

Practical Subtraction

Subtracting Using Objects

Development Matters and Early Learning Goal Links:

3 and 4 year olds

- (M-3) Say one number for each item in order: 1,2,3,4,5.
- (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-7) Experiment with their own symbols and marks as well as numerals.
- (M-8) Solve real world mathematical problems with numbers 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.

Advice and Ideas:

This learning activity enables children to develop their understanding of subtraction. Ensure the children have a bank of counters (or other concrete objects) available whilst completing this activity. Children place a counter on each image then take away as appropriate to complete the subtraction. Alternatively, children can cross out the images as appropriate, prior to recording the correct answer.

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Enabling Environment – Suggested Questions:

Can you take away the correct amount?

How many are left?

What is the new amount?

Is the number getting bigger or smaller?

Can you show me the subtract sign?

What does *subtract/take away* mean?

A Unique Child Practical Subtraction

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Child's name: Age:	Date: Practitioner:
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N-ELG – Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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Observation:

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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							

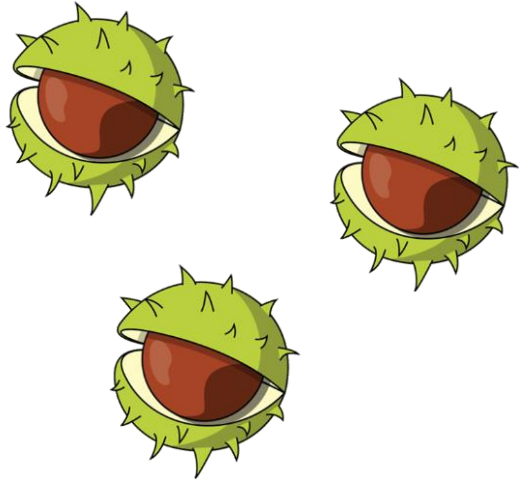
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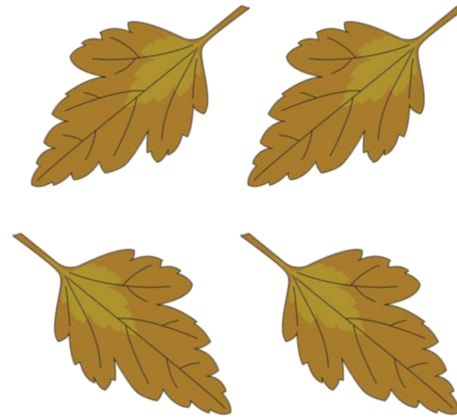
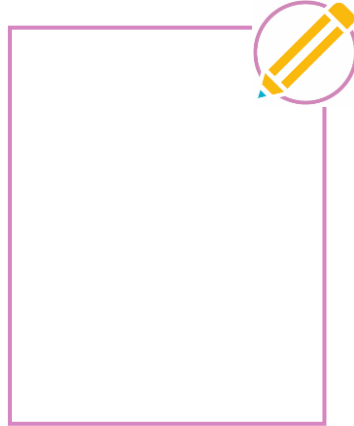
Next steps:

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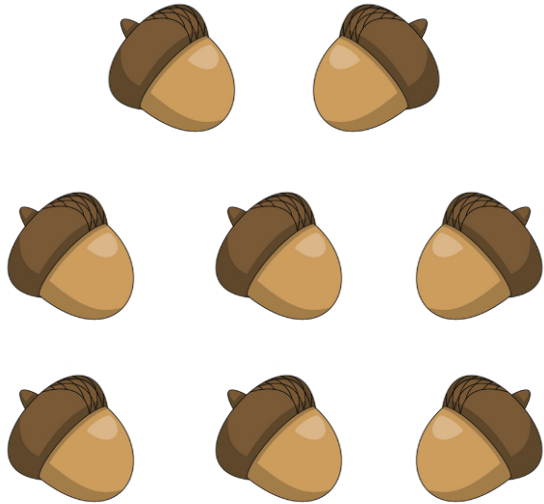
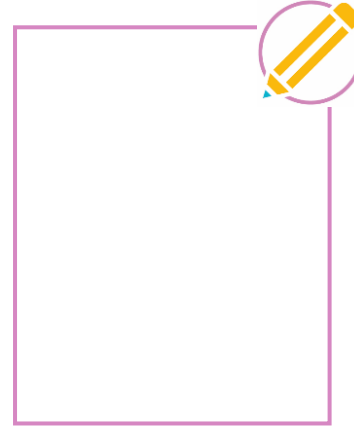
Practical Subtraction Subtracting Using Objects



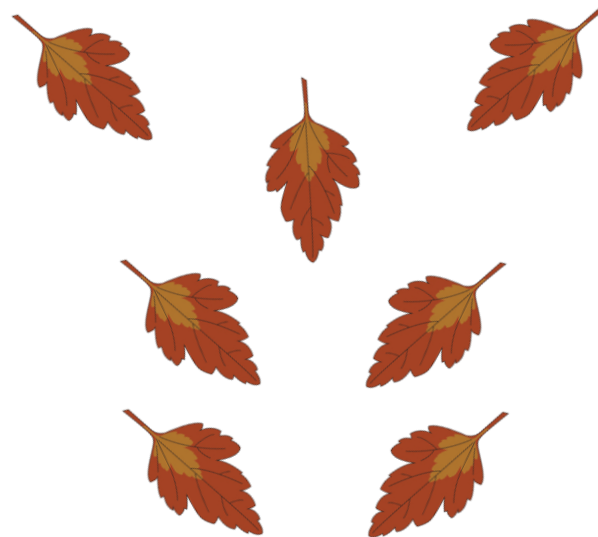
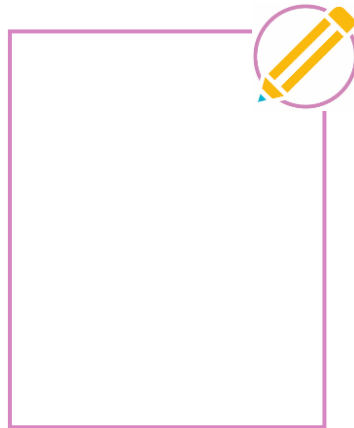
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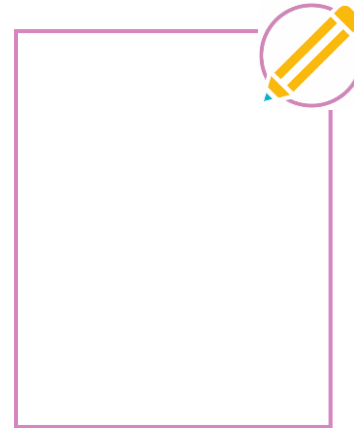
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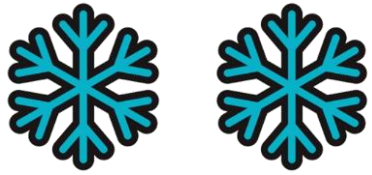
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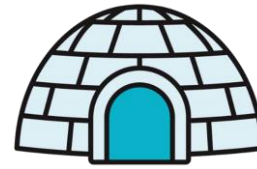
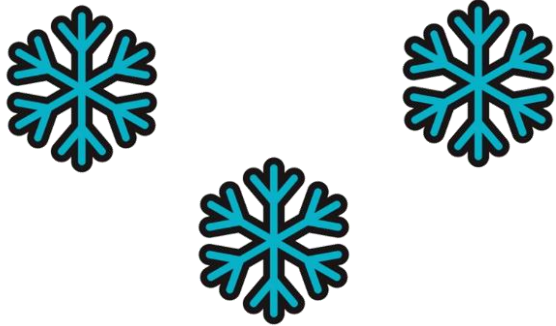
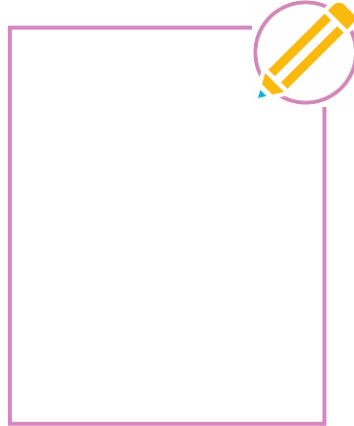
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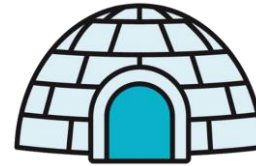
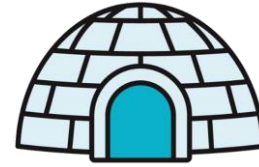
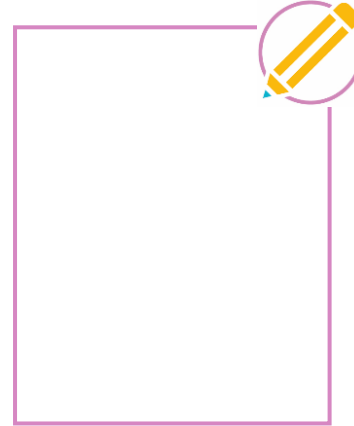
Practical Subtraction Subtracting Using Objects



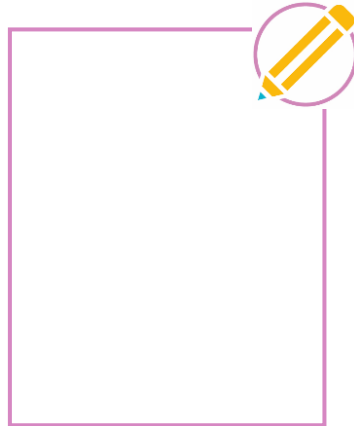
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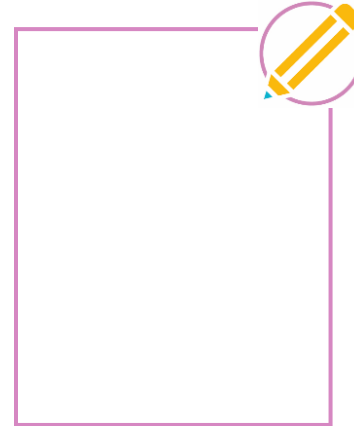
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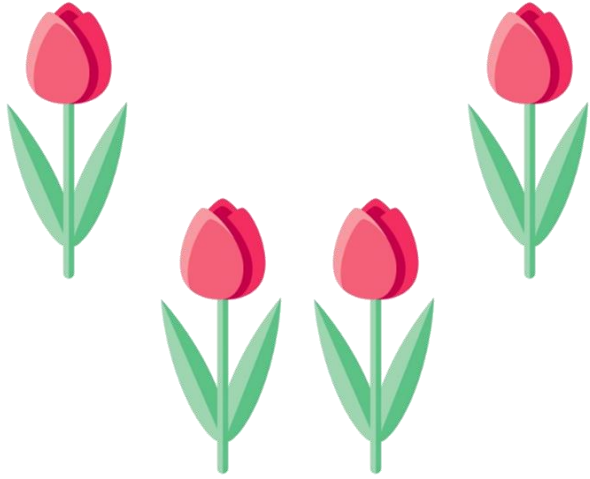
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$6 - 4 =$



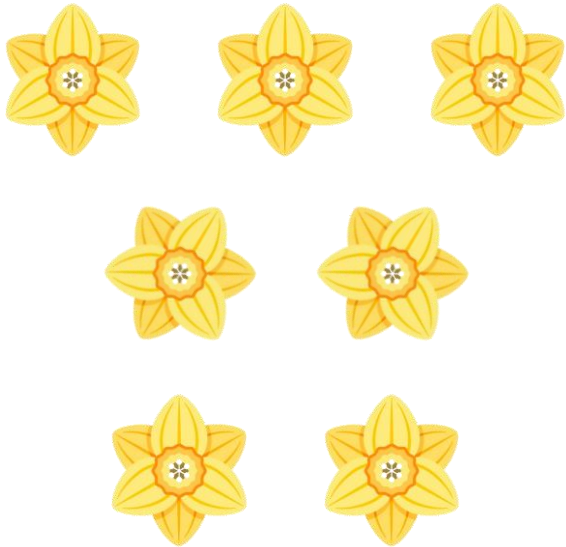
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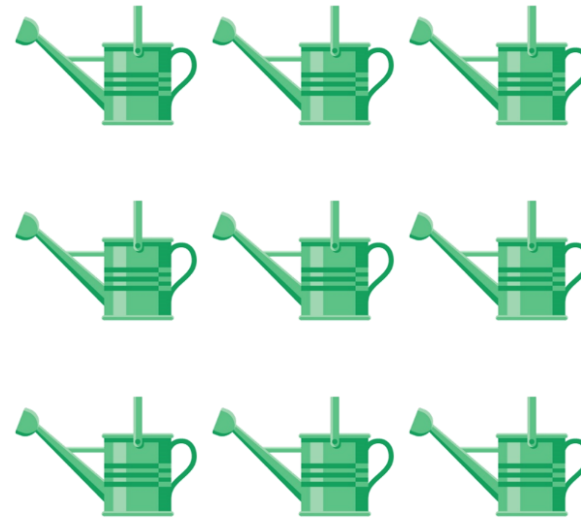
$4 - 3 =$



$5 - 3 =$



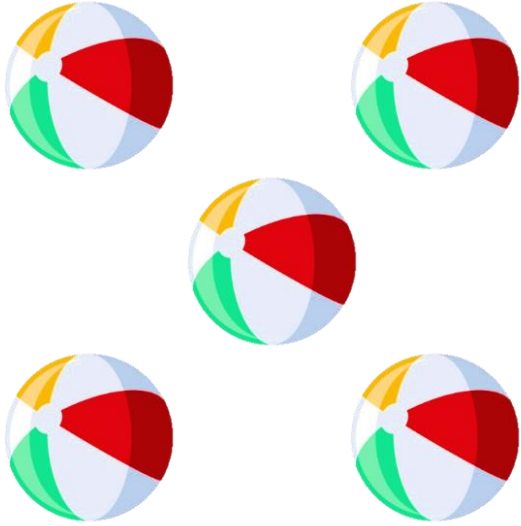
$7 - 5 =$



$9 - 0 =$



Practical Subtraction Subtracting Using Objects



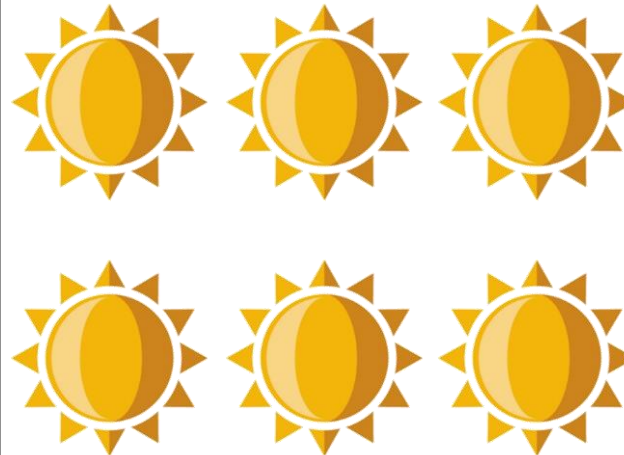
$$5 - 1 =$$



$$3 - 3 =$$

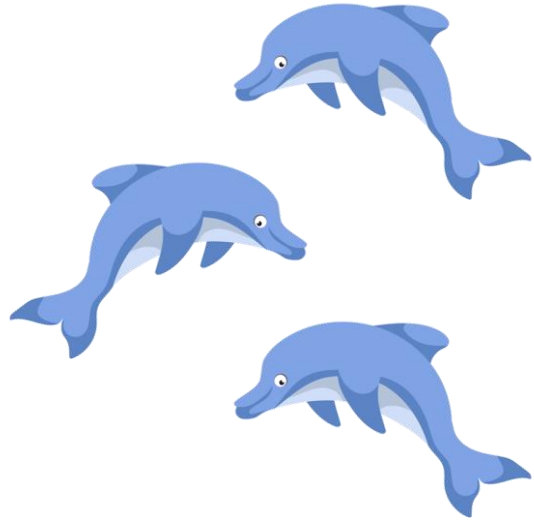


$$9 - 5 =$$



$$6 - 3 =$$

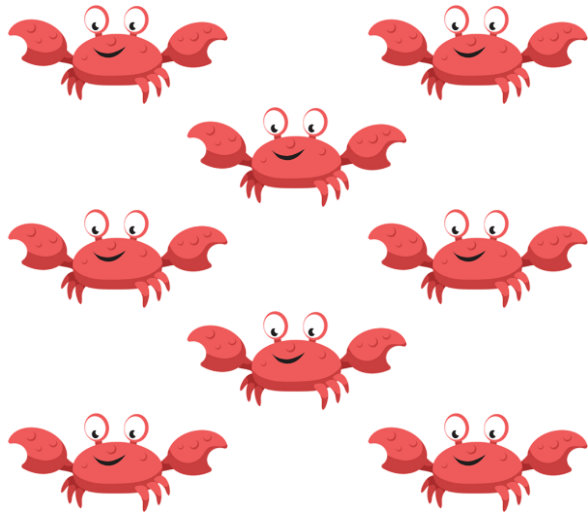
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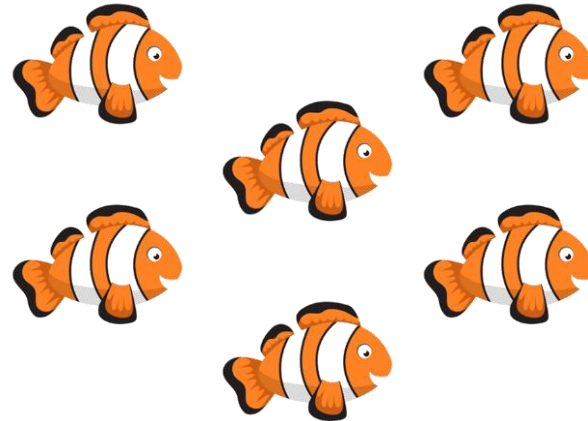
$$3 - 0 =$$

A large empty rectangular box with a purple border, intended for the student to write the answer to the subtraction problem. A yellow pencil icon is positioned in the top right corner of the box.

$$5 - 2 =$$

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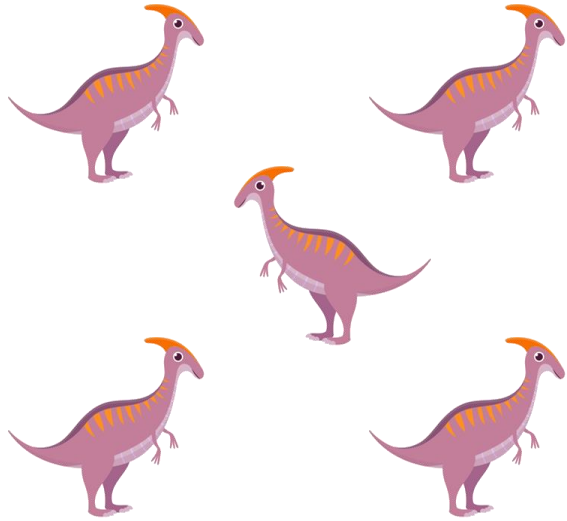
$$8 - 5 =$$

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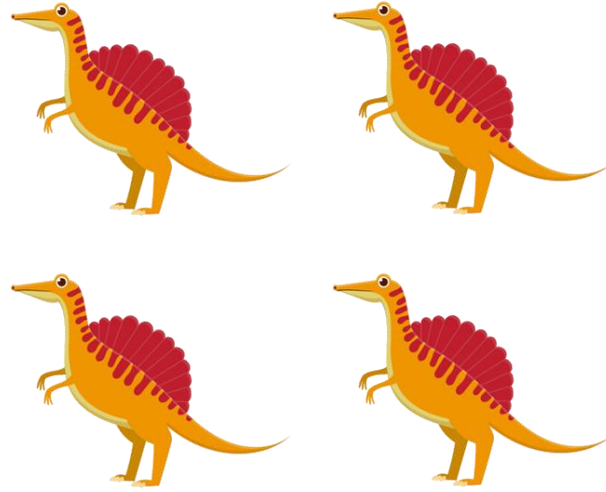
$$6 - 2 =$$

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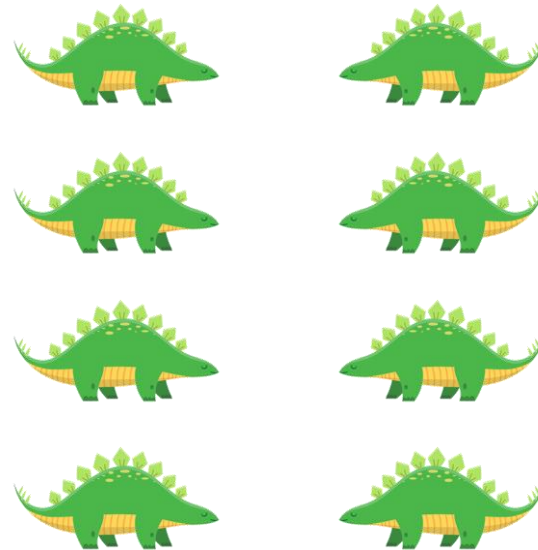
$$5 - 5 =$$

A large empty rectangular box with a purple border, intended for writing the answer to the subtraction problem. A small icon of a yellow pencil is in the top right corner.

$$4 - 1 =$$

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$$9 - 3 =$$

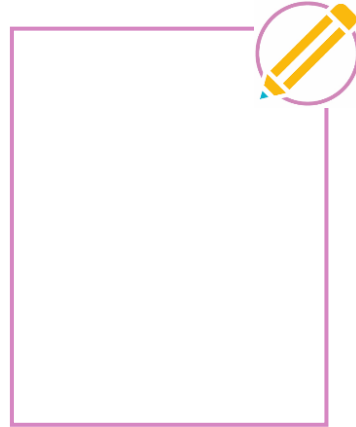
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$$8 - 6 =$$

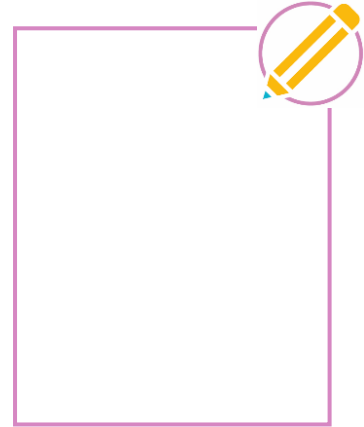
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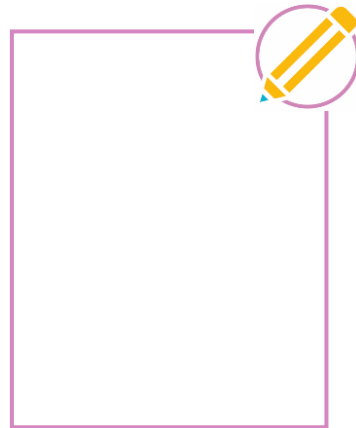
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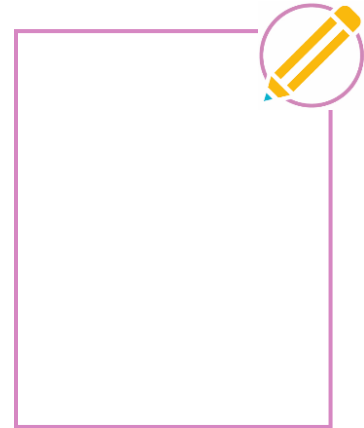
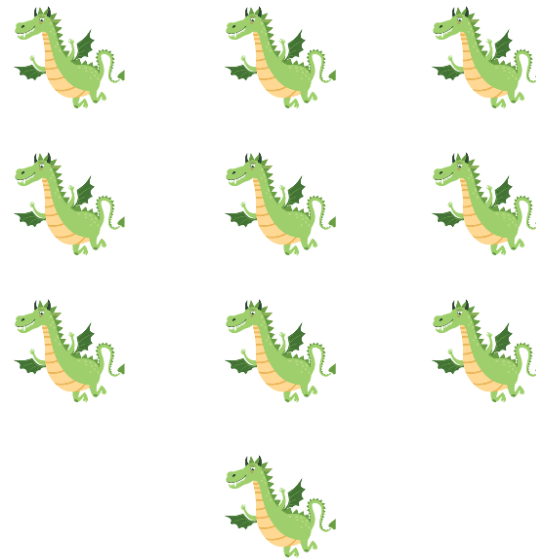
$5 - 5 =$



$8 - 7 =$

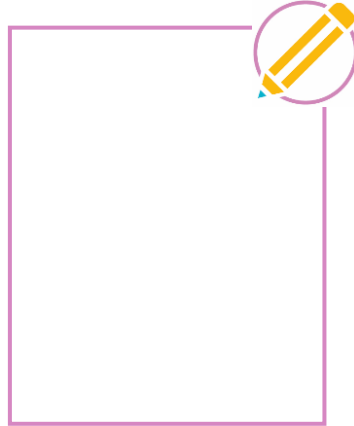


$10 - 4 =$

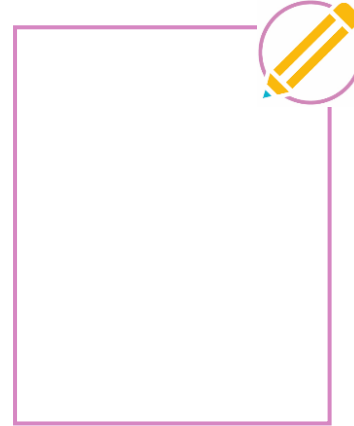


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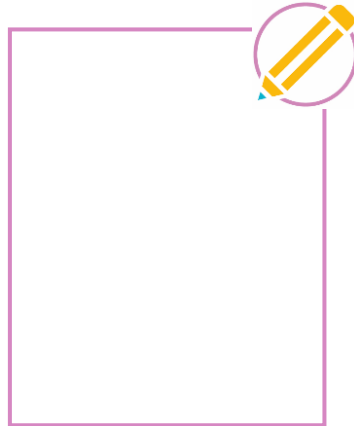
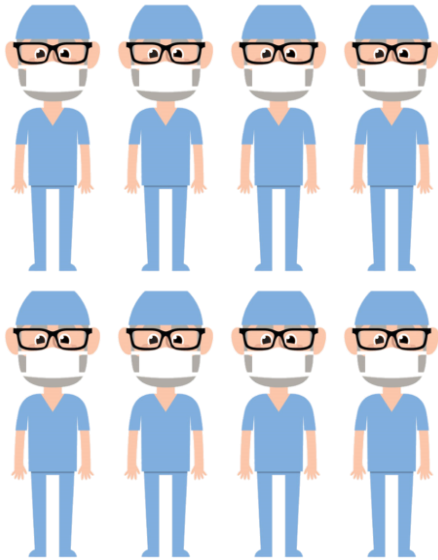
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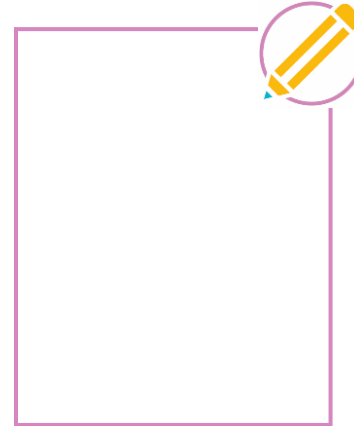
$3 - 2 =$



$8 - 1 =$

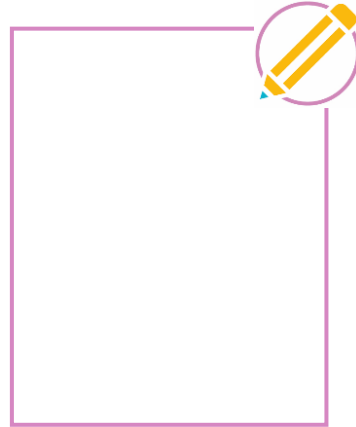


$7 - 5 =$

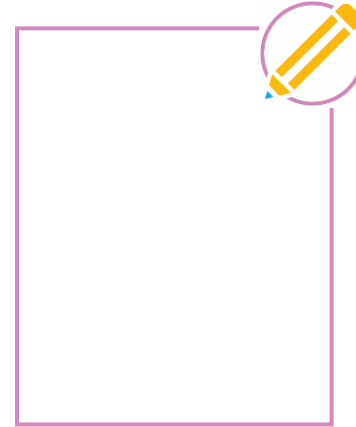


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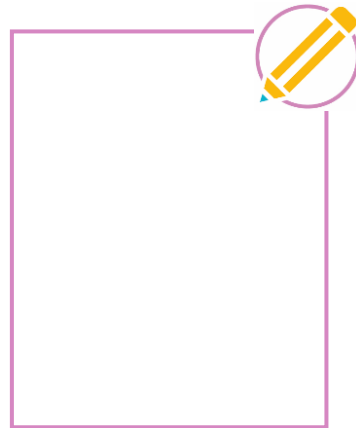
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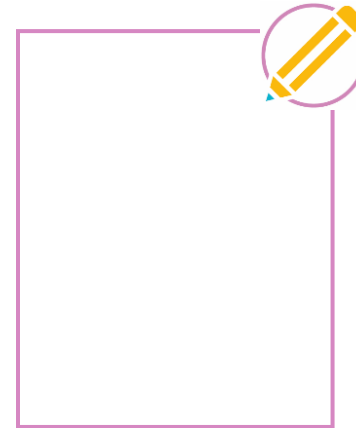
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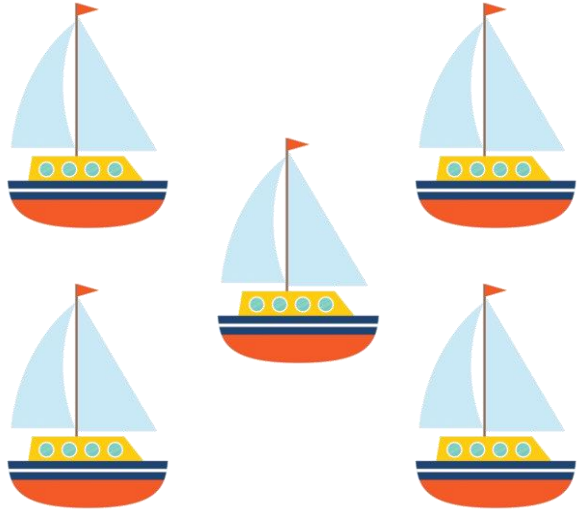
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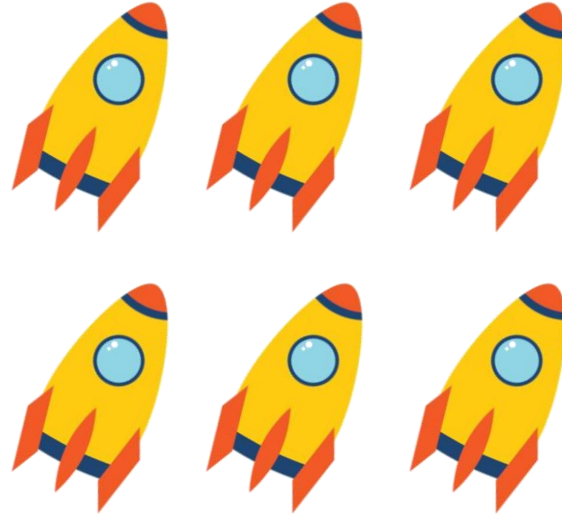
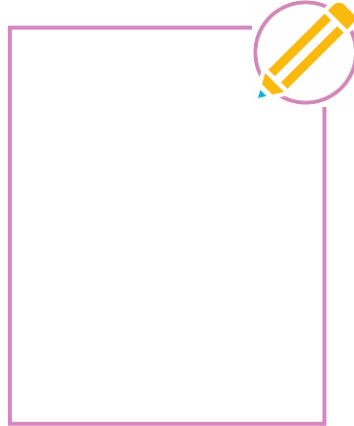
$9-6=$



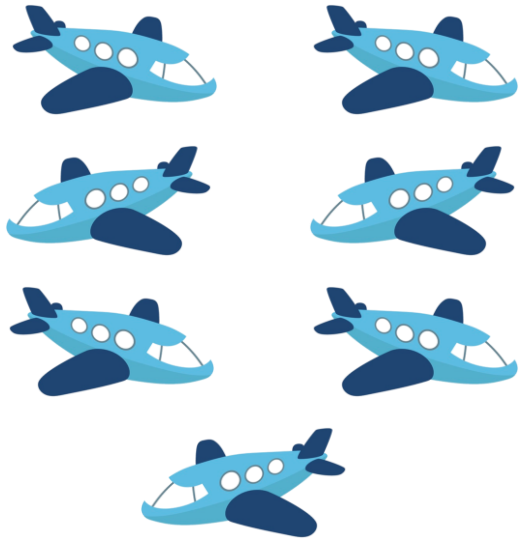
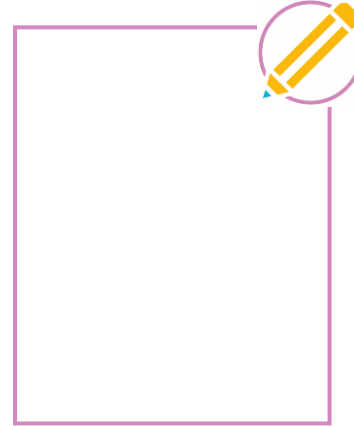
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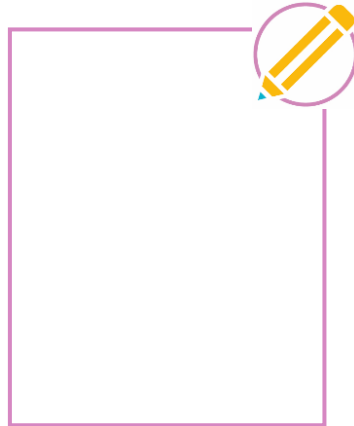
$$5 - 4 =$$



$$6 - 5 =$$



$$7 - 3 =$$



$$8 - 4 =$$

