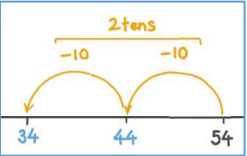
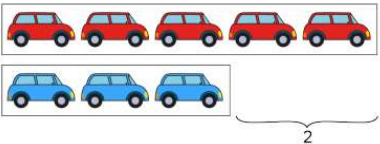
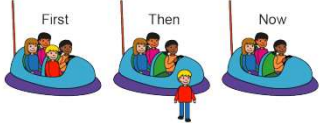
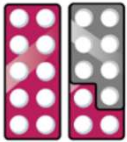
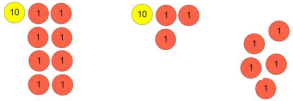
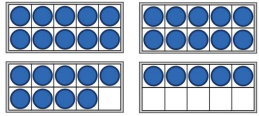
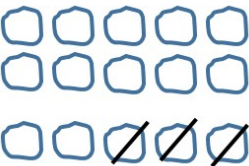
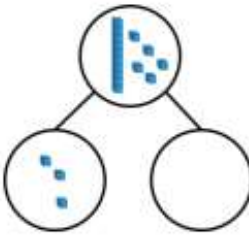
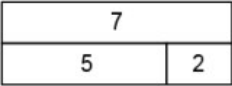
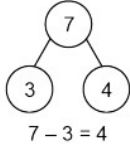
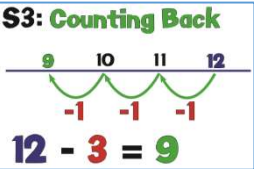
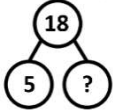
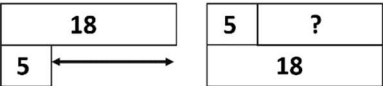


Primary Calculation Policy

Year 1 Subtraction

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources
Year 1	Subtract a pair of one digit numbers e.g. $9 - 5$ – see EYFS Subtract a single-digit number from a teens number, including crossing 10, e.g. $15 - 8$ – see CPA → Represent and use number bonds to 20 Begin to subtract a multiple of 10 from a two-digit number e.g. $54 - 20$ Model on a number line – lots of chanting counting back in tens. 	Subtraction within 10  How many children are in the bumper car now?  Subtracting not crossing ten 20 – 7 using numicon  18 – 5 using counters  15 – 2 using base ten  19 – 4 using tens frame 	Subtraction within 10 Draw 7 cookies and cross out 4 Draw a first, then, now  Subtracting not crossing 10 15 – 3  	Subtraction within 10  $7 - 2 = 5$  $7 - 3 = 4$ Subtracting not crossing 10 12-3 number line – count back  S3: Counting Back 12 - 3 = 9 18 -5 use a part whole model  18 – 5 – bar modelling  18 – 5 - number equation $18 - 5 = 13$ $13 = 18 - 5$	see EYFS Count back Count on Less than Difference Take away Subtract Part – whole First Then Now	100 square Number lines Number tracks Bead strings (for children) Bead bar Tens Frame Numicon Place Value Disks Cuisenaire Base tens and ones