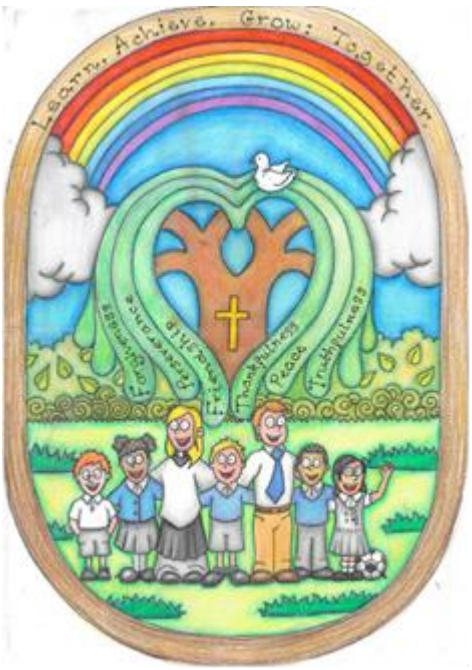
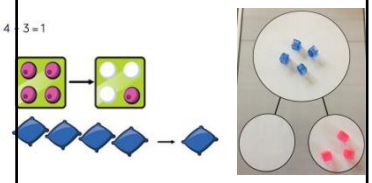
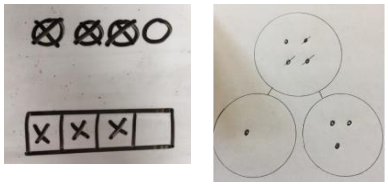
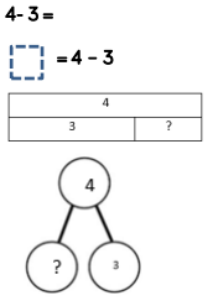
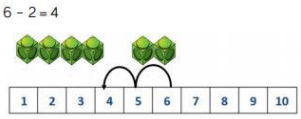
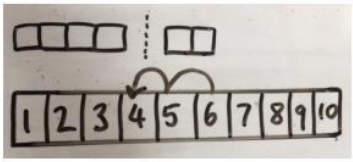
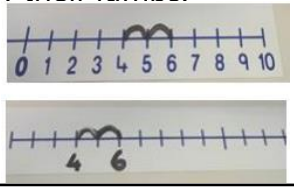
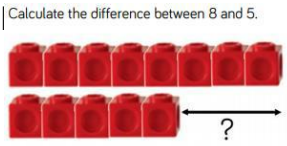
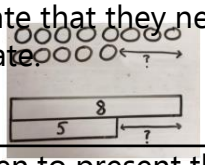
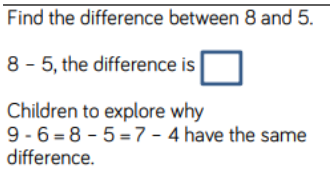
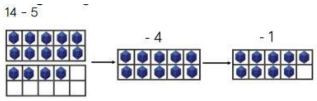
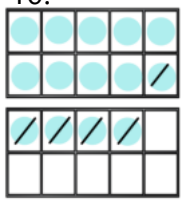
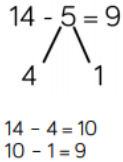
St Nicholas C.E Primary School



Calculation Progression Policy

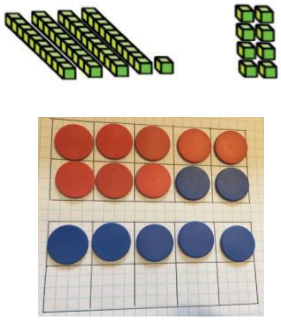
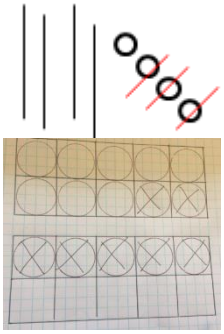
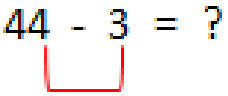
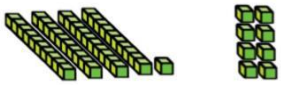
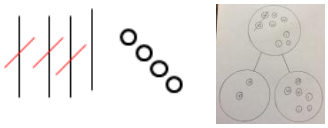
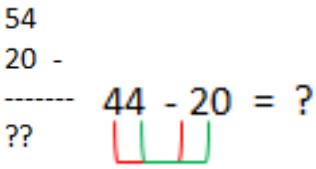
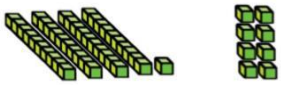
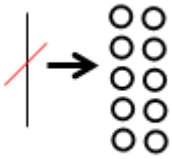
Subtraction

ST NICHOLAS C.E. PRIMARY SCHOOL
SUBTRACTION- YEAR ONE

Objective	Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole.	Tens frame, Numicon, cube and other items such as bean bags could be used. 	Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	
Counting back	Using number lines or number tracks – children start with 6 and count back 2 	Children to represent what they see pictorially 	Children to represent the calculation on a number line or number track and show their jumps. 
Finding the difference.	Using cubes, Numicon or Cuisinaire rods, other objects can also 	Children to draw the cubes/ other concrete objects which they have used or the bar model to illustrate that they need to calculate. 	
Making 10	Using ten frames 	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. 

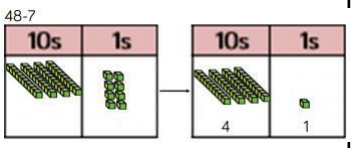
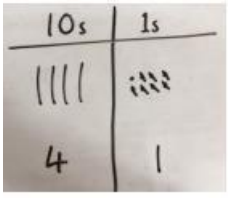
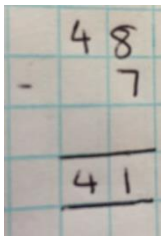
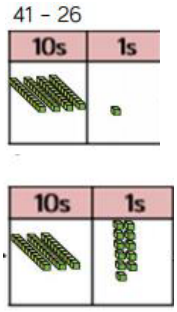
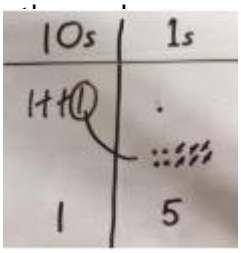
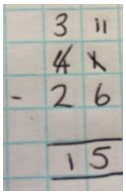
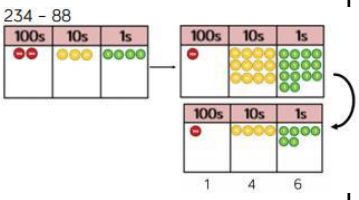
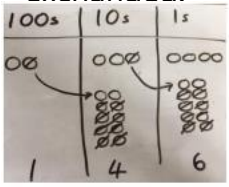
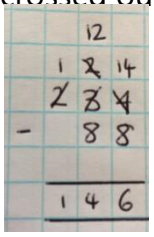
Vocabulary	Stem Sentences
Take away minus less than the difference subtract fewer decrease	The whole is_____ so _____ is a part and _____ is a part (The whole is 10 so 6 is a part and 4 is a part) ____ is a part and ____ is a part so ____ is a whole (7 is a part and 3 is a part so 10 is the whole) The difference between ___ and ___ is ___ (The difference between 12 and 4 is 8).

ST NICHOLAS C.E. PRIMARY SCHOOL
SUBTRACTION- YEAR TWO

Objective	Concrete	Pictorial	Abstract
2-digit – 1s	Use concrete resources 	Represent the resources 	Use number fact knowledge, join the ones (smiles), number line 
2-digit – 10s	Place value counters/dienes  	Represent resources using lines for tens and circles for ones 	Answer a question by using partitioning or column subtraction 
Two digit number subtract a two digit number	Use manipulatives To understand exchanging→ 1 ten exchanges for ten ones. (swap shop) 	Represent resources by crossing out and exchanging place value 	

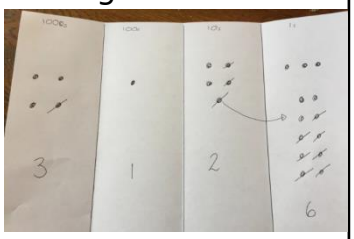
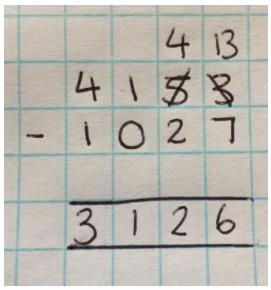
Vocabulary	Stem Sentences
Take away minus less than the difference subtract fewer decrease **partitioning** **tens ones place value**	The whole is____ so ____ is a part and ____ is a part (The whole is 10 so 6 is a part and 4 is a part) ____ is a part and ____ is a part so ____ is a whole (7 is a part and 3 is a part so 10 is the whole) The difference between ___ and ___ is ___ (The difference between 12 and 4 is 8).

ST NICHOLAS C.E. PRIMARY SCHOOL
SUBTRACTION- YEAR THREE

Objective	Concrete	Pictorial	Abstract
Column method TO - O	Using dienes 	Children to represent the base 10 pictorially. 	Column method or children could count back 7. 
Column method TO - TO	Using base 10 and having to exchange 	Represent the base 10 pictorially, remembering to show 	Formal column method. Ch'n know that when they have exchanged the 10 they still have 41 because 41 = 30 +11 
Column method HTO - TO	Using place value counters. 	Represent the place value counters pictorially; remembering to show what has been exchanged. 	Formal column method. Children must understand what has happened when they have crossed out digits. 

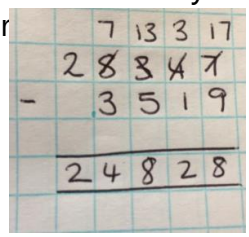
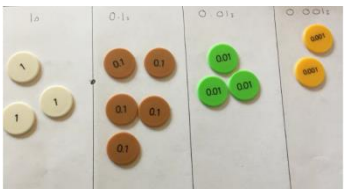
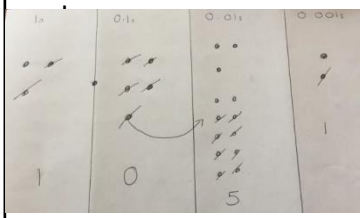
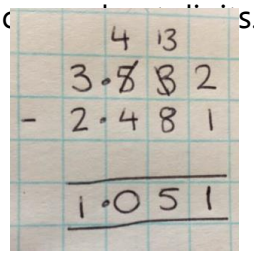
Vocabulary	Stem Sentences
Take away minus less than the difference subtract fewer decrease partitioning tens ones place value **column exchange**	The whole is_____ so _____ is a part and _____ is a part (The whole is 10 so 6 is a part and 4 is a part) ____ is a part and ____ is a part so ____ is a whole (7 is a part and 3 is a part so 10 is the whole) The difference between ___ and ___ is ___ (The difference between 12 and 4 is 8)

ST NICHOLAS C.E. PRIMARY SCHOOL
SUBTRACTION- YEAR FOUR

Objective	Concrete	Pictorial	Abstract
Column method 4-digit – up to 4-digit	Using place value counters  .	Represent the place value counters pictorially; remembering to show what has been exchanged. 	Formal column method. Children must understand what has happened when they have crossed out digits. 

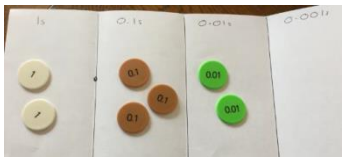
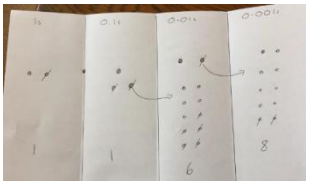
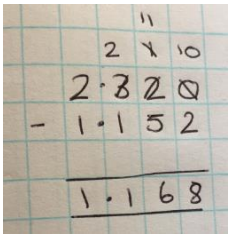
Vocabulary	Stem Sentences
Take away minus less than the difference subtract fewer decrease partitioning tens ones place value column exchange **thousands**	The whole is_____ so _____ is a part and _____ is a part (The whole is 10 so 6 is a part and 4 is a part) ____ is a part and ____ is a part so ____ is a whole (7 is a part and 3 is a part so 10 is the whole) The difference between ___ and ___ is ___ (The difference between 12 and 4 is 8)

ST NICHOLAS C.E. PRIMARY SCHOOL
SUBTRACTION- YEAR FIVE

Objective	Concrete	Pictorial	Abstract
Column method - integers	.		Formal column method. Children must understand what has happened when they have cr 
Column method – decimals (same number up to 3 d.p)	Using place value counters 	Children to represent the counters in a place value chart, circling when they make an 	Formal column method. Children must understand what has happened when they have c s. 

Vocabulary	Stem Sentences
Take away minus less than the difference subtract fewer decrease partitioning tens ones place value column exchange thousands **decimal tenths hundredths thousandths**	The whole is_____ so _____ is a part and _____ is a part (The whole is 10 so 6 is a part and 4 is a part) ____ is a part and ____ is a part so ____ is a whole (7 is a part and 3 is a part so 10 is the whole) The difference between ___ and ___ is ___ (The difference between 12 and 4 is 8)

ST NICHOLAS C.E. PRIMARY SCHOOL
SUBTRACTION- YEAR SIX

Objective	Concrete	Pictorial	Abstract
Column method – decimals (different number up to 3 d.p)	Use place value counters 	Children to represent the counters in a place value chart, circling when they make an exchange. 	Formal column method. Children must understand what has happened when they have crossed out digits. 
Vocabulary		Stem Sentences	
Take away minus less than the difference subtract fewer decrease partitioning tens ones place value column exchange thousands decimal tenths hundredths thousandths		The whole is_____ so _____ is a part and _____ is a part (The whole is 10 so 6 is a part and 4 is a part) ____ is a part and ____ is a part so ____ is a whole (7 is a part and 3 is a part so 10 is the whole) The difference between ___ and ___ is ___ (The difference between 12 and 4 is 8)	