



**Statutory requirements for Number - addition and subtraction**

Pupils should be taught to:

- read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- subtract one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve subtraction, using concrete objects and pictorial representations

**Notes and guidance (non-statutory)**





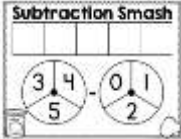
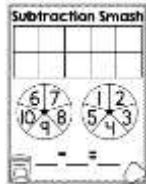
- Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example,  $9 + 7 = 16$ ;  $16 - 7 = 9$ ;  $7 = 16 - 9$ ). They should realise the effect of adding or subtracting 0. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.

**PLEASE NOTE**



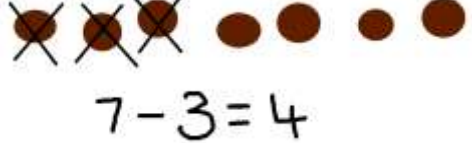



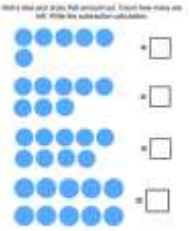

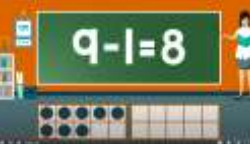


As well as a PM fluency activity to build on and re-cap previous learning, there is also now a quick True / False question which should take no more than 5 mins. This should be done straight after lunch before phonics. please see this PPT.



**VOCAB** *take away less subtract minus fewer is the same as equals part whole calculation*

	Mental starter	Learning Intentions	Teaching Input and activities	Success Criteria	
MONDAY	Sesame Street cookie subtraction film <a href="https://www.youtube.com/watch?v=bnBeGmjWnK4&amp;index=19&amp;list=RlDQMs3J_vlsg-ek">https://www.youtube.com/watch?v=bnBeGmjWnK4&amp;index=19&amp;list=RlDQMs3J_vlsg-ek</a> 	To understand that when we take away we end up with 'fewer' or 'less'.	Within this small step, the language of subtraction is introduced, rather than the subtraction symbol being explored straight away. 'Taking away' is used in a range of real life contexts such as flying away and eating. The use of zero is important so children know that when nothing is taken away the start number remains the same.	Act out the bear rhyme altogether then in small groups (first 2 minutes of this you tube clip).  <a href="https://www.youtube.com/watch?v=CgF3grXQA5A&amp;safe=true">https://www.youtube.com/watch?v=CgF3grXQA5A&amp;safe=true</a>	PRACTICAL WITH WIPEBOARDS I can act out a take away or subtraction song.
			Can the children think of any other take away songs / rhymes? E.g. ducks, speckled frogs, snowmen. Can they use wipe boards to show how many are left? i.e. when 3 chn are left standing the spare person holds up a board that says =3. Each group to use puppets / pictures to act one out then rotate. Share with class.		PM FLUENCY Children to use props to act out the subtraction number rhymes.
TUESDAY	Watch the following video with the sound off, so you can explain what is happening! <a href="https://www.youtube.com/watch?v=Rnw5ixvU074&amp;safe=true">https://www.youtube.com/watch?v=Rnw5ixvU074&amp;safe=true</a> 	To understand that when we take away we end up with 'fewer' or 'less'.  To complete a calculation to demonstrate this.	 <b>TP- to understand that - is read as subtract and means take away and 5-2=3 is a subtraction calculation or number sentence</b> DISCUSS SLIDES 1-6 OF TUES ppt. Demonstrate how we can subtract / take away with problems. Draw some examples that the chn can relate to on the T wipe board e.g. Mrs Wilson had 5 pencils and Mrs Lilllott borrowed two of them – how many did Mrs Wilson have left? Chn to draw the problem on their wipe boards with their ShB. Show and discuss WAGOLLS- why do the class think this is a WAGOLL? Encourage use of brown stem (PSR) speech bubble language! Try to select boards where the problem is displayed as a picture or an equation – or if possible both. Repeat. Show how we can write this as a subtraction calculation with a new symbol.	 	PRACTICAL WITH WIPEBOARDS I understand that I can take away and end up with a smaller number. I can finish a calculation to show this.
			<b>Activity</b> – children to work with a partner to play 'Subtraction Smash' - differentiated playdough games. Write matching calculations on smash boards or wipeboards.		PM ACTIVITY Can the chn create their own puppets and use for a subtraction song?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WEDNESDAY</p>	<p>Subtract with a pirate song  <a href="https://www.youtube.com/watch?v=QkPa9V2wtZs">https://www.youtube.com/watch?v=QkPa9V2wtZs</a></p> 	<p>To subtract one-digit numbers.</p>	 <p><b>Teaching Point (TP) – take away means the same as subtract (we end up with less / fewer). DISCUSS WED ppt.</b></p> <p>When subtracting we must start with the larger number – if my friend only has 6 conkers, I can't take 10 away from him!</p> <p>Explain that we are going to subtract by crossing out- the number is still there but we have subtracted from it.</p> <p>Demonstrate how we can select a number, then take a way a smaller number by crossing out.</p> <p>Select a number e.g. 7 (have available <a href="#">number cards 2-10</a>). Teacher to draw 7 (simple) <a href="#">objects</a> (e.g. conkers / balloons / leaves), then ask a friend to subtract some of them by crossing them out. Write the number sentence to show what has happened.</p>  <p><b>Activity</b> - chn to work with a partner to continue this activity and record on <a href="#">wipe boards</a>.</p> <p><u>Take photos</u> of practical work and boards <u>for working wall and twitter</u>.</p>	<p><b>PRACTICAL WITH WIPEBOARDS</b> I can subtract by crossing out to take away.</p> <p><b>PM ACTIVITY</b></p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THURSDAY</p>	<p>Subtraction action song  <a href="https://www.youtube.com/watch?v=pwQKugrFmJQ">https://www.youtube.com/watch?v=pwQKugrFmJQ</a></p> 	<p>To subtract one-digit numbers.</p>	 <p><b>DISCUSS THURS ppt.</b></p> <p>Watch and discuss Fantasy Subtraction PPT. Do the children notice that the teeth are set out in a ten frame - remind the chn that this can help us to quickly subitise.</p> <p>Chn to use <a href="#">wipe boards</a> on carpet, to record subtraction stories to match the story. Children to consolidate understanding that we can use pictures to cross out / subtract /take away a smaller number.</p> <p>Chn to use die to select number to subtract from the spots and complete sheet in books.</p> 	<p><b>BOOK RECORDING</b> I can write and understand subtraction calculations.</p> <p><b>PM ACTIVITY</b></p>  <p>Children to use unifix to complete calculations on TUES PPT slide 7 – record on wipeboards.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FRIDAY</p>	<p><a href="https://www.youtube.com/watch?v=j6UPVZRYGTM&amp;safe=true">https://www.youtube.com/watch?v=j6UPVZRYGTM&amp;safe=true</a></p> 	<p>To read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs</p>	 <p>Re-cap work and TPs from yesterday- subtracting by crossing out or TAKING AWAY. Work through 'Picture subtraction problems' PPT.</p> <p>Chn to complete differentiated sheets in books.</p> 	<p><b>BOOK RECORDING</b> I can write and understand subtraction calculations, to match pictures.</p> <p><b>NO PM ACTIVITY</b></p>