Abbey C of E Infant School Calculation Policy

Subtraction- *Key language which should be used: take away, less than, the difference, subtract, minus, fewer, decrease, '7 take away 3, the difference is four*

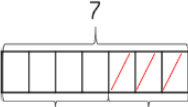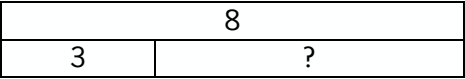|			
Physically taking away and removing objects from a whole (use various objects) 4 – 3 = 1	Rather than crossing out- children will physically remove the objects	Use of the bar model:	 4 – 3 = 1
Counting back (small numbers, 1, 2, 3) Children should use number fact knowledge over time and not rely on counting back as a strategy		8 - 3 = 7 6 5 ? 3 7 – 3 =	8 - 3 = | 8	
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3	?	

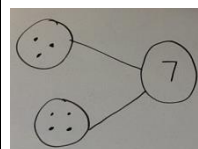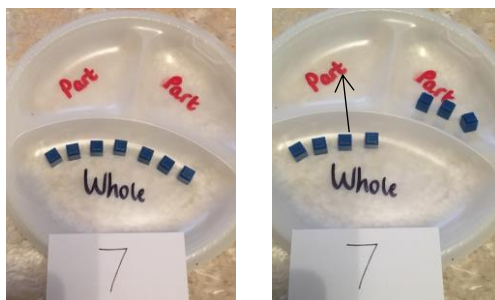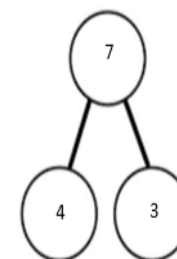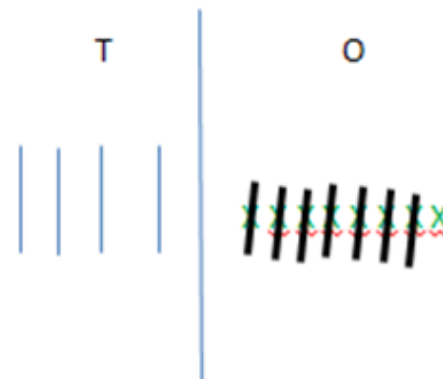|			
Counting back using a number line Number lines can support finding 1 less and counting back a small number.	7 – 3 = 		7 – 3 =
Part-whole method Subtraction and addition should be taught alongside each other so children start to see the links and eventually use this to find missing numbers. When taking away (7-3=) Seven cubes should be placed on the whole, remove 3 to one part. The remaining cubes are the other part and therefore the answer.			7 - 3 = 4 7 - 4 = 3 3 + 4 = 7 4 + 3 = 7 <table><tr><td colspan="2">7</td></tr><tr><td>4</td><td>3</td></tr></table>

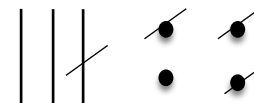| **Take away a single digit from a 2-digit number** Column method using base 10 48 – 7 =		 T O	$\begin{array}{r} 4\ 8 \\ -\ \ 7 \\ \hline 4\ 1 \end{array}$
Partitioning 2-digit numbers to subtract without exchange Children should use place value charts and Base 10 e.g. 34 - 13 =	 Children should physically take away the ones and then the tens.	 Children can take away by crossing out	<table><tr><td colspan="2">34</td></tr><tr><td>13</td><td>?</td></tr></table> 30 – 10 = 4 - 3 =
Taking away with exchange 20 - 4 =			<table><tr><td colspan="2">20</td></tr><tr><td>4</td><td>?</td></tr></table>
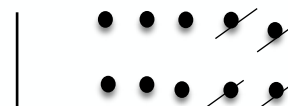
| Column method with exchange
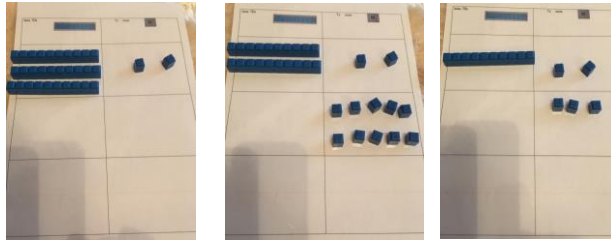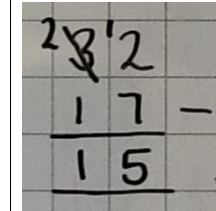
32 - 17 = | | |
| --- | --- | --- | --- |
| | | | **32** |
| | | | 17 | ? |
| | | | |
| Always use missing number problems at all stages of learning

7 - ? = 2 | | | 7 - ? = 2 \qquad 2 + ? = 7

7
2 | ? |
| | | | |

$32 - 17 =$

$7 - ? = 2$
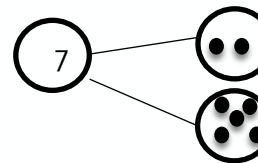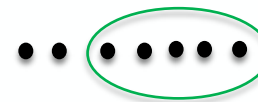
$7 - ? = 2 \qquad 2 + ? = 7$

Fluency variation, different ways to ask children to solve 39 - 18

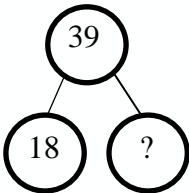|			
	Raj spent £39, Timmy spent £18. How much more did Raj spend? I had 39 metres to run. After 18 I stopped. How many metres do I have left to run?	Find the difference between 39 and 18 Subtract 18 from 39. What is 18 less than 39?	$39 - 18 =$ $\qquad$ $? = 39 - 18$ 39 18 - _____ _____

Number bond diagram: 39 splits into 18 and ?

39	
18	?