

# Subtraction: Reception

### Mental Work

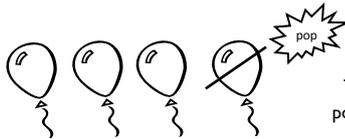
Count back from at least 10  
Count back from a given number

**Vocabulary** total, take, take away, leave, how many are left? how many have gone? less, fewer, difference between

### Practical work

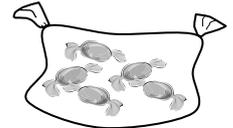
To support the early understanding of subtraction

- Using the language of subtraction through counting games and rhymes, e.g. five currant buns, five little men in a flying saucer, five little speckled frogs (numbers to 5); ten green bottles, ten fat sausages, ten in the bed (numbers to 10)
- Lots of experience with concrete objects to see visual subtraction, e.g. using a hoop and 5 cars - I have 5 cars and one goes into the garage, how many are left?



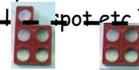
There were 4 balloons. I popped. How many are left?

There are 5 sweets in the bag. You take 3 out. How many are left?

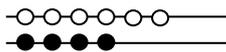


- Use **actions** for 'subtract' and 'equals'

- To support knowledge of 1 less, use tins and counters (e.g. if we had 6 biscuits in a tin and we ate one, how many would be left?); use Numicon (e.g. You have a five plate of Numicon. Chop off one. What plate do you have now?); use a washing line and spotty cards (e.g. Find a card with one spot and peg it on the line. Find a card with one spot etc.); use human number lines (e.g. give children a number from 1-10 and ask them to make a human number line).



- To support understanding of difference, use washing line or number track to count on, e.g. from 6 to 8; to find the difference between 4 and 7, make lines of each number, and count on from the smaller number.



What's the difference between 6 and 4?

Tom has 7 pennies. Joe has 4.  
Who has the most? By how many?



### Number lines



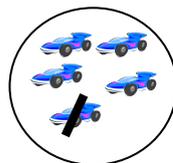
### Recording

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording using pictures etc.

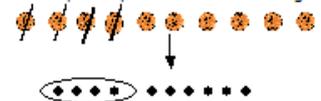


My shepherd looks after 8 sheep but has lost 5 now he has 3 left

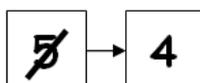
Working practically would transfer to a pictorial recording where a child would draw the number of objects and record by crossing out the appropriate number



Sam spent 4p. What was his change from 10p?



As children are introduced to numbers as symbols and digits, they can use these in their recording alongside the pictures, for example



**CHILDREN SHOULD NOT MOVE ON TO THE NEXT STAGE IF:**

- they are not ready
- they are not confident