
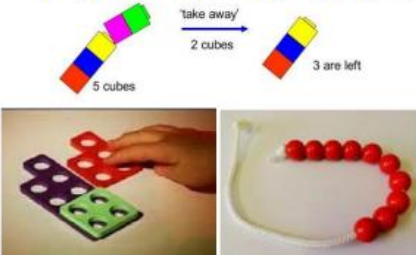
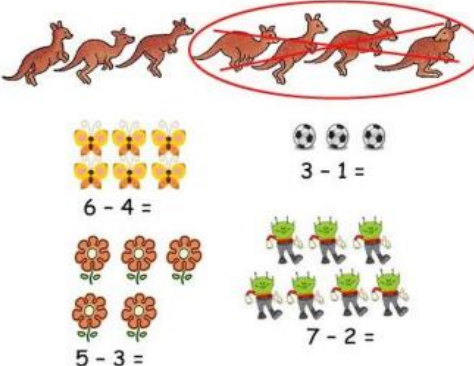
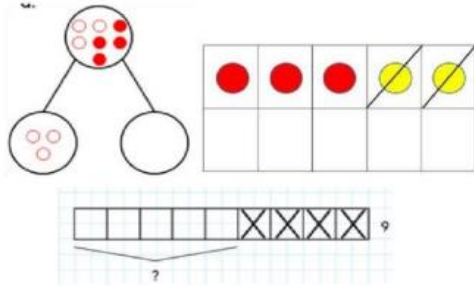
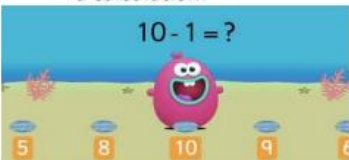
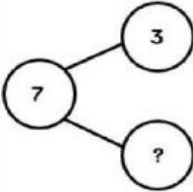

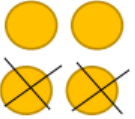

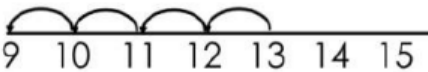
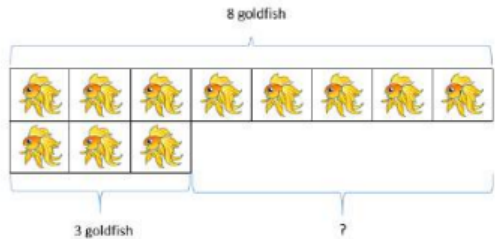
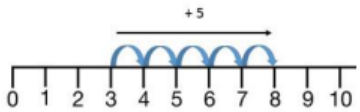
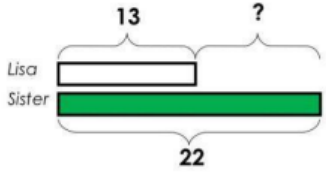


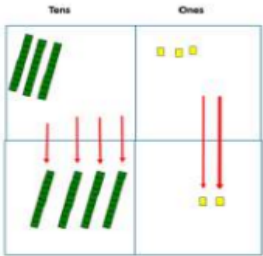
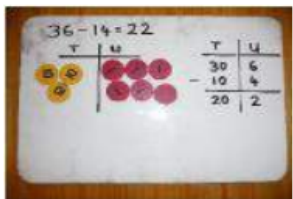
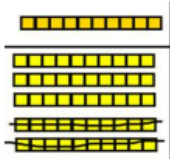
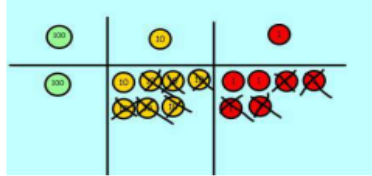
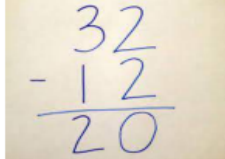
# Uphill Village Academy Calculation Guidance : Subtraction

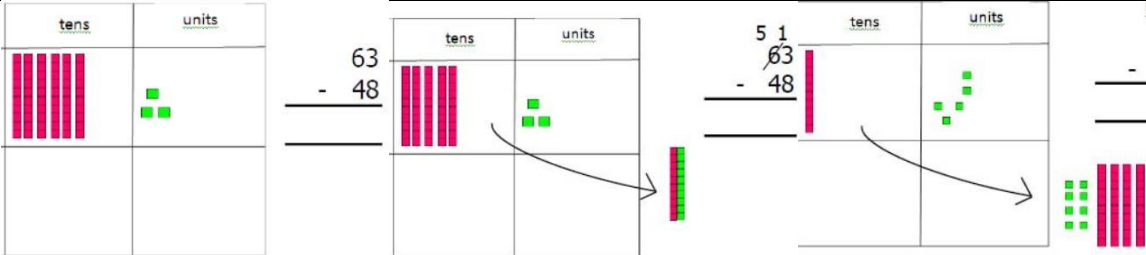
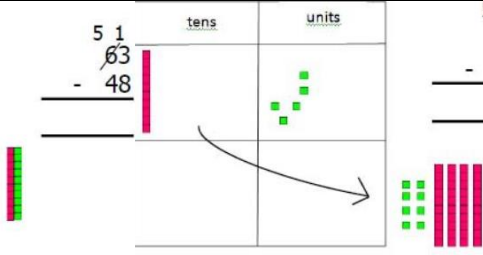
## EYFS

Objectives	Concrete	Pictorial	Abstract				
<p>Knows that a group of things change in quantity when something is taken away</p> <p>Find one less from a group of five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in subtracting.</p> <p>Using quantities and objects, they subtract two single digit numbers and count back to find the answer.</p>	<p>Use toys and general classroom resources for children to physically manipulate, group/regroup.</p>  <p>Use specific maths resources such as snap cubes, Numicon, bead strings etc.</p>  <p>Use visual supports such as ten frames, part part whole and subtraction mats, with the physical objects and resources that can be manipulated.</p>	<p>A group of pictures for children to cross out or cover quantities to support subtraction.</p>  <p>Use visual supports such as ten frames, part part whole and bar model with pictures/icons.</p> 	<p>A focus on symbols and numbers to form a calculation.</p>  <p><math>10 - 1 = ?</math></p> <p><math>10 - 6 = 4</math></p> <table border="1" data-bbox="1545 837 1836 949"> <tr> <td>3</td> <td>?</td> </tr> <tr> <td colspan="2">7</td> </tr> </table> <p><math>7 - 3 = ?</math></p>  <p>* No expectation for children to be able to record a number sentence/addition calculation.</p>	3	?	7	
3	?						
7							

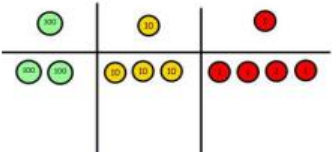
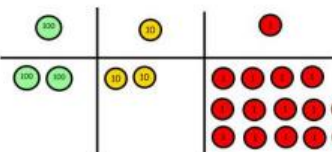
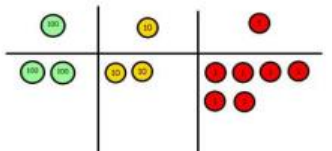
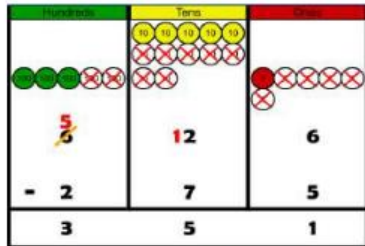

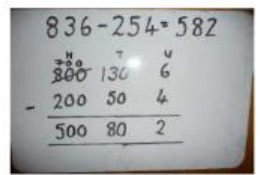
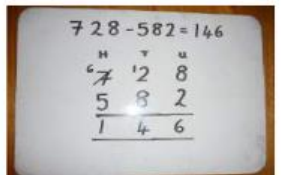
	Objective	Concrete	Pictorial	Abstract
Year 1	Taking away ones	<p>Use physical objects, counters, cubes etc. to show how objects can be taken away.</p> <p><math>4 - 2 = 2</math></p> 	<p>Cross out drawn objects to show what has been taken away.</p> <p><math>4 - 2 = 2</math></p> 	$4 - 2 = 2$
	Counting back	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p><math>13 - 4 = 9</math></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>	Put 13 in your head, count back 4. What number are you at? Use your fingers to help.
	Find the difference	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference. Use basic bar models with items to find the difference.</p>	 <p>Count on to find the difference.</p> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p> 	Hannah has 8 goldfish. Helen has 3 goldfish. Find the difference between the number of goldfish the girls have.
			Draw bars to find the difference between 2 numbers.	

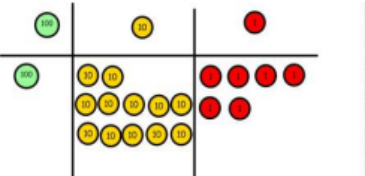
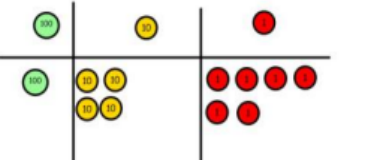
# Year 2

	Objective	Concrete	Pictorial	Abstract
Year 2	Column method without regrouping	<p><math>75 - 42 = 33</math></p>  <p>Use Base 10 to make the bigger number then take the smaller number away.</p> <p>Show how you partition numbers to subtract.</p>  <p>Again make the larger number first.</p>	 <p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p>  <p>Calculations</p> $\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$ <p>Calculations</p> $\begin{array}{r} 176 \\ - 64 \\ \hline 112 \end{array}$	<p><math>47 - 24 = 23</math></p> $\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$ <p>This will lead to a clear written column subtraction.</p> 

Year 2	Column method with regrouping (Concrete)	 <p>63 - 48 ----- 15</p>	 <p>5 1 63 - 48 ----- 15</p>	<p>5 1 63 - 48 ----- 15</p>
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# Year 3 & Above

	Objective	Concrete	Pictorial	Abstract
Year 3 onwards	Column method with regrouping	<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>Make the larger number with the place value counters</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange 1 of my tens for 10 ones.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ <p>Now I can subtract my ones.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$	 <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>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p> 	 <p>Children can start their formal written method by partitioning the number into clear place value columns.</p>  <p>Moving forward the children use a more compact method.</p> <p>This will lead to an understanding of subtracting any number including decimals.</p> $\begin{array}{r} 5 \quad 12 \quad 1 \\ 2 \quad \cancel{6} \quad \cancel{3} \quad . \quad 0 \\ - 2 \quad 6 \quad . \quad 5 \\ \hline 2 \quad 3 \quad 6 \quad . \quad 5 \end{array}$

	Objective	Concrete	Pictorial	Abstract
Year 3 up	Column method with regrouping	<p>Now look at the tens, can I take away 8 tens easily? I need to exchange 1 hundred for 10 tens.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ <p>Now I can take away 8 tens and complete my subtraction.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$ <p>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.</p>		