



Staplegrove Church School



Calculation Policy for Mathematics

(Adapted from Capturing Maths)



This policy has been designed to teach children through the use of concrete, pictorial and abstract methods. This calculation policy should be used to support children to develop a deep understanding of number and calculation.

Background

This policy has been created to develop number awareness and fluency for our children. The policy only details the strategies; teachers must plan opportunities for pupils to apply these; for example, when solving problems, or where opportunities emerge elsewhere in the curriculum.

Using the concrete-pictorial-abstract approach

Children develop an understanding of a mathematical concept through the three steps (or representation) of concrete-pictorial-abstract approach. Reinforcement is achieved by going back and forth between these representations.

Concrete representation

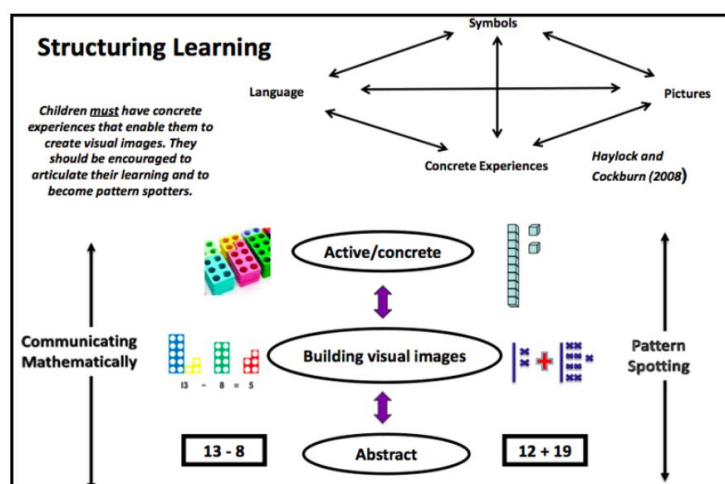
The enactive stage - a pupil is first introduced to an idea or a skill by acting it out with real objects. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

Pictorial representation

The iconic stage - a pupil has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem.

Abstract representation

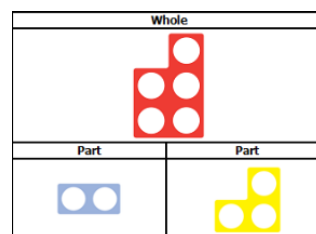
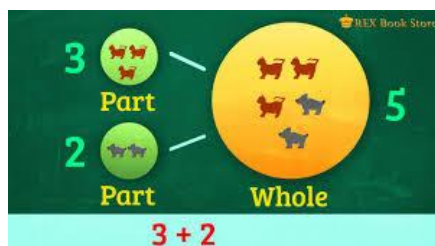
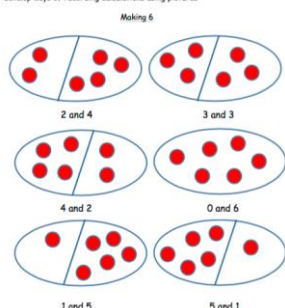
The symbolic stage - a pupil is now capable of representing problems by using mathematical notation, for example: $12 \div 2 = 6$.



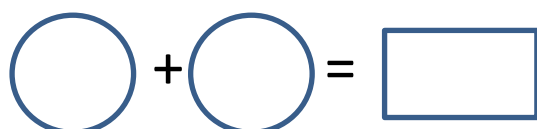
Reception Addition

Explore part - part - whole relationship

They develop ways of recording calculations using pictures

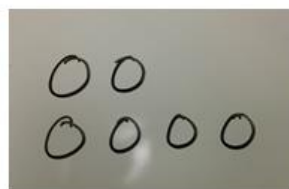
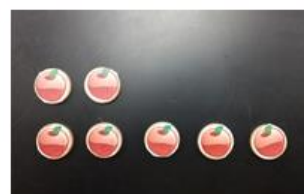


Using the calculation frame to support addition of single digits - counting all/combining two groups



Solving addition problems using concrete and pictorial images to include finding one more.

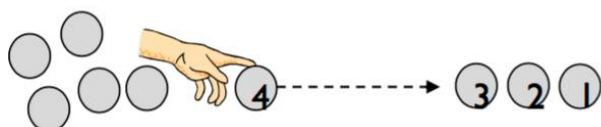
Sara has 2 apples.
Jon has 5 apples.
How many apples do they have altogether?
How many more apples does Jon have than Sara?



Reception Subtraction

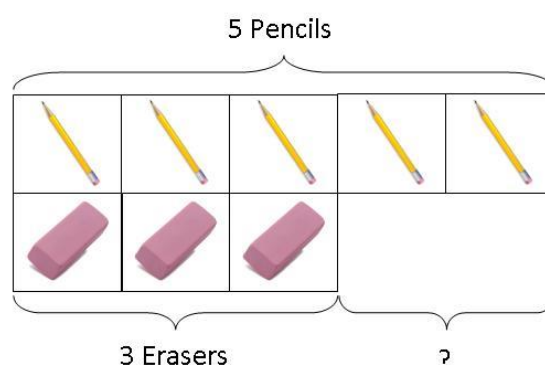
Continue to explore the part - part - whole relationship
Solving subtraction problems using concrete and pictorial images to include finding one less.

Taking away after counting out practical equipment. .
Children would be encouraged to physically remove these using touch counting.



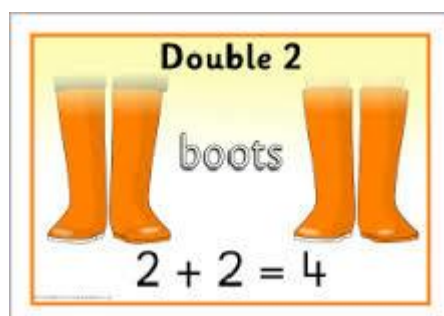
By touch counting and dragging in this way, it allows children to keep track of how many they are removing so they don't have to keep recounting. They will then touch count the amount that are left to find the answer.

Those who are ready may record their own calculations



Peter has 5 pencils and 3 erasers. How many more pencils than erasers does he have?

Reception Multiplication



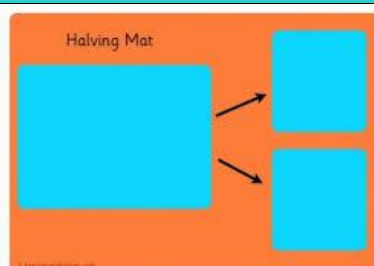
Children will experience equal groups of objects.

They will work on practical problem solving activities involving



There are 6 pairs of socks.
How many socks are there altogether?

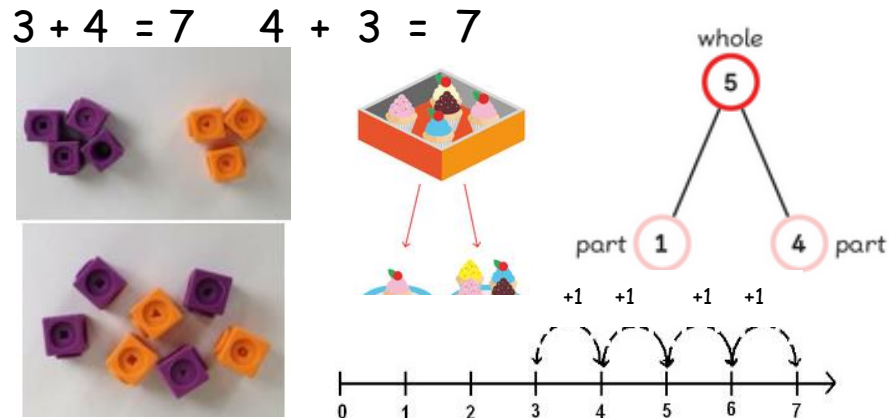
Reception Division



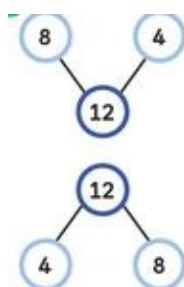
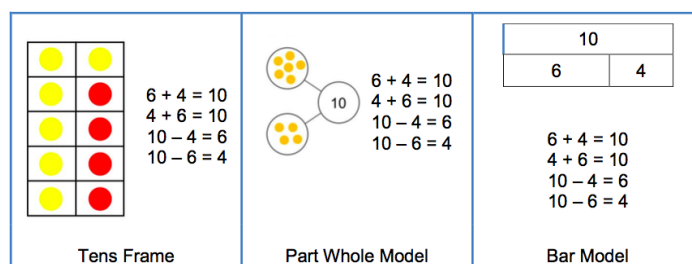
Children use concrete resources to share equally and fairly in practical situations.

Year 1 Addition

Joining two groups and then recounting all objects using one-to-one correspondence (lots of practice making 10 and numbers to 10 e.g. $6 + 4 = 10$ or $3 + 5 = 8$)



Learn number bonds to 20 and demonstrate related facts
Teach addition and subtraction alongside each other as pupils need to see the relationship between the facts
Know that addition is commutative

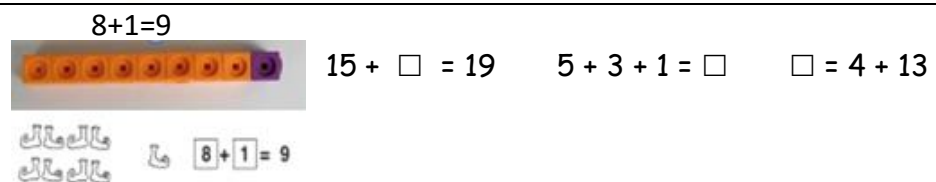


$$\begin{array}{rcl} 8 & + & 4 = 12 \\ 4 & + & 8 = 12 \end{array}$$

This is a family of addition and subtraction facts.

$$\begin{array}{rcl} 12 & - & 8 = 4 \\ 12 & - & 4 = 8 \end{array}$$

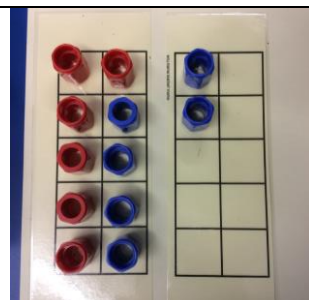
Add and subtract one digit numbers and two digit numbers to 20, including zero



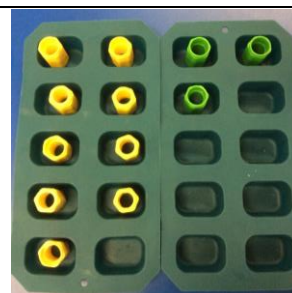
Bridging 10

Use ten frames, Singapore bars, egg boxes and number lines to practice.

Chn should start with the larger number and add the smaller number seeing what makes ten and what is left over or use known number facts



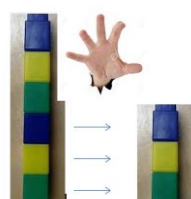
$$6 + 6 = 12$$



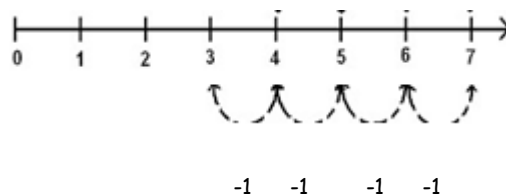
Make 9 in one and 3 in the other. Take one from the 3 to make the 9 into ten....
 $10 + 2 = 12$

Year 1 Subtraction

Taking away should begin with **physical objects**: objects, cubes, Dienes etc



$$6 - 3 = 3$$



Subtraction by counting back

Let's Learn

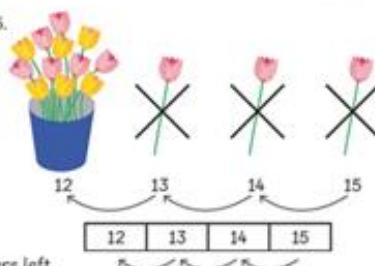
Subtract by Counting Back

Subtract 3 from 15.

Count back 3 steps from 15.

$$15 - 3 = 12$$

There are 12 flowers left.



Subtracting a single digit number from a single digit number and a single digit from a two digit by crossing out pictures

Subtract by Crossing Out



$$7 - 2 = 5$$

5 ladybirds are left.

$$7 - 2$$

Subtracting using the part-part-whole (include problem solving with missing digits).

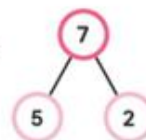
$$? - 5 = 2$$



$$7 - 5 = 2$$

2 boats are not red.

How many boats are not red?



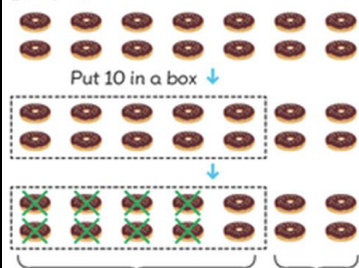
Subtraction by subtracting from 10

Children subtract from 10 and not from ones

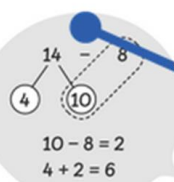
Let's Learn

Subtract from 10

$$14 - 8 = ?$$



Put 10 in a box



$$10 - 8 = 2$$

$$4 + 2 = 6$$

$$14 - 8 = 6$$

Sam has 6 doughnuts left

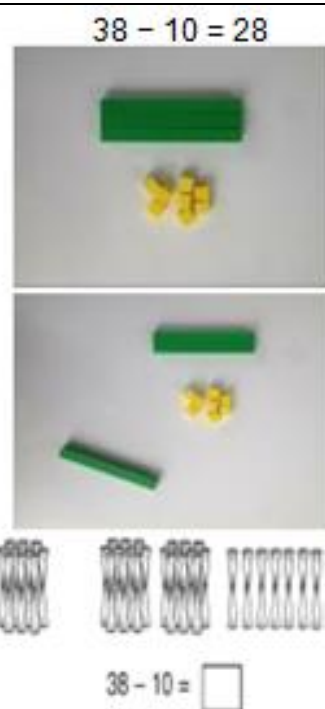
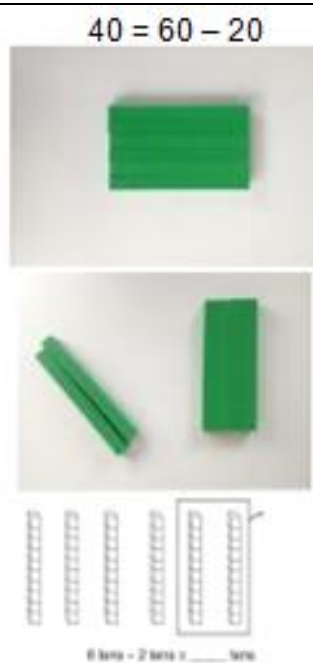
When subtracting using Dienes children should be taught to regroup a ten rod for 10 ones and then subtract from those ones



$$20 - 4 = 16 \text{ and } 20 - \square = 16$$

Subtracting multiples of 10

Using the vocabulary of 1 ten, 2 tens etc alongside 10, 20, 30 is very important here as pupils need to understand that it is a 10 not a 1 that is being taken away



Use a 100 square to show that when subtracting 10 the ones numbers stays the same. Consolidate that children no longer count along the rows.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$26 - 10 = 16$$

Year 1 Multiplication

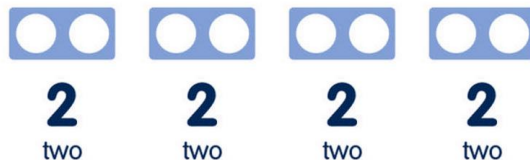
Counting in multiples of 2, 5 and 10 from zero

Children should count the number of groups on their fingers as they are skip counting.

Use concrete arrays

② ④ ⑥ ⑧

4 groups of 2 = 8



When moving to pictorial/written calculations the vocabulary is important



This image represents two groups of 4 or 4 twice

Solving multiplication problems using repeated addition



Year 1 Division

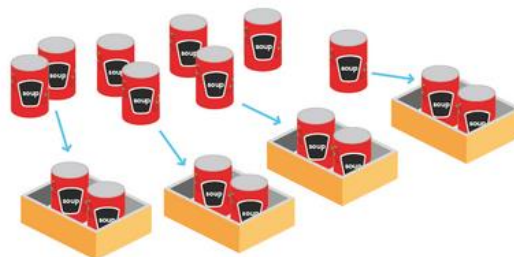
Pupils should be taught to divide through working practically and the sharing should be shown below the whole to familiarize children with the concept of the whole

The language of whole and part part should be used

Focus on sharing equally

$$10 \div 2 = 5$$

1 There are 8 cans.



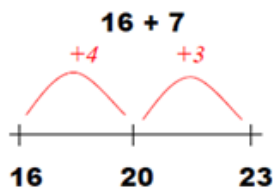
There are 4 boxes of 2 cans.

$$8 \div 4 = 2$$

Year 2 Addition

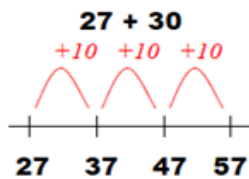
Children should be able to add some numbers mentally using jottings, number lines and other methods. Below is a guideline to the only formal methods that should be used in this year group.

Using concrete objects and pictorial representations to add a 2-digit number with a 1 digit number



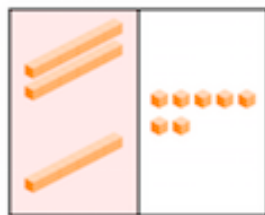
Adding ones to the nearest 10

Using concrete objects and pictorial representations to add a 2 digit number and 10s number

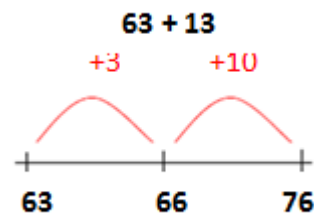


Adding multiples of 10

Using concrete objects and pictorial representations to add a 2 2 digit numbers with no carrying



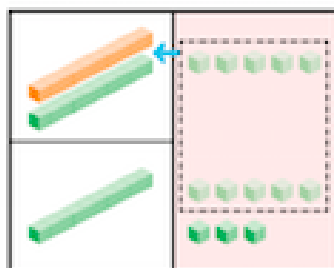
$$23 + 14 = 37$$



$$\begin{array}{r} 20 + 3 \\ 10 + 4 \\ \hline 30 + 7 = 37 \end{array}$$

Adding ones first and then multiples of 10

Using concrete objects and pictorial representations to add 2 2-digit numbers with carrying



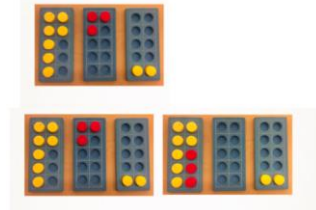
Use number lines as appropriate

$$\begin{array}{r} 10 + 5 \\ 10 + 8 \\ \hline 20 + 13 = 33 \end{array}$$

Using concrete objects and pictorial representations to add 3 single-digit numbers

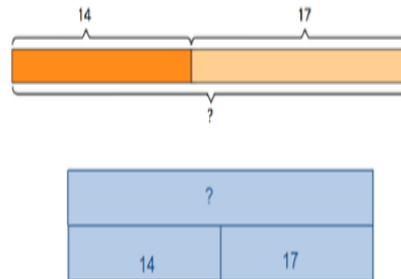
$$7+3+2 =$$

$$\text{leads to } 10 + 2 =$$



Using the bar to find missing digits. It is important for children to use the bar in this way to encourage the use of it to aid with problem solving

Helen has 14 breadsticks. Her friend has 17. How many do they have altogether?



Year 2 Subtraction

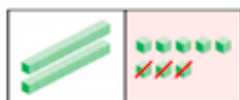
Children should be able to subtract some numbers mentally using jottings, number lines and other methods. Below is a guideline to the only formal methods that should be used in this year group.

Use a number line to count back subtracting ones first

Use number lines as appropriate, focussing on subtracting ones first to make the link between this method and more formal ones.

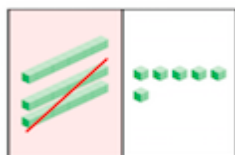
Using concrete objects and pictorial representations to subtract a 1 digit number from 2 digit number

Subtract the ones.
8 ones - 3 ones = 5 ones



Using concrete objects and pictorial representations to subtract a 10s number from 2 digit number

Subtract the tens.
3 tens - 2 tens = 1 ten



$$36 - 20 = 16$$

Using concrete objects and pictorial representations to subtract a 2 digit number from 2 digit number

Subtract 24 from 37.

Step 1 Subtract the ones.
7 ones - 4 ones = 3 ones



Use  to help you subtract.

tens	ones
3	7
- 2	4
	3



Step 2 Subtract the tens.
3 tens - 2 tens = 1 ten



tens	ones
3	7
- 2	4
1	3

$$37 - 24 = 13$$

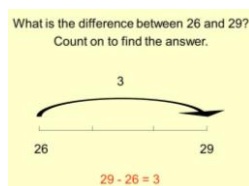
Recognise and use the inverse relationship between addition and subtraction

?	
23	53

76	
23	?

Use this to check calculations and solve missing number problems.

Use counting on to find the difference



Year 2 Multiplication

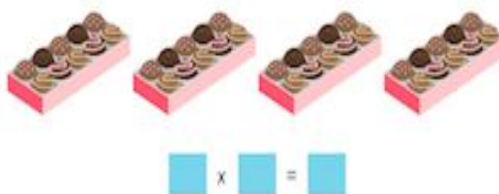
Skip counting in multiples of 2, 3, 5, 10 from 0



Recall and use multiplication facts for the multiplication tables 2, 5 and 10

1 dot	$1 \times 5 = 5$
2 dots	$2 \times 5 = 10$
3 dots	$3 \times 5 = 15$
4 dots	$4 \times 5 = 20$
5 dots	$5 \times 5 = 25$
6 dots	$6 \times 5 = 30$
7 dots	$7 \times 5 = 35$
8 dots	$8 \times 5 = 40$
9 dots	$9 \times 5 = 45$
10 dots	$10 \times 5 = 50$

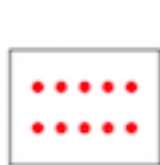
I can use multiplication (x) and equal (=) sign when writing out my times tables



Multiplication is commutative

Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer

How many dots are there?

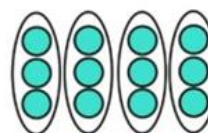


$$2 \times 5 = 10$$

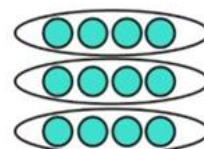


$$5 \times 2 = 10$$

2×5 is equal to 5×2 .



$$12 = 3 \times 4$$



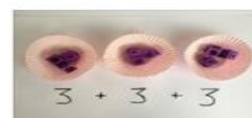
$$12 = 4 \times 3$$

Solve multiplication problems in context using arrays and repeated addition



$$3 \times 5 = \square$$

$$5 \times 3 = \square$$



How many apples are there altogether?

$$3 + 3 + 3 = 9$$

Year 2 Division

Recall and use division facts for the multiplication tables 2, 5 and 10

$10 \div 10$	•	•	5
$20 \div 10$	•	•	7
$70 \div 10$	•	•	2
$50 \div 10$	•	•	6
$60 \div 10$	•	•	1
$100 \div 10$	•	•	10

Solve division problems in context using concrete objects by sharing

There are 18 sausages.



Put 18 sausages equally on 2 plates.



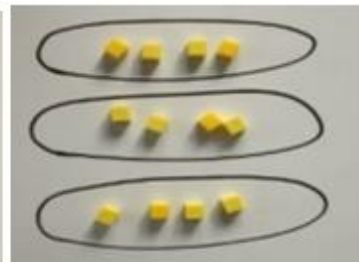
$$2 \times 9 = 18$$



There are 9 sausages on each plate.

$$18 \div 2 = 9$$

Solve division problems in context using arrays



I can solve division as grouping including finding unit fractions of length and amounts

Put 10 buns in groups of 2.
How many plates are there?



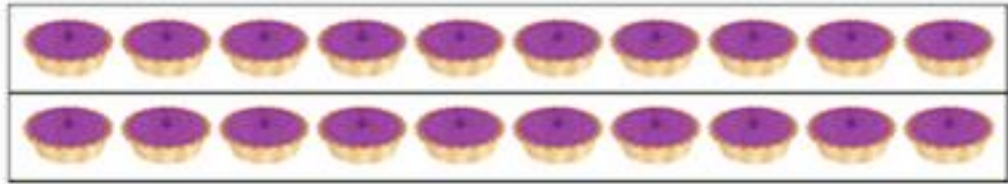
Put into groups of 5.

There are groups.

I can use the inverse

This should be taught alongside both multiplication and division

Make a family of multiplication and division facts.



$$2 \times 10 = 20 \quad \text{—————} \quad 20 \div 10 = \boxed{}$$

$$10 \times 2 = 20 \quad \text{—————} \quad 20 \div 2 = \boxed{}$$

Buy 1 get 3 free (B1G3F)

$$3 \times 2 = 6 \quad \longrightarrow \quad 2 \times 3 = 6$$

$$6 \div 2 = 3$$

$$6 \div 3 = 2$$

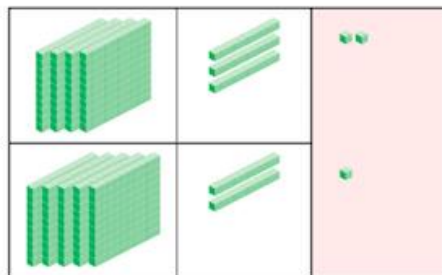
Year 3 Addition

Add two three digit numbers.

Children need to use equipment first to support their understanding of place value.

Children to word gradually to three digit + three digit starting without carrying and gradually moving towards carrying

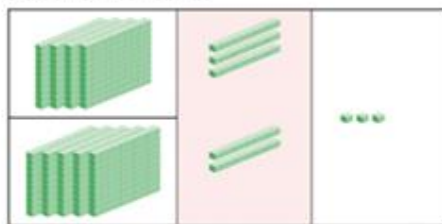
Step 1 Add the ones.
2 ones + 1 one = 3 ones



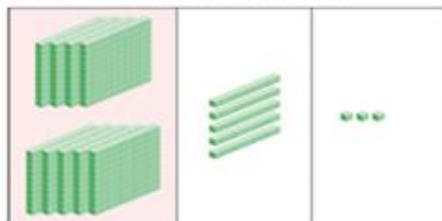
$$432 + 521 = 953$$

$$\begin{array}{r} 400 + 30 + 2 \\ 500 + 20 + 1 \\ \hline 900 + 50 + 3 = 953 \end{array}$$

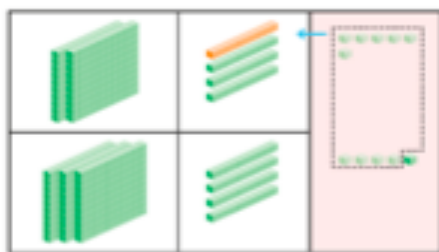
Step 2 Add the tens.
3 tens + 2 tens = 5 tens



Step 3 Add the hundreds.
4 hundreds + 5 hundreds = 9 hundreds



$$237 + 344 = 581$$



$$\begin{array}{r} 200 + 30 + 7 \\ 300 + 40 + 4 \\ \hline 500 + 70 + 1 = 581 \end{array}$$

Move to compact method with carrying

$$432 + 521 = 953$$

$$\begin{array}{r} 432 \\ + 521 \\ \hline 953 \end{array}$$

$$237 + 344 = 581$$

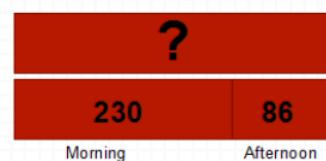
$$\begin{array}{r} 237 \\ + 344 \\ \hline 581 \end{array}$$

Using the bar to find missing digits. It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

Bar Model to support understanding of problem solving:



A man sold 230 balloons at a carnival in the morning. He sold another 86 balloons in the evening . How many balloons did he sell in all?

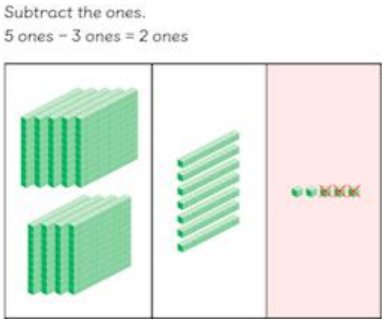


Year 3 Subtraction

Subtract up to 3 digits from 3 digits.

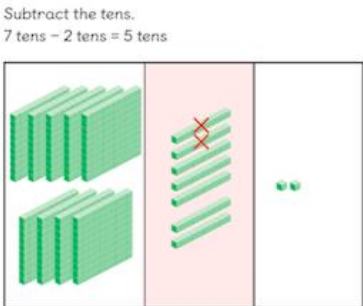
Very important for children to use dienes equipment along with a place value chart to support.

Only when secure with the method should compact or exchanging be introduced.



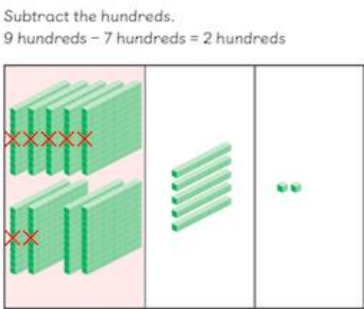
$$975 - 723 = 252$$

$$\begin{array}{r} 900 \ 70 \ 5 \\ - 700 \ 20 \ 3 \\ \hline 200 \ 50 \ 2 \end{array}$$



$$975 - 723 = 252$$

$$\begin{array}{r} 975 \\ - 723 \\ \hline 252 \end{array}$$



$$975 - 723 = 252$$

$$530 - 219 = 311$$

$$530 - 219 = 311$$

$$\begin{array}{r} 20 10 \\ 500 \ 30 \ 0 \\ - 200 \ 10 \ 9 \\ \hline 300 \ 10 \ 1 = 311 \end{array}$$

$$\begin{array}{r} 2 \ 10 \\ 530 \\ - 219 \\ \hline 311 \end{array}$$

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem-solving.

315	
185	?

$$315 - 185 = ?$$

$$185 + ? = 315$$

?	
185	315

$$185 + 315 = ?$$

$$? - 185 = 315$$

Year 3 Multiplication

Children should be able to recall the 2, 5, 10, 3, 4 and 8 times tables.

Multiply a two digit number by a one digit.

Introduce the grid method for multiplying single digit by 2 digit numbers ensuring children use physical resources or pictorial resources to aid understanding.

$$23 \times 4 = 92$$

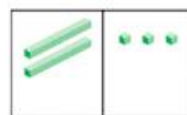
x	20	3
4	80	12

$$= 92$$

When children have a secure conceptual understanding, long multiplication can be taught.

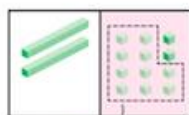
Let's Learn

- 1 There are 4 groups of 23 fish. How do we multiply 23 by 4?

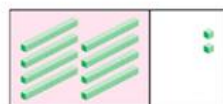


Step 1 Multiply the ones by 4.

t	o
2	3
x	4
1	2



4 ones $\times$ 3 = 12 ones
12 ones = 1 ten 2 ones



Step 2 Multiply the tens by 4.

t	o
2	3
x	4
1	2
8	0

2 tens $\times$ 4 = 8 tens



Step 3 Add the products.

t	o
2	3
x	4
1	2
+	8
9	2

12 + 80 = 92



$$23 \times 4 = 92$$

There are 92 fish in 4 tanks.

Using the bar to solve multiplication problems.

4 children go to the cinema. They each pay £15. How much do they spend altogether?

Whole unknown

?			
15	15	15	15

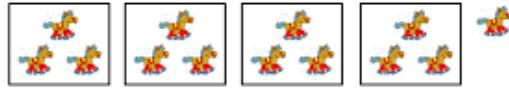
Year 3 Division

Dividing by grouping understanding the concept of remainders.

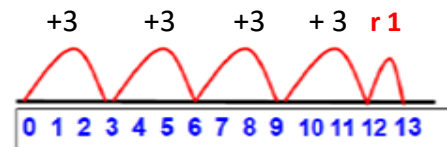
Start with using the real objects or objects that represent the calculation; moving on to demonstrating on a number line from 0.



$$13 \div 3 = 4 \text{ r } 1$$

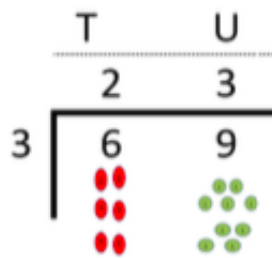


$$13 \div 4 = 3 \text{ Remainder } 1$$



Dividing using short division.

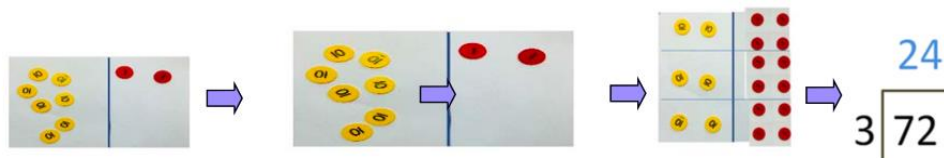
Once children are secure with division as grouping and demonstrate this using number lines, arrays etc., **short division** for larger 2-digit numbers should be introduced, initially with carefully selected examples requiring no calculating of remainders at all. Start by introducing the layout of short division by comparing it to an array.



Remind children of correct place value, that 69 is equal to 60 and 9, but in short division, pose:

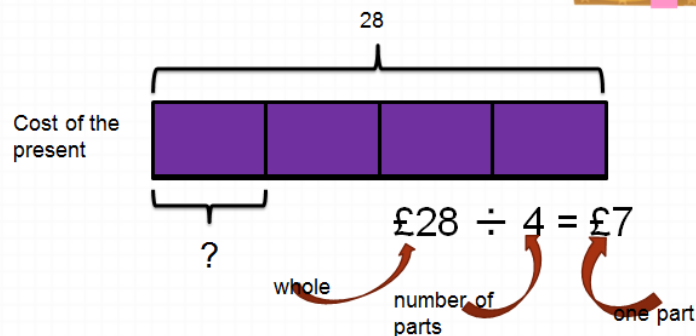
How many 3s in 6? = 2, and record it above the 6 tens. How many 3s in 9? = 3, and record it above the 9 ones.

Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g. $72 \div 3$), and be taught to 'carry' the remainder onto the next digit.



Using the bar to aid the solving of division problems.

Four children bought a present for £28. They shared the costs equally. How much did each child pay?



Year 4 Addition

Adding numbers with up to 4 digits.

Again this should start with the children using Dienes to support them with lots of discussion about the value of each digit.

$$\begin{array}{r} 2314 \\ + 4240 \\ \hline 6554 \end{array}$$

Step 1 Add the ones.
 4 ones + 0 ones = 4 ones
 Step 2 Add the tens.
 1 tens + 4 tens = 5 tens
 Step 3 Add the hundreds.
 3 hundreds + 2 hundreds = 5 hundreds
 Step 4 Add the thousands.
 2 thousands + 4 thousands = 6 thousands
 $2314 + 4240 = 6554$

Step 2 Add the tens. 7 tens + 3 tens + 1 ten = 11 tens
 Rename the tens. 11 tens = 1 hundred and 1 ten

Step 3 Add the hundreds.
 6 hundreds + 2 hundreds + 1 hundred = 9 hundreds

Step 4 Add the thousands.
 5 thousands + 1 thousand = 6 thousands

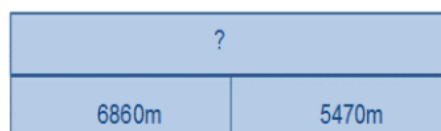
$$\begin{array}{r} 5678 \\ + 1235 \\ \hline 6913 \end{array}$$

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem-solving.

This is not a form of getting the correct answer but helping to guide children to the correct operation.

Alison jogs 6,860 metres and Calvin jogs 5,470 metres. How far do they jog altogether?



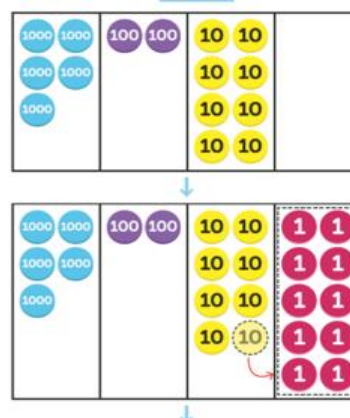
Year 4 Subtraction

To subtract with numbers up to four digits including exchanging when children are secure.

Again children need to use Dienes to support their learning.

$$\begin{array}{r} 3437 \\ - 2016 \\ \hline 1421 \end{array}$$

Step 1 Subtract the ones.
 7 ones - 6 ones = 1 one
 Step 2 Subtract the tens.
 3 tens - 1 ten = 2 tens
 Step 3 Subtract the hundreds.
 4 hundreds - 0 hundreds = 4 hundreds
 Step 4 Subtract the thousands.
 3 thousands - 2 thousands = 1 thousand



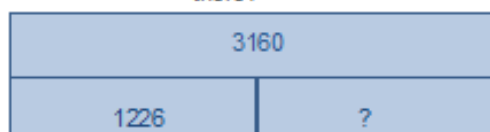
There aren't enough ones.



Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem-solving.

There are 3,160 books in a shop. 1,226 are in English and the rest are in French. How many French books are there?



Year 4 Multiplication

Children to know all times tables to 12 x 12.

Ladder method to be used with children multiplying both two- and three-digits by a one-digit number.



$$\begin{array}{r} 473 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 314 \\ \times 3 \\ \hline 12 \quad (3 \times 4) \\ 30 \quad (3 \times 10) \\ +900 \quad (3 \times 300) \\ \hline 942 \end{array}$$

Children need a secure understanding of the expanded method before moving to compound (prerequisite understanding for Year 5).

$$\begin{array}{r} 314 \\ \times 3 \\ \hline 942 \end{array}$$

Multiplying using the bar.

A computer costs 5 times as much as a television. The television costs £429.

Cost of the computer

How much does the computer cost?

?				
£429				

Year 4 Division

Dividing up to three-digit numbers by a one-digit number using short division.

Only when the children are secure with dividing a two-digit number should they move onto a 3-digit number.



	H	T	U	
	0	2	5	r1
5	1	¹ 2	² 6	

Dividing using the bar.

Desmond and Melissa collect cards. They have 192 cards in all. Melissa has three times as many cards as Desmond. How many cards does Desmond have?

192			
D = ?	M	M	M

Year 5 Addition

Adding numbers with more than 4 digits including decimals

Using place value charts is key to this as well as place value counters to help with the decimals.

$$£23.59 + £7.55 = £31.14$$

£	2	3	.	5	9
+	£	7	.	5	5
£	3	1	.	1	4

$$23481 + 1362 = 24843$$

	2	3	4	8	1
+		1	3	6	2
	2	4	8	4	3

$$19.01 + 3.65 + 0.7 = 23.36$$

1	9	.	0	1
	3	.	6	5
+	0	.	7	0
2	3	.	3	6

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

This is not a form of getting the correct answer but helping to guide children to the correct operation.

MacDonalds sold £9957.68 worth of hamburgers and £1238.5 worth of chicken nuggets. How much money did they take altogether?

?	
£957.68	£1238.5

Year 5 Subtraction

Subtract with at least four digit numbers including two decimal places.

Include money, measures and decimals ensuring that children do this practically before the abstract.

Subtract with decimal values, including mixtures of integers and decimals, aligning the decimal point.

2	3	1	0	5	6
-		2	1	2	8
		2	8	9	2

6	7	9	6	.	0
-		3	7	2	5
		6	7	9	6

Approximate
Calculate
Check

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

A whole family's trip to Lapland costs £5005 for a family of four. The Smiths have only saved £3787.75; how much money do they still need?

£5005	
?	£3787.75

Year 5 Multiplication

Multiplying up to four digit numbers by two digits using long multiplication.

Children need to be taught to approximate first, e.g. for **72 x 38**, **they will use rounding:** **72 x 38** is approximately $70 \times 40 = 2800$, and use the approximation to check the reasonableness of their answer.

$$\begin{array}{r} 56 \\ \times 27 \\ \hline 392 \quad (56 \times 7) \\ 1120 \quad (56 \times 20) \\ \hline 1512 \end{array}$$

Approximate
Calculate
Check

Explain that first we are multiplying the top number by 7 starting with the ones (any carrying needs to be done underneath the numbers).

Now explain that we need to put a 0 underneath (this is because we are multiplying the number by 20 or 2 tens which is the same as multiplying 10 by 2)

Now add the 2 numbers together to give you the answer.

This will need repeated modelling.

$$\begin{array}{r} 3652 \\ \times 8 \\ \hline 29216 \end{array}$$

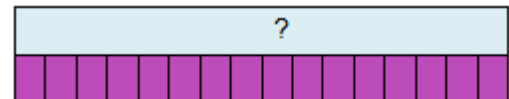
(1234 x 6)

$$\begin{array}{r} 1234 \\ \times 16 \\ \hline 7404 \\ 12340 \\ \hline 19744 \end{array}$$

(1234 x 10)

Using the bar to support multiplication.

The cost to run a sports centre is £4375 a week, how much would it cost to run for 16 weeks?



£4375
a week

Year 5 Division

Diving with up to four-digit numbers by one-digit including numbers where remainders are left.

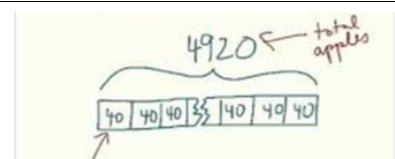
$$\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 53509} \end{array}$$

Short division with remainders: Now that pupils are introduced to examples that give rise to remainder answers, division needs to have a real life problem solving context, where **pupils consider the meaning of the remainder and how to express it**, ie. as a fraction, a decimal, or as a rounded number or value, depending upon the context of the problem.

Using the bar to support division problems.

Bar Model to support understanding of problem solving:

Frank has 4920 apples. He needs to put them into baskets of 40. How many baskets does he need?



Year 6 Addition

Adding several numbers with up to three decimal places.

Children need to be competent in a range of contexts, including measures and money, using a range of addition strategies.
(see Year 5 for examples)

$$\begin{array}{r} 23.361 \\ 9.080 \\ 59.770 \\ + 1.300 \\ \hline 93.511 \\ 212 \end{array}$$

Adding several numbers with different numbers of decimal places (including money and measures):

- Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.

Empty decimal places should be filled with zero to show

Approximate
Calculate
Check

Adding using the bar.

Jack went on holiday. His flight cost £70.50, the hotel £1295 and spending money £427.89. How much did Jack spend on his holiday?

?		
£70.50	£427.89	£1295

Year 6 Subtraction

Subtracting with increasingly large and more complex numbers and decimal values.

Children need to be competent in a range of contexts, including measures and money, using a range of subtraction strategies.
(see Year 5 for examples)

$$\begin{array}{r} 480699 \\ - 89949 \\ \hline 60750 \end{array}$$

$$\begin{array}{r} 1015.341 \text{ kg} \\ - 36.080 \text{ kg} \\ \hline 69.339 \text{ kg} \end{array}$$

Approximate
Calculate
Check

Using the bar for subtraction.

Chloe wants to buy a new car for £6450. She has £4885.87 in her savings account. Her Dad gives her £150 for her birthday. How much more money does she need to save?

£6450		
£4885.87	£150	?

