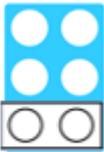
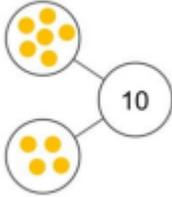
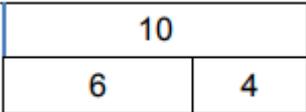


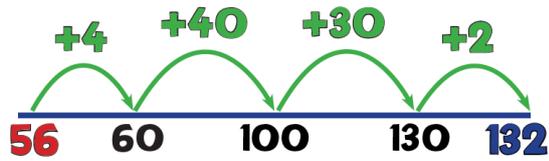
Coppice Valley Mathematics Calculation Guidelines

Progression through calculation for **subtraction**

- Children must understand that, unlike addition, subtraction is not commutative
- Ensure that children understand the = sign means is the same as/equal to, not makes and that children see calculations where the equals sign is in a different position e.g. $10 - 6 = 4$ and $4 = 10 - 6$
- Children should be encouraged to consider if a mental calculation would be appropriate before using written methods

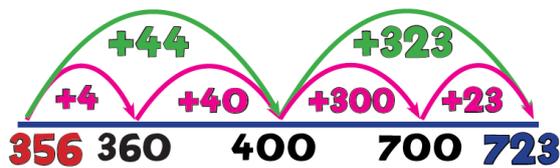
<p>Reception</p>  <p style="text-align: center;">$5 - 2 = 3$</p>  <p style="text-align: center;">$6 - 2 = 4$</p>	<p>Children should be exposed to practical calculation opportunities using a wide variety of equipment e.g. counters, cubes, role play etc.</p> <p>Children can use pictures, dots, objects to help them subtract. Numicon can also be a useful model to use here.</p> <p>Children are to subtract one digit numbers from 10, including zero.</p>
<p>Year 1</p>  	<p>Year 1 will focus predominantly on number bonds to 10 and 20.</p> <p>Numicon and dienes will be used to find the number pairs to make 10 and 20</p> <p>Subtraction will be taught alongside addition and children will begin to understand the concept of the inverse.</p>
<p>Year 2</p>  <p style="text-align: center;">87 - 23 = 64</p>	<p>Children will understand that subtraction is 'finding the difference'.</p> <p>They will count up using a number line in tens and ones.</p>

Year 3



$$132 - 56 = 76$$

Children will work towards subtracting three digit numbers



$$723 - 356 = 367$$

Children will consolidate and extend learning from year 2 using the number line for subtraction.

Children will extend their jumps further thinking about what they know already.

Year 4

Th H T U

$$\begin{array}{r} \cancel{7}8 \quad 12 \quad \cancel{2} \quad 16 \\ - \quad 3 \quad 6 \quad 1 \quad 8 \\ \hline 4 \quad 6 \quad 0 \quad 8 \\ \hline \end{array}$$

Children will subtract numbers with up to 4 digits using the formal written methods of column subtraction where appropriate.

Subtract whole numbers with more than 4 digits using column subtraction.

Year 5

TTh Th H T U

$$\begin{array}{r} \cancel{3}4 \quad 11 \quad 7 \quad \cancel{8}9 \quad 15 \\ - \quad 2 \quad 3 \quad 6 \quad 8 \quad 7 \\ \hline 1 \quad 8 \quad 1 \quad 0 \quad 8 \\ \hline \end{array}$$

Children will subtract numbers with more than 4 digits using the formal written methods of column subtraction where appropriate.

Year 6

	³ 4	¹ 3	7	⁵ 6	¹ 2
-		9	3	5	4
	<hr/>				
	3	4	4	0	8
	<hr/>				

	¹ 2	¹ 5	5	.	⁶ 7	¹ 0
-		8	2	.	3	4
	<hr/>					
	1	7	3	.	3	6
	<hr/>					

Children are expected to continue to practise and use the formal written method of subtraction for larger numbers and decimals, and use these methods when solving problems, where appropriate.