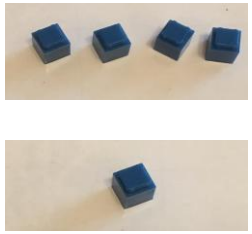
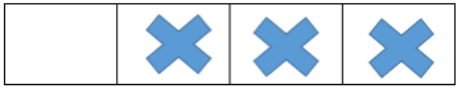
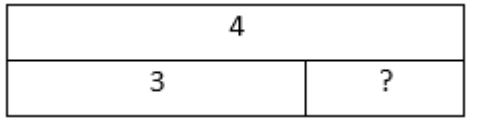
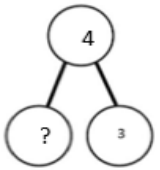
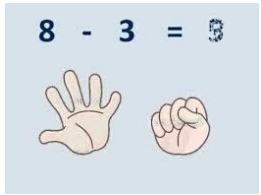
Abbey C of E Infant School Calculation Policy

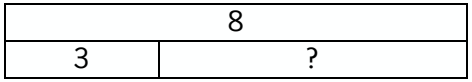
Subtraction-

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

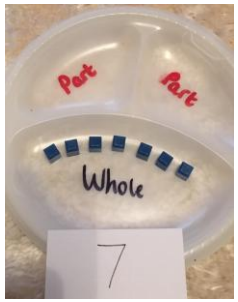
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<td>Physically taking away and removing objects from a whole (use various objects)

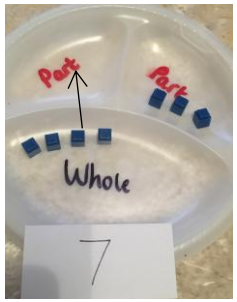
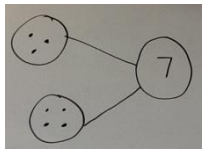
4 – 3 = 1</td>
<td>Rather than crossing out- children will physically remove the objects
</td>
<td>Use of the bar model:
</td>
<td>

4 – 3 = 1</td>
</tr>
<tr>
<td>Counting back (small numbers, 1, 2, 3)

Children should use number fact knowledge over time and not rely on counting back as a strategy</td>
<td>
</td>
<td>8 - 3 =

7 6 5</td>
<td>8 - 3 =
</td>
</tr>
</table>

<table>
<tr>
<td>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.

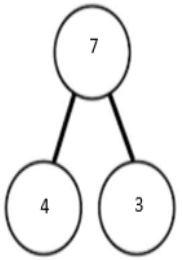
When taking away (7-3=) Seven cubes should be placed on the whole, remove 3 to one part. The remaining cubes are the other part and therefore the answer.</td>
<td>


</td>
<td>
</td>
<td>7 - 3 = 4

7 - 4 = 3

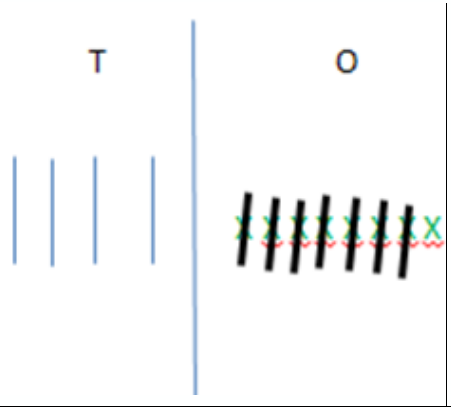
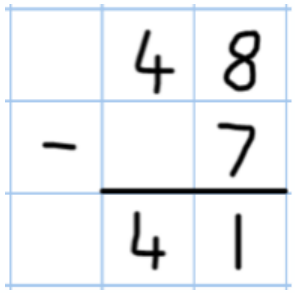
3 + 4 = 7

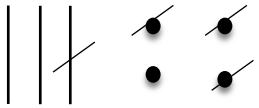
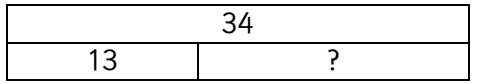
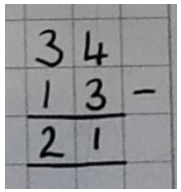
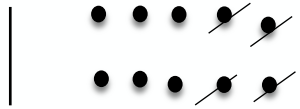
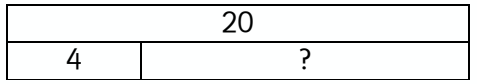
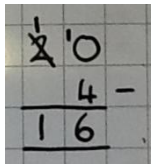
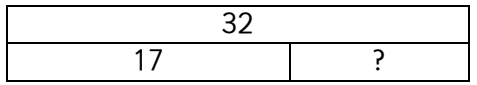
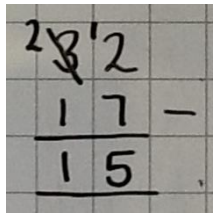
4 + 3 = 7



<table>
<tr><td colspan="2">7</td></tr>
<tr><td>4</td><td>3</td></tr>
</table></td>
</tr>
<tr>
<td>Take away a single digit from a 2-digit number

Column method using base 10

48 – 7 =</td>
<td></td>
<td>
</td>
<td>
</td>
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</table>

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	 
Taking away with exchange 20 - 4 =	  		 
Column method with exchange 32 - 17 =	  		 

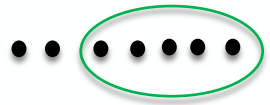
Always use missing number problems at all stages of learning

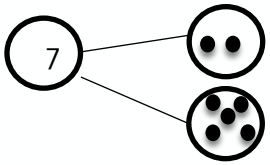
7 - ? = 2









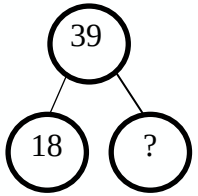


7 - ? = 2 2 + ? = 7

7	
2	?

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 = ? = 39 – 18 39 18 - _____ _____ 39

			18 ?