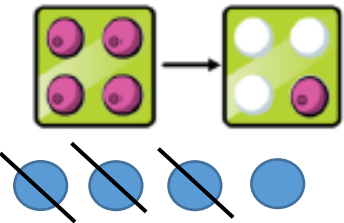
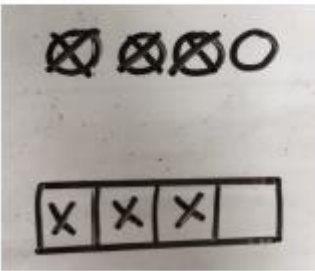
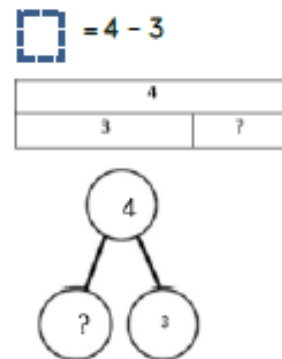

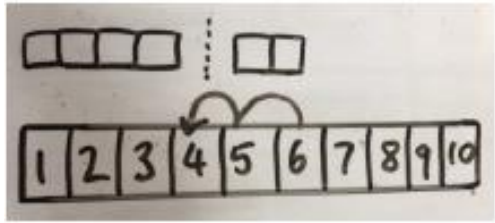
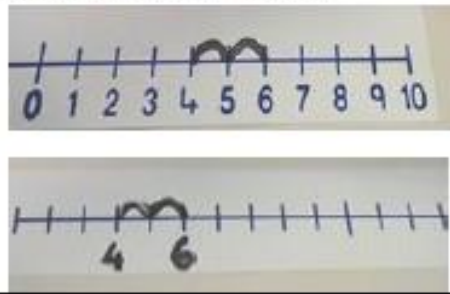


# Calculations Policy: Subtraction

Key Language: take away, less than, the difference, subtract, minus, fewer, decrease

Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p><math>4 - 3 = 1</math></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><math>4 - 3 =</math></p> <p></p>
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p><math>6 - 2 = 4</math></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> 

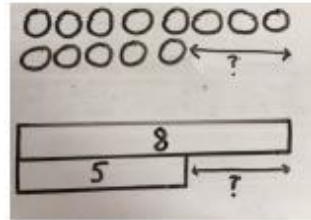
# Calculations Policy: Subtraction

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



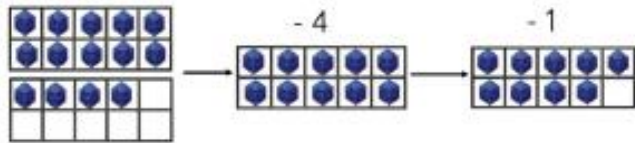
Find the difference between 8 and 5.

8 - 5, the difference is

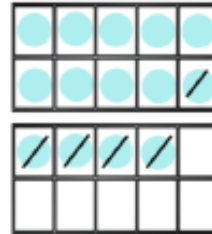
Children to explore why  
 $9 - 6 = 8 - 5 = 7 - 4$  have the same difference.

Making 10 using ten frames.

14 - 5

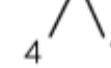


Children to present the ten frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

$$14 - 5 = 9$$



$$14 - 4 = 10$$

$$10 - 1 = 9$$

Conceptual Variation; different ways to ask children to solve