Subtraction - counting back

National Curriculum attainment targets

• Read, write and interpret mathematical statements involving subtraction (−) and equals (=) signs

• Represent and use subtraction facts within 20

Lesson objectives

• Relate subtraction to ‘taking away’ (counting back)

• Recall subtraction facts within 10, then 20

Previous related lessons

Unit 1, Week 2, Lessons 1 and 2; Unit 2, Week 1, Lessons 1,
3 and 4; Unit 2, Week 2, Lessons 1, 3 and 4; Unit 4, Week 1, Lessons 1, 3 and 4; Unit 5, Week 2, Lessons 1–4

Prerequisites for learning

Pupils need to:

• recall subtraction facts within ten

• understand how to use a number line or number track to
solve subtraction problems

**Vocabulary**

zero, one, two, three … twenty, how many?, count back,
count on, subtract, minus, take away, difference, leaves

Future related lessons

Unit 7, Week 1, Lessons 1–3; Unit 7, Week 2, Lessons 3 and 4; Unit 9, Week 2, Lessons 1–4; Unit 11, Week 1, Lessons 1–3; Unit 11, Week 2, Lessons 1, 2 and 4

Success criteria

Pupils can:

• recall subtraction facts within 15

• relate subtraction to counting back or ‘taking away’

• begin to recall and record subtraction facts within 20, using the symbols − and =

Getting Started

• Choose an activity from Number – Addition and subtraction.

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2* – Addition and subtraction.

**Year 1, Unit 7, Week 2**

Teach

Resources

mini whiteboard, pen and eraser (per pair); 0–15 or 0–20 number cards
(per class)

• Write the subtraction (−) and equals (=) symbols on the board.

• Point to the subtraction symbol and ask children to explain what it means (take away, minus, difference, subtract).

• Repeat for the equals symbol (equals, totals, makes, leaves, is the same as).

• Ask: **When do we use these signs?**

• Say: **These signs are used in subtraction, when one set is taken away from another set.**

• Ask: **How would we use them to write the problem 11 take away three?**

• Take suggestions, then write on the board the calculation: 11 − 3 = □.

• Ask pairs to find the answer and write the completed calculation.

• Share children’s answers.

• Write on the board: 11 − 3 = 8

• Invite children to explain how they worked out the answer.

• Display: the Number Line tool showing the numbers 0–20.

• Remind children that they know how to use a number line to help them with subtraction as well as with addition.

• Say: **One way to check this subtraction calculation is to count back on the number line.**

• Demonstrate how to do this: point to 11 and count back three to reach eight.

• Say: **Eleven take away three equals eight.**

• Display: the Tree tool showing one tree with 11 apples on it.

• Say: **There are 11 apples on the tree. Four fall off** (click to move four apples from the tree and into the space below, labelling it ‘4’ with a number card)**.**

• Ask: **How many apples are left on the tree? Hold up that number of fingers** (7).

• Ask children to explain how they found the answer.

• Demonstrate how to find the answer using the number line: point to 11 and count back four
to reach 7.

• Display: the Tree tool showing six apples without the tree.

• Say: **There were 11 apples on the tree. These six apples fell off** (count the six apples in the basket and label it ‘6’). **How many apples are left on the tree?**

• Ask pairs to find the answer to the subtraction problem, writing the completed calculation.

• Share children’s answers.

• Display: the Number Line tool.

• Demonstrate how to find the answer using the number line: point to 11 and count back six to reach five.

Alter the range of numbers used as

 appropriate. For example, if children are confident with subtraction within 15, gradually extend the range to subtraction within 20.

• Write on the board: 11 – 6 = 5.

• Say: **Eleven apples on the tree** (point to 11). **Six fall off** (point to – 6). **Five apples are left on the tree** (point to = 5). **Eleven take away six equals five.**

• Repeat for several further subtraction calculations within 15. For each calculation, invite children to show how to count back using the number line.

Individualised Learning

 **Pupil Book 1B** – Page 31: Snail trail subtraction

**Progress Guide 1** – Extension, Year 1, Unit 7, Week 2, Lesson 2:
 Sea subtraction

Refer to Activity 2 from the Learning activities on page 292.

Plenary

**Resources**

0–9 number fan (per child)

• Write on the board: 14 – 6 = □.

• Ask: **What’s 14 minus six** (point to the numbers in turn)**?**

• Display the Number Line tool. Use the number line with children to find the answer by taking away: point to 14 and count back six to reach eight.

• Complete the written calculation on the board: 14 − 6 = 8.

• Explain to children that you can also work out the answer by finding the difference between the two numbers.

• Display: the Number Line tool. Demonstrate how to find the difference using the number line: point to 14 and 6, and count on in ones from 6 to reach 14.

• Point to the written calculation: 14 − 6 = 8.

• Say: **Fourteen take away six leaves eight. The difference between 14 and six is eight.**

• Repeat for further subtraction calculations within 15.

• Ask subtraction questions using a variety of mathematical vocabulary.

• Ask: **What is 11 take away two?** (9) **Take five away from 13.** (8) **What is 14 subtract three?** (11) **What’s the difference between 15 and ten?** (5) **What is two less than 12?** (10) **You have four books. How many more do you need to make ten?** (6)

**Homework Guide 1**

Year 1, Unit 7, Week 2, Lesson 2: Exploring number facts

• As appropriate, demonstrate how to work out each answer using the number line and explain the subtraction as either taking away (counting back) or finding the difference (counting on).