

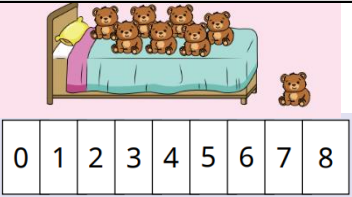
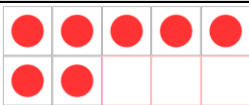
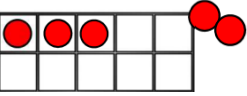



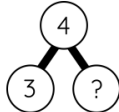
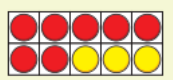
Calculation Policy

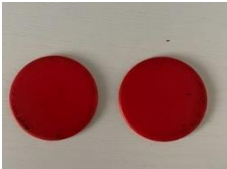
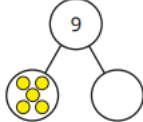
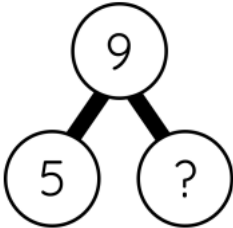
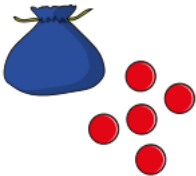
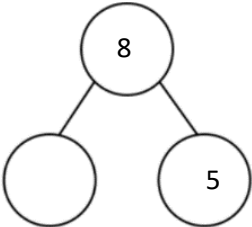

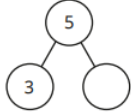


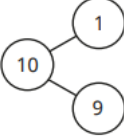
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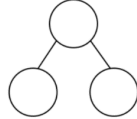


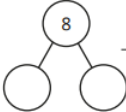
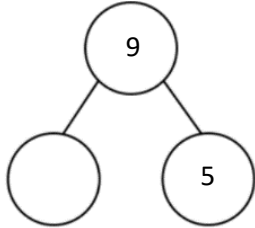
May 2024

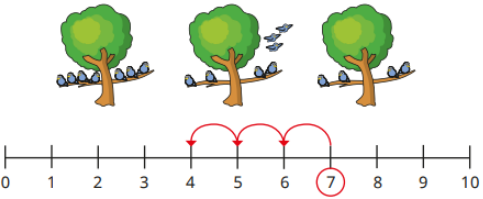
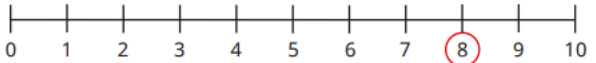
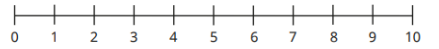
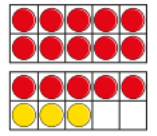
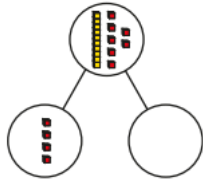
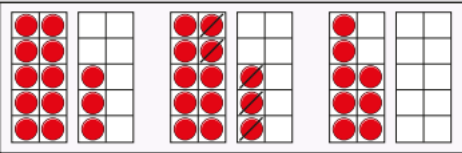
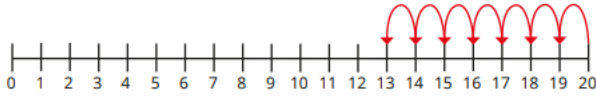
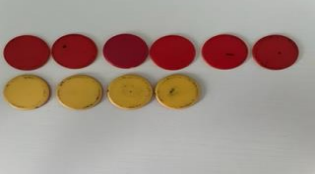
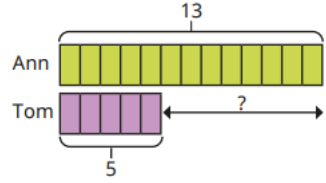
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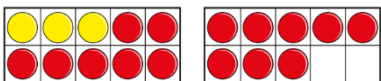


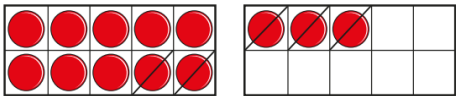
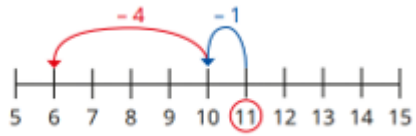
| EYFS: | | | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Vocabulary: | First Then Now Take away Minus Subtract Part Whole | Manipulatives & scaffolds: | Five and ten frames Fingers Numicon Interlocking cubes Double sided counters Part-whole model |
| Small step: | Concrete: | Pictorial: | Abstract: |
| 1 less |  <p>Act out the rhyme 'ten in the bed' with bears. Use a number line to show what happens each time a bear rolls out of the bed and discuss the '1 less' pattern as the number decreases.</p> |  <p>There are 7. 1 less than 7 is 6. 6 is 1 less than 7.</p> | <p>There are ____ There are ____ altogether. ____ is 1 less than ____ 1 less than ____ is ____</p> |
| Take away | <p>Use real objects (numicon, ten frames & counters) to explore the concept that the quantity of a group can be changed by taking away.</p>  | <p>Use stories alongside images to provide meaningful context.</p>  <p>First there were six people on the bus. Then two people got off the bus. Now there are four people</p> | <p>There are four cakes in the shop, three cakes are eaten. How many are left?</p> |

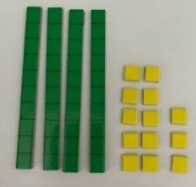
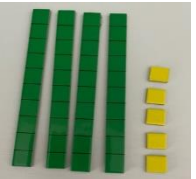
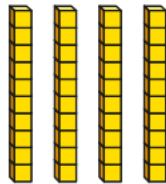


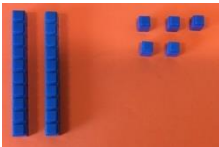
| | | | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| | | left. |  $4 - 3 = ?$ |
| How many did I take away? | <p>Provide children with 'first, then, now' number stories where the 'then' part is missing:</p> <p>There were 5 children on the bus, then we don't know how many got off, but now there are 2 children.</p> <p>Use real objects to find the missing number that was taken away. They can represent the starting number with counters on a ten frame, then remove counters until they represent the number of items there are now. Prompting children to talk about how many counters were taken away will help them understand the missing part.</p>  <p>We don't know how many ducks there were to start with, then 3 swam away and now there are 7 ducks left.</p> | | <p>First there were ____</p> <p>Now there are ____</p> <p>____ were taken away.</p> <p>I took ____ away and now there are ____.</p> |
| Y1 | | | |
| Vocabulary: | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between | Manipulatives & scaffolds: | Double sided counters Ten frames Part-whole model Dienes Bar model |

| Small step: | Concrete: | Pictorial: | Abstract: |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Find a part | <p>I have 5 counters altogether. I have 2 in one hand, how many are in the other hand?</p>  <p>$2 + \underline{\quad} = 5$</p> |  <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} = \underline{\quad} + \underline{\quad}$</p> <p>5 is a part, $\underline{\quad}$ is a part and 9 is the whole.</p> | <p>There are 9 children on a train. 5 children get off the train. How many are left?</p>  |
| Subtraction – find a part (Introducing the subtraction symbol) |  <p>There are 8 counters in total in the bag. How many counters are in the bag?</p>  <p>$8 - 5 = 3$</p> |  <p>How many ice creams do not have flakes?</p> <p>There are $\underline{\quad}$ ice creams that do not have flakes.</p> <p>$6 - \underline{\quad} = \underline{\quad}$</p> |  <p>$\underline{\quad} - \underline{\quad} = \underline{\quad}$</p> |
| Fact families – the 8 facts |  | <p>There are 6 apples. </p> <p>5 of them are red and 1 is green.</p> <p>Write the fact family to show this.</p> |  |

| | | | |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | $3 + 5 = 8$ $8 = 3 + 5$ $5 + 3 = 8$ $8 = 5 + 3$ $8 - 5 = 3$ $3 = 8 - 5$ $8 - 3 = 5$ $5 = 8 - 3$ | $__ + __ = 6$ $6 = __ + __$ $__ + __ = 6$ $6 = __ + __$ $6 - __ = __$ $__ = 6 - __$ $6 - __ = __$ $__ = 6 - __$ | $__ + __ = __$ $__ = __ + __$ $__ + __ = __$ $__ = __ + __$ $__ - __ = __$ $__ = __ - __$ $__ - __ = __$ $__ = __ - __$ |
| Subtraction – take away/cross out (How many left?) |  <p>First there were 6 bears. Then 3 of the bears were taken away. Now there are 3 bears.</p> | <p>There are 7 birds in a tree. 3 birds fly away. Complete the sentences.</p> <ul style="list-style-type: none"> ▶ First there were _____ birds in the tree. ▶ Then _____ of the birds flew away. ▶ Now there are _____ birds in the tree.  | <p>Tell/write a 'first, then, now' story to describe what is happening in the picture.</p>  <p>Draw a part-whole model for your story.</p>  |
| Subtraction – take away (How many left?) |  <p>First there were 6 bears. Then 3 of the bears were taken away. Now there are 3 bears. $6 - 3 = 3$</p> | <p>First there were 8 cakes. Then 5 of the cakes were eaten. How many cakes are left? Complete the part-whole model and the subtraction sentence.</p>   <p>_____ - _____ = _____</p> |  <p>$9 - 5 = 4$</p> |

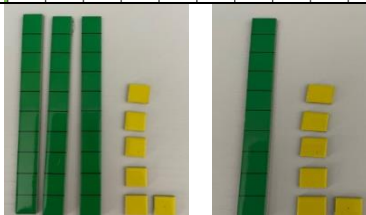
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|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p>Subtraction on a number line</p> | <p>How many birds are left?</p>  <p>▶ Why is 7 circled? ▶ Why are there 3 jumps? ▶ What number do the jumps end on? What does this mean?</p> | <p>Jo has 8 sweets. She gives 5 sweets to Ron. How many sweets does Jo have left? Use the number line to work it out.</p>  |  <p>6 - 4 = ____</p> |
| <p>Subtract ones using number bonds</p> |  <p>18 - 3 = ____</p> |  <p>17 - 4 =</p> | <p>19 - 3</p> |
| <p>Subtraction – counting back</p> |  <p>First there were __ counters Then __ were taken away Now there are __ counters</p> | <p>20 - 7 =</p>  | <p>19 = 8 =</p> |
| <p>Subtraction – find the difference</p> |  <p>There are __ more red counters. *focus on how many more there are</p> | <p>Ann has 13 marbles. Tom has 5 marbles.</p>  <p>How many more marbles does Ann have than Tom?</p> | <p>There are 11 pink pens and 7 green pens in a pot.</p> <p>How many more pink pens are there than green pens?</p> |

| Y2 | | | |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Vocabulary: | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, tens boundary, cross ten | Manipulatives & scaffolds: | Double sided counters Ten frames Part-whole model Dienes Number lines Bar model |
| Small step: | Concrete: | Pictorial: | Abstract: |
| Fact families – subtraction bonds within 20 |  $18 - _ = _$ $18 - _ = _$ | | $_ - _ = _$ $_ = _ - _$ $_ - _ = _$ $_ = _ - _$ |
| Subtract ones |  $10 - 3 = 7$ |  $20 - 6 = 14$ | $10 - 3 =$ $20 - 6 =$ |
| Subtract across a ten |  I need to subtract $_$ to get to 10 I need to subtract $_$ more $_$ less than $_$ is |  I need to subtract $_$ to get to 10 I need to subtract $_$ more $_$ less than $_$ is | $15 - 7 =$ |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----|----|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------------|
| Subtract from a ten (using knowledge of number bonds) | <p>Build 20 in tens frames:</p> <div><div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div><div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div></div> <p>Use the ten frames to work out the subtractions.</p> <div><div>20 - 4</div><div>20 - 7</div><div>20 - 2</div></div> <div><div>20 - 1</div><div>20 - 5</div><div>20 - 3</div></div> | <p>Here is a number line.</p> <div><div>70</div><div>71</div><div>72</div><div>73</div><div>74</div><div>75</div><div>76</div><div>77</div><div>78</div><div>79</div><div>80</div></div> <p>Use the number line to work out the subtractions.</p> <div><div>80 - 4</div><div>80 - 7</div><div>80 - 2</div></div> <div><div>80 - 1</div><div>80 - 5</div><div>80 - 3</div></div> | <div>50 - 7 =</div> <div>90 - 9 =</div> <div>70 - 8 =</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subtract a 1-digit number from a 2-digit number (across a 10) | <div><div></div><div>Build 53 *Explore why one ten is made up on ten ones</div></div> <div><div></div><div>Subtract 8</div><div>53 - 8 = 45</div></div> | <div><div></div><div></div><div>Draw 53 Cross out 8 to subtract</div><div>53 - 8 =</div></div> | <div>34 - 7 =</div> <div>42 - 6 =</div> <div>23 - 5 =</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 less | <div><div></div><div></div><div>Build 35 Subtract 10 35 - 10 = 25</div></div> | <div>Drawing base ten</div> <div><table><tr><td>I</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr></table></div> <div>35 - 10 =</div> | I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | <div>35 - 10 =</div> |
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

Subtract
10s



$$36 - 20 =$$



$$36 - 20 =$$

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

$$53 - 20 =$$

$$53 - 40 =$$

$$53 - 50 =$$

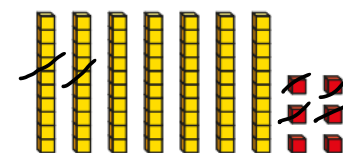
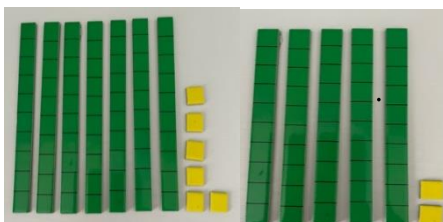
$$76 - 30 =$$

$$76 - 50 =$$

$$76 - 70 =$$

Subtract
two 2-digit
numbers
(not
crossing a
10)

$$76 - 24 =$$



$$76 - 24 =$$

How many ones do you need to subtract?
How many tens do you need to subtract?
What is the difference between 74 and 21?

Work out the difference between
these numbers:

56 and 21

39 and 34

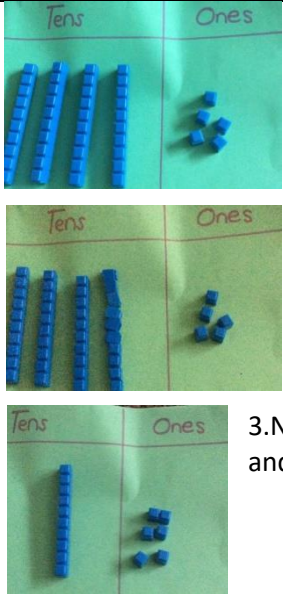
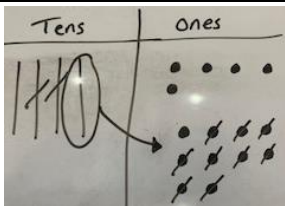
97 and 47

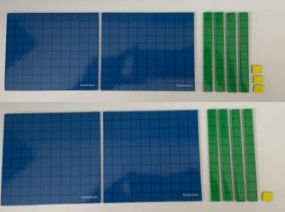
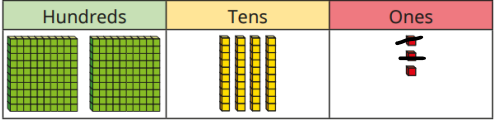
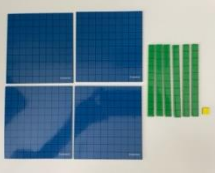
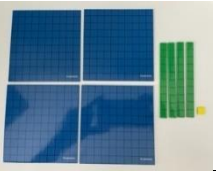
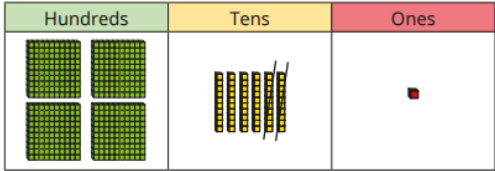
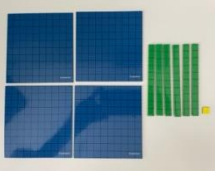
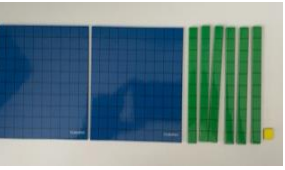
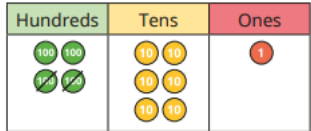
Subtract
two 2-digit
numbers

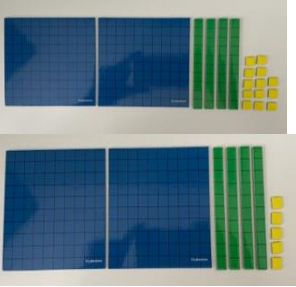
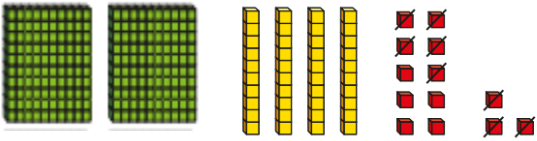
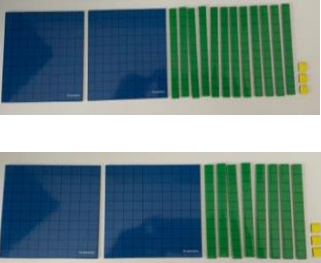
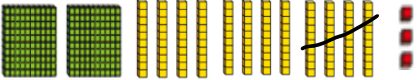
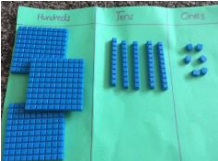
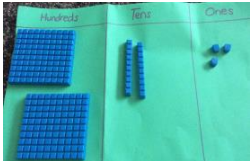
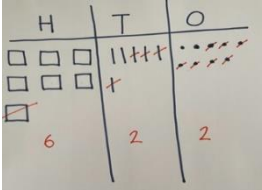
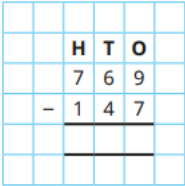
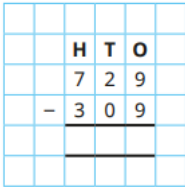
$$45 - 29 =$$

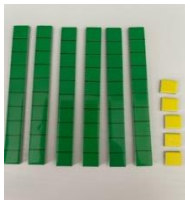
$$45 - 29 =$$

Work out the difference between
75 and 28

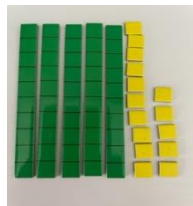
| | | | | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--|
| (across a 10) |  | <p>1. Make 49</p> <p>2. Exchange one ten for ten ones</p> <p>3. Now subtract 2 tens and 9 ones</p> |  | <p>1. Make 45</p> <p>2. Exchange one ten for ten ones</p> <p>3. Now subtract 2 tens and 9 ones</p> | |
| Y3 | | | | | |
| Vocabulary: | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, Cross ten, cross hundred, Exchange | Manipulatives & scaffolds: | | Double sided counters Ten frames Part-whole model Dienes Bar model Number lines Place value charts Place value counters | |
| Small step: | Concrete: | Pictorial: | Abstract: | | |
| Subtract 1s | $243 - 2 =$ | $243 - 2 =$ | $534 - 2 =$ | | |

| | | | |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------|
| |  |  | |
| Subtract 10s | $461 - 20 =$   | $461 - 20 =$  | $561 - 30 =$ |
| Subtract 100s | $461 - 200 =$   |  $461 - 200 =$ | $461 - 300 =$ |
| Subtract 1s across a 10 | $253 - 8 =$ | $253 - 8 =$ | $171 - 6 =$ |

| | | | |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| |  |  <p>*Explore why one ten is made up on ten ones</p> <p>$244 - 7 =$</p> | |
| Subtract 10s across a 100 | <p>$323 - 40 =$</p>  <p>*Explore why one hundred is made up ten tens</p> | <p>$323 - 40 =$</p>  <p>*Explore why one hundred is made up ten tens</p> <p>$920 - 50 =$</p> | <p>$322 - 50 =$</p> |
| Subtract two numbers (no exchange) | <p>$356 - 133 = 223$</p>   |   |  |

 $65 - 28 =$ 

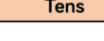

Make 65



Exchange 1 10 for 10 1s

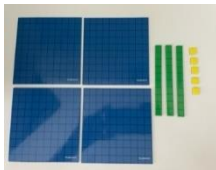


Subtract 28

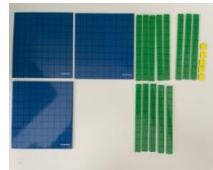
| Tens | Ones |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

$$\begin{array}{r} \overset{5}{\cancel{6}}\overset{1}{5} \\ - 28 \\ \hline 37 \end{array}$$

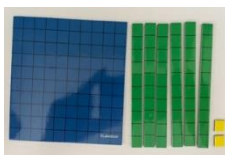
| | | | | |
|--|---|---|---|---|
| | | | | |
| | | H | T | O |
| | | 3 | 1 | 5 |
| | - | 2 | 2 | 1 |
| | | | | |
| | | | | |

$$435 - 273 =$$


Make 435



Exchange 1 100 for 10 10s

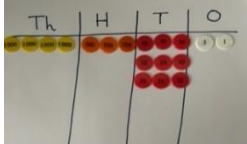

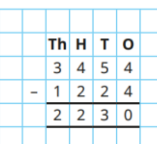

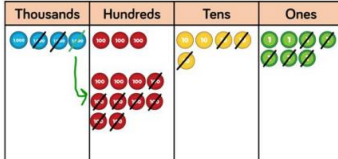


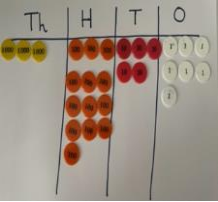
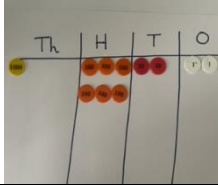

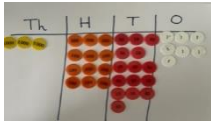

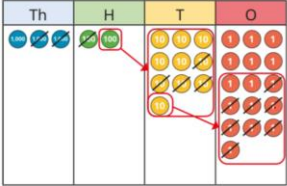
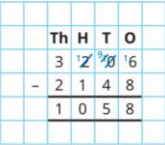
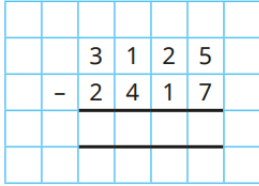
Subtract 273

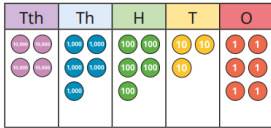
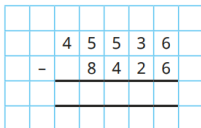

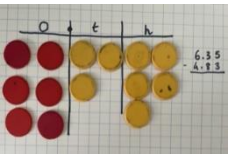
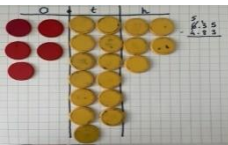
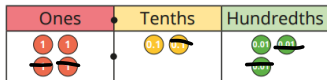
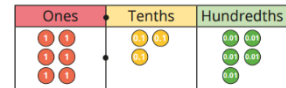
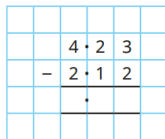
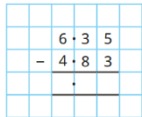
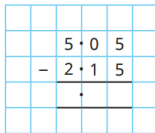
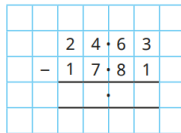
| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

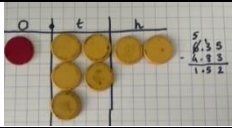
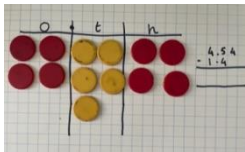
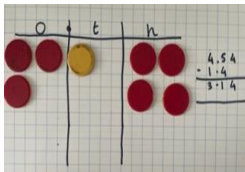
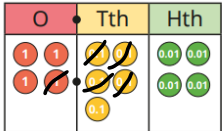
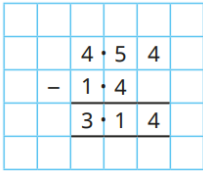
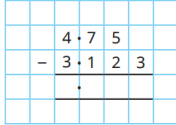
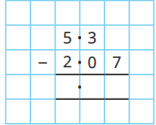
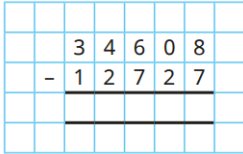
$$\begin{array}{r} \overset{3}{4}\overset{1}{3}5 \\ - 273 \\ \hline 162 \end{array}$$









































































| | | |
|-------|---|---|
| 5 | 3 | 5 |
| — 3 | 6 | 7 |
| <hr/> | | |

| | | | | | | | | | | | | | | | |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|--|---|---|--|--|--|--|
| Subtract 2- | | | <table border="1"> <tr><td></td><td>2</td><td>9</td><td>1</td></tr> <tr><td>-</td><td></td><td>2</td><td>8</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | | 2 | 9 | 1 | - | | 2 | 8 | | | | |
| | 2 | 9 | 1 | | | | | | | | | | | | |
| - | | 2 | 8 | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Y4 | | | | | | | | | | | | | | | |
| Vocabulary: | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, cross ten, cross hundred, exchange, thousands, decimals, decimal place, tenths | Manipulatives & scaffolds: | Double sided counters Ten frames Dienes Place value charts Place value counters | | | | | | | | | | | | |
| Small step: | Concrete: | Pictorial: | Abstract: | | | | | | | | | | | | |
| Subtract two 4-digit numbers – no exchange |  $\begin{array}{r} 4392 \\ - 1182 \\ \hline \end{array}$ |   | $\begin{array}{r} 1) \quad 5586 \\ - \quad 2172 \\ \hline \end{array}$ | | | | | | | | | | | | |
| Subtract two 4-digit numbers – one exchange | $4357 - 2735 =$  <p>Make 4357</p> |  $\begin{array}{r} 4357 \\ - 2735 \\ \hline \end{array}$ | $\begin{array}{r} 3 \quad 1 \\ 4357 \\ - 2735 \\ \hline 1622 \end{array}$ | | | | | | | | | | | | |

| | | | |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| |  <p>Exchange one thousand for 10 100s</p>  <p>Subtract 2735</p> | | |
| Subtract two 4-digit numbers – more than one exchange | <p>$4357 - 3584 =$</p>  <p>Make 4257</p>  <p>Exchange 1 1000 for 10 100s And 1 100 for 10 10s</p>  <p>Carry out the subtraction</p> |   |  |
| Y5 | | | |
| Vocabulary: | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, cross ten, cross hundred, exchange, thousands, decimals, decimal place, tenths | Manipulatives & scaffolds: | Dienes Place value charts Place value counters |

| Small step: | Concrete: | Pictorial: | Abstract: |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subtract whole numbers with more than 4 digits | When children begin to subtract larger numbers, written methods become more efficient; methods are less effective and take too much time |   | <p>The population of Hereford is 63,689</p> <p>The population of Chester is 87,593</p> <p>Find the difference between the population of Hereford and the population of Chester.</p> |
| Subtract decimals across 1 | <p>When subtracting decimals, encourage children to subtract to get to 1 first, then subtract the remaining decimal. Tens frames may help pupils to see how to do this.</p> <p>$1.3 - 0.7 =$</p> <p>I subtract 0.3 to get to one.</p> <p>I can then subtract 0.4 from one.</p>  | Place value | $1.3 - 0.8 =$ |
| Subtract decimals with the same number of decimal places | <p>$6.35 - 4.83 =$</p> <p>Make 6.35</p>  <p>Make any exchanges needed</p>  |  <p>Did you need to make any exchanges?</p>    |   |

| | | | | |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| |  | Carry out the subtraction | | |
| Subtract decimals with a different number of decimal places | $4.54 - 1.4 =$   | |   |   |
| Y6 | | | | |
| Vocabulary: | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, cross ten, cross hundred, exchange, thousands, decimals, decimal place, tenths, integers | Manipulatives & scaffolds: | | Dienes Place value charts Place value counters |
| Small step: | Concrete: | Pictorial: | Abstract: | |
| Subtract integers | | |  | |

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| Subtract decimals | | <table><tr><td>O</td><td>Tth</td><td>Hth</td><td>Thth</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>0</td><td>9</td><td>7</td><td>5</td></tr></table> | O | Tth | Hth | Thth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0 | 9 | 7 | 5 | <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>⁰</td><td>¹⁵</td><td>¹</td><td>5</td><td></td></tr><tr><td>-</td><td>0</td><td>6</td><td>4</td><td></td><td></td></tr><tr><td></td><td>0</td><td>9</td><td>7</td><td>5</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | ⁰ | ¹⁵ | ¹ | 5 | | - | 0 | 6 | 4 | | | | 0 | 9 | 7 | 5 | | | | | | | | <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>4</td><td></td><td>¹</td><td>4</td><td>3</td></tr><tr><td>-</td><td>2</td><td>.</td><td>7</td><td>0</td><td></td></tr><tr><td></td><td>2</td><td>.</td><td>7</td><td>3</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | 4 | | ¹ | 4 | 3 | - | 2 | . | 7 | 0 | | | 2 | . | 7 | 3 | | | | | | | |
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