
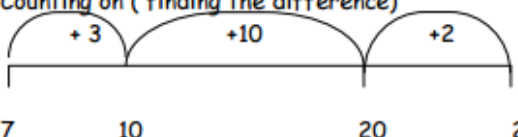
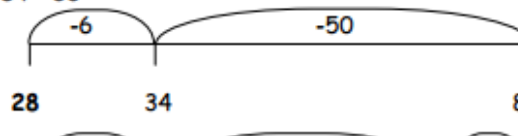
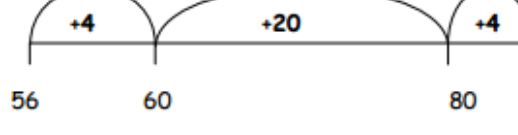


Abbey Primary School Written Calculation Policy-Subtraction

Stage	EXAMPLES	VOCABULARY	HOW IT WILL LOOK IN WRITTEN FORM	NOTES	Big Maths NC 2014																	
1	<p>There are 10 children. One goes out. How many are left?</p> <p>We made 6 mince pies. We ate 2. How many mince pies are left?</p>	<p>count back (from, to), take (away), leave, how many are left/left over? one less, two less... ten less...</p>	<p>Mostly pictorial representations:</p> <p style="text-align: center;">X X X X X X</p> <p>Concrete apparatus models 6 objects 'take away' 2 objects.</p> <p>Possibly simple number tracks to count back on:</p> <div style="display: flex; align-items: center; justify-content: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 100px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> 6 take away 2 </div>	1	2	3	4	5	6	<p>Children will mainly use concrete apparatus to take a smaller number away from a larger one, then find what is left by counting back from the larger number. Oral countdowns will also be used to aid counting back skills.</p> <p>Resources Counters, Small Toys, Buttons, Cubes, Counters, Numicon, Number tracks, etc</p>	BM Steps 1 - 5											
1	2	3	4	5	6																	
2	<p>4 take away 2.</p> <p>Take 2 from 7.</p> <p>7 subtract 3.</p> <p>8 less than 9.</p>	<p>count back (from, to), -, subtract, take (away), minus, leave, how many are left/left over? one less, two less, ten less...</p>	<p>Number tracks to count back on:</p> <div style="display: flex; align-items: center; justify-content: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 120px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> 7 subtract 3 </div> <p>Number</p> <div style="display: flex; align-items: center; justify-content: center;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 80px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>...</td></tr> <tr><td> </td><td> </td><td>...</td><td> </td><td> </td></tr> </table> </div>	1	2	3	4	5	6	7	1	2	3	4			<p>At this stage the children will still be doing a lot of concrete work to complete subtraction calculations. However, there should be a move towards number tracks and grids as a visual resource.</p> <p>Resources Counters, Small Toys, Buttons, Cubes, Counters, Coins, Numicon, Number tracks, Number grids etc</p>	BM Steps 6 - 9
1	2	3	4	5	6	7																
1	2	3	4	...																		
		...																				

Stage	EXAMPLES	VOCABULARY	HOW IT WILL LOOK IN WRITTEN FORM	NOTES	Big Maths NC 2014
3	<p>Take 30 from 70.</p> <p>How many less is 7 than 18?</p> <p>8 added to a number is 18. What is the number?</p>	<p>count back (from, to), -, subtract, take away, minus, leave, how many are left/left over? one less, two less... ten less... one hundred less how many less is... than...? estimate</p>	<p>Number lines: 22 - 7</p> <p>Counting back</p>  <p>15 20 22</p> <p>Counting on (finding the difference)</p>  <p>7 10 20 22</p>	<p>Children will still use many ideas from above but should begin to move on to using simple number lines which allow the children to record their working. These should include calculations where tens boundaries need to be crossed.</p> <p>Resources Counters, Small Toys, Buttons, Cubes, Counters, Coins, Numicon, Number lines, grids etc</p>	BM Steps 10 - 15
4	<p>15 take away 8.</p> <p>63 subtract 40. 10 less than 43. 100 less than 437.</p> <p>How many less than 28 is 12?</p>	<p>-, subtract, take away, minus, leave, how many are left/left over? one less, two less... ten less... one hundred less how many less is... than...? estimate</p>	<p>Number lines (as above) Hundred square could be used to support this method of recording)</p> <p>84 - 56</p>  <p>28 34 84</p>  <p>56 60 80 84</p> <p><i>Encourage children to make estimations first using rounding ie 80 - 50 = 30 and 80 - 60 = 20; My answer will be between 20 and 30.</i></p>	<p>Children should continue to use the horizontal number line. They should be carrying out the following calculations: TU - TU, HTU - TU then HTU - HTU. These should be done first without crossing any boundaries.</p> <p>Resources Number lines Number grids Coins</p>	BM Steps 16 - 27

Stage	EXAMPLES	VOCABULARY	HOW IT WILL LOOK IN WRITTEN FORM	NOTES	Big Maths NC 2014		
5	<p>93 take away 8.</p> <p>63 subtract 46.</p> <p>Decrease 72 by 34.</p> <p>How many less than 68 is 42?</p>	<p><, less than, fewer than, smaller than, subtract, subtraction, take away, minus, decrease, leave, how many are left/left over? estimate</p>	<p>Number lines As above but larger numbers e.g. 754 - 86</p> <table border="1" data-bbox="837 435 1413 786"> <tr> <td data-bbox="837 435 1122 786"> <p>Column: Counting on</p> $\begin{array}{r} 754 \\ - 86 \\ \hline 14 \text{ (100)} \\ 600 \text{ (700)} \\ \underline{54} \text{ (754)} \\ 668 \end{array}$ </td> <td data-bbox="1122 435 1413 786"> <p>Column: Decomposition (no carrying)</p> $\begin{array}{r} 754 \\ - 233 \\ \hline 521 \\ \hline \end{array}$ </td> </tr> </table>	<p>Column: Counting on</p> $\begin{array}{r} 754 \\ - 86 \\ \hline 14 \text{ (100)} \\ 600 \text{ (700)} \\ \underline{54} \text{ (754)} \\ 668 \end{array}$	<p>Column: Decomposition (no carrying)</p> $\begin{array}{r} 754 \\ - 233 \\ \hline 521 \\ \hline \end{array}$	<p>Children should continue to use the horizontal number line - however, encourage use of visualisation of lines and grids.</p> <p>They should be carrying the following types of calculation: HTU -TU and HTU -HTU, ThHTU - HTU, THHTU - ThHTU.</p> <p>The method should be extended to decimals. The decomposition column method should be introduced towards the end of this stage where appropriate.</p> <p>Resources Number lines, Number grids, Dienes, place value cards and counters.</p>	<p>BM Steps 28 - 33</p>
<p>Column: Counting on</p> $\begin{array}{r} 754 \\ - 86 \\ \hline 14 \text{ (100)} \\ 600 \text{ (700)} \\ \underline{54} \text{ (754)} \\ 668 \end{array}$	<p>Column: Decomposition (no carrying)</p> $\begin{array}{r} 754 \\ - 233 \\ \hline 521 \\ \hline \end{array}$						

Stage	EXAMPLES	VOCABULARY	HOW IT WILL LOOK IN WRITTEN FORM	NOTES	
6	<p>750 take 255.</p> <p>3500 subtract 2050.</p> <p>How much less than 6.8 is 4.2?</p> <p>Decrease 5.2 by 1.9.</p>	<p><, less than, fewer than, smaller than, subtract, subtraction, take away, minus, decrease, leave, how many are left/left over? estimate</p>	<p>Encourage children to make estimations first using rounding and knowledge of numbers ie 6500 - 2500 = 4000 so my answer will be about 200 less than this.</p> <p>(decomposition)</p> $ \begin{array}{r} \overset{5}{\cancel{6}} \overset{3}{\cancel{4}} \overset{1}{\cancel{6}} 7 \\ - 2684 \\ \hline 3783 \end{array} $	<p>Children can use the same column methods as above but may be encouraged to the more compact method of decomposition if appropriate. Children should be working with ThHTU - ThHTU. The children should also extend these ideas to working with decimals</p> <p>Resources Dienes, place value counters.</p>	BM Steps 34 - 36
7	<p>25678 - 7967</p> <p>12462 - 2300</p> <p>How much less than 13.2 is 5.83?</p>		<p>As above but extending into decimals (including those with mixed number of decimal places) and numbers 4+ digits.</p> <p>Encourage children to make estimations first using rounding and knowledge of numbers ie 75.7 - 9.67 will be slightly more than 76 - 10 = 66 ie 66.th</p>	<p>Children encouraged to use the compact method of decomposition. Children should be working with numbers with mixed numbers of digits etc 10ThThHTU - ThHTU; TU.t - U.th.</p> <p>Resources Dienes, place value counters.</p>	BM Steps 37