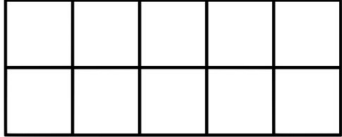



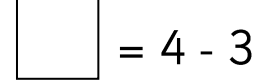
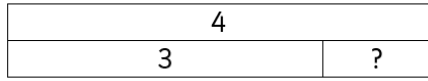
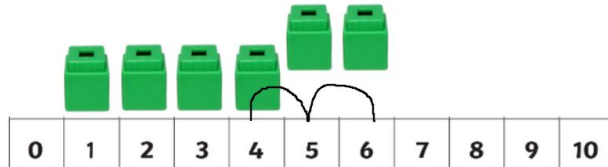

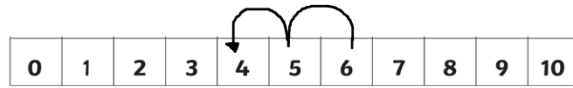

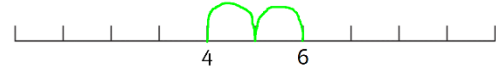


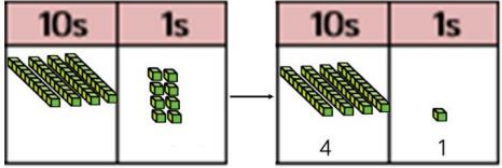
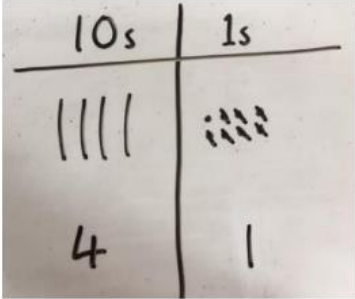
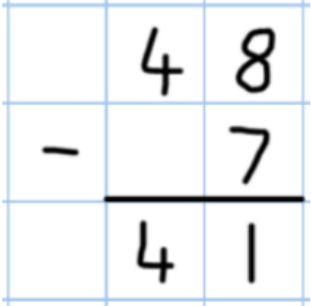
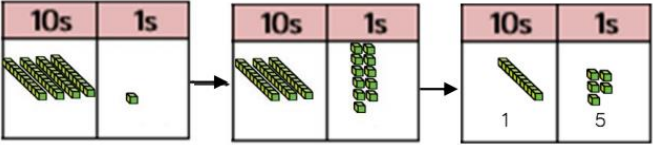
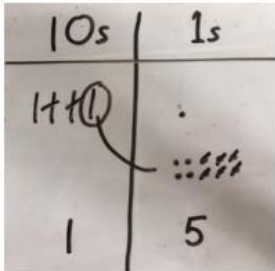
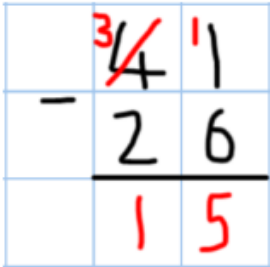
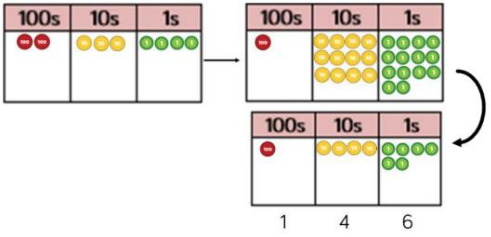
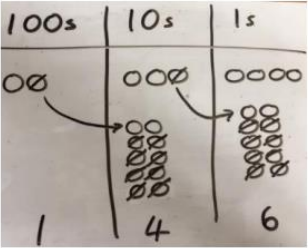


Calculation Policy: Subtraction

Key language: take away, less than, subtract, fewer

	Concrete	Pictorial	Abstract
EYFS	<p>Use of tens frames for self-registration each morning. If tens frame is not full, what is 10 take away x?</p>  <p>Loose parts in provision for children to physically take away. (e.g. 4 - 3)</p> 	<p>Children to draw the concrete resources they are using to cross out the correct amount.</p>  	<p>$4 - 3 =$</p>  
Year 1	<p>Counting back (use number lines or number tracks)</p> <p>6 - 2</p> 	<p>Children to represent what they can see</p>  	<p>Children represent the calculation on a number line to show their jumps. Encourage use of an empty number line.</p>  



<p>Year 2</p>	<p>Column method using base 10. 48 - 7</p> 	<p>Children to represent the base 10 pictorially. 48 - 7</p> 	<p>Column method or children could count back 7. 48 - 7</p> 
<p>Year 3</p>	<p>Column method using base 10 and having to exchange. 41 - 26</p> 	<p>Children to represent the base 10 pictorially, ensuring they show the exchange. 41 - 26</p> 	<p>Children use the formal column method, ensuring they understand that when they have exchanged the 10 they still have 41 because 41 = 30 + 11</p> 
<p>Year 3+</p>	<p>Children use column method using place value counters. 234 - 88</p> 	<p>Children to represent the place value counters pictorially; remembering to show what has been exchanged.</p> 	<p>Children use the formal column method, ensuring they understand what has happened when they have crossed out the digits.</p> 