Calculation Policy

Subtraction

2024

**Subtraction:**

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| **EYFS:** |  |  |  |
| **Vocabulary:** | First  Then  Now  Take away  Minus  Subtract  Part  Whole | **Manipulatives & scaffolds:** | Five and ten frames  Fingers  Numicon  Interlocking cubes  Double sided counters  Part-whole model |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| 1 less | Act out the rhyme ‘ten in the bed’ with bears.  Use a number line to show what happens each time a bear rolls out of the bed and discuss the ‘1 less’ pattern as the number decreases. | A group of red circles  Description automatically generated  There are 7.  1 less than 7 is 6.  6 is 1 less than 7. | There are \_\_\_  There are \_\_\_ altogether.  \_\_\_ is 1 less than \_\_\_  1 less than \_\_\_ is \_\_\_ |
| Take away | Use real objects to explore the concept that the quantity of a group can be changed by taking away, using the first, now, then structure.    First there were 5.  Then 2 were taken away.  Now there are 3 left. | Use stories alongside images to provide meaningful context.    First there were 6 people on the bus.  Then 2 people got off the bus.  Now there are 4 people left. | First there were \_\_\_  Then \_\_\_ were taken away  Now there are \_\_\_ left |
| How many did I take away? | Provide children with ‘first, then, now’ number stories where the ‘then’ part is missing:  There were 5 children on the bus, then we don’t know how many got off, but now there are 2 children.  Use real objects to find the missing number that was taken away. They can represent the starting number with counters on a ten frame, then remove counters until they represent the number of items there are now. Prompting children to talk about how many counters were taken away will help them understand the missing part.    We don’t know how many ducks there were to start with, then 3 swam away and now there are 7 ducks left. |  | First there were \_\_\_  Now there are \_\_\_  \_\_\_ were taken away.  I took \_\_\_ away and now there are \_\_\_. |
| **Y1** |  |  |  |
| **Vocabulary:** | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between | **Manipulatives & scaffolds:** | Double sided counters  Ten frames  Part-whole model Dienes  Bar model |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| Find a part | I have 5 counters altogether. I have 2 in one hand, how many are in the other hand?    2 + \_\_ = 5 |  | There are 9 children on a train. 5 children get off the train. How many are left? |
| Subtraction – find a part  (Introducing the subtraction symbol) | There are 8 counters in total in the bag.  How many counters are in the bag?    8  8 – 5 = 3  5 | How many ice creams do not have flakes?  There are \_\_ ice creams that do not have flakes.  6 - \_\_ = \_\_ |  |
| Fact families – the 8 facts |  | \_\_ + \_\_ = 6 6 = \_\_ + \_\_  \_\_ + \_\_ = 6 6 = \_\_ + \_\_  6 - \_\_ = \_\_ \_\_ = 6 - \_\_  6 - \_\_ = \_\_ \_\_ = 6 - \_\_ |  |
| Subtraction – take away/cross out (How many left?) | First there were 6 bears.  Then 3 of the bears were taken away.  Now there are 3 bears. |  | Tell/write a ‘first, then, now’ story to describe what is happening in the picture. |
| Subtraction – take away (How many left?) | First there were 6 bears.  Then 3 of the bears were taken away.  Now there are 3 bears.  **6 – 3 = 3** |  | 9  5  **9 – 5 = 4** |
| Subtraction on a number line | How many birds are left? |  |  |
| Subtract ones using number bonds |  | **17 – 4 =** | **19 - 3** |
| Subtraction – counting back | First there were \_\_ counters  Then \_\_ were taken away  Now there are \_\_ counters | **20 – 7 =** | **19 = 8 =** |
| Subtraction – find the difference | There are \_\_ more red counters.  \*focus on how many more there are |  | There are 11 pink pens and 7 green pens in a pot.  How many more pink pens are there than green pens? |
| **Y2** |  |  |  |
| **Vocabulary:** | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, tens boundary, cross ten | **Manipulatives & scaffolds:** | Double sided counters  Ten frames  Part-whole model  Dienes  Number lines  Bar model |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| Fact families – subtraction bonds within 20 | 18 - \_\_ = \_\_ 18 - \_\_ = \_\_ |  | \_\_ - \_\_ = \_\_ \_\_ = \_\_ - \_\_  \_\_ - \_\_ = \_\_ \_\_ = \_\_ - \_\_ |
| Subtract ones | 10 – 3 = 7 | 20 – 6 = 14 | **10 – 3 =**  **20 – 6 =** |
| Subtract across a ten | I need to subtract \_\_ to get to 10  I need to subtract \_\_ more  \_\_ less than \_\_ is | I need to subtract \_\_ to get to 10  I need to subtract \_\_ more  \_\_ less than \_\_ is | **15 – 7 =** |
| Subtract from a ten  (using knowledge of number bonds) | Build 20 in tens frames: |  | **50 – 7 =**  **90 – 9 =**  **70 – 8 =** |
| Subtract a 1-digit number from a 2-digit number (across a 10) | Build 53  \*Explore why one ten is made up on ten ones    Subtract 8  53 – 8 = 45 | Draw 53  Cross out 8 to subtract  53 – 8 =  84 – 5 =  85 – 7 = | **34 – 7 =**  **42 – 6 =**  **23 – 5 =** |
| 10 less | Build 35  Subtract 10  35 – 10 = 25 | 35 – 10 = | 35 – 10 = |
| Subtract 10s | 36 - 20 = | 36 – 20 -    53 – 20 =  53 – 40 =  53 – 50 = | 76 – 30 =  76 – 50 =  76 – 70 = |
| Subtract two 2-digit numbers (not crossing a 10) | 76 – 24 = | 76 – 24 =    How many ones do you need to subtract?  How many tens do you need to subtract?  What is the difference between 74 and 21? | Work out the difference between these numbers:  56 and 21  39 and 34  97 and 47 |
| Subtract two 2-digit numbers (across a 10) | 1. – 29 -   1.Make 49    2.Exchange one ten for ten ones    3.Now subtract 2 tens and 9 ones | 1. – 29 =   1.Make 45  2.Exchange one ten for ten ones  3. Now subtract 2 tens and 9 ones | Work out the difference between 75 and 28 |
| **Y3** |  |  |  |
| **Vocabulary:** | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, Cross ten, cross hundred, Exchange | **Manipulatives & scaffolds:** | Double sided counters  Ten frames  Part-whole model  Dienes  Bar model  Number lines  Place value charts  Place value counters |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| Subtract 1s | 243 – 2 = | 243 – 2 = | 534 – 2 = |
| Subtract 10s | 461 – 20 = | 461 – 20 = | 561 – 30 = |
| Subtract 100s | 461 – 200 = | 461 – 200 = | 461 – 300 = |
| Subtract 1s across a 10 | 253 – 8 = | 253 – 8 =    \*Explore why one ten is made up on ten ones  244 – 7 =    I need to subtract \_\_ to get to the previous multiple of ten  Then I need to subtract \_\_ more | 171 – 6 = |
| Subtract 10s across a 100 | 323 – 40 =        \*Explore why one hundred is made up ten tens | 323 – 40 =      \*Explore why one hundred is made up ten tens  920 – 50 =    I need to subtract \_\_ to get to the previous multiple of hundred  Then I need to subtract \_\_ more | 322 – 50 = |
| Subtract two numbers (no exchange) | 356 – 133 = 223 |  |  |
| Subtract two numbers (across a ten) | 65 – 28 =  Make 65 Exchange 1 10 for 10 1s  Subtract 28 |  |  |
| Subtract two numbers (across a hundred) | 435 – 273 =  Make 435 Exchange 1 100 for 10 10s  Subtract 273 |  |  |
| Subtract 2-digit from a 3-digit number | 356 - 42 |  |  |
| **Y4** |  |  |  |
| **Vocabulary:** | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, cross ten, cross hundred, exchange, thousands, decimals, decimal place, tenths | **Manipulatives & scaffolds:** | Double sided counters  Ten frames  Dienes  Place value charts  Place value counters |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| Subtract two 4-digit numbers – no exchange |  |  |  |
| Subtract two 4-digit numbers – one exchange | 4357 – 2735 =    Make 4357  Exchange one thousand for 10 100s  Subtract 2735 | 4357  -2735 |  |
| Subtract two 4-digit numbers – more than one exchange | 4357 – 3584 =    Make 4257  Exchange 1 1000 for 10 100s  And 1 100 for 10 10s  Carry out the subtraction |  |  |
| **Y5** |  |  |  |
| **Vocabulary:** | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, cross ten, cross hundred, exchange, thousands, decimals, decimal place, tenths | **Manipulatives & scaffolds:** | Dienes  Place value charts  Place value counters |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| Subtract whole numbers with more than 4 digits | When children begin to subtract larger numbers, written methods become more efficient; methods are less effective and take too much time |  |  |
| Subtract decimals across 1 | When subtracting decimals, encourage children to subtract to get to 1 first, then subtract the remaining decimal. Tens frames may help pupils to see how to do this.  1.3 – 0.7 =  I subtract 0.3 to get to one.  I can then subtract 0.4 from one. | 1.3 – 0.7 =    I subtract \_\_ to get to one.  I can then subtract \_\_ from one. | 1.3 – 0.8 = |
| Subtract decimals with the same number of decimal places | 6.35 – 4.83 =  Make 6.35  Make any exchanges needed  Carry out the subtraction |  |  |
| Subtract decimals with a different number of decimal places | 4.54 – 1.4 = |  |  |
| **Y6** |  |  |  |
| **Vocabulary:** | First, Then, Now, Take away, Minus, Subtract, Part, Whole, Less, Fewer, Difference between, Tens boundary, hundreds boundary, cross ten, cross hundred, exchange, thousands, decimals, decimal place, tenths, integers | **Manipulatives & scaffolds:** | Dienes  Place value charts  Place value counters |
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| **Small step:** | **Concrete:** | **Pictorial:** | **Abstract:** |
| Subtract integers |  |  |  |
| Subtract decimals |  |  |  |

