

Practical Subtraction – Subtracting using Objects

Development Matters and Early Learning Goal Links:

(M-N24) Finds the total number of items in two groups by counting all of them.

(M-N27) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

(M-N28) Records, using marks that they can interpret and explain.

(ELG11) Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Advice and Ideas:

This learning activity enables children to develop their understanding of subtraction. Ensure the children have a bank of counters (or other concrete objects) available whilst completing this activity. Children place a counter on each image then take away as appropriate to complete the subtraction. Alternatively, children can cross out the images as appropriate, prior to recording the correct answer.

More [EYFS Mathematics](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Contents

Teacher Pages

[Page 1 – Teaching Information](#)

Page 3 – Suggested Questions

Page 4 – Observation Sheet

Resource Pages for Children

[Page 5 – Autumn](#)

[Page 6 – Winter](#)

[Page 7 – Spring](#)

[Page 8 – Summer](#)

[Page 9 – Animals](#)

[Page 10 – Dinosaurs](#)

[Page 11 – Fairy Tales](#)

[Page 12 – People Who Help Us](#)

[Page 13 – Superheroes](#)

[Page 14 – Transport](#)

Practical Subtraction – Subtracting using Objects

Enabling Environment – Suggested Questions:

Can you take away the correct amount?

How many left?

What is the new amount?

Is the number getting bigger or smaller?

Can you show me the subtract sign?

What does *subtract/take away* mean?

A Unique Child – Subtracting using Objects

A Unique Child – Subtracting using Objects

Child's name: Age:	Date: Practitioner:
-------------------------------------	--------------------------------------

40-60 Months
(M-N27) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
(M-N28) Records, using marks that they can interpret and explain.
Early Learning Goal
(ELG11) Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Observation:

Characteristics of Effective Learning

Playing and exploring	Active learning	Creating and thinking critically
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things

Areas of Learning

	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							

Next steps:

Child's name: Age:	Date: Practitioner:
-------------------------------------	--------------------------------------

40-60 Months
(M-N27) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
(M-N28) Records, using marks that they can interpret and explain.
Early Learning Goal
(ELG11) Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Observation:

Characteristics of Effective Learning

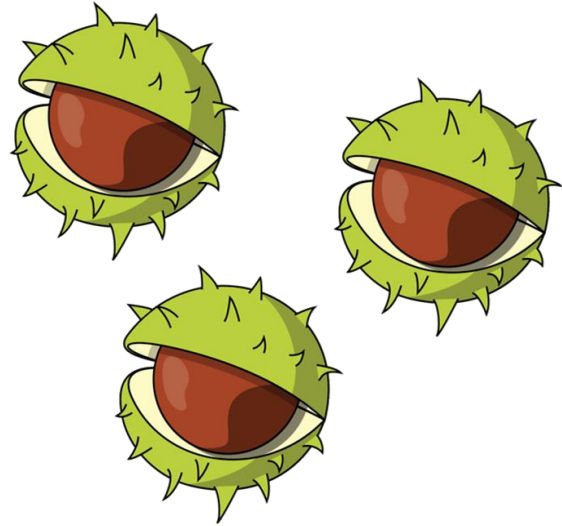
Playing and exploring	Active learning	Creating and thinking critically
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things

Areas of Learning

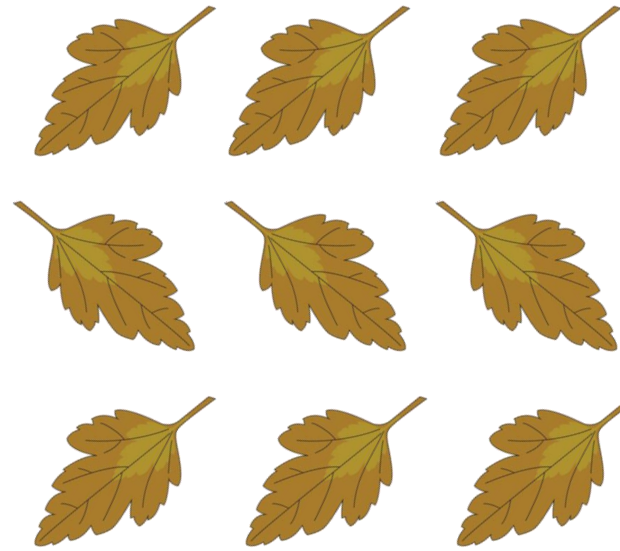
	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							

Next steps:

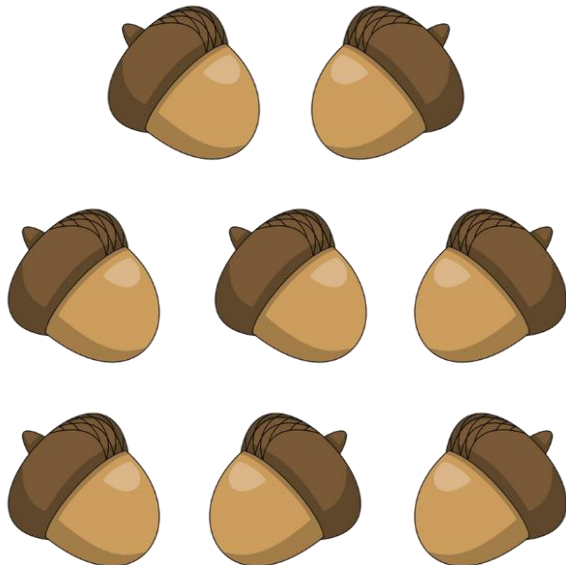
Practical Subtraction – Subtracting using Objects



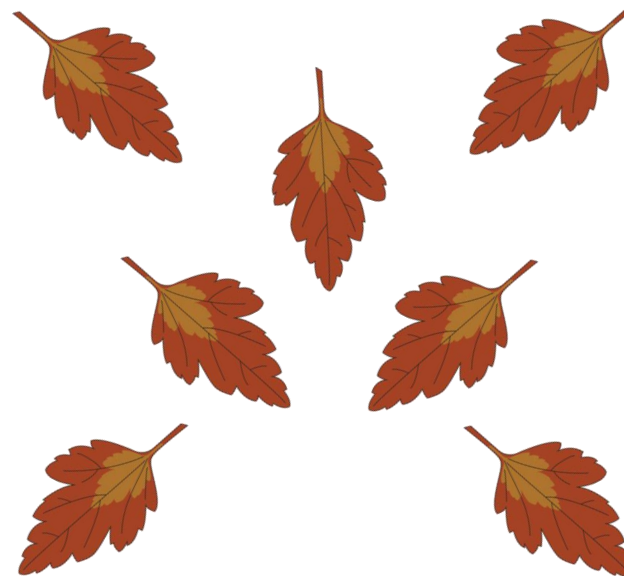
$$3 - 1 =$$

A purple rectangular box for writing the answer, with a yellow pencil icon in the top right corner.

$$9 - 5 =$$

A purple rectangular box for writing the answer, with a yellow pencil icon in the top right corner.

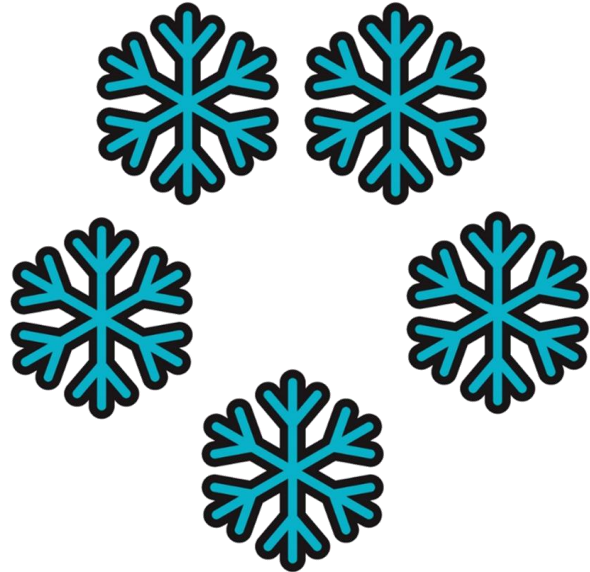
$$8 - 2 =$$

A purple rectangular box for writing the answer, with a yellow pencil icon in the top right corner.

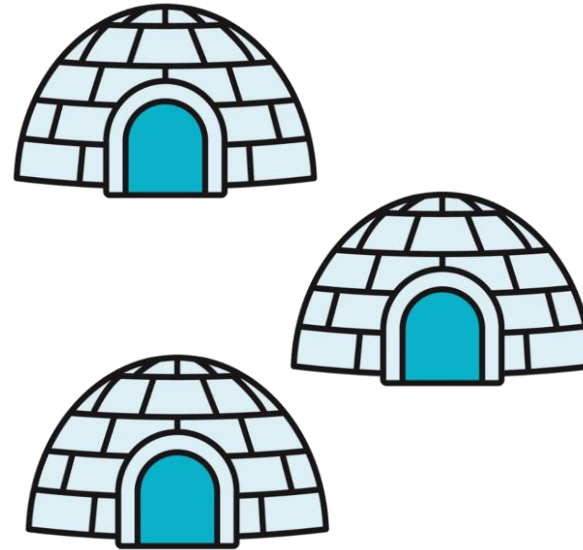
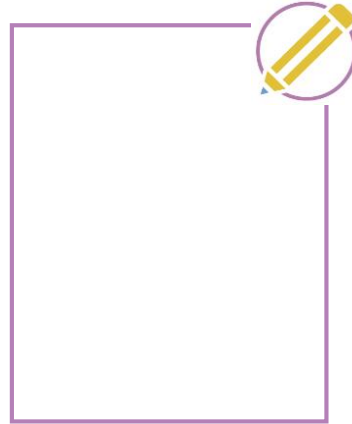
$$7 - 4 =$$

A purple rectangular box for writing the answer, with a yellow pencil icon in the top right corner.

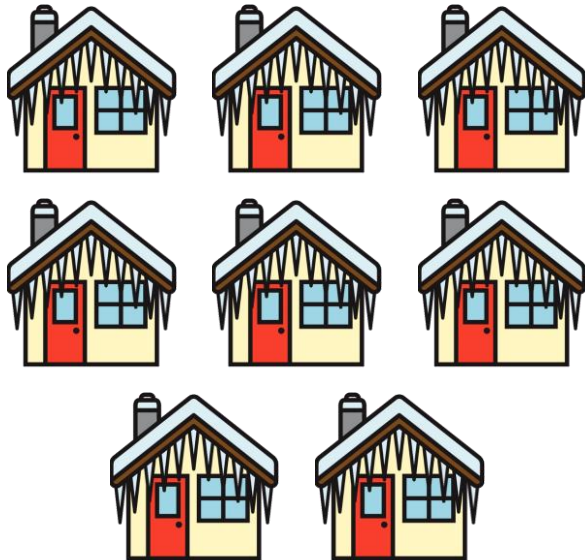
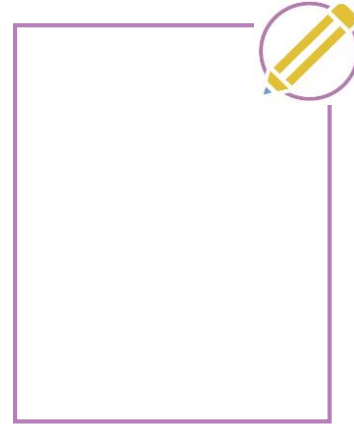
Practical Subtraction – Subtracting using Objects



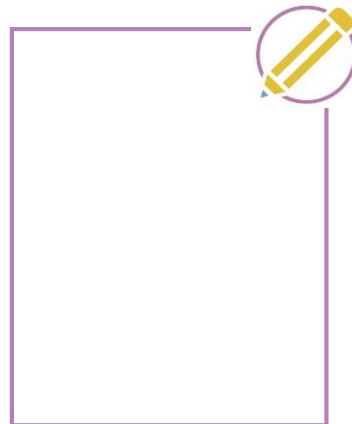
$$5 - 3 =$$



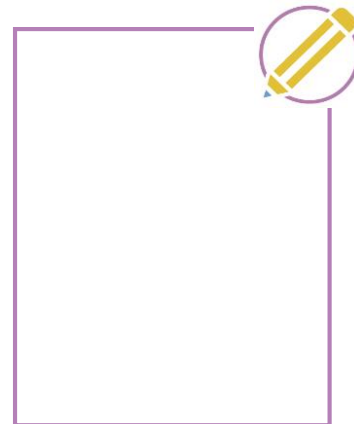
$$3 - 2 =$$



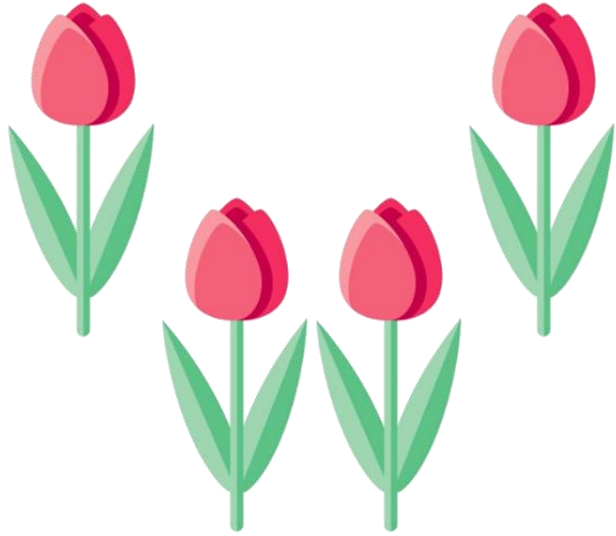
$$8 - 4 =$$



$$6 - 3 =$$



Practical Subtraction – Subtracting using Objects



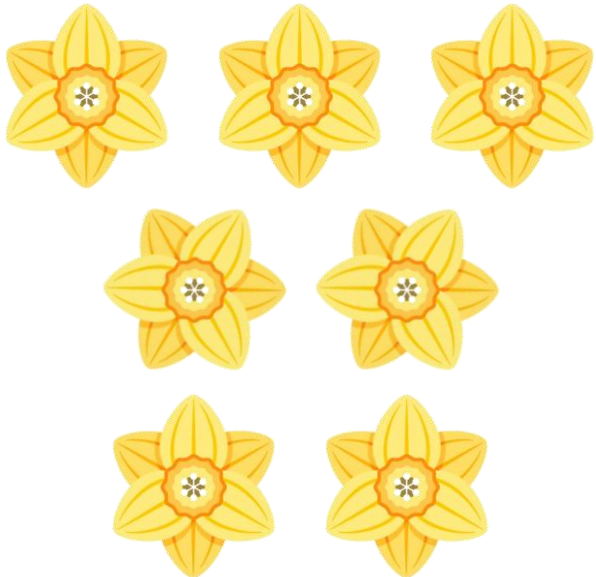
$4 - 2 =$

A purple rectangular box for the answer, with a yellow pencil icon in the top right corner.



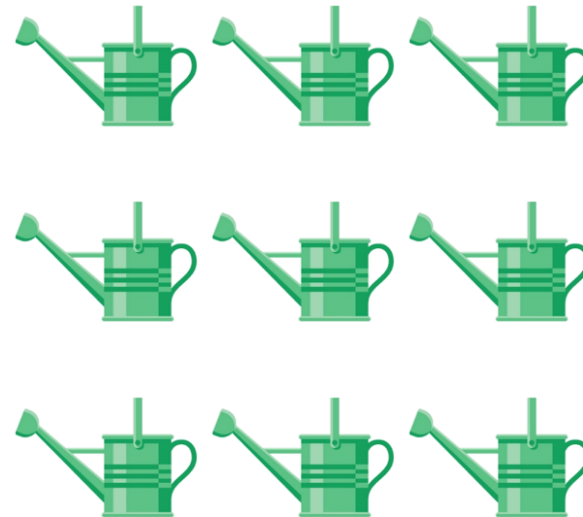
$8 - 6 =$

A purple rectangular box for the answer, with a yellow pencil icon in the top right corner.



$7 - 5 =$

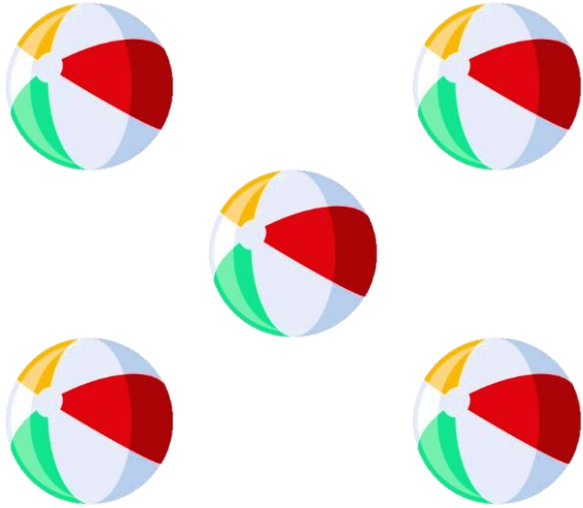
A purple rectangular box for the answer, with a yellow pencil icon in the top right corner.



$9 - 0 =$

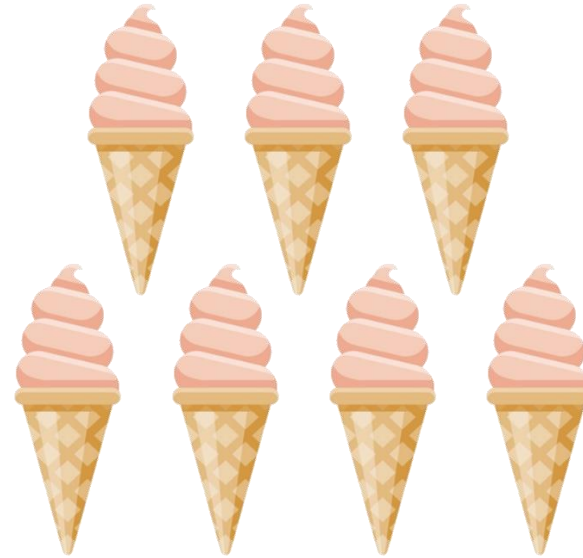
A purple rectangular box for the answer, with a yellow pencil icon in the top right corner.

Practical Subtraction – Subtracting using Objects




$$5 - 2 =$$


A large empty rectangular box for writing the answer to the subtraction problem.



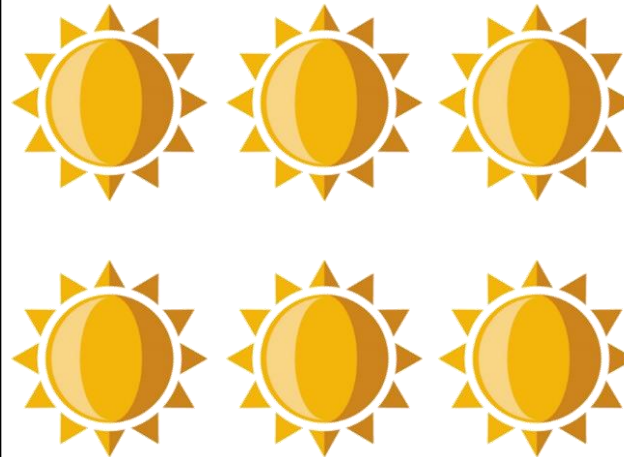
$$7 - 3 =$$


A large empty rectangular box for writing the answer to the subtraction problem.




$$9 - 8 =$$

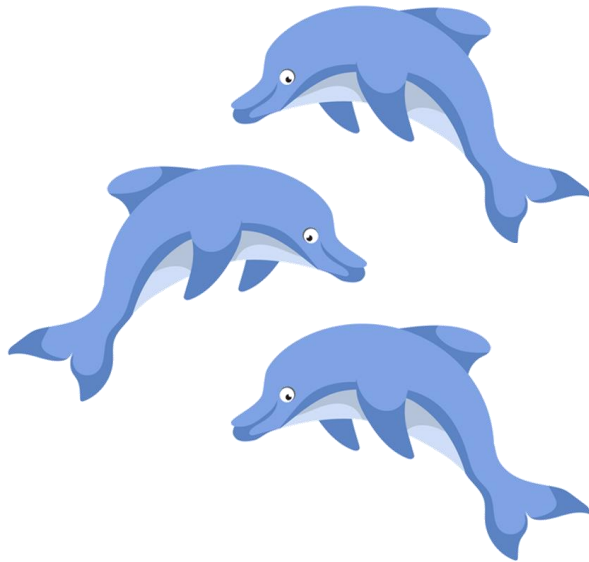

A large empty rectangular box for writing the answer to the subtraction problem.



$$6 - 4 =$$


A large empty rectangular box for writing the answer to the subtraction problem.

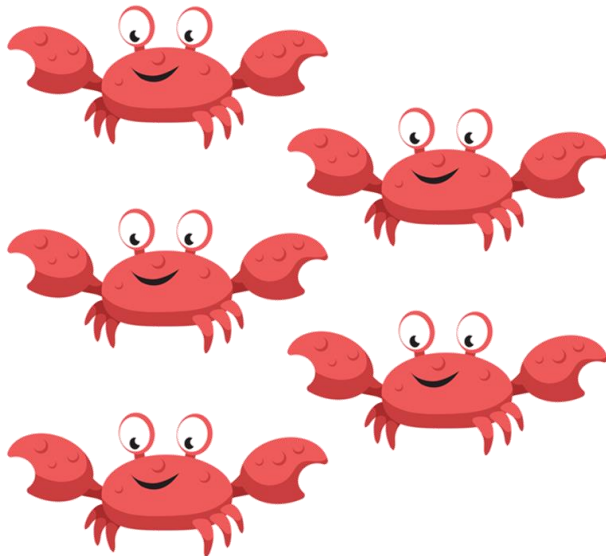
Practical Subtraction – Subtracting using Objects



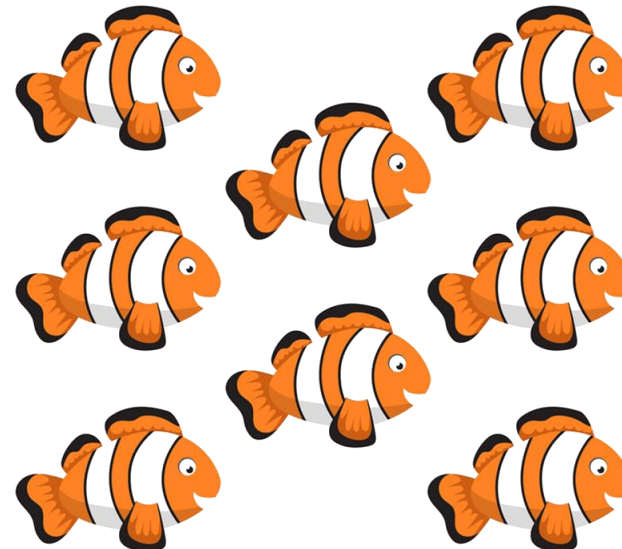
$$3 - 2 =$$

A purple rectangular box for writing the answer. In the top right corner, there is a small yellow pencil icon inside a purple circle.

$$9 - 4 =$$

A purple rectangular box for writing the answer. In the top right corner, there is a small yellow pencil icon inside a purple circle.

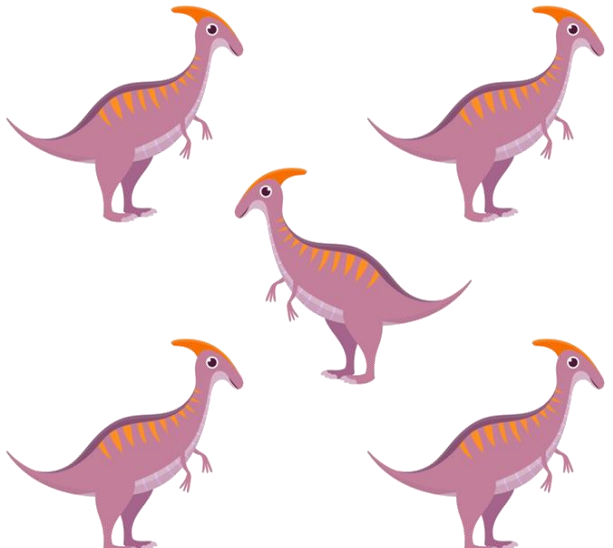
$$5 - 5 =$$

A purple rectangular box for writing the answer. In the top right corner, there is a small yellow pencil icon inside a purple circle.

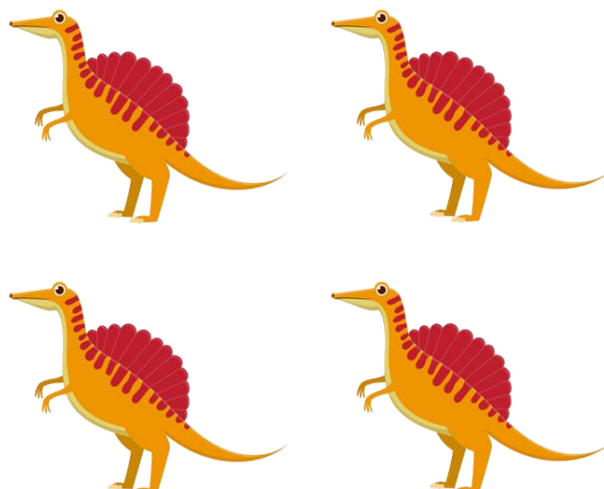


$$8 - 6 =$$

A purple rectangular box for writing the answer. In the top right corner, there is a small yellow pencil icon inside a purple circle.




Practical Subtraction – Subtracting using Objects



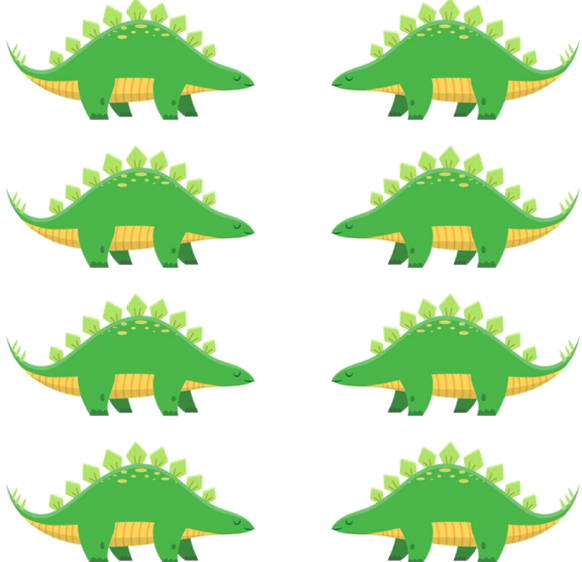


$5 - 4 =$





$4 - 4 =$



$9 - 7 =$



$8 - 3 =$

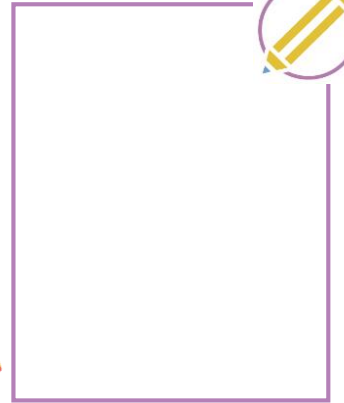


Practical Subtraction – Subtracting using Objects

$3 - 2 =$



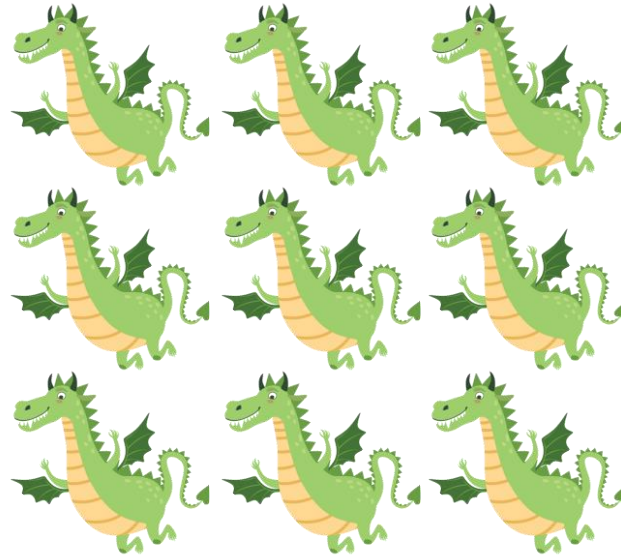
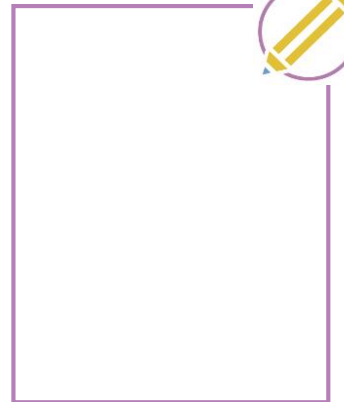
$5 - 3 =$



$8 - 5 =$



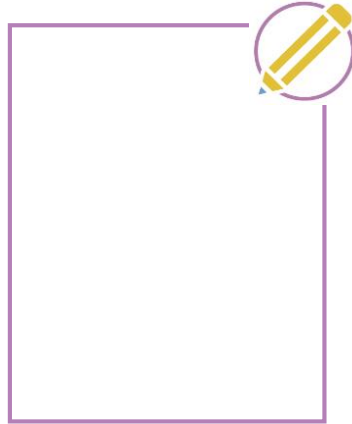
$9 - 7 =$



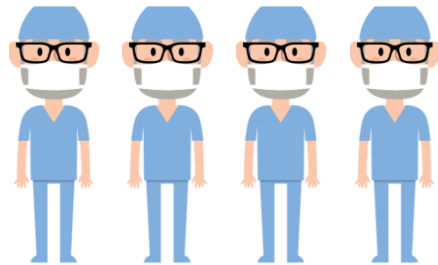
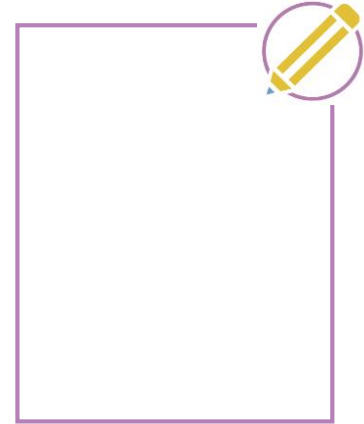
Practical Subtraction – Subtracting using Objects



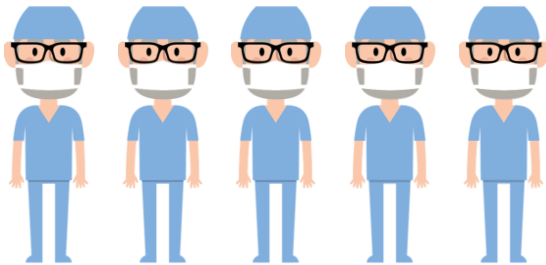
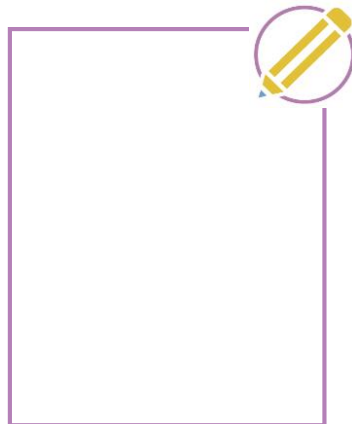
$$4 - 3 =$$



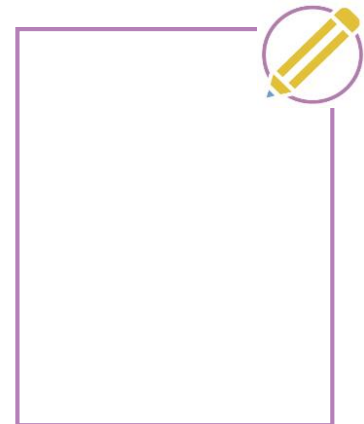
$$6 - 2 =$$



$$9 - 8 =$$



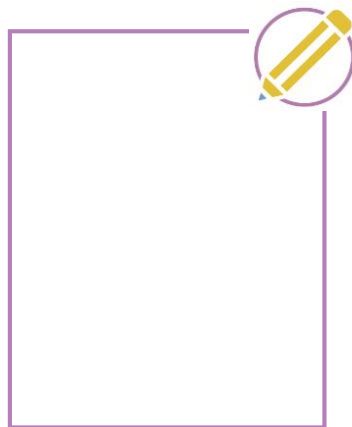
$$7 - 2 =$$



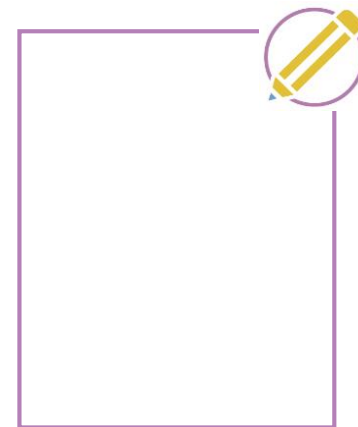
Practical Subtraction – Subtracting using Objects



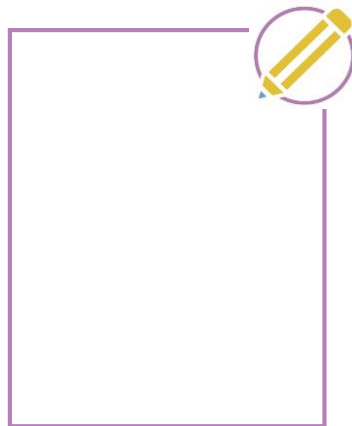
$$3 - 1 =$$



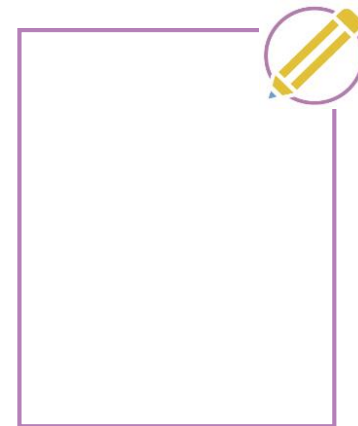
$$5 - 4 =$$



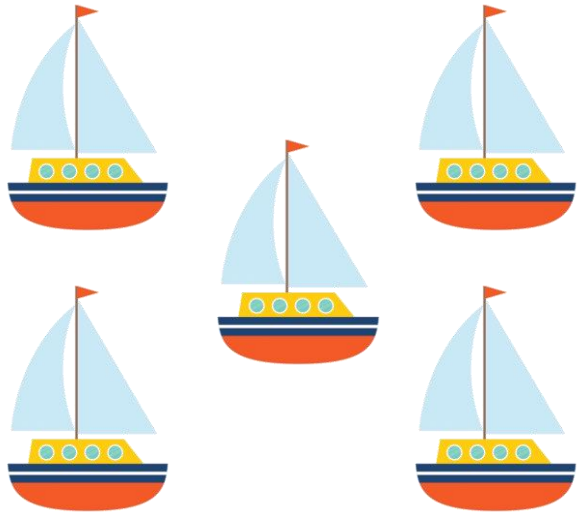
$$6 - 0 =$$




$$9 - 2 =$$

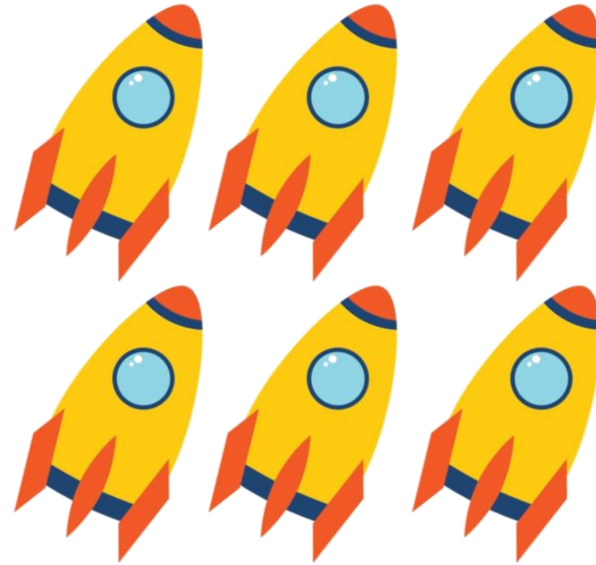


Practical Subtraction – Subtracting using Objects




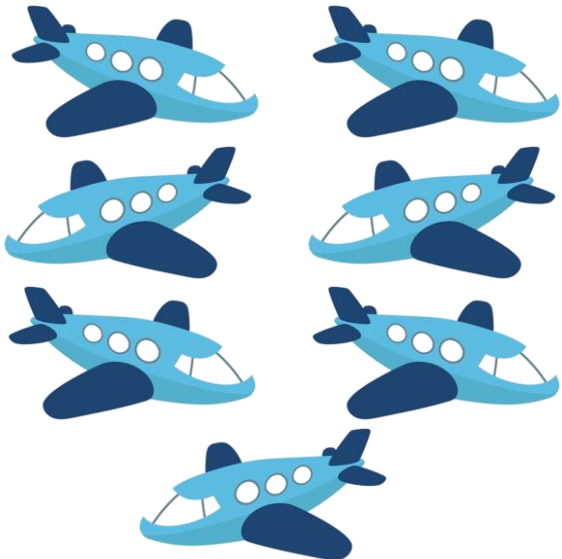
$$5 - 3 =$$


A large empty rectangular box for writing the answer to the subtraction problem.




$$6 - 5 =$$


A large empty rectangular box for writing the answer to the subtraction problem.




$$7 - 4 =$$


A large empty rectangular box for writing the answer to the subtraction problem.



$$8 - 5 =$$


A large empty rectangular box for writing the answer to the subtraction problem.