

Lesson 14 **NUMBER****Mental subtraction strategies – count-back and count-up to find the difference**

WHAT THIS LESSON TEACHES

To subtract in your head, choose a strategy: count BACK from the bigger number when you are taking away a small amount, and count UP from the smaller number when the two numbers are close together. Look at the gap first.

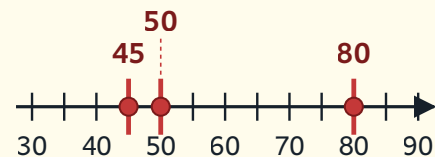
→ $73 - 4$: hop back 4 to land on 69.

→ $71 - 68$: count up 3 from 68 to land on 71, so the difference is 3.

MODEL THIS ON THE BOARD

COUNT-BACK ON A NUMBER LINE

- ① 80 and 35 are far apart, so counting back is quicker.
- ② Jump back the tens: $80 - 30 = 50$.
- ③ Jump back the units: $50 - 5 = 45$.



DISCUSSION STARTER

REFLECT When the numbers were close, did counting up feel easier than counting back?

ANSWER KEY

a) 69

b) 4

c) 45

Q1: 82

Q2: 57

a) **Never** — The lesson teaches three strategies: partition, count on and near doubles.

b) **Always** — The lesson explains to split one number into tens and units.

c) **Never** — The lesson example $35 + 36$ uses two odd numbers.

d) **Always** — This matches partitioning the numbers into tens and units as taught.

EXTENSION SHEET · STRETCH ANSWERS

S1: 1691

S2: 747

S3: 5142

S4: 828

S5: 7577

Investigation: Count back or count up? — open-ended; scan pupils' working for valid solution paths rather than a single answer.