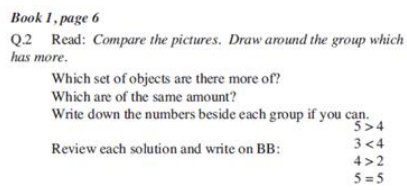
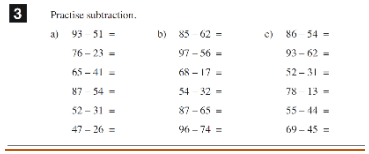
CALCULATION POLICY - SUBTRACTION

	Foundation	Year 1	Year 2		Year 3	
*Mental Calculations and Methods **	One less with the support of a number line. Count back from 10. Practical activities involving subtraction. 1-1 counting.	Number bonds, subtraction within 20. 1 less. Count back Subtract 10. Difference between by counting on. Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9	10 less. Number bonds, subtraction: 20, 12, 13, 14, 15, 16, 17, 18, 19. Subtract 1 digit from 2 digits by bridging. Partition second number, count back in 10s then 1s. Subtract 10 and multiples of 10. Subtract near multiples of 10. Difference between by counting on. Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100.		Subtract 1 and 2 digit numbers from 3 digit numbers. Subtract single digit by bridging through boundaries. Partition second number to subtract. Subtract multiples of 10 and 100. Difference between by counting on. Subtract near multiples of 10 and 100 by rounding and adjusting.	
*Written Methods **	Own mark making to represent numbers. Pictorial representations of problems. Correct formation of numerals to 10.	Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs < > and ≤ ≥  *Book 1, page 6* Q.2 Read: *Compare the pictures. Draw around the group which has more.* Which set of objects are there more of? Which are of the same amount? Write down the numbers beside each group if you can. Review each solution and write on BB: 5 > 4 3 < 4 4 > 2 5 = 5 **(1/6)**	Subtract two two-digit numbers using concrete objects, pictorial representations progressing to formal written methods  3 Practise subtraction. a) 93 – 51 = 76 – 23 = 65 – 41 = 87 – 54 = 52 – 31 = 47 – 26 = b) 85 – 62 = 97 – 56 = 68 – 17 = 54 – 32 = 87 – 65 = 96 – 74 = c) 86 – 54 = 93 – 62 = 52 – 31 = 78 – 13 = 55 – 44 = 69 – 45 = (2/51)	6 1 ~~7~~ 3 - 4 6 2 7	Add numbers with up to four digits,using formal written methods of columnar addition with regrouping to carry. Missing number columnar problems.	2 1 3 1 ~~– 3 4~~ 4 - 1 8 7 1 5 7

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Developing Conceptual Understanding

Counting back songs, rhymes and games.

Practical jumping back on a class number line.

One less with apparatus.

Practical subtraction.

Numicon, missing pieces.

Number bonds

(Ten frame)

Difference between 7 and 10

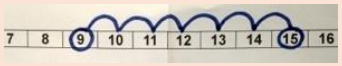
6 less than 10 is 4

Count out, then count how many are left.

7 – 4 = 3

Count back on a number track, then number line.

15 – 6 = 9

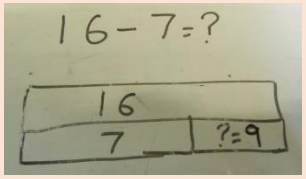


Difference between 13 and 8

13 – 8 = _

8 + _ = 13

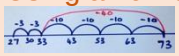
Bar model:



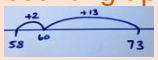
Number track / Number line – jumps of 1 then efficient jumps using number bonds

23 – 5 = 18

Using a number line, 73 – 46 = 26



Difference between 73–58 by counting up, 58 + _ = 73



Taking away and exchanging, 73 – 46

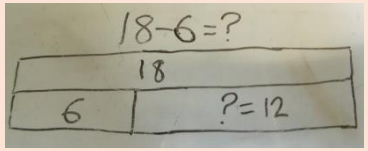
'Where's the forty six?'

'Exchange to create 'sixty thirteen'.

Now take away the forty and six.

Twenty-seven!

Bar Model:

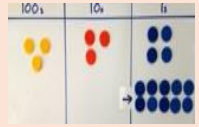


Taking away and exchanging, 344 – 187

Place value counters (complete the calculation in the same way with Diennes)

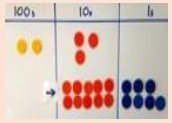
Find the one hundred and eighty and seven.

Exchange to create three hundred and thirty and fourteen.



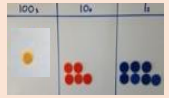
Then take away the 'seven'

Exchange to create two hundred, thirteen tens and seven



Then take away the 'eighty'

Then take away the 'one hundred'



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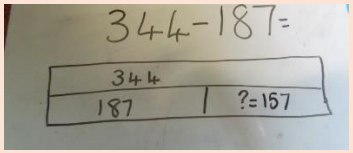
			Bar Model: 

* please refer to Mayflower Academy Non-negotiables document

MAYFLOWER COMMUNITY ACADEMY SUBTRACTION SUPPORT VIDEOS CAN BE FOUND AT:

YEAR ONE: https://www.youtube.com/watch?v=260J-rbdHGc

YEAR TWO: https://www.youtube.com/watch?v=ZiLHJ3KlrUA

YEAR THREE: https://www.youtube.com/watch?v=LEOZ4R1XAVQ