
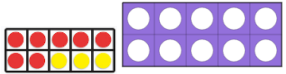
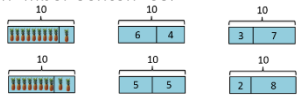



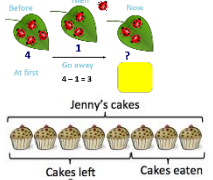


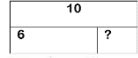


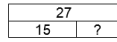
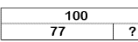

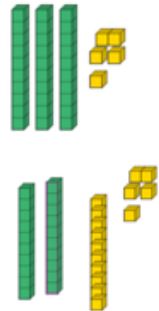
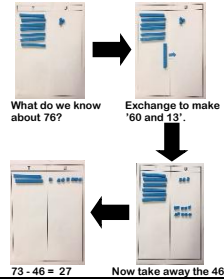


# Subtraction KS1

<p>EYFS</p>	<p><b>Reception: ELG 2021</b></p> <ul style="list-style-type: none"> <li>• Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall number bonds for numbers 0-5 and <i>for 10</i>, including corresponding partitioning facts.</li> <li>• Automatically recall double facts up to 5+5</li> <li>• Compare sets of objects up to 10 in different contexts, considering size and difference.</li> <li>• Explore patterns of numbers within numbers up to 10, including evens and odds.</li> </ul>	
<p>Year</p>	<p>1</p>	<p>2</p>
<p>Layers of vocabulary</p>  <p><b>Appendix 1a</b> Beck's Tiers of Vocabulary <b>Appendix 1b:</b> Vocabulary book</p>	<p><b>Basic to subject specific (Beck's Tiers):</b> 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><b>Instructional vocabulary:</b> start from, start with, start at look at point, to show me</p> <p>NFER Arithmetic</p>	<p><b>Basic to subject specific (Beck's Tiers):</b> 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><b>Instructional vocabulary:</b> 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>NFER Arithmetic</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>

# Subtraction KS1

	Concrete, pictorial, abstract		Concrete, pictorial, abstract			
Developing Declarative, procedural, and conditional knowledge.	<p><b>Number bonds</b></p>  <p>Ten Frames</p> <p><b>Difference between 7 and 10.</b></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.  <b>Count out, then count how many are left. Remove from the set.</b>  <math>7 - 4 = 3</math></p> 	<p><b>Count back on a number track.</b>  <math>15 - 6 = 9</math></p>  <p><b>Difference between.</b>  <math>13 - 8 = \underline{\quad}</math>  <math>8 + \underline{\quad} = 13</math></p>  <p><b>Subtraction-take away</b></p>  <p><math>8 - 3 = ?</math>  <b>Subtraction-finding the difference</b></p> <p>Peter             Jenny  <math>?</math></p> <p>How many more cakes does Peter have than Jenny? <math>8 - 3 = ?</math></p>	<p><b>Develop knowledge of fact families.</b></p> <p>7 = 5 + 2    2 + 5 = 7            7 - 2 = 5    7 - 5 = 2</p> <p><b>Whole-part model</b></p>   <p><b>Adjustment strategy</b>  <math>77 - 9 =</math>  <math>77 - 10 + 1 = 67 + 1 = 68</math></p> <p><b>(Round and adjust)</b>  <b>What is the nearest 10?</b>  <math>55 - 27 =</math>  <math>55 - 30 + 3 = 25 + 3 = 28</math>  <math>91 - 48 =</math>  <b>Add 2 to both sides</b>  <math>93 - 50 = 43</math></p>  <p><b>Fill in the missing numbers</b></p>	<p><b>Whole-part model</b></p>   <p>Fill in the missing numbers    All answers to be recorded in a number sentence following any informal recording.</p> <p><b>Adjustment strategy</b>  <math>77 - 9 =</math>  <math>77 - 10 + 1 = 67 + 1 = 68</math></p> <p><b>(Round and adjust)</b>  <b>What is the nearest 10?</b>  <math>55 - 27 =</math>  <math>55 - 30 + 3 = 25 + 3 = 28</math>  <math>91 - 48 =</math>  <b>Add 2 to both sides</b>  <math>93 - 50 = 43</math></p> 	<p><b>Re-arranging</b>  <math>35 - 8 =</math>  <b>Build 35 and then rearrange into 20 and 15</b></p>  <p>Tell me what you know about 8, e.g. <math>2 + 6</math>, <math>5 + 3</math>  <math>35 - 8 =</math>  <b>Rearrange the 8 into 5 + 3</b>    So <math>35 - 5 - 3 = 30 - 3 = 27</math>  <math>55 - 27 =</math>  <b>Partition the 27 into 20 + 7 and rearrange the 7 into 5 + 2.</b>    So <math>55 - 27 = 55 - 20 - 5 - 2 = 35 - 5 - 2 = 28</math></p> <p><b>Taking away and exchanging</b>  <math>73 - 46 =</math></p>  <p>What do we know about 76?    Exchange to make '60 and 13'.</p> <p><math>73 - 46 = 27</math>    Now take away the 46.</p>	<p><b>Subtract mentally pairs of multiples of 10 using known facts</b>  <math>60 - 20 = 40</math> because <math>6 - 2 = 4</math></p> <p><b>Partitioning of the second number strategy</b></p> <p><math>74 - 47</math>  <math>74 - 40 = 34</math>  <math>34 - 4 - 3 = 27</math></p> <p><math>74 - 47 =</math>  <math>77 - 50 = 27</math></p> <p><b>Balance in the equation</b>  <math>35 - \square = 31</math>  <math>\square - 12 = 34</math>  <math>20 - \square = 14 - 3</math> (Open-ended)  <math>18 - \square = 15 - \square</math></p> <p><b>Decision making</b>  <math>27 - \square = 12</math>    Sam works out <math>27 - 15 = 12</math>.    How could he have done this?</p>
Known facts	Represent & use number bonds and related subtraction facts within 20 Add and subtract 1 digit and 2 digit numbers to 20, including zero		Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.			
Essential knowledge	1 less	Number bonds: subtraction 5 and 6	10 less	Number bonds: subtraction 20, 12 and 13		

## Subtraction KS1

	Count back	Number bonds: subtraction 7 and 8	Subtract 1 digit from 2 digit by bridging	Number bonds: subtraction 14 and 15
	Subtract 10.	Number bonds: subtraction 9 and 10	Partition second number and count back in tens then ones.	Number bonds: subtraction 16 and 17
	Teens subtract 10	Difference between	Subtract 10 and multiples of 10.	Number bonds: subtraction 18 and 19
			Subtract near multiples of 10.	Difference between
			Add near multiples of 10.	