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| Fierte Multi-Academy Trust Calculation policy – Subtraction | | |
| Key language- subtract, take away, minus, decrease, leave, how many are left/left over? Difference between, how many fewer is.. than...?, how much less is...? | | |
| Concrete | Pictorial | Abstract |
| Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).    4 – 3 = 1      **Real life links will also be made e.g. taking biscuits off a plate.** | Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. | 4- 3 =  C:\Users\j.green\AppData\Local\Temp\3342bd72-1ead-4a52-8fc0-fdaf86e25bb0.png  C:\Users\j.green\AppData\Local\Temp\cd801d17-3352-4408-8450-8551c23ecf77.png |
| Counting back (using number lines or number tracks) children start with 6 and count back 2.    6 – 2 = 4    Children will count backwards along a number line using finger.    Progressing to: | Children to represent what they see pictorially on a number line or number track and show their jumps. Encourage children to use an empty number line  e.g.        C:\Users\j.green\AppData\Local\Temp\52c2473e-2ba8-4ee1-bce5-fd05c65f30ae.png | C:\Users\j.green\AppData\Local\Temp\2b607812-2ea2-411b-b75c-6e411849f672.png |

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| Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).  Calculate the difference between 8 and 5.  Children will understand subtraction as finding the difference between 2 numbers, **either by counting back or counting on.** | Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate. | Find the difference between 8 and 5.  8– 5, the difference is    Children to explore why  9- 6 = 8 – 5 = 7 – 4 have the same difference. |
| Making 10 using ten frames.  14 – 5 | Children to present the ten frame pictorially and discuss what they did to make 10. | Children to show how they can make 10 by partitioning the subtrahend.      14 – 4 = 10  10 – 1 = 9 |
| **Column method using base 10.**  **C:\Users\j.green\AppData\Local\Temp\060a9c4a-44d5-4c79-8ab0-89d856887067.png**  **48-7=**    **This will be supported by equipment, starting from the biggest number and removing the tens and ones to show what is left.**  **78 - 46 = 32** | Children to represent the base 10 pictorially. | Column method or children could count back 7.    C:\Users\j.green\AppData\Local\Temp\2695aca1-7d70-44f6-a17b-1aa882ea67c0.png |

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| **Column method using base 10 and having to exchange.**  **Using visual methods will help to secure key concepts and also enable children to use equipment. Pictures can later be replaced with numbers once the children have gained a secure understanding** 41 – 26  **.** 72 - 48 = 24        C:\Users\j.green\AppData\Local\Temp\df7f7027-3736-4956-8fc2-45c6ecf7e99d.png | Represent the base 10 pictorially, remembering to show the exchange. | Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because 41 = 30 + 11.    C:\Users\j.green\AppData\Local\Temp\fde5f81b-05dd-4204-8a32-d296a4a9ab5c.png |
| **Using place value counters to subtract** | C:\Users\j.green\AppData\Local\Temp\858c1b92-d7c6-45a5-96c0-eb9f8fd6ca9a.png  Represent the place value counters pictorially remembering to show what has been exchanged.   |  |  |  | | --- | --- | --- | | 100  ~~200~~ | ~~20~~  ~~30~~ | 1  4 | |  | 80 | 8 | | 100 | 40 | 6 | | Formal column method. Children must understand what has happened when they cross out digits. |