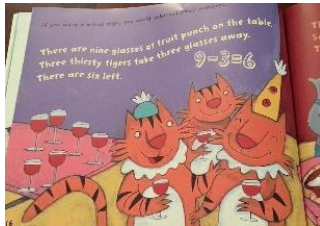
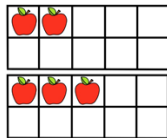
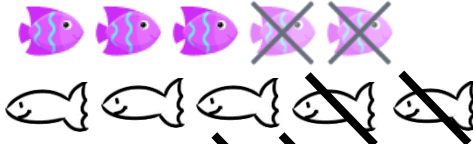
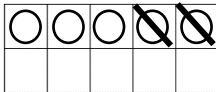




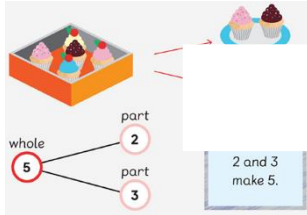


F2 (Reception)	Subtraction	
Vocabulary: number, numeral, digit (one-digit, two-digit), amount, more than, fewer than, less than, pattern, count back, subtract, minus, equals, part, whole.		
Concrete	Pictorial	Abstract
<p><u>Daily routines and mathematical discussions</u></p> <p>"We usually have 4 children in our reading group, but Tom is away, how many children do we have now"</p> <p>Counting backwards throughout the day - can you put your lids on your pens before I finish counting back from 5? 5, 4, 3, 2, 1, 0..."</p> <p>"Yesterday we had 4 hats in lost property, today we have 2, that is less/fewer than yesterday."</p>	<p><u>Number talk</u></p> <p>Plan number talk opportunities and take advantage of incidental opportunities for number talk when looking at books and images.</p> 	<p>Children record their mathematical knowledge and skills using pictorial representations, part, whole model, drawings, jottings and mathematical statements/language.</p> <p>Encourage children to draw signs in the air.</p>
<p><u>Taking amounts away/discussing the difference</u></p> <p>"Here is my 10-frame and this is yours, who has less?"</p>  <p>"I have 5 bears in total, I am taking 2 away, how many are left?"</p> <p>Can also use cubes as concrete objects.</p>	<p>"There were 5 fish and 2 swam away, how many were left?"</p> <p>Jottings</p>  <p>Ten frame jottings</p> 	
<p><u>One less</u></p> <p>"I had 4 children on my carpet but 1 has gone outside, how many children are left"</p> <p>"I have 3 special pens, but one has run out, so now I have one less than 3.... how many do I have left?"</p> 	<p>When singing songs, drawing attention to the subtraction happening. 5 green bottles hanging on the wall, "one green bottle fell, how many green bottles are hanging on the wall now?"</p>  <p><u>Other song ideas:</u> 5/10 little monkeys, 5/10 little ducks.</p>	<p><u>Begin to explore with own symbols and marks (jottings)</u></p> <p>Children to be given a mathematical concept and asked to make marks to represent this (mathematical jottings)</p> <p>Yusuf had 5 apples; he gave 2 to Alex.</p> 

	<u>Numeral track to show one less.</u> <table><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table>	0	1	2	3	4	5	6	7	8	9	10	
0	1	2	3	4	5	6	7	8	9	10			
<u>Develop a deep understanding of number to 10, including the composition of each number with the use of games</u> compose and decompose numbers to 10 using skittles. "I had 10 skittles, 2 got knocked down, how many are left standing?"  Other ideas including biscuits, fruit.	Use pictorial representations to show that 2 parts make a whole and refer to this method when decomposing numbers. $5-2=3$ $5-3=2$ 	<u>Recording scores using marks and beginning to include the use of numerals (Provision and small groups).</u> Encourage children to keep scores of their games by using marks and symbols and eventually including numerals in this. 