EYFS – Mathematics – Number
Subtracting Numbers to 10

Early Learning Goal:

Children count reliably with numbers from 1 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.

Development Matters Statements Links:

(M-N4) Knows that numbers identify how many objects are in a set.
(M-N27) In practical activities and discussion, beginning to use the vocabulary of addition and subtraction.
Year 1 (1C2b) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Ideas to meet M-N4:

Using this resource and suggested questions: Children select a 'playing card' and count the number of objects that are on the that card. Look at the written number on the card. Discuss with the children that the number represents how many objects are in the set.
In other areas of the classroom: Have a selection of cards with just a number on, ask the children to match a number of items to that number.

Ideas to meet M-N27:

Using this resource and suggested questions: With the children look at the process of subtraction. Explain that the smaller number is 'taken away' from the larger number and then count how many are left. Children to select the correct card to show the answer or use the blank cards to draw and write the number that represents the answer.
In other areas of the classroom: Print out multiple sets of the resource and allow the children to investigate and explore the numbers. Children could build number lines, match objects to the images and physically 'take-away' objects to practise subtraction.

More EYFS Mathematics resources.

Did you like this resource? Don't forget to review it on our website.

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Suggested questions for this resource:

M-N4	M-N24	Year 1 (1C2b)
Do you recognise the number? How many … can you see? Can you count in order from 1 – 10? (M-N3)	Can you order these numbers? Is … more or less than …? How many are left? Is the number getting bigger or smaller? Why? On a number line, can you should me how you worked out your answer? (ELG11)	Can you build the number sentence? Can you put these numbers in order? Why is the number getting smaller? Can you show me the subtraction sign? Is there a quicker way to count the objects? Can you count the objects in 2s? Is the final answer odd or even?
Exceeding	**Exceeding**	**Extension question(s)**
Which number is bigger; … or …? Have you seen this number before? (M-N14) (Birthday card etc).	Have to seen the subtraction sign before (-)? Can you use the cards to build a number sentence? Can you build your own question using the blank squares?	Write your own number sentence using words. What is the total? How can you check your answer? Why do we take the smallest number from the largest number?

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Subtracting Numbers to 10

Name: **Date:**

Completed by:

ELG Children count reliably with numbers from 1 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.

Development links:
30-50 months (M-N4) Knows that numbers identify how many objects are in a set.
40-60 months (M-N27) In practical activities and discussion, beginning to use the vocabulary of addition and subtraction.

Suggested links:
30-50 months
(M-N7) Shows curiosity about numbers by offering comments or asking questions.
(PSED-SC2) Welcomes and values praise for what they have done.
(CL-LA5) Is able to follow directions (if not intently focused on own choice of activity).
(PD-MH7) Draws lines and circles using gross motor movements.

40-60 months
(M-N15) Recognises numerals 1 to 5.
(CL-LA7) Two-channelled attention, can listen and do for short span.
(CL-U5) Responds to instructions involving a two-part sequence.
(PD-MH19) Shows a preference for a dominant hand.
(CL-LA6) Maintains attention, concentrates and sits quietly during appropriate activity.

Characteristics of Effective Learning:
Creating and thinking critically – thinking
Active learning – motivation
Playing and exploring – engagement

Other links and comments:

Next steps:

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Subtracting Numbers to 10

Name: **Date:**

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Development links:
30-50 months (M-N4) Knows that numbers identify how many objects are in a set.
40-60 months (M-N27) In practical activities and discussion, beginning to use the vocabulary of addition and subtraction.

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30-50 months
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Other links and comments:

Next steps:

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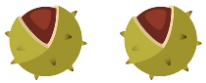

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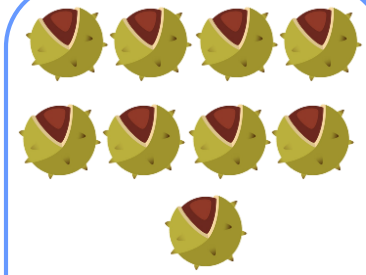

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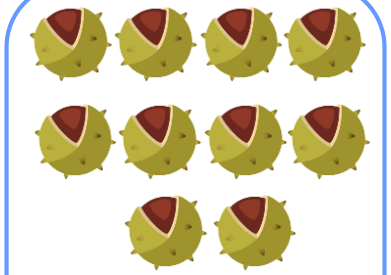

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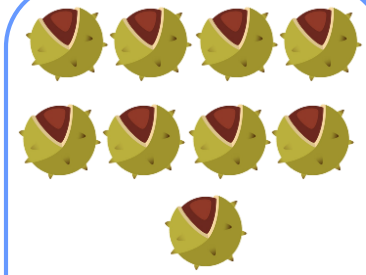

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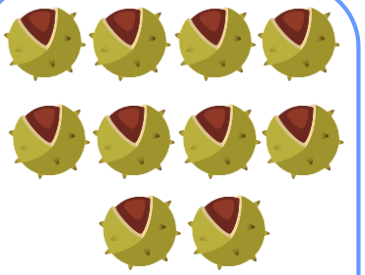

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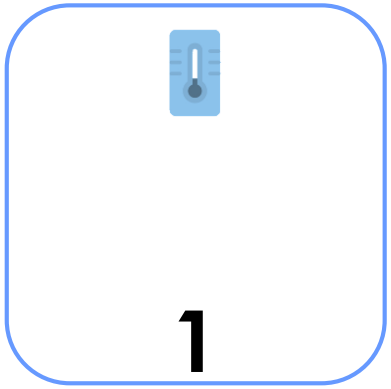

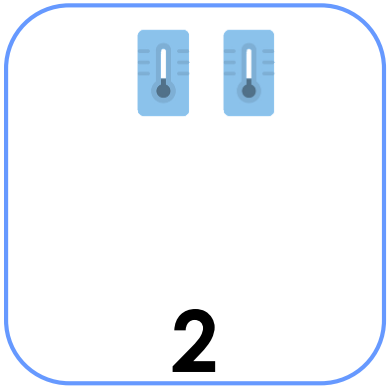

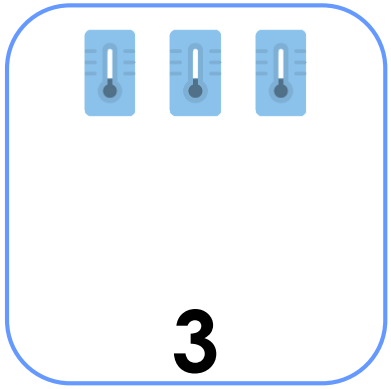

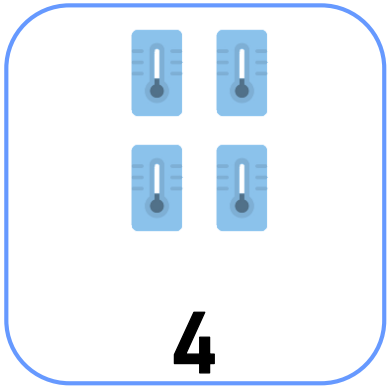

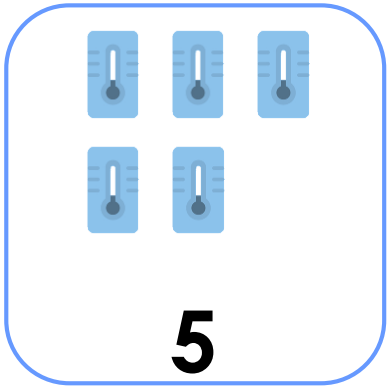

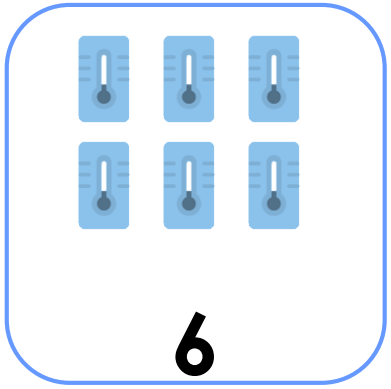

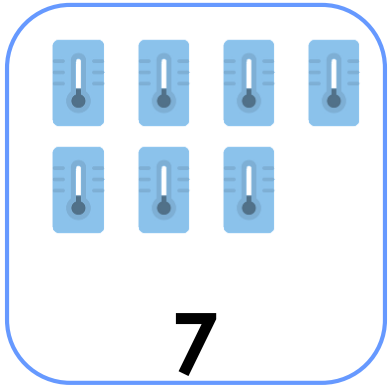

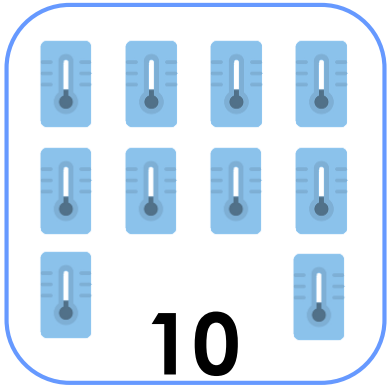

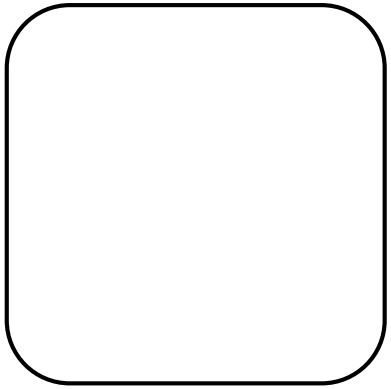

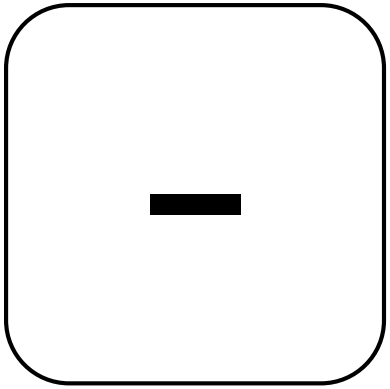

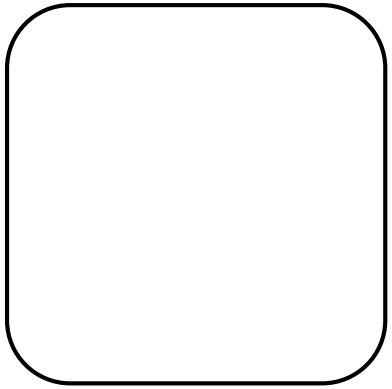

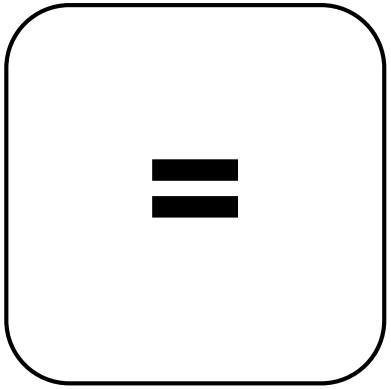

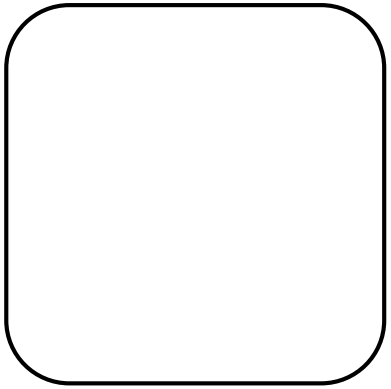

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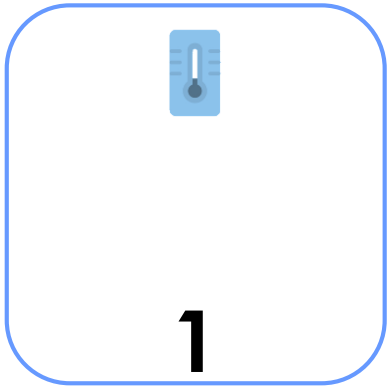

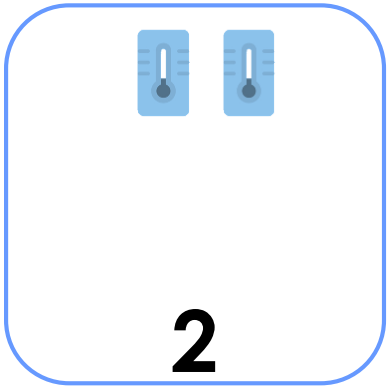

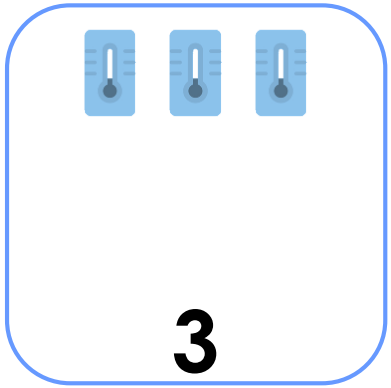

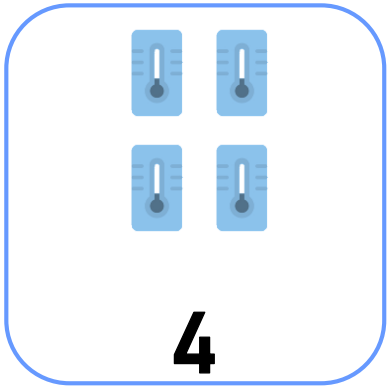

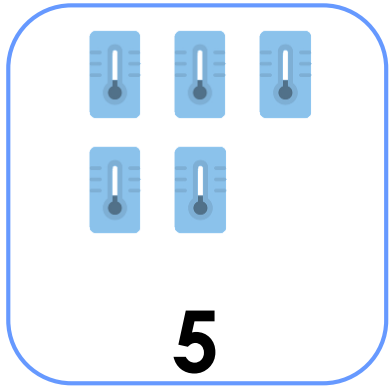

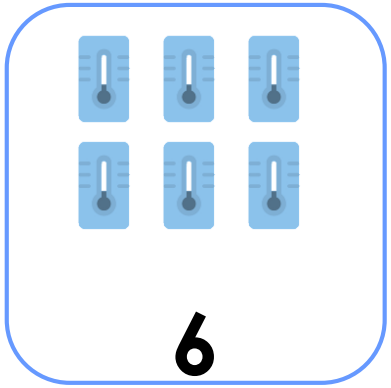

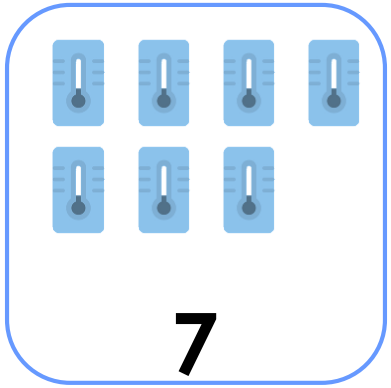

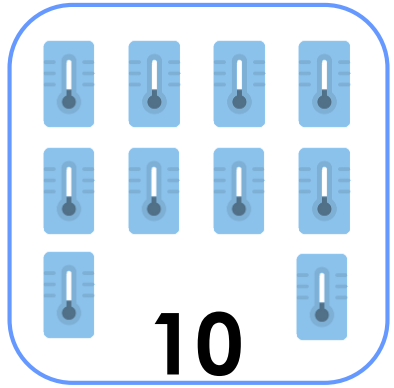

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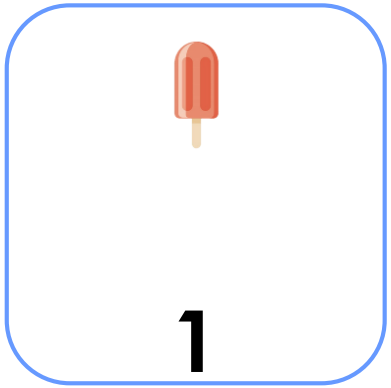

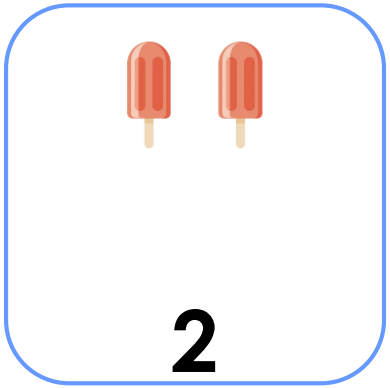

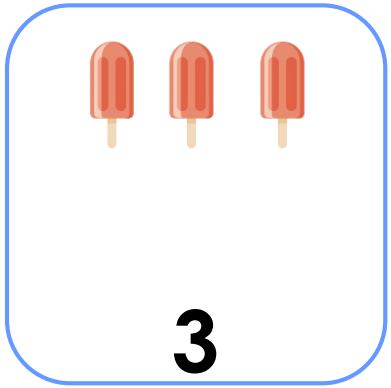

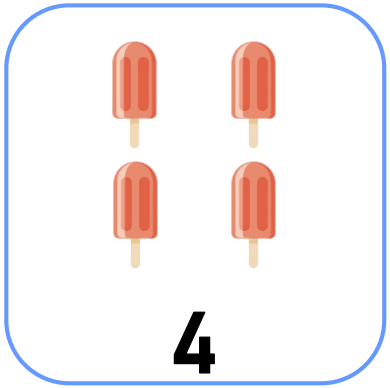

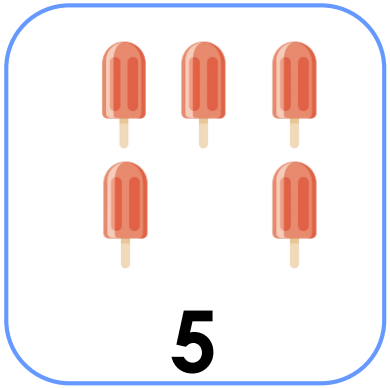

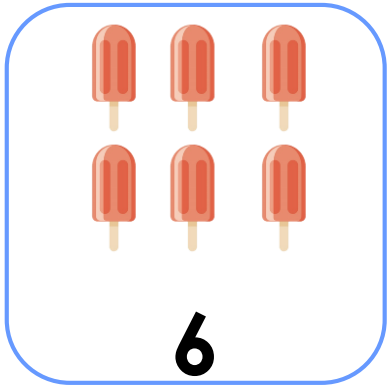

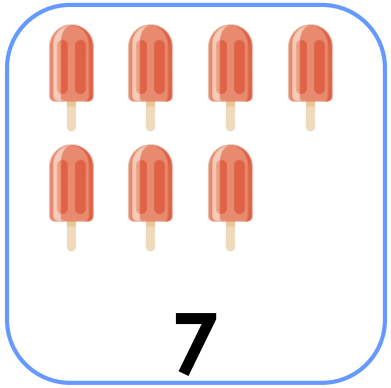

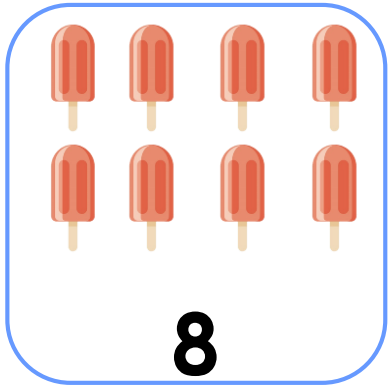

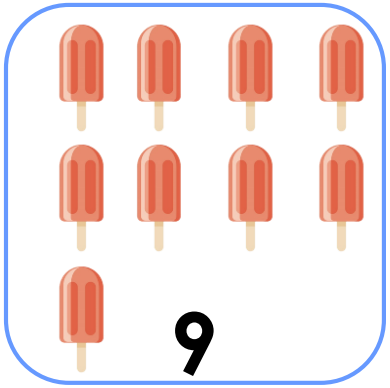

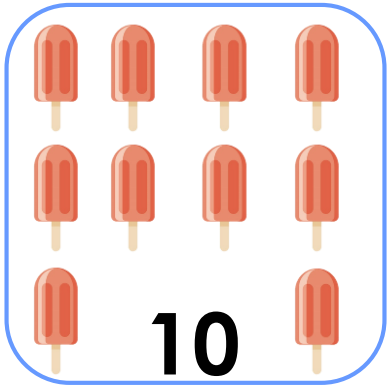

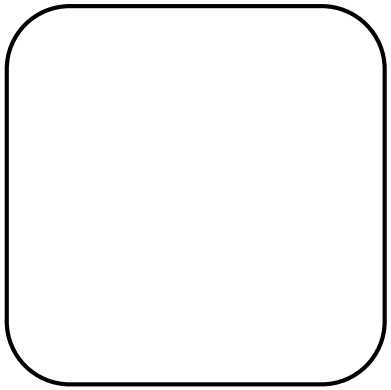

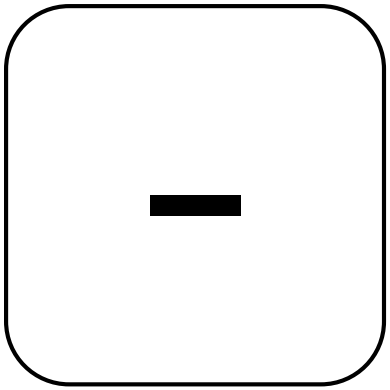

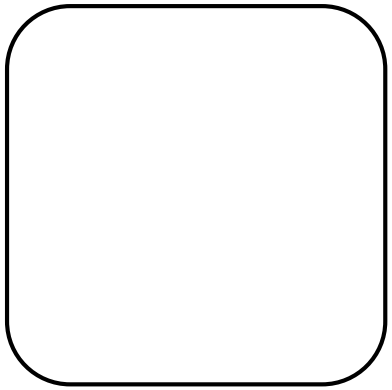

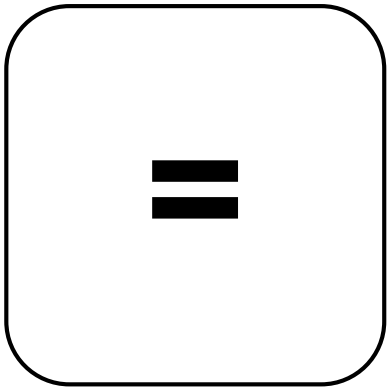

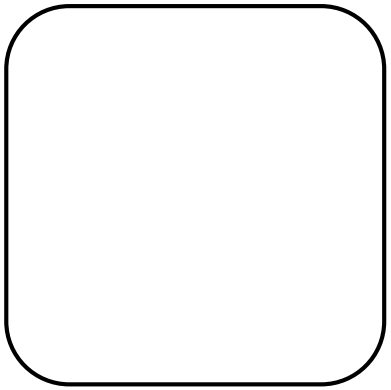

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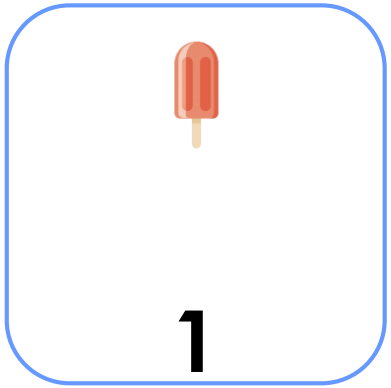

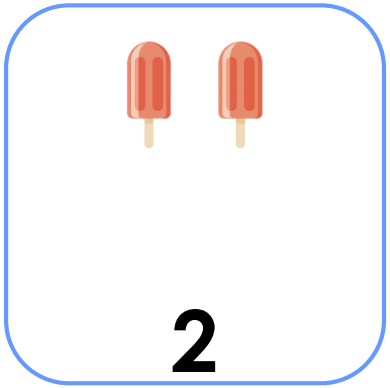

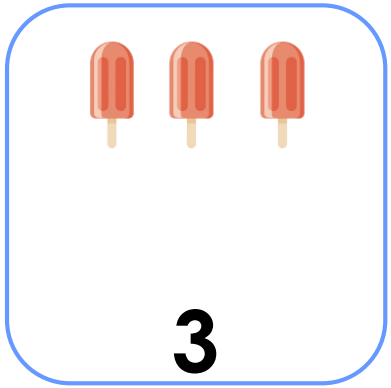

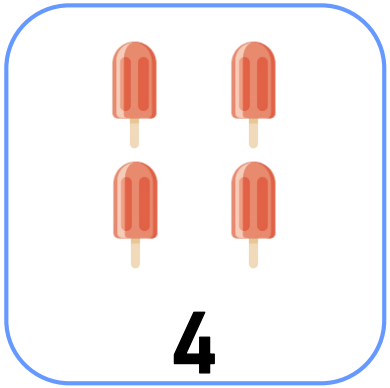

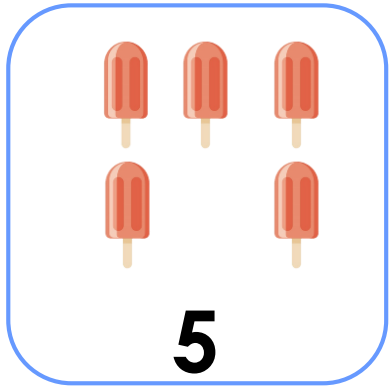

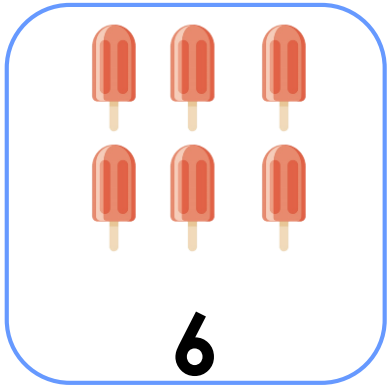

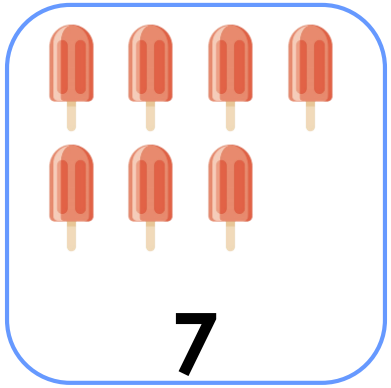

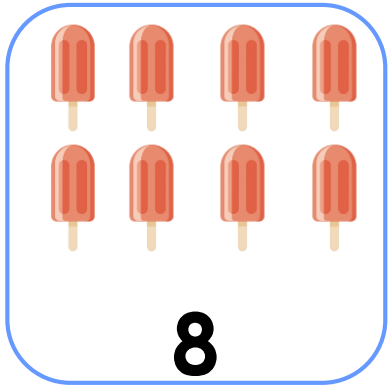

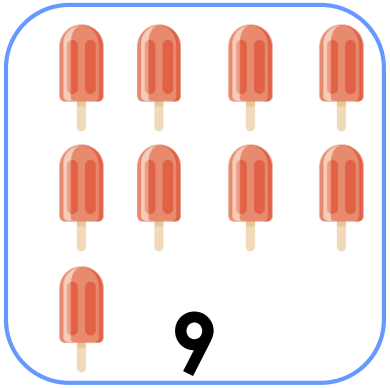

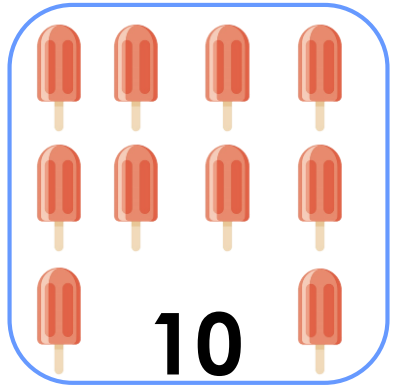

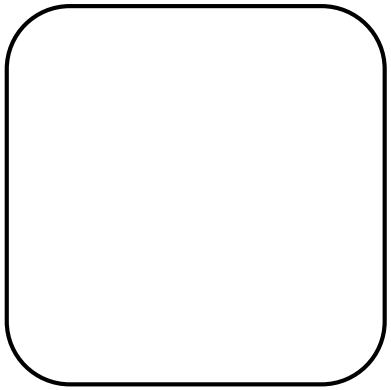

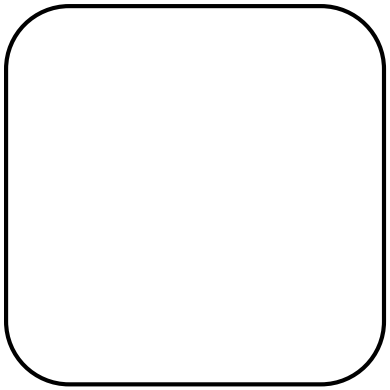

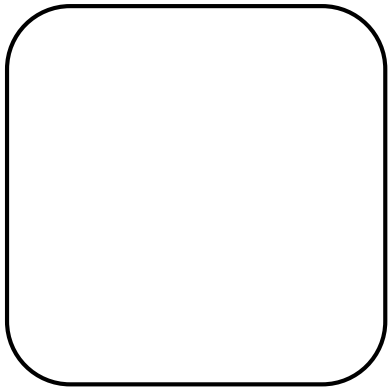

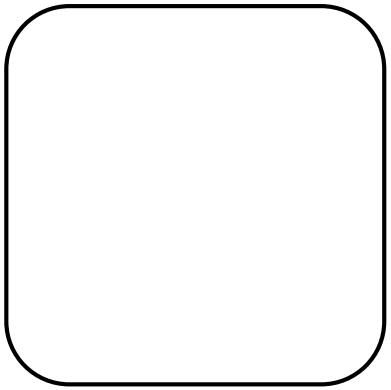

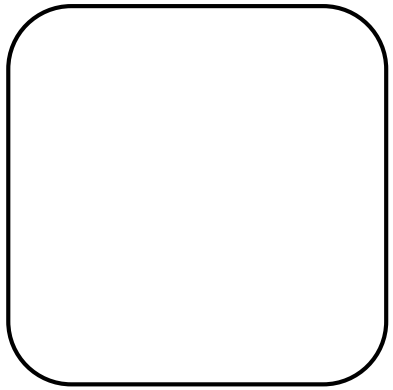

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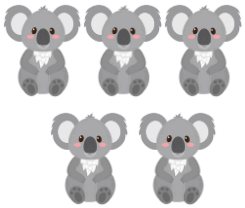
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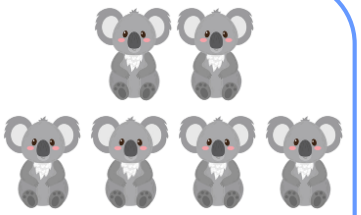
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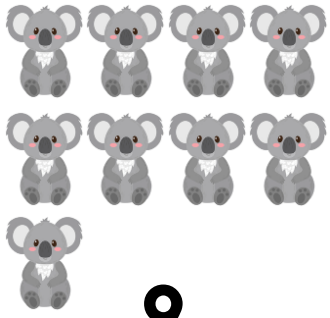
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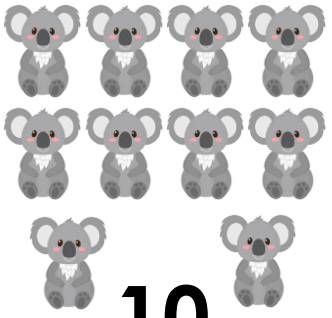
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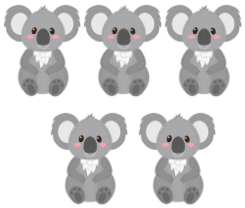

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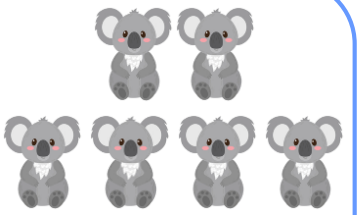

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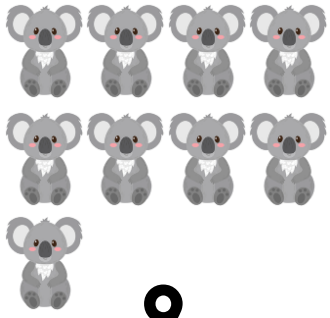

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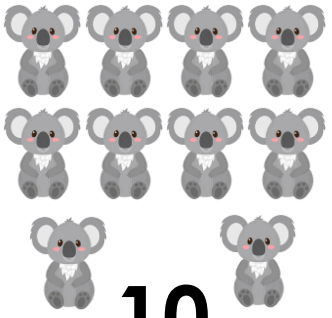

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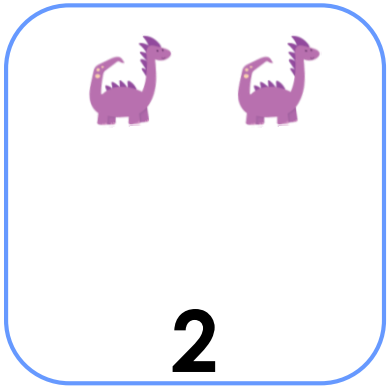

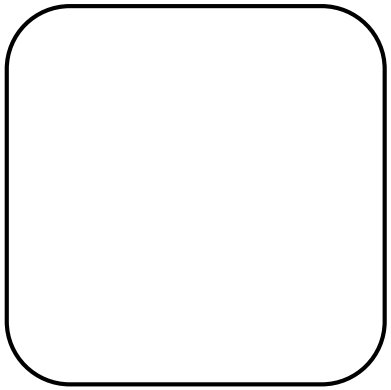

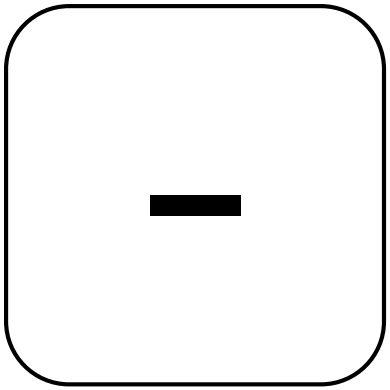

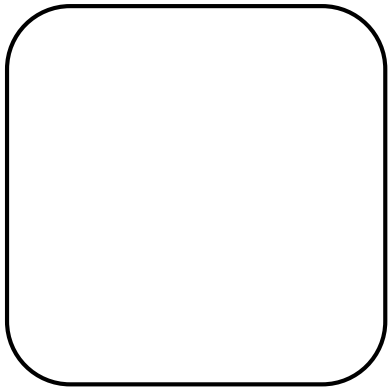

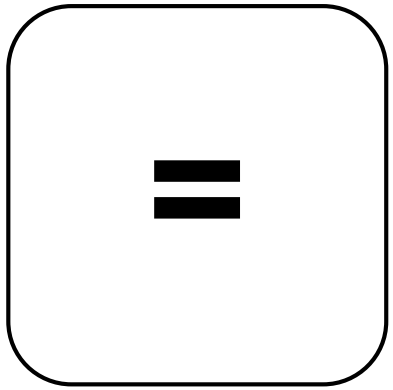

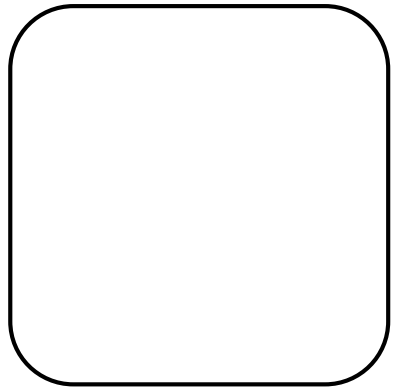

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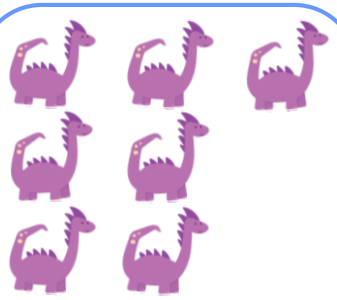
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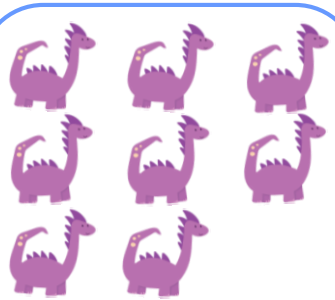
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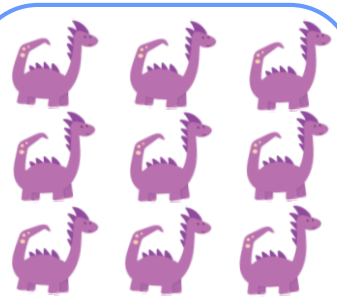
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EYFS – Mathematics – Subtracting Numbers to 10 – Dinosaurs

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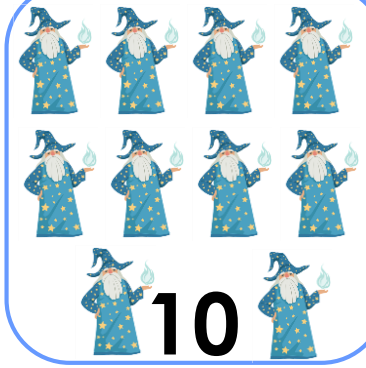

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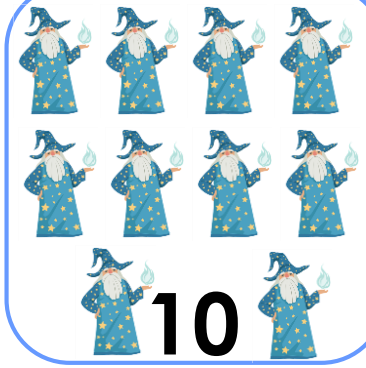

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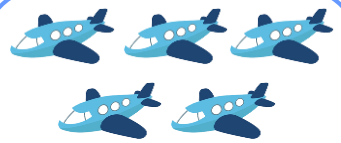

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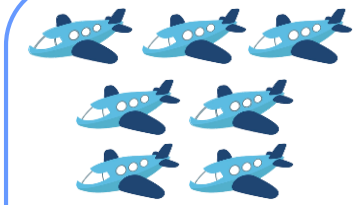

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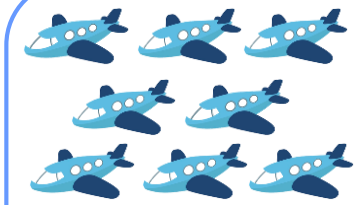

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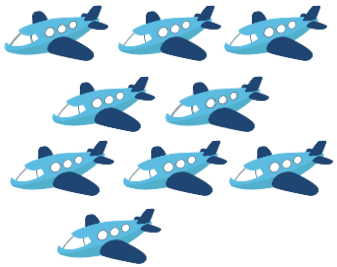

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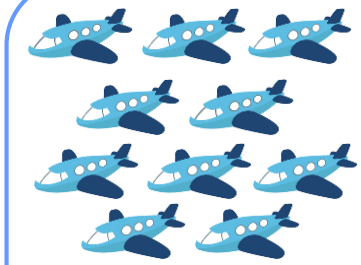

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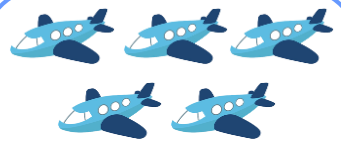

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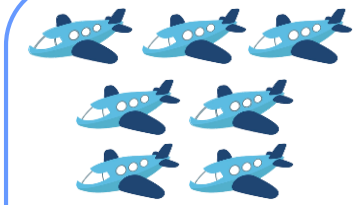

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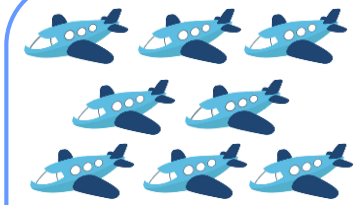

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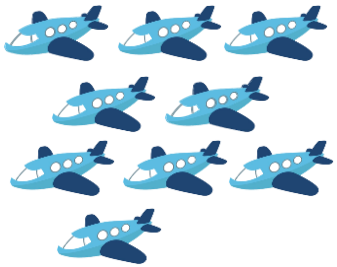

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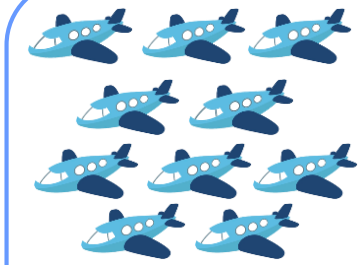

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