Learning objectives linked to national curriculum.

To read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs.

To represent and use number bonds and related subtraction facts within 20.

To subtract one-digit and two-digit numbers to 20, including zero.

To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems.

Session 1: Monday 22ⁿᵈ February

<u>Learning Objective –</u> **I can subtract numbers between 0 and 20.**

RT: start with the biggest number.

Counting warm up: Choose a number and practice counting backwards, you could use a hundred square or a number line to help you. Repeat this 5 times.

Discuss the language of subtraction and the connection to other words such as:

E.g. **take away, minus, smaller, less, left and count backwards**.

<u>Activity:</u>

Gather a variety of objects to act as counters (these could be things like pegs, socks, pencils, toys, shoes, stones, books or even pieces of dry pasta).

Complete the calculation 15 – 3 =   by following these instructions:

Place 15 objects out in front of you. **Take 3 of them away** and hide them behind your back. Count how many objects are **left** in front of you.

Repeat this process using different objects and verbally complete the following calculations:

13 – 2 =

17 – 2 =

10 – 5 =

19 – 4 =

10 – 8 =

After finding each answer, practice saying the completed number sentence out loud e.g. 15 – 3 = 12.

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Session 2: Tuesday 23ʳᵈ February

<u>Learning Objective –</u> **I can subtract using a part whole model.**

RT: start with the biggest number.

Counting warm up: Choose a number and practice counting backwards, you could use a hundred square or a number line to help you. Repeat this 5 times, try to choose different numbers than yesterday.

Today we will focus on subtracting using part whole models.

Activity:

Gather a variety of objects to act as counters (these could be things like pegs, socks, pencils, toys, shoes, stones, books or even pieces of dry pasta).

Look at the following part whole model. Which numbers can you see? *(answer: 2 and 3)*
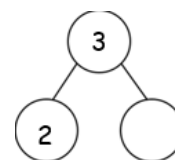
Which number is the biggest/ largest? *(answer: 3)*

Place 3 objects in front of you. This amount is your whole.

2 is the other number in our part whole model so take away 2 of them and hide them behind your back. (this is one part)

Count how many are left. This missing number is the second part.

Complete the sheet using your objects to help you.

The sheet does not need to be printed, instead the answers can be discussed with an adult, or written on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.

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Session 3: Wednesday 24ᵗʰ February

Learning Objective – I can subtract larger numbers without crossing 10.

RT: start with the biggest number.

RT: count backwards.

Counting warm up: Choose a number and practice counting backwards, you could use a hundred square or a number line to help you. Repeat this 5 times, try to choose different numbers than yesterday.

Activity:

Watch this video from White Rose: **https://vimeo.com/492197096.**

Follow and **complete** the activity sheet at the end of the video. The instructions ask for question 2 and 3 to be completed but please complete question 1 as well.

After finding each answer, practice saying the completed number sentence out loud.

The sheet does not need to be printed, instead the answers can be discussed with an adult, or written on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.

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Session 4: Thursday 25ᵗʰ February

Learning Objective – I can solve word subtraction problems.

RT: start with the biggest number.

Counting warm up: Choose a number and practice counting backwards, you could use a hundred square or a number line to help you. Repeat this 5 times, try to choose different numbers than yesterday.

Today we will be focusing on exploring subtraction in word problems.

Look at this example word problem:

Mo has **8** cookies. He eats **3** of them. How many does he have **left**?

The important words and numbers are in bold. Using these we can then write: **8 – 3 =__** . When working out the calculation we can cross out 3 of the cookies and see that there will be 5 left over, so **8 – 3 = 5**.

Activity:

Look at the word problems on the sheet. For each one identify the numbers and the important words, write them as a calculation and work out the answer.

After finding each answer, practice saying the completed number sentence out loud.

The sheet does not need to be printed, instead the answers can be discussed with an adult, or written on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.

Challenge: Have a go at making up your own simple word problems.

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Session 5: Friday 26ᵗʰ February

Learning Objective- I can solve worded subtraction problems that cross 10.

RT: start with the biggest number.

Counting warm up: Choose a number and practice counting backwards, you could use a hundred square or a number line to help you. Repeat this 5 times, try to choose different numbers than yesterday.
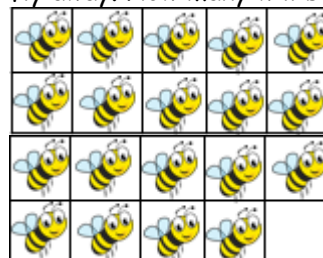
Today we will be focusing on exploring subtraction in word problems, this time we will be using larger numbers and also taking away two-digit numbers.

Look at this example word problem:

The important words and numbers are in bold. Using these we can then write: **19 – 10 =___**.

There are **19** bees on a flower. **10** of them fly away. How many will be **left** ?

When working out the calculation we can cross out 10 of the bees and see that there will be 9 left over, so **19 – 10 = 9.**

For completing this activity, children are advised to use counting objects, number lines or dienes to get the right answer.

Complete the activity sheet.

The sheet does not need to be printed, instead the answers can be discussed with an adult, or written on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.

Challenge: Have a go at making up your own word problems with larger numbers.