



Subtraction at Falconbrook School

Hand-out for Parents

Make practising number work fun, when possible present it like a game...and always to it **together**.

Steps	Examples
<p>Step 1. Counting real objects</p>	<p>Counting walks: On your way to school: count the number of cars, or front doors or lamp posts that you and your child see on the way. Shopping: count the number of trolleys, or tins on part of a shelf or boxes of eggs that you & your child see in the shop.</p> <p>In fact counting any real-life objects together is good practise and fun!</p>
<p>Step 2 Subtracting (or taking away) objects from a group</p>	<p>At home: With your child put together group of objects and count them (touching each object as you both count). Tell your child to take away a certain number of objects from the group. Then ask them to count how many objects are left.</p>
<p>Step 3 Introducing subtraction symbols</p>	<p>When you and your child have practised Step 2 together, and you can see your child understands subtraction (or taking away) start writing out the sum or number sentence with your child underneath the real objects...this will help them to understand what the sum (or number sentence means)</p> <p>Example: with the forks above </p> <p style="text-align: center;">9 – 3 = 6</p>
<p>Step 4 Subtraction is not the same as addition!! You can NOT change the numbers around!!</p>	<p style="text-align: center;">$2 + 7 = 9$ and $7 + 2 = 9$ BUT $10 - 4 = 6$ $4 - 10 = \text{!!!! (answer is } -6)$</p> <p style="text-align: center;">NOTE: Children learn about negative numbers in upper KS2. Example of a negative number line below.</p>

Steps	Examples
<p><u>Step 5</u> Practising simple subtraction sums together.</p>	<p>Practising simple subtraction sums together but always using objects to help.</p>  $6 - 4 = 2$ 
<p><u>Step 6</u> Partitioning numbers & recombining</p>	<p>27 100 20 9</p>
<p><u>Step 7</u> The Looping Method</p>	<p>28—14 =</p>
<p><u>Step 8a</u> The Expanded Method <i>Starting with the 100s</i></p>	<p>269—135=</p>

Steps	Examples
<p data-bbox="181 398 288 432"><u>Step 8b</u></p> <p data-bbox="156 517 316 591">A BIG STEP FORWARD!</p> <p data-bbox="89 622 381 656">The Expanded Method</p> <p data-bbox="92 683 381 757"><i>Starting with the unit number</i></p>	<p data-bbox="791 412 1115 472">269–135=</p>

Steps	Examples
<p><u>Step 9</u></p> <p>The Expanded Method & SHIFTING from the tens (1)</p>	$583 - 267 =$
<p><u>Step 10</u></p> <p>The Expanded Method & SHIFTING from the hundreds (2)</p>	$659 - 282 =$
<p><u>Step 11</u></p> <p>Formal Written Method (no shifting)</p> <p>National Curriculum requires that children can use this method by Year 4</p>	$763 - 451 =$
<p><u>Step 12</u></p> <p>Formal Written Method (shifting)</p> <p>National Curriculum requires that children can use this method by Year 4</p>	$723 - 451 =$