Homework/Extension
Step 13: Subtraction – Breaking Apart

National Curriculum Objectives:

Mathematics Year 1: (1C2b) Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Mathematics Year 1: (1C1) Represent and use number bonds and related subtraction facts within 20

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Match the calculations to the correct answers. Questions and answers represented pictorially, using numbers up to 10. Number line provided for support.
Expected Match the calculations to the correct answers. Questions represented pictorially, using numbers up to 10.
Greater Depth Match the two-step calculations to the correct answers. Questions and answers represented in numerals and words, using numbers up to 10.

Questions 2, 5 and 8 (Varied Fluency)
Developing Calculate the missing number to make the number sentences correct. Using numerals and pictorial support, with numbers up to 10. Number line provided for support.
Expected Calculate the missing number to make the number sentences correct, using numerals. Pictorial support given, with numbers up to 10.
Greater Depth Calculate the missing number to make the number sentences correct. Using numerals and no pictorial support, with numbers up to 10.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Explain if a number sentence is correct for a given story, using knowledge of subtraction. Number line and pictorial representation provided for support, with numbers up to 10.
Expected Explain if a number sentence is correct for a given story, using knowledge of subtraction. Pictorial representation given, with numbers up to 10.
Greater Depth Explain if a number sentence is correct for a given two-step story, using knowledge of subtraction. Using numerals and words, with numbers up to 10.

More Year 1 Addition and Subtraction resources.

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

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Subtraction – Breaking Apart

1. Match the calculations to the correct answers.

A.

B.

C.

6   4   3

0 1 2 3 4 5 6 7 8 9 10
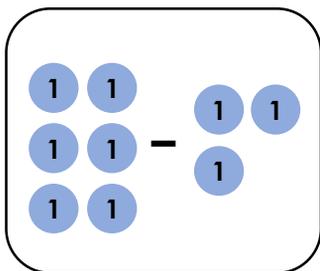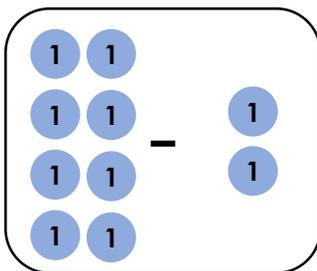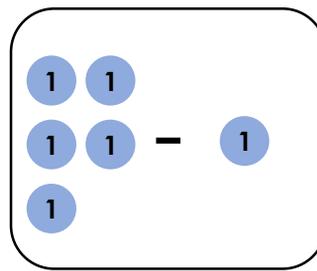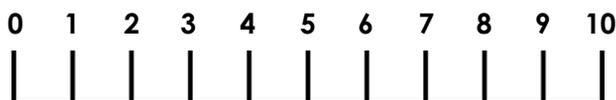
VF
HW/Ext

2. Fill in the missing numbers to make the calculations correct.

A.   7   –   ☐   =   6

B.   7   –   ☐   =   1

0 1 2 3 4 5 6 7 8 9 10
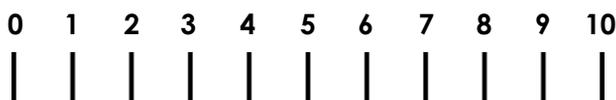
VF
HW/Ext

3. A pet shop has 6 fish for sale. On Monday they sell 1 fish.

Ted says,

I can write the number sentence 6 – 1 = 4 to show how many fish are left.

0 1 2 3 4 5 6 7 8 9 10
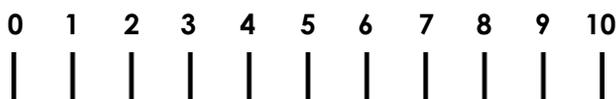
Is he correct? Explain how you know.

RPS
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Subtraction – Breaking Apart

4. Match the calculations to the correct answers.

A.

B.

C.

1	7	4
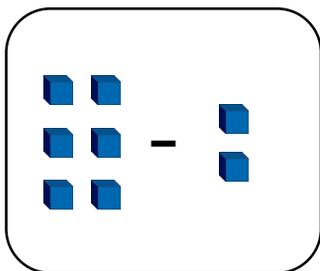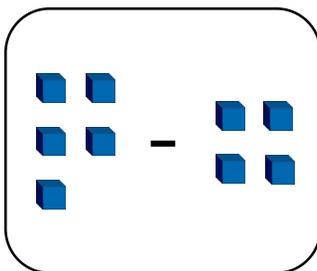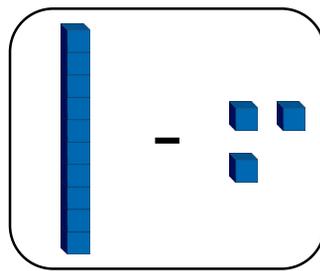
5. Fill in the missing numbers to make the calculations correct.

A.   9   –   ☐   =   6

B.   9   –   ☐   =   3

6. A pet shop has 6 fish for sale. On Monday they sell 2 fish.

Sally says,
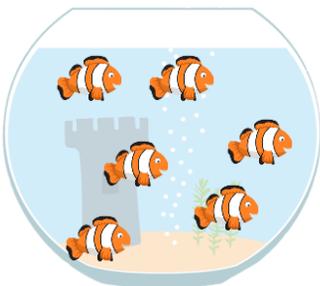
> I can write the number sentence 6 – 2 = 3 to show how many fish are left.

Is she correct? Explain how you know.

Subtraction – Breaking Apart

7. Match the calculations to the correct answers.

A.
$$9 - 3 - 2 =$$

B.
$$8 - 5 - 1 =$$

C.
$$10 - 2 - 3 =$$

five

two

four

8. Fill in the missing numbers to make the calculations correct.

A.   8   –   ☐   =   6

B.   ☐   –   6   =   2

C.   6   =   ☐   –   2

D.   2   =   8   –   ☐

9. A pet shop has 9 fish for sale. On Monday they sell two fish and on Tuesday they sell four fish.
Emma says,
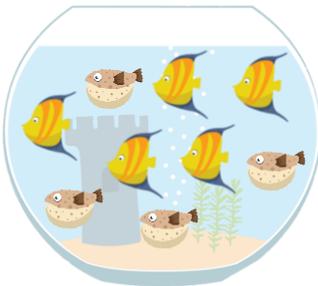
I can write the number sentence 9 – 4 – 2 = 3 to show how many fish are left.

Is she correct? Explain how you know.

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Homework/Extension – Subtraction – Breaking Apart – Year 1 Greater Depth

Developing
1. A = 3, B = 6, C = 4
2. A = 1, B = 6
3. He is incorrect because 6 – 1 = 5.

Expected
4. A = 4, B = 1, C = 7
5. A = 3, B = 6
6. She is incorrect because 6 – 2 = 4.

Greater Depth
7. A = four, B = two, C = five
8. A = 2, B = 8, C = 8, D = 6
9. She is correct because. 9 – 4 = 5 and 5 – 2 = 3.