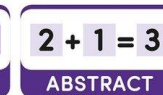




The Oaks CE Learning Federation  
Calculation Policy

**Subtraction** Progression - Using a CPA Approach



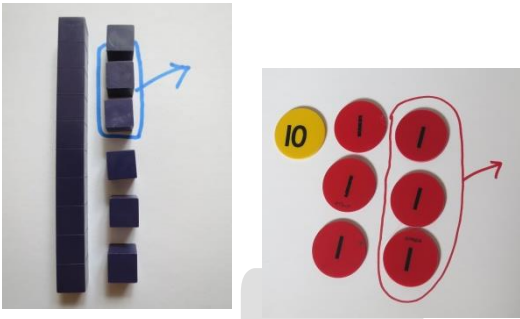

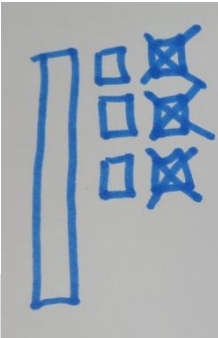

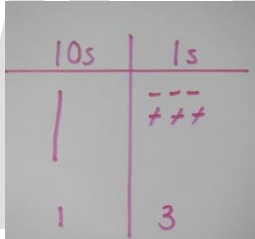
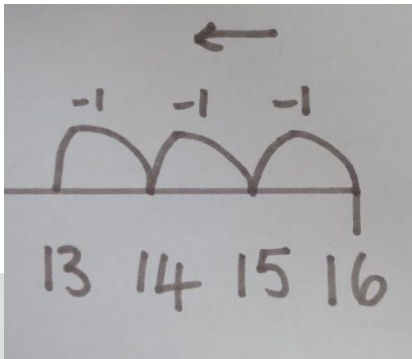
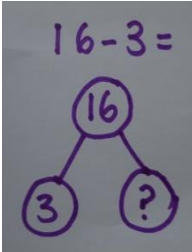
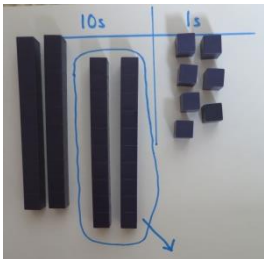
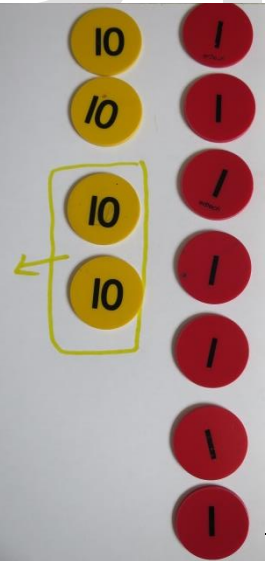
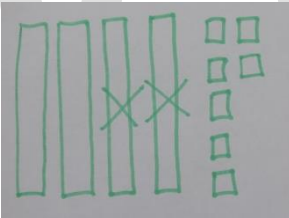

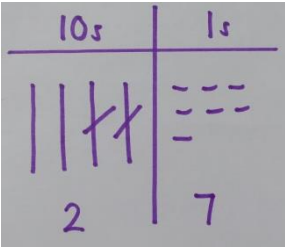
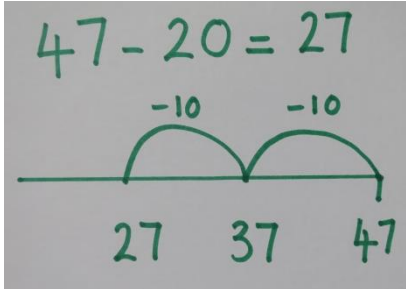
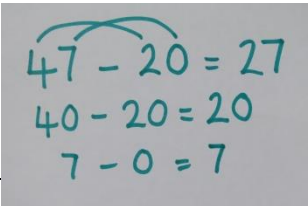
Development Matters	National Curriculum	
EYFS	Year 1	Year 2
<p>40-60+m</p> <ul style="list-style-type: none"> <li>• Finds one more <b>or less</b> from a group of 5 objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and <b>subtracting</b></li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Says which number is one more or <b>one less</b> than a given number</li> <li>• Using quantities and objects, they add and <b>subtract</b> two single digit numbers and count on or <b>back</b> to find the answer.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Given a number, identify one more and <b>one less</b></li> <li>• Read, write and interpret mathematical statements involving addition (+), <b>subtraction (-)</b> and equals (=) signs</li> <li>• Represent and use number bonds and related <b>subtraction facts</b> within 20</li> <li>• Add and <b>subtract</b> one-digit and two-digit numbers to 20, including zero</li> <li>• Solve one-step problems that involve addition and <b>subtraction</b>, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Solve problems with addition and <b>subtraction</b>: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Applying their increasing knowledge of mental and written methods</li> <li>• Recall and use addition and <b>subtraction facts</b> to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and <b>subtract</b> numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers</li> <li>• Show that addition of two numbers can be done in any order (commutative) and <b>subtraction</b> of one number from another cannot</li> <li>• Recognise and use the inverse relationship between addition and <b>subtraction</b> and use this to check calculations and solve missing number problems.</li> </ul>

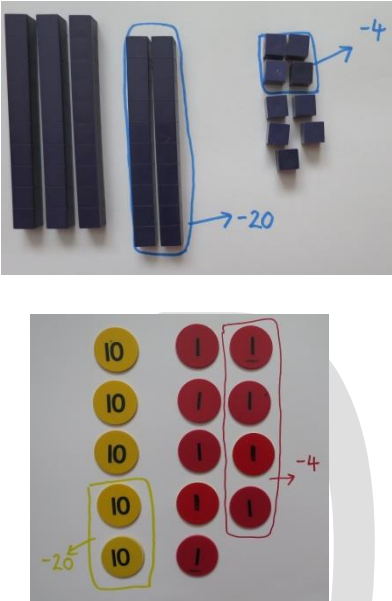
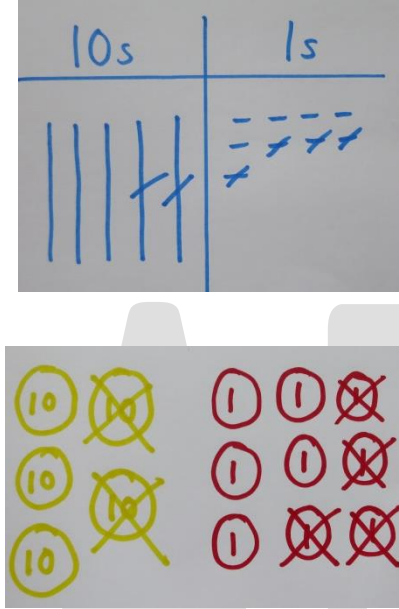
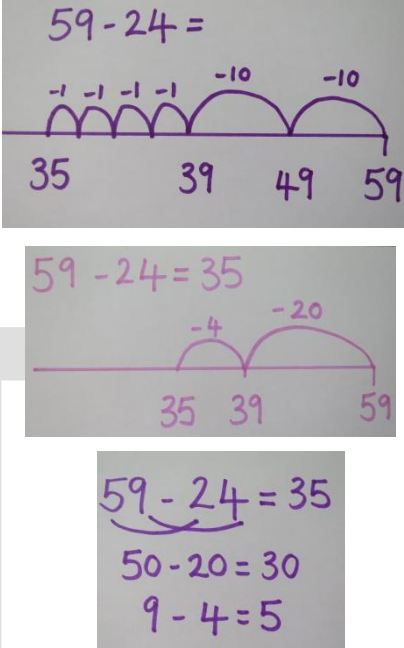
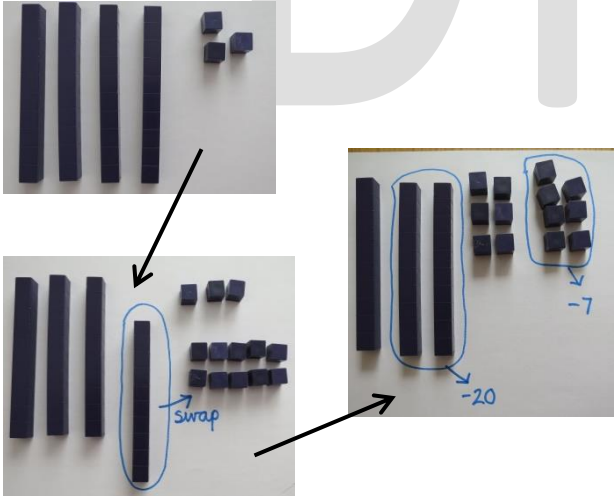
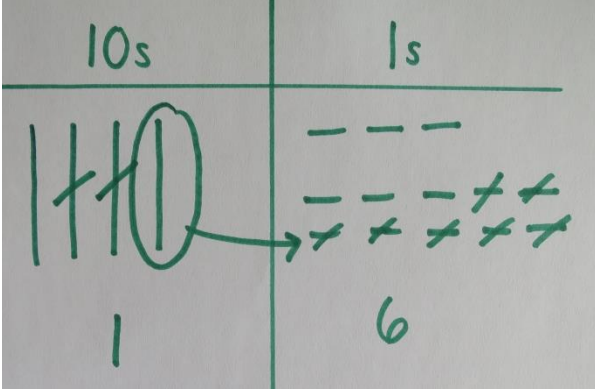
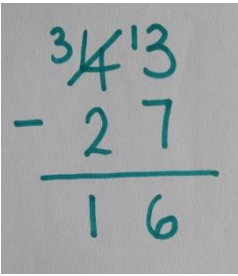
**Key Language:** take away, less than, the difference, minus, fewer, decrease

**Key Apparatus:** Numicon, cubes, objects, counters, coins, bead strings, tens frames, number tracks, number lines, part-part whole diagrams, bar model diagrams

	Concrete	Pictorial (Mostly applicable to EYFS / Y1)	Abstract
<p>Step 1- Physically taking away and removing objects from a whole</p> <p><math>5 - 2 = 3</math></p> <p>Moving towards more abstract ways of removing parts from the whole</p>			

	Concrete	Pictorial	Abstract
<p>Step 2- Counting back</p> <p><math>9 - 3 = 6</math></p>	 	 	 
<p>Step 3- Finding the difference</p> <p>Find the difference between 8 and 5.</p>	  	 	

	Concrete	Pictorial (Mostly applicable to Y2)	Abstract
<p><b>Step 4-</b> Subtracting a 2- digit number and ones.</p> <p><b>16 - 3 = 13</b></p>	 	  	 
<p><b>Step 5-</b> Subtracting a 2-digit number and tens</p> <p><b>47 - 20 = 27</b></p>	 	  	 

	Concrete	Pictorial	Abstract
<p>Step 6- Subtracting two, 2-digit numbers. (no exchanging)</p> <p><math>59 - 24 = 35</math></p>			
<p>Step 7- Subtracting two, 2-digit numbers – having to exchange</p> <p><math>43 - 27 = 16</math></p>			

DRAFT