

Tuesday

MATHS WEEK 5

Year 1



Maths Support- Applying addition and subtraction strategies

Year 1

Week four: 05/05/20202

Tuesday - I can apply my subtraction strategies

Why?

Today we challenge the children to use the subtraction strategies they have learned so far this year to find the answer. They can use whatever strategy they feel comfortable with.

Key questions

Can your child use the language to explain their learning?

Can they write a subtraction equation?

Language to be used

Part, whole, subtract, partition, is equal to.

Resources

A bag, crayons, coins, beans, buttons (something to count with).

Begin with - How?

Work together if they do not have a sibling or other to partner with.

- Choose a number of things to work with and put that many objects into a bag. You can use crayons, coins, beans, buttons, etc (challenge your child to the ability you believe they can do).
- Grab a handful of the items and count them. Ask your partner how many items are now left. "I started with ____ items. I've taken out _____. How many are left?"
- Encourage counting up or back, use manipulatives e.g. counters if you need to.
- You get a point for getting each calculation correct.
- Let your partner have a turn.



Complete the task below

Work together if they do not have a sibling or other to partner with.

- Choose a number (**up to ten**) of things to work with and put that many objects into a bag. You can use crayons, coins, beans, buttons, etc.



Continue practicing the appropriate language which will help your child to develop a deeper understanding.

"I started with ____ items. I've taken out _____. How many are left?"

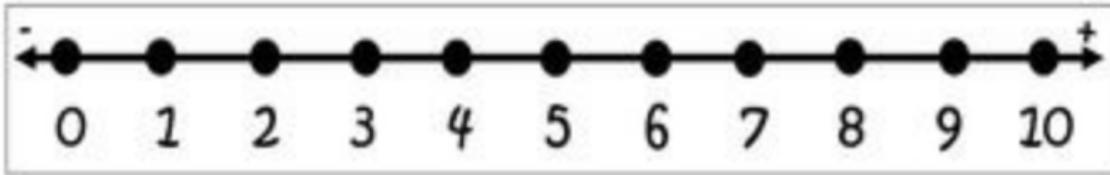
Make five more examples like the one below. Write the sentences and then the equations to match them. If they are finding it easy increase the number of the whole at the start.

For example;

"I started with eight items. I've taken out three. I have five items left".

Eight subtract three is equal to five.

$$\boxed{8} - \boxed{3} = \boxed{5}$$



Here is a number line to help your child count back.



Complete the task below

Work together if they do not have a sibling or other to partner with.

- Choose a number (**up to fifteen**) of things to work with and put that many objects into a bag. You can use crayons, coins, beans, buttons, etc.



Continue practicing the appropriate language which will help your child to develop a deeper understanding.

"I started with ___ items. I've taken out ____. How many are left?"

Make five more examples like the one below. Write the sentences and then the equations to match them. If they are finding it easy increase the number of the whole at the start.

For example;

"I started with fourteen items. I've taken out five. I have nine items left".

Fourteen subtract five is equal to nine.

$$\boxed{14} - \boxed{5} = \boxed{9}$$

★ ★ ★ Complete the task below

Work together if they do not have a sibling or other to partner with.

- Choose a number (**up to twenty**) of things to work with and put that many objects into a bag. You can use crayons, coins, beans, buttons, etc.



Continue practicing the appropriate language which will help your child to develop a deeper understanding.

"I started with ____ items. I've taken out _____. How many are left?"

Make five more examples like the one below. Write the sentences and then the equations to match them. If they are finding it easy increase the number of the whole at the start.

For example;

"I started with nineteen items. I've taken out eight. I have eleven items left".

Nineteen subtract eight is equal to eleven.

$$\boxed{19} - \boxed{8} = \boxed{11}$$