PROGRESSION THROUGH CALCULATIONS FOR SUBTRACTION

MENTAL CALCULATIONS

These are a **selection** of mental calculation strategies:

Mental recall of addition and subtraction facts

10 – 6 = 4   17 - ☐ = 11

20 - 17 = 3   10 - ☐ = 2

Find a small difference by counting up

82 – 79 = 3

Counting on or back in repeated steps of 1, 10, 100, 1000

86 - 52 = 34 (by counting back in tens and then in ones)

460 - 300 = 160 (by counting back in hundreds)

Subtract the nearest multiple of 10, 100 and 1000 and adjust

24 - 19 = 24 - 20 + 1 = 5

458 - 71 = 458 - 70 - 1 = 387

Use the relationship between addition and subtraction

36 + 19 = 55   19 + 36 = 55

55 – 19 = 36   55 – 36 = 19

MANY MENTAL CALCULATION STRATEGIES WILL CONTINUE TO BE USED. THEY ARE NOT REPLACED BY WRITTEN METHODS.

THE FOLLOWING ARE STANDARDS THAT WE EXPECT THE MAJORITY OF CHILDREN TO ACHIEVE.
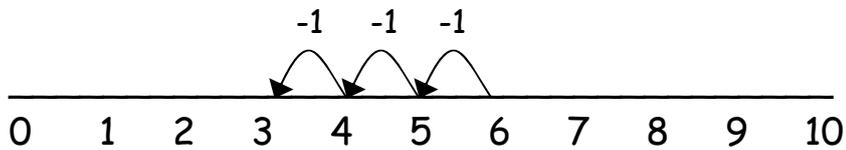
YR and Y1

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.
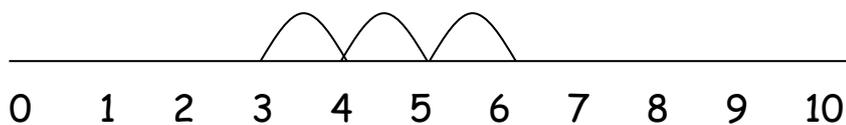

They use numberlines and practical resources to support calculation. Teachers *demonstrate* the use of the numberline.
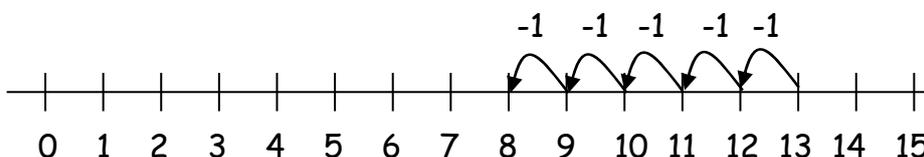
6 – 3 = 3

The numberline should also be used to show that 6 - 3 means the 'difference between 6 and 3' or 'the difference between 3 and 6' and how many jumps they are apart.
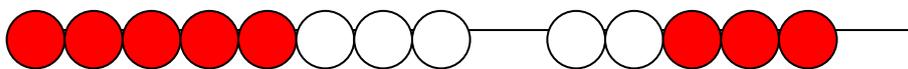

Children then begin to use numbered lines to support their own calculations - using a numbered line to count back in ones.

13 – 5 = 8

Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 3 then counting back 2.
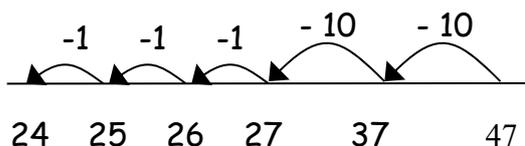
13 – 5 = 8

Y2

Children will begin to use empty number lines to support calculations.
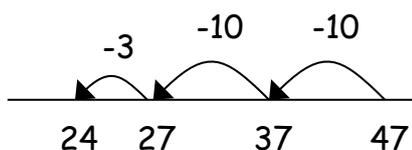
Counting back

✓ First counting back in tens and ones.
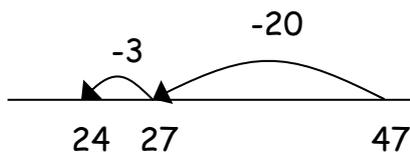
47 – 23 = 24

24   25   26   27   37   47

✓ Then helping children to become more efficient by subtracting the units in one jump (by using the known fact 7 – 3 = 4).

47 – 23 = 24

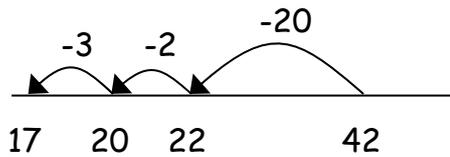24   27   37   47

✓ Subtracting the tens in one jump and the units in one jump.

47 – 23 = 24

24   27   47

✓   Bridging through ten can help children become more efficient.

42 – 25 = 17
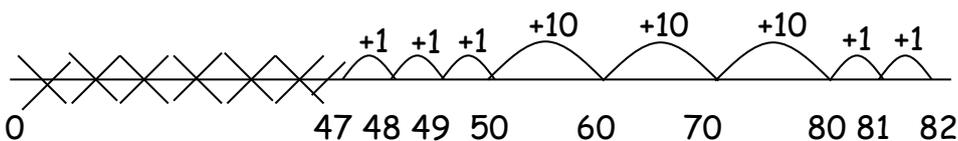

Counting on

If the numbers involved in the calculation are close together or near to multiples of 10, 100 etc, it can be more efficient to count on.

Count up from 47 to 82 in jumps of 10 and jumps of 1.

The number line should still show 0 so children can cross out the section from 0 to the smallest number. They then associate this method with 'taking away'.

 82 - 47

 Help children to become more efficient with counting on by:

✓   Subtracting the units in one jump;
✓   Subtracting the tens in one jump and the units in one jump;
✓   Bridging through ten.

<u>Y3</u>

Children will continue to use empty number lines with increasingly large numbers.

Children will begin to use informal pencil and paper methods (jottings) to support, record and explain partial mental methods building on existing mental strategies.

Partitioning and decomposition

This process should be demonstrated using arrow cards to show the partitioning and base 10 materials to show the decomposition of the number.

Page 11

NOTE When solving the calculation 89 – 57, children should know that 57 **does NOT EXIST AS AN AMOUNT** it is what you are subtracting from the other number. Therefore, when using base 10 materials, children would need to count out only the 89.

```
  89    =     80  +  9
- 57          50  +  7
              30  +  2  = 32
```

Initially, the children will be taught using examples that do not need the children to exchange.

From this the children will begin to exchange.

```
  71    =            =
- 46
```

```
Step 1        70   and   1
            - 40   and   6

Step 2        60   and   11
            - 40   and   6
              20   and   5      =   25
```

> The calculation should be read as e.g. take 6 from 1 or 1 take away 6.

This would be recorded by the children as

```
        60
        7̶0   and   ¹1
      - 40   and   6
        20   and   5   = 25
```

Children should know that units line up under units, tens under tens, and so on.

If your school feels that the use of addition signs within a subtraction calculation will cause confusion, then they can be replaced with the word, 'and', as in the examples above and below. This needs to be agreed as part of the whole school policy and applied consistently throughout the school.

```
  89    =     80  and  9
- 57          50  and  7
              30  and  2  = 32
```

Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.

102 – 89 = 13

Y4

Partitioning and decomposition

$$754 =$$
$$- \quad 86$$

Step 1   700   and   50   and   4
          -                    80   and   6

Step 2   700   and   40   and   14   *(adjust from T to U)*
          -                    80   and   6

Step 3   600   and   140   and   14   *(adjust from H to T)*
          -                      80   and   6
          600   +   60   +   8   =   668

This would be recorded by the children as

```
       600        140
      7̶0̶0  and 5̶0  and  ¹4
    -          80  and   6
      600  and 60  and   8   =  668
```

Decomposition

```
   6 14 1
  7̶5̶4
-  86
  668
```

Children should:

- ✓ *be able to subtract numbers with different numbers of digits;*
- ✓ *using this method, children should also begin to find the difference between two three-digit sums of money, with or without 'adjustment' from the pence to the pounds;*
- ✓ *know that decimal points should line up under each other.*

For example:

```
  £8.95  =     8   and  0.9  and   0.05
 -£4.38     -  4   and  0.3  and   0.08     (leading to)
```

```
                                                                    1
        =     8   and  0.8  and   0.15     (adjust from T to U)     8.85
           -  4   and  0.3  and   0.08                            - 4.38
              4   and  0.5  and   0.07  = £4.57
```

Alternatively, children can set the amounts to whole numbers, i.e. 895 – 438 and convert to pounds after the calculation.

NB *If your children have reached the concise stage they will then continue this method through into years 5 and 6. They will not go back to using the expanded methods.*

Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.

511 – 197 = 314
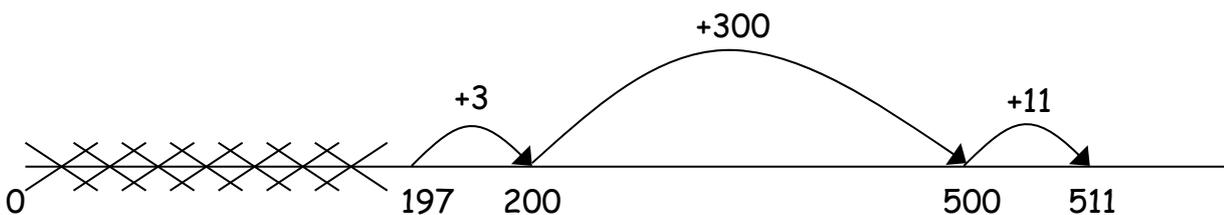
Y5

Partitioning and decomposition

```
Step 1     754  =     700   and  50  and   4
           - 286     -  200   and  80  and   6
```

```
Step 2                700   and  40  and  14     (adjust from T to U)
                    -  200   and  80  and   6
```

Step 3   600   and   140   and   14   *(adjust from H to T)*
                          -    200   and   80   and   6
                               400   and   60   and   8   =   468

This would be recorded by the children as

$$\cancel{7}^{600}0 \text{ and } \cancel{6}^{140}0 \text{ and } {}^1 4$$
$$-\ 200 \text{ and } 80 \text{ and } 6$$
$$400 \text{ and } 60 \text{ and } 8 = 468$$

Decomposition

$$\overset{6\ 14\ 1}{7\cancel{5}\cancel{4}}$$
$$-\ 286$$
$$\overline{468}$$

Children should:
- ✓ *be able to subtract numbers with different numbers of digits;*
- ✓ *begin to find the difference between two decimal fractions with up to three digits and the same number of decimal places;*
- ✓ *know that decimal points should line up under each other.*

NB If your children have reached the concise stage they will then continue this method through into year 6. They will not go back to using the expanded methods.

Where the numbers involved in the calculation are close together or near to multiples of 10, 100 etc, counting on using a number line should be used.

1209 – 388 = 821

Y6

Decomposition

```
      5 13 1
      6̸4̸67
 -    2684
      3783
```

Children should:
- ✓ *be able to subtract numbers with different numbers of digits;*
- ✓ *be able to subtract two or more decimal fractions with up to three digits and either one or two decimal places;*
- ✓ *know that decimal points should line up under each other.*

Where the numbers are involved in the calculation are close together or near to multiples of 10, 100 etc counting on using a number line should be used.

3002 – 1997 = 1005

By the end of year 6, children will have a range of calculation methods, mental and written. Selection will depend upon the numbers involved.

Children should not be made to go onto the next stage if:

1) **they are not ready.**
2) **they are not confident.**

Children should be encouraged to approximate their answers before calculating.
Children should be encouraged to check their answers after calculation using an appropriate strategy.
Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.