

Maths

This week we are learning to subtract numbers within 20. We have previously taught subtraction by 'taking away' objects, for example making a tower of 7 cubes, taking 2 away and counting how many are left. We are now starting to learn to subtract by counting back from a number. So, for a number sentence such as $12 - 2 =$

Say the first number: '12'

Count back the second number (children can do this mentally, using fingers or using a number line): '11, 10'

If your child struggles to subtract by counting back, begin by just subtracting 1 from a given number, then move on to subtracting larger numbers.

Monday (10-15 minutes)

Quick starter: Count back from 10 to 0 (when your child gets to 0 they can 'blast off' like a rocket and run round the room). Count back from 20/30 if your child is confident.

Explain we are learning to subtract or 'take away' numbers this week.

On your laminated sheet, write: $10 - 2 =$

Can your child read the number sentence? Show them how to solve the problem using small objects e.g. pasta tubes, grapes, beads. Line up the 10 objects and take 2 away, then count how many are left. Show your child how to write the answer after the = sign. Ask your child to use the objects to solve the next number problems:

$$9 - 1 =$$

$$10 - 3 =$$

$$8 - 4 =$$

Challenge: can your child write the number sentence independently? When we subtract or take away, does the amount we have at the end get bigger or smaller? Do we count forwards or backwards?

Tuesday (10-15 minutes)

Quick starter: Show a number card to 10. Ask your child to tell you the number that is 1 less (so if you hold up 8, they need to say 7). Repeat with different numbers to 10, or 20 if your child is confident.

Today we are going to learn to subtract by counting back on a number line (see resources below). Give your child the number line to 10 and ask them to count back from 10 to 0, pointing to each number as they count back.

https://www.youtube.com/watch?v=D7c57cGjV_I

Watch the video together for the first few number sentences. Pause before the $3-1=$ answer is revealed and ask your child to find the answer by counting back 1 on the number line. Repeat with other number sentences on the video until your child is confident.

Challenge: If your child can easily subtract 1, 2 and 3, write some more complex subtraction problems such as $10-8 =$

Wednesday (10 minutes)

Quick starter: Put number cards to 20 in a row. Ask your child to cover their eyes. When they aren't looking, swap 2 numbers around. Ask the child to look again and put the numbers back in the right order. Make it a timed activity for extra challenge!

Today we're going to subtract using our fingers. Pull a number sentence out of a bag or hat (use the resources below or create your own). Show your child how to solve the problem by counting back on your fingers. The video below shows examples of how to do this. Repeat with different number sentences until your child becomes confident (they can even wear gloves like the man in the video if this helps!).

<https://www.youtube.com/watch?v=a8b4UkMlVu8>

Thursday (10 minutes)

Quick Starter: Put number cards to 20 in order. Ask your child to turn around, take 1 or 2 numbers away. How quickly can they work out which numbers are missing? Let your child then hide numbers while you turn around.

Use the number cards (see resources below) to make different subtraction problems for your child to solve. Start with ones you know your child will be able to solve independently to build their confidence (such as $2 - 1 =$), then create different problems to 10 or 20. Remind your child that to solve the problems they can use objects, count back on their fingers or use the number line.

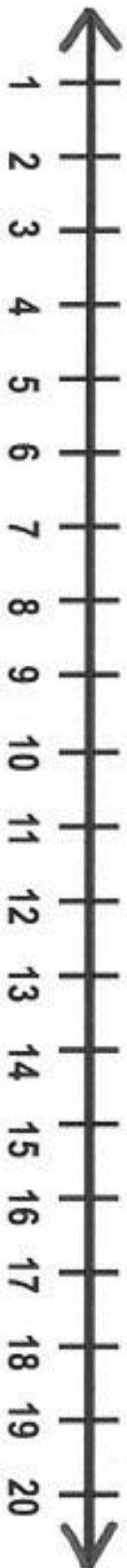
Challenge: Can your child be the teacher and create a number problem for you to solve?

Friday (15 minutes)

Quick starter: <https://www.youtube.com/watch?v=8ii202RoEd8> Play the number formation video - your child can join in with crayons, pens or even paint!

Choose 3 or 4 subtraction problems to solve (see resources below).

Well done! We would love to hear how your child has got on with subtraction this week.



Tuesday

Wednesday

$$7 - 2 =$$

$$4 - 4 =$$

$$10 - 1 =$$

$$11 - 1 =$$

$$14 - 2 =$$

$$12 - 2 =$$

$$15 - 5 =$$

$$16 - 3 =$$

$$20 - 5 =$$

$$9 - 6 =$$

Thursday

0	1	2
3	4	5
6	7	8
9	10	11
12	13	14
15	16	17
18	19	20
-	=	

Friday

If you had 8 glass bottles and 3 of them smashed, how many of them would you have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Miss Jones made 7 ice cubes. 1 of them melted. How many did she have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



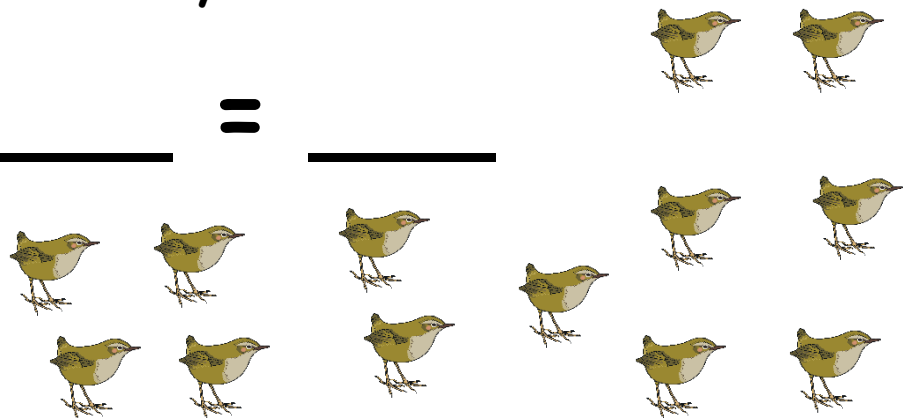
Miss Kiernan had 10 squares of chocolate, then she ate 4 squares. How many did she have left?



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Mrs Dexter had 13 birds in her garden. Suddenly 2 flew away. How many were left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Mrs Crossley baked 12 currant buns. She sold 6 of them. How many did she have left?



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

There were 10 books in the classroom. Mrs Bradshaw read 9 of them! How many were left?



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

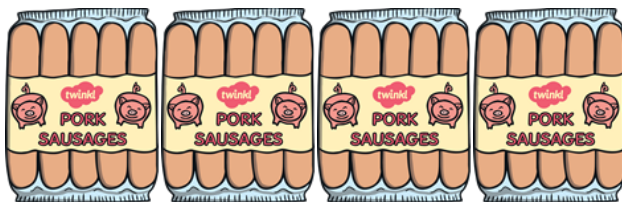
If you had 18 jelly beans and you have eaten 10 of them, how many would you have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



If you had 20 sausages in a pack and cooked 7 of them, how many sausages would you have left in the packet?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Well done! Super Subtraction!