

Subtraction

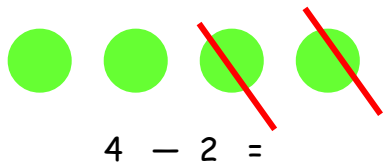
Children are taught to understand subtraction as taking away, and counting back. They will be introduced to language such as less than, minus, find the difference.

Step 1

Children will experience practical subtraction activities with real objects

Step 2

Simple written methods will be introduced to children with pictures



Step 3

Children will continue to use simple written methods and will be encouraged to use a range of counting apparatus such as number lines, 100 squares and fingers.

Subtraction

Step 4

Simple vertical subtraction will be introduced to the children when they are confident at subtracting single digit numbers. There will be no decomposition (borrowing at this stage).

Eg

$$\begin{array}{r} 45 \\ -13 \\ \hline 32 \end{array}$$

Step 5

Children will move onto more complex vertical subtraction sums that involve 'borrowing'

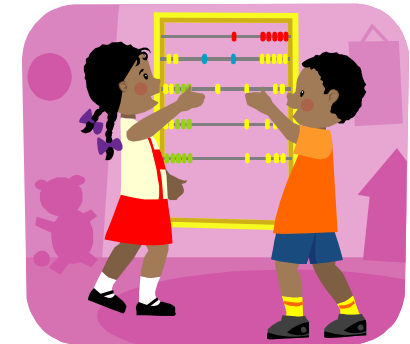
Eg

$$\begin{array}{r} 4 \quad 1 \\ \cancel{5} \quad 6 \\ -2 \quad 7 \\ \hline 2 \quad 9 \end{array}$$

The Croft Primary School



Parent Information Leaflet



Addition and Subtraction

How To Help Your Child with calculations at home

You can help your child with number work at home. Here are a few examples of simple games to play

- Find out what number facts your child is learning at school - addition facts to 10,20 or 100, doubles, times tables and practice a few each day using a range of different vocabulary
- Throw 2 dice and ask your child to find the total
- Use a set of playing cards, turn over two cards and ask your child to add or multiply the numbers
- Give your child the answer eg 20 and ask them to think up a sum to go with it

Remember to keep activities fun!

Addition

Children are taught to understand addition as combining sets of objects. They will be introduced to a range of language including: add, more than, plus, count on

Step 1

Children will take part in practical addition activities combining sets of real objects together.



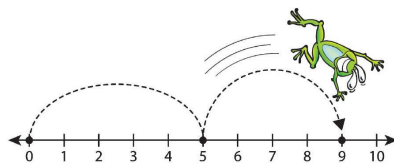
Step 2

Simple written methods of addition will be taught with pictures

$$\begin{array}{c} 2 \\ \text{■} \text{■} \end{array} + \begin{array}{c} 3 \\ \text{■} \text{■} \text{■} \end{array} =$$

Step 3

Children will be encouraged to solve simple sums using a range of counting apparatus such as number lines, 100 squares, cubes and fingers.



At this stage they will also be encouraged to recall number bonds mentally.

Addition Continued

Step 4

Children will progress onto vertical addition for those calculations that they cannot do in their head.

$$\begin{array}{r} \text{Eg} \quad 16 \\ + 22 \\ \hline 38 \end{array}$$

Step 5

Vertical addition will continue to be taught and carry overs will be introduced.

$$\text{Eg} \quad \begin{array}{r} T \ U \\ 7 \ 8 \\ + 1 \ 4 \\ \hline 9 \ 2 \\ 1 \end{array}$$

$$\begin{array}{r} 7 \ 8 \\ + 1 \ 4 \\ \hline 9 \ 2 \\ 1 \end{array}$$

Word Problems

At all stages children will be introduced to word problems—relating the maths to real life situations

$$\text{Eg } 2 + 3 =$$

At a party I eat 2 cakes and Sam eats 3. How many cakes did we eat altogether?