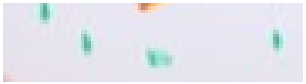
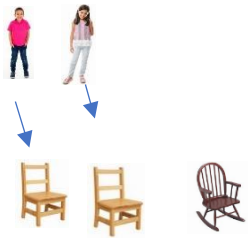
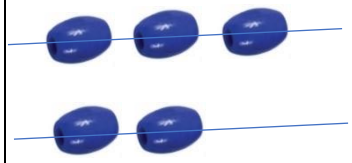
F1	Subtraction	
Vocabulary: subitise, less, fewer, subtract, smaller, number, numeral, draw it, how many are left? What do you see? What is different? What is missing?		
Concrete	**Pictorial**	**Abstract**
Perceptual subitising Instantly recognising how many are in a small set. Initially focus on items arranged in regular arrangements e.g., dice/domino patterns. 	**Number talk** Plan number talk opportunities and take advantage of incidental opportunities for number talk when looking at books and images or when drawing, drawing attention to subitising and/or the concepts of making an amount smaller, 1 less, how a group/number/part can be removed. 	**No formal written method.** **Mental** Encourage children to visualise a particular dice pattern and attempt to 'draw the dots' in the air/arrange toys or manipulatives in that way. Behind a screen, tap an instrument twice, pause then do one less tap…"How many times did I tap my instrument the second time? Was it more or less?"
Discussion of mathematical ideas throughout the day Attention to an amount/a group getting smaller when a part is removed. E.g., balls of playdough, milk in a cup, sand in a bucket. "First I had a big ball of playdough…then I removed some…now I have got a smaller ball of playdough, I have less." "We've got 5 children in our circle, 2 children leave…oh look our circle is smaller now, first we had 5 children…then 2 children went away…now…how many children have we got left?"	 "1, 2, 3, there are 3 children left".	**Begin to explore with own symbols and marks (jottings)**
One less "4 children are in my line. 1 runs out of the line… that makes 3 children in my line."		

"I'm picking up my toy cars…1…2…3…4. 1 car drives away. Now I have 3 toy cars.!" Picture books, songs and rhymes for 1 less.		**Begin to explore with own symbols and marks (jottings)** 
One to one correspondance *"Have we got enough chairs? We have too many. We need to put one back. Now we have 2 chairs."* 		
Subtracting a group/part. *"1 pinecone standing up and 1 pinecone rolls away. I have 1 pinecone left.* 		**Match amounts to numerals**
Begin to compare amounts *Beads* *What do you see? Which necklace has less number of beads? Can you make a necklace which has less beads than my necklace?* 	**Children draw the beads on a line.**	