



# Calculation Policy – Addition & Subtraction



Our calculation policy is in line with the White Rose Math’s Calculation Policy and has been adapted for St Gregory’s Catholic Primary School to meet the needs of our children.



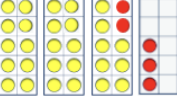

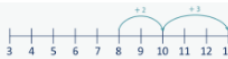

*Reviewed and updated September 2025*

**Guidance for Teachers:** The calculation policy is focused on two sections: **addition** and **subtraction** and separated by primary phase. At the start of this document, you will find an overview of the **progression of skills** across year groups. Calculations involving **decimal numbers** and **fractions** are included.

The calculation policy follows the same **concrete, pictorial, abstract** approach as our main schemes of learning, adapted to meet the needs of our children throughout. Where appropriate, **sentence stems** and **key questions** are included alongside the **key representations**.

Where skills are divided into more than one section across the page, there is a progression in the level of difficulty from left to right. For example, when adding across a 10, children need to be able to add across 10 itself, before making links with related facts.

*\* As highlighted on our Long Term Plans, we recognise that some WRM objectives within the Year 4 and 5 fractions units are from other year group objectives. This will be taught and adapted as part of our ambitious curriculum but teacher judgements will solely be based on year group objectives.*

<p><b>Add across a 10</b></p> <p>Partition the number being added to make a full 10.</p> <p><b>'make ten'</b> strategy.</p>	<p>... can be partitioned into ... and ...</p>  <p><math>8 + 5</math></p> 	<p>I add ... to get to ... then I add...</p>  <p><math>28 + 5</math></p> 	<p><math>8 + 5 = 13</math></p> <p><math>28 + 5 = 33</math></p>  
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# Progression of Skills - Addition

Year group	Skill
Nursery	<ul style="list-style-type: none"><li>• Subitise to 3</li><li>• Count how many</li><li>• Make numbers to 5</li><li>• Add 1 more (through songs and rhymes)</li></ul>
Reception	<ul style="list-style-type: none"><li>• Conceptually subitise to 5</li><li>• 1 more</li><li>• Notice the composition of numbers within 10</li><li>• Combine 2 groups</li><li>• Add more</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Add together</li><li>• Add more</li><li>• Bonds within 10</li><li>• Related facts within 20</li><li>• Missing numbers</li></ul>



# Progression of Skills - Addition

Year group	Skill
Year 2	<ul style="list-style-type: none"><li>• Add 1s to any number (related facts)</li><li>• Add three 1-digit numbers</li><li>• Add across a 10</li><li>• Add multiples of 10</li><li>• Add 10s to any number</li><li>• Add two 2-digit numbers (not across a ten)</li><li>• Add two 2-digit numbers (across a ten)</li><li>• Missing numbers</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Add 1s, 10s and 100s to a 3-digit number</li><li>• Add two numbers (no exchange)</li><li>• Add two numbers across a 10 or 100</li><li>• Complements to 100</li><li>• Add fractions with the same denominator within 1 whole</li><li>• Calculate the duration of events</li></ul>



# Progression of Skills - Addition

Year group	Skill
Year 4	<ul style="list-style-type: none"><li>• Add 1s, 10s and 100s to a 4-digit number</li><li>• Add up to two 4-digit numbers</li><li>• Add decimal numbers in the context of money</li><li>• Add fractions and mixed numbers with the same denominator beyond 1 whole</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Add using mental strategies</li><li>• Add whole numbers with more than 4 digits</li><li>• Add decimals with up to 2 decimal places</li><li>• Complements to 1</li><li>• Add fractions with denominators that are a multiple of one another</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Add integers up to 10 million</li><li>• Add decimals with up to 3 decimal places</li><li>• Order of operations</li><li>• Negative numbers</li><li>• Add fractions</li></ul>



# Progression of Skills - Subtraction



Year group	Skill
Nursery	<ul style="list-style-type: none"><li>• Subitise to 3</li><li>• Count how many</li><li>• Make numbers to 5</li><li>• Take 1 away (through songs and rhymes)</li></ul>
Reception	<ul style="list-style-type: none"><li>• Conceptually subitise to 5</li><li>• 1 less</li><li>• Notice the composition of numbers within 10</li><li>• Partition</li><li>• Take away</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Find a part</li><li>• Take away</li><li>• Bonds within 10</li><li>• Related facts within 20</li><li>• Missing numbers</li></ul>



# Progression of Skills - Subtraction



Year group	Skill
Year 2	<ul style="list-style-type: none"><li>• Subtract 1s from any number (related facts)</li><li>• Subtract across a 10</li><li>• Subtract multiples of 10</li><li>• Subtract 10s from any number</li><li>• Subtract two 2-digit numbers (not across a ten)</li><li>• Subtract two 2-digit numbers (across a ten)</li><li>• Missing numbers</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Subtract 1s, 10s and 100s from a 3-digit number</li><li>• Subtract two numbers (no exchange)</li><li>• Subtract two numbers across a 10 or 100</li><li>• Complements to 100</li><li>• Subtract fractions with the same denominator within 1 whole</li></ul>



# Progression of Skills - Subtraction



Year group	Skill
Year 4	<ul style="list-style-type: none"><li>• Subtract 1s, 10s, 100s and 1,000s from a 4-digit number</li><li>• Subtract up to two 4-digit numbers</li><li>• Subtract decimal numbers in the context of money</li><li>• Subtract fractions and mixed numbers with the same denominator</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Subtract whole numbers with more than 4 digits</li><li>• Subtract using mental strategies</li><li>• Subtract decimals with up to 2 decimal places</li><li>• Complements to 1</li><li>• Subtract fractions with denominators that are a multiple of one another</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Subtract integers up to 10 million</li><li>• Subtract decimals with up to 3 decimal places</li><li>• Order of operations</li><li>• Negative numbers</li><li>• Subtract fractions</li></ul>


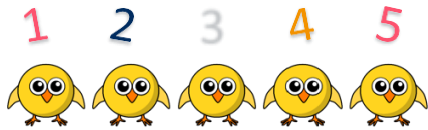

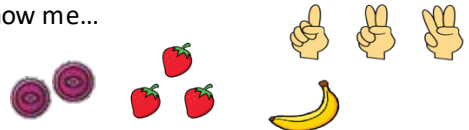


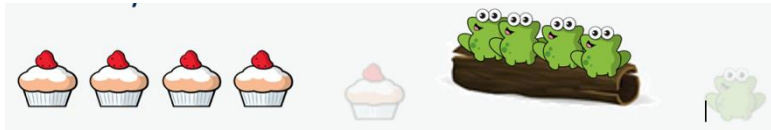
**EYFS CALCULATION POLICY:**

**ADDITION & SUBTRACTION**



# Nursery Calculation Policy – Addition & Subtraction





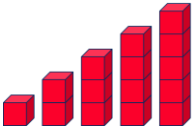
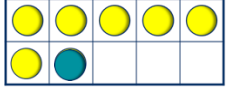


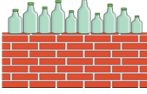
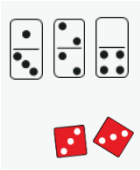


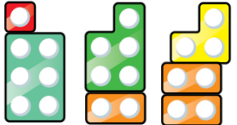


<p><b>Nursery</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin</b> to <b>develop</b> an understanding of numbers to 5.</li> <li>The focus at this stage is on <b>noticing</b> and <b>representing small quantities</b>, and teaching should prioritise <b>perceptual subitising</b> and <b>counting</b>.</li> <li>In this phase, children are not expected to engage in the <b>composition</b> or independent writing of numbers. Instead, teaching focuses on <b>presenting</b> numbers and supporting children to make meaningful connections between the <b>numeral</b> and its <b>representations</b>.</li> </ul>	
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>	
<p><b>Subitise to 3</b></p> <p>Children will instantly see how many.</p>	<p>How many do you see?</p> 	
<p><b>Count how many through the cardinality principle</b></p> <p>Children will begin to count objects using the <b>1-1 counting principle</b>.</p>	<p>How many are there?</p> 	<p>Count out ... from a larger group. E.g. collect 3 beanbags for a game.</p> 
<p><b>Make numbers to 5</b></p> <p>Children will start by showing 1, 2 and 3 using their fingers.</p>	<p>Show me...</p> 	<p>Begin to link numerals to quantities.</p> 
<p><b>Add 1 more</b></p> <p>Through stories, songs and rhymes.</p>	<p>How many do I have now?</p> 	
<p><b>Take 1 away</b></p> <p>Through stories songs and rhymes. Children may <b>physically take one away</b> or <b>cross a picture out</b>.</p>	<p>How many do I have now?</p> 	



# Reception Calculation Policy – Addition

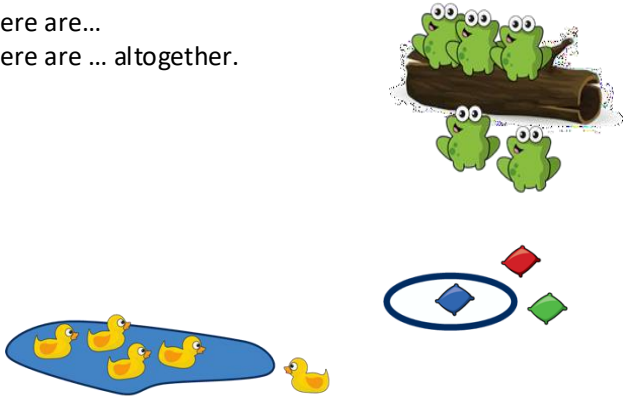
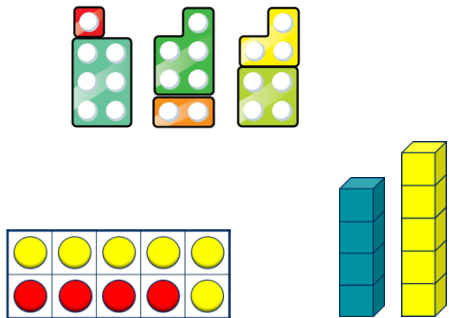
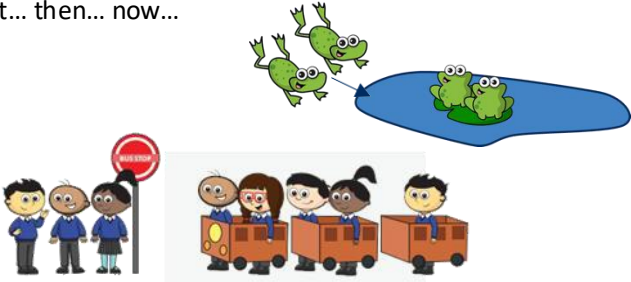
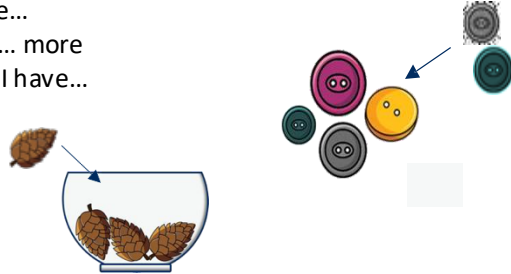


<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>Children will develop a <b>deep understanding of numbers</b> to 10, including the <b>composition</b> of each number.</li> <li>Children will be supported to <b>subitise</b> (recognise objects without counting) up to 5.</li> <li>Children will <b>automatically recall</b> (without reference to rhymes, counting or other aids) <b>parts</b> that make 5, and some that make 10, including <b>doubles</b> and <b>facts</b>.</li> <li>Children may begin to <b>write</b> and <b>form numerals</b> and will be shown <b>numeral representations</b> and supported in making <b>meaningful links</b> between <b>numerals</b> and <b>quantities</b>.</li> <li>Children will be introduced to early <b>graphics</b> as a way of representing their mathematical thinking.</li> </ul>	
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>	
<p><b>Conceptually subitise to 5</b></p> <p>Notice the <b>parts</b> that make up the <b>whole</b> and develop <b>automatic recall</b>.</p>	<p>What do you see? How do you see it?</p>    	
<p><b>1 more</b></p> <p>Continue to make links to stories, songs and rhymes.</p> <p>Introduction to numicon shapes and <b>sentence frames</b>.</p>	<p>1 more than ... is</p>   	
<p><b>Notice the composition of numbers within 10</b></p> <p>Link to stories, songs and rhymes.</p>	<p>How many...? How many...? How many altogether?</p>   	<p>How many ways can you make? Introduction to the <b>part-whole model</b>.</p> <p>Prove it! (reasoning) How many ways? (problem solving)</p>   



# Reception Calculation Policy – Addition

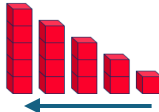

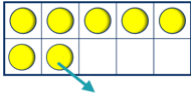

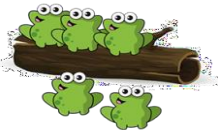


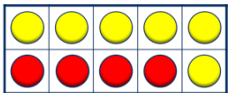
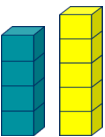
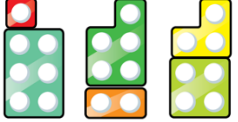
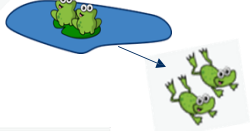

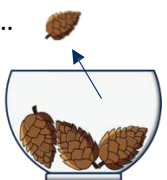
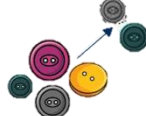



Progression of Skills	Key Representations	
<p><b>Combine two groups</b></p> <p>Two groups are combined to make the total.</p> <p>Children are not introduced to addition and subtraction symbols.</p> <p>Children will apply their knowledge of <b>composition</b>.</p> <p>Children will use <b>sentence frames</b>.</p>	<p>There are... There are... There are ... altogether.</p> 	<p>.. and ... make ... Introduction to <b>part-whole models</b>.</p> 
<p><b>Add more</b></p> <p>A <b>quantity</b> is increased.</p> <p>Children will use <b>sentence frames</b>.</p> <p>Children will <b>'count on'</b> rather than <b>'counting all'</b></p>	<p>First... then... now...</p> 	<p>I have... I add... more Now I have...</p> 



# Reception Calculation Policy – Subtraction



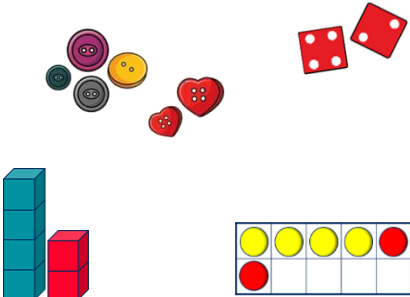
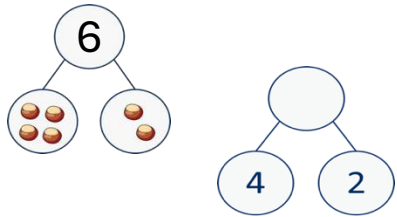
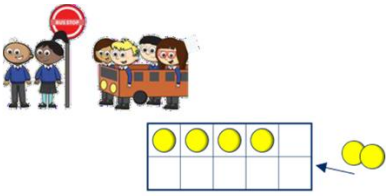
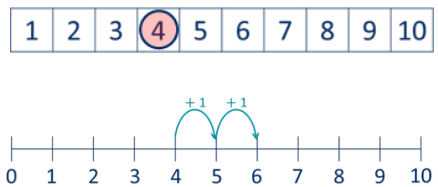
<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>Children will develop a <b>deep understanding of numbers to 10</b>, including the <b>composition</b> of each number.</li> <li>Children will be supported to <b>subitise</b> (recognise quantities without counting) up to 5.</li> <li>Children will <b>automatically recall</b> (without reference to rhymes, counting, or other aids) number facts up to 5, including some <b>subtraction facts</b>, and some number facts to 10, including <b>double facts</b>.</li> <li>Children may <b>begin to write and form numerals</b>.</li> <li>Children will be <b>shown numeral representations</b> and supported in making meaningful <b>links between numerals and quantities</b>.</li> <li>Children will be introduced to <b>early graphics</b> as a means of expressing and representing their mathematical thinking.</li> </ul>	
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>	
<p><b>1 less</b></p> <p>Children will continue to link stories, songs and rhymes and use <b>sentence frames</b>.</p>	<p>1 less than ... is ...</p>    	
<p><b>Partition</b></p> <p>Using objects, explore different ways to partition a number into 2 or more parts.</p> <p>Children will use <b>sentence frames</b>.</p>	<p>There are ... altogether. I can see... here and ... there.</p>   	<p>... and ... make Introduction to the <b>part-whole model</b>.</p>   
<p><b>Take away</b></p> <p>A quantity is reduced.</p>	<p>First... Then... Now... How many are left?</p>  	<p>I have... I take ... away Now I have ...</p>   

**KS1 CALCULATION POLICY:**  
**ADDITION & SUBTRACTION**



# Year 1 Calculation Policy – Addition

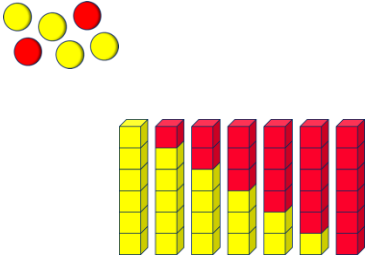
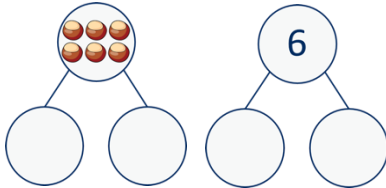
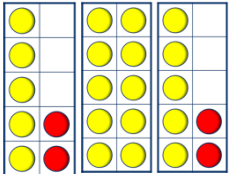
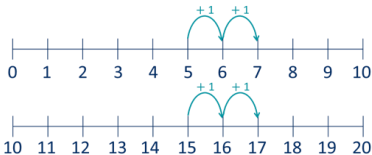
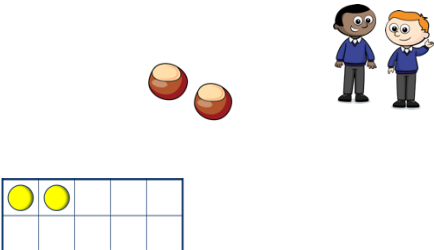
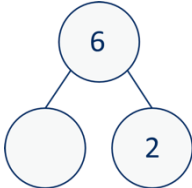


<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin to read, write and interpret</b> simple mathematical statements involving the <b>addition (+) and equals (=) symbols</b>, introduced for the first time.</li> <li>Children will <b>begin to represent and use number bonds</b> within 20.</li> <li>Children will <b>begin to add</b> 1-digit and 2-digit numbers to 20, including zero.</li> <li>Children will <b>begin to solve one-step problems</b> that involve addition, using <b>concrete objects, pictorial representations, and missing number problems</b> (e.g., <math>7 = \underline{\quad} + 2</math>)</li> </ul>		
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>		
<p><b>Add Together (count all)</b></p> <p>Two quantities are combined to find the <b>total</b>, recapping and building upon previous knowledge.</p> <p>Children will use <b>sentence frames</b>.</p> <p>Children will use the language of ‘<b>add</b>’ and ‘<b>equal to</b>’.</p>	<p>There are... There are... There are... altogether.</p> 	<p>... is a part. ... is a part. ... is the whole.</p> <p>Children will use <b>part-whole models</b>.</p> 	<p>... <b>add</b> ... is <b>equal to</b> ... ... is <b>equal to</b> ... + ...</p> $4 + 2 = 6$ $2 + 4 = 6$ $6 = 4 + 2$ $6 = 2 + 4$
<p><b>Add More (count on)</b></p> <p>A quantity is <b>increased</b>.</p> <p>Children will use ‘<b>first, then, now</b>’ structures.</p> <p>Children will build and name, read, then write numerical representations.</p>	<p>First... Then... Now...</p> 	<p>I start at... I jump on... I land on...</p> 	<p>... <b>add</b> ... is <b>equal to</b> ... ... is <b>equal to</b> ... + ...</p> $4 + 2 = 6$ $2 + 4 = 6$ $6 = 4 + 2$ $6 = 2 + 4$



# Year 1 Calculation Policy – Addition

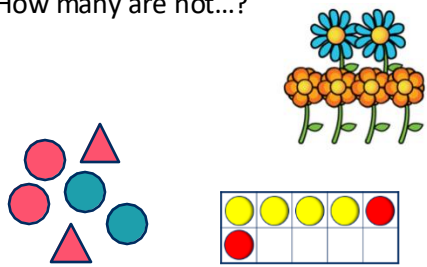
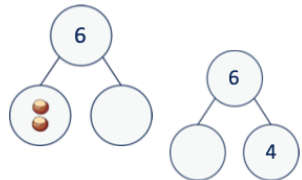
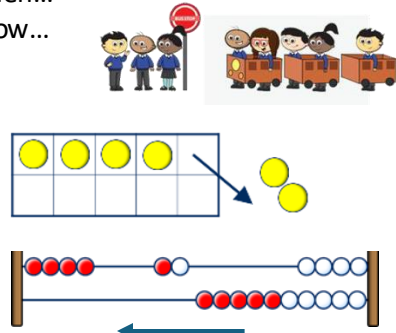
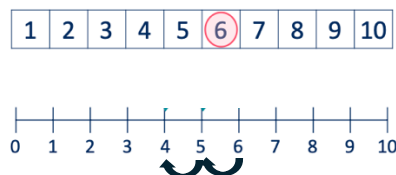


Progression of Skills	Key Representations		
<p><b>Bonds within 10</b></p> <p>Include bonds for each number within 10.</p> <p>Encourage children to notice patterns.</p>	<p>... is made of ... and ... ... and ... make ...</p> 	<p>... can be partitioned into ... and ... Children will use <b>part-whole models</b>.</p> 	<p>... <b>add</b> ... is <b>equal to</b> ... Children may be introduced to <b>systematic problem solving</b> (e.g., find all possibilities using numicon)</p> $6 + 0 = 6$ $5 + 1 = 6$ $4 + 2 = 6$ $3 + 3 = 6$ $2 + 4 = 6$ $1 + 5 = 6$ $0 + 6 = 6$
<p><b>Related facts within 20</b></p> <p>Make links to known facts and pattern spotting.</p>	<p>I know that ... and ... = ... So ... add ... = ...</p> 	<p>... more than ... is ... So ... more than ... is ...</p> 	<p>What patterns do you notice? Children may be introduced to <b>problem solving strategies</b> (rules and patterns)</p> $5 + 2 = 7$ $15 + 2 = 17$ $7 = 5 + 2$ $17 = 15 + 2$
<p><b>Missing numbers</b></p> <p>Make links to <b>known facts</b>.</p>	<p>How many more do you need to make...?</p> 	<p>If ... is the <b>whole</b> and ... is a <b>part</b>, the other <b>part</b> must be...</p> 	<p>... add... is ... What else can you work out?</p> $2 + \underline{\quad} = 6$ $6 = 2 + \underline{\quad}$



# Year 1 Calculation Policy – Subtraction

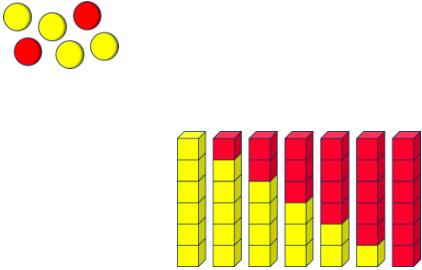
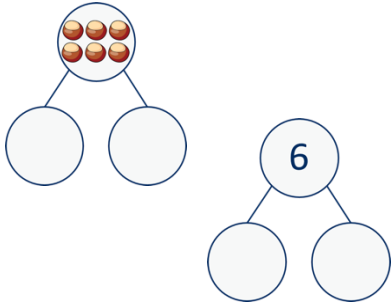
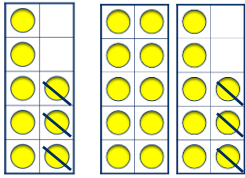
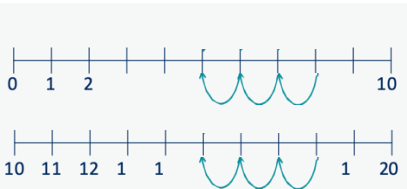
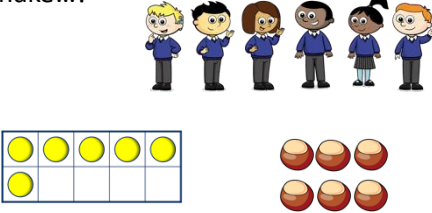
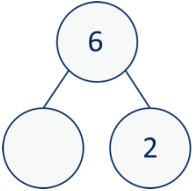


<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin to read, write and interpret</b> simple mathematical statements involving <b>the subtraction (+) and equals (=) symbols</b>, introduced for the first time. The subtraction symbol will be introduced as meaning: take away, reduction, and find the difference.</li> <li>Children will <b>begin to represent and use</b> number bonds related to <b>subtraction facts</b> within 20.</li> <li>Children will <b>begin to subtract</b> 1-digit and 2-digit numbers to 20, including zero.</li> <li>Children will <b>begin to solve one-step problems</b> that involve subtraction, using <b>concrete objects, pictorial representations, and missing number problems</b> (e.g., <math>7 = \underline{\quad} - 9</math>)</li> </ul>		
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>		
<p><b>Find a part</b></p> <p>Link to number bonds and known facts. E.g., <math>2 + 4 = 6</math> so if 6 is the whole and 4 is a part, the other part must be 2.</p>	<p>There are ... in total. ... are ... How many are not...?</p> 	<p>... is the <b>whole</b>. ... is a <b>part</b>. ... is a <b>part</b>. Children will use <b>part-whole models</b>.</p> 	<p>... <b>subtract (or take away)</b> ... is equal to ... ... is equal to ... - ...</p> $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$
<p><b>How many are left?</b></p> <p>A quantity is <b>decreased</b>.</p> <p>Children will use '<b>first, then, now</b>' structures.</p> <p>Children will build and name, read, then write numerical representations.</p>	<p>First... Then... Now...</p> 	<p>I start at... I jump back to... I land on...</p> 	<p>... <b>subtract (or take away)</b> ... is equal to ... ... is equal to ... - ...</p> $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$



# Year 1 Calculation Policy – Subtraction

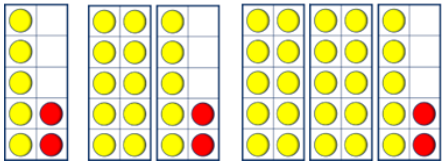
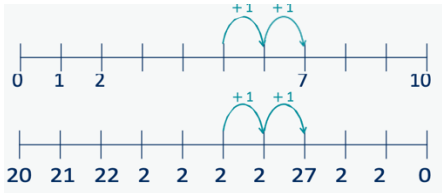
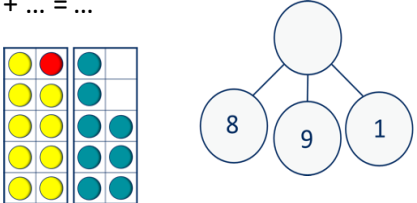
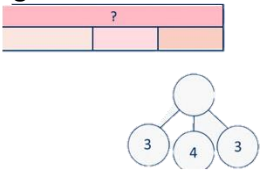


Progression of Skills	Key Representations		
<p><b>Bonds within 10</b></p> <p>Children will focus on subtraction facts.</p> <p>Children will be encouraged to notice patterns.</p>	<p>... is made of .... and ... ... and ... make ....</p> 	<p>... can be partitioned into ... and ... Children will use <b>part-whole models</b>.</p> 	<p>... <b>subtract</b> ... is <b>equal to</b> ... Children may be introduced to <b>systematic problem solving</b> (e.g., find all possibilities using numicon)</p> $6 - 0 = 6$ $6 - 1 = 5$ $6 - 2 = 4$ $6 - 3 = 3$ $6 - 4 = 2$ $6 - 5 = 1$ $6 - 6 = 0$
<p><b>Related facts within 20</b></p> <p>Make links to <b>known facts</b> and <b>pattern spotting</b>.</p>	<p>I know that ... and ... = ... So ... add ... = ...</p> 	<p>... more than ... is ... So ... more than ... is ...</p> 	<p>What patterns do you notice? Children may be introduced to <b>problem solving strategies</b> (rules and patterns)</p> $8 - 3 = 5$ $18 - 3 = 15$ $5 = 8 - 3$ $15 = 18 - 3$
<p><b>Missing numbers</b></p> <p>Make links to <b>known facts</b>.</p>	<p>How many do you need to subtract to make...?</p> 	<p>If ... is the <b>whole</b> and ... is a <b>part</b>, the other <b>part</b> must be...</p> 	<p>... <b>subtract</b>... is ... What else can you work out?</p> $6 - \underline{\quad\quad} = 2$ $2 = 6 - \underline{\quad\quad}$



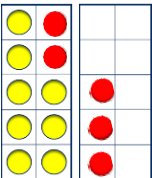

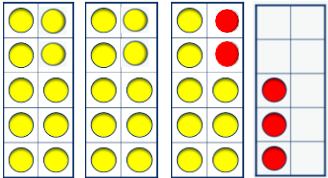
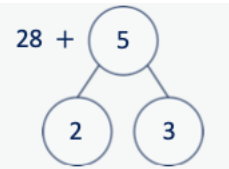
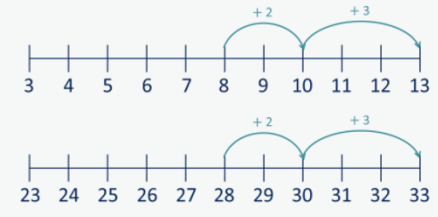
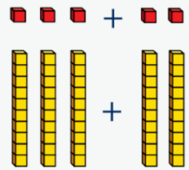
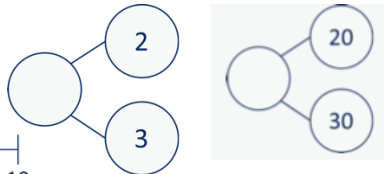
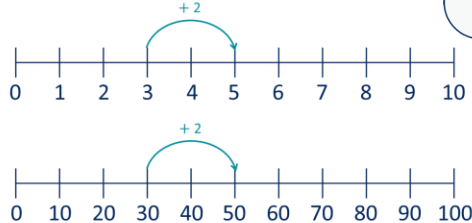
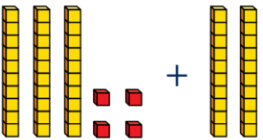
# Year 2 Calculation Policy – Addition



<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>Children will apply prior knowledge and use <b>addition facts</b> to 20 fluently, and <b>begin to derive and use related facts up to 100</b>.</li> <li>Children will <b>begin to add numbers</b> using <b>concrete objects, pictorial representations and mentally</b>, including:             <ul style="list-style-type: none"> <li>A two-digit number and ones (unit one)</li> <li>A two-digit number and tens (unit one)</li> <li>Three one-digit numbers (unit one)</li> <li>Two two-digit numbers (unit two)</li> </ul> </li> <li>Children will <b>begin to recognise and use the inverse relationship</b> between <b>addition</b> and <b>subtraction</b>, and will use this to check calculations and to solve <b>missing number problems</b>.</li> </ul>		
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>		
<p><b>Add ones to any number (related facts)</b></p> <p>Children will make links to <b>known facts</b>.</p> <p>Children will use <b>sentence stems</b>.</p> <p>Children will use the language of ‘<b>add</b>’ and ‘<b>equal to</b>’.</p>	<p>I know that ... and .... = ... So ... and ... = ...</p> 	<p>.... more than ... is ... So ... more than ... is ...</p> 	<p>Children are introduced to <b>procedural variation</b>. Children may use rules and patterns in <b>problem solving</b>:</p> $5 + 2 = 7$ $15 + 2 = 17$ $25 + 2 = 27$
<p><b>Add three one-digit numbers</b></p> <p>Prompt children to understand that addition can be done in any order and to make links to known facts.</p>	<p>... and ... are a bond to 10 <math>10 + \dots = \dots</math></p> 	<p>Double ... + ... = ... Children can use <b>bar models</b> to support learning.</p> 	<p>... <b>add</b> ... is <b>equal to</b> ... ... is <b>equal to</b> ... + ...</p> $8 + 9 + 1 =$ $8 + 1 + 9 =$ $9 + 1 + 8 =$

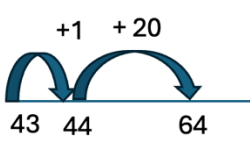








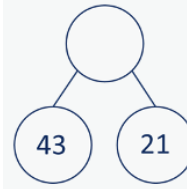




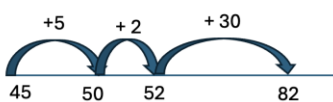
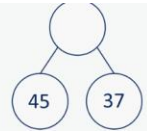
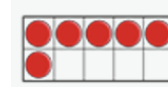
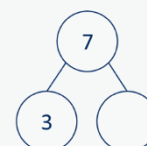
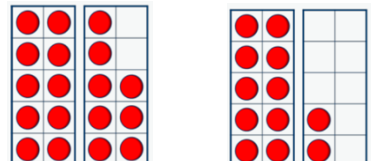


# Year 2 Calculation Policy – Addition

Progression of Skills	Key Representations																																																													
<p><b>Add across a 10</b></p> <p>Partition the number being added to make a full 10.</p> <p>'make ten' strategy.</p>	<p>... can be partitioned into ... and ...</p>  	<p>I add ... to get to ... then I add...</p>   <div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 10px auto;"> <math>8 + 5 = 13</math>  <math>28 + 5 = 33</math> </div> 																																																												
<p><b>Add multiples of 10</b></p> <p>Make links to known facts within 10.</p> <p>Reasoning of known facts and applying what you know.</p>	<p>... ones + ... ones = ... ones So ... tens + ... tens = ... tens</p>  <div style="margin-left: 200px;"> <math>3 + 2 = 5</math>  <math>30 + 20 = 50</math> </div>	<p>What is the same? What is different?</p>   <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="background-color: #f8d7da;">?</td></tr> <tr><td>2</td><td>3</td></tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="background-color: #f8d7da;">?</td></tr> <tr><td>20</td><td>30</td></tr> </table>	?	2	3	?	20	30																																																						
?																																																														
2	3																																																													
?																																																														
20	30																																																													
<p><b>Add 10s to any number</b></p> <p>Make links to known facts</p>	<p>... tens + ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To add ... I need to add 10 ... times</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td style="border: 2px solid blue;">34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table> <p>I know that ... and ... = ... So ... and ... = ...</p> <div style="text-align: center; margin-top: 20px;"> <math>30 + 20 = 50</math>  <math>34 + 20 = 54</math> </div>	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
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# Year 2 Calculation Policy – Addition

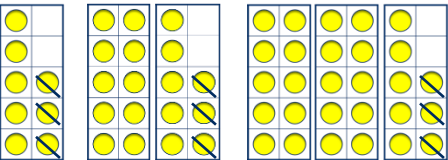
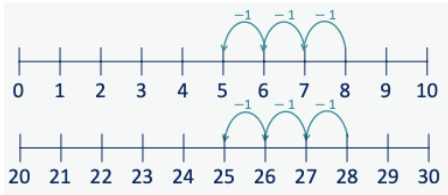
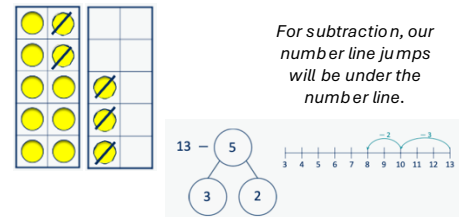
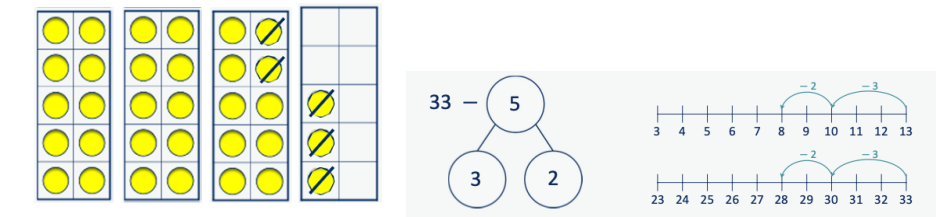


Progression of Skills	Key Representations																			
<p><b>Add 2-digit numbers (not across a 10)</b></p> <p>Children will be exposed to a <b>'count on'</b> strategy through a number line.</p> <p>Children will be exposed to a <b>'count all'</b> strategy by using an <b>'expanded column method'</b>.</p>	<p>... ones + ... ones = ... ones ... tens + ... tens = ... tens</p> <p><math>43 + 21 =</math></p> 	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #fff9c4;"> <th style="width: 50%;">Tens</th> <th style="width: 50%;">Ones</th> </tr> <tr> <td style="text-align: left;">  </td> <td style="text-align: left;">  </td> </tr> <tr> <td style="text-align: left;">  </td> <td style="text-align: left;">  </td> </tr> </table>	Tens	Ones					<p><math>43 + 21 =</math></p> <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">40</td><td style="text-align: left;">3</td></tr> <tr><td style="text-align: right;">+ 20</td><td style="text-align: left;">1</td></tr> <tr style="border-top: 1px solid black;"><td style="text-align: right; border-bottom: 1px solid black;">60</td><td style="text-align: left; border-bottom: 1px solid black;">4</td></tr> </table>	40	3	+ 20	1	60	4	<p>3 ones + 1 one = 4 ones 4 tens + 2 tens = 6 tens 6 tens + 4 ones = 64</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr style="background-color: #f8bbd0;"><td colspan="2">?</td></tr> <tr style="background-color: #ffe0b2;"><td>43</td><td>21</td></tr> </table>	?		43	21
Tens	Ones																			
																				
																				
40	3																			
+ 20	1																			
60	4																			
?																				
43	21																			
<p><b>Add 2-digit numbers (across a 10)</b></p> <p>Begin to exchange 10 ones for 1 ten.</p> <p>Children will be exposed to a <b>'count on'</b> strategy through a number line.</p> <p>Children will be exposed to a <b>'count all'</b> strategy by using an <b>'expanded column method'</b>.</p>	<p>There are ... ones, so I do/do not need to make an <b>exchange</b> .. Ones = ... ten and ... ones</p> <p><math>45 + 37 =</math></p> 	<table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;"><math>45 + 37 =</math></td><td style="text-align: left;"><math>45 + 37 =</math></td></tr> <tr><td style="text-align: right;">40    5</td><td style="text-align: left;">40    5</td></tr> <tr><td style="text-align: right;">+ 30   7</td><td style="text-align: left;">+ 30   7</td></tr> <tr style="border-top: 1px solid black;"><td style="text-align: right; border-bottom: 1px solid black;">70   12</td><td style="text-align: left; border-bottom: 1px solid black;">80    2</td></tr> <tr><td></td><td style="text-align: center;">10</td></tr> </table>	$45 + 37 =$	$45 + 37 =$	40    5	40    5	+ 30   7	+ 30   7	70   12	80    2		10	 <p>5 ones + 7 ones = 12 ones 12 ones = 1 ten and 2 ones 4 tens + 3 tens + 1 ten = 8 tens 8 tens and 2 ones = 82</p>							
$45 + 37 =$	$45 + 37 =$																			
40    5	40    5																			
+ 30   7	+ 30   7																			
70   12	80    2																			
	10																			
<p><b>Missing numbers</b></p> <p>Solve missing number problems and use the <b>inverse calculation</b> to check.</p>	<p>How many more do you need to make?</p>  <p><math>6 + \square = 10</math> <math>10 - \square = 6</math></p>	<p>If ... is a whole and ... is a part, then ... is the other part.</p>  <p><math>\square + 3 = 7</math> <math>7 - 3 = \square</math></p>	<p>... can be partitioned into ... and ...</p> <p><math>10 + 8 = 12 + \square</math></p> 																	



# Year 2 Calculation Policy – Subtraction

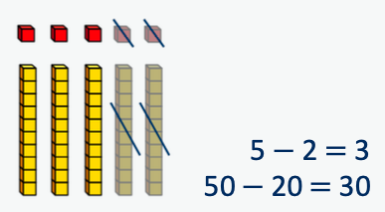
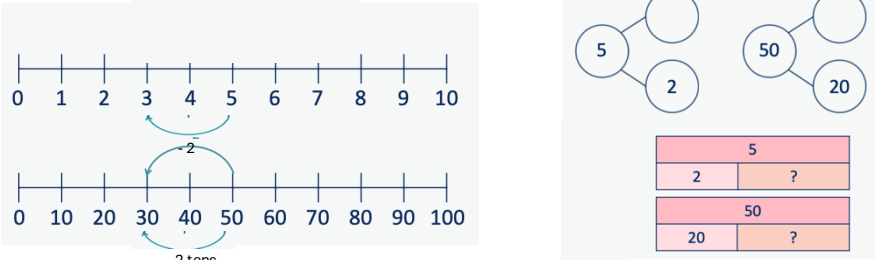
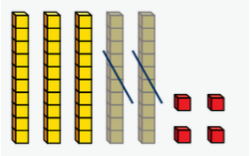


<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>Children will apply prior knowledge and use <b>subtraction facts</b> to 20 fluently, and <b>begin to derive and use related facts up to 100</b>.</li> <li>Children will <b>begin to subtract numbers</b> using <b>concrete objects</b>, <b>pictorial representations</b> and <b>mentally</b>, including:             <ul style="list-style-type: none"> <li>A two-digit number and ones (unit one)</li> <li>A two-digit number and tens (unit one)</li> <li>Two two-digit numbers (unit two)</li> </ul> </li> <li>Children will <b>begin</b> to recognise and use the <b>inverse relationship</b> between <b>addition</b> and <b>subtraction</b>, and will use this to check calculations and to solve <b>missing number problems</b>.</li> </ul>		
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>		
<p><b>Subtract ones from any number (related facts)</b></p> <p>Children will make links to known facts.</p> <p>Children will use <b>sentence stems</b>.</p> <p>Children will use the language of ‘<b>subtract</b>’, ‘<b>take away</b>’ and ‘<b>equal to</b>’.</p>	<p>I know that ... <b>subtract</b> .... = ... So ... - ... = ...</p> 	<p>.... less than ... is ... So ... less than ... is ...</p> <p><i>For subtraction, our number line jumps will be under the number line.</i></p> 	<p>Children are exposed to reasoning skills through: What do you notice? Children may use rules and patterns in <b>problem solving</b>, e.g., can you continue the pattern?</p> $8 - 3 = 5$ $18 - 3 = 15$ $28 - 3 = 25$
<p><b>Subtract across a 10</b></p> <p><b>Partition</b> the number being subtracted to bridge through a ten.</p>	<p>... can be <b>partitioned</b> into ... and ...</p>  <p><i>For subtraction, our number line jumps will be under the number line.</i></p>	<p>Make links with <b>related facts</b>.</p> 	



# Year 2 Calculation Policy – Subtraction

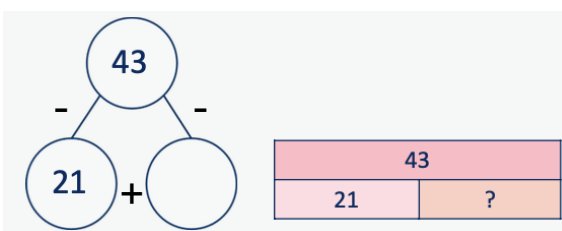

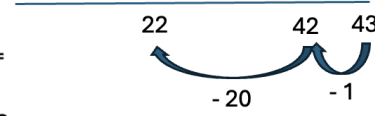
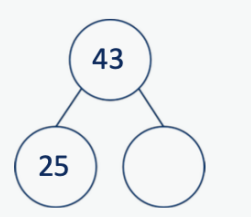
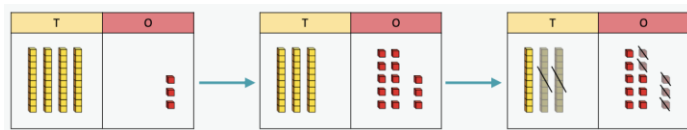
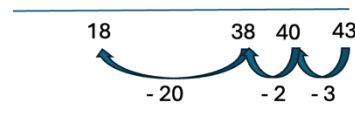
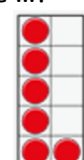
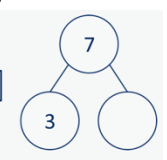
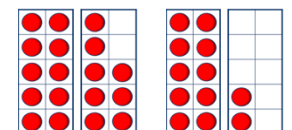


Progression of Skills	Key Representations																																																													
<p><b>Subtract multiples of 10</b></p> <p>Children will make links to known facts.</p> <p>Children will use <b>sentence stems</b>.</p> <p>Children will use the language of ‘<b>subtract</b>’, ‘<b>take away</b>’ and ‘<b>equal to</b>’.</p>	<p>... ones - ... ones = ... ones So, ... tens - ... tens = ... tens</p> 	<p>Children will be exposed to reasoning through: What is the same? What is different?</p> <p>Children will use <b>bar models</b> to support their learning.</p> 																																																												
<p><b>Subtract tens from any number</b></p> <p>Children will make links to known facts.</p>	<p>... tens - ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To <b>subtract</b> ... I need to <b>subtract</b> 10 ... times.</p> <table border="1" data-bbox="1031 908 1458 1150"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table> <p>I know that ... <b>subtract</b> ... = ... So, ... <b>subtract</b> ... = ...</p> <p style="text-align: center;"> <math>50 - 20 = 30</math>  <math>54 - 20 = 34</math> </p>	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
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51	52	53	54	55	56	57	58	59	60																																																					



# Year 2 Calculation Policy – Subtraction



Progression of Skills	Key Representations									
<p><b>Subtract two 2-digit numbers (not across a 10)</b></p> <p>Children will be exposed to a <b>'count back'</b> strategy through a number line.</p> <p>Children will be exposed to a <b>'count all'</b> strategy by using an <b>'expanded column method'</b>.</p>	<p>... ones - ... ones = ... ones So, ... tens - ... tens = ... tens</p>   $43 - 21 =$  $43 - 21 =$ <table border="1" data-bbox="1408 456 1595 599"> <tr><td>40</td><td>3</td></tr> <tr><td>- 20</td><td>1</td></tr> <tr><td>20</td><td>2</td></tr> </table> <p>3 ones - 1 one = 2 ones 4 tens - 2 tens = 2 tens 2 tens and 2 ones = 22</p>		40	3	- 20	1	20	2		
40	3									
- 20	1									
20	2									
<p><b>Subtract 2-digit numbers (across a 10)</b></p> <p>Begin to <b>exchange</b> 1 ten for 10 ones.</p> <p>Children will be exposed to a <b>'count back'</b> strategy through a number line and the <b>'make ten'</b> rule.</p> <p>Children will be exposed to a <b>'count all'</b> strategy by using an <b>'expanded column method'</b>.</p>	<p>Children will develop their reasoning through: I need to make an <b>exchange</b> because I do not have enough ones to <b>subtract</b> ... ones.</p>   <p>3 ones - 5 ones (I need to exchange 1 ten for 10 ones)</p> <p>13 ones - 5 ones = 8 ones 3 tens - 2 tens = 1 ten 1 ten and 8 ones = 18</p> $43 - 25 =$  $43 - 25 =$ <p>exchange</p> <table border="1" data-bbox="1678 913 1885 1099"> <tr><td>30</td><td>13</td></tr> <tr><td><del>40</del></td><td><del>3</del> rename</td></tr> <tr><td>- 20</td><td>5</td></tr> <tr><td>10</td><td>8</td></tr> </table>		30	13	<del>40</del>	<del>3</del> rename	- 20	5	10	8
30	13									
<del>40</del>	<del>3</del> rename									
- 20	5									
10	8									
<p><b>Missing numbers</b></p> <p>Solve missing number problems and use the <b>inverse calculation</b> to check.</p>	<p>How many do you need to subtract to make ...?</p>  $10 - \square = 6$ $6 + \square = 10$	<p>If ... is the whole and ... is a part, then ... is the other part.</p>  $7 - 3 = \square$ $\square + 3 = 7$ <p>... can be <b>partitioned</b> into ... and ...</p> $18 - \square = 12 + 2$ 								

**LKS2 CALCULATION POLICY:**

**ADDITION & SUBTRACTION**

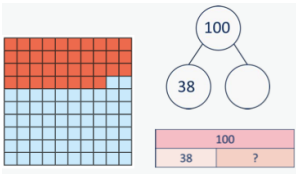
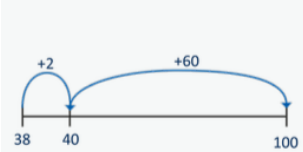
# Year 3 Calculation Policy – Addition



<h2>Year 3</h2>	<ul style="list-style-type: none"> <li>• Before beginning this unit, children will revisit <b>complements to 100</b> and recap <b>adding two two-digit numbers</b> from Year 2.</li> <li>• Children will then <b>begin to add two two-digit numbers across 100</b>.</li> <li>• Children will then <b>begin to add numbers mentally</b>, including:             <ul style="list-style-type: none"> <li>• A three-digit number and ones.</li> <li>• A three-digit number and tens.</li> <li>• A three-digit number and hundreds.</li> </ul> </li> <li>• Children will <b>begin to add numbers with up to three digits</b>, using the <b>expanded column method</b> from Year 2 and a <b>formal written methods</b> of columnar addition.</li> <li>• Children will <b>begin to add fractions with the same denominator</b> within one whole.</li> <li>• Children will <b>begin to calculate the time taken by particular events or tasks</b>.</li> </ul>
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<h2>Progression of Skills</h2>	<h2>Key Representations</h2>
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<p><b>Add 2-digit numbers (not across a 10)</b>  <b>Add 2-digit numbers (across a 10)</b>  <b>Add 2-digit numbers (across 100)</b></p>	<p>Refer to Year 2 addition and subtraction calculation policy for guidance.</p>
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<p><b>Complements to 100</b></p> <p>Pairs of numbers which total 100</p>	<p>... add ... is equal to 100</p> 	<p>I add ... to get to the next 10, then ... to get to 100</p>  <div style="float: right; text-align: right;"> <math>38 + 62 = 100</math>  <math>62 + 38 = 100</math>  <math>100 = 38 + 62</math>  <math>100 = 62 + 38</math> </div>
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<p><b>Add 1s, 10s or 100s to a 3-digit number.</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p> <p>Children will use <b>sentence stems</b>.</p>	<p>The ones/tens/hundreds column will increase by...</p> <table style="display: inline-table; margin-right: 20px;"> <tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr> <tr><td></td><td></td><td></td></tr> </table> <table style="display: inline-table; margin-right: 20px;"> <tr><th>H</th><th>T</th><th>O</th></tr> <tr><td></td><td></td><td></td></tr> </table> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <math>444 + 5 =</math>  <math>444 + 50 =</math>  <math>444 + 500 =</math> </div> <div style="text-align: left;"> <math>777 + 2 =</math>  <math>777 + 20 =</math>  <math>777 + 200 =</math> </div> </div>	Hundreds	Tens	Ones				H	T	O				<div style="display: flex; justify-content: space-around;"> <div style="text-align: right;"> <math>444 + 5 =</math>  <math>400 \quad 40 \quad 4</math>  <math>+</math>  <math>5</math>  <hr style="width: 100%;"/> <math>400 \quad 40 \quad 9</math> </div> <div style="text-align: right;"> <math>777 + 200 =</math>  <math>700 \quad 70 \quad 7</math>  <math>+</math>  <math>200</math>  <hr style="width: 100%;"/> <math>900 \quad 70 \quad 7</math> </div> </div>	<p>Children are introduced to <b>procedural variation</b>. Children may use rules and patterns in <b>problem solving</b>:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <math>235 + 3 =</math>  <math>235 + 30 =</math>  <math>235 + 300 =</math> </div> <div style="margin-top: 10px;"> <math>111 + \square = 118</math>  <math>111 + \square = 181</math>  <math>111 + \square = 811</math> </div>
Hundreds	Tens	Ones													
H	T	O													

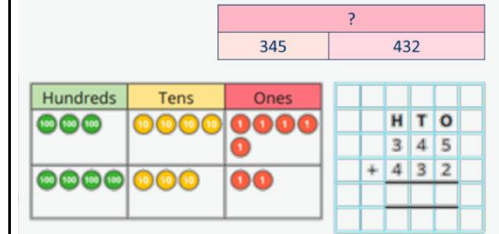
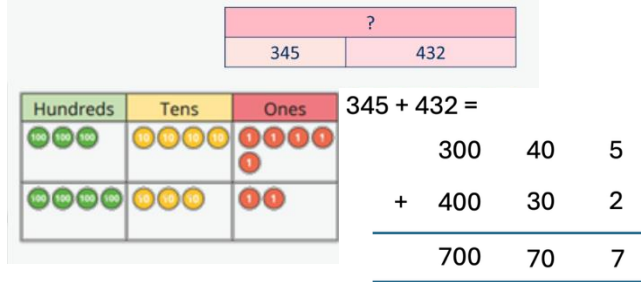
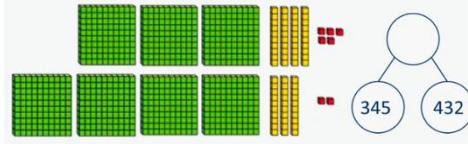
# Year 3 Calculation Policy – Addition

## Progression of Skills

### Add two numbers (no exchange)

Mental strategies and introduction of formal written method. This can be expanded across two lessons (expanded column method, formal columnar addition)

## Key Representations



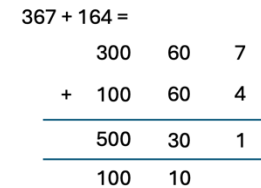
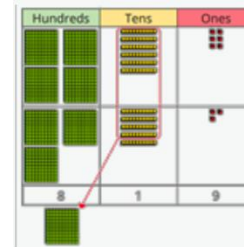
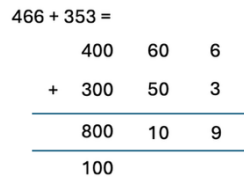
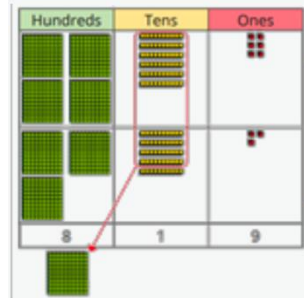
### Add two numbers across a 10 or 100.

Mental strategies and introduction of formal written method involving up to 2 exchanges including 3-digit add 2-digit numbers.

This can be expanded across two lessons (expanded column method, formal columnar addition)



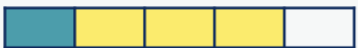
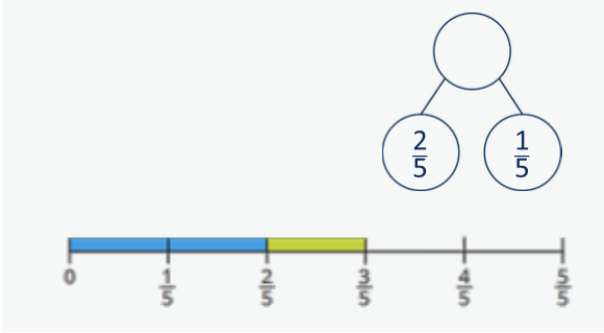

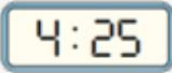
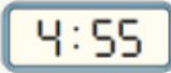
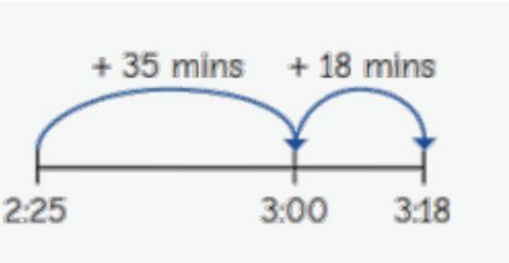
There are ... ones, so I do/do not need to make an exchange.  
There are ... tens, so I do/do not need to make an exchange.

... ones = ... ten and ... ones  
... tens = ... hundred and ... tens



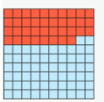
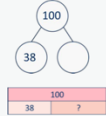
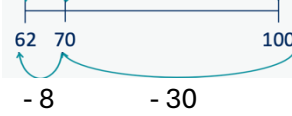
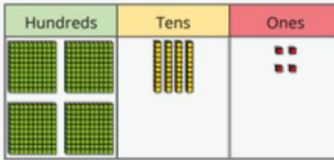

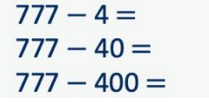
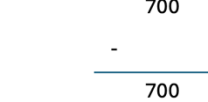
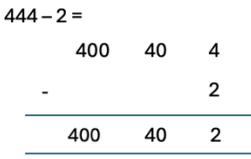
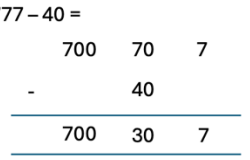
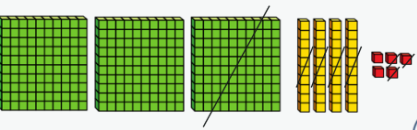
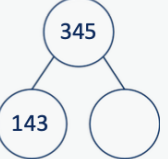


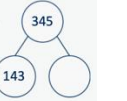
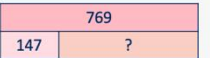



# Year 3 Calculation Policy – Addition

Progression of Skills	Key Representations
<p><b>Add fractions with the same denominator within 1 whole</b></p> <p>Make links with known facts</p>	<p>When adding fractions with the same denominator, I only add the numerator ... fifths + ... fifths = ... fifths</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <math display="block">\frac{1}{5} + \frac{1}{5}</math> </div> <div style="text-align: center;">  <math display="block">\frac{1}{5} + \frac{2}{5}</math> </div> <div style="text-align: center;">  <math display="block">\frac{1}{5} + \frac{3}{5}</math> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>
<p><b>Calculate the duration of events</b></p> <p>Find durations of time between a given start and end point., children will calculate complements to 60.</p>	<p>From ... to ... o'clock is ... minutes From ... o'clock to ... is ... minutes The total time taken is ... minutes</p> <div style="text-align: center; margin-top: 20px;">  <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="text-align: center;">  <p>start</p> </div> <div style="text-align: center;">  <p>finish</p> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div> </div>




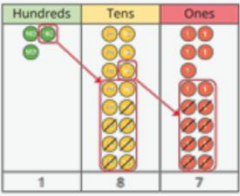
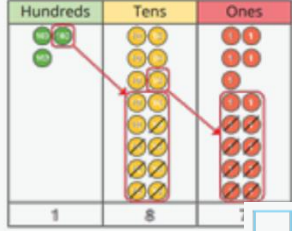
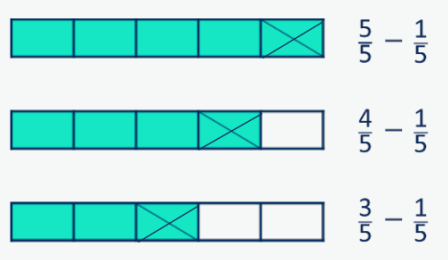
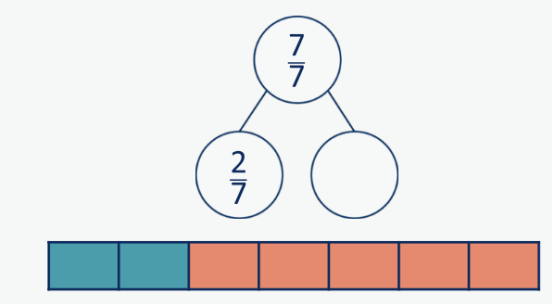
# Year 3 Calculation Policy – Subtraction

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin</b> to <b>subtract</b> numbers mentally, including:             <ul style="list-style-type: none"> <li>A three-digit number and ones.</li> <li>A three-digit number and tens.</li> <li>A three-digit number and hundreds.</li> </ul> </li> <li>Children will <b>begin</b> to <b>subtract</b> numbers with up to three digits, using the <b>expanded column method</b> from Year 2 and a <b>formal written methods</b> of columnar subtraction with up to three-digit numbers.</li> <li>Children will <b>begin</b> to <b>subtract fractions with the same denominator</b> within one whole.</li> </ul>		
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>		
<p><b>Complements to 100</b></p> <p>Focus on subtraction facts.</p>	<p>100 subtract ... is equal to ...</p>    <p> <math>100 - 38 = 62</math>  <math>100 - 62 = 38</math>  <math>62 = 100 - 38</math>  <math>38 = 100 - 62</math> </p>		
<p><b>Subtract 1s, 10s or 100s to a 3-digit number.</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p> <p>Children will use <b>sentence stems</b>.</p>	<p>The ones/tens/hundreds column will decrease by...</p>   <p> <math>444 - 2 =</math>  <math>444 - 20 =</math>  <math>444 - 200 =</math> </p>   <p> <math>777 - 4 =</math>  <math>777 - 40 =</math>  <math>777 - 400 =</math> </p>   <p> <math>444 - 2 =</math>  <math>400 \quad 40 \quad 4</math>  <math>- \quad \quad \quad 2</math>  <math>400 \quad 40 \quad 2</math> </p> <p> <math>777 - 40 =</math>  <math>700 \quad 70 \quad 7</math>  <math>- \quad \quad 40</math>  <math>700 \quad 30 \quad 7</math> </p>		<p>Children are introduced to <b>procedural variation</b>. Children may use rules and patterns in <b>problem solving</b>:</p> <p> <math>235 - 3 =</math>  <math>235 - 30 =</math>  <math>235 - 300 =</math> </p> <p> <math>118 - \square = 111</math>  <math>624 - 20 =</math>  <math>181 - \square = 111</math>  <math>654 - 50 =</math>  <math>811 - \square = 111</math> </p>
<p><b>Subtract two numbers (no exchange)</b></p> <p>Mental strategies and introduction of formal written method. This can be expanded across two lessons (expanded column method, formal columnar subtraction)</p>	   <p> <math>345 - 143 =</math>  <math>300 \quad 40 \quad 5</math>  <math>- 100 \quad 40 \quad 3</math>  <math>200 \quad 0 \quad 2</math> </p>		    <p> <math>769 - 147 =</math>  <math>700 \quad 60 \quad 9</math>  <math>- 100 \quad 40 \quad 7</math>  <math>600 \quad 20 \quad 2</math> </p>



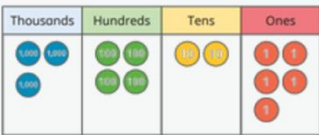
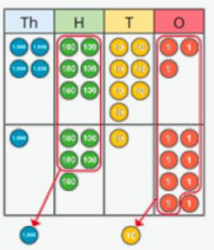


# Year 3 Calculation Policy – Subtraction



Progression of Skills	Key Representations																																																									
<p><b>Subtract two numbers across a 10 or 100</b></p> <p>Mental strategies and introduction of formal written method involving up to 2 exchanges including 3-digit subtract 2-digit numbers.</p> <p>This can be expanded across two lessons (expanded column method, formal columnar addition)</p>	<p>I need to subtract ... ones. I do/do not need to make an exchange.            I need to subtract ... tens. I do/do not need to make an exchange.            I can exchange 1... for 10...</p>  $452 - 43 =$ <table style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>40</td><td>10</td></tr> <tr><td>400</td><td><del>50</del></td><td>2</td></tr> <tr><td>-</td><td>40</td><td>3</td></tr> <tr><td colspan="3"><hr/></td></tr> <tr><td>400</td><td>0</td><td>9</td></tr> </table>		40	10	400	<del>50</del>	2	-	40	3	<hr/>			400	0	9	 $365 - 178 =$ <table style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>100</td><td>50</td><td>10</td></tr> <tr><td>300</td><td><del>50</del></td><td>60</td><td>5</td></tr> <tr><td>-</td><td>100</td><td>70</td><td>8</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td>100</td><td>80</td><td>7</td><td></td></tr> </table>		100	50	10	300	<del>50</del>	60	5	-	100	70	8	<hr/>				100	80	7		 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td><del>2</del></td><td><del>15</del></td><td>1</td><td>5</td></tr> <tr><td>1</td><td>7</td><td>8</td><td></td></tr> <tr><td>1</td><td>8</td><td>7</td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>					<del>2</del>	<del>15</del>	1	5	1	7	8		1	8	7					
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<p><b>Subtract fractions with the same denominator within one whole</b></p> <p>Make links with known facts.</p>	<p>When subtracting fractions with the same denominator, I only subtract the numerator.            ... fifths - ... fifths - ... fifths</p>  																																																									



# Year 4 Calculation Policy – Addition

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin</b> to <b>add</b> numbers with <b>up to four digits</b>, starting with the <b>expanded column method</b> from Years 2 and 3, before progressing to the <b>formal written method of columnar addition</b>.</li> <li>Children will <b>begin</b> to solve simple <b>measure</b> and <b>money problems</b> involving <b>fractions</b> and <b>decimals</b> with two decimal places.</li> <li>Children will <b>begin</b> to <b>add fractions with the same denominator</b>.</li> </ul>	
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>	
<p><b>Add 1s, 10s or 100s to a 4-digit number.</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p> <p>Children will use <b>sentence stems</b>.</p>	<p>The ones/tens/hundreds/thousands column will increase by...</p>  <p> <math>3,425 + 3 =</math>  <math>3,425 + 30 =</math> </p> <p> <math>3,425 + 300 =</math>  <math>3,425 + 3,000 =</math> </p> $\begin{array}{r} 3000 \quad 400 \quad 20 \quad 5 \\ + \phantom{0000} \phantom{000} \phantom{00} \quad 3 \\ \hline 3000 \quad 400 \quad 20 \quad 8 \end{array}$	<p>Children are introduced to <b>procedural variation</b>. Children may use rules and patterns in <b>problem solving</b>:</p> <p> <math>2,350 + 3 =</math>  <math>2,350 + 30 =</math>  <math>2,350 + 300 =</math>  <math>2,350 + 3,000 =</math> </p> <p> <math>6,040 + 200 =</math>      <math>2,211 + \square = 2,251</math>  <math>6,040 + 500 =</math>      <math>2,211 + \square = 2,215</math>  <math>6,040 + 900 =</math>      <math>2,211 + \square = 2,511</math> </p>
<p><b>Add up to two 4-digit numbers</b></p> <p>Formal written method with up to 3 exchanges. Encourage children to estimate and use inverse operations to check answers to calculations.</p>	<p>There are ... Ones/tens/hundreds so I do/do not need to make an exchange. I can exchange 10 ... for 1 ...</p> <p>Exchange will be taught in three steps:</p> <ul style="list-style-type: none"> <li>Exchange tens</li> <li>Exchange hundreds</li> <li>Exchange thousands</li> </ul> <p> <math>4,673 + 1,518 =</math> </p> $\begin{array}{r} 4000 \quad 600 \quad 70 \quad 3 \\ + 1000 \quad 500 \quad 10 \quad 8 \\ \hline 6000 \quad 100 \quad 90 \quad 2 \\ \hline 1000 \phantom{0000} \quad 10 \phantom{0000} \end{array}$   	



# Year 4 Calculation Policy – Addition



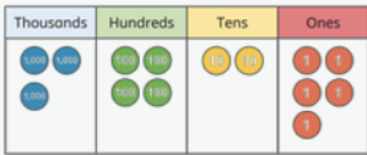
Progression of Skills	Key Representations	
<p><b>Add decimal numbers in the context of money</b></p> <p>Children are introduced to <b>decimal notation</b>.</p> <p>Emphasis on <b>partitioning</b> and use of <b>number lines</b> rather than formal written calculations.</p>	<p>... pence + ... pence = ... pence            ... pounds + ... pounds = ... pounds            £3.25 can be partitioned into £3 + 20p + 5p            £2.45 can be partitioned into £2 + 40p + 5p</p> <div data-bbox="679 505 1065 629" data-label="Image"> </div> <p style="text-align: center;"> <math>5p + 5p = 10p</math>  <math>40p + 20p = 60p</math>  <math>£2 + £3 = £5</math>  <math>£5 + 60p + 10p = £5 \text{ and } 70p</math> </p>	<p>£3.25 can be partitioned into £3 + 20p + 5p            £2.45 can be partitioned into £2 + 40p + 5p</p> <p style="text-align: center;">£3 and 25p + £2 and 45p =</p> <div data-bbox="1301 596 1943 725" data-label="Figure"> </div>
<p><b>Add fractions and mixed numbers with the same denominator beyond one whole</b></p>	<p>When adding fractions with the same denominator, I only add the numerator            ... fifths + ... fifths = ... fifths</p> <div data-bbox="590 963 1164 1206" data-label="Figure"> </div> <div data-bbox="1212 935 1922 1206" data-label="Figure"> </div>	

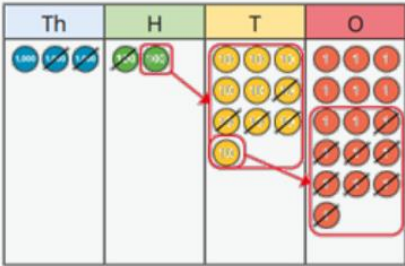


# Year 4 Calculation Policy – Subtraction

<b>Year 4</b>	<ul style="list-style-type: none"> <li>Children will <b>begin</b> to <b>subtract</b> numbers with <b>up to four digits</b>, starting with the <b>expanded column method</b> from Years 2 and 3, before progressing to the <b>formal written method of columnar subtraction</b>.</li> <li>Children will <b>begin</b> to solve simple <b>measure</b> and <b>money problems</b> involving <b>fractions</b> and <b>decimals</b> with two decimal places.</li> <li>Children will <b>begin</b> to <b>subtract fractions with the same denominator</b>.</li> </ul>
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<b>Progression of Skills</b>	<b>Key Representations</b>
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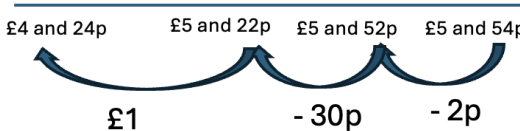
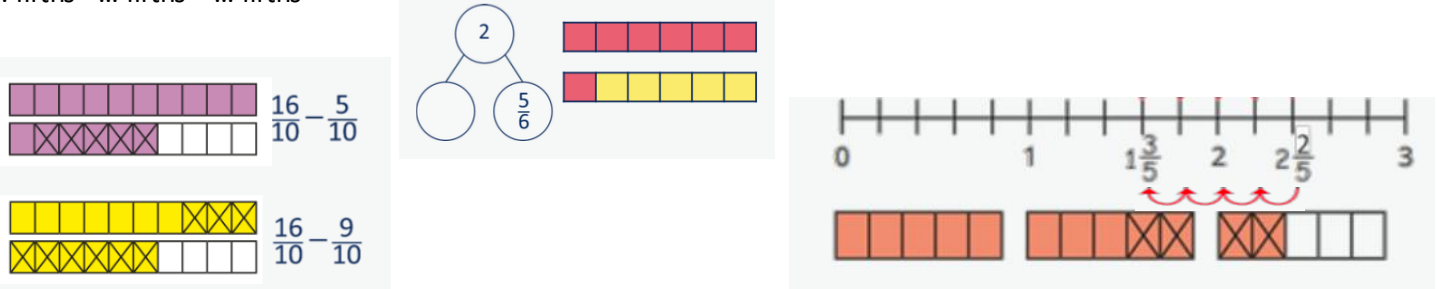
<p><b>Subtract 1s, 10s or 100s to a 4-digit number.</b></p> <p>Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.</p> <p>Children will use <b>sentence stems</b>.</p> <p>The expanded column method and a formal method may be taught in the same lesson, alongside each other, or in two lessons, adapted to meet the needs of the children.</p>	<p>The ones/tens/hundreds/thousands column will decrease by...</p> <div style="text-align: center;">  </div> $3,425 - 200 =$ <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">3000</td> <td style="text-align: right;">400</td> <td style="text-align: right;">20</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: right;">200</td> <td></td> <td></td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right;">3000</td> <td style="text-align: right;">200</td> <td style="text-align: right;">20</td> <td style="text-align: right;">5</td> </tr> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <math>3,425 - 2 =</math>  <math>3,425 - 20 =</math> </div> <div style="text-align: center;"> <math>3,425 - 200 =</math>  <math>3,425 - 2,000 =</math> </div> </div>	3000	400	20	5	-	200			3000	200	20	5	<p>Children are introduced to <b>procedural variation</b>. Children may use rules and patterns in <b>problem solving</b>:</p> <div style="background-color: #e1ecf4; padding: 10px; border: 1px solid #b8cce4;"> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;"><math>4,356 - 3 =</math></td><td></td></tr> <tr><td style="padding: 5px;"><math>4,356 - 30 =</math></td><td></td></tr> <tr><td style="padding: 5px;"><math>4,356 - 300 =</math></td><td></td></tr> <tr><td style="padding: 5px;"><math>4,356 - 3,000 =</math></td><td></td></tr> <tr><td style="padding: 5px;"><math>6,940 - 200 =</math></td><td style="padding: 5px;"><math>4,433 - \square = 4,430</math></td></tr> <tr><td style="padding: 5px;"><math>6,940 - 300 =</math></td><td style="padding: 5px;"><math>4,433 - \square = 4,033</math></td></tr> <tr><td style="padding: 5px;"><math>6,940 - 400 =</math></td><td style="padding: 5px;"><math>4,433 - \square = 4,403</math></td></tr> </table> </div>	$4,356 - 3 =$		$4,356 - 30 =$		$4,356 - 300 =$		$4,356 - 3,000 =$		$6,940 - 200 =$	$4,433 - \square = 4,430$	$6,940 - 300 =$	$4,433 - \square = 4,033$	$6,940 - 400 =$	$4,433 - \square = 4,403$
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<p><b>Subtract up to two 4-digit numbers</b></p> <p>Formal written method with up to 3 exchanges. Encourage children to estimate and use inverse operations to check answers to calculations.</p> <p>The expanded column method and a formal method may be taught in the same lesson, alongside each other, or in two lessons, adapted to meet the needs of the children.</p>	<p>I need to subtract ones/tens/hundreds. I do/do not need to make an exchange. I can exchange 1 ... for 10 ...</p> <ul style="list-style-type: none"> <li>No exchange</li> <li>Exchange tens</li> <li>Exchange hundreds</li> <li>Exchange thousands</li> </ul> <div style="text-align: center;"> <math>3206 - 2148 =</math> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: right;">90</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">3000</td> <td style="text-align: right;"><del>100</del></td> <td style="text-align: right;"><del>100</del></td> <td style="text-align: right;"><del>10</del></td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: right;">200</td> <td style="text-align: right;">0</td> <td style="text-align: right;">6</td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right;">1000</td> <td style="text-align: right;">100</td> <td style="text-align: right;">40</td> <td style="text-align: right;">8</td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right;">1000</td> <td style="text-align: right;">0</td> <td style="text-align: right;">50</td> <td style="text-align: right;">2</td> </tr> </table> </div>		90			3000	<del>100</del>	<del>100</del>	<del>10</del>	-	200	0	6	1000	100	40	8	1000	0	50	2	<div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr> <tr><td>3</td><td>2</td><td>0</td><td>6</td></tr> <tr><td>-</td><td>2</td><td>1</td><td>4</td><td>8</td></tr> <tr style="border-top: 1px solid black;"><td>1</td><td>0</td><td>5</td><td>8</td></tr> </table> </div>	Th	H	T	O	3	2	0	6	-	2	1	4	8	1	0	5	8
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# Year 4 Calculation Policy – Subtraction



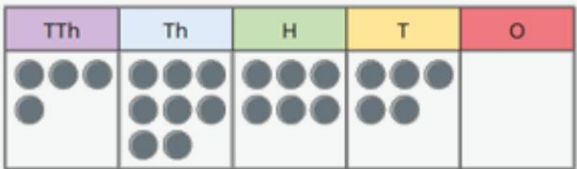
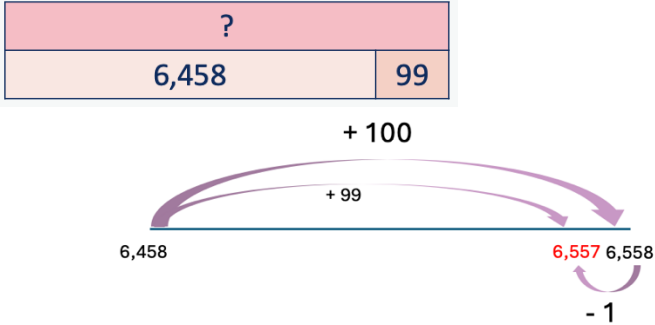
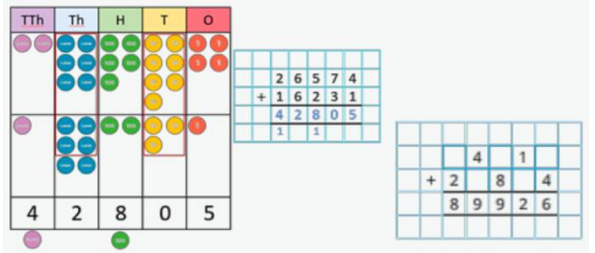
Progression of Skills	Key Representations	
<p><b>Subtract decimal numbers in the context of money</b></p> <p>Children are introduced to decimal notation.</p> <p>Emphasis on partitioning and use of number lines rather than formal written calculations.</p>	<p>... pence - ... pence = ... pence            ... pounds - ... pounds = ... pounds            £5.54 can be partitioned into £5 + 50p + 4p            £1.32 can be partitioned into £1 + 30p + 2p</p> <p style="text-align: center;"> <math>4p - 2p = 2p</math>  <math>50p - 30p = 20p</math>  <math>£5 - £1 = £4</math>  <math>£4 + 20p + 2p = £4 \text{ and } 22p</math> </p>	<p>£5.54 can be partitioned into £5 + 50p + 4p            £1.32 can be partitioned into £1 + 30p + 2p</p> <p style="text-align: center;"><b>£5 and 54p - £1 and 32p =</b></p> 
<p><b>Subtract fractions and mixed numbers with the same denominator beyond one whole</b></p>	<p>When subtracting fractions with the same denominator, I only subtract the numerator            ... fifths - ... fifths = ... fifths</p> 	

**UKS2 CALCULATION POLICY:**

**ADDITION & SUBTRACTION**

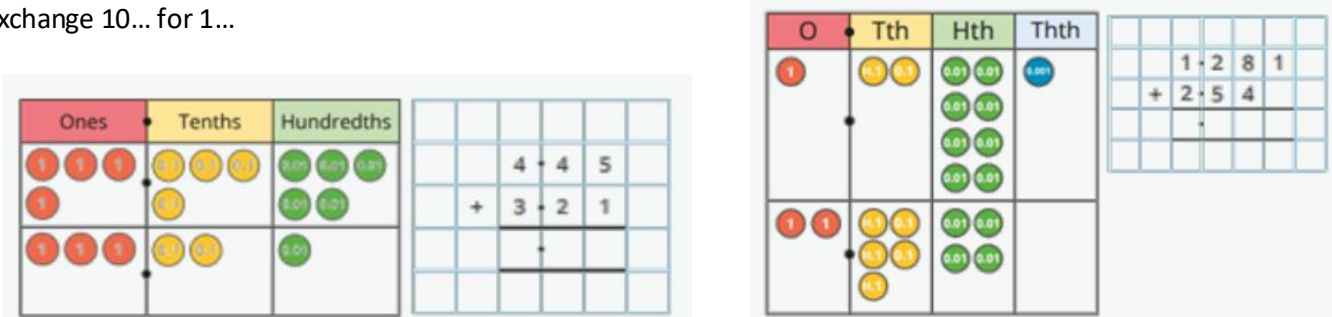
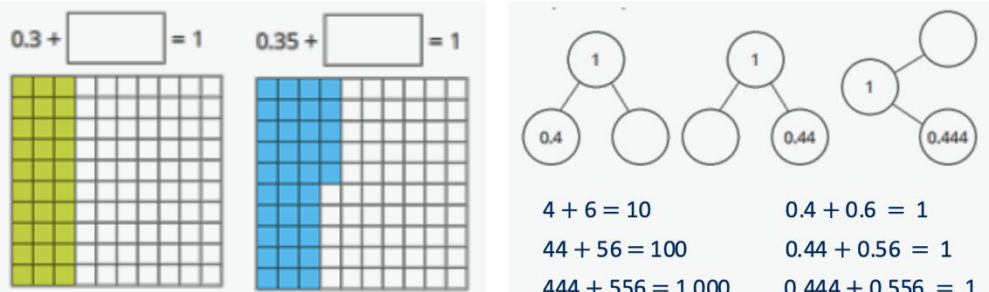
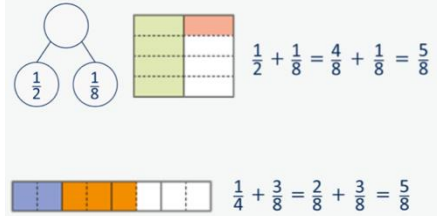
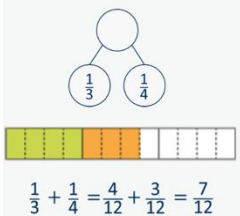
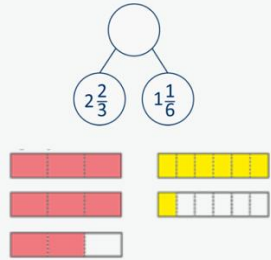


# Year 5 Calculation Policy – Addition

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin</b> to <b>add</b> whole numbers with <b>more than four digits</b>, using a <b>formal written method of columnar addition</b>. Where particular support is needed, children may use the <b>expanded column method</b> explored in previous year groups.</li> <li>Children will <b>begin</b> to add numbers mentally with increasingly large numbers.</li> <li>Children will <b>begin</b> to add <b>decimals</b>, including:             <ul style="list-style-type: none"> <li>A mix of whole numbers and decimals</li> <li>Decimals with different numbers of decimal places</li> <li>Complements of one whole</li> </ul> </li> <li>Children will continue to <b>add fractions</b> with the <b>same denominator</b> and <b>begin</b> to add fractions with denominators that are <b>multiples of the same number</b>.</li> </ul>	
<p><b>Progression of Skills</b></p>	<p><b>Key Representations</b></p>	
<p><b>Add using mental strategies</b></p> <p>Add 1s, 10s, 100s etc. to any number to 1,000,000. Use <b>number bonds</b> and <b>related facts</b>.</p>	 <p>48,650 + 300 = 48,650 + 30,000 = 48,650 + 30 =</p>	<p>To add, I can add ... then subtract ...</p> 
<p><b>Add whole numbers with more than four digits</b></p> <p>Encourage children to <b>estimate</b> and use <b>inverse operations</b> to check answers to calculations.</p>	<p>I can exchange 10... for 1...</p> <p>Children will explore reasoning through missing number problems &amp; inverse relationships</p> 	



# Year 5 Calculation Policy – Addition

Progression of Skills	Key Representations		
<p><b>Add decimals with up to two decimal places</b></p> <p>Progress from the same number of decimal places to a different number of decimal places, and from <b>no exchange</b> to <b>exchange</b>.</p> <p>Children will now calculate money with decimals.</p>	<p>I do/do not need to make an exchange because... I can exchange 10... for 1...</p> 		
<p><b>Complements to 1 whole</b></p> <p>Pairs of numbers with up to 3 decimal places which total 1</p> <p>Encourage children to make links with bonds to 10 and complements to 100 and 1,000</p>	 <p> <math>0.3 + \square = 1</math>      <math>0.35 + \square = 1</math> </p> <p> <math>4 + 6 = 10</math>                      <math>0.4 + 0.6 = 1</math>  <math>44 + 56 = 100</math>                      <math>0.44 + 0.56 = 1</math>  <math>444 + 556 = 1,000</math>                      <math>0.444 + 0.556 = 1</math> </p>		
<p><b>Add fractions with denominators that are a factor or multiple of one another</b></p> <p>Encourage children to <b>convert</b> fractions to the same <b>denominator</b> before adding.</p> <p>Progress from adding fractions within 1 whole to adding fractions beyond 1 whole and mixed numbers.</p>	<p>The <b>denominator</b> has been <b>multiplied</b> by..., so the <b>numerator</b> needs to be <b>multiplied</b> by... for the fractions to be <b>equivalent</b></p> <p>One denominator is a <b>factor and/or multiple</b> of another</p>  <p> <math>\frac{1}{2} + \frac{1}{8} = \frac{4}{8} + \frac{1}{8} = \frac{5}{8}</math>  <math>\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}</math> </p>	<p>The <b>denominator</b> has been <b>multiplied</b> by..., so the <b>numerator</b> needs to be <b>multiplied</b> by... for the fractions to be <b>equivalent</b></p> <p>Denominators are common multiples/factors</p>  <p> <math>\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}</math> </p>	<p>Mixed number fractions with the same and different denominators</p> 



# Year 5 Calculation Policy – Subtraction

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Children will <b>begin</b> to <b>subtract</b> whole numbers with <b>more than four digits</b>, using a <b>formal written method of columnar subtraction</b>. Where particular support is needed, children may use the <b>expanded column method</b> explored in previous year groups.</li> <li>Children will <b>begin</b> to subtract numbers mentally with increasingly large numbers.</li> <li>Children will <b>begin</b> to subtract <b>decimals</b>, including:             <ul style="list-style-type: none"> <li>A mix of whole numbers and decimals</li> <li>Decimals with different numbers of decimal places</li> <li>Complements of one whole</li> </ul> </li> <li>Children will continue to <b>subtract fractions</b> with the <b>same denominator</b> and <b>begin to subtract fractions with denominators that are factors and/or multiples of the same number</b>.</li> </ul>
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<b>Progression of Skills</b>	<b>Key Representations</b>
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**Subtract using mental strategies**

Subtract 1s, 10s, 100s etc. to any number to 1,000,000. Use **number bonds** and **related facts**.

48,650 – 300 =  
 48,650 – 30,000 =  
 48,650 – 30 =

To add, I can subtract ... then add ...

**Subtract whole numbers with more than four digits**

Encourage children to **estimate** and use **inverse operations** to check answers to calculations.

I can exchange 10... for 1...  
 Children will explore reasoning through missing number problems & inverse relationships



# Year 5 Calculation Policy – Subtraction

Progression of Skills	Key Representations		
<p><b>Subtract decimals with up to two decimal places</b></p> <p>Progress from the same number of decimal places to a different number of decimal places and from no exchange to exchange.</p>			
<p><b>Complements to 1 whole</b></p> <p>Encourage children to make links with bonds to 10 and complements to 100 and 1,000 when finding a missing part or subtracting from 1.</p>			
<p><b>Subtract fractions with denominators that are a factor and/or multiple of one another</b></p> <p><b>Convert</b> fractions to the same denominator before subtracting. Progress from subtracting fractions within 1 whole to subtracting from a mixed number.</p>	<p>The <b>denominator</b> has been <b>multiplied</b> by..., so the <b>numerator</b> needs to be <b>multiplied</b> by... for the fractions to be <b>equivalent</b> One denominator is a <b>factor and/or multiple</b> of another</p>	<p>The <b>denominator</b> has been <b>multiplied</b> by..., so the <b>numerator</b> needs to be <b>multiplied</b> by... for the fractions to be <b>equivalent</b> Denominators are common multiples/factors</p>	<p>Mixed number fractions with the same and different denominators</p>



# Year 6 Calculation Policy – Addition

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>Children will <b>continue</b> to <b>add</b> whole numbers with <b>more than four digits</b>, using a <b>formal written method of columnar addition</b>. Where particular support is needed, children may use the <b>expanded column method</b> explored in previous year groups.</li> <li>Children will <b>begin</b> to use their knowledge of the <b>order of operations</b> to carry out calculations involving all four operations.</li> <li>Children will <b>begin</b> to calculate <b>intervals across zero</b>.</li> <li>Children will <b>continue</b> to <b>add fractions with different denominators and mixed numbers</b>, using the concept of equivalent fractions.</li> </ul>
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<b>Progression of Skills</b>	<b>Key Representations</b>
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**Add integers up to 10 million**

Encourage children to **estimate** and use **inverse operations** to check answers to calculations.

Children will explore reasoning through missing number problems & inverse relationships

**Add decimals with up to 3 decimal places**





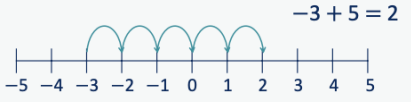
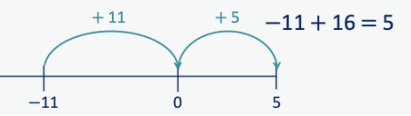

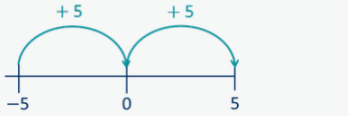
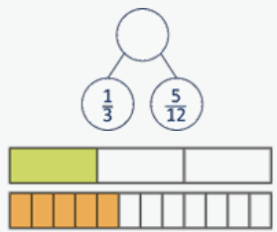
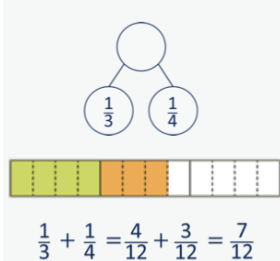
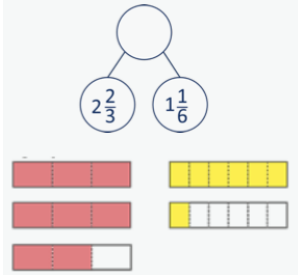
Progress from the same number of decimal places to a different number of decimal places and from **no exchange** to **exchange**.

Encourage children to check that they have lined up the columns correctly.

I do/do not need to exchange because...

# Year 6 Calculation Policy – Addition



Progression of Skills	Key Representations		
<p><b>Order of operations</b></p> <p>Calculations in brackets should be done first. Multiplication and division should be performed before addition and subtraction. When no brackets are shown and the operations have the same priority, work left to right.</p>	<p>... has greater priority than ..., so the first part of the calculation I need to do is...</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;">  <p><math>(3 + 4) \times 2 = 14</math></p> </div> <div style="text-align: center;">  <p><math>3 + 4 \times 2 = 11</math></p> </div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;">  <p><math>3 \times 4 + 2 = 14</math></p> </div>		
<p><b>Negative numbers</b></p> <p>Children add to negative numbers and carry out calculations which cross 0</p>	<p>... add ... is equal to</p> <div style="text-align: center;">  <p><math>-3 + 5 = 2</math></p> </div> <div style="text-align: center; margin-top: 10px;">  <p><math>-11 + 16 = 5</math></p> </div>	<div style="text-align: center;">  <p>The difference between <math>-5</math> and <math>-1</math> is <math>4</math></p> </div> <div style="text-align: center; margin-top: 10px;">  <p>The difference between <math>-5</math> and <math>5</math> is <math>10</math></p> </div>	
<p><b>Add fractions</b></p> <p>Convert fractions to the same denominator before adding. Progress from fractions where one denominator is a factor and/or multiple of the other, to any fractions and then to mixed numbers.</p>	<p>The <b>denominator</b> has been <b>multiplied</b> by..., so the <b>numerator</b> needs to be <b>multiplied</b> by...</p> <div style="text-align: center;">  </div>	<p>The <b>lowest common multiple</b> of... and ... is ...</p> <div style="text-align: center;">  <p><math>\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}</math></p> </div>	<p>... is made up of ... wholes and ...</p> <div style="text-align: center;">  </div>



# Year 6 Calculation Policy – Subtraction

<b>Year 6</b>	<ul style="list-style-type: none"> <li>Children will <b>continue</b> to <b>subtract</b> whole numbers with <b>more than four digits</b>, using a <b>formal written method of columnar subtraction</b>. Where particular support is needed, children may use the <b>expanded column method</b> explored in previous year groups.</li> <li>Children will <b>begin</b> to use their knowledge of the <b>order of operations</b> to carry out calculations involving all four operations.</li> <li>Children will <b>begin</b> to calculate <b>intervals across zero</b>.</li> <li>Children will <b>continue</b> to <b>subtract fractions with different denominators and mixed numbers</b>, using the concept of equivalent fractions.</li> </ul>
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Progression of Skills	Key Representations
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**Subtract integers up to 10 million**

Encourage children to **estimate** and use **inverse operations** to check answers to calculations.

Children will explore reasoning through missing number problems & inverse relationships

**Subtract decimals with up to 3 decimal places**

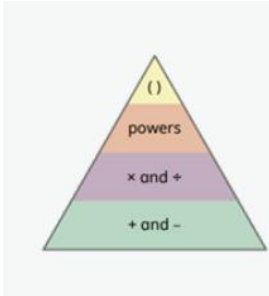


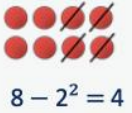

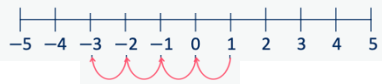


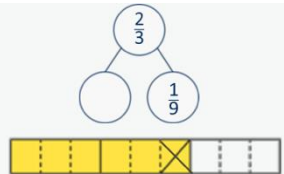
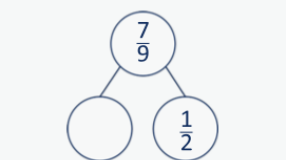
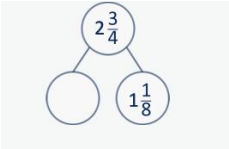
Progress from the same number of decimal places to a different number of decimal places and from no exchange to exchange.

Encourage children to check that they have lined up the columns correctly.

I do/do not need to exchange because...



# Year 6 Calculation Policy – Subtraction

Progression of Skills	Key Representations		
<p><b>Order of operations</b></p> <p>Calculations in brackets should be done first. Multiplication and division should be performed before addition and subtraction. When no brackets are shown and the operations have the same priority, work left to right.</p>	<p>... has greater priority than ..., so the first part of the calculation I need to do is...</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;">  <p><math>8 - 2 \times 3 = 2</math></p> </div> <div style="text-align: center;">  <p><math>(8 - 2) \times 3 = 18</math></p> </div> <div style="text-align: center;">  <p><math>8 - 2^2 = 4</math></p> </div> </div>		
<p><b>Negative numbers</b></p> <p>Children subtract from <b>positive and negative numbers</b> and calculate intervals across 0.</p>	<p>... subtract ... is equal to</p> <div style="text-align: center;"> <p><math>-1 - 4 = -5</math></p>  <p><math>1 - 4 = -3</math></p>  </div>	<div style="text-align: center;">  <p>The difference between <math>-5</math> and <math>-1</math> is 4</p> </div> <div style="text-align: center; margin-top: 20px;">  <p>The difference between 5 and <math>-5</math> is 10</p> </div>	
<p><b>Subtract fractions</b></p> <p>Convert fractions to the same denominator before subtracting. Progress from fractions where one denominator is a factor and/or multiple of the other, to any fractions and then to mixed numbers.</p>	<p>The <b>denominator</b> has been <b>multiplied</b> by..., so the <b>numerator</b> needs to be <b>multiplied</b> by...</p> <div style="text-align: center;">  <p><math>\frac{2}{3} - \frac{1}{9} = \frac{6}{9} - \frac{1}{9} = \frac{5}{9}</math></p> </div>	<p>The <b>lowest common multiple</b> of... and ... is ...</p> <div style="text-align: center;">  <p><math>\frac{7}{9} - \frac{1}{2} = \frac{14}{18} - \frac{9}{18} = \frac{5}{18}</math></p> </div>	<p>... is made up of ... wholes and ...</p> <div style="text-align: center;">  <p><math>2\frac{3}{4} - 1\frac{1}{8} = 1\frac{5}{8}</math></p> </div>