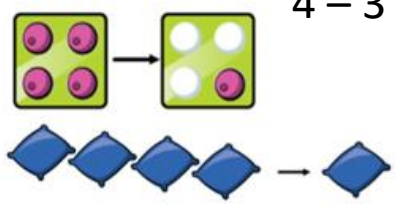
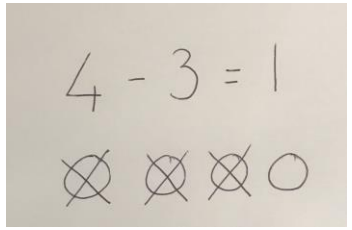
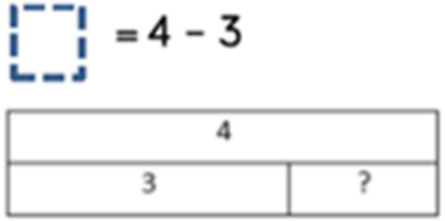
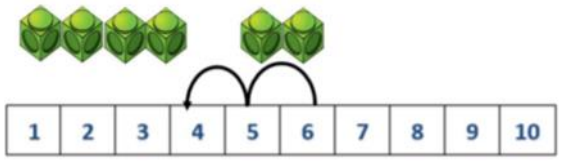
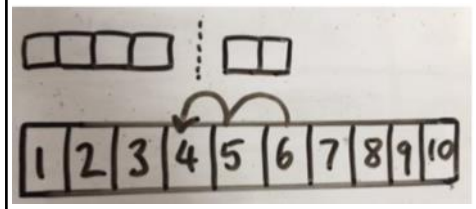
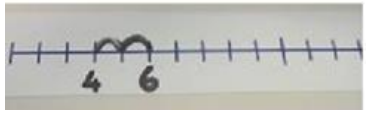
Studfall Infant Academy KS1 Subtraction Calculation Policy.

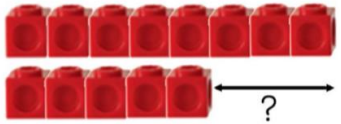
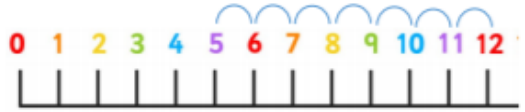
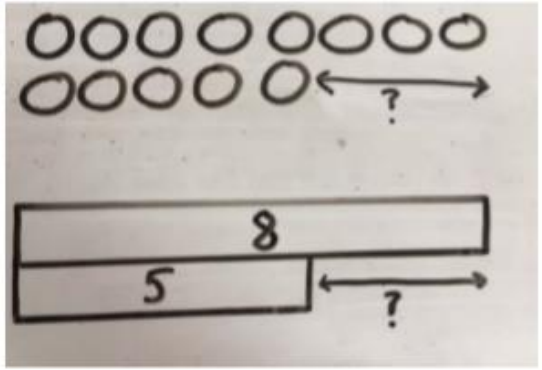
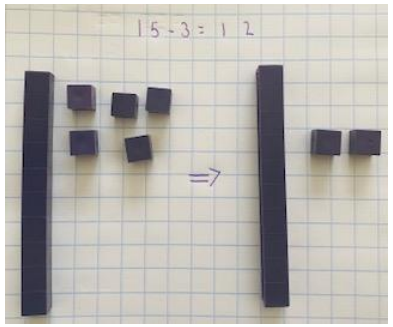
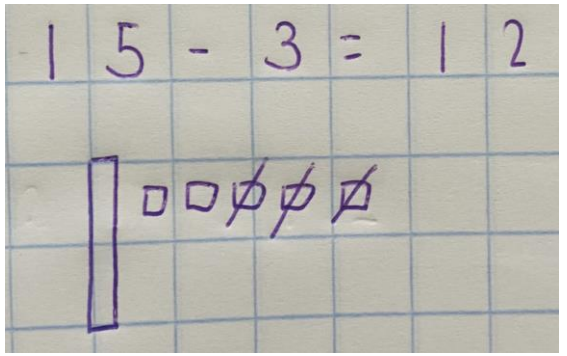
Year 1

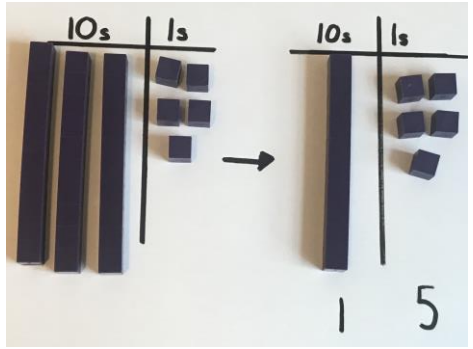
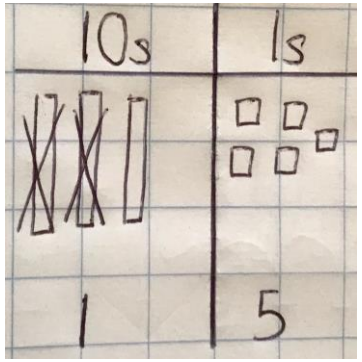
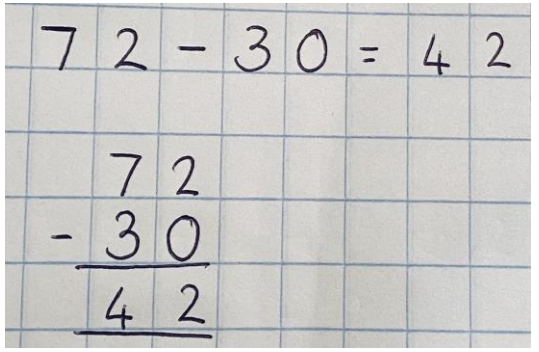
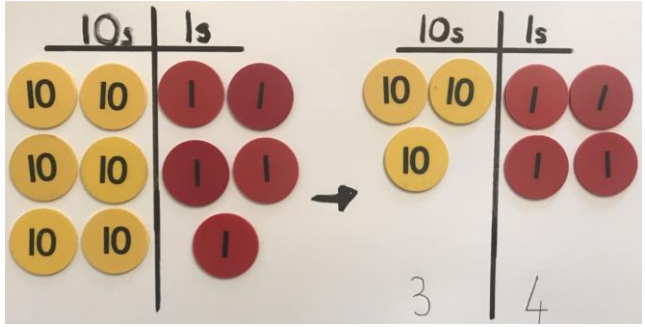
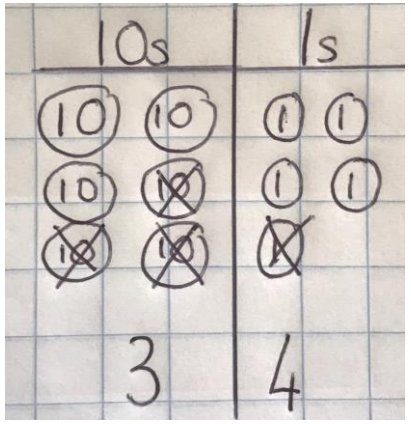
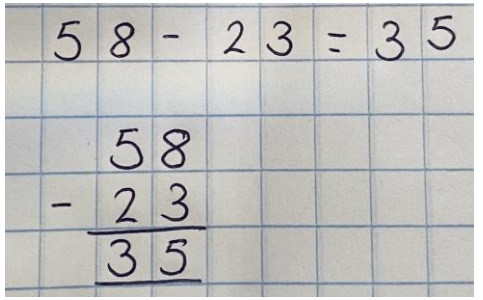
Subtraction of a one-digit and two digit numbers to 20, including zero

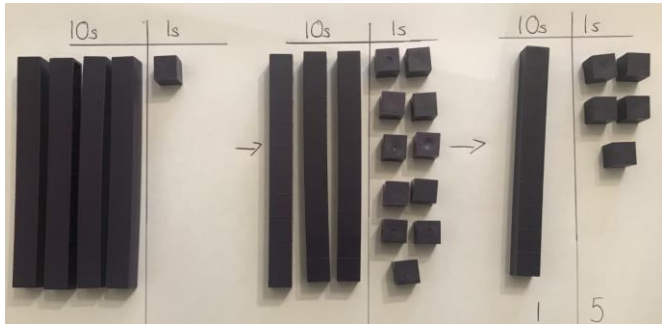
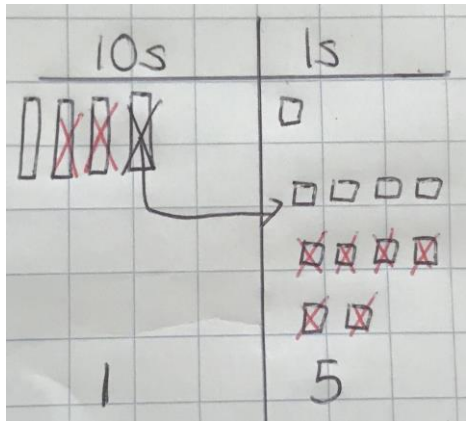
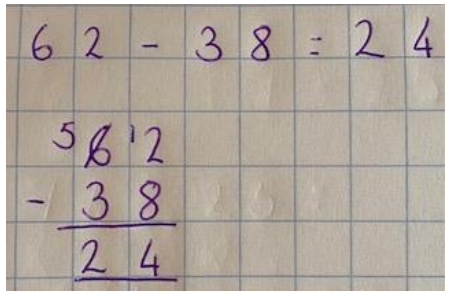
Year 2

Subtraction of two digit numbers to 100, including zero.

Skills	Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole Take away, left, less than, smaller, least, fewer.	Ten frames, Numicon, cubes and other everyday items can be used to explore physically taking away and counting how many are left. 4 – 3 = 1 	Children to draw the concrete resources then are using and cross out the correct amount. 	4 – 3= 
Counting back Count back, number line, number track	Using number line or number tracks to count back. 6 – 2 = 4 	Children to resent what they see pictorially e.g. 6 – 2 = 4 	Children to represent the calculation on a number line or track and show their jumps. Move on to an empty number track.  

Finding the difference Difference between, count on	Using practical resources, e.g. Numicon, cubes. Begin with finding the difference between single digits. Calculate the difference between 8 and 5  Children to also explore counting on a number track and number line. 12- 5= Start at 5 and count on to 12. How many jumps have you counted on?  	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 = and 7 – 4 = have the same difference.
Two digit number subtract ones Subtraction, minus, take away *Year 1 expectation Numbers to 20.	Using diene/counters etc. Place value understanding should be consistently reinforced. 15 – 3 = 12  	Children to represent the base 10 pictorially. Cross off the ones subtracted. How many tens are left? How many ones are left?  	Children to mentally count back to subtract. 17 – 5 = 12

Two digit subtract tens Subtraction, minus, take away	Using base 10/ place value counters on a place value grid. Place value understanding should be consistently reinforced. 35 – 20 = 15 	Children to draw place value grid. Draw dienes/counters to show biggest number. Cross out tens to be taken away. Count tens and units. 	Move on to formal method of solving subtraction calculations.  *Ensure children have a strong understanding of place value before using this method.
Two digit subtract tens and ones **(no exchange)** Subtraction, minus, take away, columns	Using base 10/place value counters on a place value grid. Place value understanding should be consistently reinforced. 65 – 31 = 34 	Children to draw place value grid. Draw counters/base 10 of biggest number. Cross out ones then tens of smaller number. Count remaining tens and ones. 	Move on to formal method of solving subtraction calculations.  *Children need to start with the subtracting the ones place value column to lead into the formal written method.

Two digit number subtract two digit number. **<u>Exchanging one ten for ten ones.</u>** Exchange, place value. Columns, subtraction *Year 2 expectation	Using base 10 on a place value grid. Place value understanding should be consistently reinforced. Partition the first number. Exchange one ten for ten ones. Take away ones then tens. How many ones are left? How many tens are left? 41 – 26 = 15 	Represent the base 10 pictorially, remembering to show the exchange. When exchanging circle the one ten and draw an arrow to the ones column, record the ten there by drawing ten ones. Then subtract the ones and then tens. 	Formal column methods.  * You are exchanging one ten for ten ones – make this vocabulary explicit. This should be secured from concrete stages first.