## Maths - Year 1

Calculating 1: Introducing the subtracting symbol

| Key Vocabulary |  |
| :--- | :--- |
| Take away | Take one or more things from another. |
| Subtract(ing) | Taking one thing away from another, decreasing <br> the size of something, or finding the difference <br> between two numbers. |
| fewer | A smaller amount or number. |
| minus | Subtract or take away. |
| Difference | The result of subtracting one number from <br> another. |
| Pattern | A set of ordered numbers, shapes or objects. |
| Subtracting <br> sentence | A number sentence that requires subtraction <br> e.g. $15-5=10$. |
| Subtracting <br> story | A word problem that requires subtraction. |
| Equals | The same in number or amount. |

## Mathematical Skills

- Cover the holes on Numicon shapes to show taking away and say how much is left by looking at the Numicon shape pattern, without counting.
- Explain what they have done in whole number subtracting sentences e.g. 'I had 6 and I took away 2, so I have 4 left.' Encourage the use of the word equals.
- Build and read subtracting sentences with Numicon shapes, numeral cards and symbol cards.
- Show with actions and words what the subtracting sentence means.
- Recognise and know when to use the subtracting symbol, ' - ’.
- Know when to subtract within their daily routines and how to solve mathematical word problems involving subtraction.


## Mathematical Methods

- How many left? E.g. At the play park, eight children were playing on the climbing frame. Some of the mums called that it was time to go, so three children had to leave. How can we find out how many children were left on the climbing frame?


Introducing the written words 'take away' in subtraction sentences.


Reading subtraction sentences and finding apparatus e.g.


- Introducing 'subtract' and 'minus' in subtracting sentences.



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8-6=2
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## Can you..?

- Can you make three numbers stories that use the word 'fewer'?
- Show me how to take away 3 from 8. Use the shapes or rods.
- Are my number sentences correct?

$$
\begin{aligned}
& 6-4=2 \\
& 5=8-3 \\
& 8-1=9
\end{aligned}
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