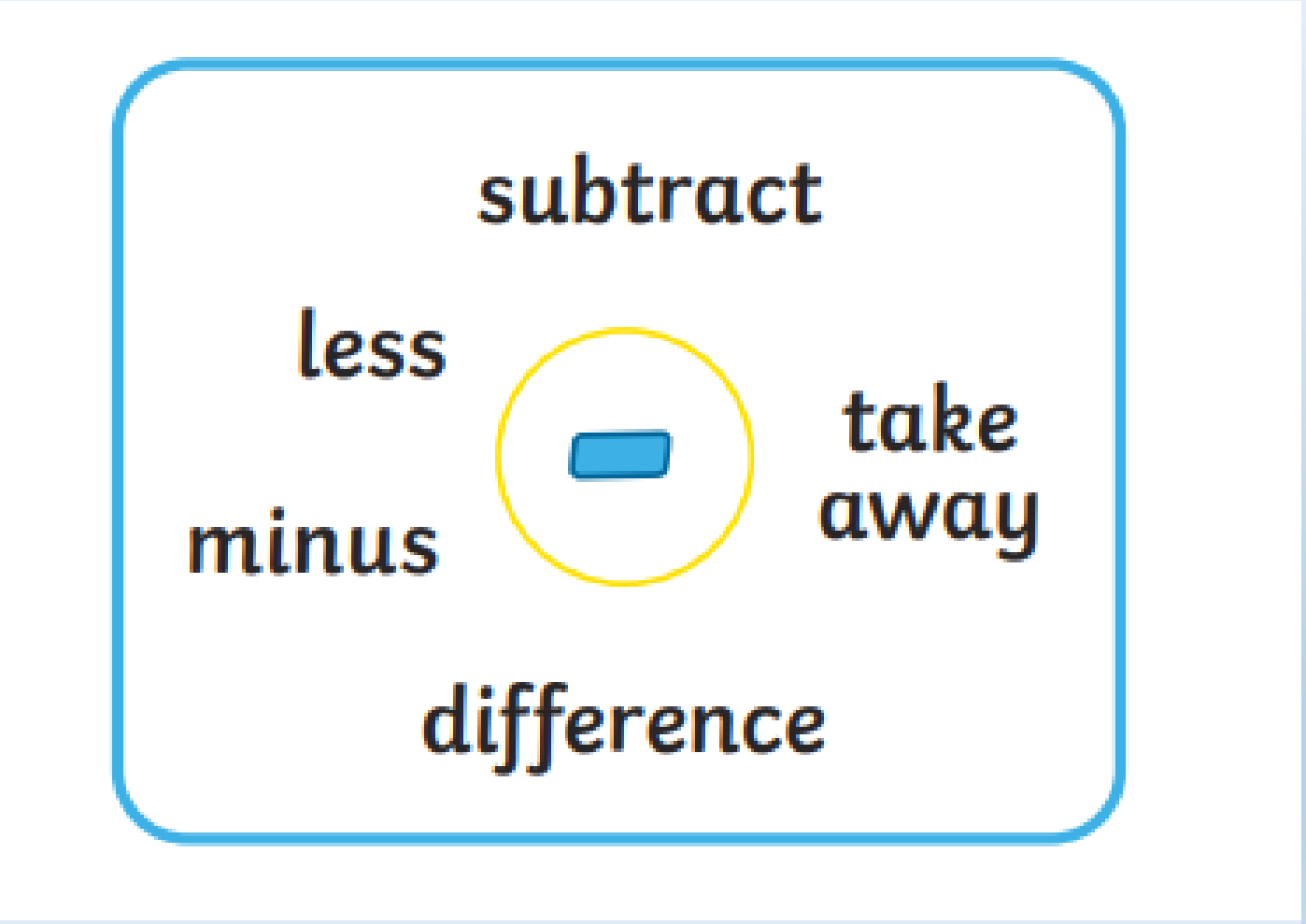
Subtraction Year 1 and 2

Vocabulary associated with subtraction



Key information about how we teach maths

Mastery of a content – no acceleration on to new / higher year group content

Reasoning - the expectation that children can explain their thinking and show their understanding in multiple ways

Speaking in full sentences – children have to speak in full sentences throughout Maths lessons and explain their reasoning

Perception of high ability – number crunchers are not necessarily the best mathematicians

Context based and "stories" - understanding how to apply the Maths in different contexts

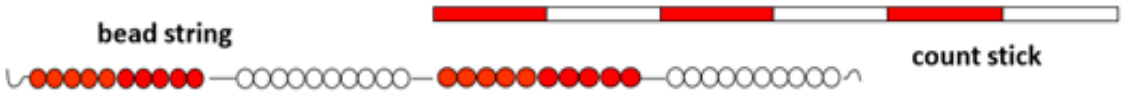
Apparatus, resources and imagery **for all learners**

Resources and Images

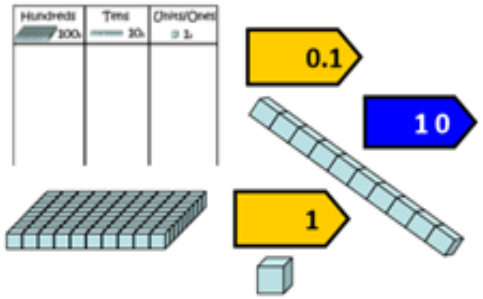
All learners should use resources and imagery to both develop and show understanding. In order to help children remember certain strategies, certain references will be used throughout the school:

bead string

count stick

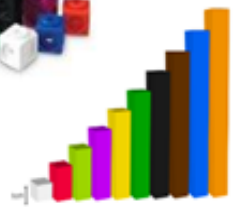


place value apparatus



Multilink

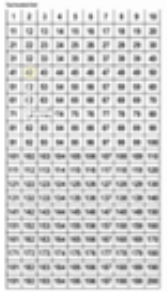
place value counters

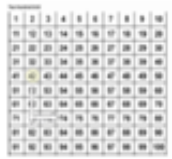


Cuisenaire

Numicon

double sided counters

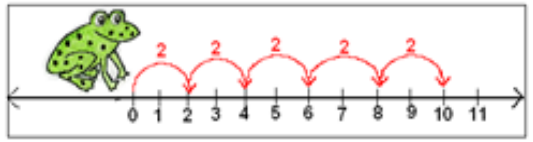




number grids 100 and 200

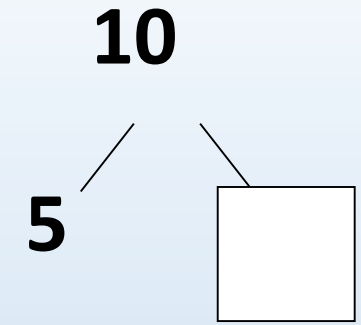
number line

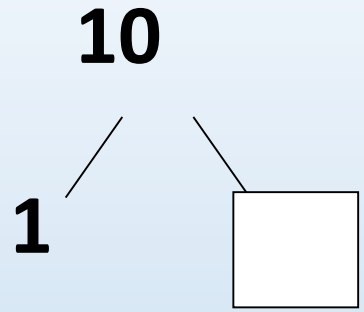
A spider may be used to help children understand the strategy of vertical jumps on a number square.

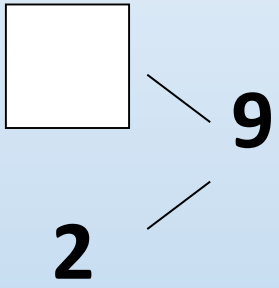


A frog may be used to help children understand the strategy of horizontal jumps on a numberline.

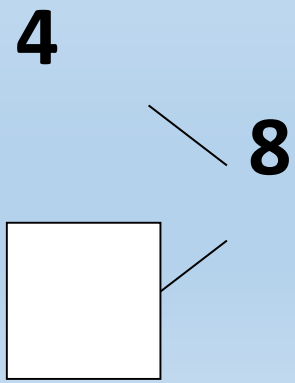
SHOW IT
DRAW IT
EXPLAIN IT
TELL IT



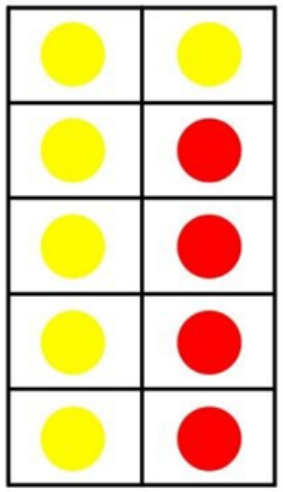
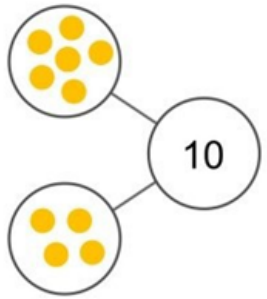
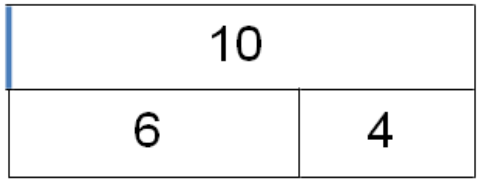




Part whole models using subtraction



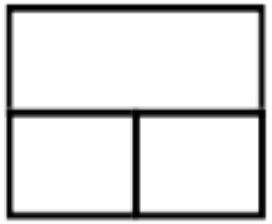
Using other structured models such as tens frames, part whole models or bar models can help children to reason about mathematical relationships.

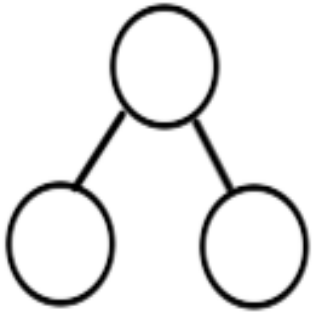
Tens Frame	Part Whole Model	Bar Model
 6 + 4 = 10 4 + 6 = 10 10 – 4 = 6 10 – 6 = 4	 6 + 4 = 10 4 + 6 = 10 10 – 4 = 6 10 – 6 = 4	 6 + 4 = 10 4 + 6 = 10 10 – 4 = 6 10 – 6 = 4

Connections between these models should be made, so that children understand the same mathematics is represented in different ways. Asking the question “What’s the same what’s different?” has the potential for children to draw out the connections.

Let's think about $8 - 6$

Use our part-part-whole knowledge to solve these subtraction facts <u>without counting.</u>





➡ _ = _ + _ ➡ 8 - 6 = _

Strategies

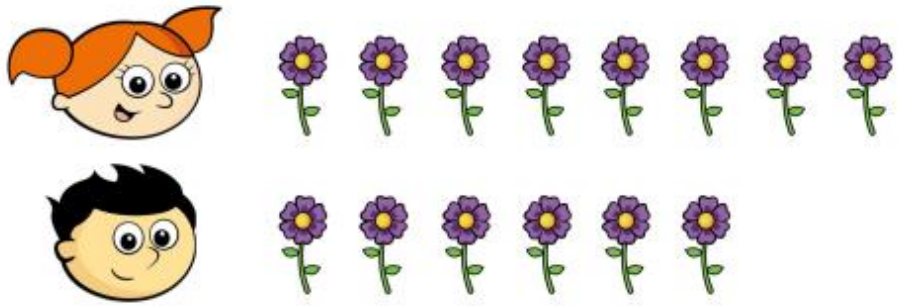
- Knowing the answer is always going to be smaller
- Always start with the biggest number
- Counting backwards
- Concrete resources
- Tens and ones subtraction
- Number lines
- Hundred squares
- Blank number lines

Your turn
Choose a method to subtract that is relevant to your child

19 – 8 =
20 – 11 =

Example questions

Complete.



Jack has ☐ fewer flowers than Alex.

7 Dan has 28 grapes.
He eats 12 grapes.
How many grapes are left?

What can you do at home to help?

- Mental maths questions
- Knowing number bonds to 10 and 20 – inverse
- Number sentence practising
- Using the different vocabulary
- Recall
- Explanation of their answer
- Numbots

Technology and subtraction Numbots!