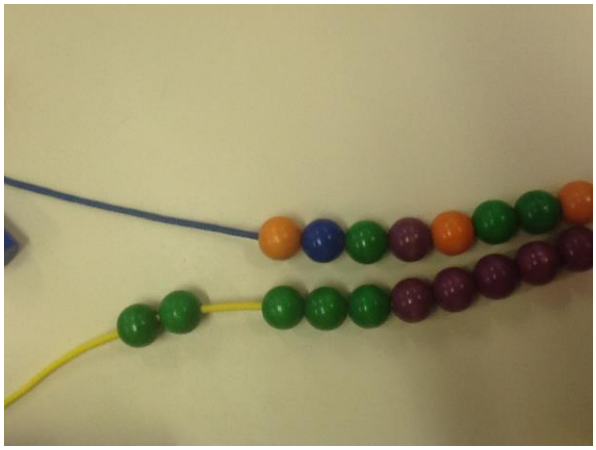
St. Mary and St. Peter

# Year One Calculation

# Subtraction

**Words we use…** less, take away, decrease, how many more, subtract, find the difference, how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between

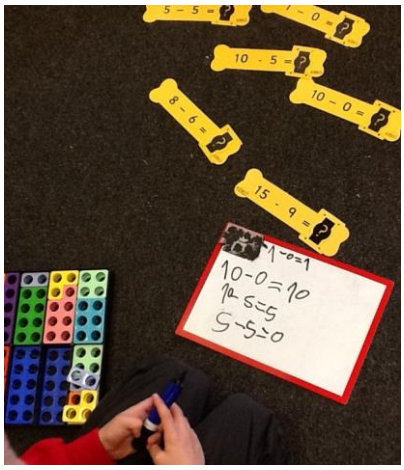
## In Year One these are some of the ways we explore subtract

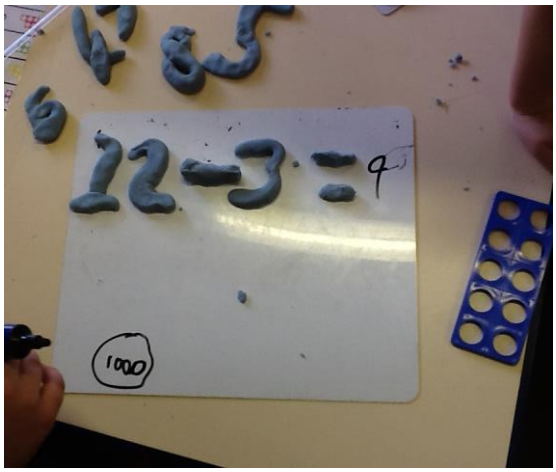


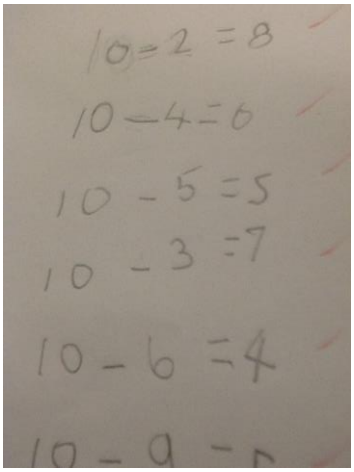
## How Year One learn Subtract

In Year One we use lots of objects to help us to count and subtract objects. Counting backwards in a range of contexts helps us to become better at subtraction. We use equipment, drawings and number sentences to make our subtraction facts. We subtract one digit numbers from 10. We read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. We solve one step problems that involve addition and subtraction, using objects and pictorial representations and missing number problems.

## In Year One we use these jottings and methods to solve our subtractions on paper

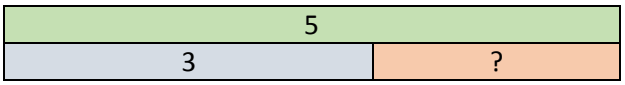


**Fluency** – this is about building up an understanding of how numbers work. It is great in year one if your child can know their number bonds (to 10) and their doubles and halves ( to 10), but alongside this we encourage the children to be able to use the knowledge of what they know to work out unknown bonds. For example:

If you know this, 6 + 3=9. What other facts do you know?




What is the missing number?

**Problem Solving** - importantly this is about working out ways to explore a problem. Children learn to work in a logical way and try out different ways to come to solutions. It is essential for problem solving that children are resilient and keep going even if they are finding the problem tricky. Here are some examples of subtraction problems for Year One.

There are 10 buttons on the table. I hide some under my hand. How many am I hiding?

(Hide other amounts)

What subtractions can I make with the answer of 7?


I had 3 coins in my pocket that totalled 8p.

One coin got lost. What possible amounts could I have left?

**Reasoning** – is about explaining thinking. Children are asked questions such as: "How do you know?", "Can you convince me this is true?", "What do you notice about these numbers?" and "Can you give another example?"

What do you notice?

10-1=9

9-1=8

8-1=7

7-1=6

Can you continue the pattern?