



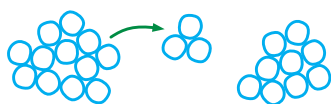
National Curriculum	
<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Count backwards from 100 and from any given number</li> <li>Given a number, identify one less</li> </ul>	<p><b>Subtraction</b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving subtraction (-) and equals (=)</li> <li>Subtract one digit and two digit numbers to 20</li> <li>Solve one-step problems using concrete objects and pictorial representation</li> <li>Solve missing number problems</li> </ul>

## Mental and practical strategies and informal methods of recording calculations

### Counting backwards – finding one less, two less, three less etc.

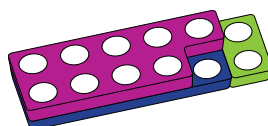
Children count backwards from the first number using concrete manipulative; counters, teddies etc  
Play call and response games such as 'One Less Ping Pong'

Using concrete objects



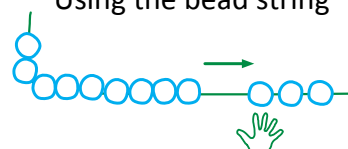
12 take away 3 leaves 9

Using Numicon



Find 3 less than 12

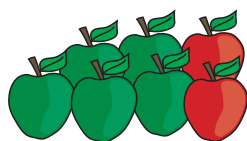
Using the bead string



12 subtract 3 is 9

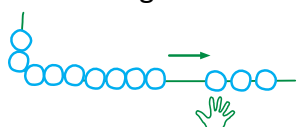
### Subtraction using pictorial representations

$$7 - 2 = 5$$

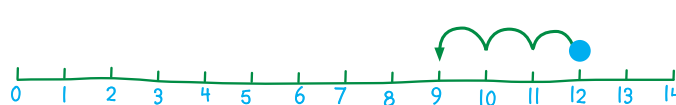


### Progress from jumps on a bead string to jumps on a number line

Bead string



Numbered number line



Empty number line



### Recording subtraction calculations using - and = and solving missing number problems

$$12 - 3 = 9$$

$$12 - \square = 9$$

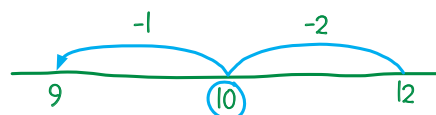
$$\square - 3 = 9$$

$$12 - \square = 9$$

$$12 - 3 = 12 - 2 - 1$$

### Targeting 10 on a number line

$$12 - 3 = 12 - 2 - 1$$



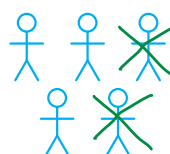
### Bonds to 10 and 20

20 - 7 = 13 using multilink cubes



### Developing language

Describing and writing number sentences to explain a picture  
10 subtract 2, 10 take away 2



### Begin to describe word problems using the bar method

Tria had 15 pens but she lost 3. How many pens does Tria have left?

15 pens	
?	3 pens