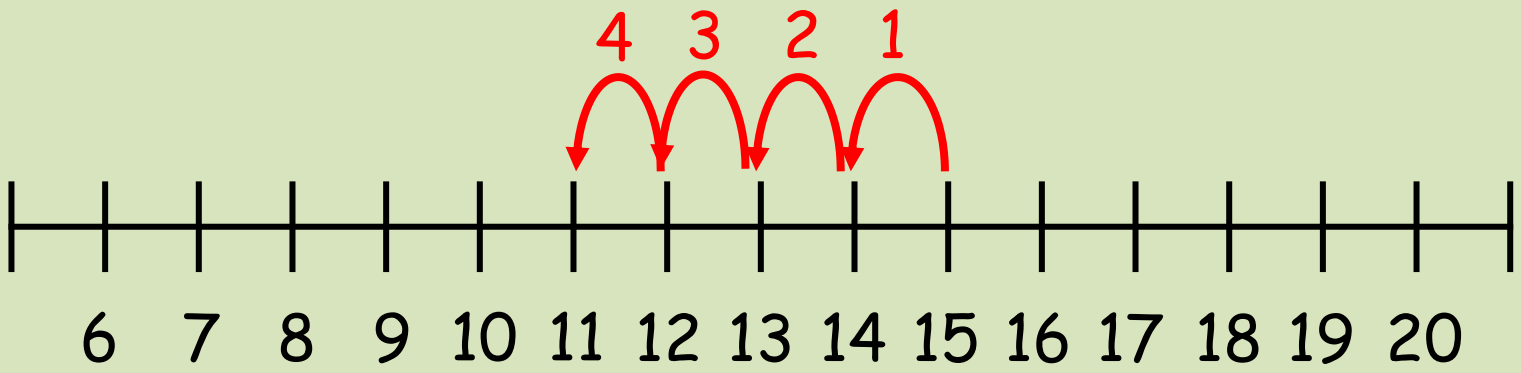

19 − 2 = 17

17 − 3 = 14

14 − 1 = 13

Have a think

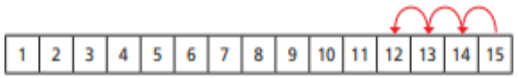
# Counting back using a number line




$$15 - 4 = 11$$

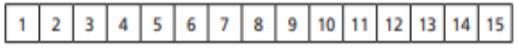
# Independent practise

**1** Ron uses a number track to work out 15 – 3



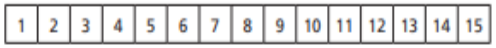
Use the number tracks to help you work out the subtractions.

a) 14 – 3 = ☐



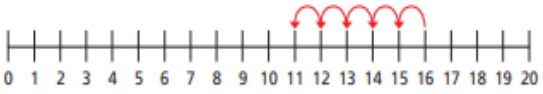

b) 15 – 4 = ☐

c) 14 – 4 = ☐

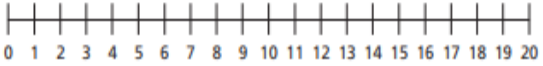



**2** Use the number lines to help you.

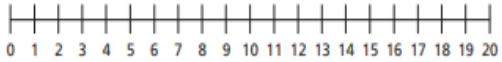
a) 16 – 5 = ☐



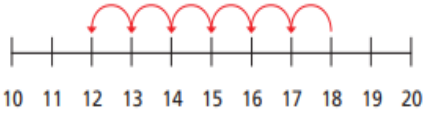

b) 18 – 4 = ☐




c) 19 – 5 = ☐




**3** Sam uses a number line to work out a subtraction.

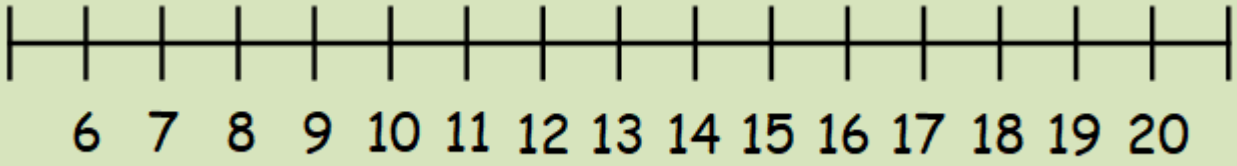



Complete Sam's subtraction.

☐ – ☐ = ☐

# Plenary

Sam used this number line for the following number sentence

19-5=

He ended on number 13.
Is he correct? How do you know?