

ADDITION AND SUBTRACTION POLICY

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Reviewed and ratified at

Full Governors Meeting: January 2023

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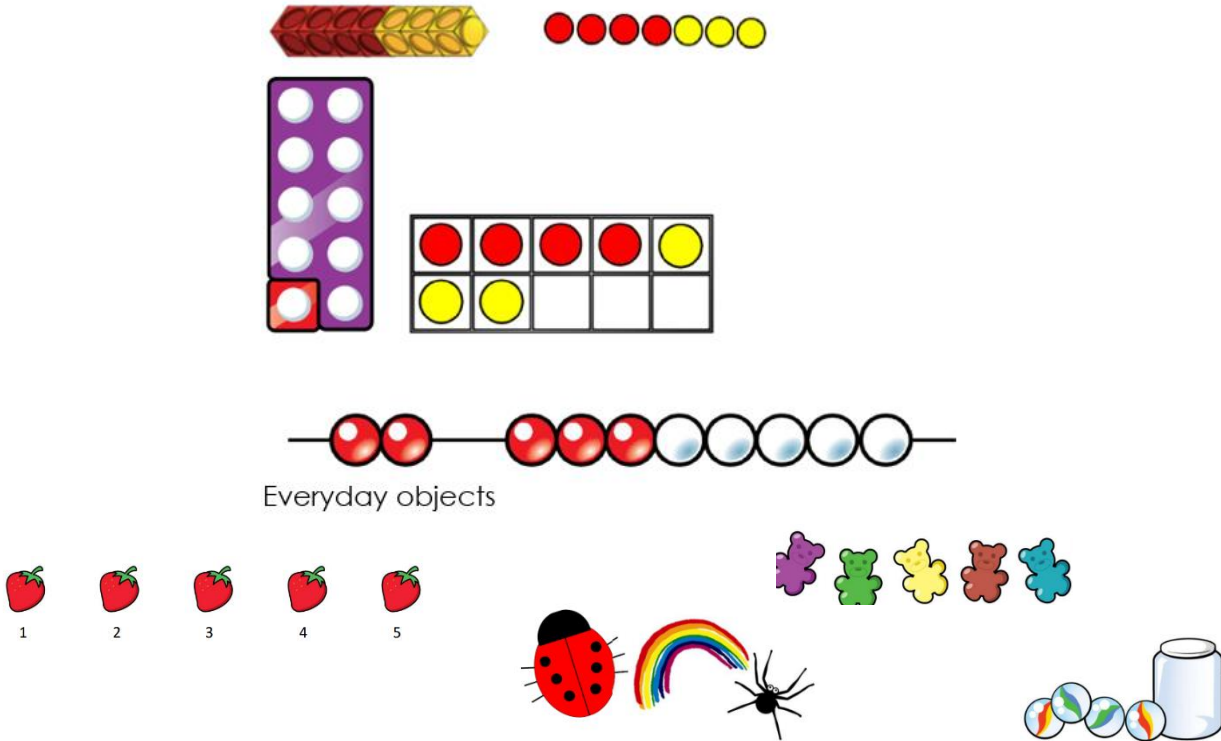
Web Site: www.holytrinitymargate.co.uk

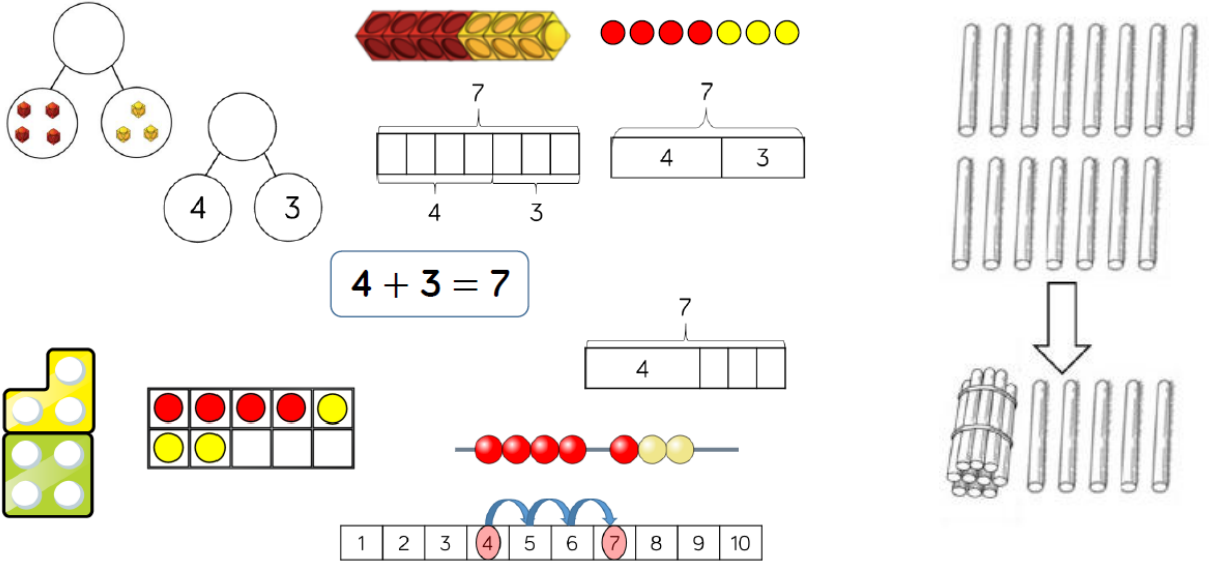
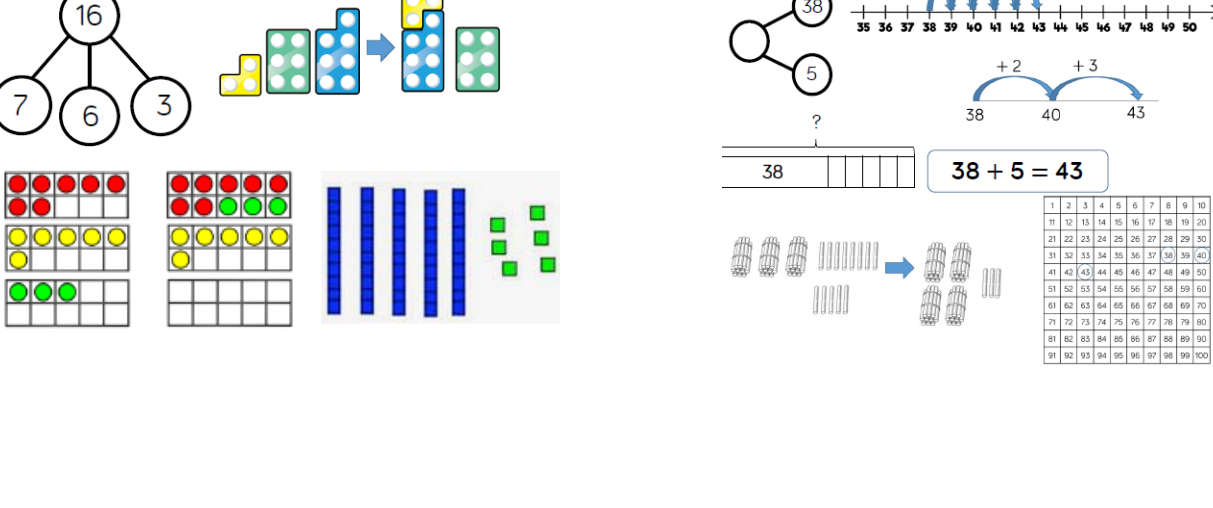
Through our lives we will have HOPE and aspiration for ourselves and our community, we will come to know and BELIEVE that God loves us and wants the very best for us because we are uniquely and wonderfully made and that we will fulfil our God-given gifts in order that we might ACHIEVE and enjoy life in all its fullness.

HOPE | BELIEVE | ACHIEVE

To develop confident, curious, independent, resilient life-long learners within a Christian environment

Trust | Friendship | Hope | Compassion | Respect | Forgiveness

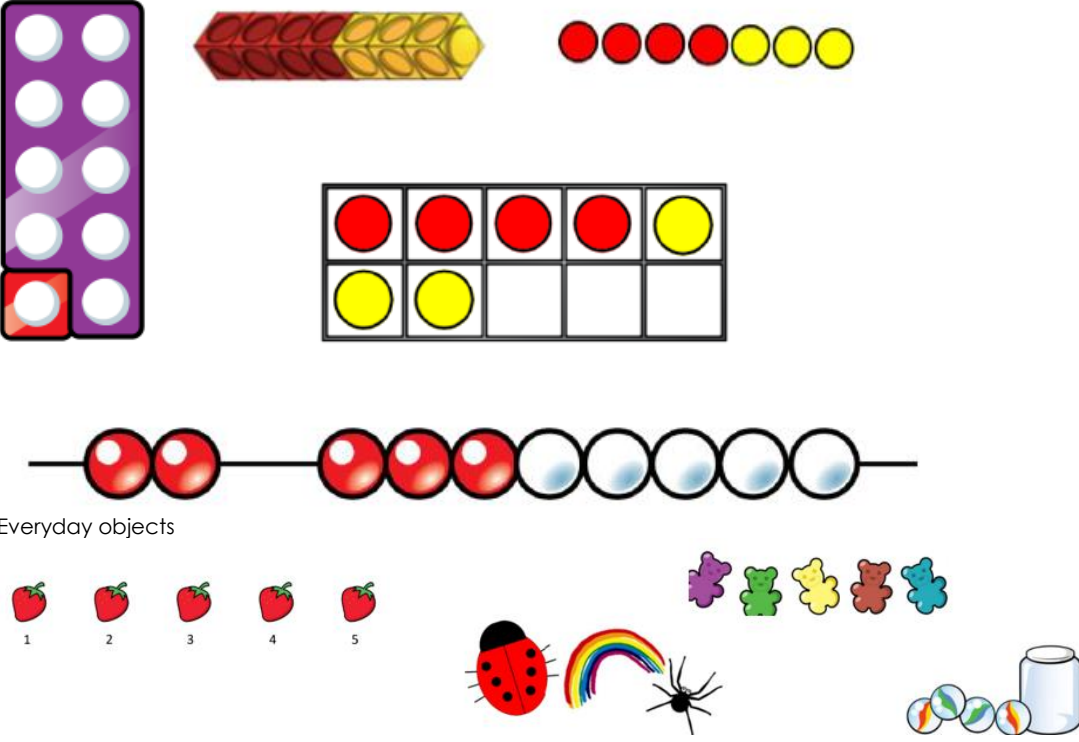
Year Group	National Curriculum Links/skills	Representations and models	Manipulatives	Vocabulary
R	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.		Cubes Counters Numicon Tens frame Bead strings Everyday objects	Add More Plus Make Sum Total Altogether Double How many more make..?

1	Add two digits up to 20.	 $4 + 3 = 7$	Cubes Counters Numicon Tens Frame Number Beads	Number bonds Near doubles Inverse
2	To add 3 one digit numbers.	 $38 + 5 = 43$	Numicon Tens frame Straws Base 10	Add Plus Sum Inverse

3	Add numbers with up to 3 digits.	$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$	Base ten Place value counters	Add Sum Plus Inverse Operation
4	Add numbers with up to 4 digits.	$1,378 + 2,148 = 3,526$	Base ten Place value counters	Add Sum Plus Inverse Operation Column

5	Add digits with up to 3 decimal places.	<table><thead><tr><th>Ones</th><th>Tenths</th><th>Hundredths</th></tr></thead><tbody><tr><td> 1 1 1 </td><td> 0.1 0.1 0.1 0.1 0.1 0.1 </td><td> 0.01 0.01 0.01 0.01 0.01 </td></tr><tr><td> 1 1 </td><td> 0.1 0.1 0.1 0.1 </td><td> 0.01 </td></tr></tbody></table> 1 ? 3.65 2.41 3.65 2.41 3.65 + 2.41 = 6.06	Ones	Tenths	Hundredths	1 1 1	0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01	1 1	0.1 0.1 0.1 0.1	0.01	Place value counters	Add Sum Plus Inverse Operation Column Written method
Ones	Tenths	Hundredths											
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01											
1 1	0.1 0.1 0.1 0.1	0.01											
6	Add digits with up to 3 decimal places.	3.65 + 2.41 6.06 1	N/A	Add Sum Plus Inverse Operation Column Order of operations									

Subtraction

Year Group	National Curriculum Links/skills	Representations and models	Manipulatives	Vocabulary
R	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	 Everyday objects	Cubes Counters Numicon Tens frame Bead strings Everyday objects	Subtract Take away Minus

3	Subtract numbers with up to 3 digits.	435 273 ? 435 273 ? 435 273 ? 435 - 273 = 262 <table><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr></table> 3 1 435 - 273 262 <table><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr></table>	Hundreds	Tens	Ones				Hundreds	Tens	Ones				Base ten Place value counters	Take away Subtract Column subtraction Minus		
Hundreds	Tens	Ones																
Hundreds	Tens	Ones																
4	Subtract digits with up to 4 digits.	4,357 2,735 ? 4,357 2,735 ? 4,357 2,735 ? 4,357 - 2,735 = 1,622 <table><tr><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr></table> 3 1 4357 - 2735 1622 <table><tr><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr></table>	Thousands	Hundreds	Tens	Ones				Thousands	Hundreds	Tens	Ones				Base ten Place value counters	Column subtraction Take away Subtract Difference Minus
Thousands	Hundreds	Tens	Ones															
Thousands	Hundreds	Tens	Ones															

5	Subtract digits with more than 4 digits.	294,382 182,501 ? 294,382 182,501 294,382 182,501 ? 294,382 182,501 111,881 <table><tr><th>HTh</th><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td> 100,000 100,000 </td><td> 10,000 10,000 10,000 10,000 10,000 10,000 10,000 10,000 </td><td> 1,000 1,000 1,000 1,000 </td><td> 100 100 100 100 100 100 100 100 100 100 </td><td> 10 10 10 10 10 10 10 10 </td><td> 1 1 </td></tr></table> <table><tr><td></td><td>2</td><td>9</td><td>3</td></tr><tr><td>-</td><td>1</td><td>8</td><td>2</td></tr><tr><td></td><td>1</td><td>1</td><td>1</td></tr></table>	HTh	TTh	Th	H	T	O	100,000 100,000	10,000 10,000 10,000 10,000 10,000 10,000 10,000 10,000	1,000 1,000 1,000 1,000	100 100 100 100 100 100 100 100 100 100	10 10 10 10 10 10 10 10	1 1		2	9	3	-	1	8	2		1	1	1	Place value counters	Column subtraction Take away Subtract Difference Written method Minus
HTh	TTh	Th	H	T	O																							
100,000 100,000	10,000 10,000 10,000 10,000 10,000 10,000 10,000 10,000	1,000 1,000 1,000 1,000	100 100 100 100 100 100 100 100 100 100	10 10 10 10 10 10 10 10	1 1																							
	2	9	3																									
-	1	8	2																									
	1	1	1																									
6	Subtract digits with up to 3 decimal places.	2 9 3 1 8 2 - 1 8 2 5 0 1 1 1 1 8 8 1		Column subtraction Take away Subtract Difference Minus Order of operations																								