

The Discovery School Calculation Policy - Year 1 Subtraction



Additional Notes

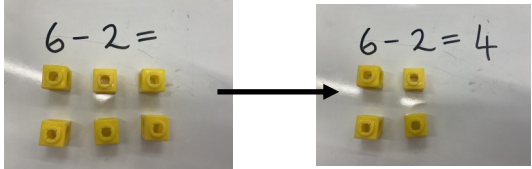

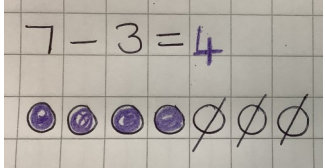
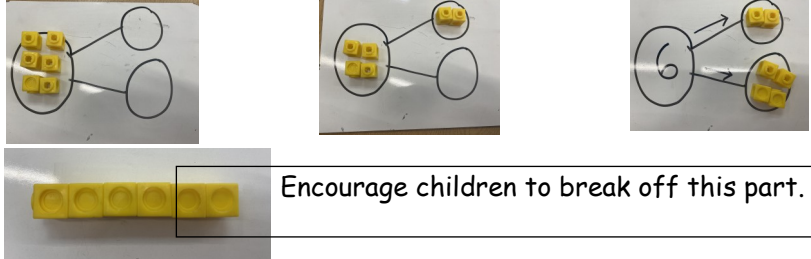
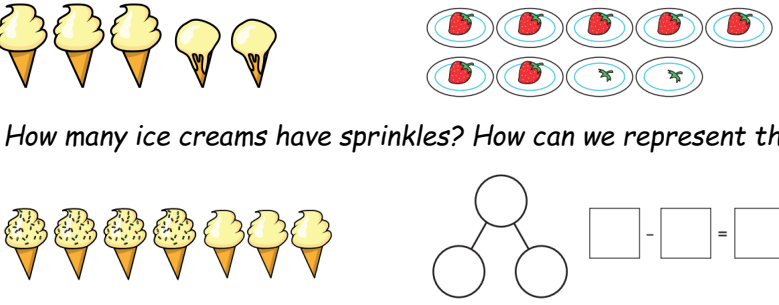

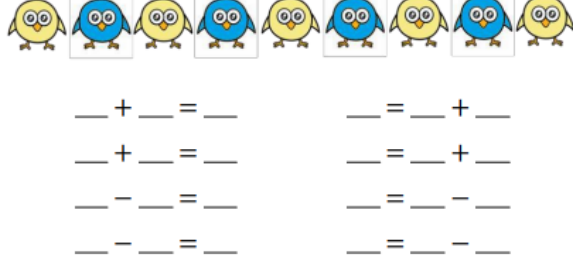
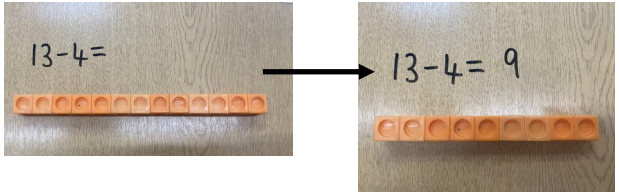
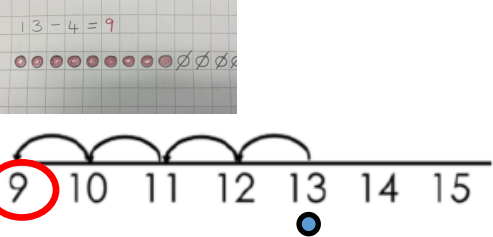
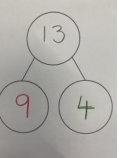
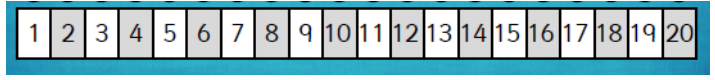
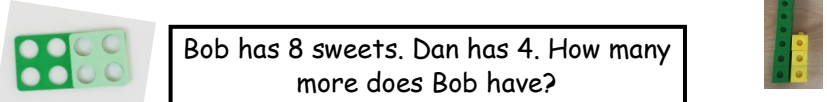
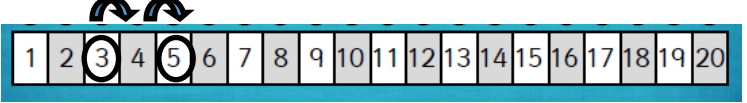
Bar models must be used as a tool for problem solving as this ensures the children understand the structure of the problem.

National Curriculum Objectives

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

represent and use number bonds and related subtraction facts within 20 □ add and subtract one-digit and two-digit numbers to 20, including zero

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Objective	Concrete	Pictorial	Abstract
<p>Subtract a 1 digit number within 10 (1)</p> <p>Looking at how many are left.</p>	<p>Use interesting physical objects (leaves/sticks) to count out an amount and show how objects can physically be taken away. Progress on to modelling this alongside the calculation with cubes.</p>  <p>My whole is 6 and I take 2 away.</p>	<p>Provide children with images that they can 'cross out' to show the subtraction.</p> <p>$4 - 2 = 2$</p>  <p>Children to begin drawing their own images to cross out to solve the calculation.</p> 	<p>$7 - 3 = 4$</p>
<p>Subtract a 1 digit number within 10 (2)</p> <p>Beginning to see subtraction as one part of the whole.</p>	<p>Progress onto using cubes to show the movement of the parts in relation to the whole (This will help with the link to addition)</p> <p>I start with 6 I subtract 2 The remaining 4 make up my other part.</p>  <p>Encourage children to break off this part.</p>	<p>Children begin to understand that when we subtract we start with the whole and can represent this in different ways.</p> <p>What has happened to the ice cream and strawberries?</p>  <p>How many ice creams have sprinkles? How can we represent this?</p> 	<p>When children have an understanding of how the numbers are related, move on to writing the related calculations. This <i>could</i> link to addition but doesn't have to.</p> 
<p>Subtracting a 1 digit number within 20 (counting back)</p>	<p>Begin to show subtraction as counting back. Make a bar showing the whole and then take each cube away whilst counting back</p>  <p>12, 11, 10, 9 This is the subtracted part</p>	<p>Link counting back to subtraction on a number line. Dot the starting number and count back circling the final number you reach.</p>  <p>Link this to the part-part whole model. The part I jump back is one part.</p> 	<p>Put 13 in your head. I count back 4. What number do I get to?</p> <p>$13 - 4 = 9$</p> <p>Could be done mentally or supported by a number line.</p>
<p>Subtracting a 1 digit number within 20 (finding the difference)</p>	<p>Teddy Long Jump</p> <p>Have a large number track on the playground and a real teddy or a smaller scale track on the table and a compare me bear.</p>  <p>Teddy starts at 3. He lands on 7. How far has he jumped? Use cubes to make 2 towers and count the difference.</p>  <p>Bob has 8 sweets. Dan has 4. How many more does Bob have?</p>	<p>Dave has 5 apples. Bev has 3 apples. How many more apples does Dave have?</p>  <p>Using a number track and moving to a number line children to circle the two numbers and then count the difference by jumping.</p>	<p>Teddy starts at 4. He lands at 10. How far has he jumped?</p> <p>What is the difference between 4 and 10?</p> <p>$10 - 4 = ?$ $4 + ? = 10$</p> <p>Could be done mentally or supported by a number line</p>