

Calculation Policy

Subtraction – Years 4-6

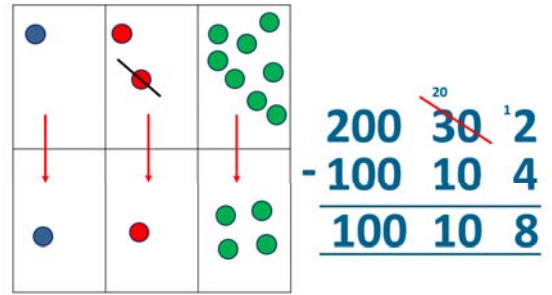


Obj Gui **Year 4** Vid Ex Obj Gui **Year 5** Vid Ex Obj Gui **Year 6** Vid Ex

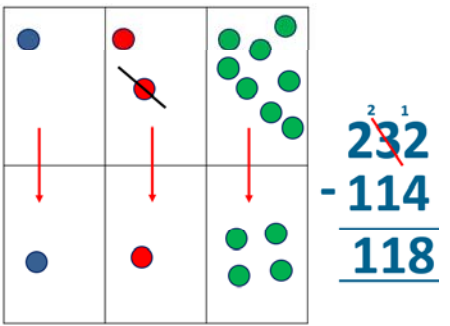
Missing number/digit problems: $456 + \square = 710$; $1\square7 + 6\square = 200$; $60 + 99 + \square = 340$; $200 - 90 - 80 = \square$; $225 - \square = 150$; $\square - 25 = 67$; $3450 - 1000 = \square$; $\square - 2000 = 900$

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods (progressing to 4-digits)
Expanded column subtraction with decomposition, modelled with place value counters, progressing to calculations with 4-digit numbers.



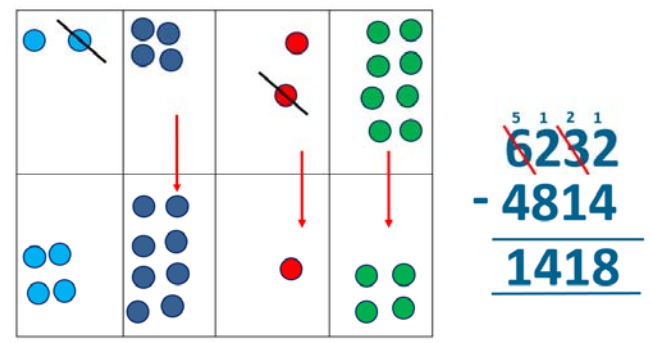
If understanding of the expanded method is secure, children will move on to the formal method of decomposition, which again can be initially modelled with place value counters.



Missing number/digit problems: $6.45 = 6 + 0.4 + \square$; $119 - \square = 86$; $1\ 000\ 000 - \square = 999\ 000$; $600\ 000 + \square + 1000 = 671\ 000$; $12\ 462 - 2\ 300 = \square$

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods (progressing to more than 4-digits)
When understanding of the expanded method is secure, children will move on to the formal method of decomposition, which can be initially modelled with place value counters.



Progress to calculating with decimals, including those with different numbers of decimal places.

Missing number/digit problems: \square and $\#$ each stand for a different number. $\# = 34$. $\# + \# = \square + \square + \#$. What is the value of \square ? What if $\# = 28$? What if $\# = 21$

$10\ 000\ 000 = 9\ 000\ 100 + \square$
 $7 - 2 \times 3 = \square$; $(7 - 2) \times 3 = \square$; $(\square - 2) \times 3 = 15$

Mental methods should continue to develop, supported by a range of models and images, including the number line. The bar model should continue to be used to help with problem solving.

Written methods
As year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with decomposition to be secured.

Teachers may also choose to introduce children to other efficient written layouts which help develop conceptual understanding. For example:

$$\begin{array}{r} 326 \\ -148 \\ \hline -2 \\ -20 \\ \hline 200 \\ \hline 178 \end{array}$$

Continue calculating with decimals, including those with different numbers of decimal places.

Year 4 objectives

Statutory requirements

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.



Year 4 guidance

Notes and guidance (non-statutory)

Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see [English Appendix 1](#)).



Year 5 objectives

Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.



Year 5 guidance

Notes and guidance (non-statutory)

Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see [Mathematics Appendix 1](#)).

They practise mental calculations with increasingly large numbers to aid fluency (for example, $12\,462 - 2300 = 10\,162$).



Year 6 objectives

Statutory requirements

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

135

Mathematics

Statutory requirements

- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.



Year 6 guidance

Notes and guidance (non-statutory)

Pupils practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division (see [Mathematics Appendix 1](#)).

They undertake mental calculations with increasingly large numbers and more complex calculations.

Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.

Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc., but not to a specified number of significant figures.

Pupils explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$.

Common factors can be related to finding equivalent fractions.



Subtraction

Year 4	Year 5	Year 6
<p><u>Mental Strategies</u> Children should continue to count regularly, on and back, now including multiples of 6, 7, 9, 25 and 1000, and steps of 1/100. The number line should continue to be used as an important image to support thinking, and the use of informal jottings should be encouraged where appropriate. Children should continue to partition numbers in different ways.</p> <p>They should be encouraged to choose from a range of strategies:</p> <ul style="list-style-type: none"> Counting forwards and backwards: $124 - 47$, count back 40 from 124, then 4 to 80, then 3 to 77 Reordering: $28 + 75$, $75 + 28$ (thinking of 28 as $25 + 3$) Partitioning: counting on or back: $5.6 + 3.7$, $5.6 + 3 + 0.7 = 8.6 + 0.7$ Partitioning: bridging through multiples of 10: $6070 - 4987$, $4987 + 13 + 1000 + 70$ Partitioning: compensating – $138 + 69$, $138 + 70 - 1$ Partitioning: using ‘near’ doubles – $160 + 170$ is double 150, then add 10, then add 20, or double 160 and add 10, or double 170 and subtract 10 Partitioning: bridging through 60 to calculate a time interval – What was the time 33 minutes before 2.15pm? Using known facts and place value to find related facts. <p><u>Vocabulary</u> add, addition, sum, more, plus, increase, sum, total, altogether, double, near double, how many more to make..? how much more? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many more/fewer? Equals sign, is the same as.</p>	<p><u>Mental Strategies</u> Children should continue to count regularly, on and back, now including steps of powers of 10. The number line should continue to be used as an important image to support thinking, and the use of informal jottings should be encouraged where appropriate. Children should continue to partition numbers in different ways.</p> <p>They should be encouraged to choose from a range of strategies:</p> <ul style="list-style-type: none"> Counting forwards and backwards in tenths and hundredths: $1.7 + 0.55$ Reordering: $4.7 + 5.6 - 0.7$, $4.7 - 0.7 + 5.6 = 4 + 5.6$ Partitioning: counting on or back - $540 + 280$, $540 + 200 + 80$ Partitioning: bridging through multiples of 10: Partitioning: compensating: $5.7 + 3.9$, $5.7 + 4.0 - 0.1$ Partitioning: using ‘near’ double: $2.5 + 2.6$ is double 2.5 and add 0.1 or double 2.6 and subtract 0.1 Partitioning: bridging through 60 to calculate a time interval: It is 11.45. How many hours and minutes is it to 15.20? Using known facts and place value to find related facts. <p><u>Vocabulary</u> tens of thousands boundary, Also see previous years</p> <p><u>Generalisation</u> Sometimes, always or never true? The difference between a number and its reverse will be a multiple of 9. What do you notice about the differences between consecutive square numbers? Investigate $a - b = (a-1) - (b-1)$ represented visually.</p> <p><u>Some Key Questions</u> What do you notice? What’s the same? What’s different?</p>	<p><u>Mental Strategies</u> Consolidate previous years.</p> <p>Children should experiment with order of operations, investigating the effect of positioning the brackets in different places, e.g. $20 - 5 \times 3 = 5$; $(20 - 5) \times 3 = 45$</p> <p><u>Vocabulary</u> See previous years</p> <p><u>Generalisations</u> Order of operations: brackets first, then multiplication and division (left to right) before addition and subtraction (left to right). Children could learn an acrostic such as PEMDAS, or could be encouraged to design their own ways of remembering. Sometimes, always or never true? Subtracting numbers makes them smaller.</p> <p><u>Some Key Questions</u> What do you notice? What’s the same? What’s different? Can you convince me? How do you know?</p>

Generalisations

Investigate when re-ordering works as a strategy for subtraction. Eg. $20 - 3 - 10 = 20 - 10 - 3$, but $3 - 20 - 10$ would give a different answer.

Some Key Questions

What do you notice?

What's the same? What's different?

Can you convince me?

How do you know?

Can you convince me?

How do you know?