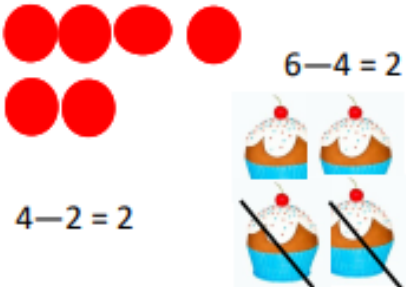
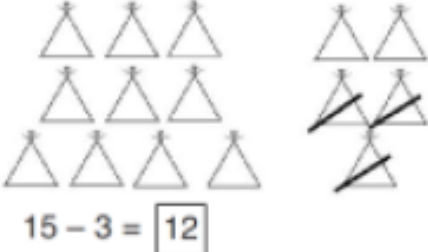
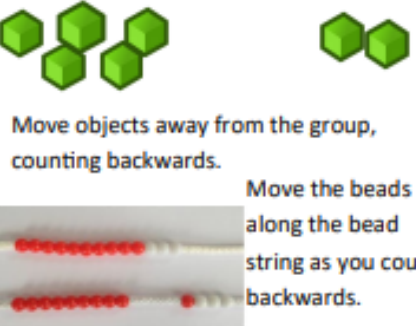
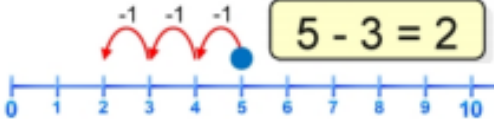
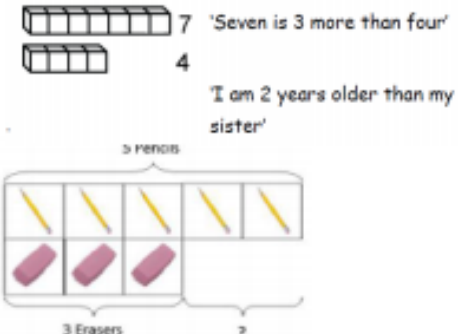
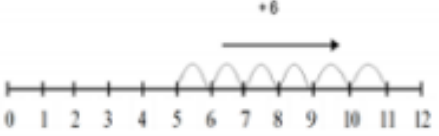
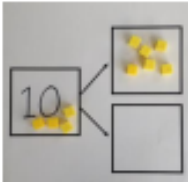
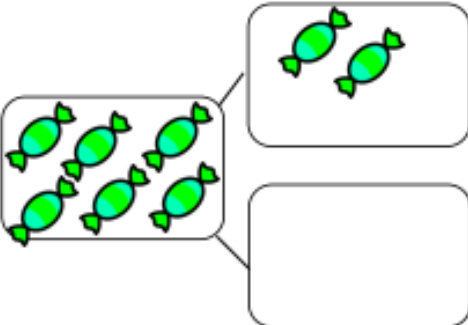


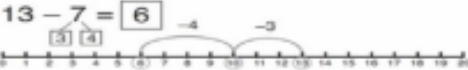

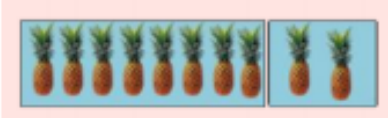


Chapel St Leonards Primary School Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>$6 - 4 = 2$</p> <p>$4 - 2 = 2$</p>	 <p>$15 - 3 = 12$</p> <p>Cross out drawn objects to show what has been taken away.</p>	<p>$7 - 4 = 3$</p> <p>$16 - 9 = 7$</p>
Counting back	 <p>Move objects away from the group, counting backwards.</p> <p>Move the beads along the bead string as you count backwards.</p>	 <p>$5 - 3 = 2$</p> <p>Count back in ones using a number line.</p>	<p>Put 13 in your head, count back 4. What number are you at?</p>
Find the Difference	<p>Compare objects and amounts</p>  <p>'Seven is 3 more than four'</p> <p>'I am 2 years older than my sister'</p> <p>3 Erasers 7</p> <p>Lay objects to represent bar model.</p>	<p>Count on using a number line to find the difference.</p>  <p>+6</p>	<p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?</p>

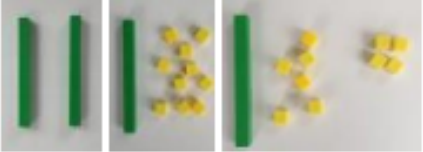
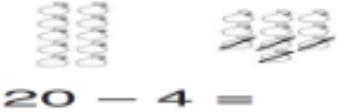


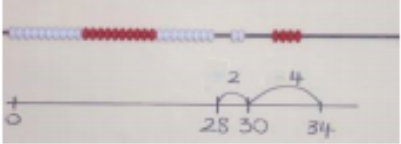
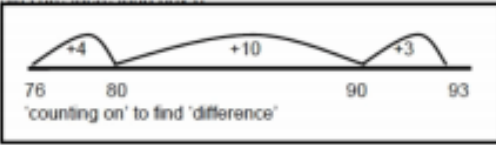
Y1 SUBTRACTION

Chapel St Leonards Primary School Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract		
<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Part Part Whole model</p>	 <p>Link to addition. Use PPW model to model the inverse.</p> <p>If 10 is the whole and 6 is one of the parts, what is the other part?</p> <p style="text-align: center;">$10 - 6 = 4$</p>	 <p>Use pictorial representations to show the part.</p>	<p>Move to using numbers within the part whole model.</p> 		
<p>Make 10</p>	<p style="text-align: center;">14 - 9</p>  <p>Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.</p>	<p style="text-align: center;">13 - 7</p>  <p>Jump back 3 first, then another 4. Use ten as the stopping point.</p>	<p style="text-align: center;">16 - 8</p> <p>How many do we take off first to get to 10? How many left to take off?</p>		
<p>Bar model</p>	 <p style="text-align: center;">$5 - 2 = 3$</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 70%;">8</td> <td>2</td> </tr> </table> <p style="text-align: center;"> $10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$ </p>	8	2
8	2				

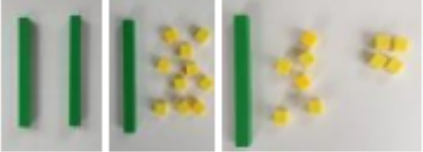
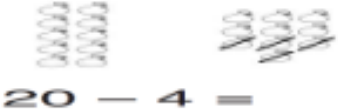


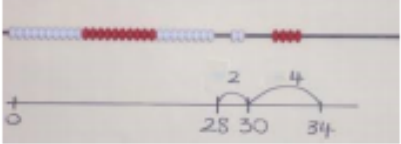
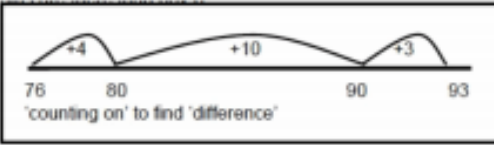
Y1 SUBTRACTION -

Chapel St Leonards Primary School Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 <p>Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'</p>	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. <i>'Friendly numbers'</i>	$34 - 13 = 21$  <p>Use Dienes to show how to partition the number when subtracting without regrouping.</p>	Children draw representations of Dienes and cross off.  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ <p>Use a bead bar or bead strings to model counting to next ten and the rest.</p>	 <p>Use a number line to count on to next ten and then the rest.</p>	$93 - 76 = 17$

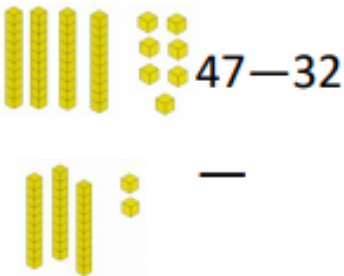
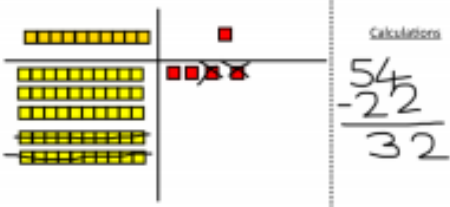
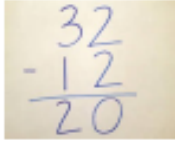
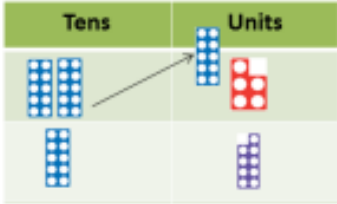
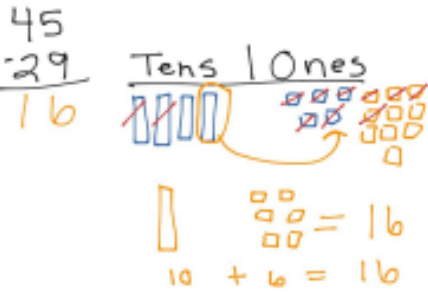
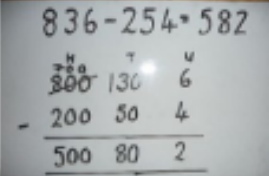
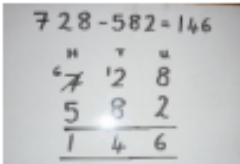
Y2
SUBTRACTION -

Chapel St Leonards Primary School Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 <p>Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'</p>	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. <i>'Friendly numbers'</i>	$34 - 13 = 21$  <p>Use Dienes to show how to partition the number when subtracting without regrouping.</p>	Children draw representations of Dienes and cross off.  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy <i>Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</i>	 $34 - 28$ <p>Use a bead bar or bead strings to model counting to next ten and the rest.</p>	 <p>Use a number line to count on to next ten and then the rest.</p>	$93 - 76 = 17$

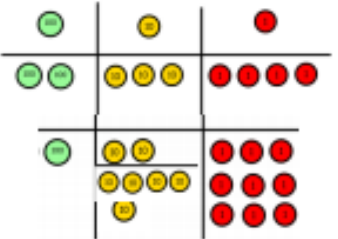
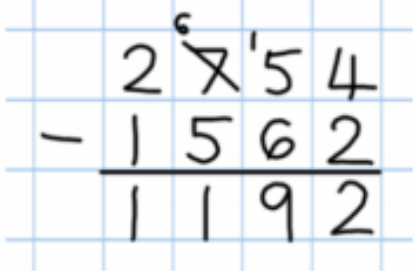
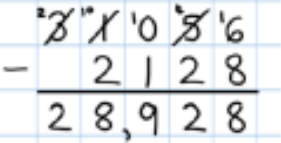
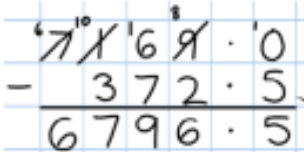
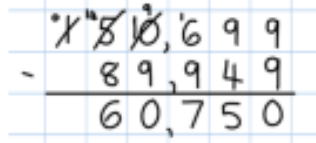
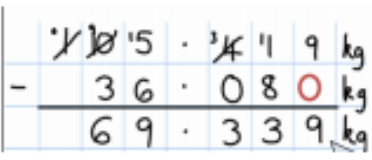
Y2
SUBTRACTION -

Chapel St Leonards Primary School Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column subtraction without regrouping (friendly numbers)</p>	 <p style="text-align: right; font-size: 2em;">47 - 32</p> <p style="text-align: center;">—</p> <p>Use base 10 or Numicon to model</p>	 <p style="text-align: right; font-size: 1.5em;">Calculation</p> $\begin{array}{r} 47 \\ - 32 \\ \hline 15 \end{array}$ <p>Darw representations to support understanding</p>	$47 - 24 = 23$ $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ <p>Intermediate step may be needed to lead to clear subtraction understanding.</p> 
<p>Column subtraction with regrouping</p>	 <p>Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into tten ones. Use the phrase 'take and make' for exchange.</p>	 <p>Children may draw base ten or PV counters and cross off.</p>	 <p>Begin by partitioning into pv columns</p>  <p>Then move to formal method.</p>

Y3 SUBTRACTION -

Chapel St Leonards Primary School Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Subtracting tens and ones</p> <p>Year 4 subtract with up to 4 digits.</p> <p><i>Introduce decimal subtraction through context of money</i></p>	<p>234 - 179</p>  <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>	<p>Children to draw pv counters and show their exchange—see Y3</p>	 <p>Use the phrase 'take and make' for exchange</p>
<p>Year 5- Subtract with at least 4 digits, including money and measures.</p> <p><i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal</i></p>	<p>As Year 4</p>	<p>Children to draw pv counters and show their exchange—see Y3</p>	 <p>Use zeros for place-holders.</p> 
<p>Year 6—Subtract with increasingly large and more complex numbers and decimal values.</p>			 

Y4-6
SUBTRACTION -