

Maths
Learning
Number:
Addition and
Subtraction

Term 3 week 4 lesson 1

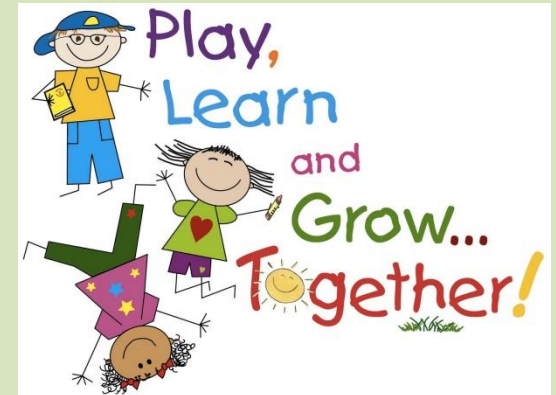
We are learning to...

WALT: subtract
S2S

(steps to success):

I can:


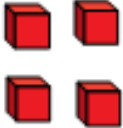
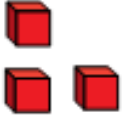
- form my numbers correctly
- write my number sentence
- use a number line to subtract



In focus

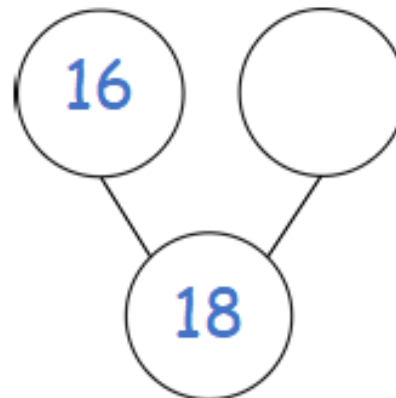


1) What is one less than 11?

2) What is   take away 

3) If $15 - 3 = 12$, then $15 - 2 = ?$

4) What is missing?



Lets learn



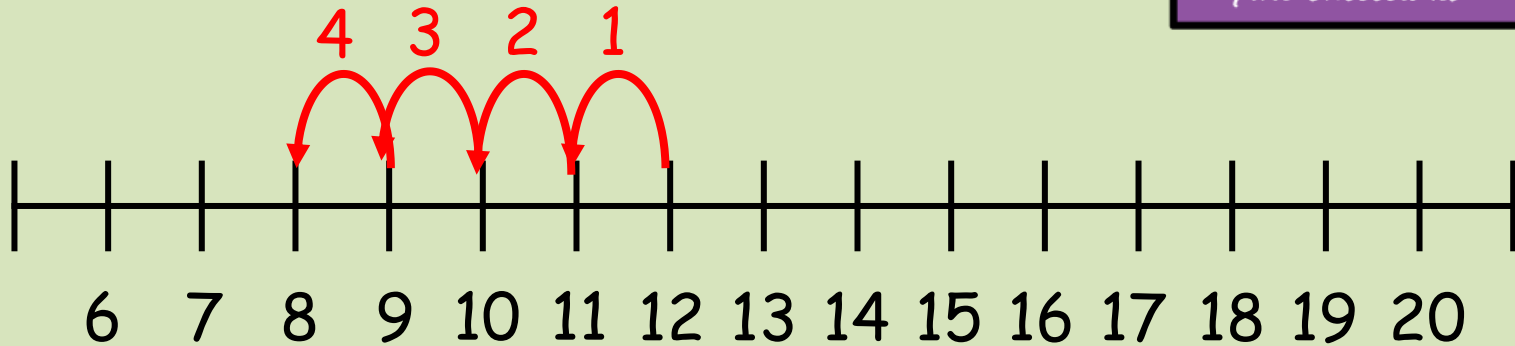
Counting and
subtracting
using a number
line...



I can use a number line to count back.

There were 12 chocolates.
4 chocolates were eaten.

How many chocolates are left?



$$\boxed{12} - \boxed{4} = \boxed{8}$$

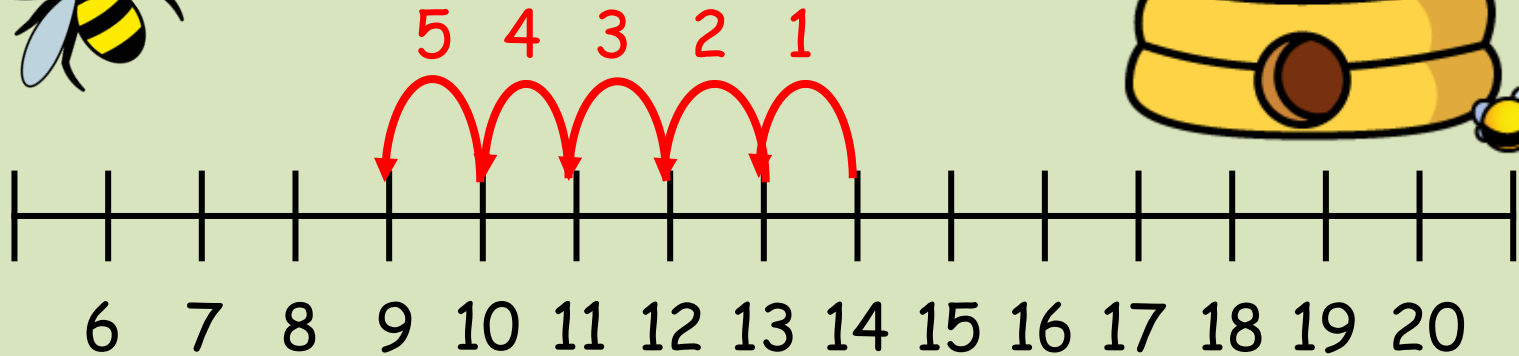
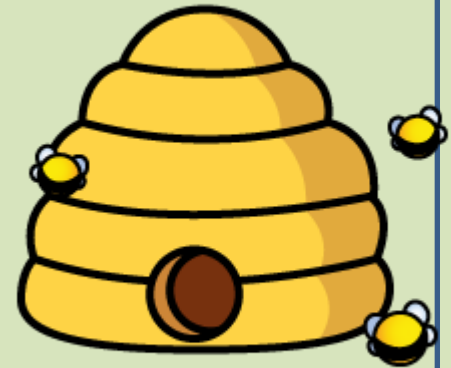
Have a think



There were 14 bees at the hive.

5 bees flew away.

How many bees are left?



$$\boxed{14} - \boxed{5} = \boxed{9}$$

Guided practise

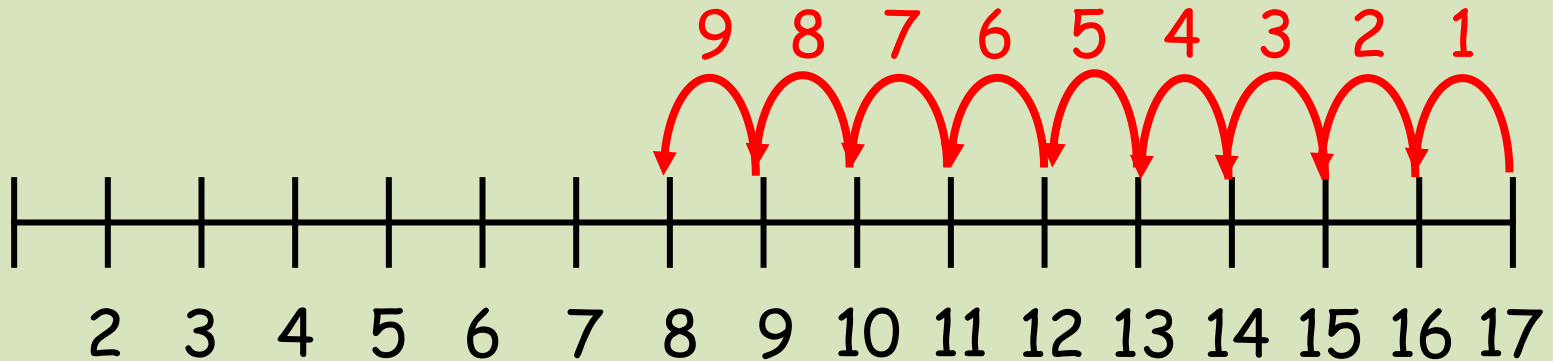


Counting and
subtracting
using a number
line...



I can use a number line to count back.

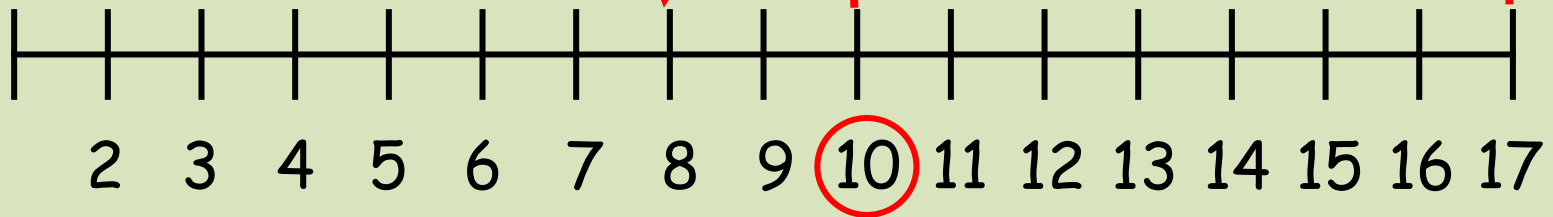
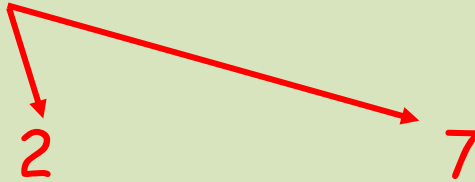
$$\boxed{17} - \boxed{9} = \boxed{8}$$





I can use a number line to count back.

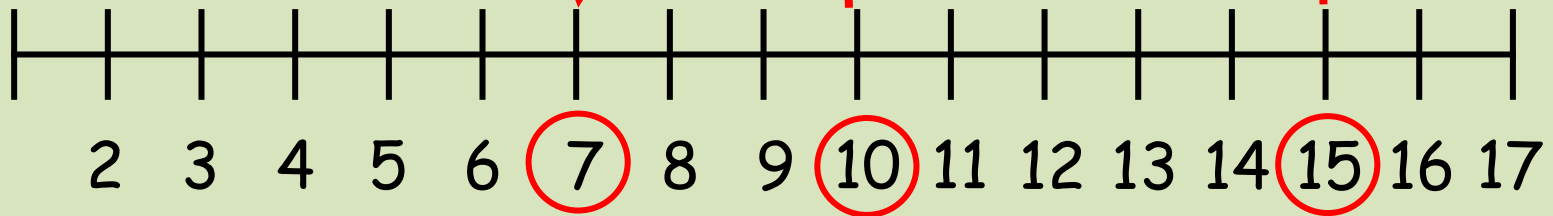
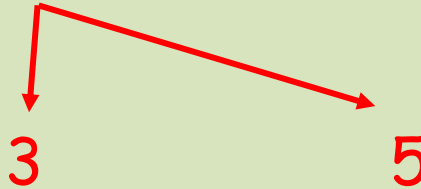
$$\boxed{17} - \boxed{9} = \boxed{8}$$

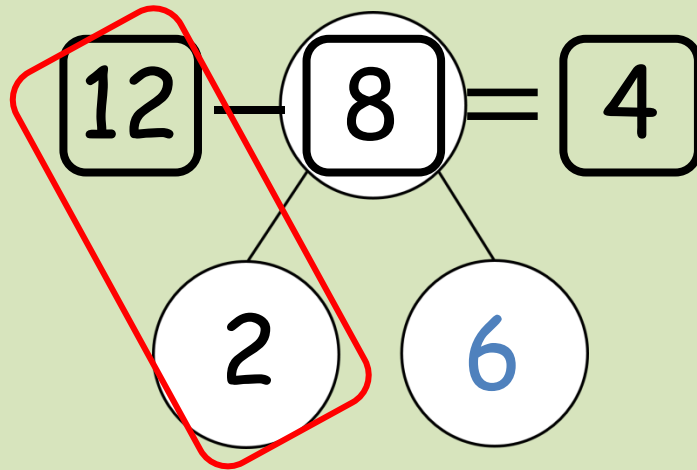




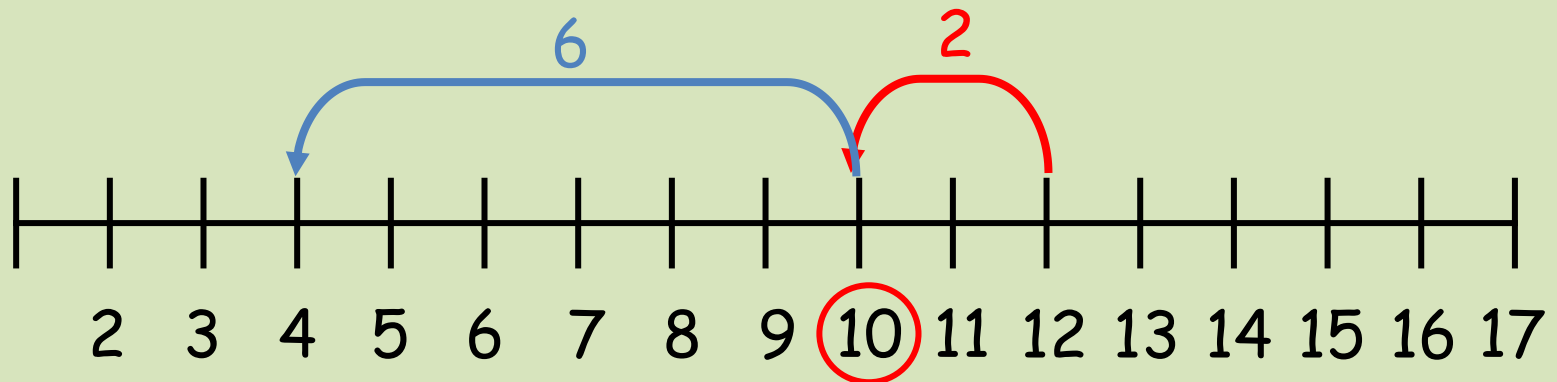
I like to count back to 10 first.

$$\boxed{15} - \boxed{8} = \boxed{7}$$

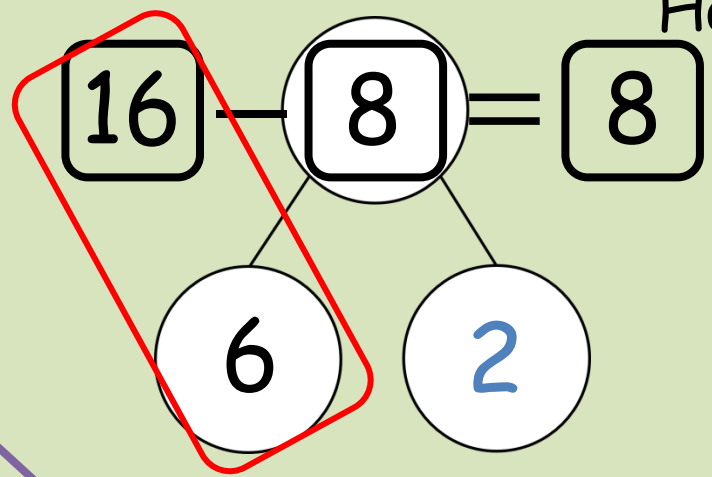




$$10 - 6 = 4$$

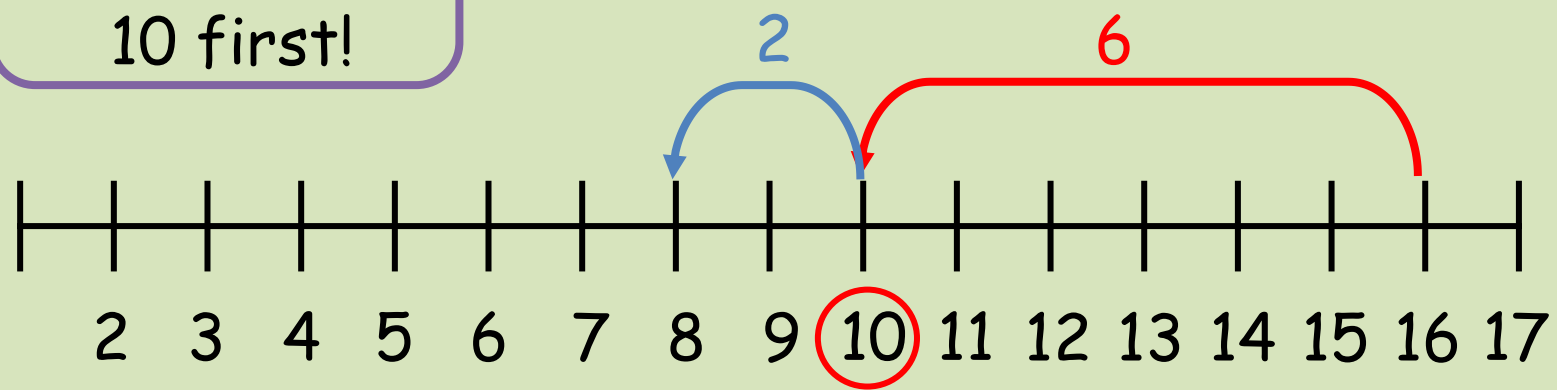


Have a think



It helps to count back to 10 first!

$$10 - 2 = 8$$



Independent practise

1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

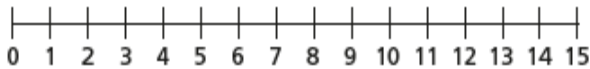
$$\square - \square = \square$$

Rosie has cakes left.

2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?

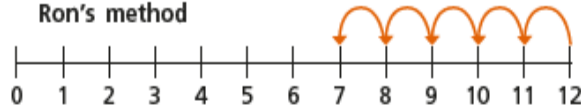


$$\square - \square = \square$$

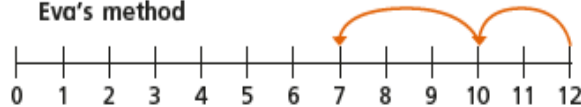
Jack has stickers left.

3 Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



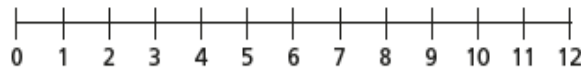
Eva's method



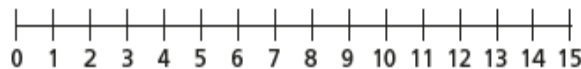
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

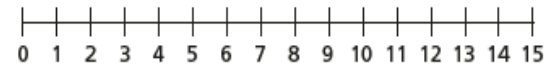
$$12 - 6 = \square$$



$$15 - 8 = \square$$

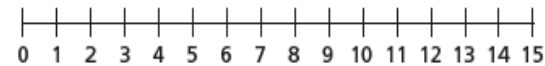


$$14 - 9 = \square$$

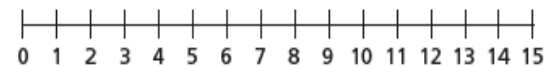


4 Fill in the missing numbers.

$$14 - \square = 8$$



$$\square - 6 = 7$$



Plenary



San used a number line for the following number sentence.

$$18 - 2 =$$

He ended on number 16.
Did he use his number line correctly? How do you know?