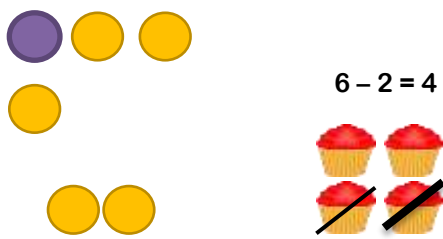
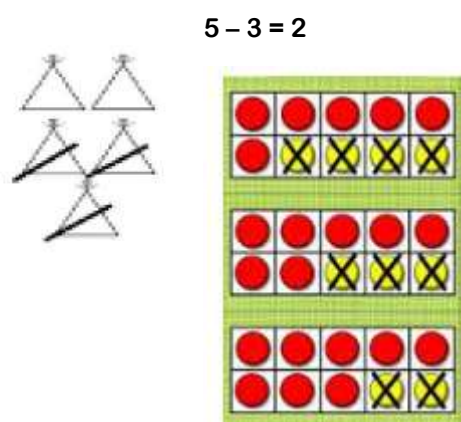

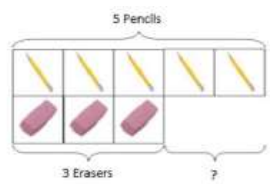
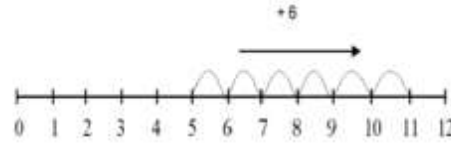
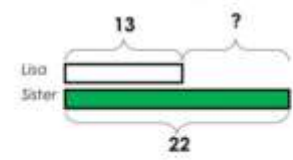




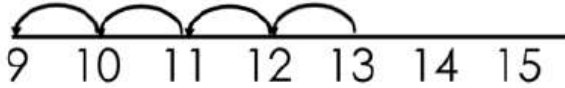
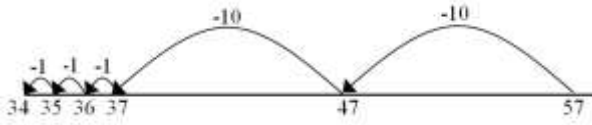
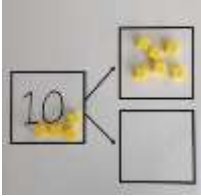
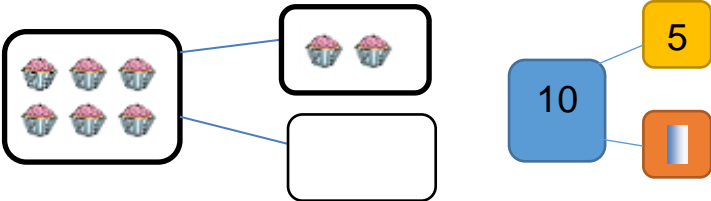
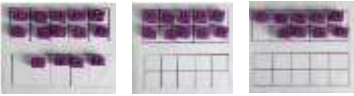
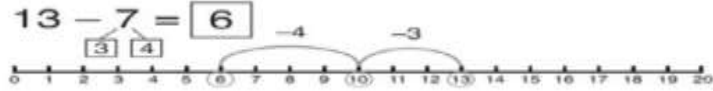


Abstract

| <p>SS Peter and Paul Subtraction policy</p> | <p>Concrete</p> | <p>Pictorial</p> | <p>Abstract</p> |
|---|---|---|--|
| <p>Stage 1 (Expectation by the end of EYFS)</p> <p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.</p> <p>Children need to be able to recall addition and subtraction facts to 20, and know all compliments to 10 and 10.</p> | <p>Use physical objects, counters, cubes, numicon, tens frames to show how objects can be taken away.</p>  | <p>Cross out drawn objects to show what has been taken away.</p> <p>$5 - 3 = 2$</p>  | <p>$8 - 3 = 5$</p> <p>$8 - 2 = 6$</p> <p>$10 - 4 = 6$</p> <p>$10 - 3 = 7$</p> <p>$10 - 8 = 2$</p> |
| <p>Stage 2 (Expectation by the end of KS1)</p> <p>Children will begin to use empty number lines to support calculations:</p> <ul style="list-style-type: none"> - What's the difference - Counting back - First counting back in tens and ones - Subtracting the tens in one jump and ones in one jump - Bridging through ten can help children become more efficient <p>Children need to be able to partition 2 and 3 digit numbers and subtract mentally a single digit number from a 2 digit number.</p> | <p>Compare amounts and objects to find the difference.</p> <p>Use cubes to build towers or make bars to find the difference</p>  <p>Use basic bar models with items to find the difference.</p>  | <p>Count on to find the difference.</p>  <p>Draw bars to find the difference between 2 numbers.</p> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p>  | <p>Hannah has 23 sandwiches, Helen has 15 sandwiches. Find the difference between the numbers of sandwiches.</p> |

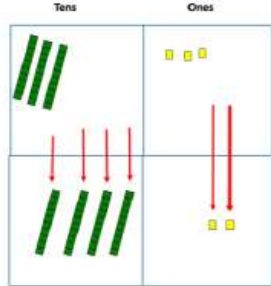
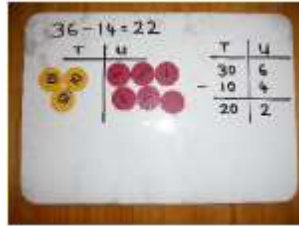

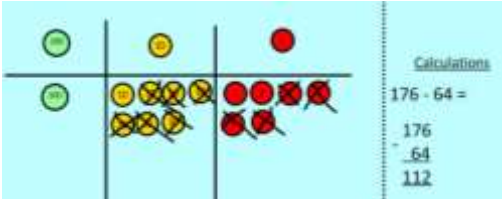
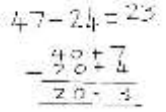


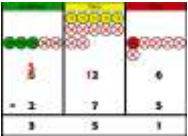
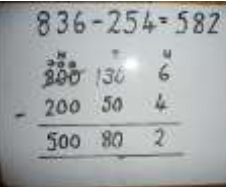


SS Peter and Paul Subtraction policy

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| | <p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>13 - 4</p> <p>Use counters and move them away from the group as you take them away counting backwards as you go.</p>  | <p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number showing the jumps on the number line.</p>  <p>This can progress all the way to counting back using two 2 digit numbers</p> | <p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p> |
| <p><i>Other stage 2 strategies</i></p> <ul style="list-style-type: none"> - Part Part Whole Model | <p>Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p>  <p>10 - 6 = ?</p> <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> | <p>Use a pictorial representation of objects to show the part part whole model.</p>  | <p>Move to using numbers within the part whole model.</p> |
| <ul style="list-style-type: none"> - Make 10 | <p>14 - 9 =</p>  <p>Make 14 on the ten frame. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9.</p> | <p>13 - 7 = 6</p>  <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.</p> | <p>16 - 8 =</p> <p>How many do we take off to reach the next 10?</p> <p>How many do we have left to take off?</p> |



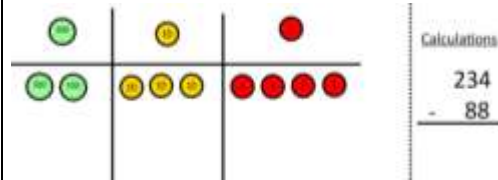
SS Peter and Paul Subtraction policy

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| | <p>Use Base 10 to make the bigger number then take the smaller number away.</p>  <p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p>  | <p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p>   | <p>This will lead to a clear written column subtraction.</p>   |
| <p>Stage 3 (Expectation by the end lower KS2)</p> <p>Children need to be able to subtract the totals mentally and partition numbers mentally.</p> | <p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p>  | <p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p> <p>When confident, children can find their own way to record the exchange/regrouping.</p>  | <p>Children can start their formal written</p>  |

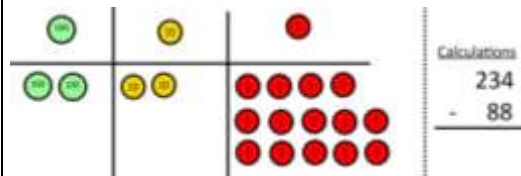


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Make the larger number with the place value counters



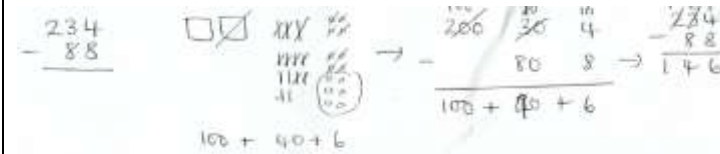
Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.



Now I can subtract my ones.

Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.

Representations to show that the child understands the method and knows when to exchange/regroup.



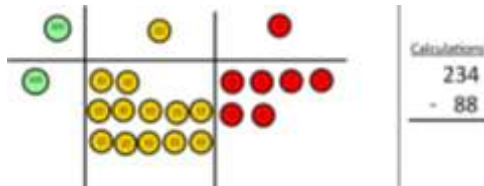
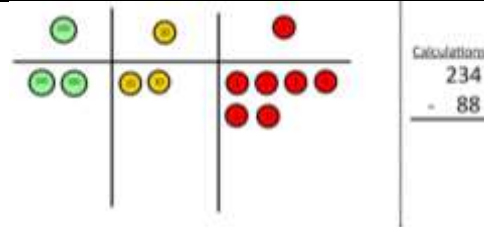
method by partitioning the number into clear place value columns.

Moving forward the children use a more compact method.

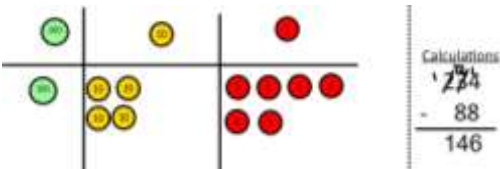




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Now I can take away eight tens and complete my subtraction



Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.



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| <p>Stage 4 (Expectation by the end of upper KS2)</p> <p>Children need to be able to add the totals mentally and partition numbers mentally.</p> | | | <p>This will lead to an understanding of subtracting any number including decimals.</p> $\begin{array}{r} 5 \quad 12 \quad 1 \\ 2 \quad 6 \quad 3 \quad . \quad 0 \\ - 2 \quad 6 \quad . \quad 5 \\ \hline 2 \quad 3 \quad 6 \quad . \quad 5 \end{array}$ |
|--|--|--|---|