**Maths Plan 6/7/2020**

**Online games / activities to support subtraction.**

**>** Online tens frame <https://www.ictgames.com/mobilePage/tenFrame/index.html>

> Subtraction from 10 <https://www.topmarks.co.uk/subtraction/subtraction-to-10>

> Addition and subtraction <https://www.topmarks.co.uk/maths-games/mental-maths-train>

**Preparation**

>This week’s lessons follows the same sequence and methods used for addition last week. The same resources including counters and ‘first, next, now’ grids will be required.

>Again work at the pace appropriate to your child. Some children will need to spend longer using counters and the ‘first, now, then’ grids, others will be able to move on to the next stage. If your child appears to be confident use more subtraction word problems or two step problems e.g. Tom had 8 sweets, he gave 3 to his mom and 1 to his dad. How many sweets does Tom have left?

**Monday (Subtraction - Practical)**

**>Sing songs to practise counting back, from 20** <https://www.youtube.com/watch?v=srPktd4k_O8> **from 30** <https://www.youtube.com/watch?v=WHuuuh9GgP8> **>** Practise saying 1 less than a given number to 20.  **>** Spread out number cards from 1 to 10.Choose two number cards and decide which is the biggest and which is smallest. > Put the numbers in the ‘First, next, now’ grids. Place the biggest number in the ‘First’ column and the smaller number in the ‘Next’ column. >Ask your child to use counters to show the value of the number in the first column. Look at the number in the second column. Move that number of counters from the first column to the ‘next’ column. Now move what is left into the ‘now’ column. How many have we got? Discuss the number story e.g. **First** we had 5, **then** we took away 4, **now** I have 1 left over. >Repeat using different combinations of cards. >If able, encourage your child to write a numbers sentence to match the story using the minus and equals symbols.

**Tuesday (Subtraction – Pictoral) >Practise counting backwards using songs from yesterday.** >Recall how you used the ‘First, Next, Now’ grids in the last session to subtract two numbers using counters. Spend some time doing some examples together. >Today the children are moving on to creating their own number stories for simple subtraction sums. Your children should be familiar with making stories from last week. >Write a simple subtraction sentence for your child or use the number cards in the same way as yesterday. Think of a number story using the two numbers e.g. **First** there were 8 children in the classroom, **then** two children went into the playground. **Now** there are only 6 children left in the classroom The story could involve any subject e.g. flowers growing in a garden, frogs in a pond, birds in a tree, children in a park etc. Draw images to demonstrate the story. >Using the First, Next, Now method encourage your child to draw the story they are creating. Again, if able, you can then encourage them to write the related number sum alongside their representations. >Repeat encouraging yoor child to come up with as many fun and interesting number stories as they can.

**Wednesday (Number line subtraction)** >After singing the number songs for counting backwards ask your child to say one less and then two less than a given number e.g. what is 1 less than 8 (7) so 2 less than 8 is … >Using the number cards from last week ask your child to make a number line from 0 to 12 like they did last week. >Recall how they used the number line to add two numbers together by jumping up the line. >Explain that the number line can also help us to take away but we must remember to jump down the number line (the numbers get smaller the more we take away) > Prepare a list of simple subtraction sums for your child to complete using single digit numbers e.g. 9 – 3 = >Model using the number line to complete the first number sentences. Refer back to the language that has been used over the last 2 days e.g. **first** we start on 9, **next** we do 3 jumps down the number line, **now** we have landed on 6. >Repeat working through a list of pre written number sentences. Your child may generate their own numbers to add by rolling two dice or you may choose to give them pairs of numbers. Remind your child to start with the largest number. They may wish to record their number sentences.

**Thursday (Counting back)**

**>**Play the game ‘What am I thinking’ e.g. The number I am thinking of is 1 less than 10? What is the number? Repeat with 1 less or 2 less. > Sing this week’s counting back songs. > Spend some time recapping yesterday’s work using number lines for subtraction. Discuss how starting with the biggest number, then all they have to do is count back to find the answer. Remember if your child needs more time on any activity covered so far this week you do not need to move on, continue revising the skills appropriate to their level of understanding. > If secure with number lines you can move on to counting back without the number line. Start by thinking of 2 numbers between one and 10 e.g. 5 and 4. Which number is the biggest? (5) Write this numeral down. Discuss how many we are going to take away (4). Draw four spots or circles to represent what we are subtracting. Avoid asking your child to represent the 5 with spots as we want to encourage them to count back from this number. Now model saying the number we are starting with and counting back as you point to the four spots/ circles. The representation may look something like the model below.

5

As they take away you child should start on 5 and count back. ‘5…4,3,2,1’ So 5 take away 4 is 1.

5

>Repeat with different combinations of numbers from 1-10.

**Friday**

>Use your time to consolidate the methods covered this week. >If you wish to challenge your child you could create some simple word problems to share and solve together e.g. there were 8 people on the bus. 3 more people got off the bus. How many people are on the bus? Allow your child to choose the method they feel supports them most to answer the questions. > Some examples of simple word problems have been attached. There are a mixture of addition and subtraction questions, please just focus on **subtraction** this week.

**Number cards**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **6** | **7** | **8** | **9** | **10** | **11** |
| **12** |  |  |  |  |  |