18.01.2021
LO: to subtract

- Warm up –

Use the counting on method to work out these nuber sentences:

4-2=

5-3=

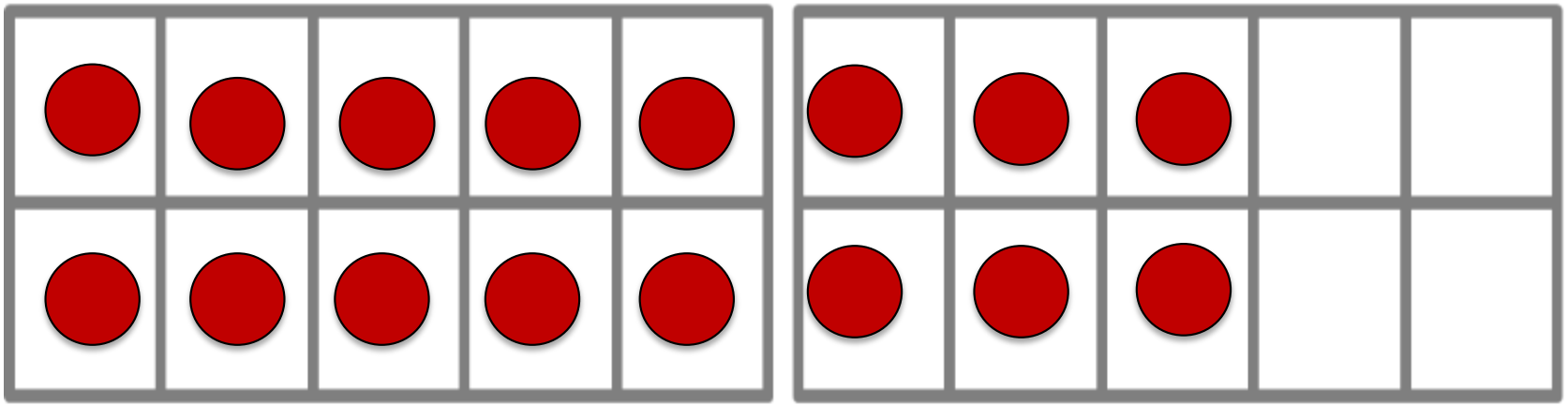
7-1=

5-1=

- In school we have been working with tens frames.
- In the blended learning folder there is a template for two tens frames (totalling 20) for them to use (you do not need to print these you could just use objects set out in an array)

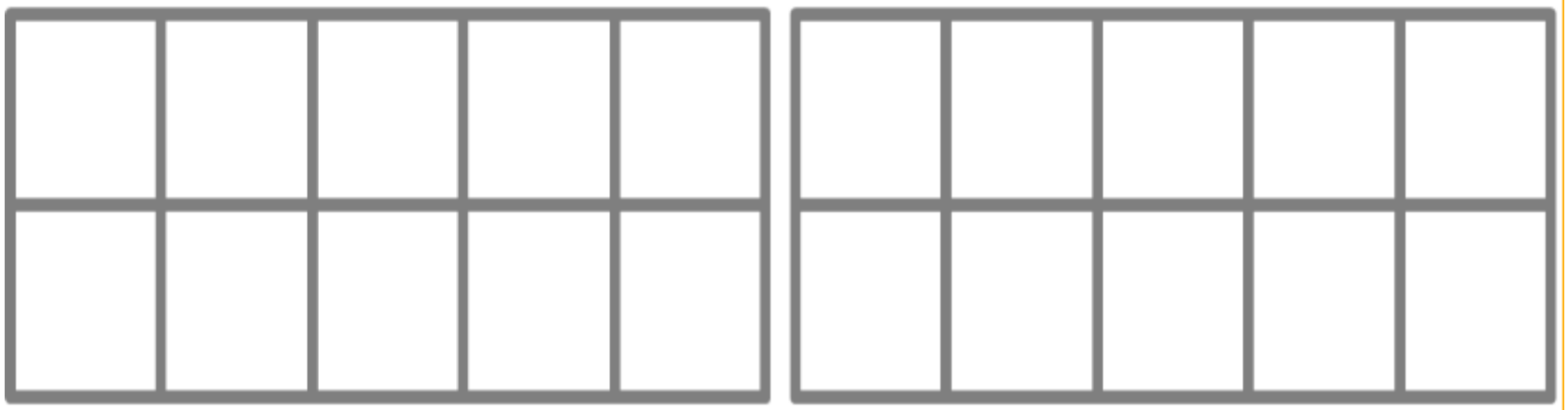
Using objects work out

16 - 4 =



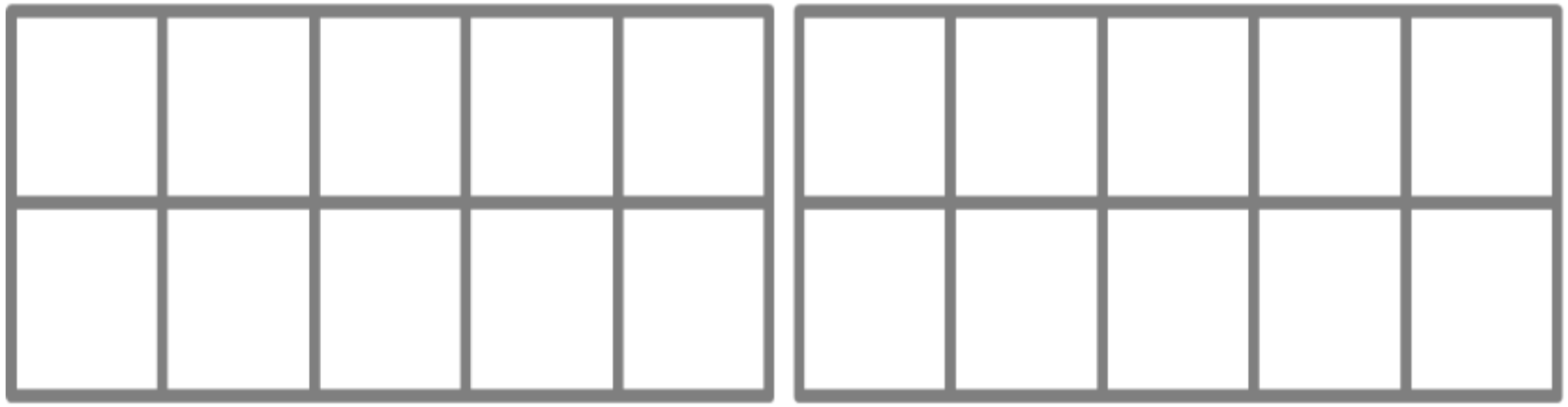
Now try:

12 - 6 =



Now do this one on your own:

15 - 5 =



Now answer these in your book.
Use your objects (counters to help you)

18 - 4 =

20 - 6 =

16 - 5 =

15 - 3 =

Challenge:

8 - ? = 4

7 - ? = 2

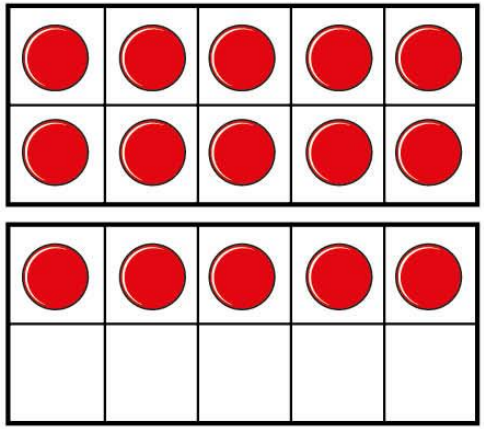
19.01.2021
LO – to subtract

- Video link to lesson -
- https://vimeo.com/492197096

Subtraction – not crossing 10

1 Cross out counters to work out the subtractions.

a)

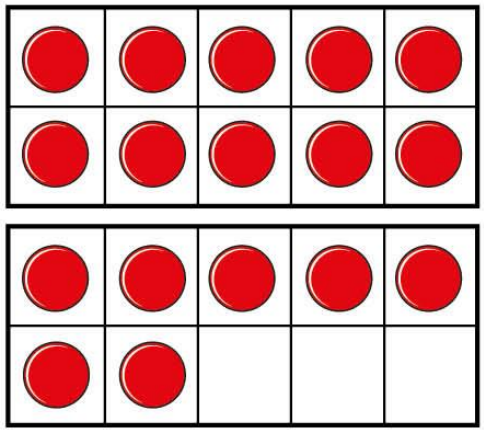


15 – 4 = ☐

© White Rose Maths 2019

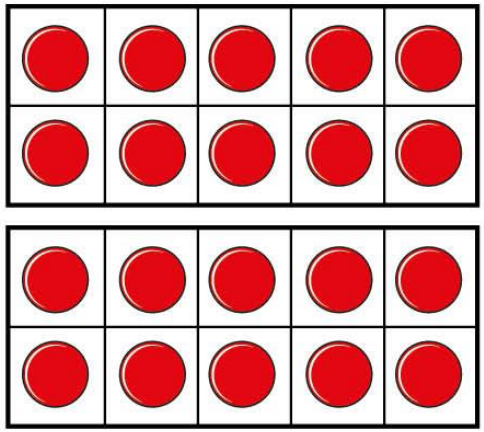
1

b)



$17 - 5 =$ ☐

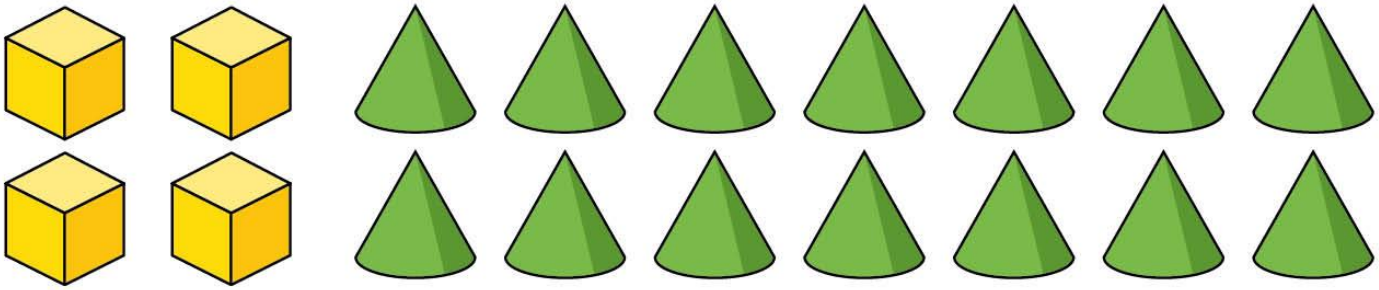
c)



☐ $= 20 - 3$

© White Rose Maths 2019

2 Teddy has these shapes.



He gives Eva 3 cones.

How many cones does Teddy have left?

$\square - \square = \square$

Teddy has $\square$ cones left.

© White Rose Maths 2019

3 Complete the subtractions.

a) 13 – 2 = ☐

c) 15 – 4 = ☐

b) 14 – 3 = ☐

d) 16 – 5 = ☐

What do you notice?

Use this to fill in the missing numbers.

17 – ☐ = 11

19 – ☐ = 11



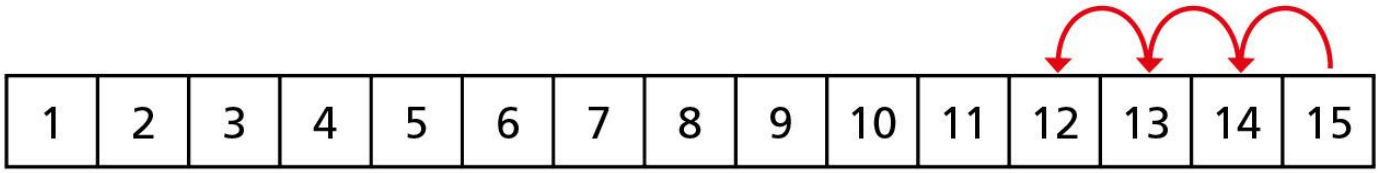
© White Rose Maths 2019

20.01.2021
LO: to subtract using a numberline
Video link

- https://vimeo.com/492198226

Subtraction – not crossing 10 (counting back)

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





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

a) 14 – 3 = ☐

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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1 **b)** $15 - 4 =$ ☐

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

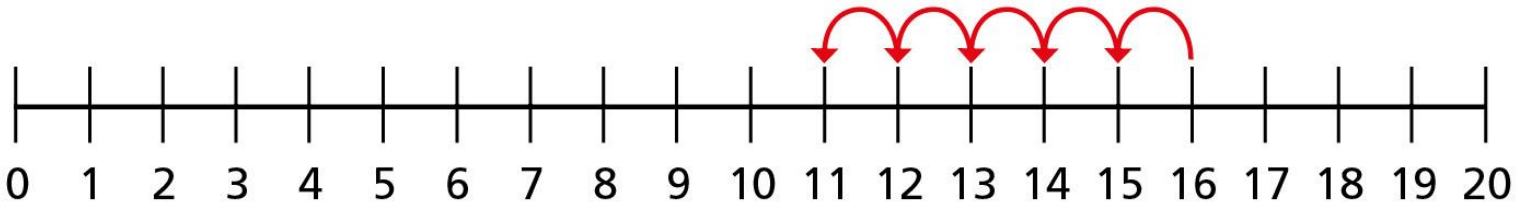
c) $14 - 4 =$ ☐

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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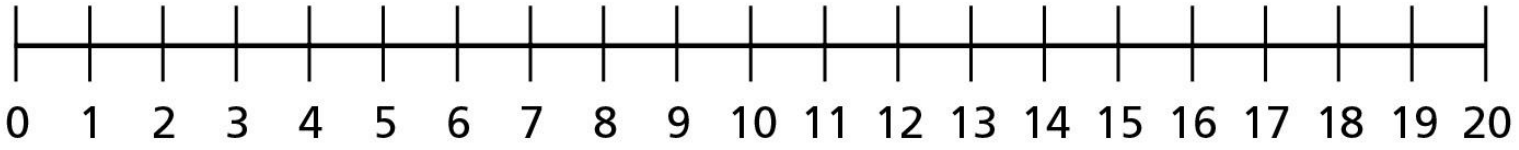
2 Use the number lines to help you.

a) 16 – 5 = ☐



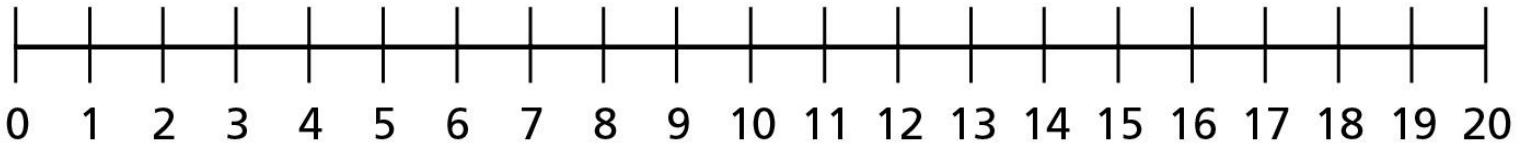
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2 **b)** $18 - 4 =$ ☐



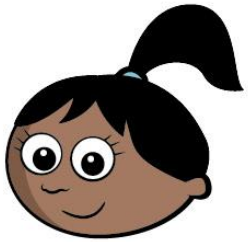
© White Rose Maths 2020

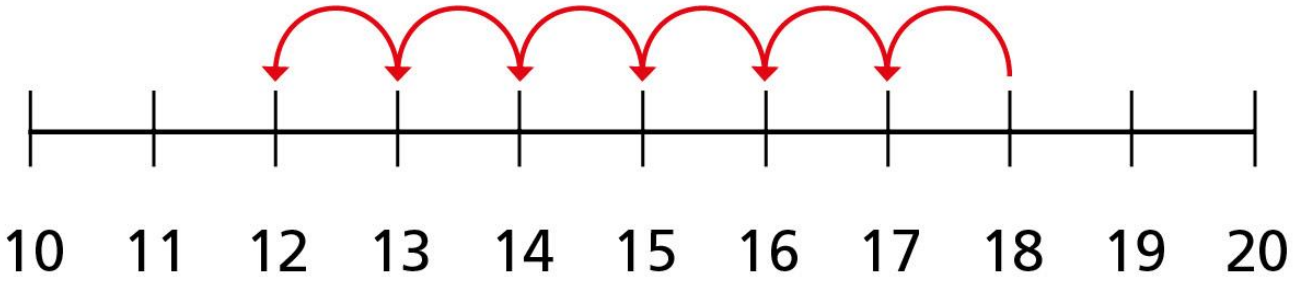
2 c) $19 - 5 =$ ☐



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





Complete Sam's subtraction.

$\square - \square = \square$

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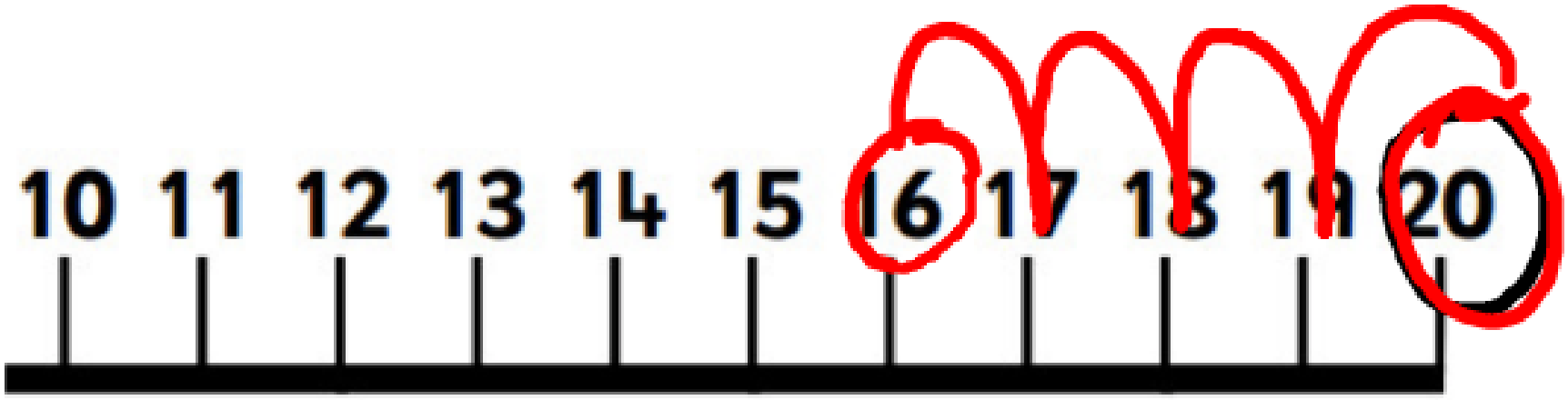
21.01.2021

LO: to subtract using a numberline

- Warm up -

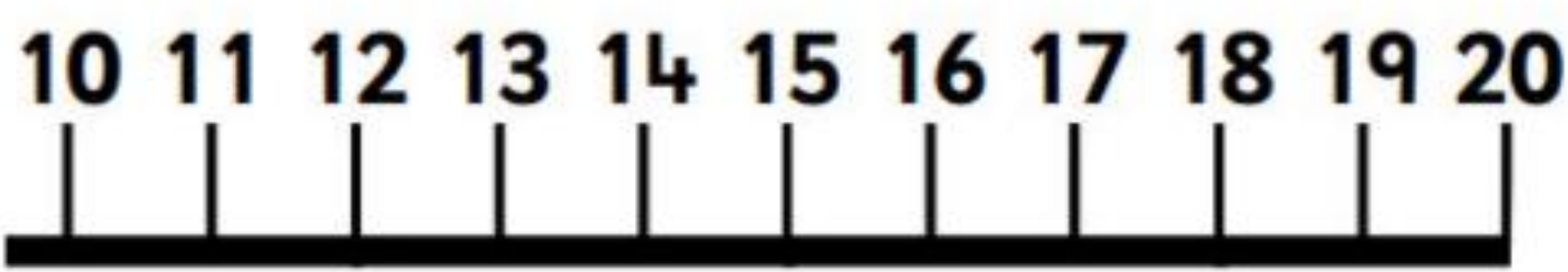
- Count to 50 in 1s.
- Count back from 50 in 1s.

Practise practically -



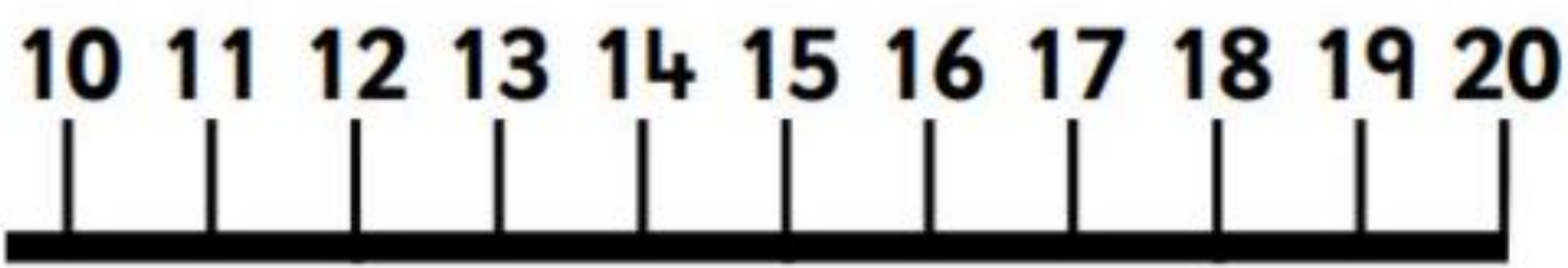
20 - 4 =

Practise practically -



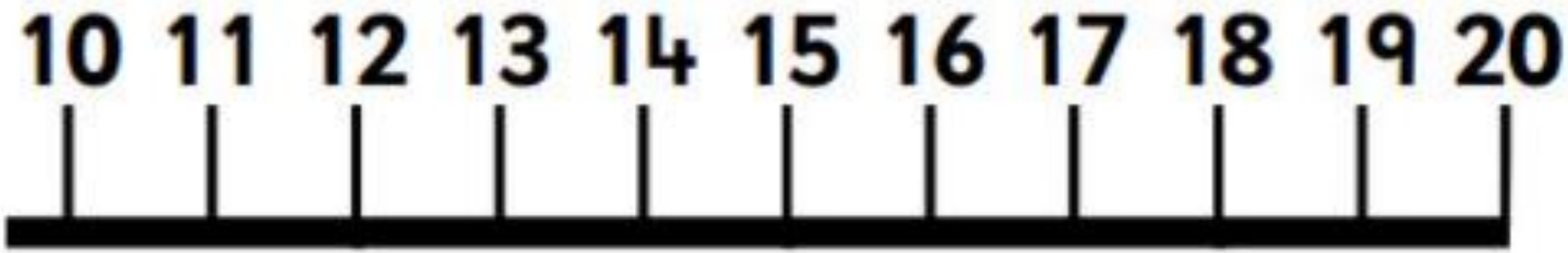
18 - 6 =

Practise practically -



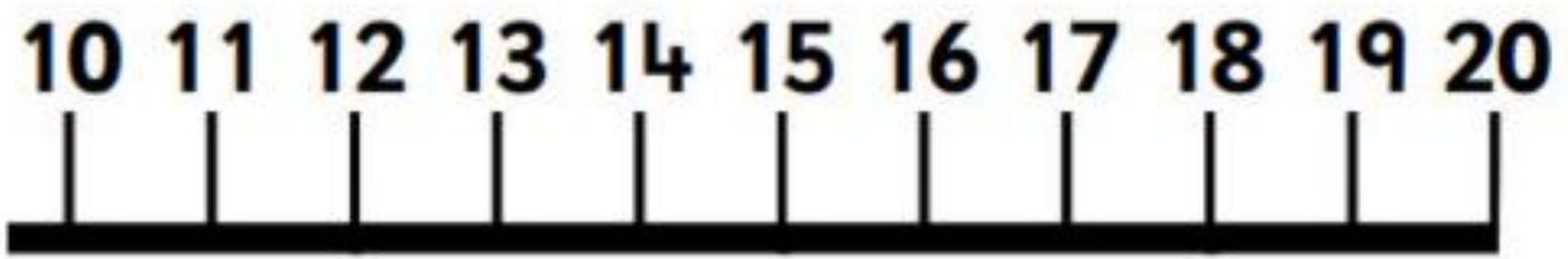
15 -4 =

Practise practically -



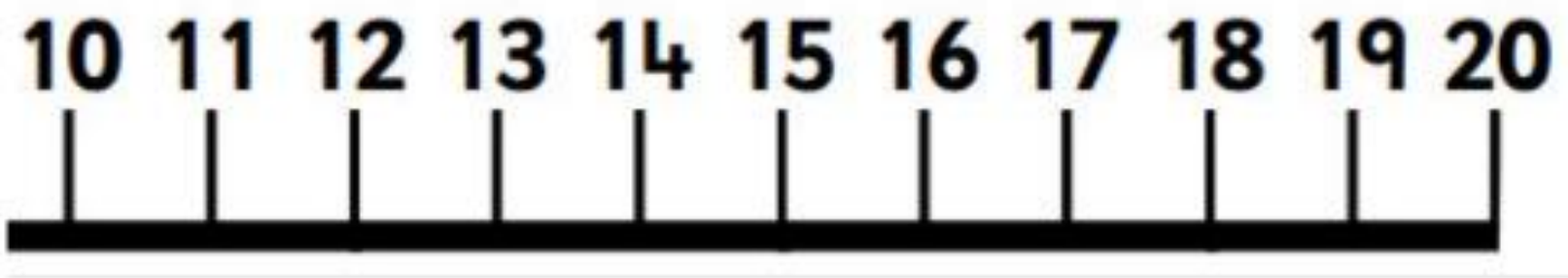
19 - 5 =

Practise practically -



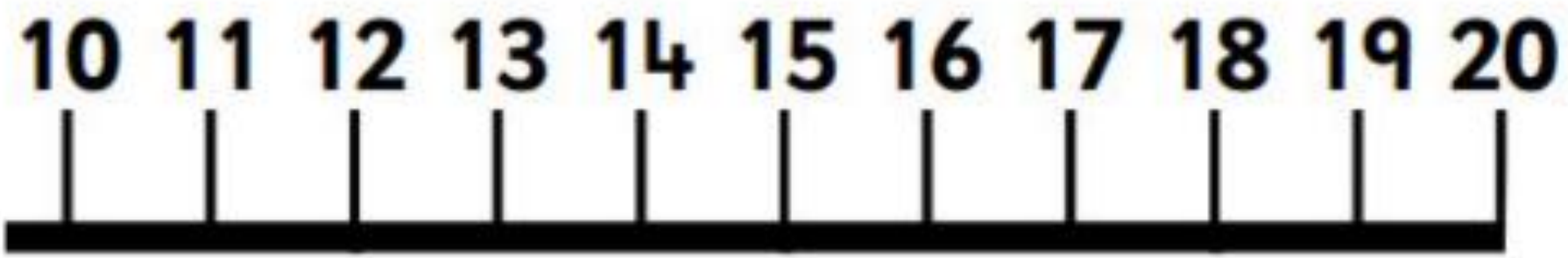
20 - 5 =

Practise practically -



17 - 4 =

Practise practically -



15 - 8 =

Reasoning question – show how you know.

$18 - 4 = 22$

Am I right?

How do you know?

Use the numberline to show the answer:

5 - 3 =

6 - 2 =

15 - 3 =

16 - 2 =

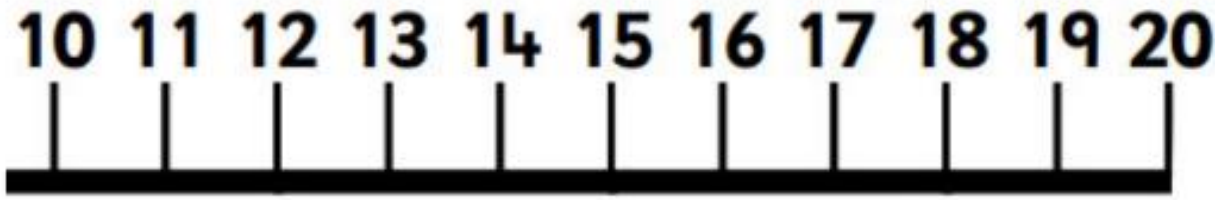
17 - 4 =

19 - 5 =

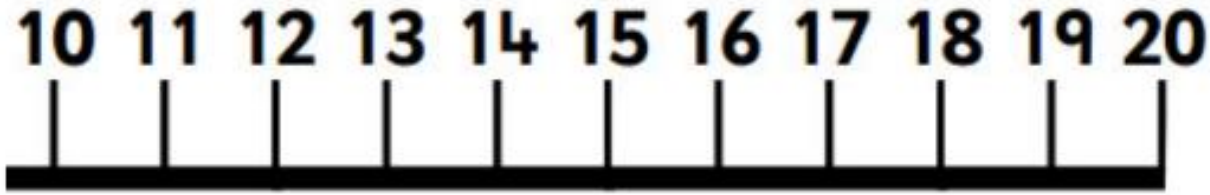
Now come up with your own questions.

22.01.2021
LO: to subtract

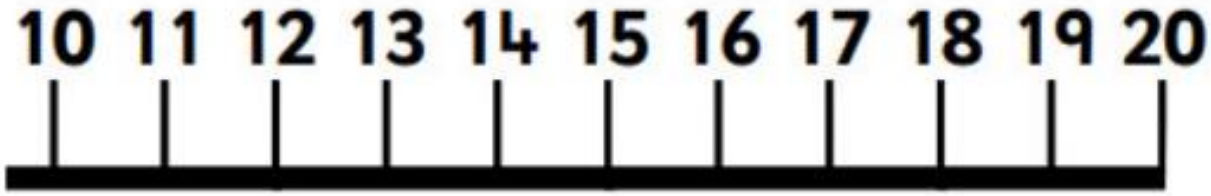
- Keep practising what we have learnt this week using the numberlines and tens frames.
- There are some questions on the next slides including a reasoning question.
- You can also play some maths game like hit the button.


10 11 12 13 14 15 16 17 18 19 20

16 - 4 =


10 11 12 13 14 15 16 17 18 19 20

18 - 2 =


10 11 12 13 14 15 16 17 18 19 20

19 - 4 =

Use your numberlines to work out:

14 - 3 =

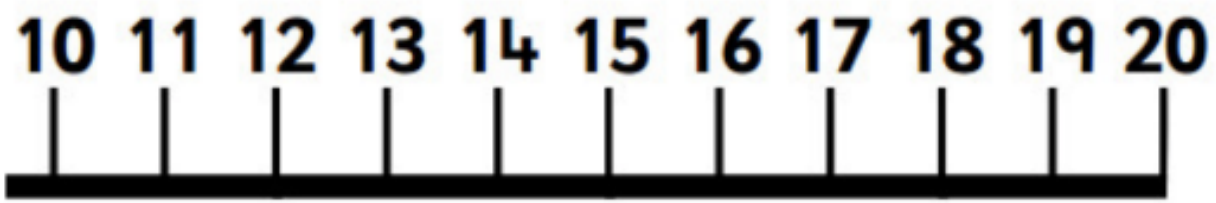
12 - 2 =

17 - 3 =

16 - 4 =

10 - 8 =

12 - 4 =



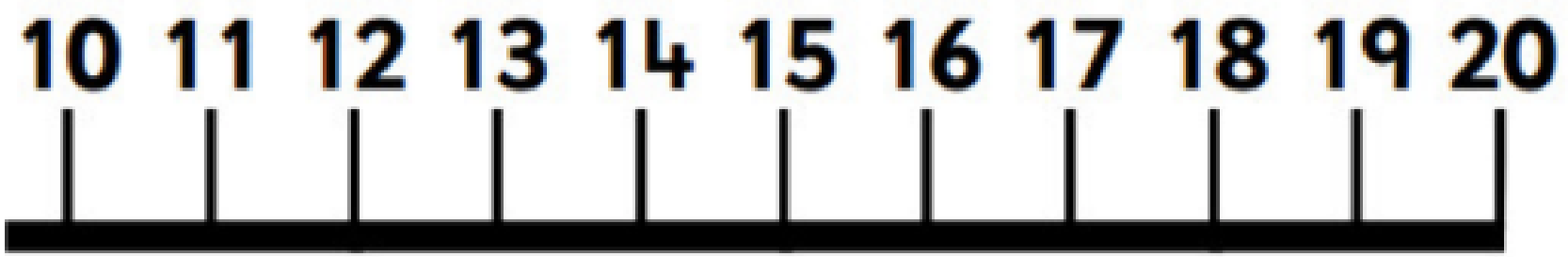
16 - 3 = 10

Am I right?

How do you know?

Consolidation reasoning question -

- Can you answer this without help?



18 - 5 = 12

Am I right?

How do you know?