

## Reception maths – Summer 1 Week 4 beginning: 11.5.20

Theme	Subtraction Lesson 1 (of 5) Counting	Subtraction Lesson 2 (of 5) Number sentence	Subtraction Lesson 3 (of 5) Number track	Subtraction Lesson 4 (of 5) Equals to	Subtraction lesson 5 (of 5) Number story
Factual fluency (to aid fluency)	Pick a number from 1-10. Use your fingers to show the same number in different ways.	Roll a dice or use the <a href="#">online dice</a> . Can you say the number it lands on without counting the dots?	Use your number cards and order the numbers from 10 - 0.	Practice counting backwards from 10 - 0. Use your number cards to help you.	Practice counting backwards from 10 - 0. Use your number cards to help you if you need them.
Problem/activity of the day	<p><b>(Lesson 1 resources below)</b> <b>MAKING LINKS:</b> Last term you started to learn about taking away.</p> <p><b>THINK: (support below)</b> Can you help me with this problem? Fred has some fish. Tom takes some away.</p> <p>How many did Fred have to begin with? How many did Tom take away? How many has Fred got left?</p> <p>Can you explain what happens to the number you started with when you take away from it? Does the number get bigger or smaller?</p> <p><b>SEE: (model below)</b></p> <p><b>DO:</b> Use what you have learnt today : Choose a number card, Count out that many objects (pasta, Lego.) Choose another number card (less than the first number) to take away that many objects. Count how objects many are left.</p>	<p><b>(Lesson 2 resources below)</b> <b>MAKING LINKS:</b> Yesterday we tried some taking away. What happens to the number you start with when we take away from it?</p> <p><b>THINK: (support below)</b> Can you help me with this problem? Fred chose a number card and counted out that number of counters. Tom then chose a second number card (less than the first) to take away some of the counters. How many counters are left?</p> <p>Say your number sentence out loud “ ___ take away ___ makes ___”</p> <p><b>SEE: (support below)</b></p> <p><b>DO:</b> Use what you have learnt today: Choose your number card, count out that many objects. Choose another (smaller) number card to take away. How many are left? Say the number sentence out loud, using the sentence frame.</p>	<p><b>(Lesson 3 resources below)</b> <b>MAKING LINKS:</b> Yesterday we made up taking away number sentences.</p> <p><b>THINK: (support below)</b> Can you help me with this problem? Fred and Tom have been sorting out their counters. Fred has 8 counters and Tom would like 4 of them.</p> <p>Can you help them to work out how many are left? Use the number track to help you.</p> <p><b>SEE: (model below)</b></p> <p><b>DO:</b> Use what you have learnt today: Pick 2 number cards. Put the greatest (biggest) number first. Use counting objects, (pasta or Lego) to count out the greatest (biggest) number and put them onto the number track, take away the smaller number of objects. Say the number sentence out loud use the sentence frame to fill in the numbers you have used.</p>	<p><b>(Lesson 4 resources below)</b> <b>MAKING LINKS:</b> Yesterday we used number tracks for taking away objects.</p> <p><b>THINK: (support below)</b> Can you help me with this problem? Fred and Tom have been practising taking away. Fred had 10 pieces of pasta and Tom has taken away 4 pieces of pasta. How many pieces of pasta does Fred have left?</p> <p><b>SEE: (model below)</b></p> <p><b>DO:</b> Use what you have learnt today: Pick 2 number cards, put the greatest (biggest) number of pasta on the number track, then take away the smaller number of pasta from the number track and say how many are left, this is what the number is equal to.</p> <p>Use the number sentence: ___take away___is equal to___</p>	<p><b>(Lesson 5 resources below)</b> <b>MAKING LINKS:</b> Yesterday we learnt about the star words “is equal to”.</p> <p><b>THINK: (support below)</b> Can you help me with this problem? Tom wants to create a number story about his subtraction problem.</p> <p>8 take away 3 is equals to?</p> <p><b>SEE: (model below)</b> <a href="#">Support video</a></p> <p><b>DO:</b> Use what you have learnt this week to: Pick two number cards (put the largest number first) use counting objects to help you. Make the first number. Then take away the second number. Count to find how many are left with. Create your own subtraction story to tell a family member.</p>
Methods, tips, clues & checks	<b>Make the 1st number, take away the 2nd number, and count how many are left.</b>	<b>Make the 1st number, take away the 2nd number, and count how many are left.</b>	<b>Make the 1st number, take away the 2nd number, and count how many are left.</b>	<b>Make the 1st number, take away the 2nd number, and count how many are left.</b>	<b>Make the 1st number, take away the 2nd number, and count how many are left.</b>

**See below for resources to support you to THINK-SEE-DO**



**LESSON 1 RESOURCES:**

**THINK:**

Fred some fish.



Fred

Tom

How many fish does Fred have to start with?

How many did Tom take away?

How many has Fred got left?

Can you explain what happens when you take away?

Does the number get bigger or smaller?

Tom takes away some of the fish.



Fred

Tom

**SEE:**



Fred has 6



Tom takes 2



Fred has 4 left

**6 take away 2 makes 4**

Always put the greatest number first.

**6**

Then take away the smaller number.

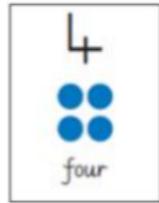
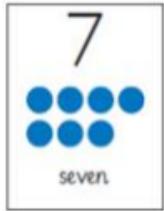
**2**

Your answer should be less than the first number.

**4**

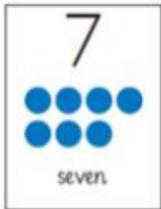
**LESSON 2 RESOURCES:**

**THINK:**



**SEE:**

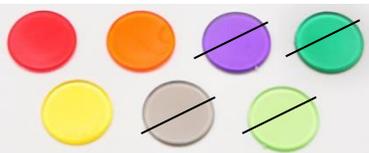
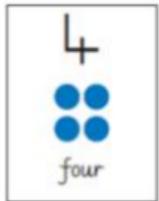
1. Count out the greatest number first.



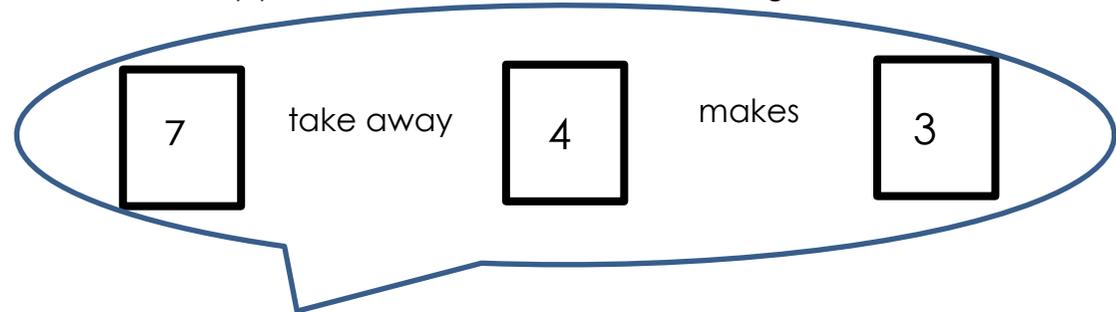
3. Count how many are left.



2. Take away the smaller number

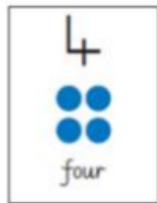


4. Say your number sentence out loud using the sentence frame.



**LESSON 3 RESOURCES:**

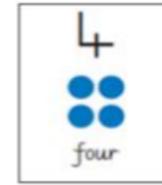
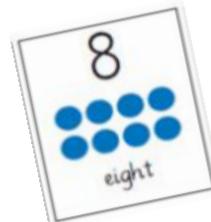
**THINK:**



1	2	3	4	5	6	7	8	9	10

**SEE:**

1. Pick two number cards. Put the greatest (biggest) number first.

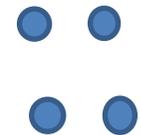


2. Put the counting objects (for the greatest, or biggest, number) along the number track.

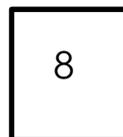
●	●	●	●	●	●	●	●		
1	2	3	4	5	6	7	8	9	10

3. Take away the smaller number.

●	●	●	●						
1	2	3	4	5	6	7	8	9	10



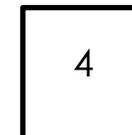
4. Write out your numbers in the number frame.



take away



makes



**LESSON 3 RESOURCES:**

**DO:**

1	2	3	4	5	6	7	8	9	10

**take away**

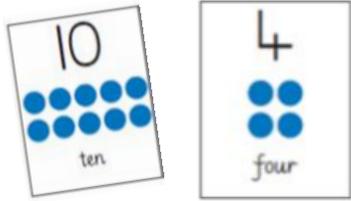
**makes**

**take away**

**makes**

**LESSON 4 RESOURCES:**

**THINK:**



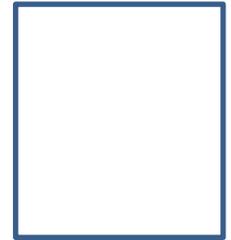
**DO:**



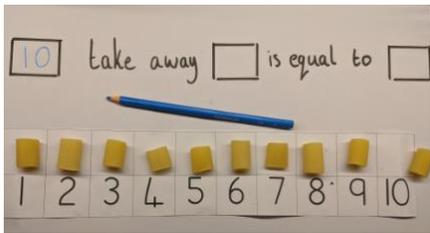
take away



is equal to  
(is the same as)



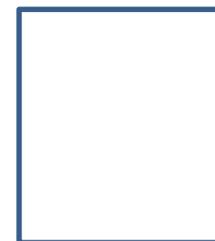
**SEE:**



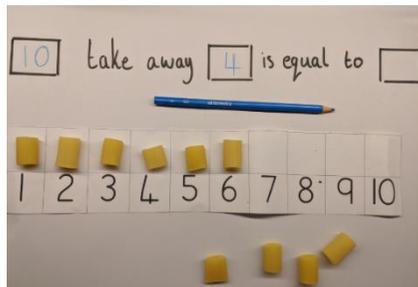
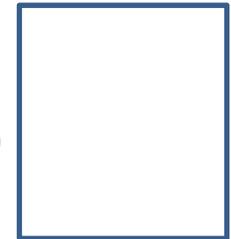
Pick two number cards. Count out the biggest number along the number track. Write your number in the sentence frame.



take away



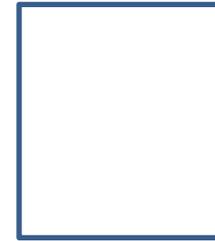
is equal to  
(is the same as)



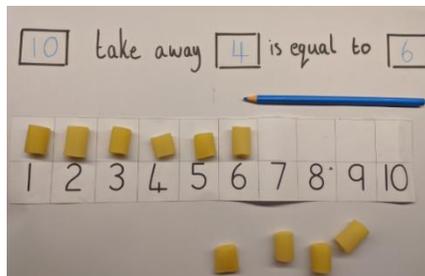
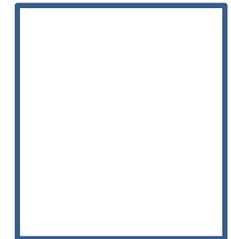
Take away the amount on the number track from the second card. Write the number you have taken away on the track.



take away



is equal to  
(is the same as)

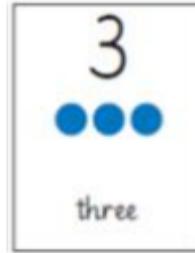


Count how many are left and write it in your sentence frame.

**LESSON 5 RESOURCES:**

**THINK:**

8 take away 3 is equal to \_\_\_\_\_



Subtraction story

**SEE:**

[Support video](#)