Number Champions
1 2 3 4 5
fun + skills = confidence

Resource for Year 1 Core Curriculum

Subtraction: Use number sentences with - such as 18 - 3 = 15

Begin to link number sentences to subtracting early on – even when you are just using objects, so that the child is familiar with the symbol -. It will also help to make the link between the objects and the numbers clear.

It is also important that the child realises that they already know how to subtract. Remind them/ask them what resources they already know how to use to work out the answer (tens frames*/objects/Numicon/Dienes/part-part-whole diagram*). The key is to turn the symbols into language they already know.

*See pictures below for these.

When the child is making up their own subtraction number sentences, remind them that, unlike with adding, it does matter which number goes first.

Part-Part-Whole
Give the child a part-part-whole diagram with one of the bottom numbers missing.

- What is different about this one?
- How will you work out the missing number?
- What would this look like as a number sentence?

Remind them that they have a range of aids that they know how to use to work this out – Numicon/Dienes Rods/Number lines/Number tracks/objects/hundred squares)

Number Sentences
Use the dice/playing cards to create a number sentence and practise working out the answer using the resources that they know.

- What resources could you use?
- Can you prove your answer is right using another resource/method?
- How many ways of working this out can you show me?

Remember to explain that, unlike with adding, it does matter which number goes first in the number sentence.
This is a repetitive task so finding different ways to 'create' the number sentences will help engage them. Dice/number cards/playing cards/picking numbers out of a bag/finding numbers on the wall/ close your eyes and point to a number on the 100 square etc.

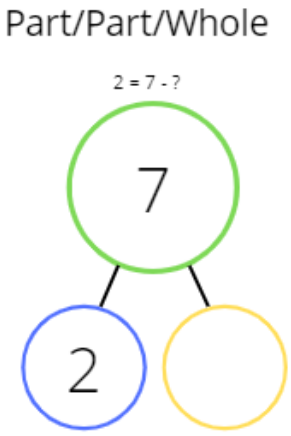
Challenge
Ask the child to write some number sentences for you. They can then check your answers using the resources. This will check their understanding.

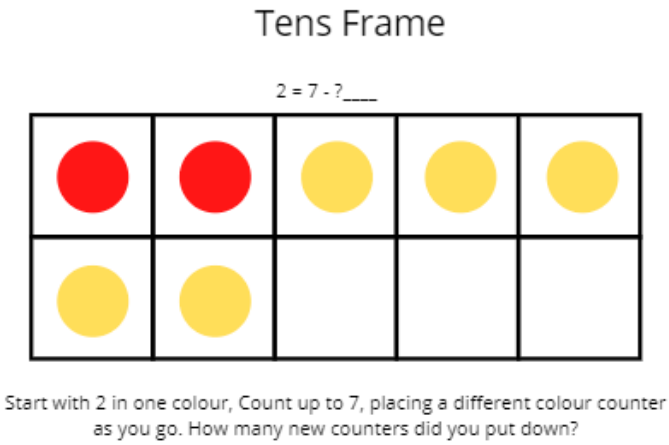
Reversed Number Sentences
Show them number sentences with the answer first e.g 2 = 7 - ? How would we work this out? Always give them time to explore how they would do this with resources.

Use the tens frame / part, part, whole to help work out these types of questions – always show them how they can check they are correct by putting the number sentence the right way around. 7 – 5 = 2.

- What else do you know about these numbers? What other number sentences can you make?

The part-part-whole diagram and tens frames are good for this:





Word Problems

Link subtracting to word problems as much as possible. This will help with their mastery. Make up a story for the problem and make it relate to them. Remember to use a range of mathematical vocabulary where possible.

Eg, A bird had 8 eggs in its nest. 3 of them hatched. How many eggs are left in the nest?

Encourage the child to use objects/resources to help work out the answer and turn it into a number sentence. Once they have turned it into a number sentence, they should have the confidence to be able to solve it.

Get the child to challenge you by making up their own problems.