

Taking away: how many are left?

CURRICULUM ALIGNMENT

NUM.OPS.2

select, make use of and represent a range of addition and subtraction strategies.

INTERACTIVES **Ten Frame** · challenge, display, explore

WHAT THIS LESSON TEACHES

When some leave a set, the set gets smaller. Counting what stays tells us how many are left.

→ Six buns on a plate; two are eaten. Four buns are left.

→ Start with 8 counters, slide 3 away: 5 are left.

MODEL THIS ON THE BOARD

BUNS AT LITTLE BREAK

- 1 Start with **5** buns on the plate.
- 2 The puppet gobbles **2** of them. Cross those out.
- 3 Count the buns that stay: **3** are left.
- 4 So 5 take away 2 leaves 3.

LESSON ARC

Open with five buns on a plate and the class puppet gobbling two — take three hands-up answers about what happened to the set before any counting. Model on the ten-frame: build the start set live, slide leavers off, ask how many stay before revealing. Pupils take turns at the board in Try It Together with quick classroom stories. Whole class draws six dots, crosses out two in copybooks, then brisk Class Challenge practice on the ten-frame. Close by naming that a set shrinks when some leave.

TEACHING MOVES

1. **Getting Started.** Tell the bun story slowly and take three hands-up answers only. Listen for “some went away” or “there are fewer now” before any counting talk. Don’t jump to the answer yourself.
2. **Watch and Notice.** For each example, build the start set live on the ten-frame interactive (or a large physical ten-frame), then slide the leavers off so the class sees the set shrink. Ask how many stay before you reveal the stay frame. On 8 take away 3, push: “can you see how many without counting one by one?” On 5 take away 5, name the empty frame — nothing left. No + − = symbols.
3. **Try It Together.** Rotate four pupils at the board. Tell a quick classroom take-away story each time (pencils roll off the table, crayons back in the box). Pupil puts counters on, slides leavers off; class counts what stays and agrees out loud. Watch for anyone who rebuilds from scratch — nudge them to start full, then remove.
4. **Draw and cross out in your copy.** Walk the row glancing at the cross-outs and the number written. Give slower writers time to finish all six dots carefully before they cross out two. This is whole-class copybook practice, not marking.
5. **Class Challenge.** Keep board turns brisk — pupils check each answer and the class confirms before moving on. Before each Check ask: “how many are left — can you say it before you count?” On 10 take away 4, name the half-frame: six are left.

6. What Did We Notice?. Ask what happens to a set when some of it goes away. Revoice “it gets smaller” as: when some leave, the set shrinks, and counting what stays tells us how many are left. Head off “it disappears” when only some leave — the rest are still there.

COMMON MISCONCEPTIONS

⚠ Pupils wipe the ten-frame clean and rebuild the leftover amount from scratch, instead of removing from the starting set.

Freeze the board and model once more: “We start with all of them on. Then we slide some off. Watch the set shrink — we don’t wipe and start again.”

⚠ When asked “how many are left?”, pupils count the counters that went away rather than the ones still on the frame.

Point to the empty space, then to the remaining counters. “Left means still here. Count only what stays on the frame.”

⚠ Pupils say the whole set “disappeared” when only some counters leave.

Gesture at the counters still sitting on the ten-frame. “Two went away, but look — these are still here. The set got smaller; it didn’t all vanish.”

DIFFERENTIATION

EMERGING

- Stay with take-aways of 1 only (5 take away 1, 6 take away 1) so pupils track a single leaver before larger removals.
- Pre-place the start counters on the ten-frame; the pupil only slides the leavers off and counts what stays.

DEVELOPING

- After the copybook dots, ask them to draw 7, cross out 3, and say the full sentence aloud: “7 take away 3 leaves 4.”
- On a Class Challenge turn, hold the reveal and ask: “can you see how many are left without counting one by one?”

PROFICIENT

- After a Class Challenge turn, pose on the ten-frame: start with 10, take away some so that 3 are left — how many did you take away? The pupil shows the slide and the class checks.

✂ **Cross-curricular:** Tie to little-break routines — count fruit pieces on a plate, take the eaten ones away, and say how many are left.

ANSWER KEY

Q1: 2 buns

Q2: 4 cupcakes

Q3: 7 apples

Q4: 11 scones

Q5: 13 yoghurts

Q6: 12 oranges

a) Always : Taking away always reduces the starting amount.

b) Always : That is exactly what take-away means.

c) Never : Taking away always leaves fewer or the same, never more.

d) Sometimes : Only when every item is taken away; otherwise some stay.

EXTENSION SHEET · STRETCH ANSWERS

S1: 3

S2: 17

S3: 8

S4: 5