Homework
Subtraction – Take Away/Crossing Out (How Many Left?)

National Curriculum Objectives:

Mathematics Year 1: (1C1) Represent and use number bonds and related subtraction facts within 20
Mathematics Year 1: (1C2a) Add and subtract one-digit and two-digit numbers to 20, including zero
Mathematics Year 1: (1C4) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Complete a number story by subtracting. Questions to support subtracting numbers up to 10 with use of pictorial representation. Number lines provided for support.
Expected Complete a number story by subtracting. Questions to support subtracting numbers up to 10 with use of pictorial representation.
Greater Depth Complete a number story by subtracting. Questions to support subtracting numbers up to 10 with use of pictorial representation. Some numbers written as words and limited pictorial support. Includes questions where children subtract and then subtract again.

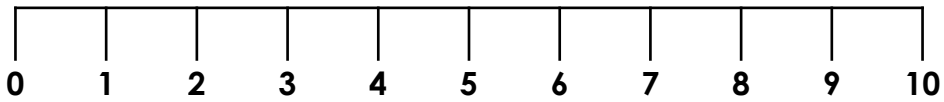
Questions 2, 5 and 8 (Varied Fluency)
Developing Identify how many are left. Questions to support subtracting numbers up to 10 with use of pictorial representation. Number lines provided for support.
Expected Identify how many are left. Questions to support subtracting numbers up to 10 with use of pictorial representation.
Greater Depth Identify how many are left. Questions to support subtracting numbers up to 10 with use of pictorial representation. Some numbers written as words and limited pictorial support. Includes questions where children subtract and then subtract again.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Identify a mistake when subtracting. Questions to support subtracting numbers up to 10 with use of pictorial representation. Number lines provided for support.
Expected Identify a mistake when subtracting. Questions to support subtracting numbers up to 10 with use of pictorial representation.
Greater Depth Identify a mistake when subtracting. Questions to support subtracting numbers up to 10 with use of pictorial representation. Some numbers written as words and limited pictorial support. Includes questions where children subtract and then subtract again.

Subtraction – Take Away/Crossing Out (How Many Left?)

1. Complete the number story below.

There are 6 cookies and 2 get eaten. Now there are ☐ left.



D

VF
HW/Ext

2. How many are left? Tick the correct answer.

There were 8 socks on a washing line and then 5 blew away.

A.  ☐

B.  ☐

C.  ☐

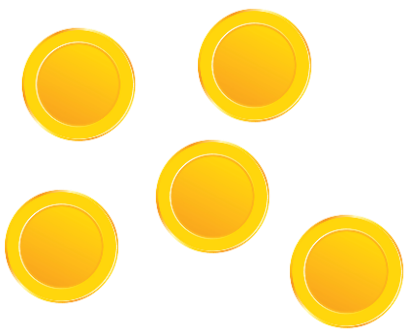
D

VF
HW/Ext

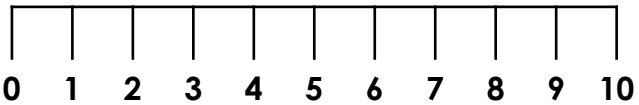
3. Lee had 5 golden coins and then 1 rolled away.

He says,

I have 3 golden coins left.



Do you agree? Explain your answer.



D

RPS
HW/Ext

Subtraction – Take Away/Crossing Out (How Many Left?)

4. Complete the number story below.

There are 8 cakes and 2 get eaten. Now there are ☐ left.

E

VF
HW/Ext

5. How many are left? Tick the correct answer.

There were 9 birds sitting on a wall and then 4 flew away.

A. 3 ☐ **B.** 5 ☐ **C.** 2 ☐

E

VF
HW/Ext

6. Amy had 6 marbles and then 4 rolled away.

She says,

I have 3 marbles left.

Do you agree? Explain your answer.

E

RPS
HW/Ext

Subtraction – Take Away/Crossing Out (How Many Left?)

7. Complete the number story below.

There are ten ice creams. Two are eaten, then three more are eaten.

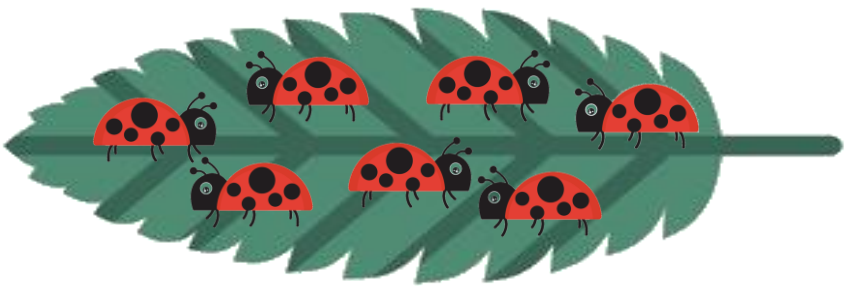
Now there are ☐ left.

GD

VF
HW/Ext

8. How many are left? Tick the correct answer.

There were seven ladybirds sitting on a leaf. Two crawled off and then four flew away.



A. two ☐ **B.** four ☐ **C.** one ☐

GD

VF
HW/Ext

9. Evie had 8 footballs. 2 bounced away, then 3 more rolled away.

She says,

I have zero footballs left.

Do you agree? Explain your answer.

GD

RPS
HW/Ext

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Developing

1. 4
2. A
3. Lee is incorrect because there are 4 golden coins left.

Expected

4. 6
5. B
6. Amy is incorrect because there are 2 marbles left.

Greater Depth

7. 5
8. C
9. Evie is incorrect because there are 3 footballs left.