

# Provision Enhancement – Practical Subtraction

## 3 and 4 year olds

(M-4) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

(M-6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

## Children in Reception

(M-21) Count objects, actions and sounds.

(M-23) Link the number symbol (numeral) with its cardinal number value.

(M-27) Explore the composition of numbers to 10.

## Early Learning Goal

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

More [EYFS Mathematics](#) resources.

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## Provision Enhancement – Practical Subtraction

What does *subtract/take away* mean?

Can you take away the correct amount?

How many are left?

Is the number getting bigger or smaller?

Can you show me the subtract sign?

What is the new amount?

# Observation Sheet – Practical Subtraction

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<b>Child's name:</b> <b>Age:</b>	<b>Date:</b> <b>Practitioner:</b>
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## Characteristics of Effective Learning

Playing and exploring	Active learning	Creating and thinking critically
Investigating and experiencing things, and 'having a go'.	Concentrating and continuing to try if they encounter difficulties, and enjoying achievements.	Having and developing their own ideas, making links between ideas, and developing strategies for doing things.

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## Areas of Learning

	CL	PSED	PD	L	M	UW	EAD
3 and 4 years							
Reception							
ELG							

## Areas of Learning

	CL	PSED	PD	L	M	UW	EAD
3 and 4 years							
Reception							
ELG							

**Next steps:**

**Next steps:**



Build it



Find it



Write it



Explain it



Count it



Cut it out



Read it



Complete it



Draw it



Sort it



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Provision Enhancement Key

# Provision Enhancement – Practical Subtraction

## Advice and ideas

### Maths A

Provide a selection of counters. Children to roll a dice and take away that number. Encourage children to say the number sentence, for example: "9 take away 4 equals 5."

### Maths B

Set up envelopes with calculations written on them. Inside, place the starting number of counters. Children to take away the second number and leave the answer in the envelope.

## Maths A

123

**Roll a dice. Take that number away.**



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## Maths B

123

**Make each envelope correct.**



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# Provision Enhancement – Practical Subtraction

## Advice and ideas

### Construction/STEM

In pairs, children to each build a tower of 9 blocks. Taking turns, they take away the number displayed on a dice. The winner of the race is the first to equal exactly zero.

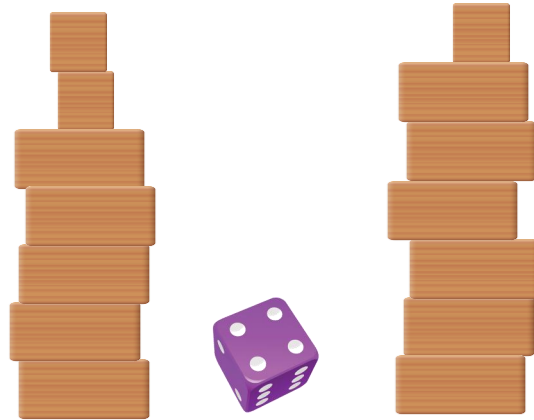
### Small World

Place different animals in different pens. Children to count how many are in each pen and then take some animals away to find out how many are left.

## Construction/STEM

123

**Have a subtraction race.**



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## Small World

123

**Help 3 animals escape. How many are left?**



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# Provision Enhancement – Practical Subtraction

## Advice and ideas

### Creative

Provide paint and number pieces. Children print using the number pieces to show subtraction calculations.

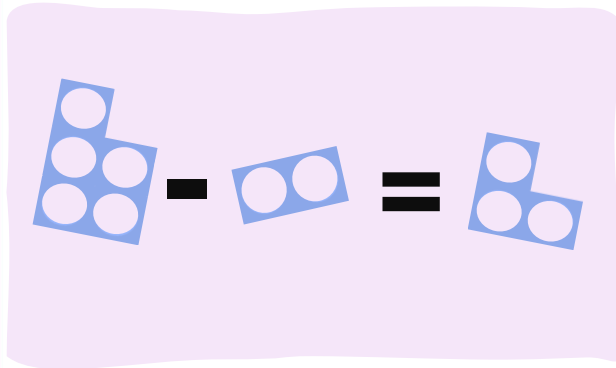
### Home Corner

Provide clothes in a basket for children to hang on a washing line. Children count how many clothes there are, take some away and find out how many are left.

## Creative

123

**Print a number sentence.**



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## Home Corner

123

**How many are left?**



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# Provision Enhancement – Practical Subtraction

## Advice and ideas

### Fine Motor

Write a subtraction number sentence on a paper plate. Place the starting number of pom poms on the plate. Children use tweezers to take away the correct number and find the solution.

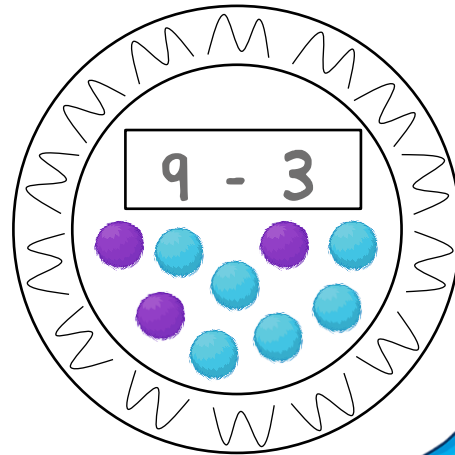
### Writing

Provide subtraction calculation cards and writing equipment. Children to record and explain how they have completed the calculation.

## Fine Motor



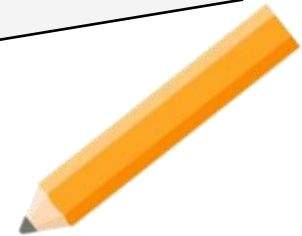
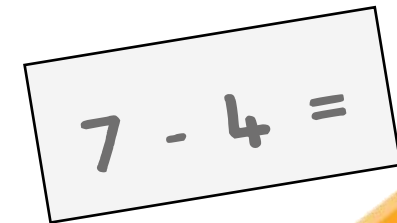
# How many pom poms are left?



## Writing



# Finish the number sentence.



# Provision Enhancement – Practical Subtraction

## Advice and ideas

### Malleable

Provide gloves filled with sand or cut-out hands for children to use to solve a variety of calculations. Discuss how they found the correct answer.

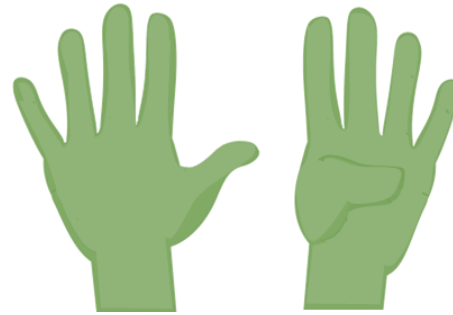
### Tuff Tray

Children select a calculation card and find the correct number piece for the first number. Children then fill the holes using gems to 'take away' the second number and find the answer.

## Malleable



**Use the hands to solve a calculation.**



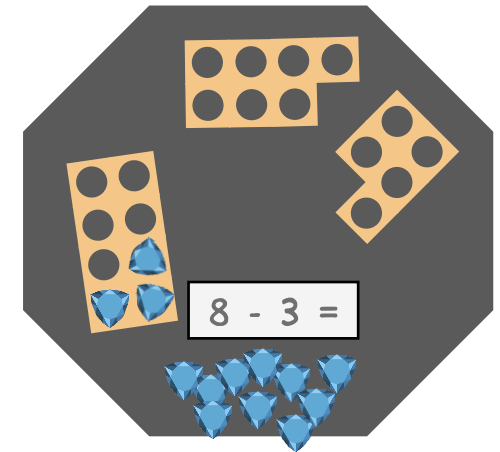
$$9 - 4 =$$



## Tuff Tray



**Solve the number sentence.**



# Provision Enhancement – Practical Subtraction

## Advice and ideas

**Sand**  
Provide number sentences and encourage children to include the first number of flags on their sandcastle. Children take away the correct number of flags to find the answer.

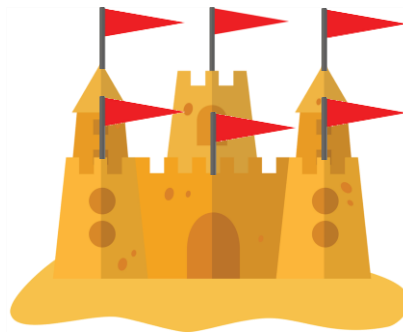
**Water**  
Place 9 fish in the water and encourage children to identify the initial amount. Children catch a number of fish and create a subtraction sentence, for example,  $9 - 4 = 5$ .

## Sand

123

**Take away the flags.**

$$6 - 3 =$$

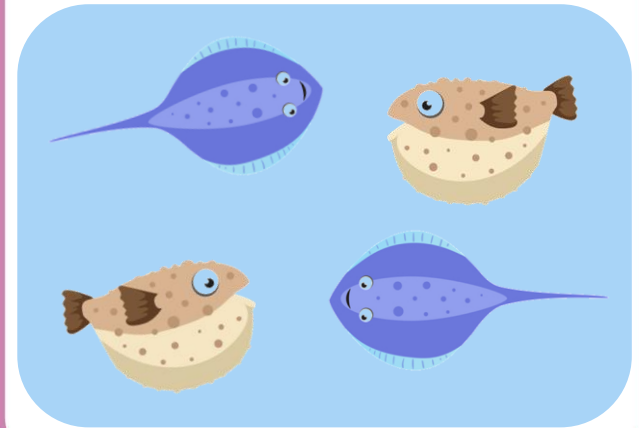


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## Water

123

**Take some fish away. How many are left?**



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# Provision Enhancement – Practical Subtraction

## Advice and ideas

### Snack

Write a number sentence on the milk carton. Encourage children to use their fingers to work out the answer.

### Outdoor

Children to play skittles with a friend. Count how many are knocked over. Model the language of *10 take away 3 leaves/ equals 7*. Children to record the scores as they play the game.

## Snack

123

**Use your fingers to work it out.**

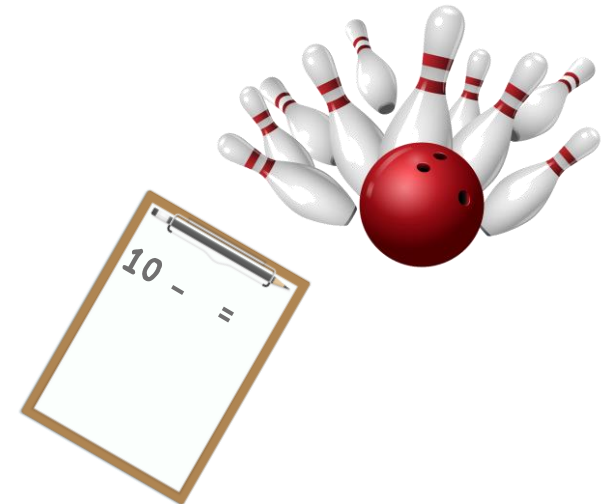


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## Outdoor



**Write down your number sentences.**



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