

USING THESE SLIDES.

Recall- 5 min activity to recall children's knowledge

Guided practice- work through together, teaching the new skills.

Intelligent practice- 10 minute independent fluency activity.

Dive deeper- These activities should take the longest. Children should think deeper and reason their answers. E.g. This is the answer because...
They may also prove their answer using a drawing, diagram etc.

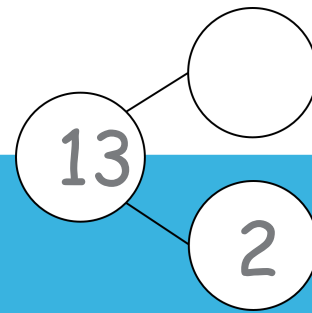
RECALL

1) $16 - 4 =$

2) $3 + 7 = 10$ so $\underline{\quad} + 7 = 20$

3) Are these numbers going backwards or forwards? $17, 16, 15, 14$

4) What number is missing?

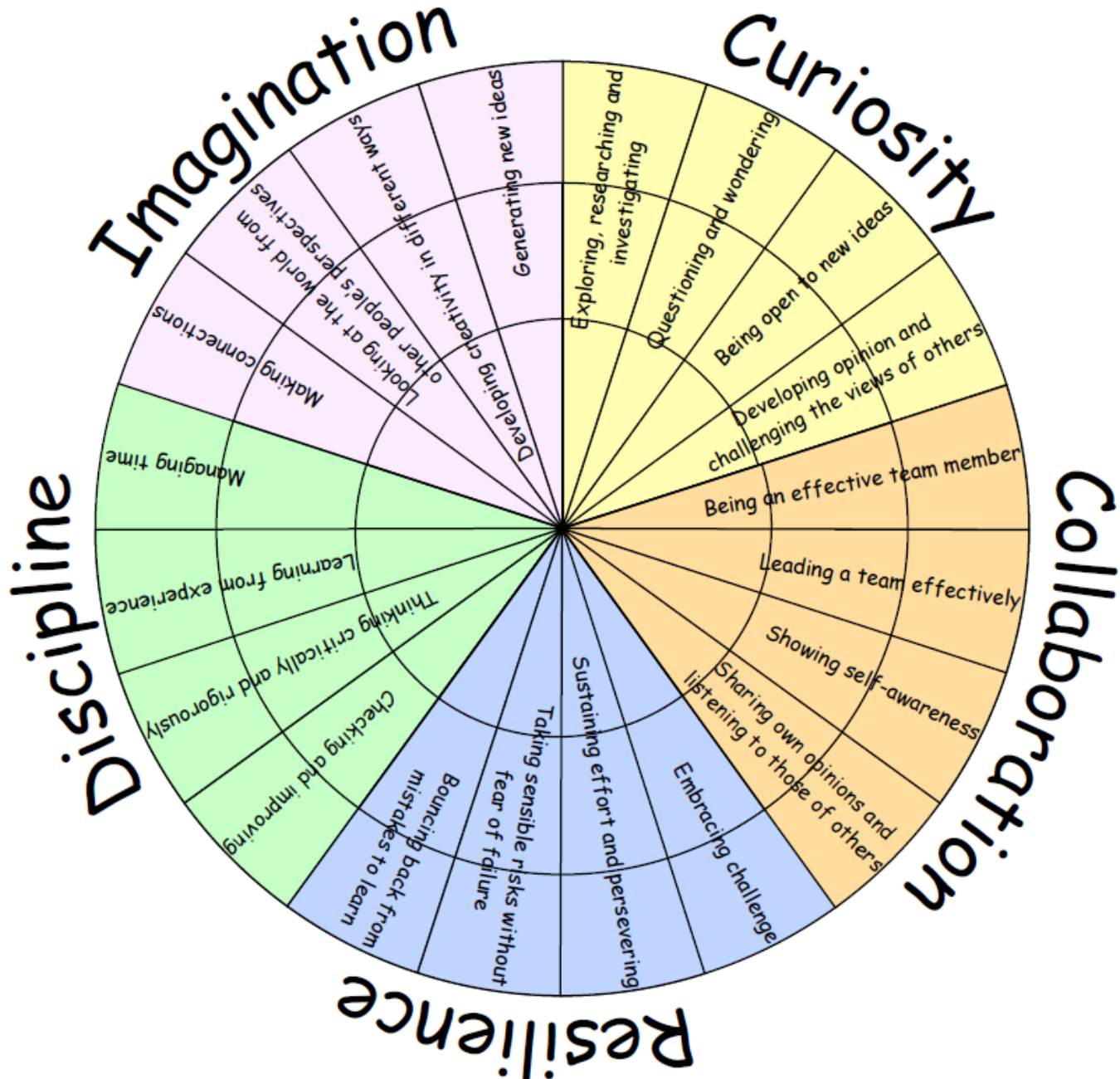


I CAN SUBTRACT ONES USING A NUMBER LINE

ADDITION AND SUBTRACTION TO 20

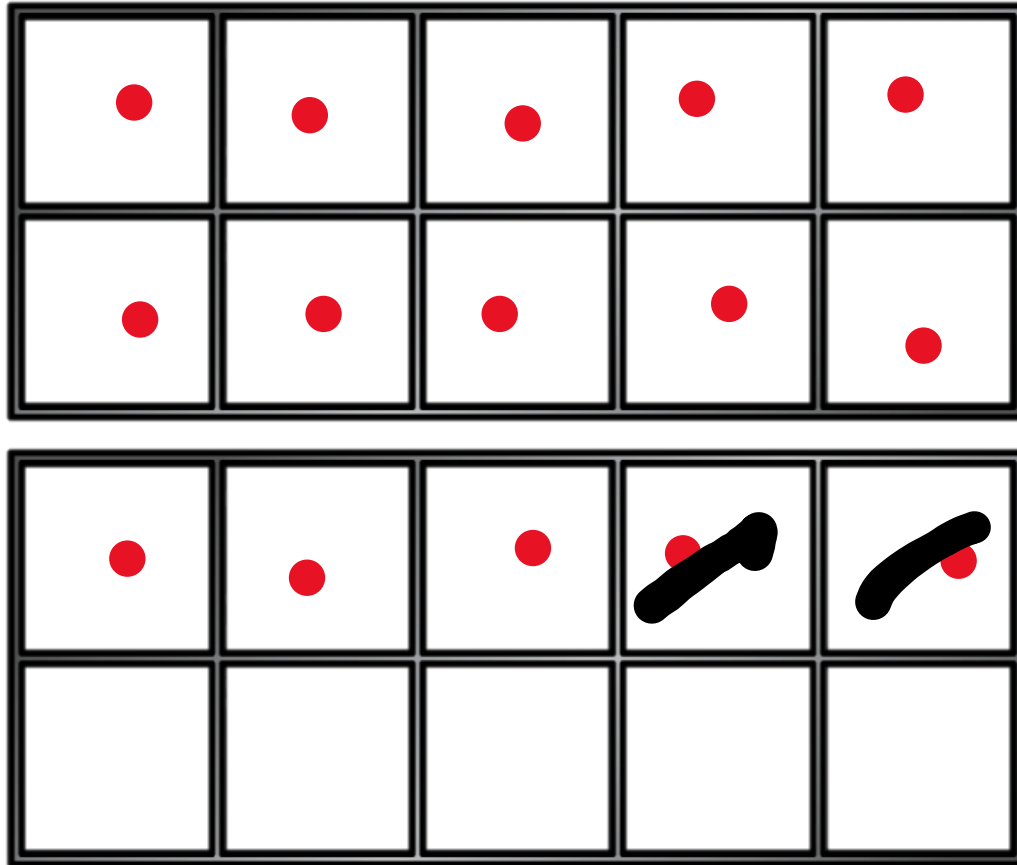


LEARNING HABITS?



Guided Practice: recap

$$15 - 2 = 13$$

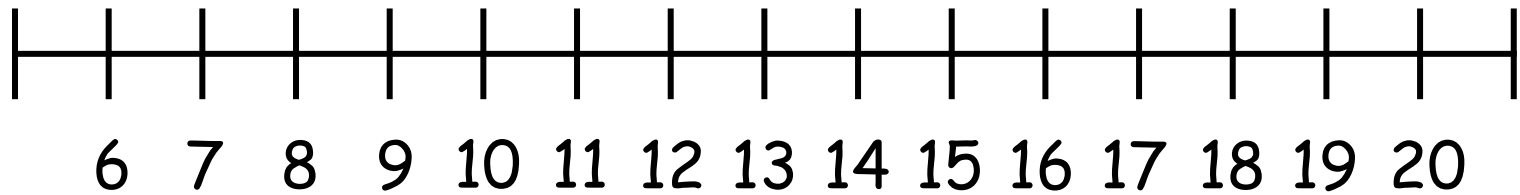


Yesterday we used a 10 frame.



Guided Practice: today we're looking at number lines

$$17 - 3 = \underline{\quad}$$

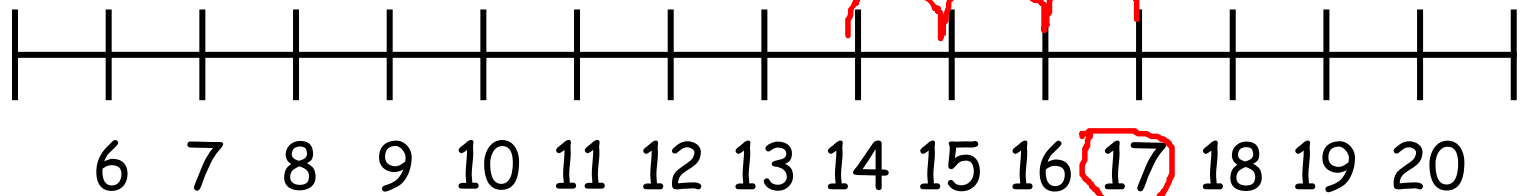


Have a go at working this out using the number line.
Would we go forwards or backwards?
How can we be accurate?



Guided Practice: today we're looking at number lines

$$17 - 3 = \underline{14}$$

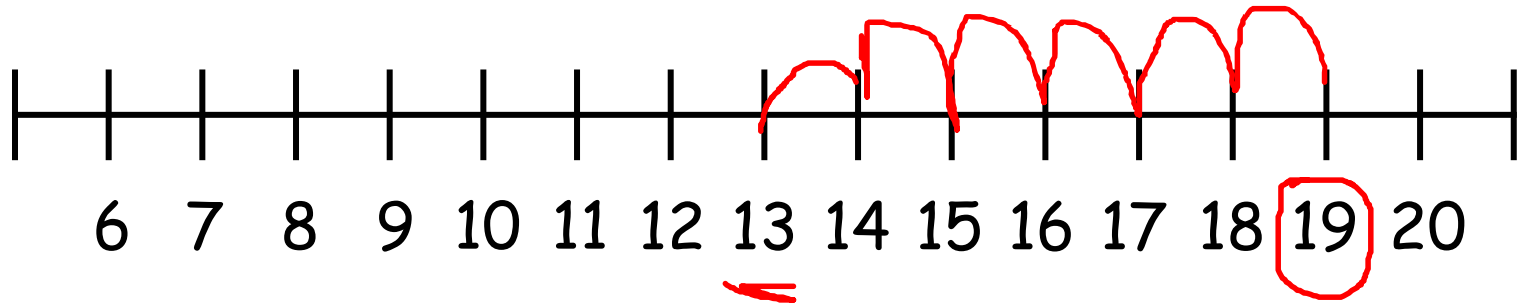


Have a go at working this out using the number line.
Would we go forwards or backwards?
How can we be accurate?



Guided Practice:

$$\begin{array}{r} 19 \\ - 6 \\ \hline 13 \end{array}$$



Keep practicing with difference calculations until you are confident.

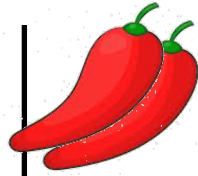


INTELLIGENT PRACTICE



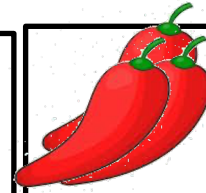
$$9 - 2 = \underline{\quad}$$

$$5 - 3 = \underline{\quad}$$



$$19 - 2 = \underline{\quad}$$

$$15 - 3 = \underline{\quad}$$



$$16 - 6 = \underline{\quad}$$

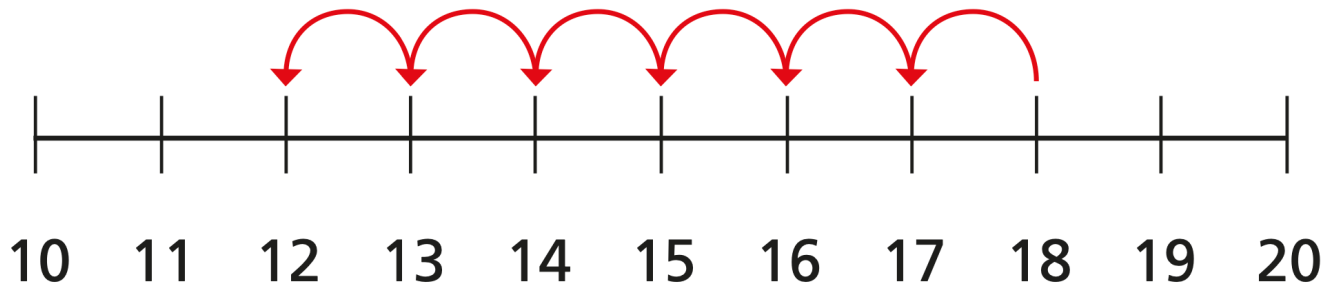
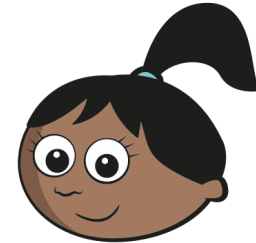
$$17 - 7 = \underline{\quad}$$

$$18 - 8 = \underline{\quad}$$



DIVE DEEPER 1:

Sam uses a number line to work out a subtraction.



Complete Sam's subtraction.

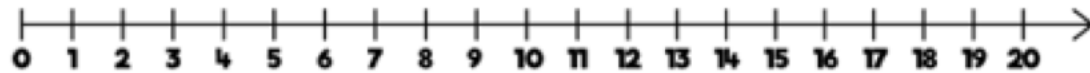
$$\square - \square = \square$$



DIVE DEEPER 2:

How many ways can you complete this number sentence?

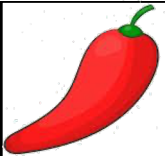
Use the number line to help you.



$$\square - \square = 11$$

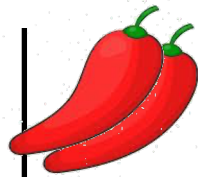


INTELLIGENT PRACTICE



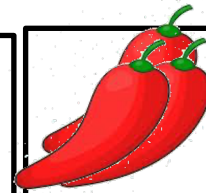
$$9 - 2 = \underline{7}$$

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



$$\begin{array}{r} 19 \\ - 2 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 15 \\ - 3 \\ \hline 12 \end{array}$$



$$\begin{array}{r} 16 \\ - 6 \\ \hline 10 \end{array}$$

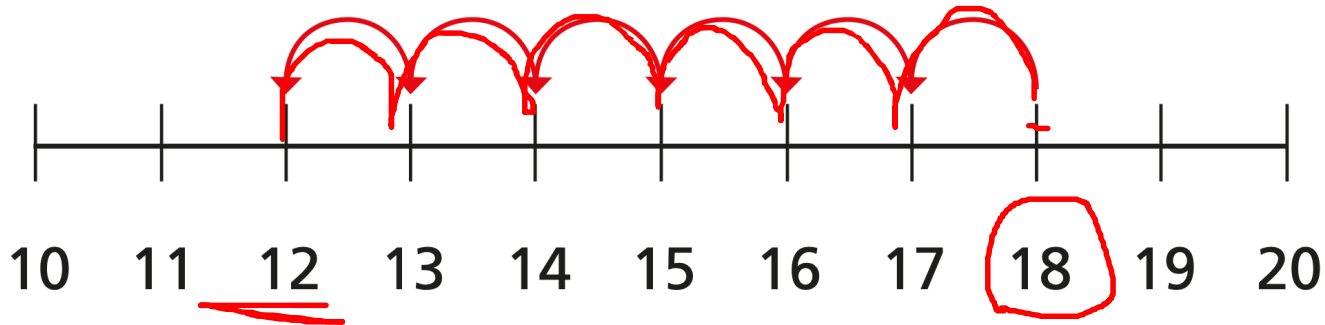
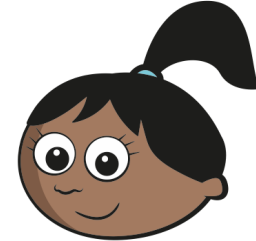
$$\begin{array}{r} 17 \\ - 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 18 \\ - 8 \\ \hline 10 \end{array}$$



DIVE DEEPER 1:

Sam uses a number line to work out a subtraction.



Complete Sam's subtraction.

$$\boxed{18} - \boxed{6} = \boxed{12}$$



DIVE DEEPER 2:

How many ways can you complete this number sentence?
Use the number line to help you.



$$\begin{array}{r} 12 \\ \square - \square = 11 \\ 13 \\ - 2 \end{array}$$

$$14 - 3$$



SELF-ASSESSMENT

L.O. To subtract ones 15.01.2021

Some will even: write calculations correctly.

Some will: Subtract using a number line confidently.

Most will: know that when we subtract our number becomes smaller

All will: Count carefully

