

## 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

#### Daily routines and mathematical discussions

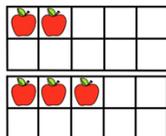
"We usually have 4 children in our reading group, but Tom is away, how many children do we have now"

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..."

"Yesterday we had 4 hats in lost property, today we have 2, that is less/fewer than yesterday."

#### Taking amounts away/discussing the difference

"Here is my 10-frame and this is yours, who has less?"



"I have 5 bears in total, I am taking 2 away, how many are left?"

Can also use cubes as concrete objects.

### Pictorial

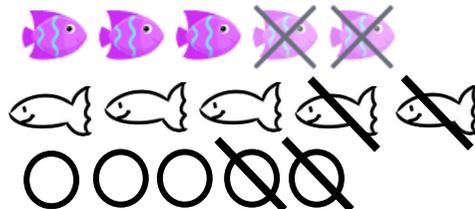
#### Number talk

Plan number talk opportunities and take advantage of incidental opportunities for number talk when looking at books and images.

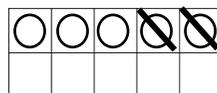


"There were 5 fish and 2 swam away, how many were left?"

Jottings



Ten frame jottings



### Abstract

Children record their mathematical knowledge and skills using pictorial representations, part, whole model, drawings, jottings and mathematical statements/language.

Encourage children to draw signs in the air.

### One less

"I had 4 children on my carpet but 1 has gone outside, how many children are left"

"I have 3 special pens, but one has run out, so now I have one less than 3... how many do I have left?"



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?"

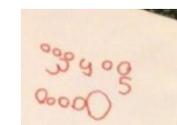


Other song ideas: 5/10 little monkeys, 5/10 little ducks.

### Begin to explore with own symbols and marks (jottings)

Children to be given a mathematical concept and asked to make marks to represent this (mathematical jottings)

Yusuf had 5 apples; he gave 2 to Alex.



Numeral track to show one less.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Develop a deep understanding of number to 10, including the composition of each number with the use of games

compose and decompose numbers to 10 using skittles. "I had 10 skittles, 2 got knocked down, how many are left standing?"

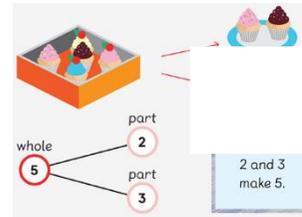


Other ideas including biscuits, fruit.

Use pictorial representations to show that 2 parts make a whole and refer to this method when decomposing numbers.

$$5-2=3$$

$$5-3=2$$



Recording scores using marks and beginning to include the use of numerals (Provision and small groups).

Encourage children to keep scores of their games by using marks and symbols and eventually including numerals in this.

