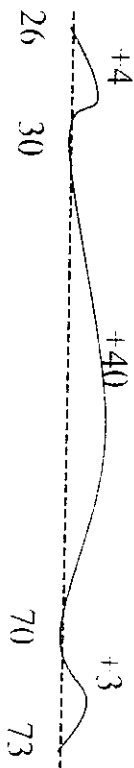


Subtraction

Children are encouraged to understand subtraction as 'finding the difference' between the smallest and largest number. They use an empty number line and the process of counting on.

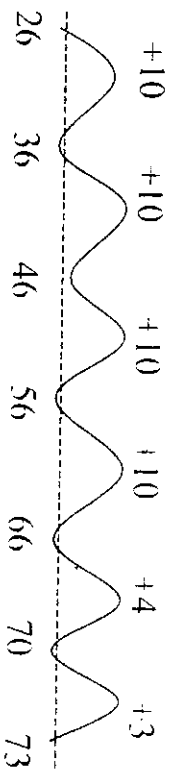
Children might draw a number line to show their working to solve this calculation: $73 - 26 =$



$$40 + 4 + 3 = 47 \quad \text{so } 73 - 26 = 47$$

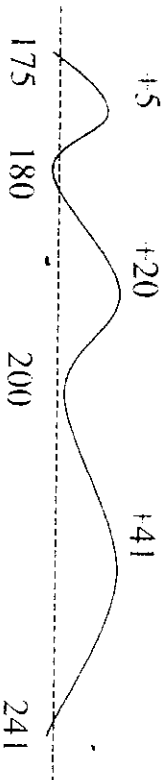
Children often prefer to jump to the nearest multiple of ten but will choose to jump in chunks they feel comfortable with.

Children will be encouraged to jump in numbers that will be easier to total. As their understanding develops they will 'refine' their jumps and become more efficient



$$10 + 10 + 10 + 10 + 4 + 3 = 47$$

$$241 - 175 = 66$$



Multiplication

Please encourage your child to learn their tables. They are VERY important in many aspects of life.

We reinforce the message that multiplication is repeated addition.

$$\text{E.g. } 7 \times 8 = 8 + 8 + 8 + 8 + 8 + 8 + 8 = 56$$

$$\text{Or } 8 \times 7 = 7 + 7 + 7 + 7 + 7 + 7 + 7 = 56$$

When tackling multiplication calculations we encourage children to split numbers into their place value groupings and to multiply each number separately.

$$\text{E.g. } 58 \times 4 = (50 \times 4) + (8 \times 4) = 200 + 32 = 232$$

$$70 \times 4 = 7 \times 4 \times 10 = 280$$

