Subtraction Home Information Sheet

First Level (c)

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 1000 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. 300 + 600 = 600 + 300.
- 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 673 + ? = 909
- Use their understanding of inverse relationships to simplify calculations, e.g. to find 500 - 350 think "350 and what makes 500?"
- Round whole numbers up to the nearest 1000
- Identify rules being used to devise simple number patterns and use them to continue the sequence
- Select and use the most appropriate method (mental or written) to calculate an exact answer.

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

Number chain story Provide a series of numbers in a chain, e.g. 6 → 27 → 77 → 42 → 14. Ask children to write a story to match this chain, e.g. A bakery had 6 loaves on its shelf. Another 21 were baked and put out, making 27 on the shelf. Another batch

of 50 was ready, so there were 77 altogether, although 35 of these were quickly sold, leaving only 42 loaves. By the end of the day another 28 had sold and there were only 14 loaves left.

The answer is 60 Ask children to record as many different subtraction questions as they can using multiples of 10, with the answer 60, e.g. 150 – 90, 220 – 160, 90 – 30, etc. A similar activity could use multiples of 100 and have the answer 600, or multiples of 1000 and have the answer 6000.

Phone line Ask children to write the last six digits of their phone number as two 3-digit numbers, e.g. 318 and 225. They subtract the smaller number from the larger using a formal method. Note that if the hundreds digit is zero the question will be 3-digit subtract 2-digit. They repeat for other phone numbers they know.

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

Fish Bowl – http://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction

Subtraction Number bonds to 1000 –
http://resources.woodlands-junior.kent.sch.uk/maths/numberskills.html