



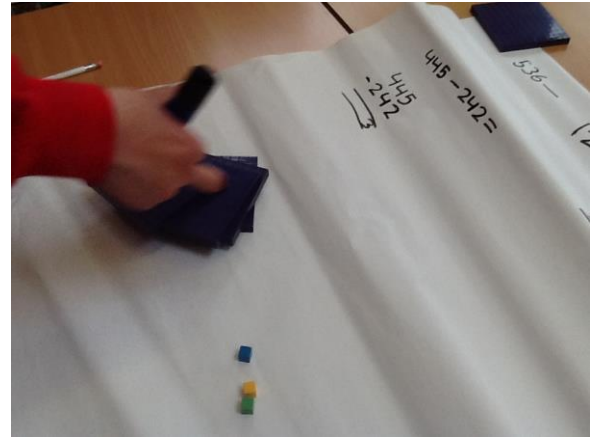
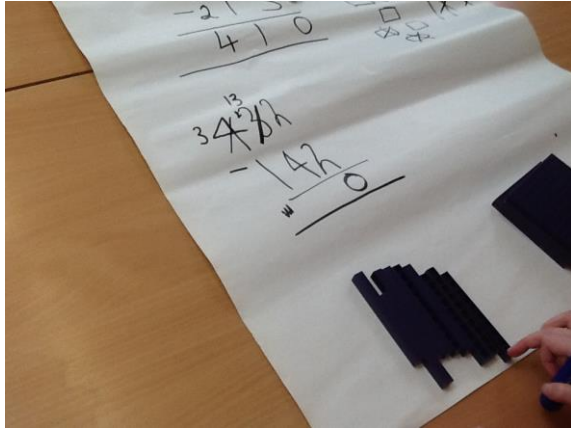
St. Mary and St. Peter

Year Five Calculation

Subtraction

Words we use...less, take away, decrease, subtract, find the difference how many more to make ...? how many more is ... than ...? how much more is ...? how many are left/left over? how many have gone? one less, two less, ten less ... one hundred less how many fewer is ... than ...? how much less is ...? difference between

In Year Five these are some of the ways we explore subtractions

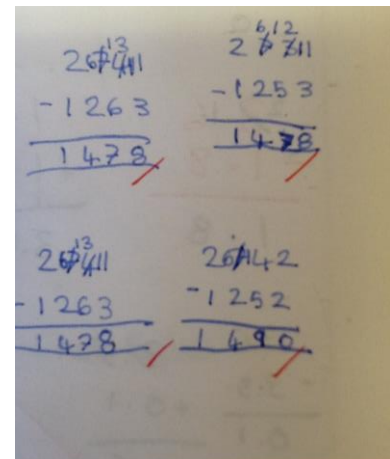
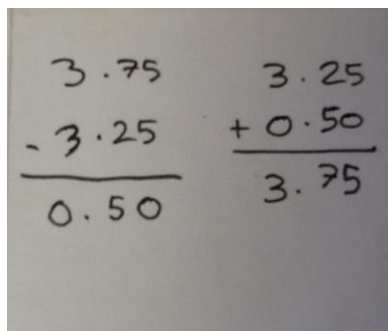
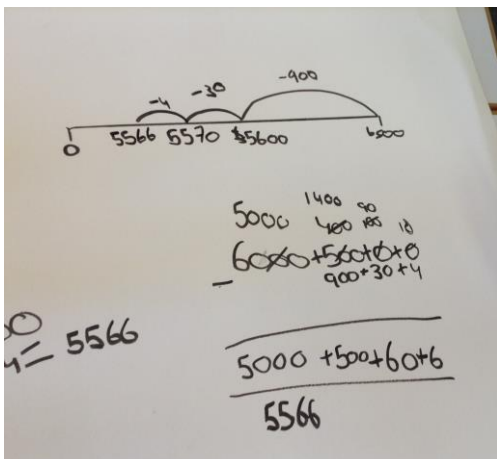


How Year Five learn Subtraction

In Year 5 children subtract mentally increasingly large numbers. They work using numbers with more than 4 digits and decimals. They continue the use of structured equipment such as Denes blocks and numberline methods. Alongside this they learn how to use formal written methods (column method), using the sound knowledge of place value that they have built up through the school. They think about the sensibleness of the answer and understand how that the order of numbers in a subtraction is important to the type of answer that is created.

They explore and further practice methods using them to solve subtractions multistep problems in contexts deciding which operations and methods to use and why.

In Year Five we use these jottings and methods to solve our subtractions on paper



Fluency – this is about building up an understanding of how numbers work. In Year 5 children are taught to think about which method is most efficient way to solve a problem. For example:

A car showroom reduces the price of a car from £18750 to £14999. By how much was the price of the car reduced? Circle the most sensible answer:

£3249, £4001, £3751

Work out what digits might replace the “?”

Is there more than one solution?

5000	
23??	???3

Problem Solving - importantly this is about working out ways to explore a problem. Children learn to work in a logical way and try out different ways to come to solutions. It is essential for problem solving that children are resilient and keep going even if they are finding the problem tricky. Here are some examples of addition problems for Year 5.

True or false.

$4999 - 1999 = 5000 - 2000$

Explain how you know using a written method.



Which of the following questions are easy and which ones are hard?

$211113 - 20 =$

$512293 - 300 =$

$819354 - 200 =$

$319954 - 100 =$

Explain why you think the hard questions are hard.

$\square + 3475 = 6\square 24$

What numbers go in the boxes? What different answers are there?

Convince me.



Reasoning – is about explaining thinking. Children are asked questions such as: “How do you know?”, “Can you convince me this is true?”, “What do you notice about these numbers?” and “Can you give another example?”

Which of these number sentences have an answer that is between 0.6 and 0.7?

$11.48 - 10.86 =$

$53.3 - 52.75 =$

Explain your reasons.

I have £10.
I spends £6.49 at the shop.



Which is the quickest method to solve this?

In my triangle the 3 angles total 180. One of the angles is 90 what could the other two be?



What could the two other angles be, explain your reasoning.