

Maths

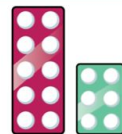
Year 1 - Home Learning
Week 5

Flashback 4

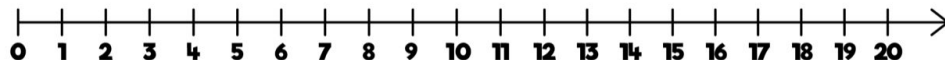
We have provided 5 'Flashbacks' These are **daily** mental maths activities that ask questions linked to previous learning. You will find each 'Flashback' at the start of the lesson.

Lesson 1

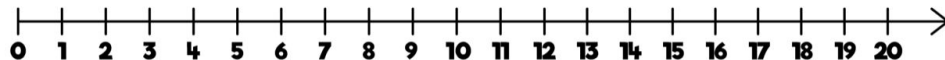
Subtraction



1) Calculate $15 - 4$

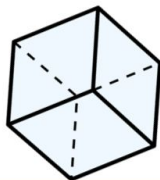


2) Calculate $11 + 4$



3) Write nineteen in numerals.

4) Name the shape.

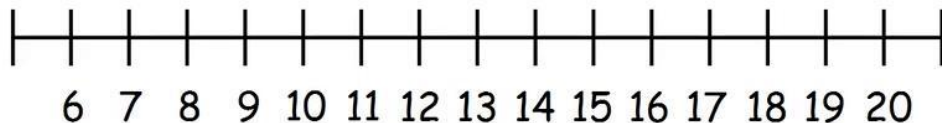


Please click play to watch the video.

Have a think



Counting back
using a number line



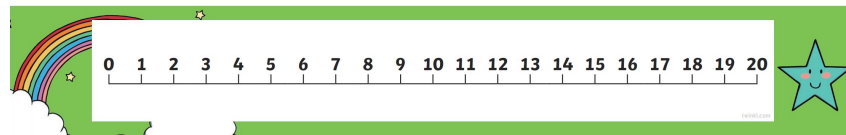
$$\boxed{19} - \boxed{2} = \boxed{}$$

$$\boxed{17} - \boxed{3} = \boxed{}$$

$$\boxed{14} - \boxed{1} = \boxed{}$$

Using a number line or number track

My 1 to 20 Number Track



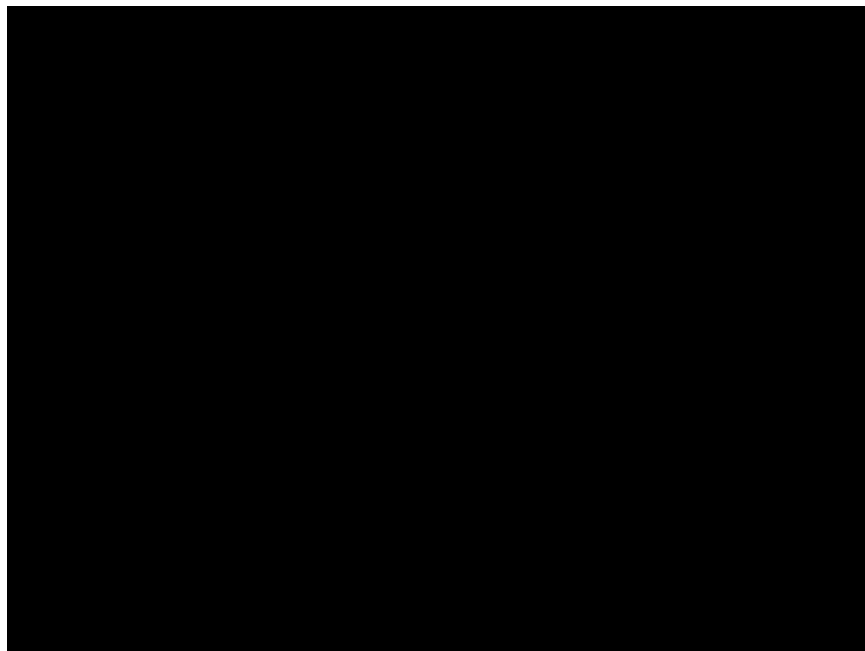
There are printable number lines and number tracks in your google classroom.

Watch Mrs Ridley use a number line to solve these subtraction problems. Join in and use one to find the answers too!

$$14 - 3 =$$

$$17 - 5 =$$

$$19 - 6 =$$



True or False?

Subtraction - not crossing 10
(counting back)

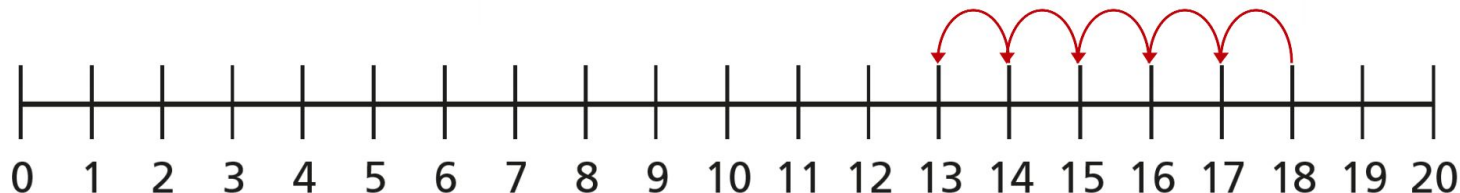
$$18 - 5 = 14$$

Remember to use
counting back to
check!



False

$$18 - 5 = 14$$



Lesson 1: Activity

Option 1

Print and complete worksheet 1 found in your google classroom.

Subtraction – not crossing 10 (counting back)

1 Ron uses a number track to work out $15 - 3$



$15 - 3 = 12$

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

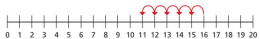
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

a) $14 - 3 =$ c) $14 - 4 =$

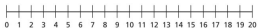
b) $15 - 4 =$

2 Use the number lines to help you.

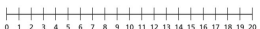
a) $16 - 5 =$



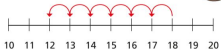
b) $18 - 4 =$



c) $19 - 5 =$



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



Complete Sam's subtraction. - =

Option 2

Use counting back on a numberline to solve the subtraction number sentences on the next slide. (There are printable number lines and number tracks in your google classroom.)



Option 2: Use counting back to solve these subtraction problems.

$$15 - 3 =$$

$$17 - 2 =$$

$$14 - 4 =$$

$$16 - 2 =$$

$$18 - 4 =$$

$$16 - 5 =$$

$$13 - 3 =$$

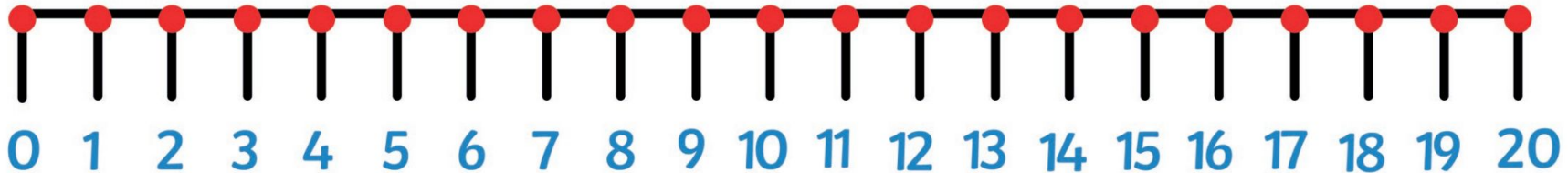
$$19 - 5 =$$

$$19 - 7 =$$

$$18 - 2 =$$

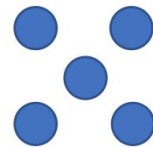
$$17 - 3 =$$

$$18 - 6 =$$

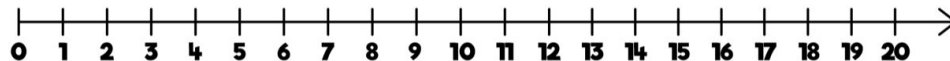


Lesson 2

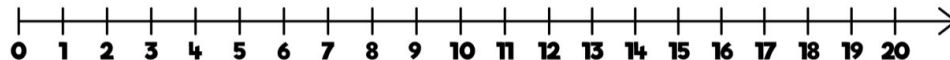
Subtraction crossing 10



1) Subtract 8 from 17

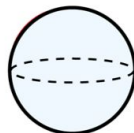


2) Add 9 and 8 together



3) Write fifteen in numerals.

4) Name the shape.



Well done with subtraction yesterday. Today we are going to learn about crossing over 10 when subtracting. Watch the teaching video to learn more.

Can you spot
my good
mistake?

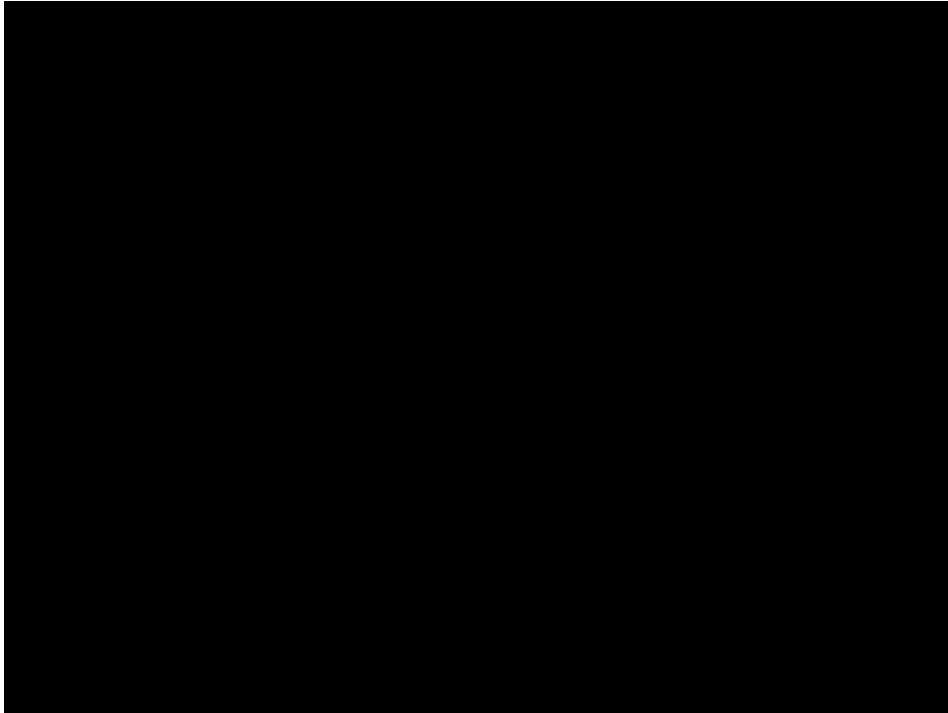


Have a think 
Twelve snowflakes fell on my glove.
7 snowflakes melted.
How many snowflakes are left?



$$\boxed{12} - \boxed{7} = \boxed{5}$$

Watch how we can use counters or other objects to help with subtraction problems.



There were 17 cars in the carpark.
After school only 9 cars are left.

How many cars drove away?



True or False?

Subtraction - crossing 10
(counting back)

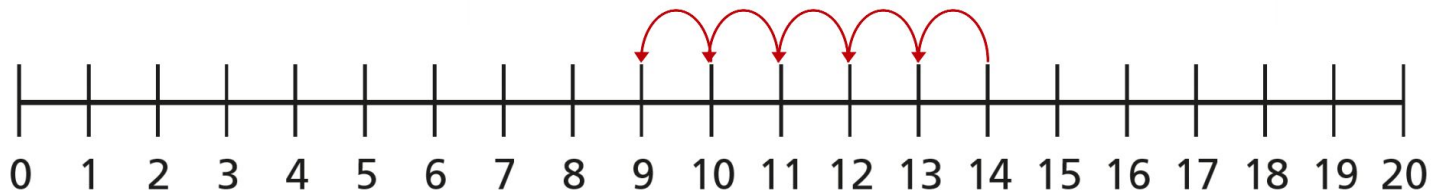
$$14 - 5 = 9$$

Remember to use
counting back to
check!



True

$$14 - 5 = 9$$



Lesson 2: Activity

Option 1

Print and complete worksheet 2 found in your google classroom.

Subtraction - crossing 10 (counting back)

1 There are 15 cookies in a jar.
Mo eats 7 cookies.
He counts back 7 from 15

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

How many cookies does Mo have left?

2 Use the number tracks to help you.

a) $12 - 4 =$

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

b) $12 - 5 =$

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

c) $12 - 7 =$

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

3 Use the number lines to help you.

a) $11 - 4 =$

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

b) $16 - 9 =$

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

c) $14 - 11 =$

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

4 There are 13 toys in a box.
Kim takes some toys out of the box.
There are 5 toys left in the box.
How many toys does Kim take out of the box?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Option 2

Use counting back on a numberline to solve the subtraction number sentences on the next slide. (There are printable number lines and number tracks in your google classroom.)



Option 2: Use counting back to solve these subtraction problems that cross 10.

$$11 - 3 =$$

$$15 - 6 =$$

$$15 - 9 =$$

$$14 - 5 =$$

$$14 - 7 =$$

$$16 - 8 =$$

$$13 - 4 =$$

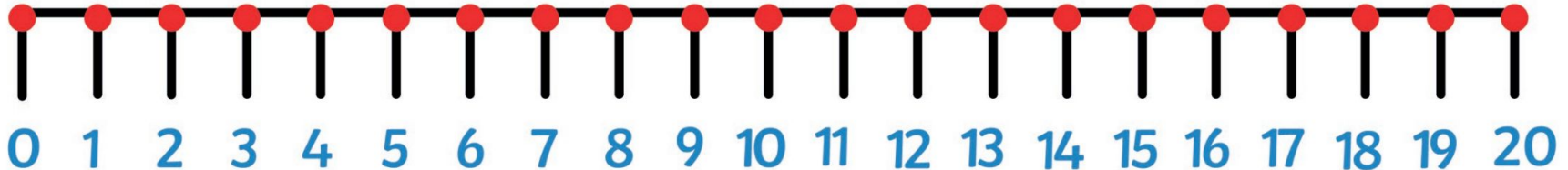
$$13 - 6 =$$

$$18 - 9 =$$

$$12 - 3 =$$

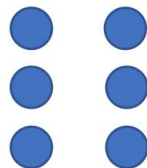
$$16 - 7 =$$

$$17 - 8 =$$

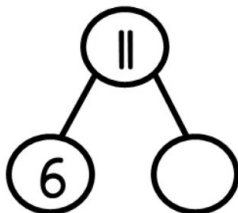


Lesson 3

Using number bonds to subtract



- 1) Complete the part-whole model.



- 2) Subtract 5 from 11

- 3) Complete the sentence using **less** or **more**.

13 is _____ than 18

- 4) Name the shape.



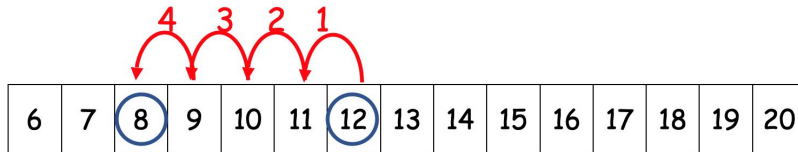
So far this week we have been subtracting by counting back using number tracks and number lines.

Subtraction Counting back



I can use a
number track
to count back.

$$12 - 4 = 8$$



We have been counting back in ones. Now get ready to learn a faster way!

Important note for parents: this can be quite challenging at first. Feel free to stick with counting back in ones if that supports your child the most.

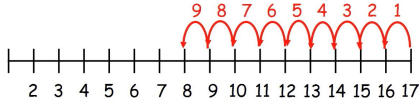
The activity for this lesson can be done with whatever strategy works best for your child.

First watch this teaching video.

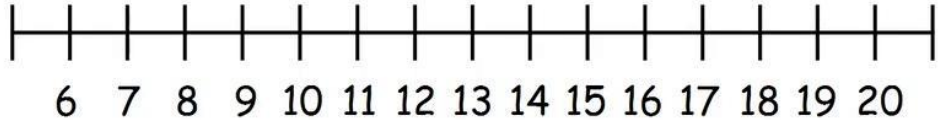


I can use a number line to count back.

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



Parent note: if continuing with strategy of counting in ones please stop video at 4.38 and continue to [Slide 29: Lesson 3: Activity](#)



$$\boxed{} - \boxed{} = \boxed{}$$

We have a new strategy!

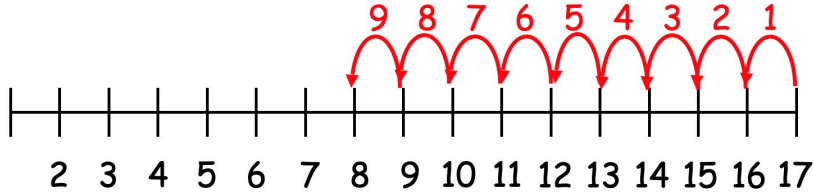
Counting back to 10 is much quicker. 10 is a friendly number that can help us with subtraction but we need to use our number bonds to help us do this.





I can use a number line to count back.

$$17 - 9 = 8$$

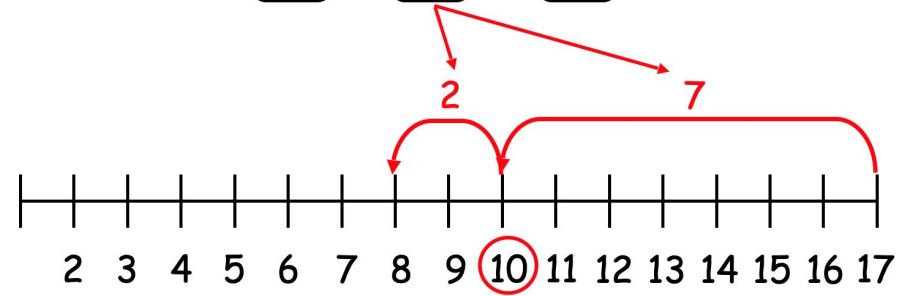


Tiny counted back in jumps of one.



I can use a number line to count back.

$$17 - 9 = 8$$



Ron counted back to ten first and then carried on counting back. He was much faster than Tiny because he used the strategy of counting back to ten.

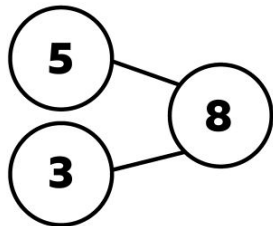


Let's use our number bonds to help us count back to ten first.

We start with 15. If we first count back to 10 we need to count back 5 because 15 has 5 ones and 10 has 0 ones; $15 - 5 = 10$

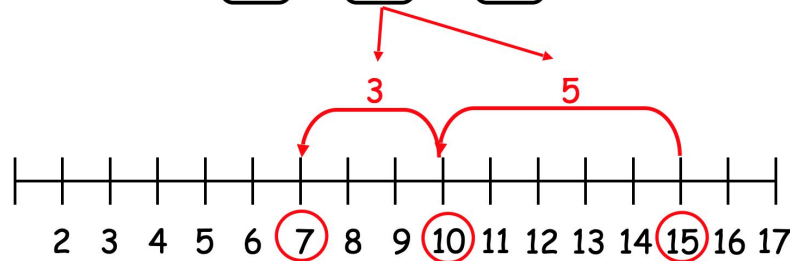
But we are subtracting 8. We need to use our number bonds to break 8 into two parts. One part is 5 (to get us to ten) and the other part is 3 - because we know $5 + 3 = 8$.

From 10 we need to subtract the second part which we know is 3; $10 - 3 = 7$. Again our number bonds can help us do this quickly!



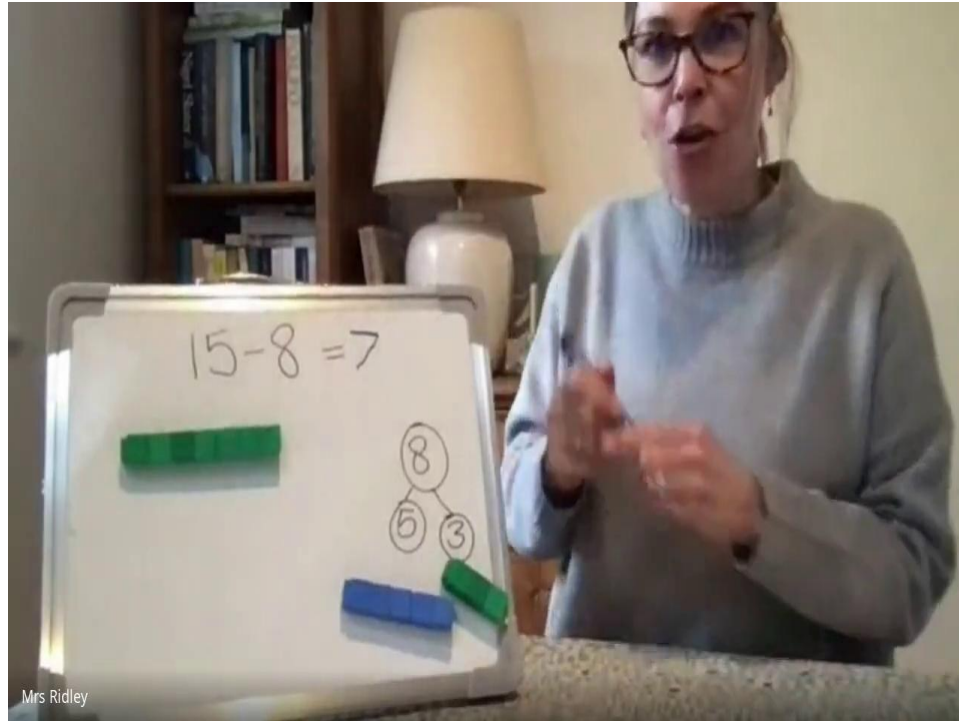
I like to count back to 10 first.

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



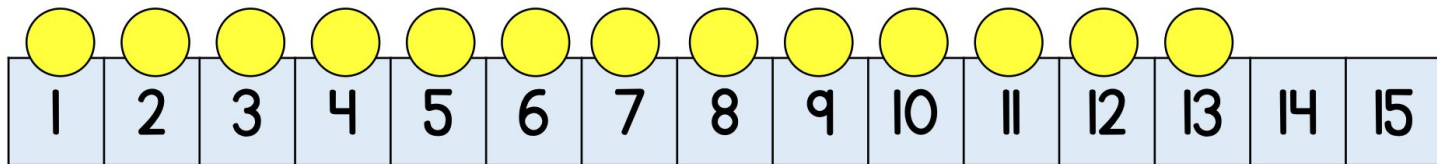
Using number bonds and counting back to ten first is much faster as we only need to do two jumps on the number line.

This can be tricky to understand at first. Let's look using resources.



$$13 - 6$$

$$13 - 3 - 3$$

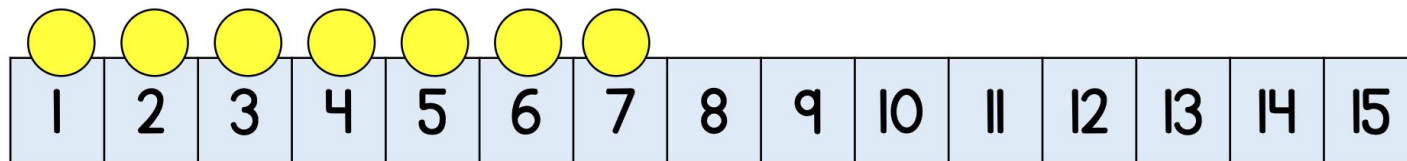
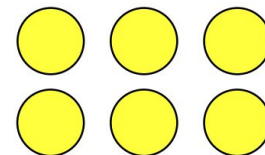


The result is the same.



Think about number bonds to make 6.

True



$$13 - 6 = 7$$

$$13 - 3 - 3 = 7$$

Lesson 3: Activity

Option 1

Print and complete worksheet 3 found in your google classroom.

Maths Week 5 Lesson 3 Worksheet

- 1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

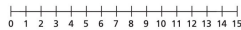
$$\square - \square = \square$$

Rosie has $\square$ 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 $\square$ stickers left.

Option 2

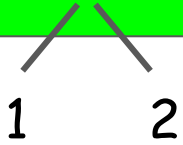
Solve the subtraction problems on the next slide.

You can either subtract by counting back in ones or use the new method of counting back to 10 first. You could use objects to help you.



Option 2: Use counting back to solve these subtraction problems. The first has been done for you. Use either counting back in ones or counting back to ten first.

$$11 - 3 = 8$$



$$15 - 7 =$$

$$15 - 8 =$$

$$14 - 6 =$$

$$14 - 8 =$$

$$17 - 9 =$$

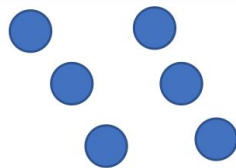
$$13 - 5 =$$

$$16 - 9 =$$

$$16 - 8 =$$

Lesson 4

Subtraction - comparing numbers



- 1) Use $<$, $>$ or $=$ to compare.

$$3 + 7 \bigcirc 7 + 3$$

- 2) Work out $16 - 4$

- 3) Complete the sentence using **less** or **more**.

19 is _____ than 9

- 4) Name the shape.



Question 4

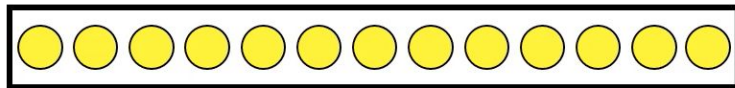
Please start by
watching today's
teaching video.

$$\begin{array}{ccccc} & 4 & 6 & q & \\ 1 & \square & - & \square & = \square \end{array}$$

Who has more?



Tiny



Tommy



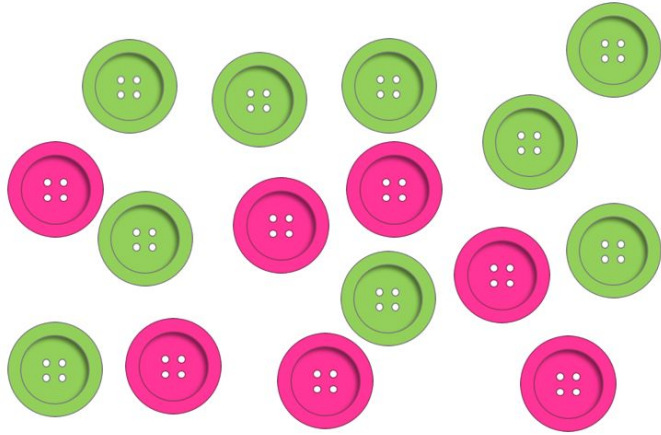
We can see Tiny has more, but how many more?



click to reveal

We can write a subtraction sentence that compares the two numbers.

Let's compare!

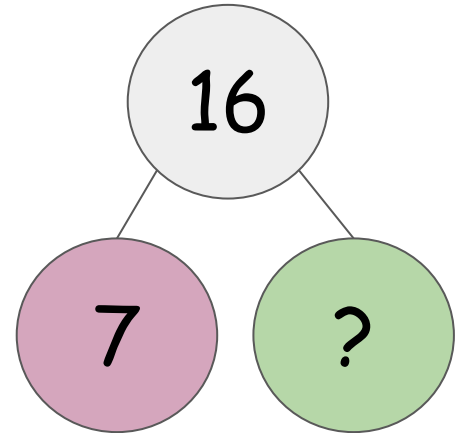
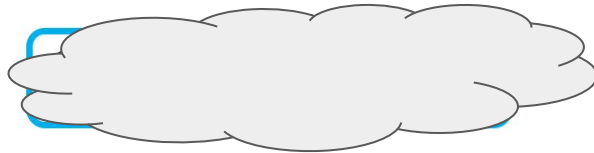


There are 16 buttons.
There are 7 pink.

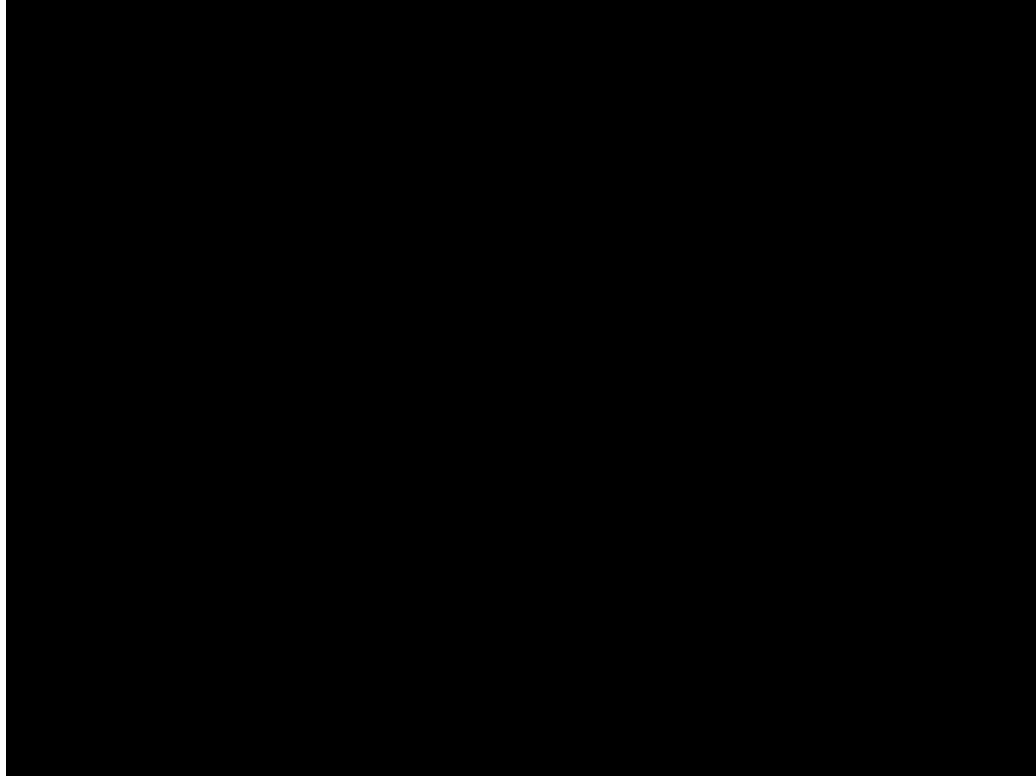
There are 16 buttons altogether.
The whole number is 16. One part
is pink - there are 7 pink buttons.
What is the other part?

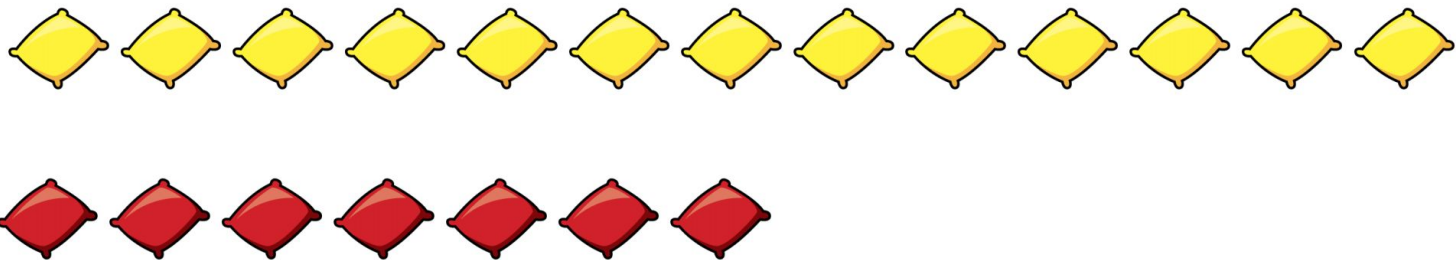


How many are green?



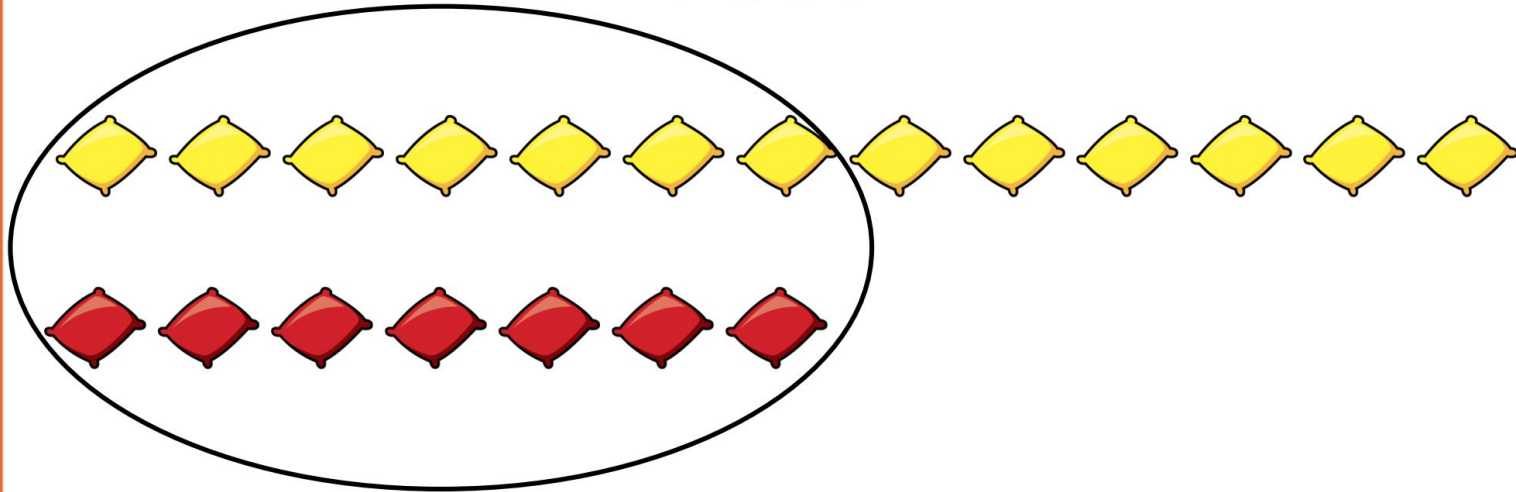
Let's look at comparing using resources.





There are 6 more red beanbags than yellow.

False

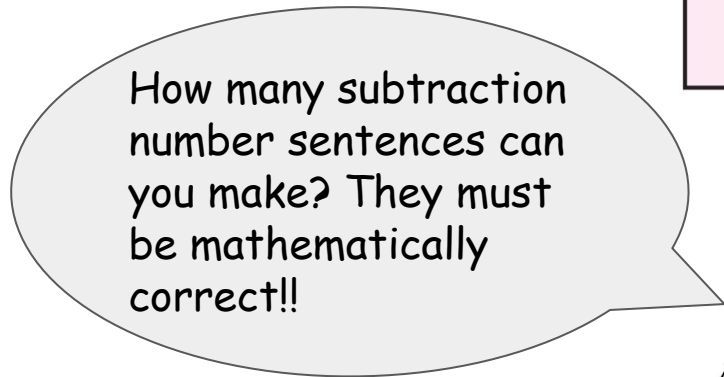


There are 6 more yellow beanbags than red.

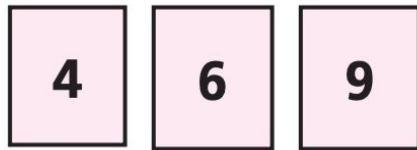
Lesson 4: Activity

Option 1

Print and complete worksheet 4 found in your google classroom.

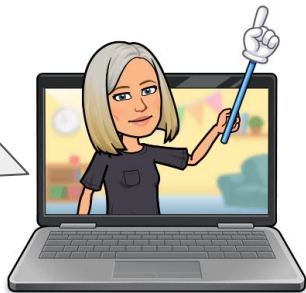


Option 2



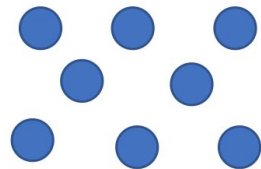
Choose two cards to complete the subtraction.

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



Lesson 5

Problem solving with subtraction



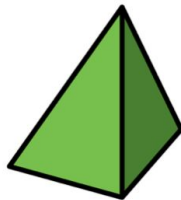
1) Use $<$, $>$ or $=$ to compare.

$$8 + 4 \bigcirc 7 + 5$$

2) Work out $18 - 5$

3) Write 15 in words.

4) Name the shape.



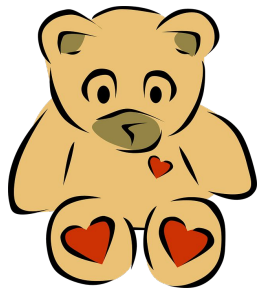
You have been learning subtraction really well this week.

Today we are going to learn that subtraction also helps you calculate the **difference.**

Let's look at the dice scores to help us understand.



Burlington Bear rolled 6



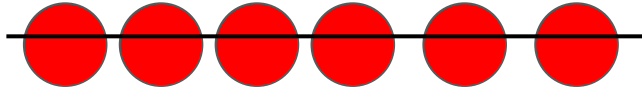
Brian Bear rolled 11

Are the scores the same?

The scores are different.

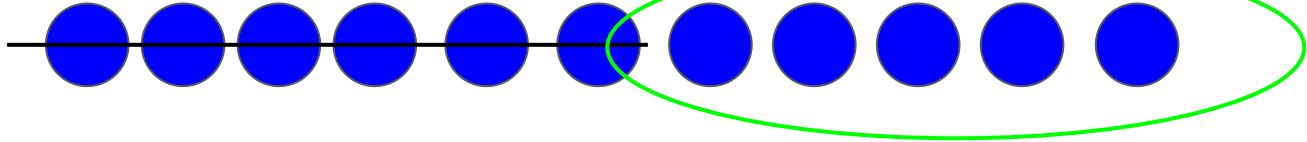
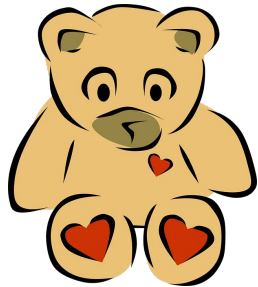
But what is the difference between the scores?

Let's represent the scores in counters.



$$11 - 6 = 5$$

The difference is 5



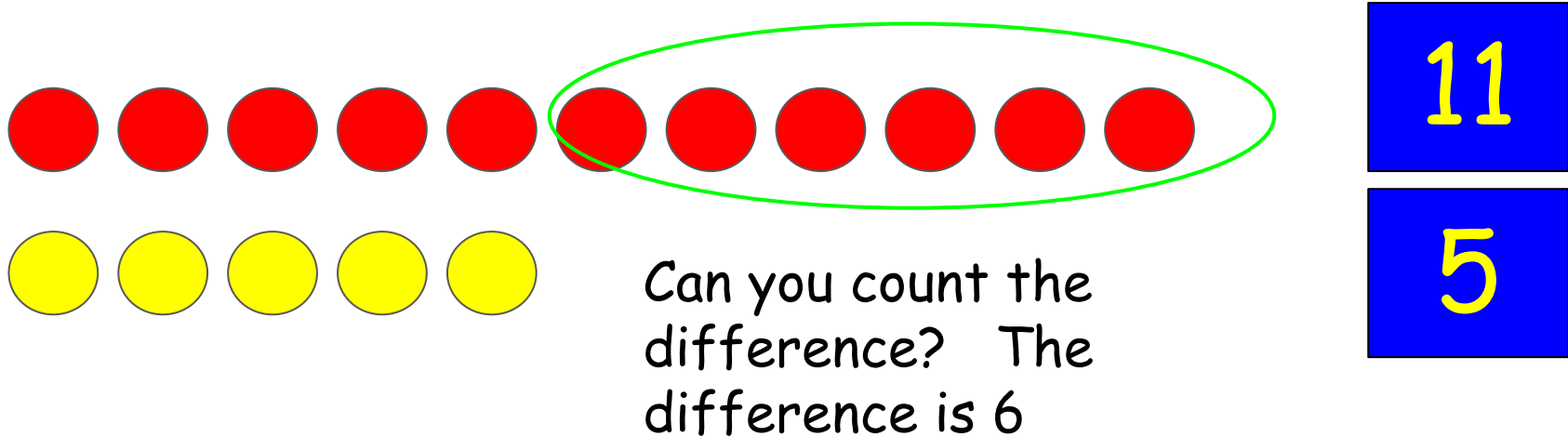
If I take away the smaller amount
you can see the difference.

$$(11 - 6)$$

Let's practice finding the difference between 2 different numbers.

We can use counters (or any small objects we have) or we could use subtraction.

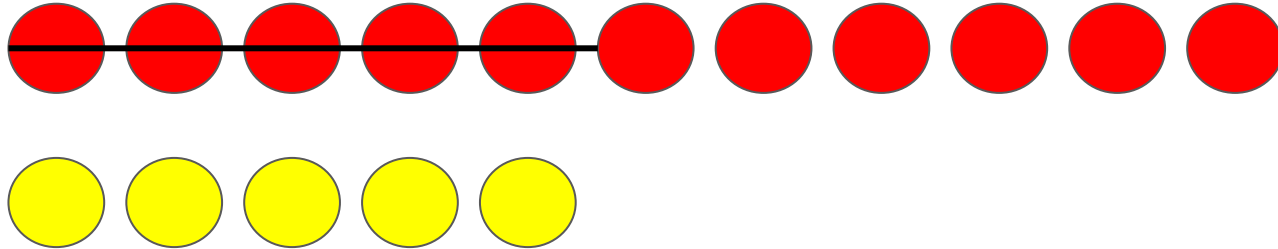
On this slide let's just look at the counters and compare. Can you count the difference?



Now let's practice finding the difference using subtraction.
There are 11 red counters. Take away 5 yellow counters.
We are left with the difference.

$$11 - 5 = 6$$

The difference is 6



11

5

Let's find the difference just using subtraction.

8 and 4

$8 - 4 = 4$ The difference is 4

7 and 3

$7 - 3 = 4$ The difference is 4

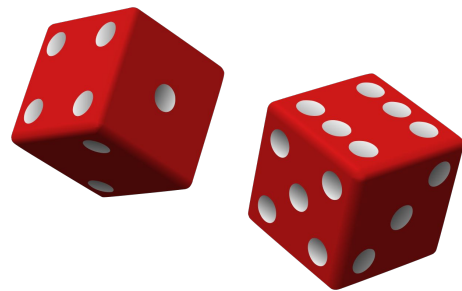
12 and 4

$12 - 4 = 8$ The difference is 8

Activity Option 1

Can you roll 2 dice and calculate the difference?

You can use counters or you can use subtraction.



Challenge 1

Which pair of numbers could you roll that have the **difference 4**?

Challenge 2

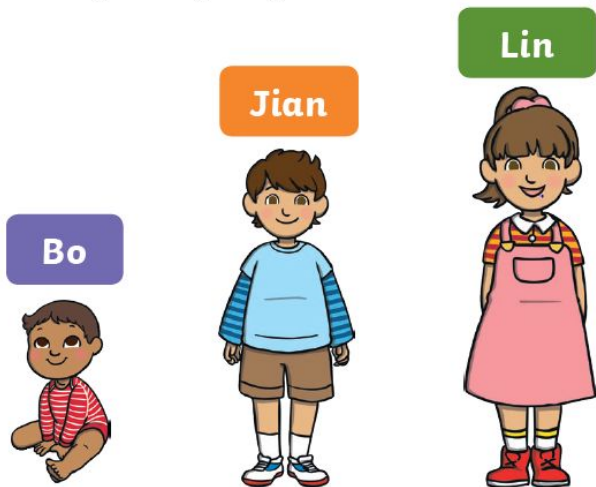
How many pairs of numbers could you roll that have the **difference 3** ?

There is more than one solution, Can you find all of the possible answers?

Activity Option 2

This is an extra hard challenge

Three siblings are giving clues about their ages.



Jian is 5.

Lin's age is 4 years more than Jian's.

The difference between the oldest and youngest is 7 years.

How old are Bo and Lin?