

Subtraction KS1

<p>EYFS</p>	<p>Reception: ELG 2018 Numbers to 20: place them in order and say which number is one more or one less than a given number Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer They solve problems, including doubling, halving and sharing.</p> <p>Exceeding: Estimation and checking quantities by counting up to 20 Combining groups of 2, 5 or 10 or sharing into equal groups</p>	
<p>Year</p>	<p>1</p>	<p>2</p>
<p>Layers of vocabulary</p>  <p>Appendix 1a Beck's Tiers of Vocabulary Appendix 1b: Vocabulary book</p>	<p>Basic to subject specific (Beck's Tiers): take away, distance between, difference between, less than. How many more? How much greater? How many fewer? how much more is...? – subtract, take (away), minus, leave, how many are left/left over? how many have gone? one less, two less, ten less... how many fewer is... than...? how much less is...? difference between half, halve = equals, sign, is the same as</p> <p>Instructional vocabulary: start from, start with, start at look at point, to show me</p>	<p>Basic to subject specific (Beck's Tiers): subtract, subtraction, take (away), minus leave, how many are left/left over? one less, two less... ten less... one hundred less how many fewer is... than...? how much less is...? difference between half, halve = equals, sign, is the same as tens boundary difference, partition, rearrange, inverse, place value</p> <p>Instructional vocabulary: tell me, describe, name, pick out, discuss, talk about, explain, explain your method, explain how you got your answer, give an example of... show how you...</p>
<p>NC 2014</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures ☐ applying their increasing knowledge of mental and written methods</p>
	<p>Concrete, pictorial, abstract</p>	<p>Concrete, pictorial, abstract</p>

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<p>Developing Conceptual/ Procedural Understanding</p>	<p>Number bonds</p> <p>Ten Frames</p> <p>Difference between 7 and 10.</p> <p>2 + <input type="text"/> = 10 10 - <input type="text"/> = 3 5 + <input type="text"/> = 10 10 - <input type="text"/> = 9 <input type="text"/> + 4 = 10 10 - 0 = <input type="text"/></p> <p>Use the pattern to complete the number sentences.</p> <p>6 less than 10 is 4. Count out, then count how many are left. Remove from the set. $7 - 4 = 3$</p>	<p>Count back on a number track. $15 - 6 = 9$</p> <p>Difference between.</p> <p>$13 - 8 =$ $8 + \underline{\quad} = 13$</p> <p>Subtraction-take away</p> <p>$8 - 3 = ?$</p> <p>Subtraction-finding the difference</p> <p>Peter Jenny $8 - 3 = ?$</p> <p>How many more cakes does Peter have than Jenny? $8 - 3 = ?$</p>	<p>Develop knowledge of fact families.</p> <p>$7 = 5 + 2$ $2 + 5 = 7$ $7 - 2 = 5$ $7 - 5 = 2$</p> <p>Whole-part model</p> <p>Fill in the missing numbers</p>	<p>Whole-part model</p> <p>Fill in the missing numbers All answers to be recorded in a number sentence following any informal recording.</p> <p>Adjustment strategy $77 - 9 =$ $77 - 10 + 1 = 67 + 1 = 68$</p> <p>(Round and adjust) What is the nearest 10? $55 - 27 =$ $55 - 30 + 3 = 25 + 3 = 28$ $91 - 48 =$ $91 - 50 + 2 = 41 + 2 = 43$</p>	<p>Re-arranging $35 - 8 =$ Tell me what you know about 8, e.g. $2 + 6$, $5 + 3$ $35 - 8 =$ Rearrange the 8 into 5 + 3 So $35 - 5 - 3 = 30 - 3 = 27$ $55 - 27 =$ Partition the 27 into 20 + 7 and rearrange the 7 into 5 + 2. So $55 - 27 = 55 - 20 - 5 - 2 = 35 - 5 - 2 = 28$</p> <p>Taking away and exchanging $73 - 46 =$</p> <p>What do we know about 79? Exchange to make '60 and 13'. Now take away the 46.</p>	<p>Subtract mentally pairs of multiples of 10 using known facts $60 - 20 = 40$ because $6 - 2 = 4$</p> <p>Partitioning of the second number strategy</p> <p>$74 - 47$ $74 - 40 = 34$ $34 - 4 - 3 = 27$</p> <p>Balance in the equation $35 - \square = 31$ $\square - 12 = 34$ $20 - \square = 14 - 3$ (Open-ended) $18 - \square = 15 - \square$</p> <p>Decision making $27 - \square = 12$ Sam works out $27 - 15 = 12$. How could he have done this?</p>
<p>Known facts</p>	<p>Represent & use number bonds and related subtraction facts within 20 Add and subtract 1 digit and 2 digit numbers to 20, including zero</p>		<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p>			
<p>Essential knowledge</p>	<p>1 less</p>	<p>Number bonds: subtraction 5 and 6</p>	<p>10 less</p>	<p>Number bonds: subtraction 20,12 and 13</p>		
<p>Count back</p>	<p>Count back</p>	<p>Number bonds: subtraction 7 and 8</p>	<p>Subtract 1 digit from 2 digit by bridging</p>	<p>Number bonds: subtraction 14 and 15</p>		
<p>Subtract 10.</p>	<p>Subtract 10.</p>	<p>Number bonds: subtraction 9 and 10</p>	<p>Partition second number and count back in tens then ones.</p>	<p>Number bonds: subtraction 16 and 17</p>		
<p>Teens subtract 10</p>	<p>Teens subtract 10</p>	<p>Difference between</p>	<p>Subtract 10 and multiples of 10.</p>	<p>Number bonds: subtraction 18 and 19</p>		
<p></p>	<p></p>	<p></p>	<p>Subtract near multiples of 10.</p>	<p>Difference between</p>		
<p></p>	<p></p>	<p></p>	<p>Add near multiples of 10.</p>	<p></p>		