

**Vocab for subtraction**

Subtract, takeaway, minus, less than, how many left, make smaller, backwards

**Vocab for equals**

Makes, total, same as, equivalent, balance

**EYFS**

**Early Learning Goals**

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.

**Explanatory Note**

- Within play and other practical situations, the child counts and orders numbers 1-20 and finds one fewer or more than a given number. Using everyday and play objects, the child applies a range of strategies to add and subtract quantities involving two single digit numbers such as counting on to add and counting back to subtract. In a range of practical and play contexts the child explores and solves problems involving doubling, halving and sharing,

**Subtraction**

1. **I know when to take away**  
See that there are a group of objects  
See that we need to take some more  
See that there is less when taken away.
2. **I know how many are left**  
Remember to take objects away.  
Find out how many are left by counting
3. **I can take away the right amount (oral)**  
Count how many objects you have.  
See how many need taking away.  
Count how many you are taking away.  
Check you have taken away the right amount.
4. **I can take away the right amount and count how many are left (differentiate number according to ability)**  
Count how many objects you have  
See how many need taking away  
Count how many you are taking away  
Check you have taken away the right amount  
Count how many are left
5. **I can read a subtraction number sentence 6-4=**  
Read your number sentence  
Say takeaway for (-)  
Say equals for =

**Explanatory Note**

1. e.g. when pouring water or counting objects, say shall we take some away and the child understands that there is now a smaller amount than before.
2. e.g. When in playing it is knowing how many are remaining when the amount that is remaining.
3. e.g. Children need to be able to count to 10 with 1 to 1 correspondence. They should count the amount of objects to start, take away the right amount then check.
4. e.g. Children need to be able to count to 10 with 1 to 1 correspondence. They should count the amount of objects to start, take away the right amount then count how many you have left.
5. e.g. Children should be taught the terms subtract and equals and be able to read number sentences on flashcards.

utilising his or her own methods.

**6. I can arrange a subtraction number sentence ( can complete step 7 as well depending on ability)**

Read the number sentence  
Set out the number of objects to start with  
Tell me how many we will be taking away.  
Remove objects that are taken away

**7. I can solve a subtraction number sentence**

Read the number sentence  
Set out the number of objects to start with  
Tell me how many we will be taking away  
Take the object away  
Count how many are left  
Move remainder to end of sentence.

**8. I can solve subtraction on a number line**

Physical number  
Practice jumps on number line  
Find the starting number  
Count back the right amount  
See where you have landed.

**9. I can solve subtraction on a number line (individual)**

Find the starting number circle it  
Count back the right amount under the line  
See where you have landed  
Circle the answer

**10. I can take 1 from a number up to 20**

Same as above

**11. I can take 2 from a number up to 20**

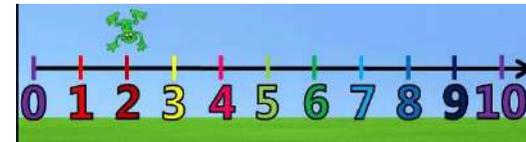
Same as above

6. e.g. Children could use blocks or play objects to make the number sentence and should be taught to set out the calculation

$$6-4=$$

7. As above but finding the total as well.

8. Use numbered number lines.



9. Use numbered number lines

10. Mental maths

11. Mental maths