


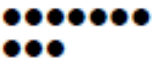
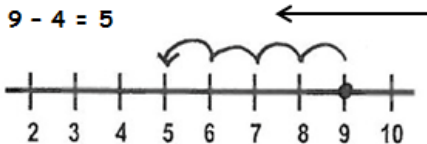
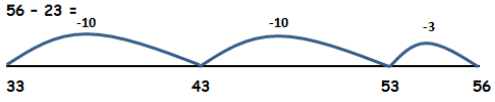
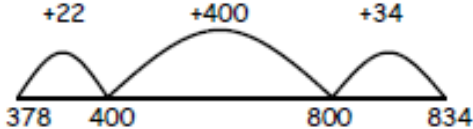


SUBTRACTION

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

<p>5-2= I had five balloons. Two burst. How many did I have left?</p>  <p style="text-align: right;">Take away</p> <p>A teddy bear costs £5 and a doll costs £2. How much more does the bear cost?</p>  <p style="text-align: right;">Find the difference</p>	<p>Drawing a picture helps children to visualise the problem.</p>
<p>7-3= Mum baked 7 biscuits. I ate 3. How many were left?</p>  <p style="text-align: right;">Take away</p> <p>Lisa has 7 felt tip pens and Tim has 3. How many more does Lisa have?</p>  <p style="text-align: right;">Find the difference</p>	<p>Using dots or tally marks is quicker than drawing a detailed picture.</p>

<p>9-4 = Dad bought 9 apples from the shop. We ate 4. How many were left?</p> <p>$9 - 4 = 5$</p> 	<p>Children could count back using a number line. This is a really good way for them to record the steps they have taken.</p>
<p>56-23 = I cut 23cm off a ribbon measuring 56cm. How much is left?</p> <p>$56 - 23 =$</p> 	<p>Children could count back using an empty number line, starting with the ones. This is a really good way for them to record the steps they have taken.</p>
<p>834-378= The library owns 834 books. 378 are out on loan. How many are on the shelves?</p> 	<p>Children could count on (from the smallest number to the largest) to find the difference. It is easiest to count up to a multiple of 10 or 100. The jumps need to be added up below the number line. Encourage your child to add the largest number first and cross them out as they go along to help avoid mistakes.</p>