

Subtraction methods

Children are taught to understand subtraction as taking away (counting back) and finding the difference (counting up).

5 - 2

Drawing a picture helps children visualise the problem.

I had 5 balloons. 2 burst. How many did I have left?



Take away

= 3

A teddy bear costs £5 and a doll costs £2. How much more does the bear cost?



Find the difference

= 3

7 - 3

Using dots or tally marks is quicker than drawing a detailed picture.

Mum baked 7 biscuits. I ate 3. How many were left?



= 4

Lisa has 7 felt tip pens and Tim has 3. How many more does Lisa have?



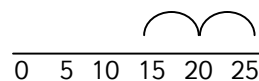
III Find the difference

= 4

25 - 10

Children could count back using an empty number line. This is a really good way for them to record the steps they have taken.

I cut 10 cm off a ribbon measuring 25 cm. How much is left?



= 15cm

When faced with a calculation problem, encourage your child to ask...

- Can I do this in my head?
- Could I do this in my head using drawings or jottings to help me?
- Do I need to use a written method?

Here are some activities to try at home

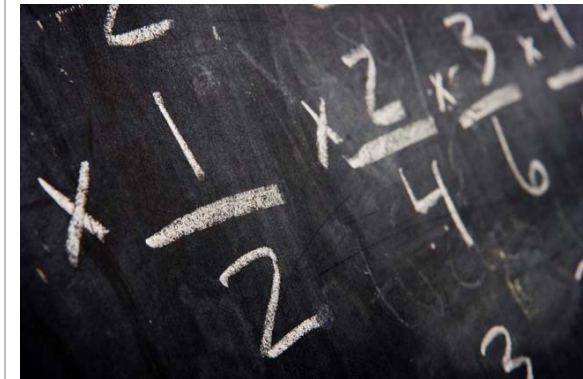
- Find out which number facts your child is learning at school (addition facts to 10, etc). Try to practise for a few minutes each day using a range of vocabulary.
- Have a 'fact of the day'. Pin this fact up around the house. Practise reading it in a quiet, loud, squeaky voice. Ask your child over the day if they can recall the fact.
- Play 'ping pong' to practise complements with your child. You say a number. They reply with how much more is needed to make 10. You can also play this game with numbers totalling 20, Encourage your child to answer quickly, without counting or using fingers.
- Throw 2 dice. Ask your child to find the total of the numbers (+), the difference between them (-). Can they do this without counting?
- Use a set of playing cards (no pictures). Turn over two cards and ask your child to add the numbers. If they answer correctly, they keep the cards. How many cards can they collect in 2 minutes?
- Give your child an answer. Ask them to write as many addition sentences as they can with this answer (e.g. $10 = 5 + 5$).



EYFS and Key Stage 1

Numeracy

Addition and Subtraction



Calculating



The maths work your child is doing at school may look very different to the way you were taught. This is because children are encouraged to work mentally, where possible, using jottings to help support their thinking. This leaflet will help you support your child, using the methods we use at school.

The objectives for Reception are:

- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.

The objectives for year 1 and year 2 are:

- Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number
- Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number
- Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences.
- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers.
- Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences.
- Use the symbols +, -, , and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\square + 2 = 6$, $30 - \square = 24$).

Children will learn to use the following vocabulary when working with calculations:

Reception

- Add
- Take away
- Subtract

Year 1

- Add
- Plus (+)
- Minus (-)
- Makes
- Sum
- Total
- Count
- Guess
- Near double
- Altogether
- Subtract
- Take away
- Leaves
- Difference
- Odd
- Even
- Pair
- Double
- Too little
- Too much
- Not enough
- Enough
- Halve
- Half
- Roughly
- Estimate

Year 2

- Add
- Plus (+)
- Minus (-)
- Makes
- Sum
- Total
- Count
- Guess
- Near double
- Place value
- Two digit number
- Number line
- Altogether
- Subtract
- Take away
- Leaves
- Difference
- Odd
- Even
- Pair
- Double
- Partition
- One digit number
- Number sentence
- Too little
- Too much
- Not enough
- Enough
- Halve
- Half
- Roughly
- Estimate
- Inverse
- Ones
- Tens
- Hundreds
- Operation

Questions to ask:

- How many ___?
- How many more to make ___?
- How many more is ___ than ___?
- How much more is ___?
- How many fewer is ___ than ___?
- How much less is ___?
- What is the difference between ___?

Addition methods

Children are taught to understand addition as combing two sets and counting on.

2 + 3

At a party, I eat 2 cakes and my friend eats 3. How many cakes did we eat altogether?

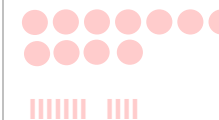


= 5

Children could draw a picture to help them work out the answer.

7 + 4

7 people are on the bus. 4 more get on at the next stop. How many people are on the bus now?

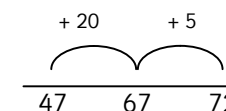


= 11

Children could use dots or tally marks to represent objects (quicker than drawing a picture)

47 + 25

My sunflower is 47 cm tall. It grows another 25 cm. How tall is it now?



= 72

Drawing an empty number line helps children to record the steps they have taken in a calculation (start on 47, +20 then +5). This is much more efficient than counting in ones.