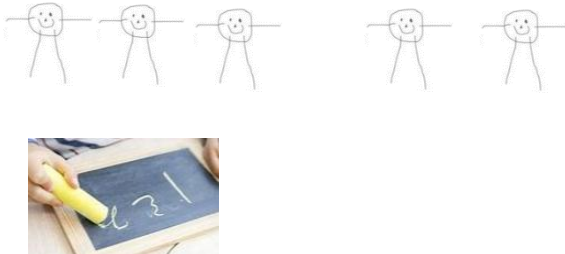
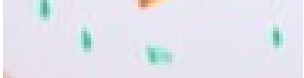
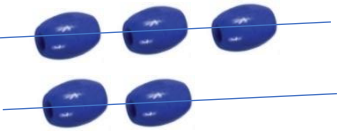


Reception: Autumn - Spring term	Subtraction	
Vocabulary: subitise, less, fewer, subtract, smaller, number, numeral, draw it, how many are left? What do you see? What is different? What is missing?		
Concrete	Pictorial	Abstract
<u>Perceptual subitising</u> Instantly recognising how many are in a small set. Initially focus on items arranged in <u>regular arrangements</u> e.g. dice/domino patterns. 	<u>Number talk</u> Plan number talk opportunities and take advantage of incidental opportunities for number talk when looking at books and images or when drawing, drawing attention to subitising and/or the concepts of making an amount smaller, 1 less, how a group/number/part can be removed. 	<u>No formal written method.</u> <u>Mental</u> Encourage children to visualise a particular dice pattern and attempt to 'draw the dots' in the air/arrange toys or manipulatives in that way. Behind a screen, tap an instrument twice, pause then do one less tap..."How many times did I tap my instrument the second time? Was it more or less?"
<u>Discussion of mathematical ideas throughout the day</u> Attention to an amount/a group getting smaller when a part is removed. E.g., balls of playdough, milk in a cup, sand in a bucket.  "First I had a big ball of playdough...then I removed some...now I have got a smaller ball of playdough, I have less." "We've got 5 children in our circle, 2 children leave...oh look our circle is smaller now, first we had 5 children...then 2 children went away...now...how many children have we got left?"	 "1, 2, 3, there are 3 children left".	<u>Begin to explore with own symbols and marks (jottings)</u> 
<u>One less</u> "4 children are in my line. 1 runs out of the line... that makes 3 children in my line." "I'm picking up my toy cars...1...2...3...4. 1 car drives away. Now I have 3 toy cars!"  Picture books, songs and rhymes for 1 less.		<u>Begin to explore with own symbols and marks (jottings)</u> 

One to one correspondance "Have we got enough chairs? We have too many. We need to put one back. Now we have 2 chairs." 		
Subtracting a group/part. "1 pine cone standing up and 1 pine cone rolls away. I have 1 pine cone left." 		Match amounts to numerals 
Begin to compare amounts <i>Beads</i> What do you see? Which necklace has less number of beads? Can you make a necklace which has less beads than my necklace? 	Children draw the beads on a line.	