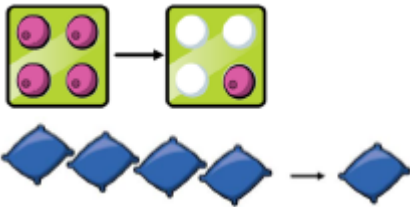
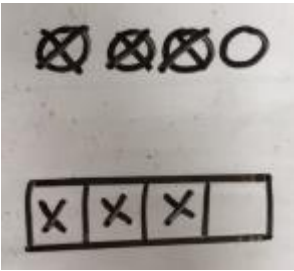
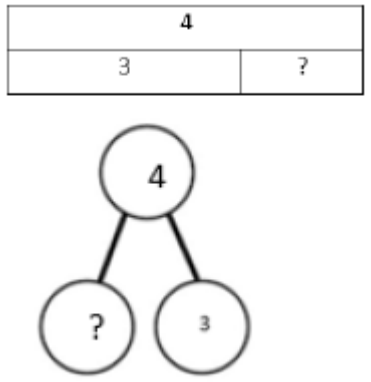
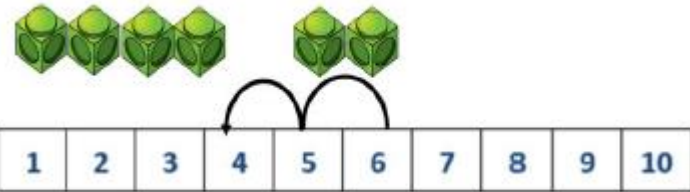
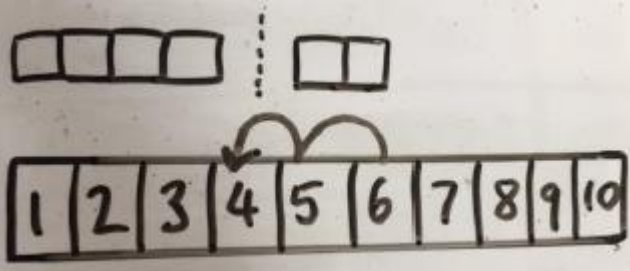
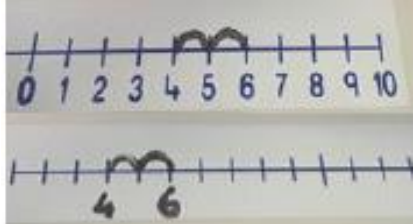
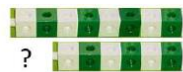


Calculation Policy: Subtraction

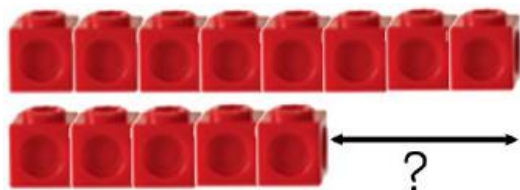
Key language: take away, less than, the difference, subtract, minus, fewer, decrease, half, halve, difference between, How many fewer? How much less?

Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole; (using various objects), rather than crossing out, children will physically remove the objects.</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p>$4 - 3 =$</p> <p>$\Delta = 4 - 3$</p> 
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line.</p> 

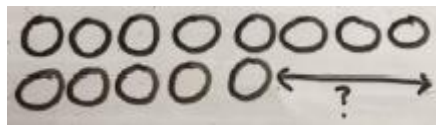
Finding the difference (using objects such as numicon, cubes, cuisenaire rods).



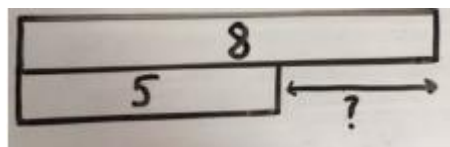
Calculate the difference between 8 and 5



Children to draw the cubes/other concrete objects which they have to illustrate what they need to calculate.



Use of the bar model.



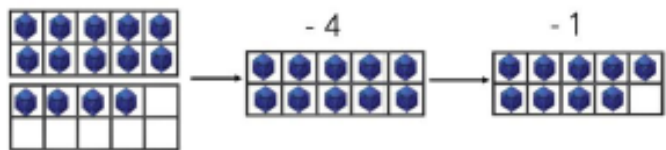
Find the difference between 8 and 5.

$8 - 5$, the difference is Δ

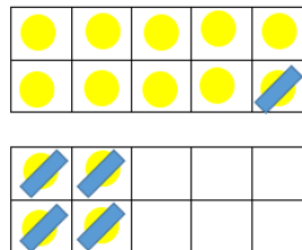
Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ has the same difference.

Making 10 using ten frames.

$14 - 5$



Children to present the ten frame pictorially and discuss what they did to make 10.



$14 - 5 = 9$, we also want the children to see related facts e.g. $15 - 9 = 4$

Children to represent how they have solved it

$$14 - 5 = 9$$

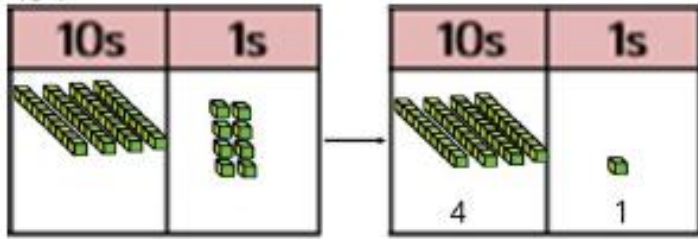
$$\begin{array}{c} 4 \quad 1 \end{array}$$

$$14 - 4 = 10$$

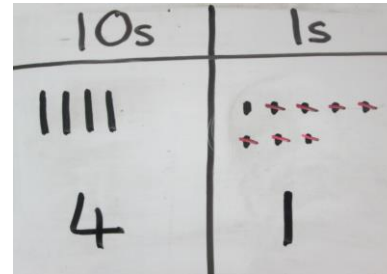
$$10 - 1 = 9$$

Column Method TO-O Using base 10, physically removing the equipment.

$48 - 7 =$

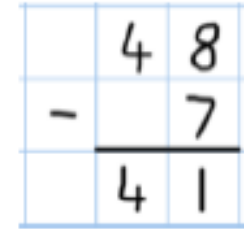


Children to represent the base 10 pictorially.



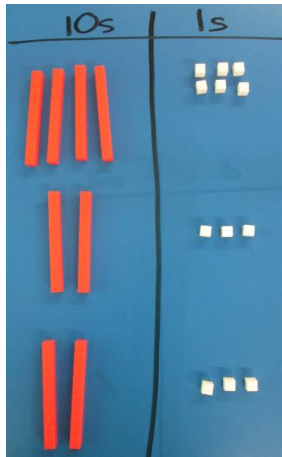
Column method or children count back 7.

$48 - 7 =$



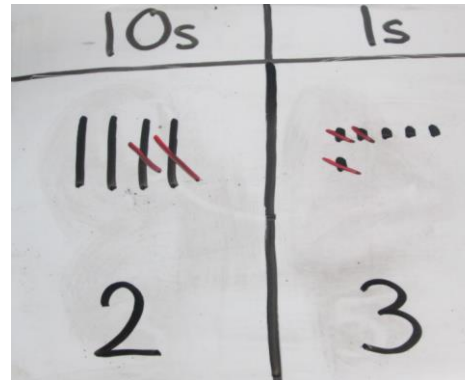
Column Method TO-TO Using base 10, physically removing the equipment.

$46 - 23 =$



Children to represent the base 10 pictorially.

$46 - 23 =$



Formal column method.

