Subtraction Home Information Sheet
First Level (b)

I have used multiplication when solving problems, making best use of the mental strategies and written skills I have developed.   MNU 1-03a

I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.
                                   MNU 1-15a

When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. MTH 1-15b

Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. MTH 1-13a

I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.   MNU 1-01a

Over the next few weeks we are going to be learning to use numbers within 100 to:

- Recognise and be able to use mathematical notation: +, =
- Know and understand that the = sign signifies balance in a number sentence
- Appreciate that calculations can be represented horizontally and vertically
- Develop an understanding of the relationships between numbers and that they are the inverse of each other e.g. $34 + 47 = 47 + 34$.
- Understand and be able to use vocabulary associated with addition e.g. more than, less than, add, plus, equals, total, altogether, sum
- Understand that a picture or symbol can be used to represent the missing number in an equation $32 + ? = 99$
- Use their understanding of inverse relationships to simplify calculations, e.g. to find $20 - 13$ think "13 and what makes 20?"
- Round whole numbers up and down to the nearest 100
- Identify rules being used to devise simple number patterns and use them to continue the sequence

Here are some ideas of how you can help me at home!

Make snakes Ask children to draw three snakes, split into many sections, and to write a sequence in each snake, e.g. by counting on or back in 1s or 2s. For more of a challenge you could state that the fifth number in each sequence must be a particular number, e.g. 27 or 54, and say that at least one sequence must be counting back.

M and Ms Ask children to draw Ms in their learning logs, showing three linked numbers: Children write four number sentences linking these numbers (two additions

and two subtractions).

A, B or C Ask children to write five calculation questions and provide three possible answers, A, B and C, one of which must be correct. Children draw a number line to show how they worked out the correct answer. Questions can be used for a quiz at school or at home.

Here are some websites that you may find useful to use with me!

Aztec Take Away - http://www.ictgames.com/aztecTakeAway/index.html

Count On Convict - http://www.ictgames.com/countonconvict.html

Subtraction Machine Level 3 -
http://www.amblesideprimary.com/ambleweb/mentalmaths/subtractiontest.html