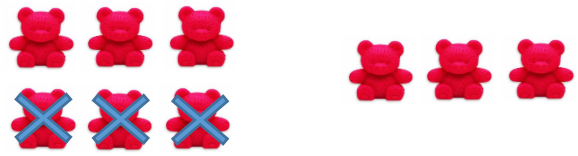

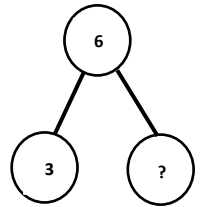



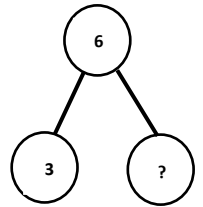
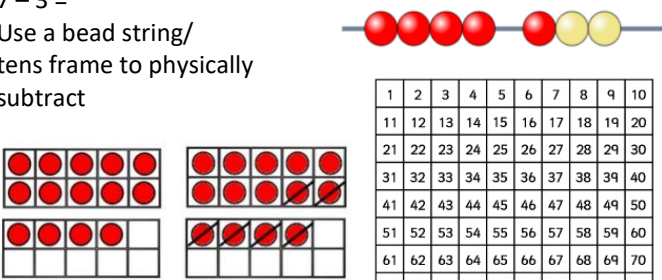
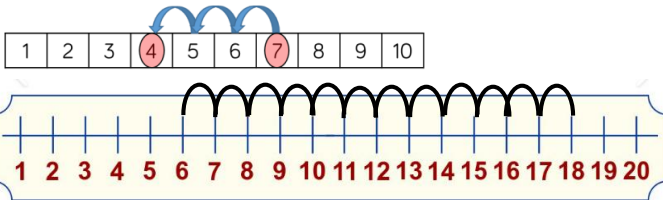

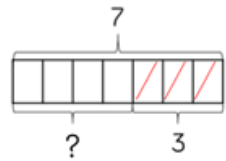
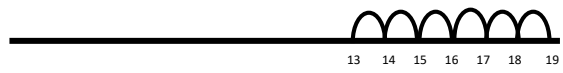


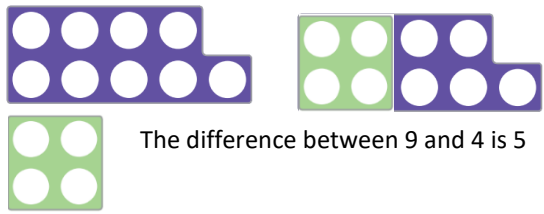
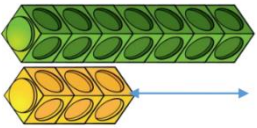
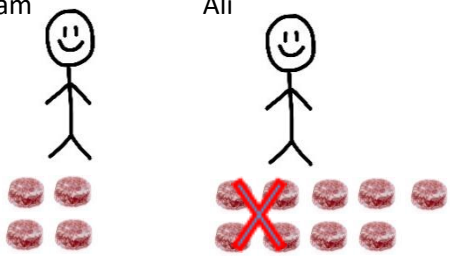
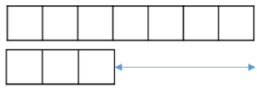

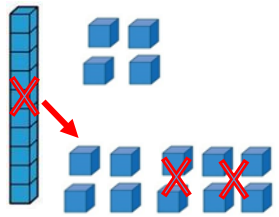
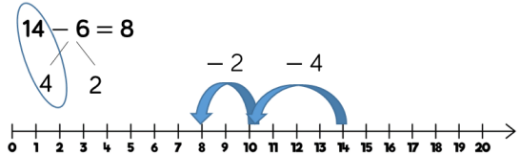
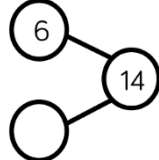
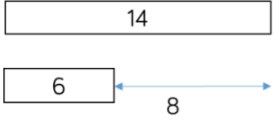
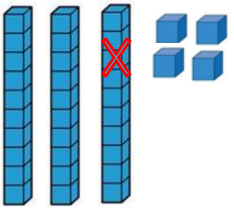



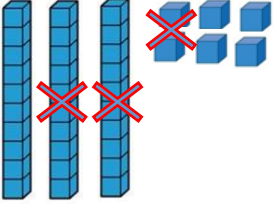
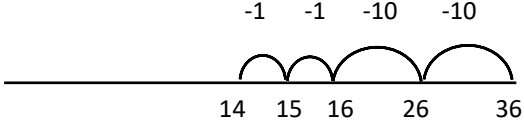
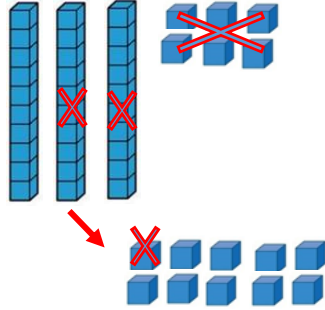
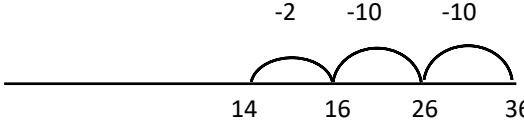
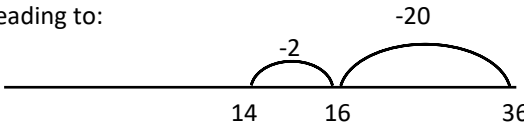
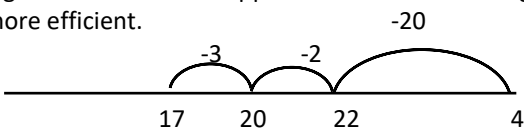
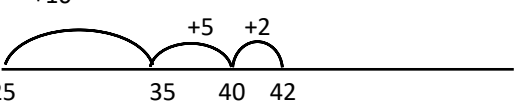
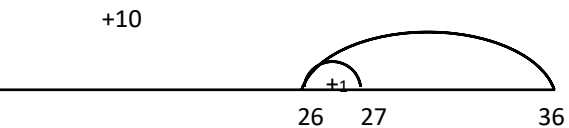
**Brentfield Primary School**

Children of Today, Champions for Tomorrow

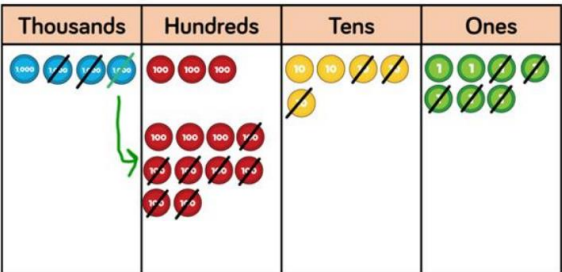
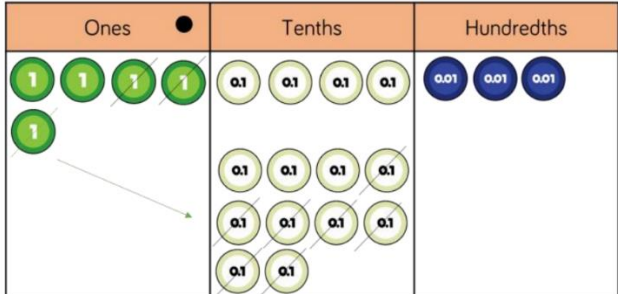
# Subtraction Calculation Policy

SUBTRACTION: EYFS		Key Vocabulary: take away, subtract, leaves, how many left?, fewer than, one less than	
Skill	Concrete	Pictorial	Abstract
<b>Taking away</b>	$6 - 3$  Crossing out for demonstration purpose only. Children should explore physically taking away and removing objects from a whole.	$6 - 3 =$  Children to be provided with visual cards of the whole then cross out the amount being taken away. If able, chn can draw their own symbols.	$6 - 3 = 1$ 
<b>One Less</b>	Use fingers to show one less  Demonstrate using cubes 	One less than 3 is 	$3 - 1 = 2$ 
SUBTRACTION: YEAR 1		Key Vocabulary: take away, subtract, leaves, how many left?, fewer than, less than, equal to, same as, difference, how much more	
Skill	Concrete	Pictorial	Abstract
<b>Subtract 1-digit and 2-digit numbers to 20</b>  <b>Counting back</b>	$7 - 3 =$ Use a bead string/ tens frame to physically subtract  Moving onto: Use of number tracks/hundred square/number lines. Counting back in ones to find the answer 	Use circles to draw out the whole number and then cross out the amount being taken away.   Moving onto:  Use of the bar model (within 10) use squares in book to support the drawing of bar model   Moving onto drawing own number line (above 10) 	$7 - 3 = 4$ $19 - 6 = 13$

SUBTRACTION: YEAR 2			
Key Vocabulary: count back, take away, subtract, leaves, less than, fewer than, equal to, same as, difference, count on, regroup, exchange, partition, tens, ones			
<p><b>Finding the difference</b></p>	<p>What is the difference between 9 and 4? How many more is 9 than 4?</p>  <p>The difference between 9 and 4 is 5</p> <p>The difference between 7 and 3 is 4</p> 	<p>Sam has 4 sweets and Ali has 9. How many more sweets does Ali have than Sam?</p> <p>Sam                      Ali</p> 	<p>Counting on to find the difference. Use of bar model or number line:</p>  
<p><b>Subtract 2-digit number and ones</b></p> <p>When subtracting 1-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling ten. Different manipulatives can be used to represent this exchange</p>	<p>“stop and swap”</p>  <p>14 – 6</p>	<p>Children should be encouraged to find the number bond to 10 when partitioning the subtracted number.</p> <p>“What do we need to take off to get to ten?” “How many do we have left to take off?”</p> 	<p>14 – 6 = 14 – 4 = 10 10 – 2 = 8</p>  
<p><b>Subtract 2-digit numbers and tens</b></p>	<p>32 – 10</p> <p>Teach children to recognise the pattern when subtracting tens and explain why.</p> 	<p>Children to represent the concrete using symbols e.g. dots for ones and lines for tens.</p> 	<p>32 – 10 = 22</p>

<p><b>Subtract two 2-digit numbers (without regrouping)</b></p>	<p><math>36 - 22 =</math></p> 	<p>Children to represent the concrete using symbols e.g. dots for ones and lines for tens</p> <p>Moving onto the number line:</p> 	<p><math>36 - 22 =</math>  <math>36 - 10 = 26</math>  <math>26 - 10 = 16</math>  <math>16 - 1 - 1 = 14</math></p>
<p><b>Subtract two 2-digit numbers (regrouping)</b></p>	<p><math>36 - 17</math>  “stop and swap”</p>  <p>Continue to reinforce the importance of ten ones equalling one ten using manipulatives to represent the regroup.</p>	<p>Leading to:</p>  <p>Leading to:</p>  <p>*demonstrate bridging 10 strategy where appropriate e.g. <math>42 - 25</math>. This can support children in becoming more efficient.</p>  <p>*children can also find the difference by counting on</p> 	<p><math>36 - 22 =</math>  <math>36 - 10 = 26</math>  <math>36 - 10 = 16</math>  <math>16 - 2 = 14</math></p> <p><math>36 - 22 =</math>  <math>36 - 20 = 16</math>  <math>16 - 2 = 14</math></p> <p><math>42 - 25 =</math>  <math>42 - 20 = 22</math>  <math>22 - 2 = 20</math>  <math>20 - 3 = 17</math></p> <p>Encourage children to calculate mentally.</p>
<p><b>SUBTRACTION: YEAR 2/3</b></p>			
<p><b>Rounding and adjusting (when subtracting near multiples of 10)</b></p>		<p><math>36 - 9</math></p> 	<p><math>36 - 9 =</math>  <math>36 - 10 = 26</math>  <math>26 + 1 = 27</math></p>

SUBTRACTION: YEAR 3	Key Vocabulary: count back, take away, subtract, minus, equal to, same as, difference, regroup, exchange, partition, hundreds, tens, ones																				
Skill	Concrete	Pictorial	Abstract																		
<p><b>Subtract numbers with up to three digits (no regrouping)</b></p> <p>Base 10 are the most effective manipulatives when subtracting numbers with up to three digits.</p> <p>Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method</p>	<p><b>256 – 34</b> Place value grid (no regrouping)</p> <table border="1" data-bbox="443 312 987 549"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>200</td> <td>20</td> <td>2</td> </tr> </tbody> </table> <p>= 222</p>	H	T	O				200	20	2	<p>Children to represent the concrete using symbols e.g. square for hundred, lines for tens and dots for ones. 256 – 34</p> <table border="1" data-bbox="1149 344 1630 580"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>200</td> <td>20</td> <td>2</td> </tr> </tbody> </table> <p>= 222</p>	H	T	O				200	20	2	<p><u>Expanded column method</u></p> $\begin{array}{r} 200 - 50 - 6 \\ \underline{30 - 4} \\ 200 \ 20 \ 2 = 222 \end{array}$
H	T	O																			
200	20	2																			
H	T	O																			
200	20	2																			
<p><b>Subtract numbers with up to three digits (regrouping)</b></p>	<p><b>342 - 164 =</b> Place value grid (regrouping) - use the language of 'exchange' Add together the ones, then the tens, then hundreds</p> <table border="1" data-bbox="443 836 1117 1134"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>100</td> <td>70</td> <td>8</td> </tr> </tbody> </table> <p>= 178</p>	H	T	O				100	70	8	<p>Children to represent the concrete using symbols e.g. square for hundred, lines for tens and dots for ones. <b>342 – 164 =</b></p> <table border="1" data-bbox="1149 863 1742 1102"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>100</td> <td>70</td> <td>8</td> </tr> </tbody> </table> <p>178</p>	H	T	O				100	70	8	<p><u>Expanded column method</u></p> $\begin{array}{r} 200 \ 300 - 130 \ 40 - 12 \\ \underline{100 - 60 - 4} \\ 100 \ 70 \ 8 = 178 \end{array}$
H	T	O																			
100	70	8																			
H	T	O																			
100	70	8																			
<p><i>As children have a secure understanding of why regrouping occurs move towards the formal method. Some year 3 children may be ready for this towards the end of the year.</i></p>			<p><u>Formal column method</u></p> $\begin{array}{r} 3 \ 134 \ 12 \\ - 1 \ 64 \\ \hline 1 \ 78 \end{array}$																		

SUBTRACTION: YEAR 4	Key Vocabulary: subtract, minus, equal to, same as, difference, count on, exchange, partition, decrease, thousands, hundreds, tens, ones																		
Skill	Concrete	Pictorial	Abstract																
<p><b>Subtract numbers with up to four digits</b></p> <p>Base 10 and place value continue to be the most effective manipulatives when subtracting numbers with up to four digits.</p>	<p>See year 3 for concrete example using base 10</p> <p>Place value counters with a place value chart</p> <p>4357 – 2735</p> 	<p>Children to represent the concrete using dots</p> <p>4357 - 2735</p> <table border="1" data-bbox="1146 343 1751 577"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>o</th> </tr> </thead> <tbody> <tr> <td>••••</td> <td>•••</td> <td>•••••</td> <td>•••••••</td> </tr> <tr> <td><del>••••</del></td> <td>•••</td> <td>•••••</td> <td>•••••••</td> </tr> <tr> <td>1</td> <td>6</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Th	H	T	o	••••	•••	•••••	•••••••	<del>••••</del>	•••	•••••	•••••••	1	6	2	2	<p><u>Formal Column Method</u></p> $\begin{array}{r} 4357 \\ - 2735 \\ \hline 1622 \end{array}$
Th	H	T	o																
••••	•••	•••••	•••••••																
<del>••••</del>	•••	•••••	•••••••																
1	6	2	2																
SUBTRACTION: YEAR 5/6	Key Vocabulary: subtract, minus, equal to, same as, difference, count on, exchange, partition, decrease, thousands, hundreds, tens, ones, <b>ten thousands, hundred thousands, millions, tenths, hundredths, thousandths, decimal point, decimal place</b>																		
Skill	Concrete	Pictorial	Abstract																
<p><b>Subtract numbers with more than four digits</b></p> <p>Place value counters are the most effective concrete resource to use when subtracting numbers with more than 4 digits.</p>	<p>As Year 4 'Subtract numbers with up to four digits'.</p> <p>Place value chart to include: HTh, TTh, Th, h, T, O</p> <p>At this stage, children should be encouraged to work in the abstract, using the column method to subtract larger numbers efficiently.</p>																		
<p><b>Subtract with up to 3 decimal places</b></p> <p>Place value counters on a place value grid are the most effective manipulatives when subtracting decimals. However, at this stage, children should be encouraged to work in the abstract.</p>	<p>5.43 – 2.73</p> 		<p>Formal column method</p> $\begin{array}{r} 5.43 \\ + 2.7 \\ \hline 2.7 \end{array}$ <p>Teach children to use 0 as a place holder where required</p>																