

Lakes Primary School



Subtraction Policy

PROGRESSION THROUGH CALCULATIONS FOR SUBTRACTION

- These standards are age-related expectations and therefore we expect the majority of children to achieve them.
- New learning is likely to be taught to groups rather than the whole class to acknowledge the different learning stages of the children.
- Children should understand that subtraction is the removing or taking away one quantity from another (not necessarily the smaller number from the larger one).
- Children should understand that, unlike addition, subtraction is **not** commutative.
- Ensure that children understand the = sign means is the same as, not makes, and that children see calculations where the equals sign is in a different position, e.g. $9 - 5 = 4$ and $4 = 9 - 5$.
- Children should be encouraged to approximate before calculating and check whether their answer is reasonable.

FOUNDATION STAGE

- Emphasis on the use of appropriate mathematical vocabulary in all situations.
- Practical work, counting and use of a variety of resources, such as fingers, counting bears, tally, scrap paper, markings as appropriate to level of the child.
- Singing number songs such as Ten Green Bottles and number rhymes.
- Teacher can model recording using - and = symbols where appropriate.
- Use number tracks from beginning, moving towards number lines when appropriate as part of the transition from Reception to Year 1.



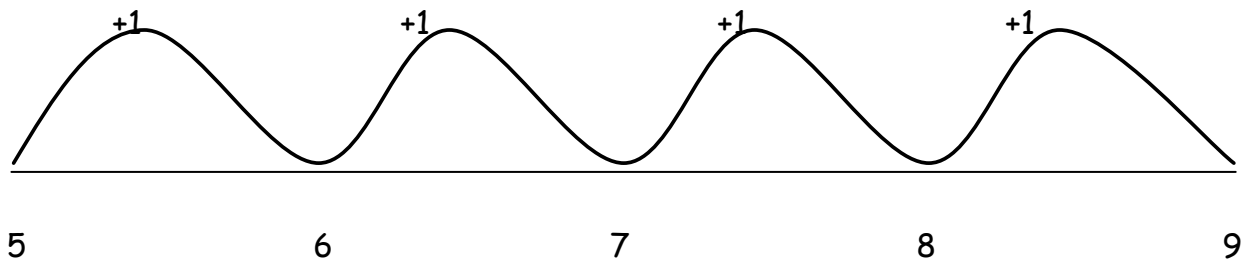
Early Learning Outcomes- Numbers

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

YEAR 1

- Emphasis on the use of appropriate practical apparatus/ situations to develop understanding of 'the difference between two numbers' and 'take away'. Children to have access to apparatus and display of vocabulary at all times.
- Use a number line to count on, as a visual method of finding the difference.
- Subtraction by counting on.
- Using number lines or tracks as appropriate to level of child's development, with aim towards majority of children using number lines by the end of Year 1.
- Use method to solve problems,
- Children should be able to subtract one-digit and two-digit numbers to 20, including zero, represent and use number bonds and related subtraction facts within 2, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

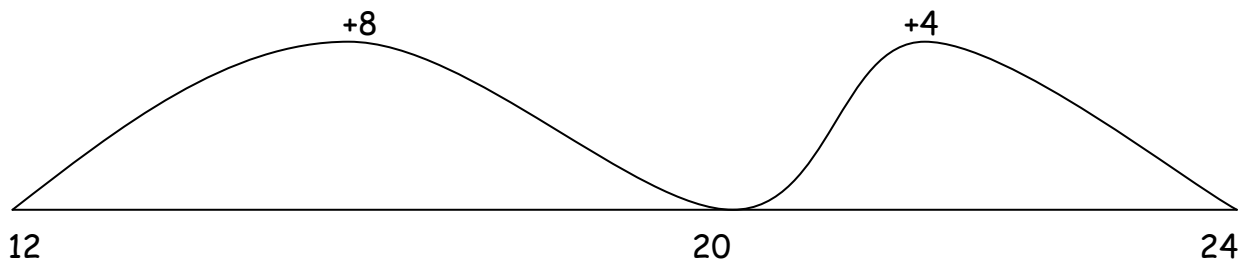
i.e. $9 - 5 = 4$



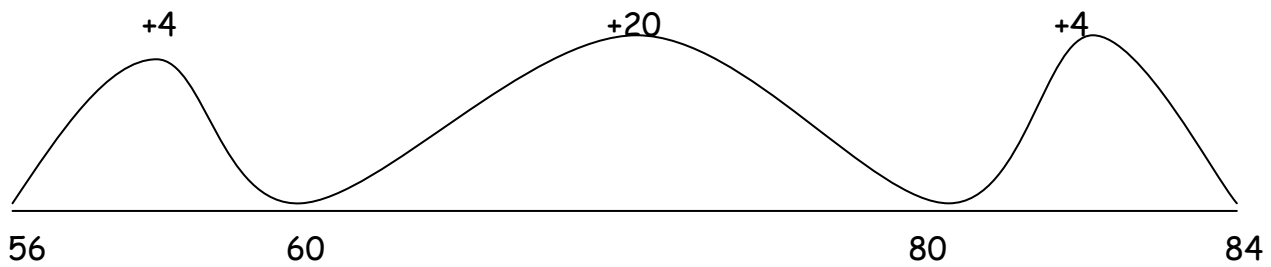
YEAR 2

- Continue to develop understanding using practical apparatus.
- No counting back
- Subtraction by counting on using a number line.
- Even in subtraction and counting on, empty number line must still move from left to right.

24-12



84-56



= 4 + 20 + 4 = a difference of 28

YEAR 3

- Teach the column method to subtract up to 3 digits, including the use of decomposition.
- Exchange method to be used to solve subtraction calculations. Numbers to be crossed out and decreased, then carried over to the next column.
- Children must be able to make links between vertical, horizontal and word calculations, i.e. $436 - 217$ as calculation, then as column subtraction.

$$\begin{array}{r} \text{H T U} \\ 4 \quad \cancel{3} \quad 16 \\ -2 \quad 1 \quad 7 \\ \hline 2 \quad 1 \quad 9 \end{array}$$

YEAR 4

- Extend the column method to subtract up to 4 digits, including the use of decomposition.

$$\begin{array}{r} \text{Th H T U} \\ 4 \quad 6 \quad \cancel{3} \quad 4 \quad 17 \\ -1 \quad 1 \quad 2 \quad 8 \\ \hline 3 \quad 5 \quad 1 \quad 9 \end{array}$$

YEAR 5

- Subtract with more than 4 digits using column subtraction and decomposition.
- Subtract decimal numbers up to 3 decimal places.

$$\begin{array}{r} \text{Th H T U} \\ 5 \quad 6 \quad \cancel{3} \quad 4 \quad 17 \\ -3 \quad 1 \quad 2 \quad 8 \\ \hline 2 \quad 5 \quad 1 \quad 9 \end{array}$$

YEAR 6

- Continue to develop an efficient method of subtraction for both larger and smaller numbers that can be applied generally.
- Teach the count on method; $7000 - 5890 =$
- Continue to use column method, including zeroes.

T _{Th}	Th	H	T	U
5	7	13	3 4	12
-3	2	5	3	5
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2	4	8	0	7
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