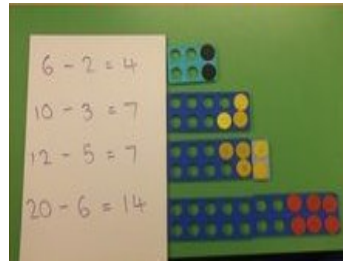
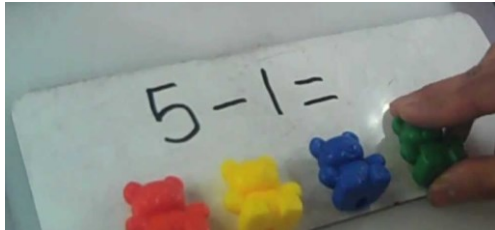


EYFS Stage:

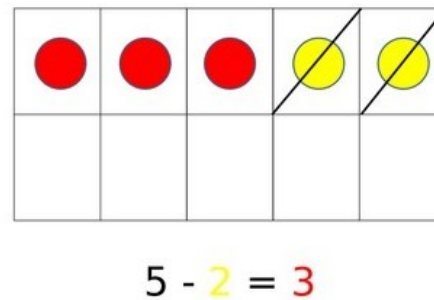
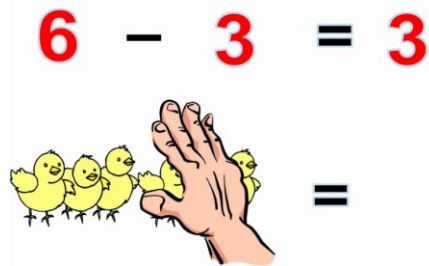
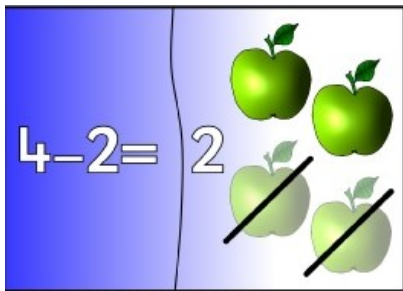
Subtraction

Concrete:

We encourage the children develop number sense to enable them to calculate numbers mentally. We embed the children's understanding of the numbers to 5, to 10 and then to count to 20. The children will use pictorial resources initially to help with counting and then develop ways of recording using practical / physical resources, when they are secure with 1:1 correspondence and then use numbers in a number sentence.

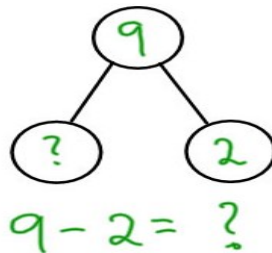


Pictorial



The children will use the pictures to cross off the amount being subtracted to leave the answer. The children will count in 1s.

Abstract



Once the child has a strong understanding of number, they will be able to use the numbers to answer calculations mentally. E.g. start at 9 and count back 2 in 1s to get the answer. They will be able to write this as a number sentence.

We can:

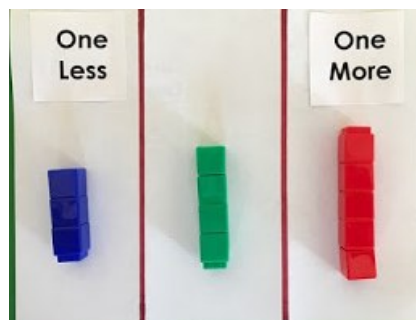
- ✓ Use real life materials to subtract 1 from a groups of objects and indicate how many are present.
- ✓ Solve number problems involving the subtraction of a single digit with numbers up to 10.
- ✓ Have a deep understanding of the numbers to 10
- ✓ Find the number 1 more
- ✓ Solve number bond problems to 5
- ✓ Solve number bond problems to 10 with associated subtraction facts
- ✓ Use the language of more and less to compare quantities to 10

Stage 1 :

Subtraction

Concrete:

The children continue to use concrete apparatus to consolidate counting back for subtraction. This then enables the children to use number lines and the bar model for subtraction in their problem solving. At Springfield, we use the number line method to solve subtraction calculations at the abstract stage.



Pictorial:

Core Lesson

$16 - 7 = ?$ First, I need to 5

The children will use the pictures to count back the amount to find the answer.

$10 - 6 = \square$

$8 - 7 = \square$

$6 - 6 = \square$

$5 - 3 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$4 - 2 = 2$

$7 - 2 = \underline{\quad}$

$6 - 5 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

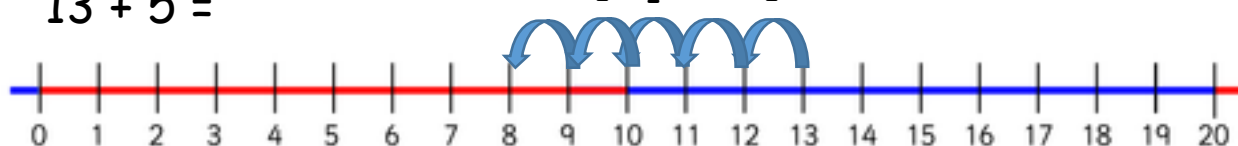
$10 - 7 = \underline{\quad}$

The children use number lines (pre-numbered) to count on and back to find the answer to calculations. This also supports them with finding the difference calculations alongside a bar model.

Abstract:

$$13 + 5 =$$

-1 -1 -1 -1 -1



We can:

- ✓ Demonstrate an understanding of inverse e.g. $5 + 2 = 7$ so $7 - 2 = 5$
- ✓ Subtract 1-digit and 2-digit numbers to 20
- ✓ Solve 1-step problems that involve subtraction and missing number problems.

Stage 2 :

Subtraction

Concrete:

$45 - 33 =$



The children would take away the 33 from the 45 to reveal the answer.

The children use practical resources to secure their understanding of 2-digit numbers. This prepares them for calculating with larger, 2-digit numbers. The base 10 materials or dienes as well as money supports at this stage.

$36p - 20p =$



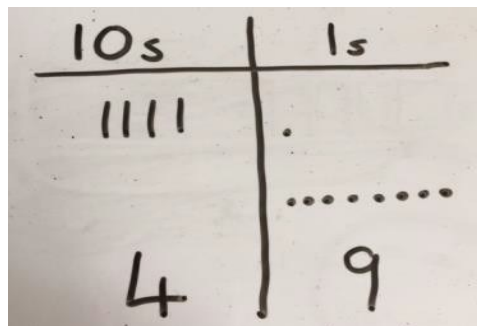
We can:

- ✓ Subtract a 2-digit number and ones
- ✓ Subtract a 2-digit number and tens
- ✓ Subtract two, 2-digit numbers where no re-grouping is required
- ✓ Solve missing number subtraction problems

Stage 2 :

Subtraction

Pictorial:

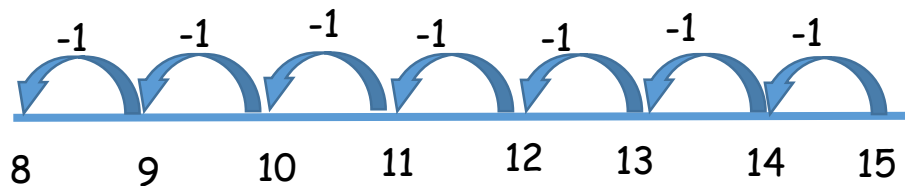


The children then start to represent their numbers pictorially by the tens number being represented as a line and the ones number being represented as dots. The children then rub out or subtract the tens and ones to get the final answer. The children are also taught that a subtraction calculation can be worked out by counting on from the smaller to the larger number (finding the difference.)

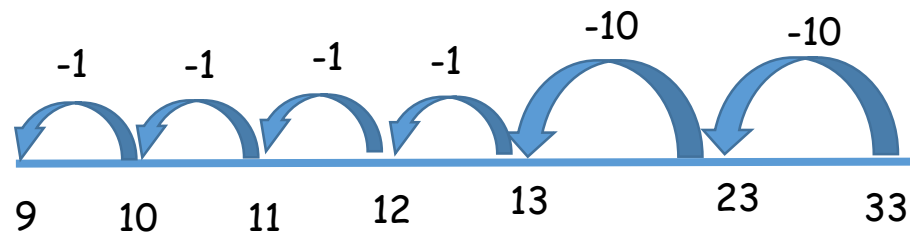


Abstract:

$$15 - 7 =$$



$$33 - 24 =$$



The children use blank number lines as a visual representation of their mental calculations. It is really important that the children have a secure place value understanding. This method works for subtraction where no regrouping and where regrouping is required. There is no need for exchanging as the children count on or back, which makes it simple for the children to calculate.