Take One Calculation… (KS1)

Bar model the solution

Show me

52	
?	27
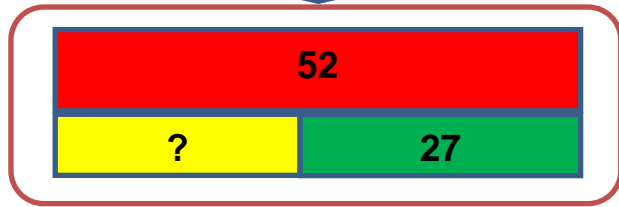
Spot the mistake

Show me

Ask pupils to explain the error which has been made.
52 – 27 = 35

What is the same and what is different?

Show me

52 – 27 =
42 – 17 =
32 – 7 =
152 – 127 =
152 – 27 =
What pattern do you notice?

Explore different manipulatives and then explain the process to a partner

Show me

Base 10 equipment illustrates a different strategy to beadstrings. Focus upon clear explanation with correct vocabulary – exchanging, partitioning, multiple of ten etc.

52 – 27 =

What else do I know?

Show me

How many different number sentences can you make from this one fact?

Give me a silly answer

Show me

"22 is a silly answer because the ones haven't changed and that only happens when you subtract an exact multiple of ten."

3 different strategies to solve

Show me

Encourage pupils to find a range of strategies and explore which is most efficient. Deconstruct the minuend, deconstruct the subtrahend, bridging through 10 etc.

What number story could match this calculation?

Show me

John has 52 sweets and Sally has 27. How many __fewer__ sweets does Sally have than John?

Make it tilt or balance

Show me

52 – 27 = 72 – 47
How do you know it will tilt or balance without working it out?

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