

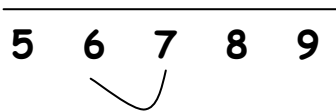
Subtraction

One more/ one less

-Verbally (to begin)

Look at number line- pointing to one more one less

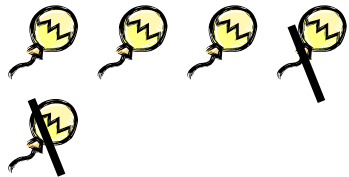
$7 - 1 =$



Pictorial Subtraction

$5 - 2 =$

I had five balloons. Two burst. How many did I have left?



Take away

To begin this will require the children to physically take away objects.

Children will then use/draw a picture to help them work out the answer.

Symbolic Subtraction

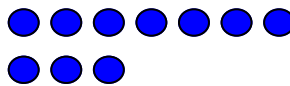
$7 - 3 =$

Mum baked 7 biscuits. I ate 3. How many were left?



Find the difference

Lisa has 7 felt tip pens and Tim has 3. How many more does Lisa have?



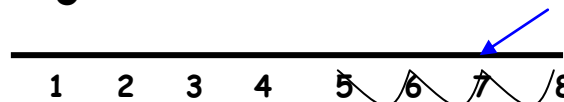
Find the difference

Number line Counting BACK

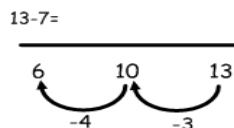
(Single jumps)

Subtracting ALWAYS goes under the line!

$8 - 3 =$

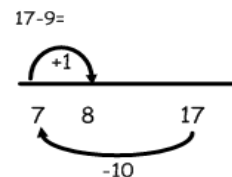


Beginning to bridge through 10



$13 - 7 =$

The steps can also be recorded vertically.

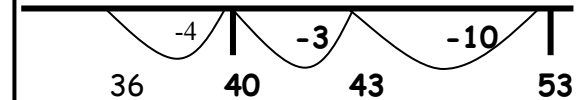


Subtracting 9

$17 - 9 =$

Blank number line Counting BACK

(Larger jumps) $53 - 17 =$

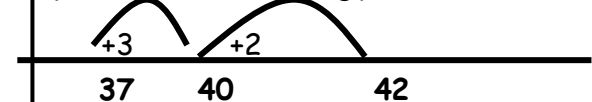


Children could count back using an empty number line. This is a really good way for them to record the steps they have taken (start on 53, -10, then -3 (through the ten, then -4). Partition second number. Use larger numbers if necessary.

(combine with bridging through 10 if necessary)

Blank number line Counting ON

$42 - 37 =$



3 (to 40)

2 (to 42) $3 + 2 = 5$

Children could count up (from the smallest number to the biggest) using an empty number line. It is easiest to count up to a multiple of 10 or 100 (a friendly

This can be carried out with larger numbers but isn't the most efficient method.

