29.11.21

LO: I am learning to subtract by breaking apart.

1. How many children do not have hats?



2. How many ice creams altogether?

How many do not have sprinkles?

3. a) How many party hats? \_\_\_\_\_



b) Colour 4 red. Then colour the rest blue.

c) 9 – 4 = \_\_\_\_ 

Show this number sentence in the part-whole model.

29.11.21

LO: I am learning to subtract by breaking apart.

1. How many children do not have hats?



2. How many ice creams altogether?

How many do not have sprinkles?

3. a) How many party hats? \_\_\_\_\_



b) Colour 4 red. Then colour the rest blue.

c) 9 – 4 = \_\_\_\_ 

Show this number sentence in the part-whole model.

4. In total, there are 8 counters.



How many counters are in the bag?

Show this as a part whole model and a calculation. 

5. Complete the part-whole models and subtractions.



6. GDS Use the shapes to complete the part-whole model and subtraction. Can you find anymore ways? Draw them in your book.



4. In total, there are 8 counters.



How many counters are in the bag?

Show this as a part whole model and a calculation. 

5. Complete the part-whole models and subtractions.



6. GDS Use the shapes to complete the part-whole model and subtraction. Can you find anymore ways? Draw them in your book.



\_\_\_\_\_ + \_\_\_\_\_ =\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ =\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ =\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ =\_\_\_\_

30.11.21

LO: I am learning to write fact families for addition and subtraction.

1. How many sheep? \_\_\_\_

How many cows? \_\_\_\_

2. Draw a part-whole model to match the apples.





3. Complete the part whole model and write the calculations to go with it.



30.11.21

LO: I am learning to write fact families for addition and subtraction.

1. How many sheep? \_\_\_\_

How many cows? \_\_\_\_

2. Draw a part-whole model to match the apples.





3. Complete the part whole model and write the calculations to go with it.



4. Look at this picture. 

Draw a part-whole model and write eight nuber sentences in your book.



5. How many tops? \_\_\_\_\_\_\_

How many have spots? \_\_\_\_\_\_

Complete the fact families.



6. Circle Miss Adler’s mistakes.

Look out for **=**



7. GDS Joseph thinks these are equal.

8 - 5 = 3 8 = 5 + 3

Is he correct?\_\_\_\_\_\_\_\_\_\_\_\_

4. Look at this picture. 

Draw a part-whole model and write eight nuber sentences in your book.



5. How many tops? \_\_\_\_\_\_\_

How many have spots? \_\_\_\_\_\_

Complete the fact families.



6. Circle Miss Adler’s mistakes.

Look out for **=**



7. GDS Joseph thinks these are equal.

8 - 5 = 3 8 = 5 + 3

Is he correct?\_\_\_\_\_\_\_\_\_\_\_\_

2.12.21

LO: I am learning to subtract by counting back.

1. Use the number line to help you solve the subtraction.



2. 



3. Jump back on the number line to find the answer.



4.





2.12.21

LO: I am learning to subtract by counting back.

1. Use the number line to help you solve the subtraction.



2. 



3. Jump back on the number line to find the answer.



4.





5. 

6. Use a number line to find the missing number.



\_\_\_\_\_ - 5 = 4

7. I count backwards from nine. How many steps is it to get to two?



9 - \_\_\_\_ = 2

8. GDS





5. 

6. Use a number line to find the missing number.



\_\_\_\_\_ - 5 = 4

7. I count backwards from nine. How many steps is it to get to two?



9 - \_\_\_\_ = 2

8. GDS



