

## How many left? (1)

- I There are 9 birds in a tree.  
4 fly away.



Complete the sentences.

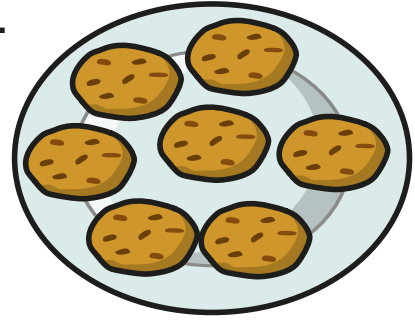
First there were  birds in the tree.

Then  of the birds flew away.

Now there are  birds left in the tree.



- 2 There are 7 cookies on a plate.  
6 of the cookies are eaten.



Complete the sentences.

First there were  cookies.

Then  cookies were eaten.

Now there is  cookie.

- 3 Draw pictures to match the story.

First there were 4 sheep in a field.

Then 1 sheep escaped.

Now there are 3 sheep in the field.

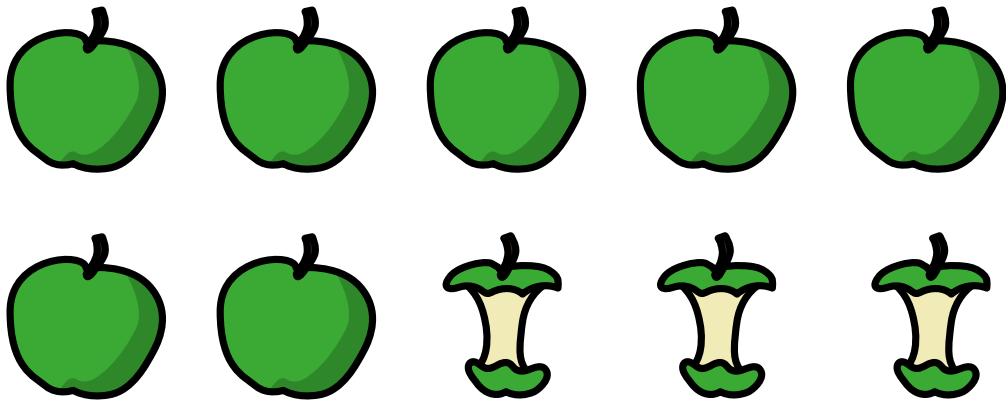


4

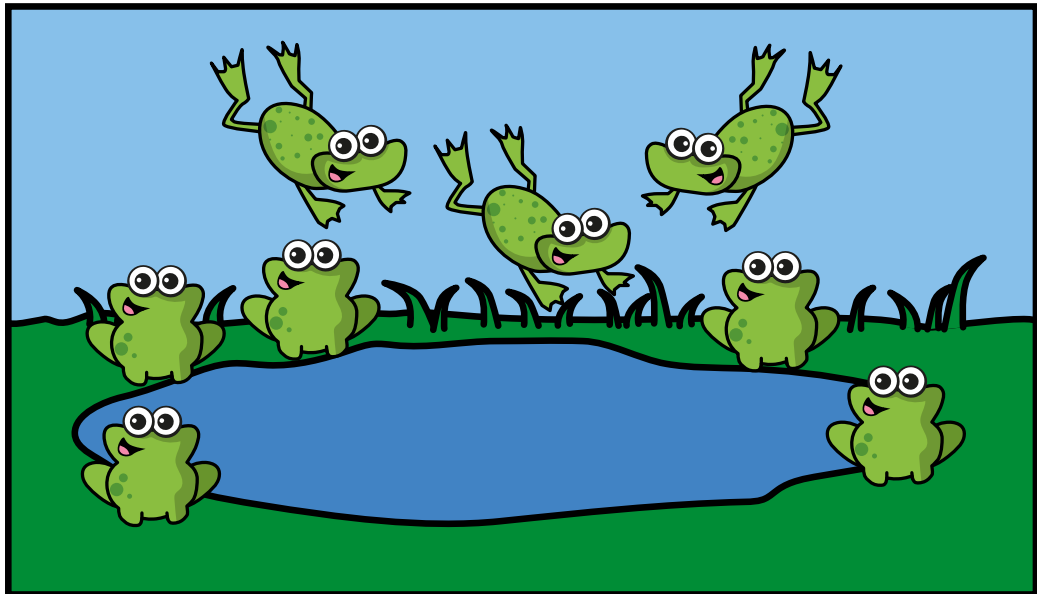
Tell a story to match each picture.



a)



b)

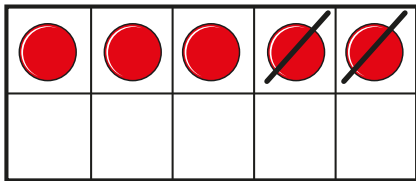


c)

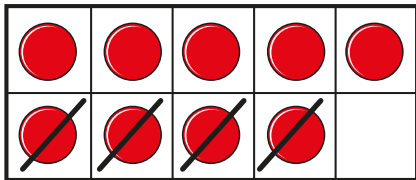


# How many left? (2)

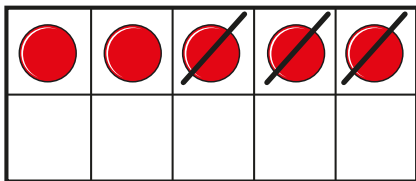
1 Match the counters to the number sentences.



$$9 - 4 = 5$$



$$5 - 3 = 2$$

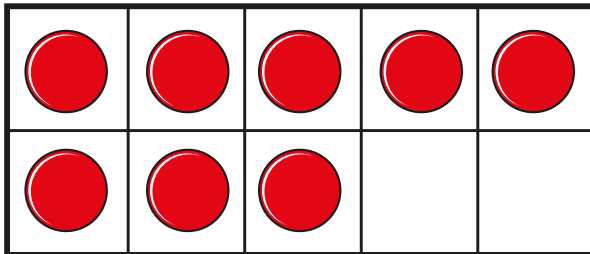


$$5 - 2 = 3$$

2 Cross out the counters to show the subtraction.

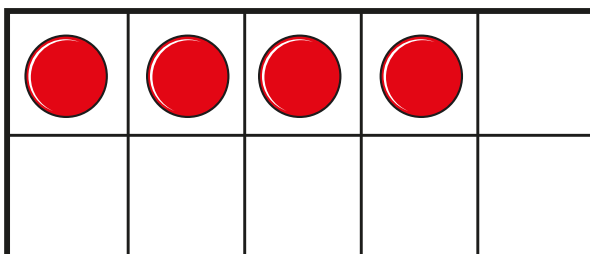


a)



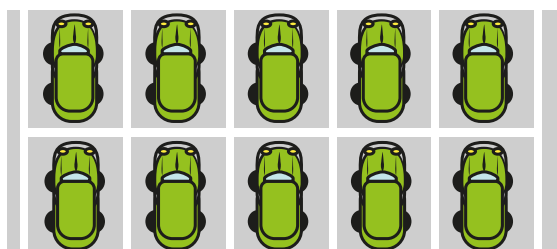
$$8 - 2 = 6$$

b)



$$4 - 4 = 0$$

- 3 There are 10 cars in a car park.



4 cars leave.

How many cars are left in the car park?

$$\square - \square = \square$$

- 4 Ann and Tom have 9 strawberries in total.



Ann eats 2 strawberries and Tom eats 1 strawberry.

How many strawberries do they have left?

- 5 Complete the subtractions.

a)  $4 - 3 = \square$

c)  $5 - 3 = \square$

b)  $\square = 7 - 4$

d)  $\square = 6 - 1$

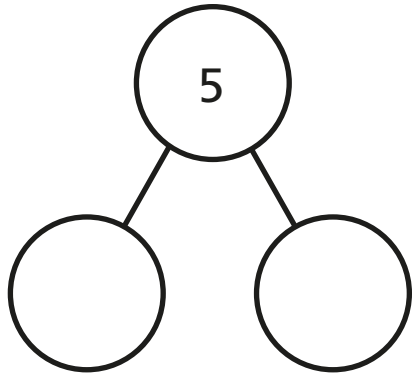
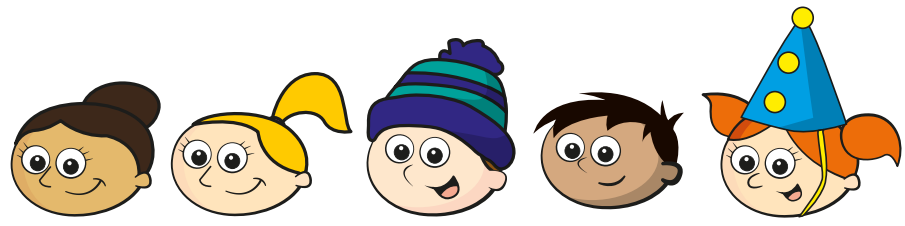


# Subtraction – break apart



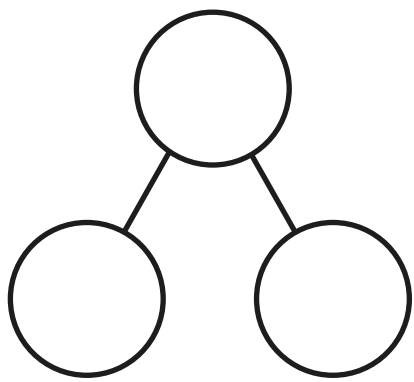
**I** Complete the part-whole models and subtractions.

a) How many children do **not** have hats?



$$5 - 2 = \square$$

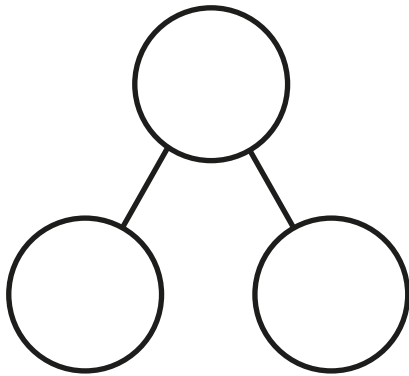
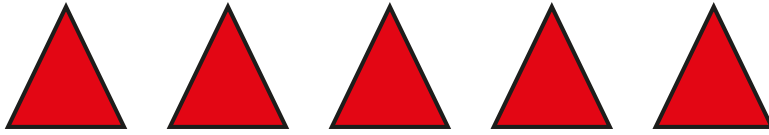
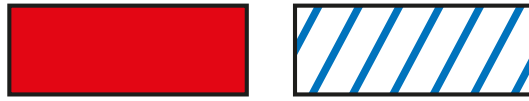
b) How many ice creams have sprinkles?



$$\square - \square = \square$$



2 Complete the part-whole model and subtraction.

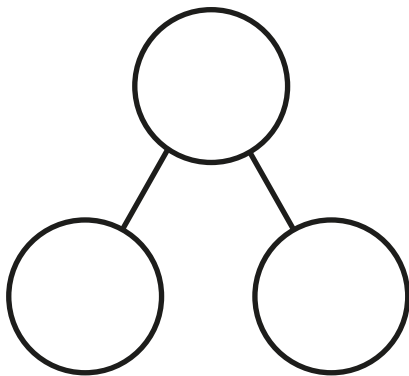


$$\square - \square = \square$$

What has your subtraction worked out?



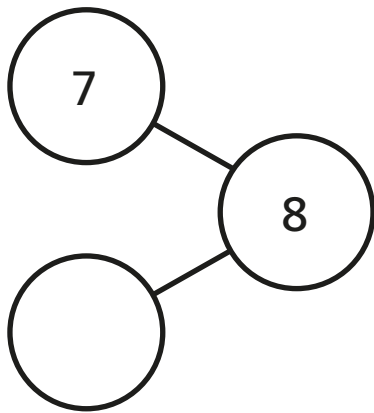
Find another way to complete the part-whole model and subtraction.



$$\square - \square = \square$$

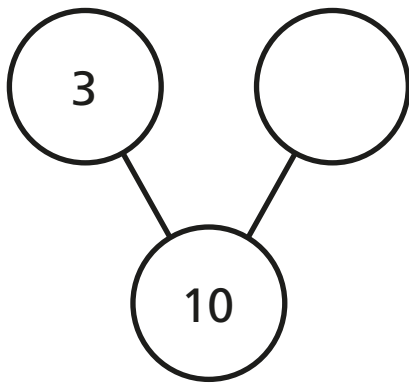
**3** Complete the part-whole models and subtractions.

a)



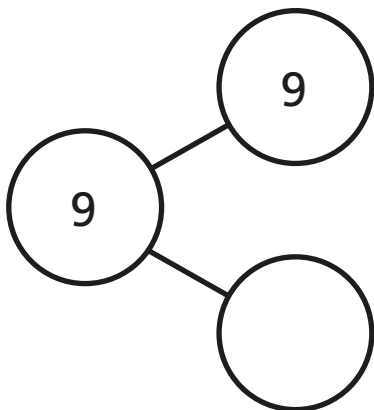
$$8 - 7 = \square$$

b)



$$10 - \square = \square$$

c)

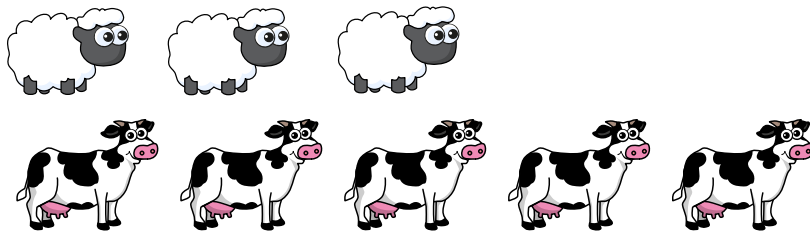


$$\square - \square = \square$$

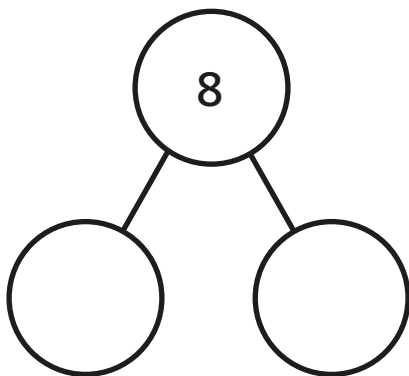


# Fact families – 8 facts

**I** Look at the picture.



Complete the part-whole model and the fact family.



$$\square + \square = 8$$

$$\square + \square = 8$$

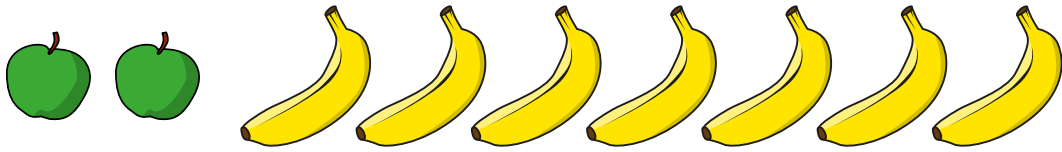
$$8 - \square = \square$$

$$8 - \square = \square$$

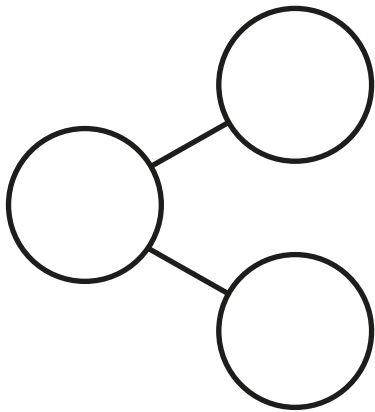
Can you write each number sentence a different way?



2 Look at the picture.



Complete the part-whole model and the fact family.



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

Which number sentence shows the number of apples?

Tick your answer.

Can you write each number sentence a different way?



3 Some T-shirts have spots and some do not.



Complete the fact family.

$$\square + \square = \square$$

$$\square = \square + \square$$

$$\square + \square = \square$$

$$\square = \square + \square$$

$$\square - \square = \square$$

$$\square = \square - \square$$

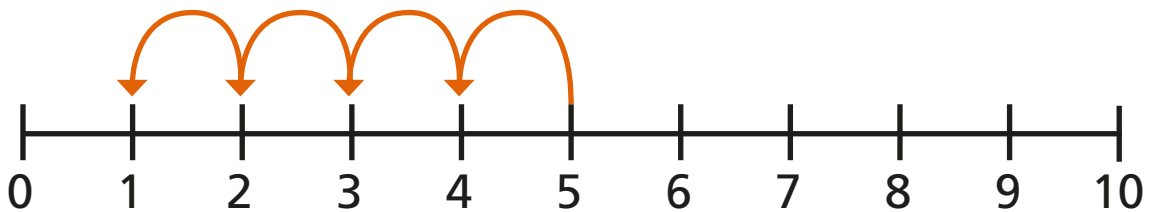
$$\square - \square = \square$$

$$\square = \square - \square$$

# Count back

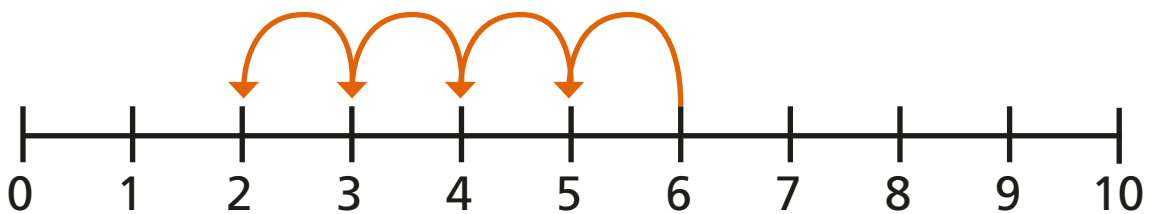
- I** Use the number lines to complete the subtractions.

**a)**



$$5 - 4 = \square$$

**b)**

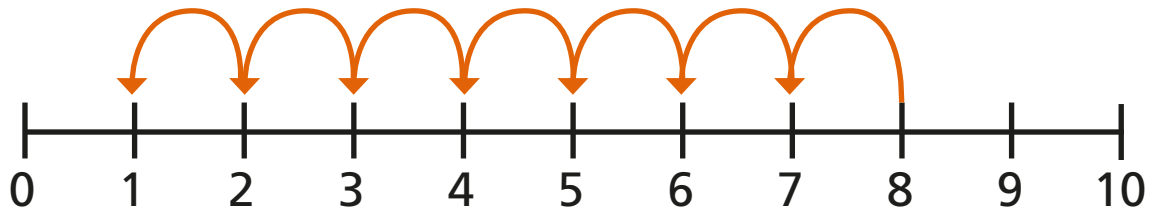


$$6 - 4 = \square$$

Why do you start at a different number?  
Why is the number of jumps the same?



- 2** Complete the subtraction to match the number line.

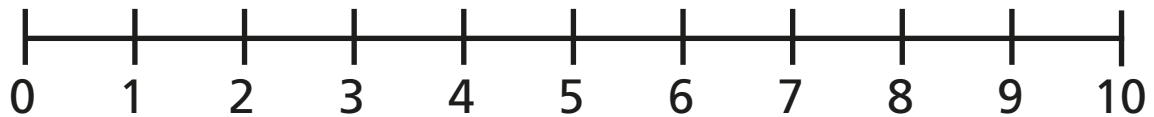


$$\square - \square = \square$$

- 3** Show the subtraction on the number line.



a)  $6 - 3 = \square$

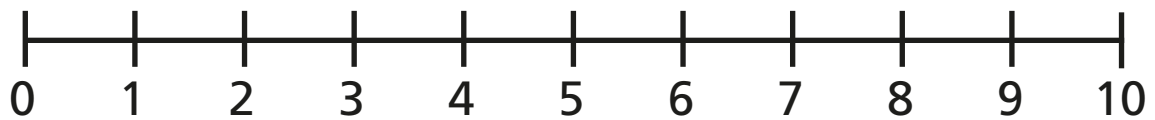


b)  $10 - 8 = \square$



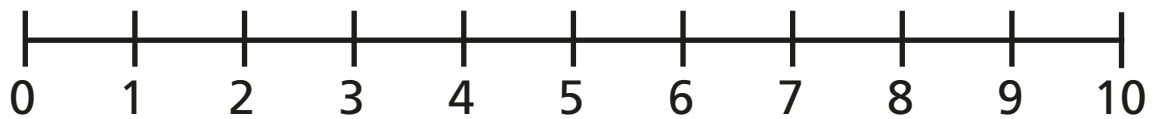
c)

$$7 - 7 = \square$$



4

Use the number line to find the missing number.



$$\square - 5 = 4$$

Write your own question for a partner.

