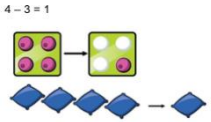
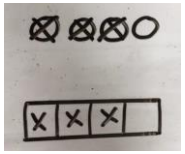
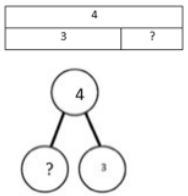
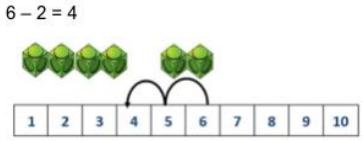
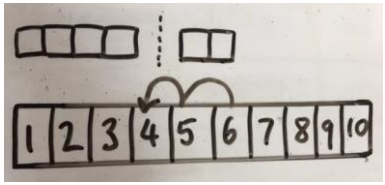
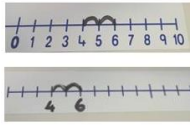
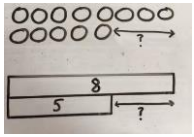
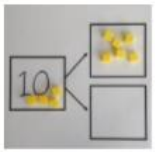
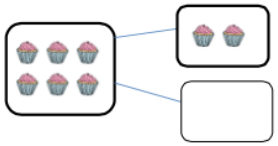
Springfield Infant School Space to Grow and Wings to Fly

Calculation Policy: Subtraction

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.			
	Concrete	**Pictorial**	**Abstract**
EYFS / Year 1 Taking away ones.	**Physically taking away and removing objects from a whole** (ten frames, Numicon, cubes and other items such as beanbags could be used). 	Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	4 - 3 = ? ? = 4 -3 
EYFS / Year 1 /Year 2 counting back	**Counting back** (using number lines or number tracks) children start with 6 and count back 2. 	Children to represent what they see pictorially. 	Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line. 
EYFS / Year 1 /Year 2 Find the difference	**Finding the difference** (using cubes, Numicon or Cuisenaire rods, other objects can also be used). Calculate the difference between 8 and 5. 	Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate. 	Find the difference between 8 and 5. 8 – 5, the difference is… Children to explore why 9 - 6 = 8 – 5 = 7 – 4 have the same difference.
EYFS / Year 1 /Year 2 Part whole model	10 - 6 Link to addition- use the part whole model to help explain the inverse between addition and subtraction. If 10 is the whole and 6 is one of the parts. What is the other part? 	Use a pictorial representation of objects to show the part whole model. 	Move to using numbers within the part whole model. 

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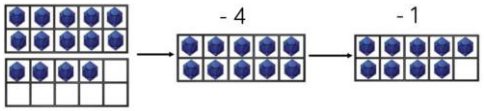
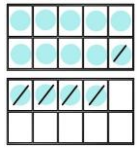
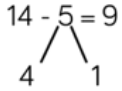
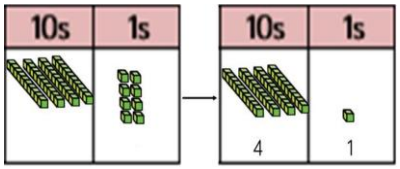
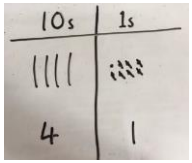
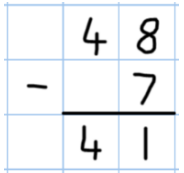
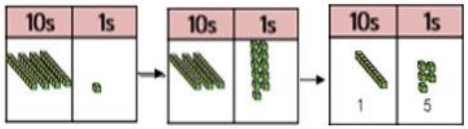
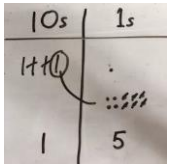
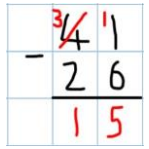
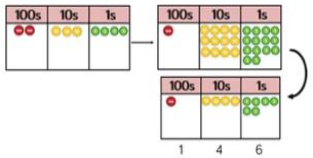
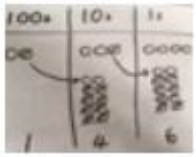
EYFS / Year 1 Make 10 using the 10 frame.	**Making 10** using ten frames. 14 – 5 	Children to present the ten frame pictorially and discuss what they did to make 10. 	Children to show how they can make 10 by partitioning the subtrahend.  14 – 4 = 10 10 – 1 = 9
Year 2 Column method - regrouping TO + O	**Column method** using base 10. 48-7 	Children to represent the base 10 pictorially. 	Column method or children could count back 7. 
Year 2 / Year 3 Column method with regrouping	**Column method** using base 10 and having to exchange. 41 – 26 	Represent the base 10 pictorially, remembering to show the exchange. 	Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because 41 = 30 + 11. 
Year 3 Column method with regrouping (up to 3 digits)	**Column method** using place value counters. 234 – 88 	Represent the place value counters pictorially; remembering to show what has been exchanged. 	Formal column method. Children must understand what has happened when they have crossed out digits.