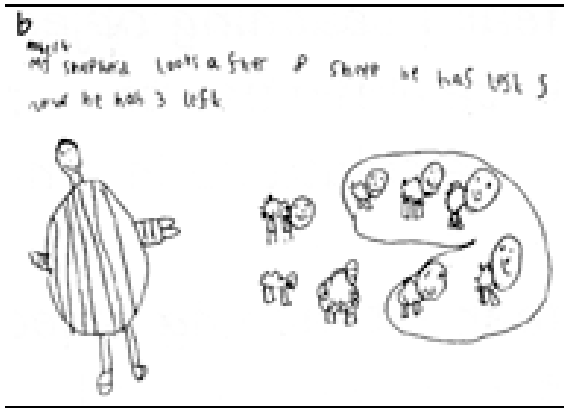




Subtraction

Step 1

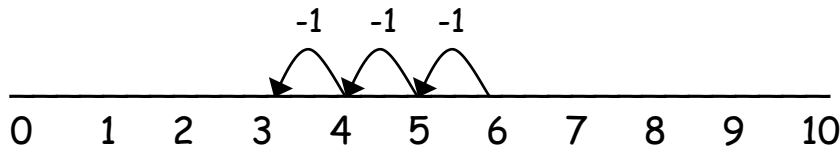
Recording subtraction by using pictures/grouping.



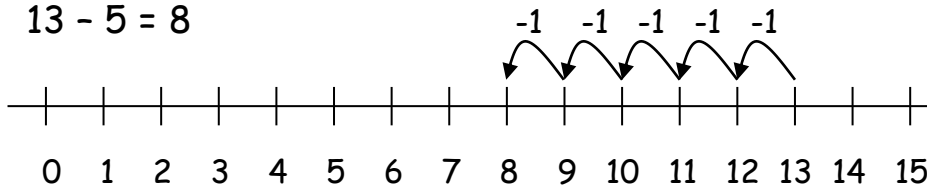
Step 2

Using a number line to count back in ones.

$$6 - 3 = 3$$



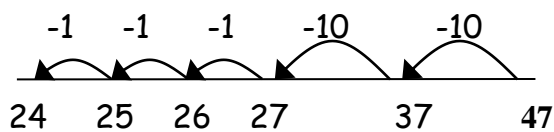
$$13 - 5 = 8$$



Step 3

Counting back in tens and ones.

$$47 - 23 = 24$$



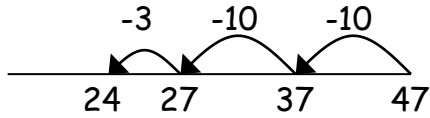


Subtraction

Step 4

Using a number line subtracting the units in one jump.

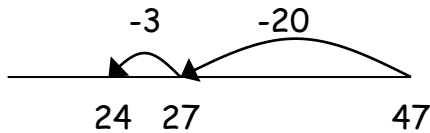
$$47 - 23 = 24$$



Step 5

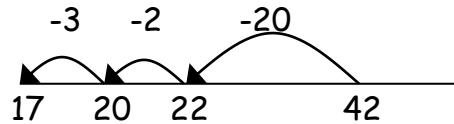
Using a number line subtracting the tens in one jump and the units in one jump.

$$47 - 23 = 24$$



Also bridging through ten can help children become more efficient.

$$42 - 25 = 17$$

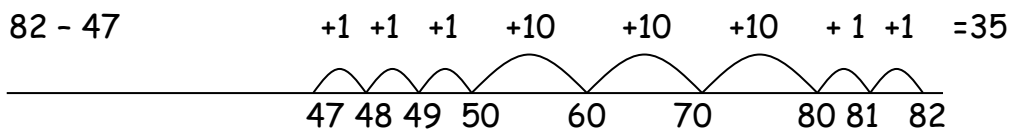


Step 6

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.

$$82 - 47$$





St Bernadette Calculation Policy 2021

Subtraction

Step 7

Decomposition- TU

$$\begin{array}{r} 71 \\ \cancel{8}3 \\ - 47 \\ \hline 36 \end{array}$$

Step 8

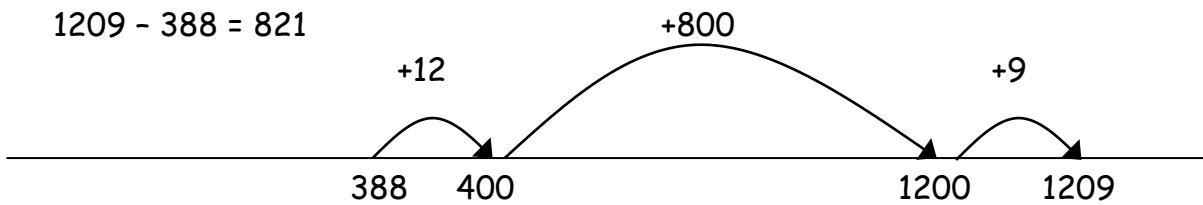
Decomposition-HTU

$$\begin{array}{r} 6141 \\ \cancel{7}4 \\ - 286 \\ \hline 468 \end{array}$$

Step 9

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

$$1209 - 388 = 821$$



Step 10

Decomposition - THTU

$$\begin{array}{r} 5131 \\ \cancel{6}467 \\ - 2684 \\ \hline 3783 \end{array}$$



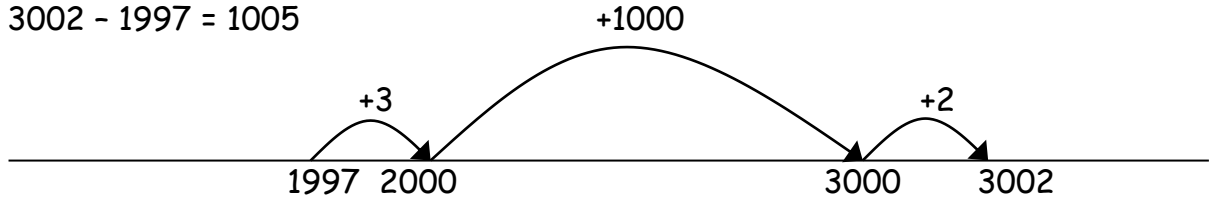
## St Bernadette Calculation Policy 2021

### Subtraction

#### Step 11

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

$$3002 - 1997 = 1005$$



#### Step 12

Subtract two or more decimal fractions with up to three digits and either one or two decimal places. Decomposition or a number line can be used.

E.g.  $96.7 - 3.9$        $5.32 - 2.07$