

Reasoning and Problem Solving

Step 15: Counting Back

National Curriculum Objectives:

Mathematics Year 1: (1N4) [Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than \(fewer\), most, least](#)

Mathematics Year 1: (1N2c) [Read and write numbers from 1 to 20 in numerals and words](#)

Mathematics Year 1: (1C4) [Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as \$7 = \square - 9\$](#)

Differentiation:

Questions 1, 4 and 7 (Problem Solving)

Developing Write number sentences to match the jumps on the number line. Up to 5.

Expected Write number sentences to match the jumps on the number line. Up to 10.

Greater Depth Write number sentences to match the jumps on the number line. Up to 20.

Questions 2, 5 and 8 (Reasoning)

Developing Identify the starting number, using the clues given. Up to the value of 5.

Expected Identify the starting number, using the clues given. Up to the value of 10.

Greater Depth Identify the starting number, using the clues given. Up to the value of 20.

Questions 3, 6 and 9 (Problem Solving)

Developing Identify the starting number from a one-step word problem, up to 5 (numerals only).

Expected Identify the starting number from a two-step word problem, up to 10 (numerals and words).

Greater Depth Identify the starting number from a two-step word problem, up to 20 (numerals and words).

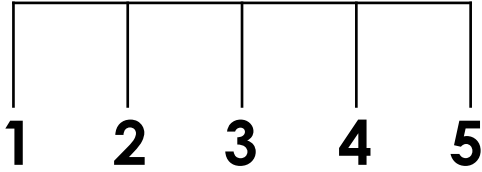
More [Year 1 Addition and Subtraction](#) Resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Counting Back

1a. The frog starts on 3. It makes 2 jumps back.

Which number does it land on?
Write a number sentence to match.

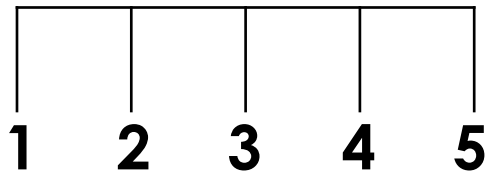


PS

Counting Back

1b. The frog starts on 5. It makes 3 jumps back.

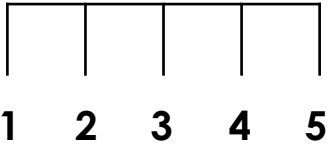
Which number does it land on?
Write a number sentence to match.



PS

2a. Tina is thinking of a number.

If I make 3 jumps backwards, I will land on 2.
Which number am I thinking of?



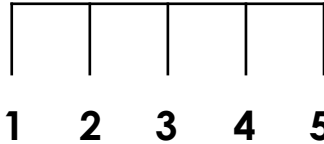
Explain your answer.



R

2b. Samuel is thinking of a number.

If I make 2 jumps backwards, I will land on 1.
Which number am I thinking of?



Explain your answer.



R

3a. Gemma is sharing a bag of sweets.
She gives 2 sweets to Terri.
She has 2 sweets left.

How many sweets did Gemma have to start with? Write a calculation to match.

Use the number track to help.



PS

3b. Andrew is sharing a bag of sweets.
He gives 4 sweets to Amy.
He has 1 sweet left.

How many sweets did Andrew have to start with? Write a calculation to match.

Use the number track to help.

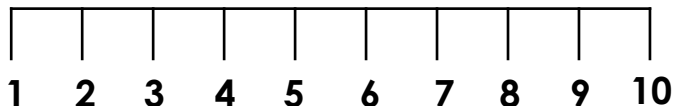


PS

Counting Back

4a. The frog starts on 6. It makes 4 jumps back.

Which number does it land on?
Write a number sentence to match.

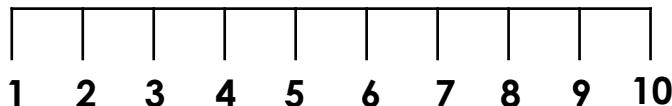


PS

Counting Back

4b. The frog starts on 8. It makes 3 jumps back.

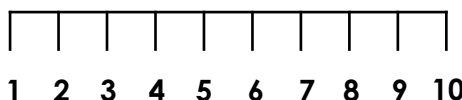
Which number does it land on?
Write a number sentence to match.



PS

5a. Clara is thinking of a number.

If I make 5 jumps
backwards, I will land on 2.
Which number am I
thinking of?



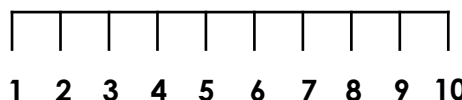
Explain your answer.



R

5b. Ross is thinking of a number.

If I make 6 jumps
backwards, I will land on 3.
Which number am I
thinking of?



Explain your answer.

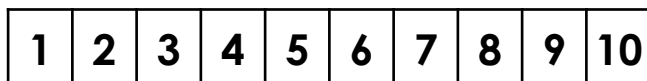


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6a. Kate is sharing a bag of sweets.
She gives two sweets to Marcus.
She gives one sweet to Georgia.
She has 2 sweets left.

How many sweets did Kate have to start
with? Write a calculation to match.

Use the number track to help.

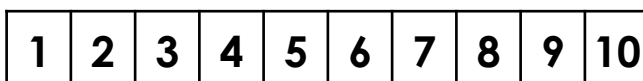


PS

6b. Martin is sharing a bag of sweets.
He gives two sweets to Sharron.
He gives three sweets to Noreen.
He has 4 sweets left.

How many sweets did Martin have to start
with? Write a calculation to match.

Use the number track to help.

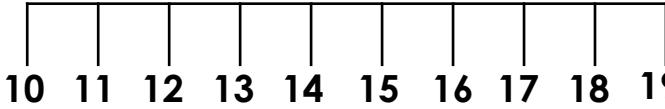


PS

Counting Back

7a. The frog starts on 17. It makes 4 jumps back.

Which number does it land on?
Write a number sentence to match.

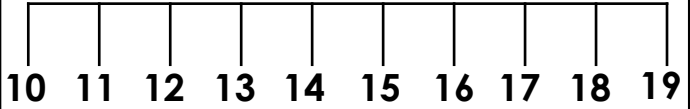


PS

Counting Back

7b. The frog starts on 14. It makes 4 jumps back.

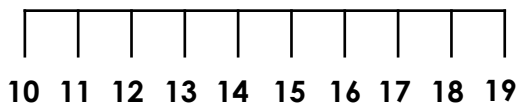
Which number does it land on?
Write a number sentence to match.



PS

8a. Nicola is thinking of a number.

If I make 5 jumps
backwards, I will land on 12.
Which number am I
thinking of?



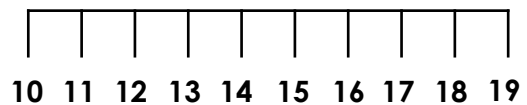
Explain why.



R

8b. Craig is thinking of a number.

If I make 6 jumps
backwards, I will land on 13.
Which number am I
thinking of?



Explain why.

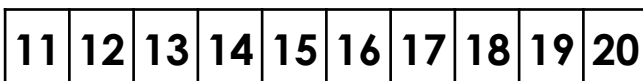


R

9a. Lola is sharing a bag of sweets.
She gives three sweets to Joseph.
She gives two sweets to Cath.
She has 14 sweets left.

How many sweets did Lola have to start
with? Write a calculation to match.

Use the number track to help.

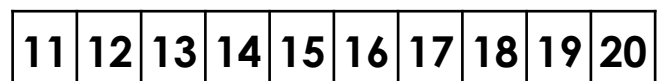


PS

9b. Nick is sharing a bag of sweets.
He gives one sweet to Poppy.
He gives one sweet to Katy.
He has 16 sweets left.

How many sweets did Nick have to start
with? Write a calculation to match.

Use the number track to help.



PS

Reasoning and Problem Solving

Counting Back

Developing

- 1a. The frog will land on 1; $3 - 2 = 1$
2a. Tina is thinking of the number 5;
 $5 - 3 = 2$.
3a. Gemma had 4 sweets to start with;
 $4 - 2 = 2$.

Expected

- 4a. The frog will land on 2; $6 - 4 = 2$
5a. Clara is thinking of the number 7;
 $7 - 5 = 2$
6a. Kate had 5 sweets to start with;
 $5 - 2 - 1 = 2$

Greater Depth

- 7a. The frog will land on 13; $17 - 4 = 13$
8a. Nicola is thinking of the number 17;
 $17 - 5 = 12$
9a. Lola had 19 sweets to start with;
 $19 - 3 - 2 = 14$

Reasoning and Problem Solving

Counting Back

Developing

- 1b. The frog will land on 2; $5 - 3 = 2$
2b. Samuel is thinking of the number 3; $3 - 2 = 1$
3b. Andrew had 5 sweets to start with; $5 - 4 = 1$

Expected

- 4b. The frog will land on 5; $8 - 3 = 5$
5b. Ross is thinking of the number 9; $9 - 6 = 3$
6b. Martin had 9 sweets to start with; $9 - 2 - 3 = 4$

Greater Depth

- 7b. The frog will land on 10; $14 - 4 = 10$
8b. Craig is thinking of the number 19; $19 - 6 = 13$
9b. Nick had 18 sweets to start with; $18 - 1 - 1 = 16$