Oakmeadow EYFS Calculation policy
subtraction

| GUIDANCE/ MODELS AND IMAGES	KEY VOCABULARY
Know that the number gets smaller because objects have been removed from the set. Practical models of subtraction Counting back on fingers, orally, number lines. (To be used for lots of oral examples). Children begin with mostly pictorial representations or real contexts. Concrete apparatus is used to relate subtraction to taking away and counting how many objects are left. Practical demonstrations of take away. There were 9 balloons. Two popped. How many are left? $9 - 2 = 7$ Concrete apparatus models the subtraction of 2 objects from a set of 5.	Games and songs can be useful way to begin using vocabulary involved in addition i.e. Five little men in a flying saucer take (away) estimate leave how many are left / left over? how many have gone/ one less, two less, ten less…? how many fewer is …? than…? difference between the same as hopping back

Construct number sentences verbally or using cards to go with practical activities.

5 - 1 = 4

'six take away two leaves four'

1 less than 6 is 5
6+ 1 = 5

1 less than 6 is 5
6+ 1 = 5
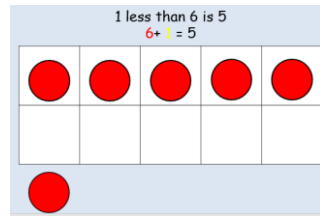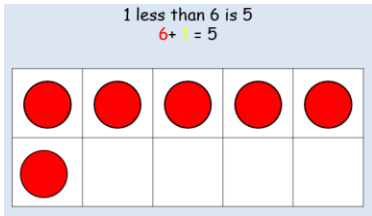
Children are encouraged to read sentneces aloud in different ways. " Five subtract one leaves four". " Four is equal to five subtract one." "Four is the same as five subtract one."
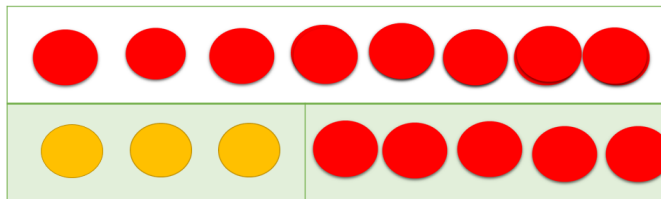
$8 + ? = 10$

$7 + ? = 10$

$7 + 3 = 10$

$15 + 5 = 20$

Use the bar model and ten frame to support children's conceptual understanding.

3 + 5 = 8

Children make a record in picture, words or symbols of the subtraction activities.

NUMBER FACTS ITP

I HAV 6 GIRLS.
I LEFT
5 SLhA

Solve simple problems using fingers:
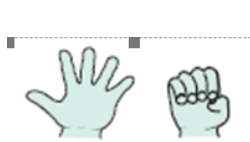
5 - 1   = 4   5 + ? = 10   6 + ? = 10   ? + 6 = 10   9 + ? = 10   ? + 9 = 10
                      10 - 5 = ?   10 - 6 = ?   10 - 4 = 6   10 - 9 = ?   10 - ? = 9

Number lines can then be used alongside number tracks and practical apparatus
solve subtraction calculations and word problems. Children count back showing
back on the number back.

I give Eric 6 toys how many do
I have left?

Zero Gravity   Erk

10-3=7

Find the difference, counting on. **MODELS AND IMAGES CHARTS**
Find the difference where numbers are close together.

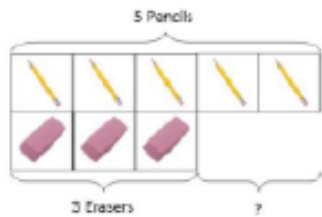"How many more do I add to 7 to get to 9?"
DIFFERENCE ITP
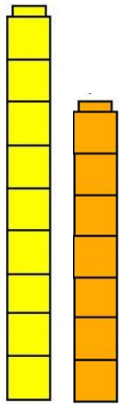
9 – 7 = Let's find the difference.
How many more do I add to 7 to get 9?

5 Pencils

Use basic bar models with items to find the difference

3 Erasers   ?

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