

*Monday 24<sup>th</sup> November 2025*

# Our Maths Learning Journey

Key vocabulary:

1 more than

1 less than

Tens

Ones

Subtracting

Addition

2D shapes

3D shapes

Comparing 2D and 3D shapes.

Consolidation

Comparing the properties of  
2D and 3D shapes.

2D / 3D shapes

Add by making 10  
Subtracting tens and ones.

Comparing numbers of objects  
Ordering numbers  
Add by making 10

1 less than within 20  
Partitioning (tens and ones)

Number bonds to 20.

Counting  
forwards/backwards and 1  
more/ 1 less within 20.



3 Work out the missing numbers in these number sentences.

a)  $7 - 5 = \square$

$17 - 5 = \square$

b)  $8 - 3 = \square$

$\square - 3 = 15$

c)  $7 - \square = 0$

$\square - 7 = 10$



I think I can use  $7 - 5$  to help me answer  $17 - 5$ . I wonder what does not change in  $17 - 5$ .



When is the answer to a question 0?





1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Draw dienes to show tens and ones of the numbers shown.

2

19

Tens	Ones

3

10

TP: There are \_\_\_\_\_ tens.

TP: There are \_\_\_\_\_ ones.



*LQ: Can I add by making 10?*

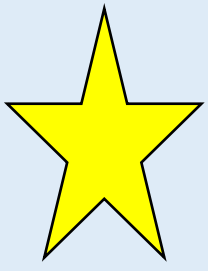
*Steps to success*



*I can correctly partition one single-digit numbers to bridge 10 when adding.*

*I can add a single digit to 10 without counting, for example*

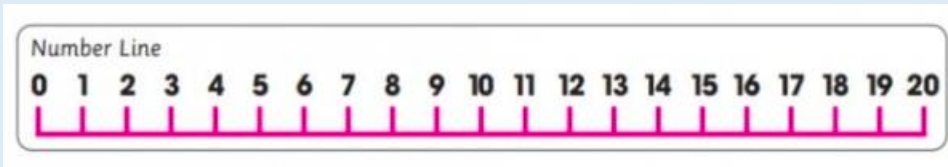
$$10 + 4 = 14.$$



# Star words



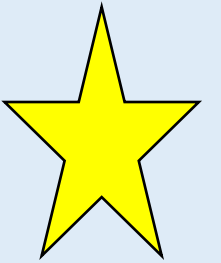
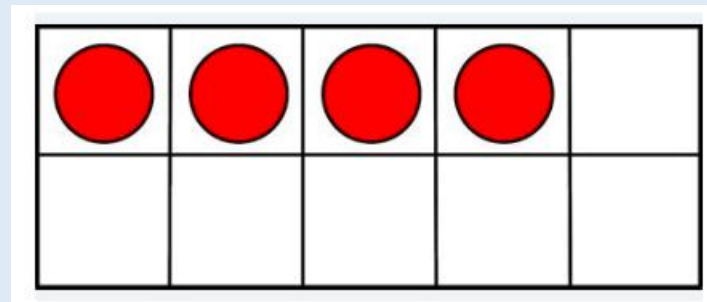
*number line*



*add*



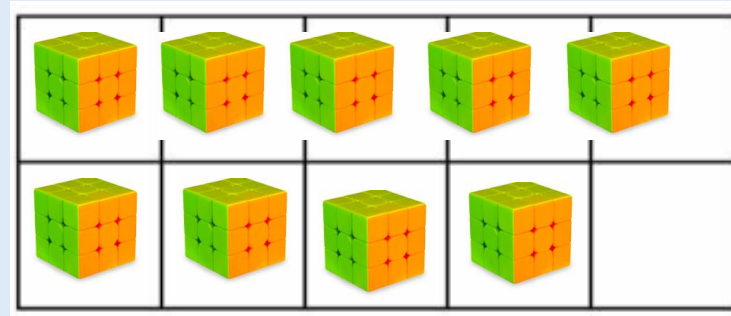
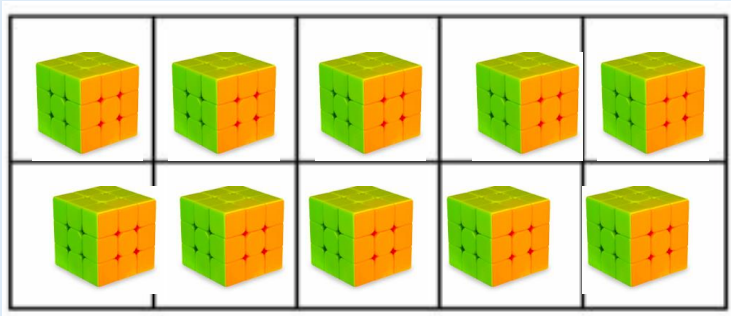
*tens frame*



L.Q. Can I add by making 10?

Let's look at the picture..

$$5 + 9 =$$



TP: \_\_\_\_\_ ten and \_\_\_\_\_ ones.

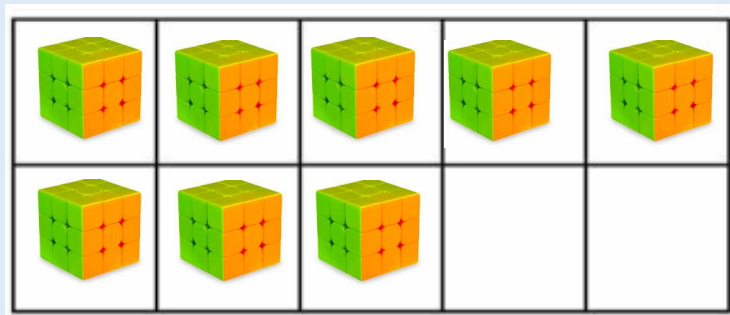
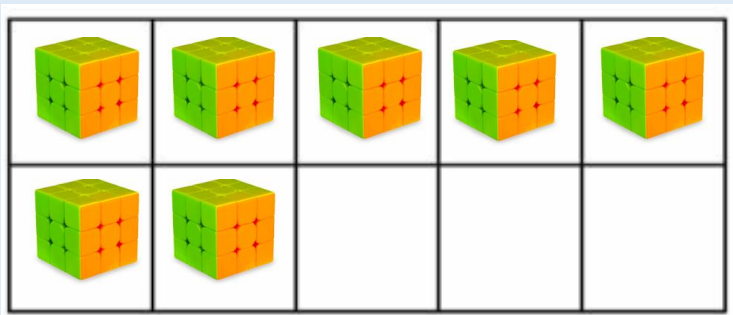
Coach Anton had 7 gummy bears.

Miss Brooks had 8 gummy bears.

How many gummy bears did they have in total?



$$7 + 8 = 15$$





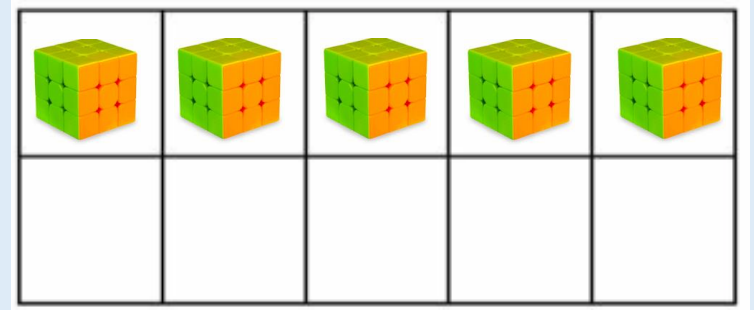
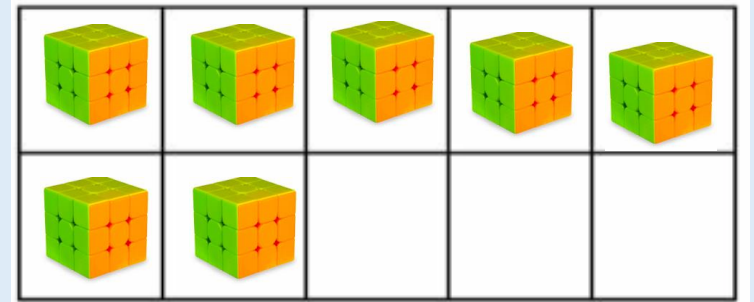
Hatti says,

$$7 + 5 = 16$$

Is she correct? Why?

TP: Yes, she is correct because\_\_\_\_\_.

TP: No, she is incorrect because\_\_\_\_\_.



Work it out on your whiteboards and explain your answer.

Self assessment

Do you understand how to reason?



Let's work it out together.

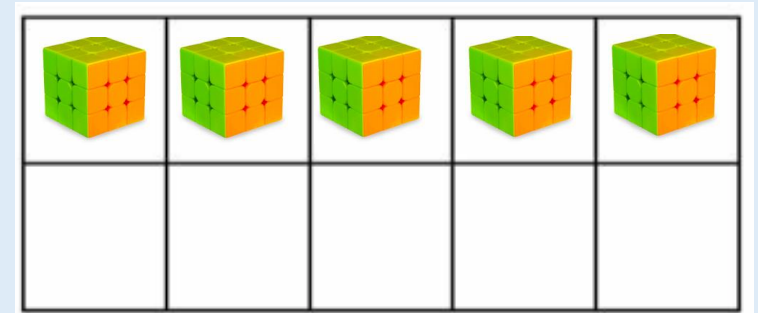
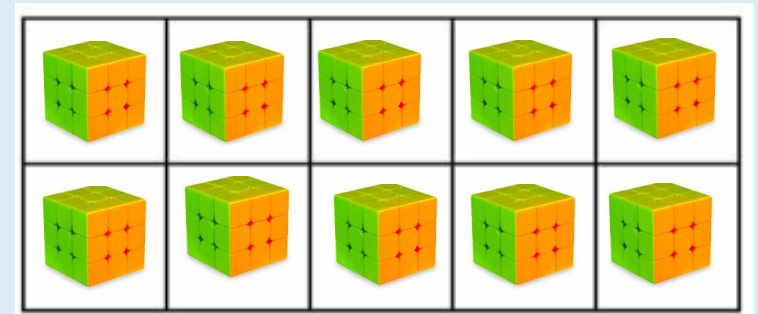


Hatti says,

$$7 + 5 = 16$$

Is she correct? Why?

Hatti is incorrect because  $7 + 5 = 12$ ,  
not 16.

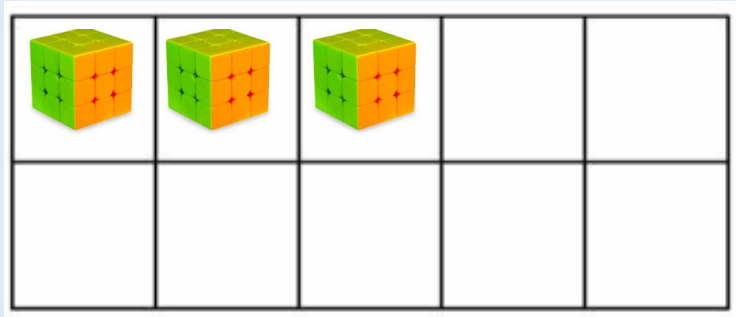
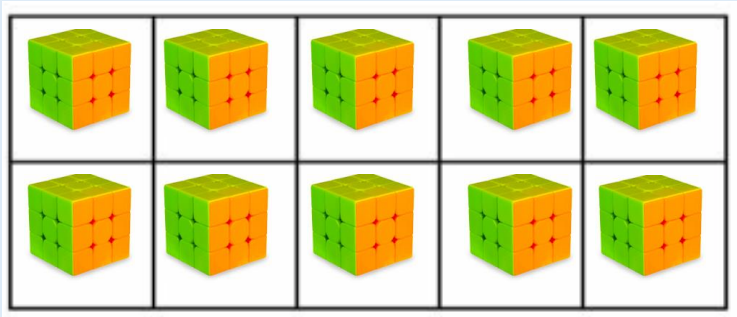


$$7 + 5 = 12$$

Let's practise together...

$$9 + 3 =$$

$$9 + 3 = 12$$



# Your task



ten frame, number line, make 10, add, total, altogether



1. Complete the sentences. Use the skills you have been exploring to make 10.

$6+9=$

$5+6=$

$3+8=$

$4+8=$

$9+5=$

$3+7=$

$6+7=$

$2+9=$

2. Lola says,

$9 + 7 = 14$

Is she correct?

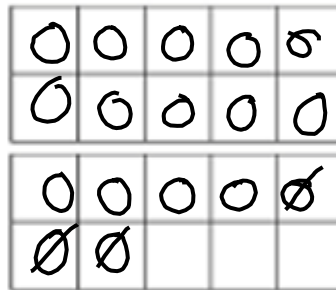
Sentence starter:

Yes, she is correct because...

No, she is incorrect because...

3. Draw the counters on the ten frame by crossing the tens.

$7 + 7 = 14$



1.

$7+8=$

$9+5=$

$3+9=$

$8+6=$

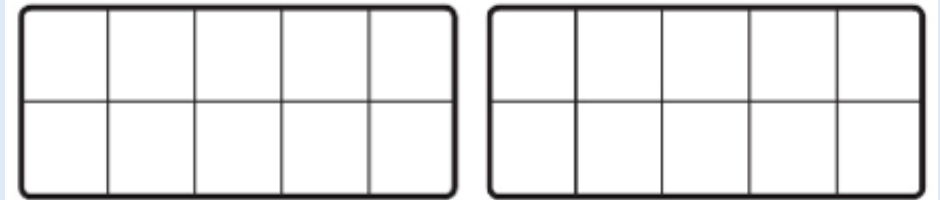
$6+7=$

$5+6=$

27.11.2023

L.Q. Can I add by making 10?

Today we worked in a small group to add by making 10 using ten frames and counters. We took the largest number given and placed the corresponding number of counters on one ten frame. Then we selected the counters for the second given number and placed each one on the empty spaces for the first ten frames and the second one. As a challenge we completed the number sentences to match.



Provide children with ten frames and counters...

SEN-EAL: Photo and child's voice...

Self assessment

Do you understand the tasks?

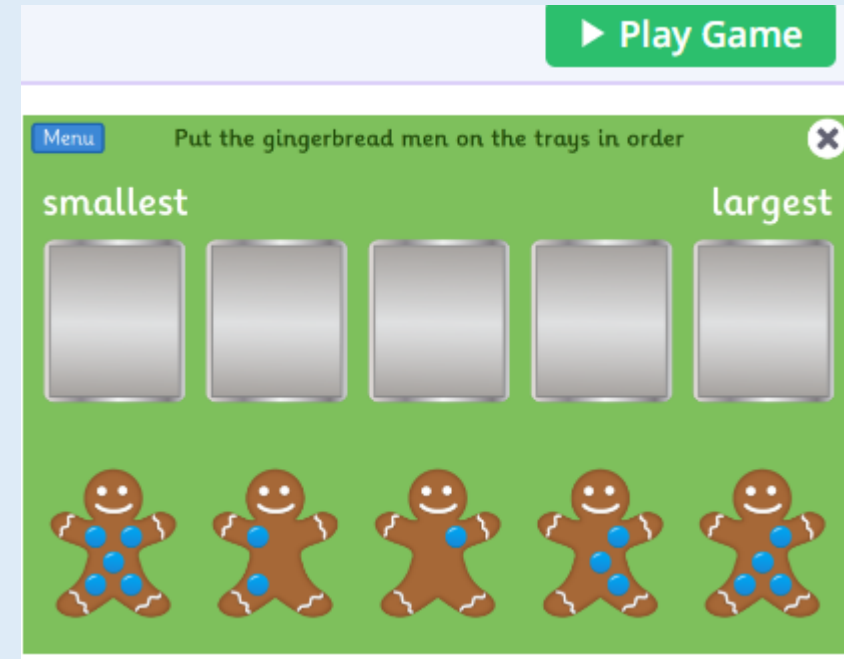


*Tuesday 25<sup>th</sup> November 2025*

L.Q. Can I sequence numbers using pictorial resources?

TP: The smallest number is \_\_\_\_.

TP: The largest number is \_\_\_\_.



<https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>

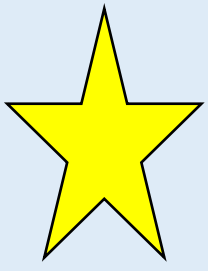


*L.Q. Can I subtract a single digit number from a two digit number?*

*Steps to success*

- I understand what subtraction means.*
- I can count back to subtract.*
- I can use the crossing off method to solve the problem.*



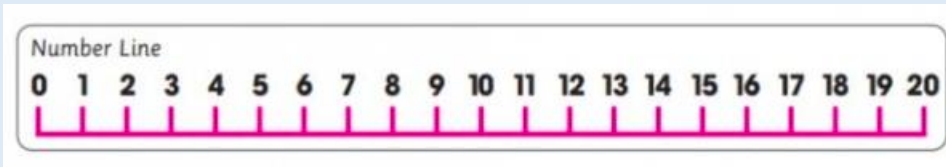


# Star words

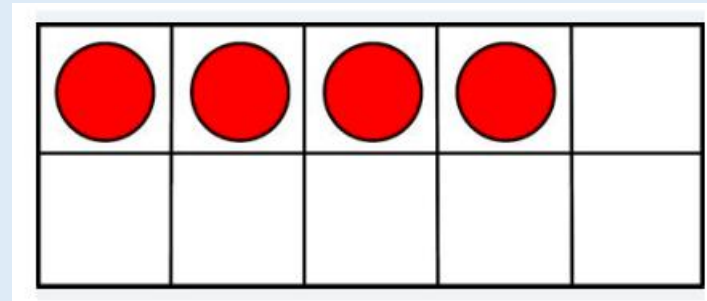
subtract



number line



Tens frame



Today we are going to subtract a 1-digit number from a 2-digit number.



*One digit numbers  
have only ones.*



*Two digit numbers  
have tens and ones.*

L.Q. Can I subtract a single digit number from a two digit number?

Let's work it out together.

a) Mia wants to work out how many balls are left.

She works out  $15 - 3$ .

What does the 15 stand for?

What does the 3 stand for?

Why is it a subtraction?

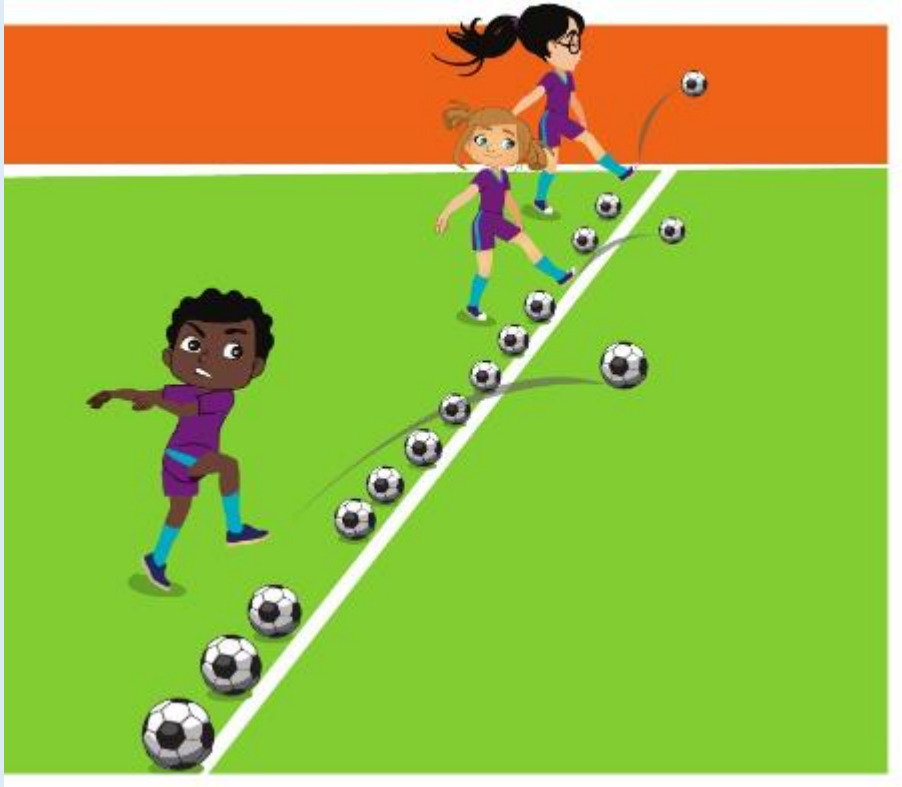
b) How many are left?

$$15 - 3 =$$



L.Q. Can I subtract a single digit number from a two digit number?

Let's work it out together.



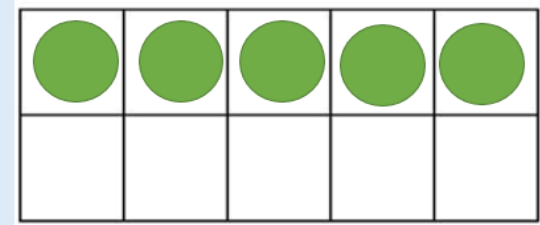
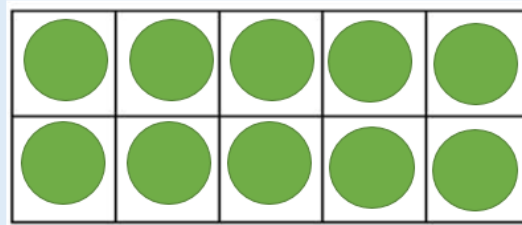
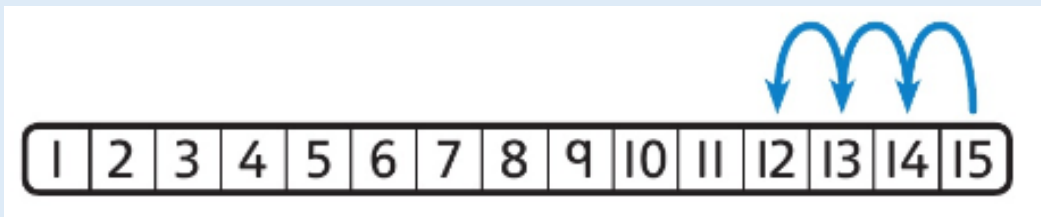
a) The 15 is the number of balls.

The 3 is the number of balls being kicked away.

We subtract because we take away three balls.

*I will cross out 3 balls and count how many are left.*

*I can also count back on a number line.*



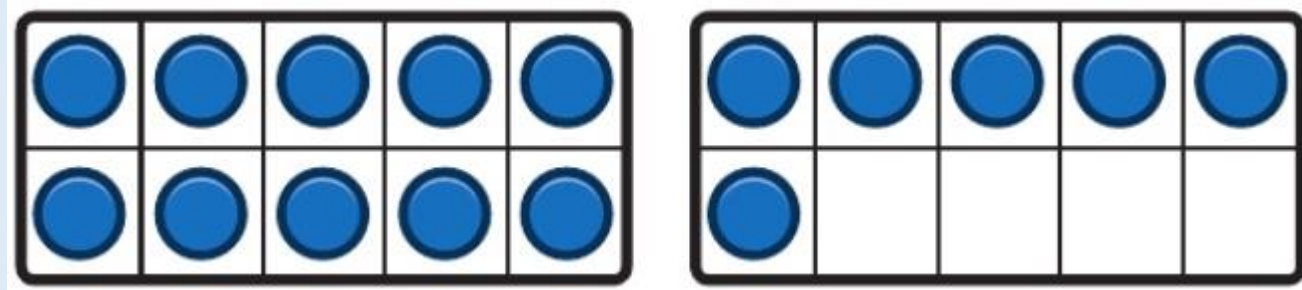
$$15 - 3 =$$

Let's practise together...

There are **16** leaves on the tree.

**5** leaves fall to the ground.

How many leaves are there left on the tree?



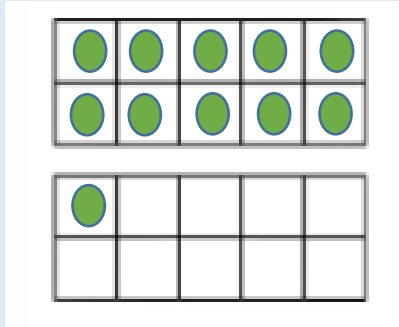
Remember to subtract the smallest number from the greater number.

Teacher to model crossing off on tens frames to solve the problem.

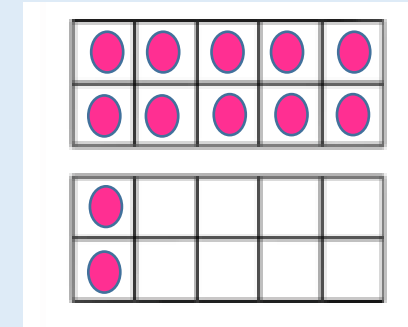
L.Q. Can I subtract a single digit number from a two digit number?

Let's work it out together.

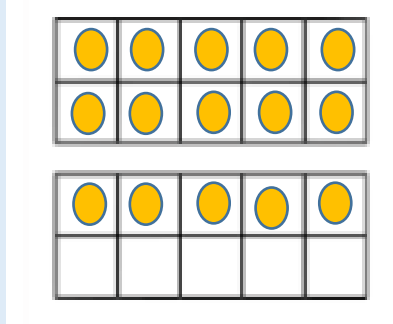
First count how many counters are on ten frames and write the missing number. Then subtract the second number and write the answer.



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



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



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

Teacher to cross the ones to find the answer.

Remember we start with the **greatest** number and **subtract** the smaller number.

Self assessment

Do you understand how to subtract 1-digit number from a 2-digit number?



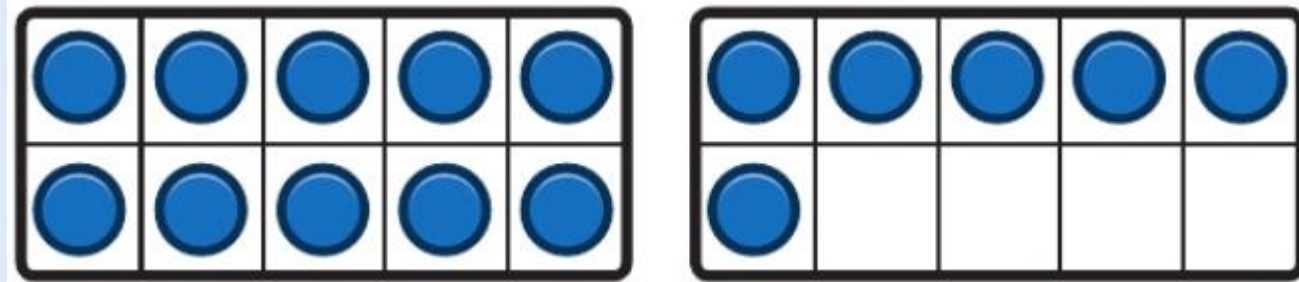
# Your task

Select a number sentence statement. Make the greatest number on the ten frame using counters. Subtract the smaller number by removing the counters to solve the problems.

$$15-7=$$

$$19-9=$$

$$13-8=$$



Self assessment

Do you understand the task?

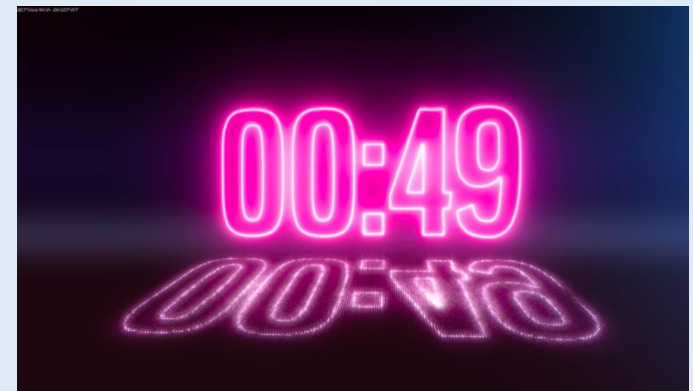


*Wednesday 26<sup>th</sup> November 2025*

L.Q. Can I write my number bonds to 10?

Let's recap our number bonds to 10.  
Write the number sentence.

$$\underline{\quad} + \underline{\quad} = 10$$



<https://www.youtube.com/watch?v=ID9tjBUiXs0>

[https://www.youtube.com/watch?v=9\\_R3\\_CThc38](https://www.youtube.com/watch?v=9_R3_CThc38)

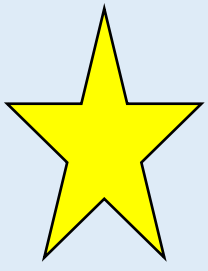


*L.Q. Can I subtract a single digit number from a two digit number?*

### *Steps to success*



- I understand what subtraction means.*
- I can count back to subtract.*
- I can use the crossing off method to solve the problem.*



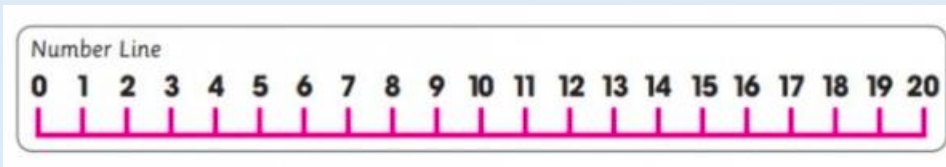
# Star words



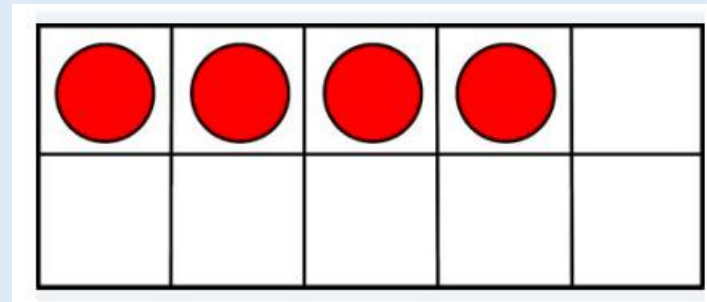
subtract



number line



Tens frame



Let's look at the picture..

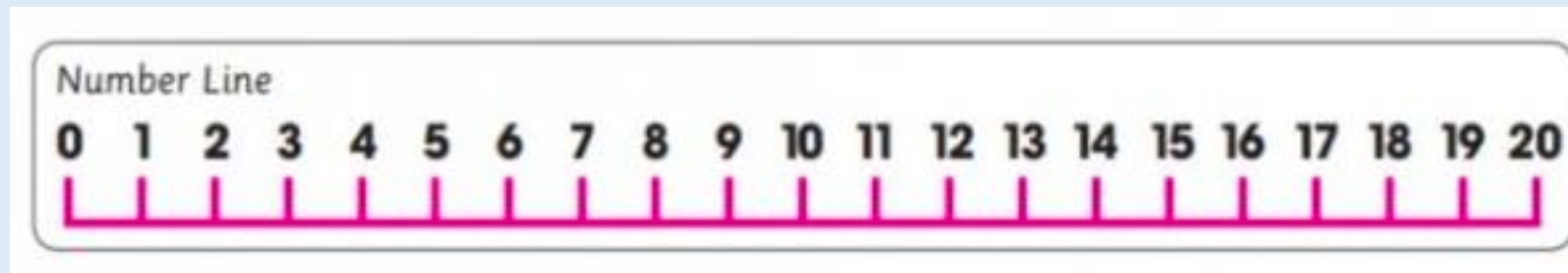
$$16 - 5 =$$

$$20 - 11 =$$

$$19 - 3 =$$

$$17 - 4 =$$

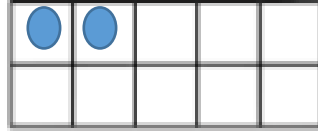
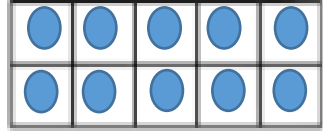
Teacher to draw counters on the tens frame and cross out to subtract.



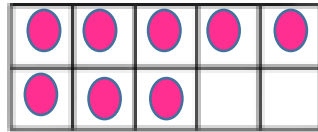
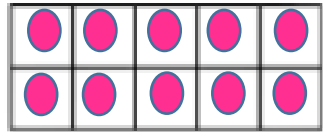
L.Q. Can I subtract a single digit number from a two digit number?

Let's look at the picture.

$$12 - 2 =$$

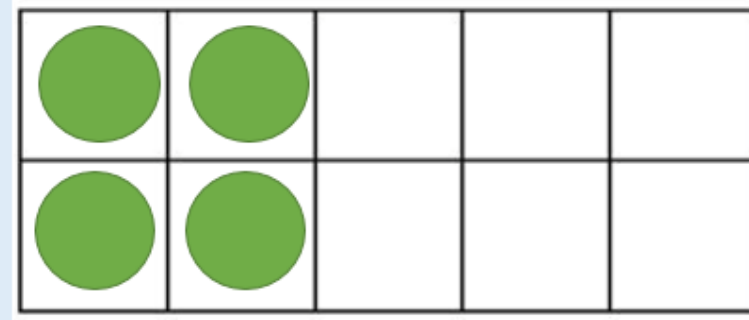
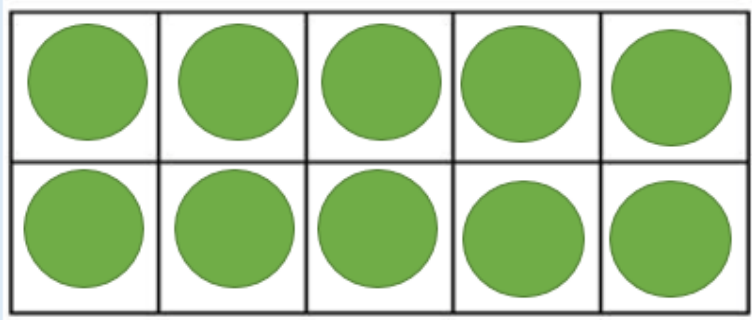


$$18 - 5 =$$



Teacher to model crossing out the ones.

Chloe says  $14 - 4 = 13$ .



Is she correct?  
Explain your answer.

TP: Yes, she is correct because\_\_\_\_\_.

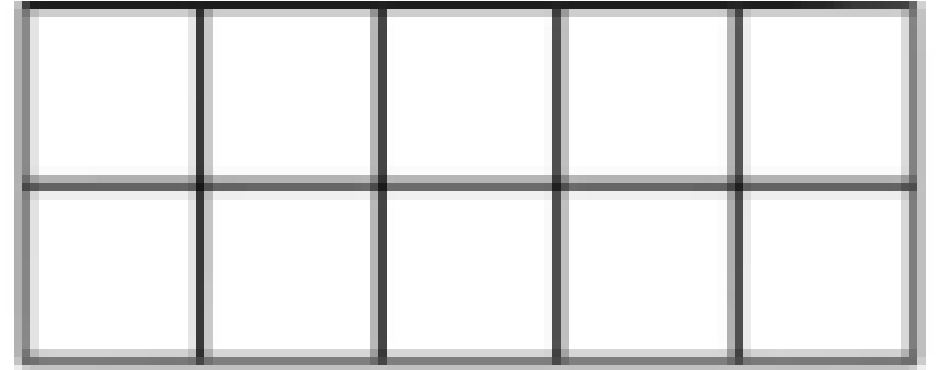
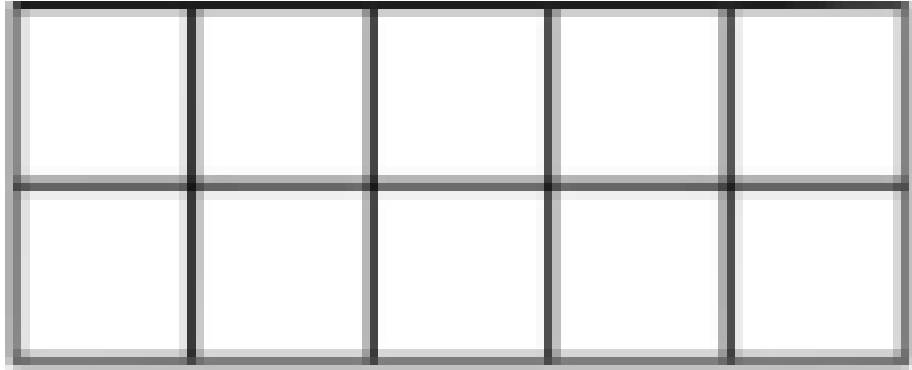
TP: No, she is incorrect because\_\_\_\_\_.

Teacher to model crossing out the ones.

L.Q. Can I subtract a single digit number from a two digit number?

Let's practise together.

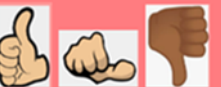
Choose a child to draw counters to show the number sentence.  
Remind them to use the crossing out method.



$$16 - 4 =$$

Self assessment

Do you understand how to  
subtract by crossing out?




L.Q. Can I subtract a single digit number from a two digit number?

# Your task

★ ten frame, subtract, take away, left, cross out ★

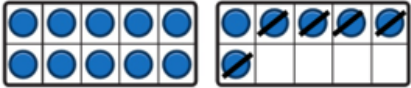
1. Subtract using the crossing out method and complete the number sentences.

E.g.  $17 - 6 = 11$



2. Sofia says,

$16 - 5 = 10$



Is she correct?

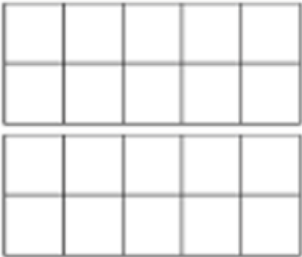
Sentence starter:

Yes, she is correct because...

No, she is incorrect because...

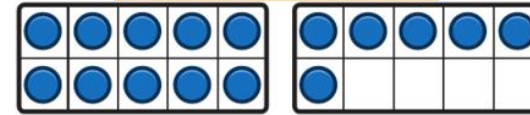
3. Draw the counters on the ten frames to show this number sentence.

$18 - 4 =$

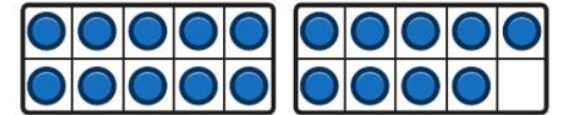


Today we worked in a small group to count two-digit number on a tens frame and subtract the given single digit number. We used the crossing out method to solve the problems.

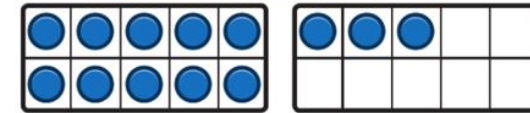
$$16 - 2 =$$



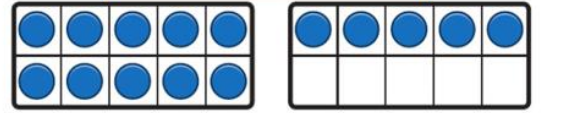
$$19 - 6 =$$



$$13 - 3 =$$



$$15 - 4 =$$

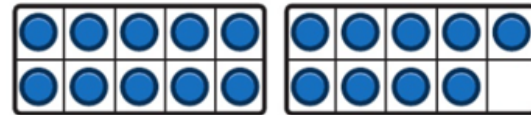


1.

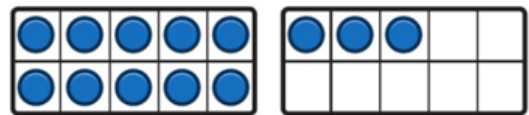
$$16 - 2 =$$



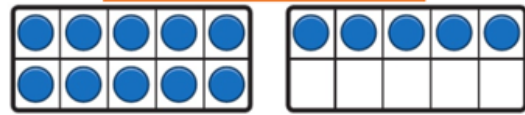
$$19 - 6 =$$



$$13 - 3 =$$



$$15 - 4 =$$



Self assessment

Do you understand the task?

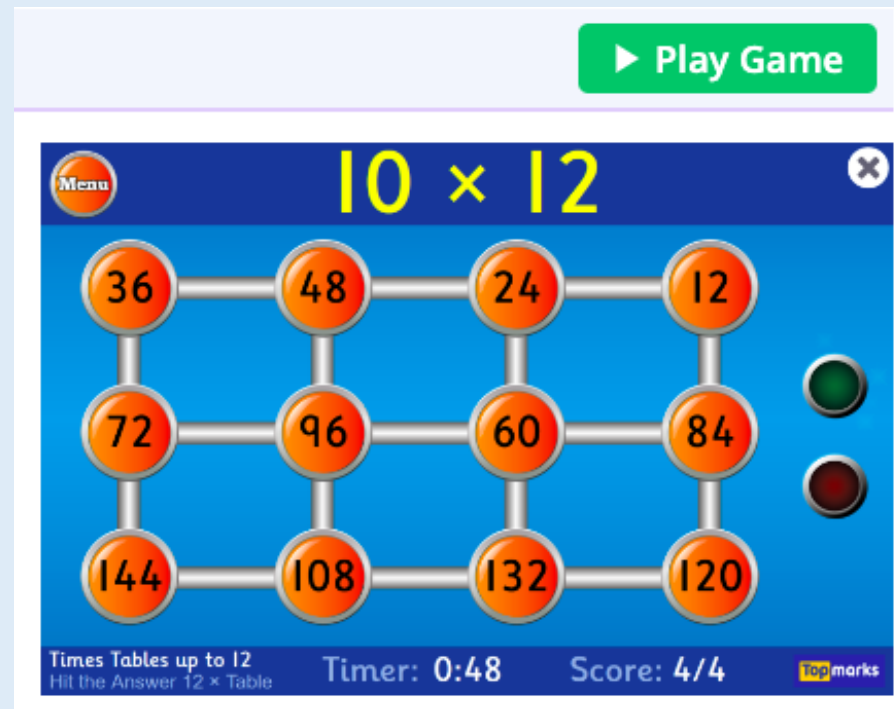


*Thursday 27<sup>th</sup> November 2025*

L.Q. Can I explore number bonds to 10?

27.11.25

<https://www.topmarks.co.uk/maths-games/hit-the-button>



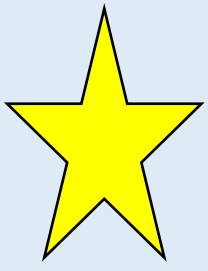


*L.Q. Can I subtract tens and ones?*

*Steps to success*

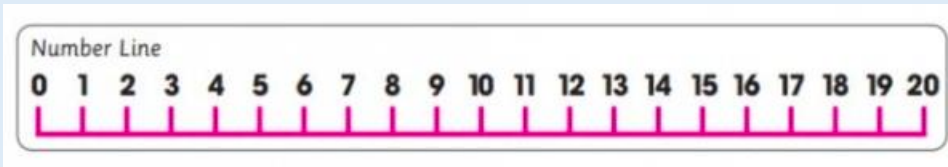
- *I can subtract tens and ones*
- *I understand that to do  $15 - 12$  it is easier to subtract 10 and then 2*
- *I can make the connections with number bonds and use this to help solve subtractions quickly, such as  $18 - 1$  and  $8 - 1$*



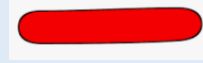


# Star words

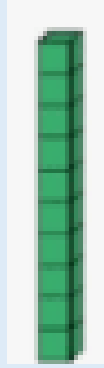
number line



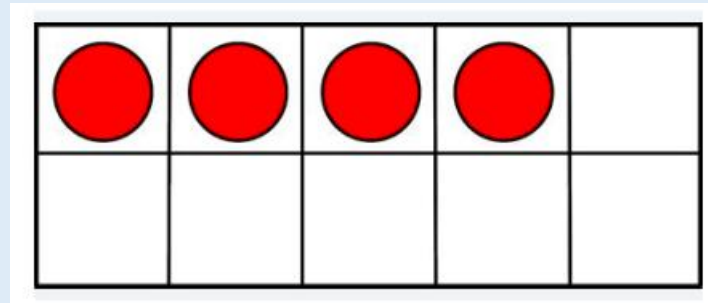
subtract



tens



Tens frame



ones



L.Q. *Can I subtract tens and ones?*

*Today we are going to learn to subtract tens and ones.*

*This means we are going to take away a two digit number from another two digit number.*



*One digit numbers  
have only ones.*

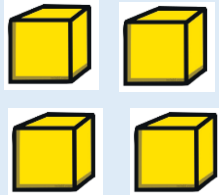


*Two digit numbers  
have tens and ones.*

ten



ones



$$14 - 12 = 2$$

$$4 - 2 = 2$$

$$16 - 15 = 1$$

$$6 - 5 = 1$$

$$19 - 11 = 8$$


$$9 - 1 = 8$$

When we subtract teen numbers, it is easier to subtract the ten first and then the ones. We can link this to subtracting single digit numbers.

Remember when we subtract we start with the biggest number.


Let's work it out together.




**1** a) There are 15  .

How many  have eggs?

How many  do not have eggs?

b) 13  dive into the sea.

How many  are left on the ice?

TP: There are \_\_\_\_\_ penguins with eggs.

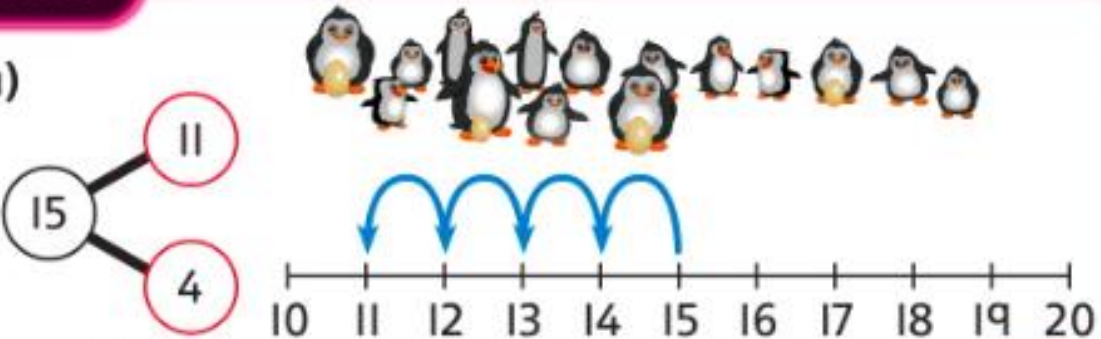
TP: There are \_\_\_\_\_ penguins without eggs.



Remember when we subtract we start with the biggest number.


TP: \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_.


Dexter says,


a)



4  have eggs.  
 $15 - 4 = 11$   
 11  do not have eggs.

b) 13  dive into the sea.

 I can count back 13 from 15. This takes time and I often make mistakes.



How did you work it out?  
 Which way is easier? Why?


Flo says,

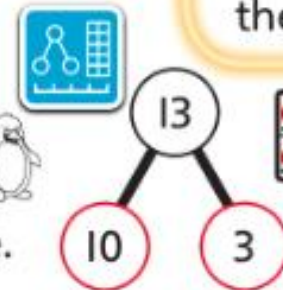
$$15 - 10 = 5$$

$$5 - 3 = 2$$

So

$$15 - 13 = 2$$

There are 2  left on the ice.



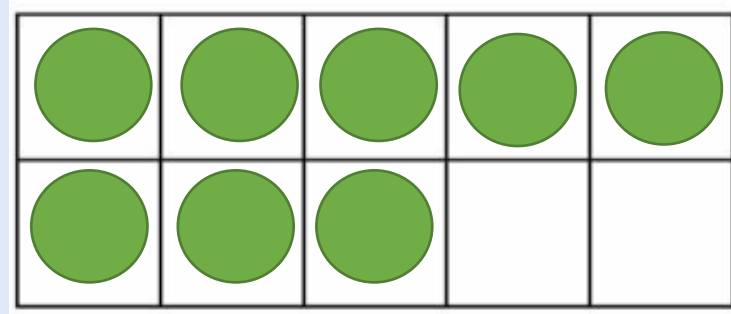
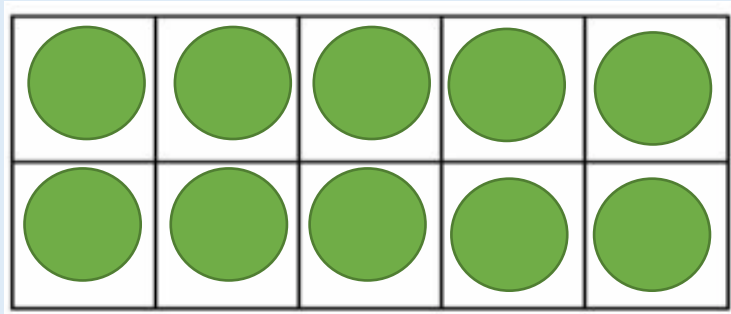
I know that 13 is 10 and 3. I can subtract the 10 first and then 3.



Let's practise together.



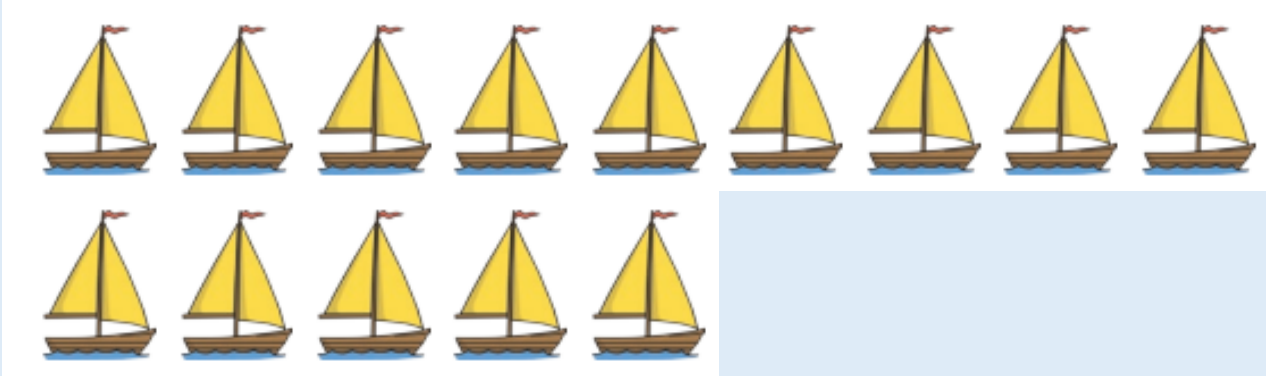
There are **18** fish.  
A penguin eats **12** fish.  
How many fish are left?



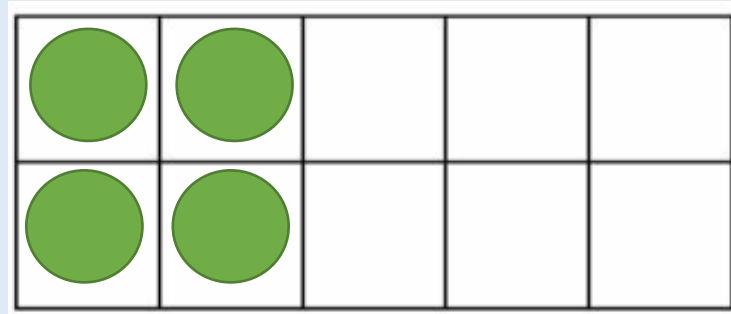
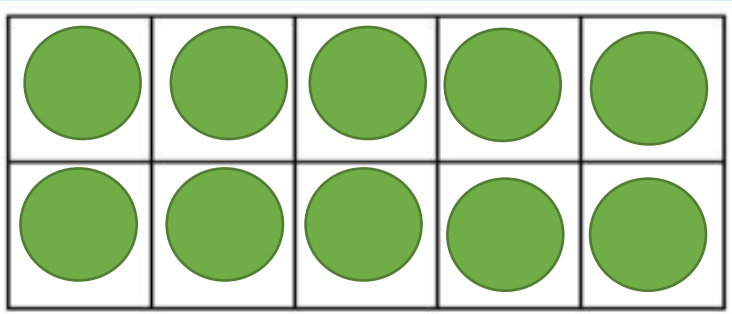
Let's use the crossing out method to subtract.  
Cross out the tens first then the ones.

TP: \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_.

Let's practise together.



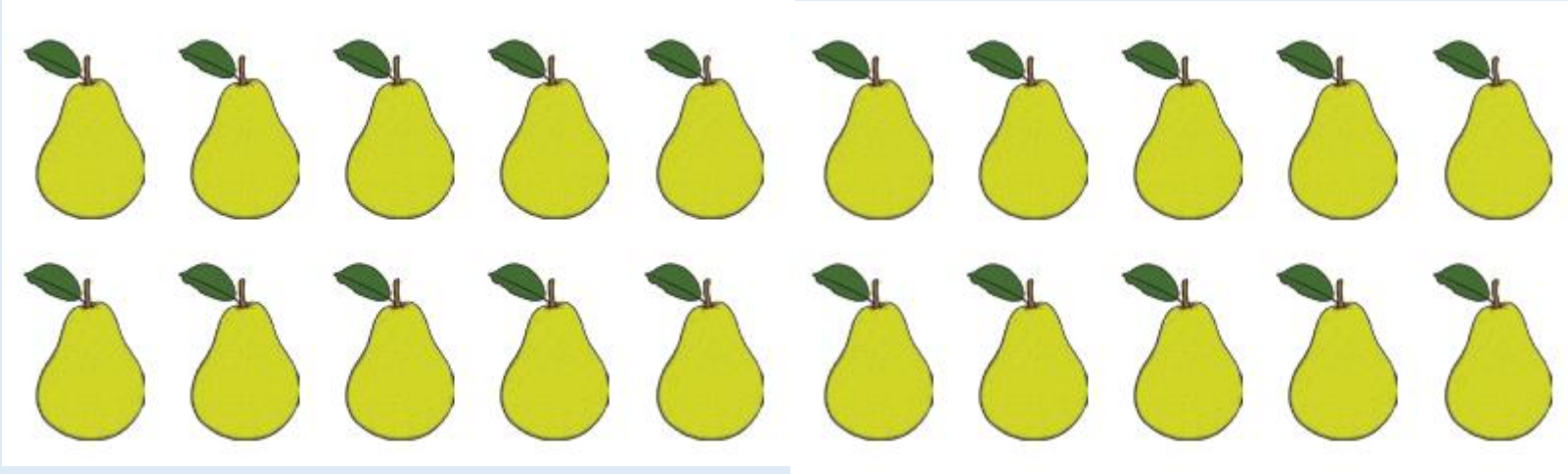
There are **14** boats.  
**11** boats sailed off.  
 How many boats are left?



Let's use the crossing out method to subtract.

TP: \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_.

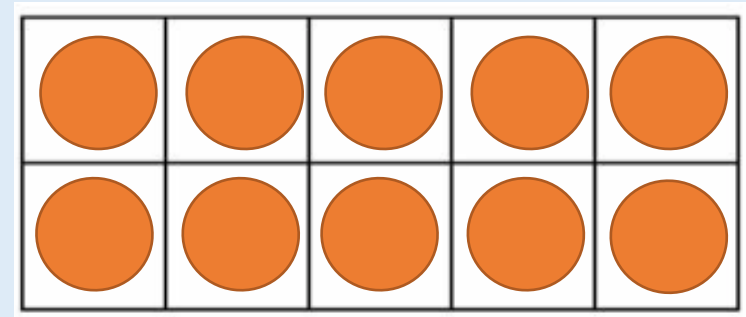
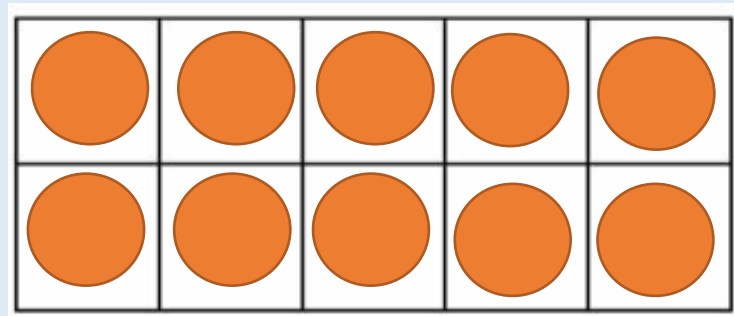
Let's practise together.



There was **20** pears in the fruit tray.

The children ate **17** pears.

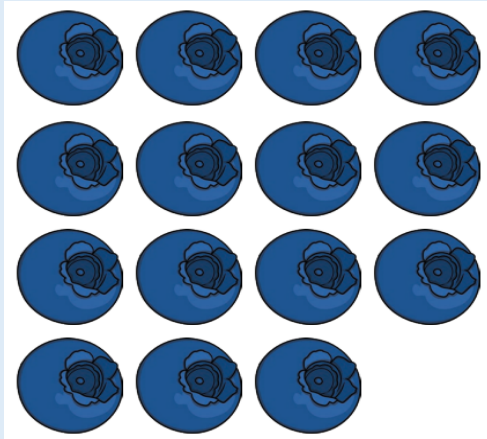
How many pears are left?



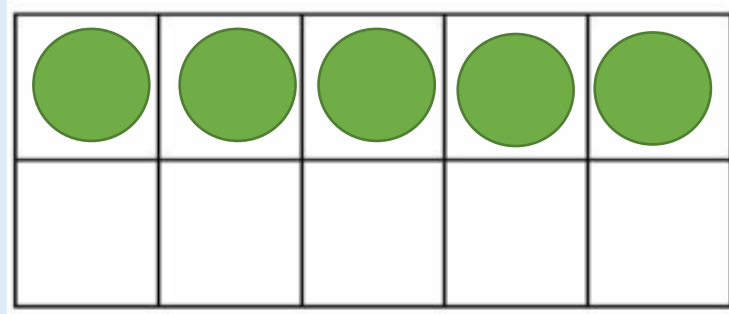
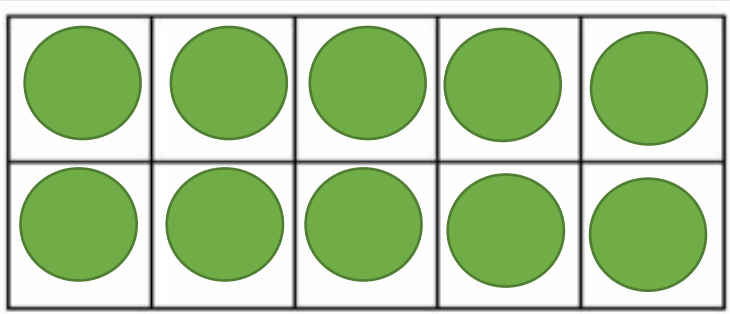
Let's use the crossing out method to subtract.  
Cross out the tens first then the ones.

TP: \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_.

Let's practise together.



I had **15** blueberries. I ate **13** of them.  
How many blueberries do I have left?



Let's use the crossing out method to subtract.  
Cross out the tens first then the ones.

TP: \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_.

Self assessment

Do you understand how to subtract  
the tens and then the ones?

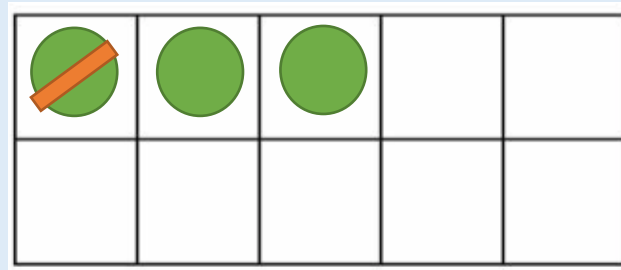
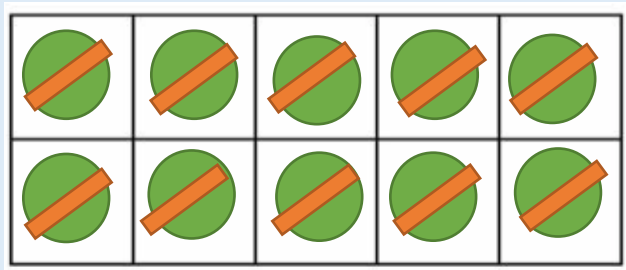


L.Q. Can I subtract tens and ones?

# Your task

Choose a subtraction number sentence. Make the largest number on the ten frames with the counters. Then subtract the smaller number by removing each counter.

E.g.



$$13 - 11 = 2$$

Remember when we subtract we start with the biggest number.

$15 - 11 =$	$19 - 13 =$
$13 - 12 =$	$18 - 15 =$
$14 - 13 =$	$17 - 15 =$
$12 - 11 =$	$15 - 13 =$

Self assessment

Do you understand the tasks?

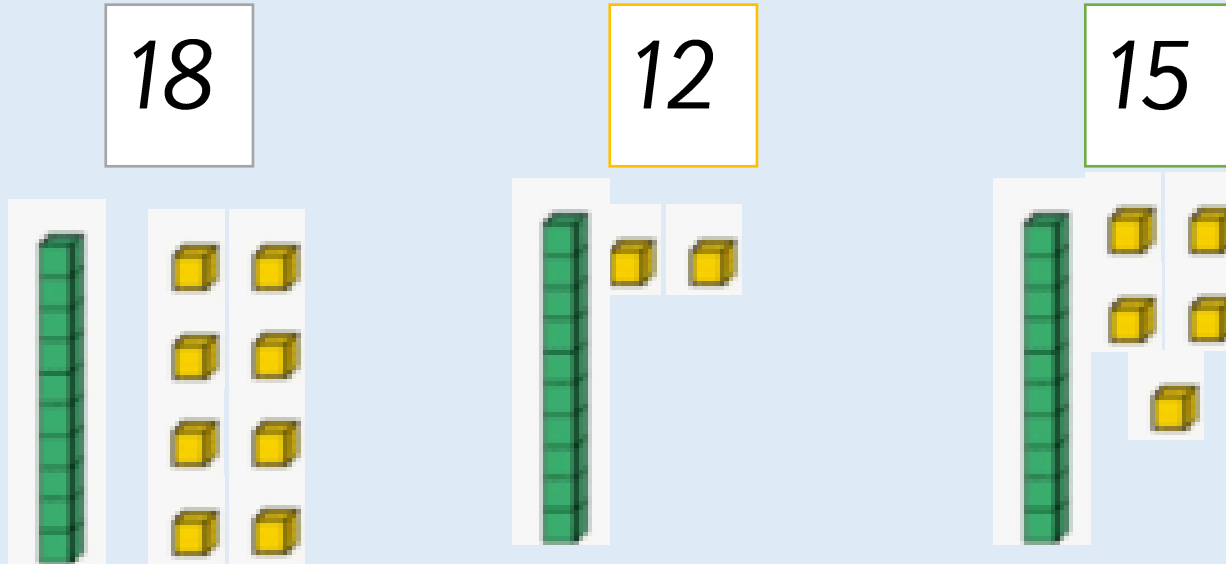


*Friday 28<sup>th</sup> November 2025*

How do you make these numbers using dienes.

TP: There are \_\_\_ ones.

TP: There are \_\_\_ tens.



How do I subtract 10?



*L.Q. Can I subtract tens and ones?*

### *Steps to success*

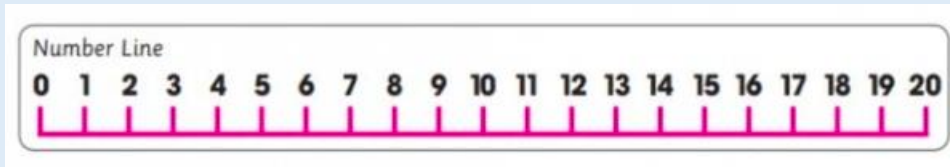
- I can subtract tens and ones*
- I understand that to do  $15 - 12$  it is easier to subtract 10 and then 2*
- I can make the connections with number bonds and use this to help solve subtractions quickly, such as  $18 - 1$  and  $8 - 1$*



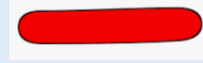


# Star words

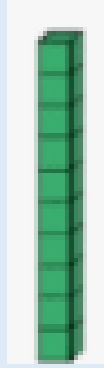
number line



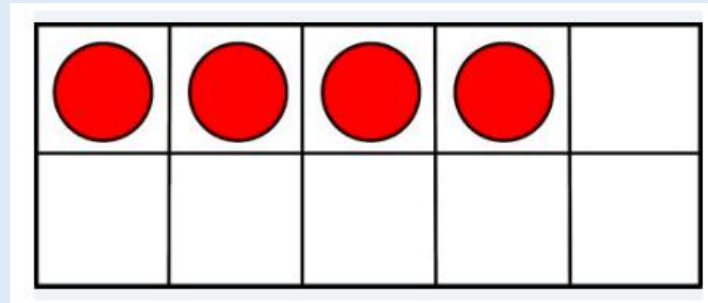
subtract



tens



Tens frame



ones

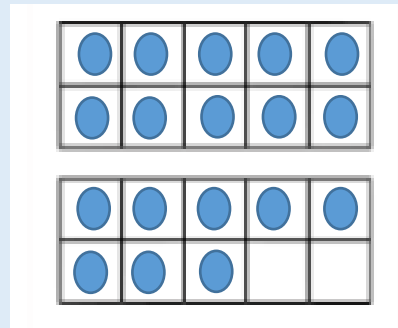


L.Q. Can I subtract tens and ones?

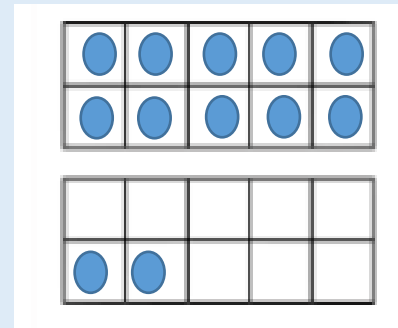
Let's look at the picture.

Today we will be consolidating our learning on subtracting tens and ones.

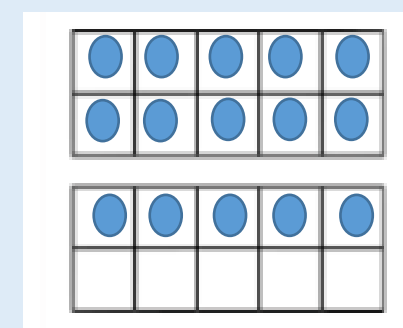
How can you show how to subtract tens in a tens frame.



18



12



15

Teacher to model crossing out the tens to subtract tens.

How do we subtract the tens?

TP: There is \_\_\_\_ ten.

TP: There are \_\_\_\_ ones.

15

-

13

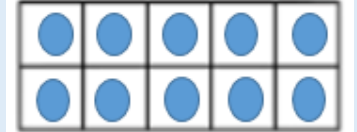
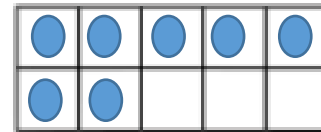
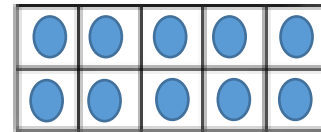
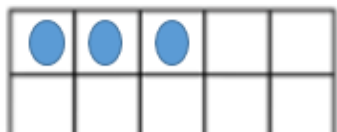
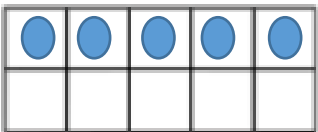
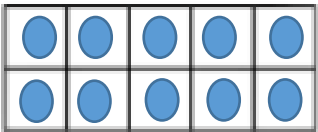
=

17

-

16

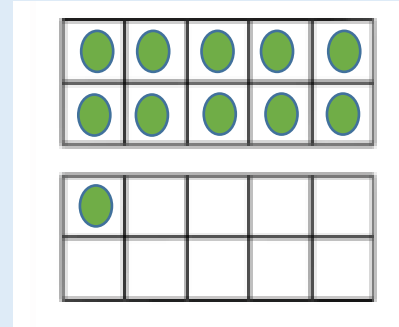
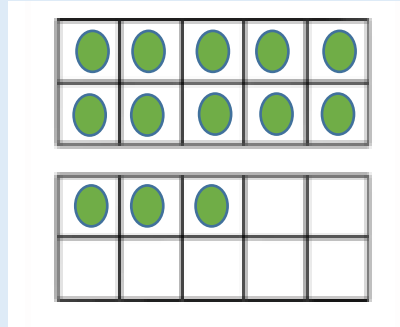
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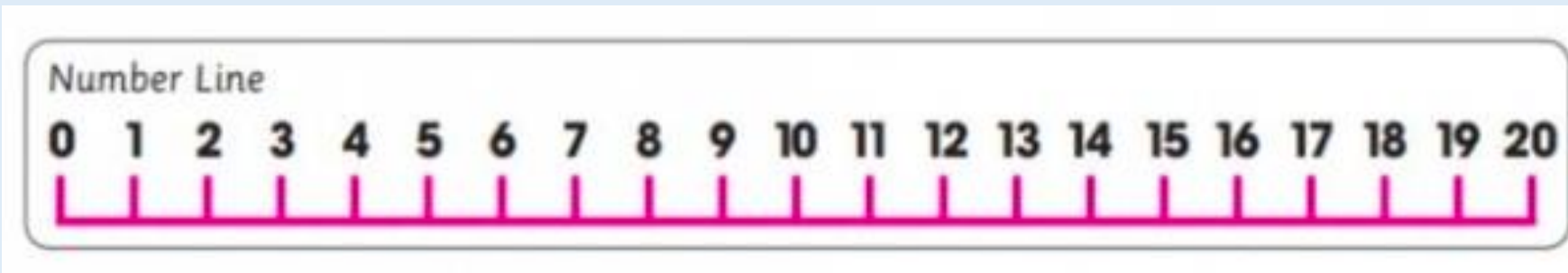
Teacher to model crossing out the tens for both numbers and subtracting the ones.

Let's work it out together.

How do we subtract the tens?



TP: \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



Let's practise together.

Kevin says,

I can subtract  $11 - 18 =$

Is he correct? Why?

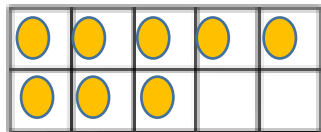
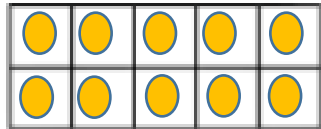
Think. What number do we start with when we subtract.

TP: Yes, he is correct because\_\_\_\_\_.

TP: No, he is incorrect because\_\_\_\_\_.

Number Line

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



Self assessment
















Do you understand how to subtract the tens and then the ones?




















# Your task

Use the crossing out method to subtract the tens and ones.

Then complete the number sentences.

$15 - 10 =$

$17 - 13 =$

Remember, when we subtract we start with the greatest number.

Self assessment

Do you understand the task?

