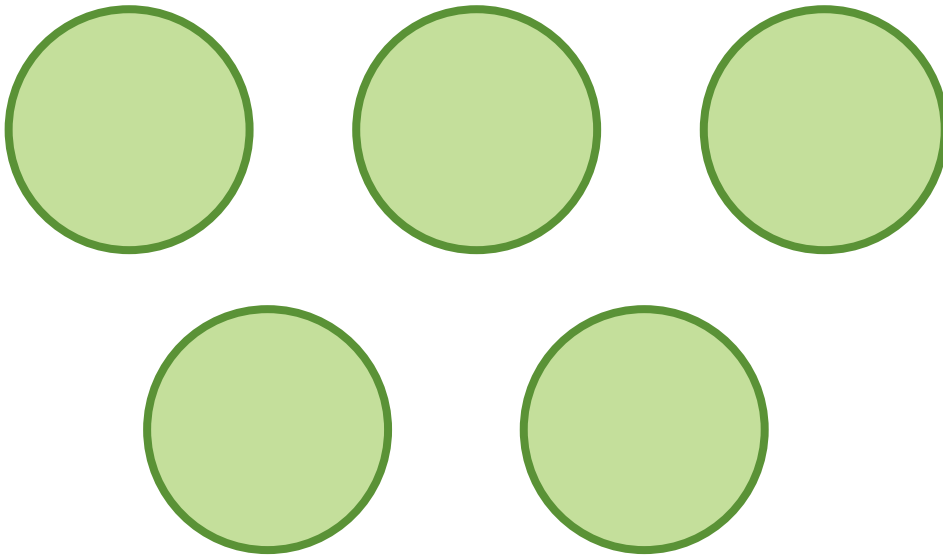


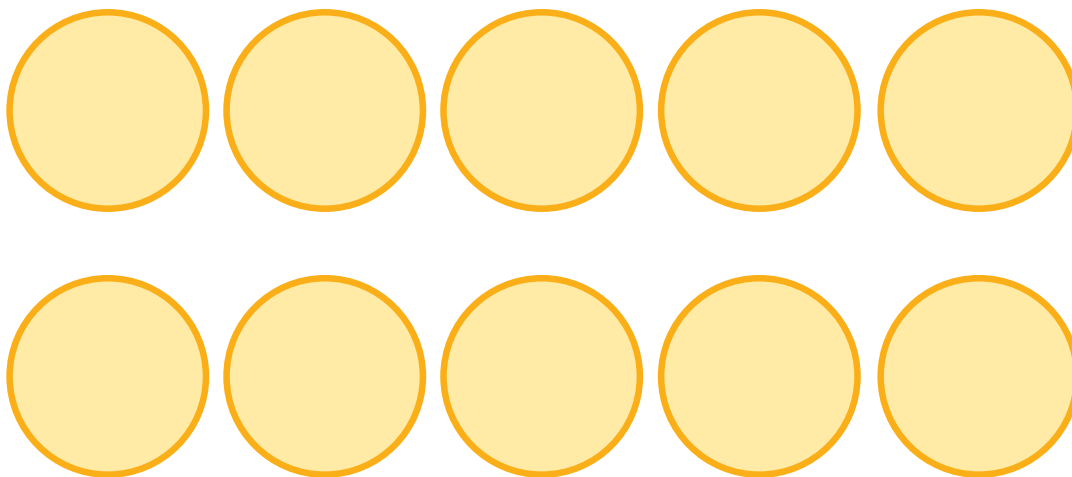
Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. (ELG)



Take a green activity card.

Make 5 balls of playdough and place them on the circles. How many balls does it tell you to squish? How many do you have left?

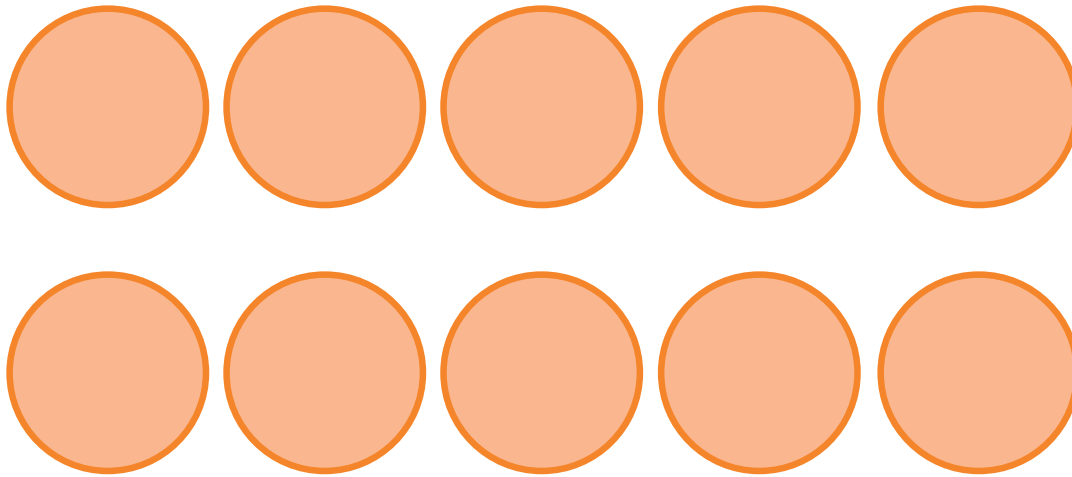
Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. (ELG)



Take a yellow activity card.

Make 10 balls of playdough and place them on the circles. How many balls does it tell you to squish? How many do you have left?

Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. (ELG)



Take an orange activity card.

Make 10 balls of playdough and place them on the circles. How many balls does it tell you to squish? How many do you have left?

Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. (ELG)

Questions to Extend and Deepen Understanding

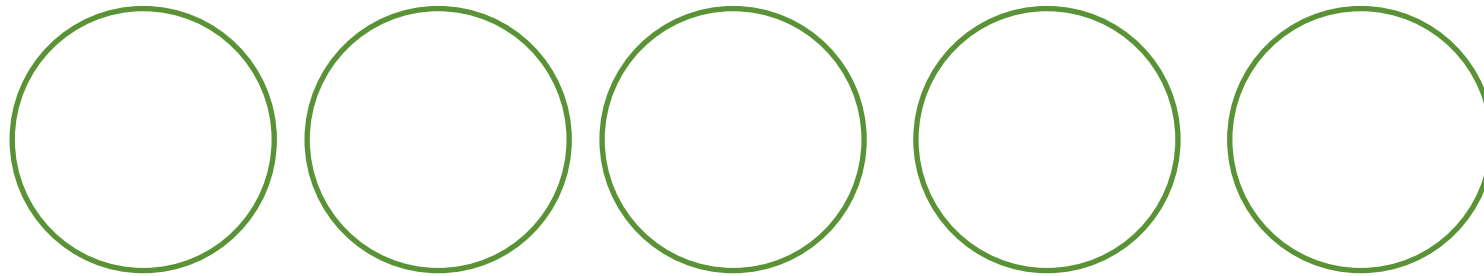
While the children are completing the challenge, you may wish to ask them the following questions.

- How many playdough balls do you have?
- How many do you need to squish?
- How many do you think you may have left? Can you check?
- When you squish them, will you have more or fewer?

Challenge Set-Up Instructions

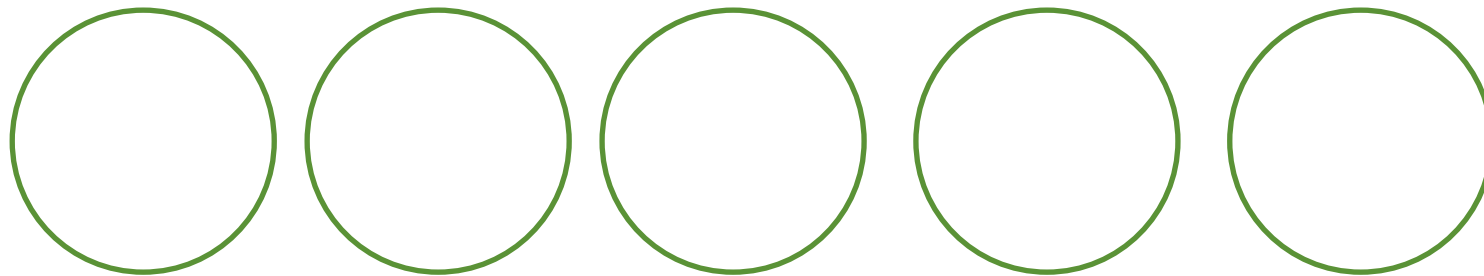
1. Print and display the three differentiated Chilli Challenges or the appropriate challenge for your children.
2. Print and cut the Activity Cards.
3. Provide the children with playdough.
4. When working with the children, you may wish to use the suggested questions to extend and deepen their understanding of counting.

Make 5 playdough balls.



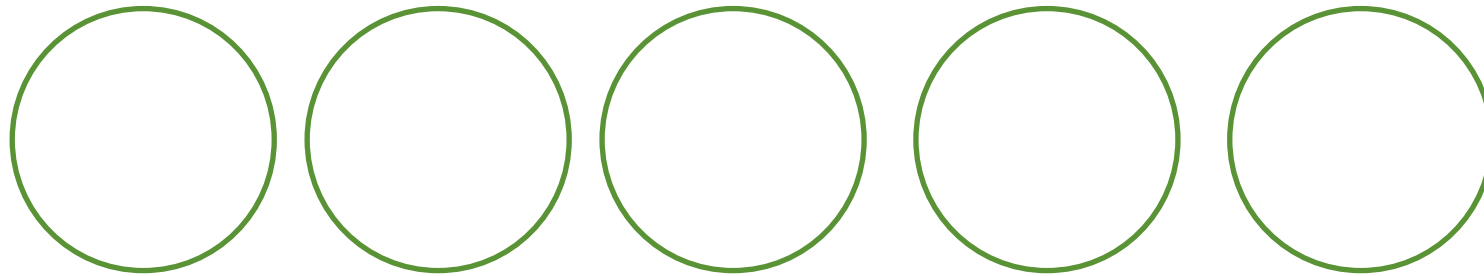
Squish 4! How many do you have left?

Make 5 playdough balls.



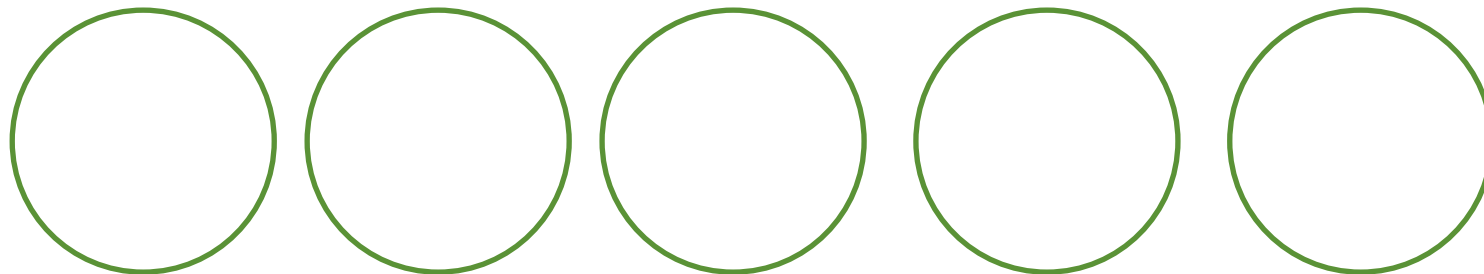
Squish 5! How many do you have left?

Make 5 playdough balls.



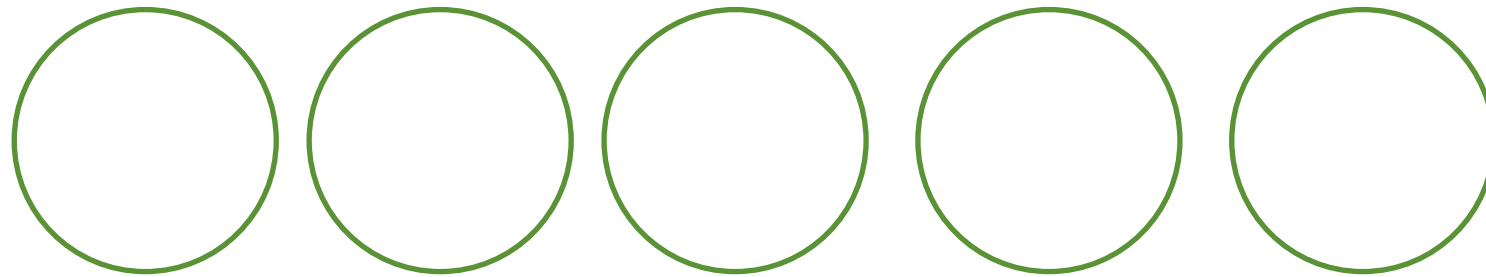
Squish 3! How many do you have left?

Make 5 playdough balls.



Squish 2! How many do you have left?

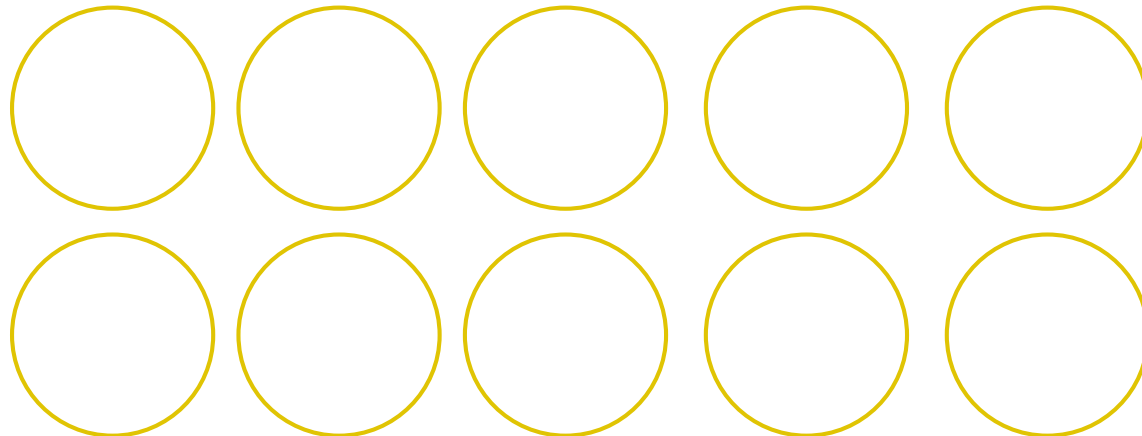
Make 5 playdough balls.



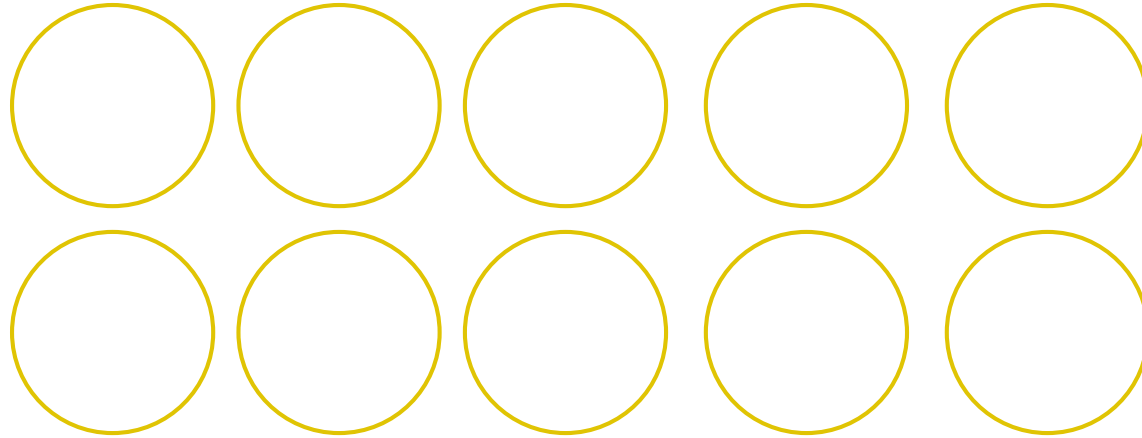
Squish 1! How many do you have left?

Make 10 playdough balls.

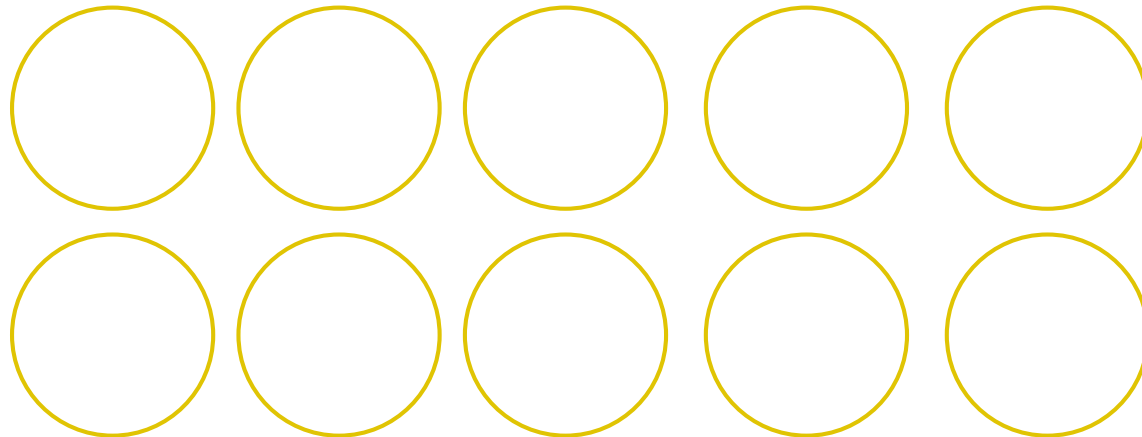
Squish 5! How many do you have left?



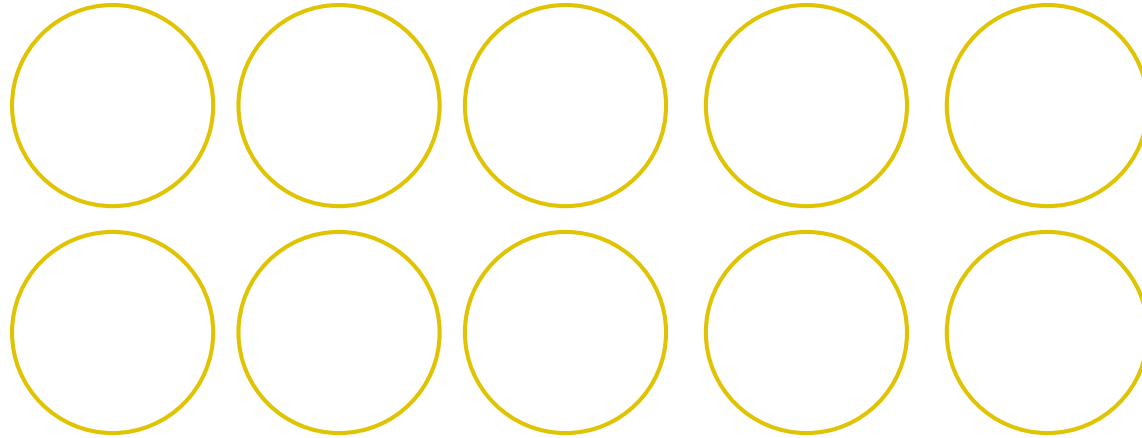
Make 10 playdough balls.
Squish 4! How many do you have left?



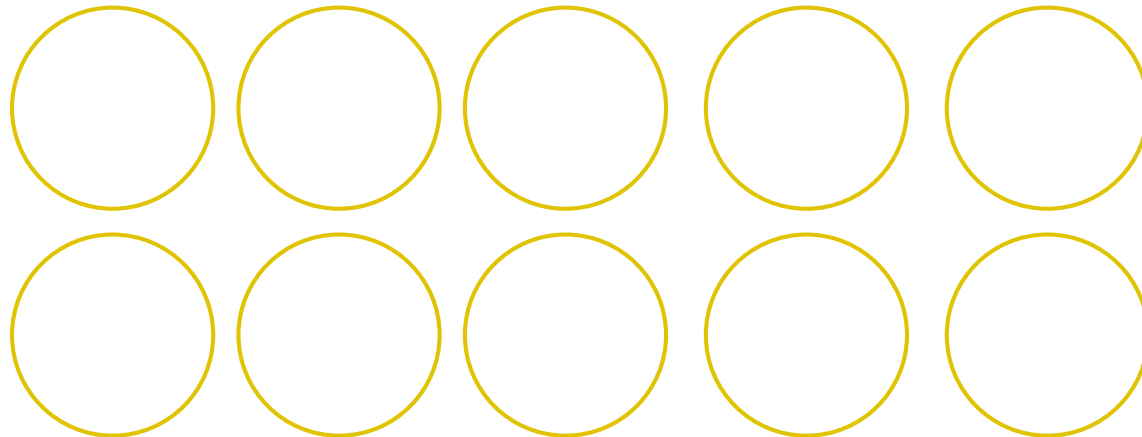
Make 10 playdough balls.
Squish 3! How many do you have left?



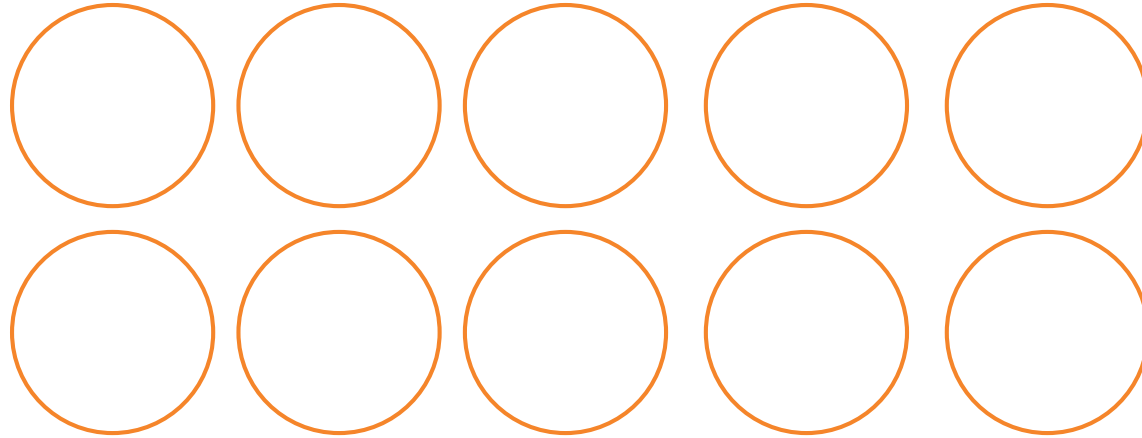
**Make 10 playdough balls.
Squish 2! How many do you have left?**



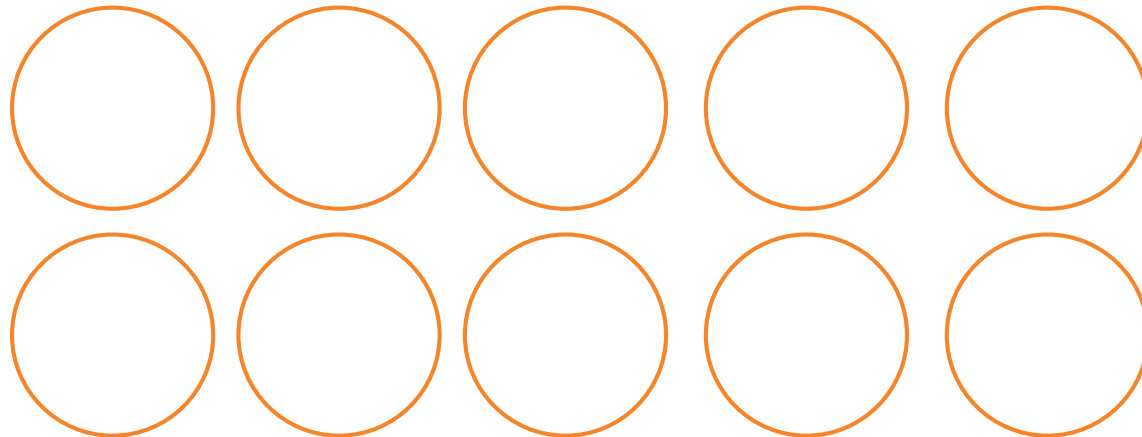
**Make 10 playdough balls.
Squish 1! How many do you have left?**



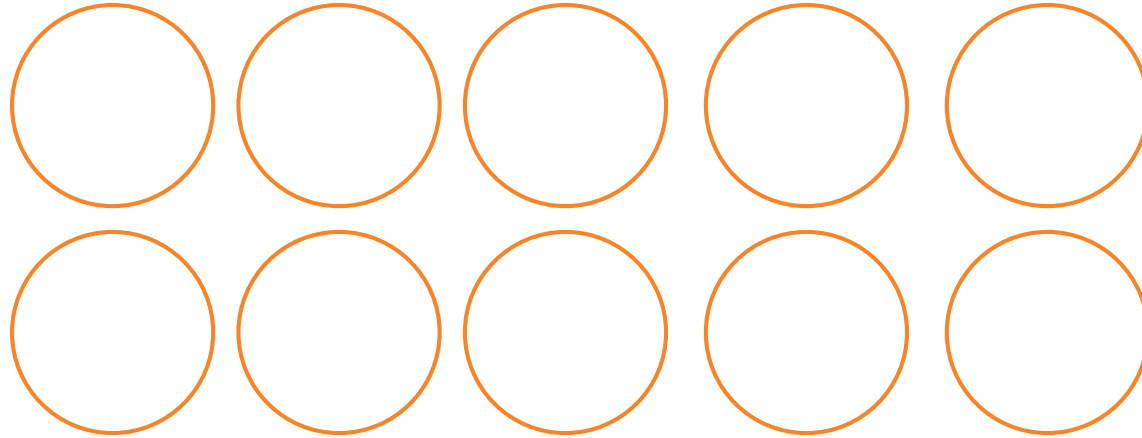
Make 10 playdough balls.
Squish 10! How many do you have left?



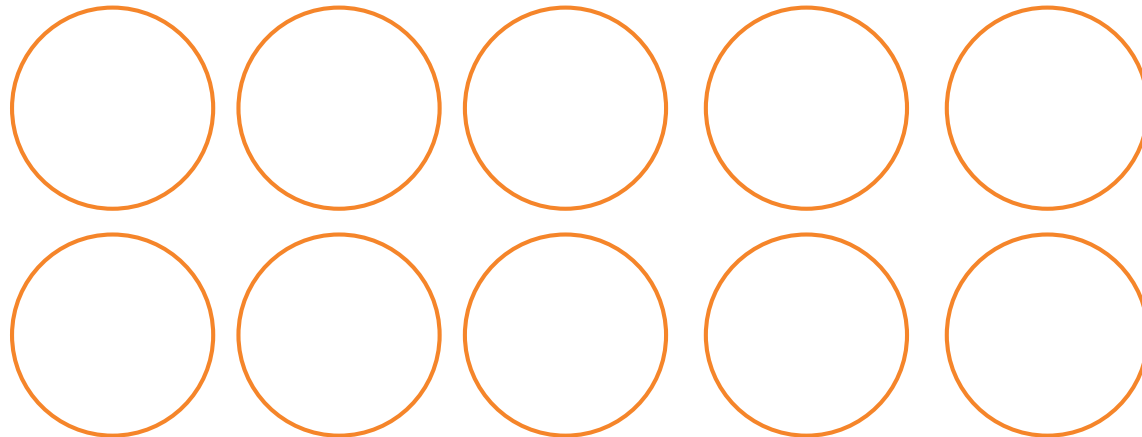
Make 10 playdough balls.
Squish 9! How many do you have left?



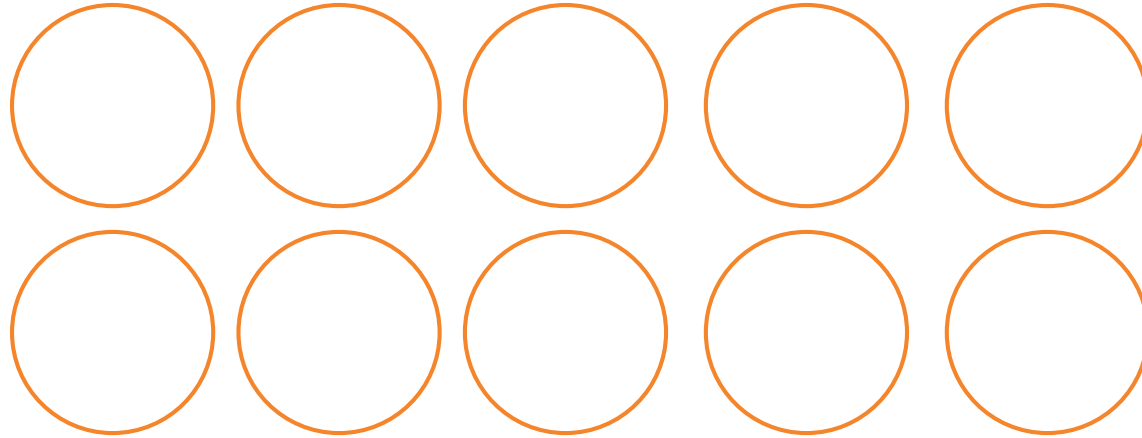
Make 10 playdough balls.
Squish 8! How many do you have left?



Make 10 playdough balls.
Squish 7! How many do you have left?



**Make 10 playdough balls.
Squish 6! How many do you have left?**



EYFS Mathematics: Group Activity Adult Input Plan

Date:	Activity Title: Teddies in the Sand-Subtraction by Comparison
Learning Intentions:	Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. (M:N ELG)
Resources	Four sets of 10 coloured plastic counting bears or Coloured Counting Bear Cards . Comparison Ten, a sand tray.
Preparation:	If using, print and cut the Coloured Counting Bear Cards. Print a copy of the Comparison Ten Tracks sheet.
Key Mathematical Vocabulary:	Subtract, take away, more than, more, fewer than, fewer, less, difference, how many? compare, same, equal.
Adult Input (★with Reasoning and Deepening Opportunities in italics):	
<ul style="list-style-type: none">Tell the children that they are going to be digging for some bears that are hiding in the sand tray.Gather the children around a sand tray in which you have hidden 6 bears, 4 blue bears and 2 yellow bears.Allow the children a short period of time to find all of the bears that are hiding. Place the bears in one group.<ul style="list-style-type: none">★ <i>What do you notice about the bears?</i>★ <i>Are all the bears the same?</i>★ <i>What differences can you spot between the bears?</i>Discuss how the bears in the group are two different colours.<ul style="list-style-type: none">★ <i>Can we sort the bears into two groups?</i>★ <i>How shall we sort them?</i>Encourage the children to sort the bears into two colour groups.<ul style="list-style-type: none">★ <i>Is there anything else about the groups that is different?</i>The children may identify that the two groups are different because they both have different numbers of bears.Introduce the two 10 tracks to the children and suggest that we place the blue bears along one track and the yellow bears along the other track.<ul style="list-style-type: none">★ <i>How many blue bears are there?</i>★ <i>How many yellow bears are there?</i>★ <i>Which colour is there more of?</i>★ <i>Which colour is there fewer of?</i>★ <i>How do you know?</i>★ <i>How many more are there? How many fewer are there?</i>Move the bears from the tracks and ask the children to close their eyes as you hide two new sets of bears in the sand. Two different coloured groups, up to ten, can be hidden each time to encourage the children to make comparisons between the groups.Continue to repeat the activity and each time encourage to deepen their understanding through questioning such as:<ul style="list-style-type: none">★ <i>Which colour is there more or? Which colour is there fewer of?</i>★ <i>How many more? How many fewer?</i>★ <i>Are the two groups the same?</i>Place two groups of the same number in the sand to encourage children to consider group and numbers being 'the same' or 'equal'.	
Ideas for Additional Support:	
<ul style="list-style-type: none">Encourage children to work in pairs, one child gets show the number of one colour on their fingers, whilst their friends show the number of fingers for the other colour. Who has the most finger? Who has the fewest fingers?Children may find it easier to look directly down onto the two rows of bears. This may help them to make direct comparisons.	
Solve the Problem:	

To challenge and extend children further, you may like to observe how children apply their knowledge through the following problem-solving context.

- Hand the children a group of interlocking cubes, containing 8 red cubes and 5 blue cubes. Ask the children to find the best way to put the cubes into two groups? What is the best way to present the cubes so that you can compare the two groups?

Master it! Ideas for Extension into Continuous Provision:

- Set up this [EYFS Maths Subtraction Chilli Challenges- Subtraction Squish](#) to encourage children to practise their subtraction skills.
- Encourage children to build two towers and say the difference between the two towers.
- Children can throw two colours of beanbags into a hoop. How many went into the hoop? Can they sort the beanbags in the hoop into the two colours and make comparisons?

Opportunities for Observation and Assessment:

PS&ED: Making Relationships

(40-60) Explains own knowledge and understanding, and asks appropriate questions of others.

PS&ED: Self-Confidence and Self-Awareness

(40-60) Confident to speak to others about own needs, wants, interests and opinions.

C&L: Listening and Attention

(30-50) Focusing attention – still listen or do, but can shift own attention.

(40-60) Maintains attention, concentrates and sits quietly during appropriate activity.

(40-60) Two-channelled attention – can listen and do for short span.

C&L: Understanding

(30-50) Beginning to understand ‘why’ and ‘how’ questions.

(40-60) Listens and responds to ideas expressed by others in conversation or discussion.

C&L: Speaking

(30-50) Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

(40-60) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

M: Numbers

(30-50) Recites numbers in order to 10.

(30-50) Knows that numbers identify how many objects are in a set.

(30-50) Compares two groups of objects, saying when they have the same number.

(30-50) Shows an interest in number problems.

(40-60) Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.

(40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

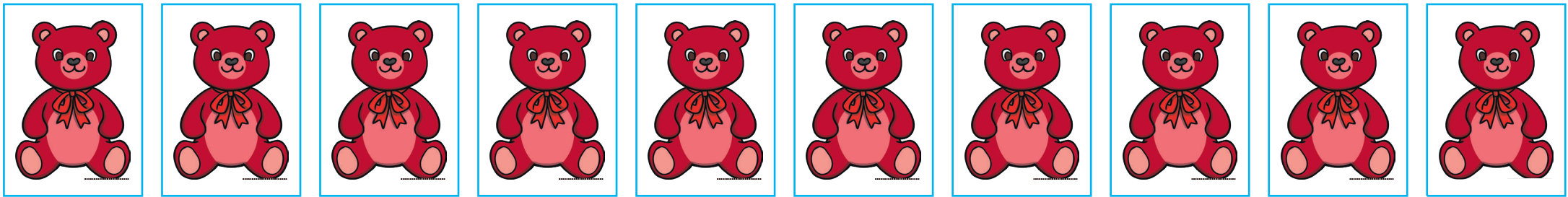
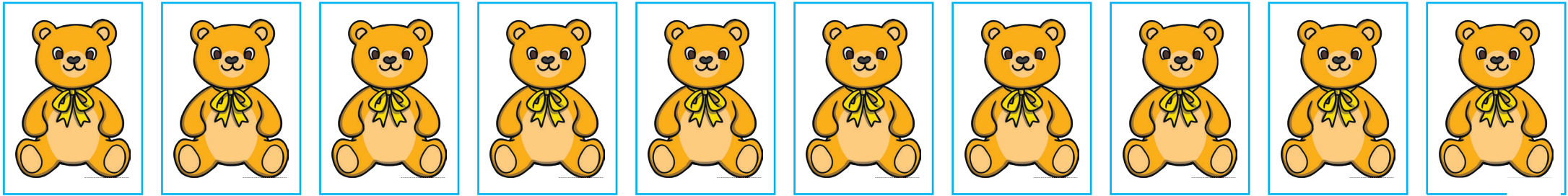
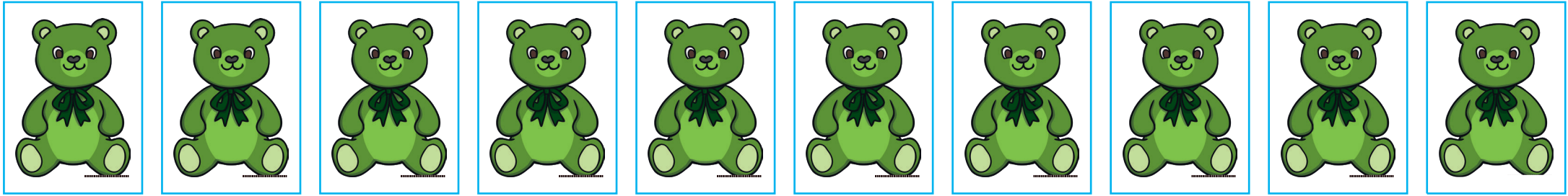
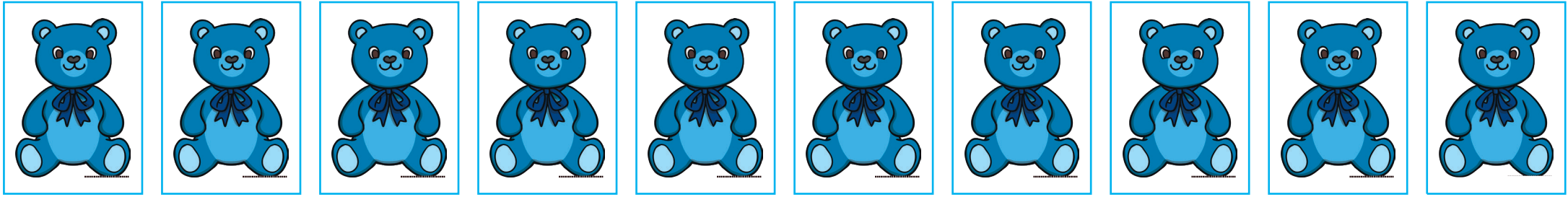
Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:





Teddy Comparison Ten Tracks



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