

# Abingdon Primary School



## Calculation Policy 2014

# About our Calculation Policy

This policy shows how calculations are taught throughout Abingdon Primary School and has been produced to meet the statutory requirements of the National Curriculum 2014. It is designed to provide children with a clear progression through the calculation strategies.

Early learning of number and calculation in Foundation Stage follows the “Development Matters” EYFS document and this calculation policy is devised to follow on progressively from the content and methods established in the Early Years Foundation Stage.

As there is a greater emphasis on written methods and also the fact that they are introduced at an earlier age, it is vital that children are taught conceptual understanding through a wide range of resources in order to gain deeper understanding and fluency.

## Year Group Expectations

The policy is organised into year groups and is based on expectation for that year group. However, it must be taken into account that some children will take longer to understand and that previous methods should first of all be consolidated, embedded and then once secure, should a child move on. Once a child is secure with a method, they should not quickly move onto the next stage but should be given plenty of opportunities to practise the methods, providing them with many examples of problem solving and reasoning in order to deepen their understanding and master methods.

## Choosing a Calculation Method

In order to choose the most efficient method for the numbers in the calculation, children will be taught to and encouraged to go through the following process before carrying out a calculation:

Can I do this in my head using a mental calculation?

Will some jottings or a number line help?



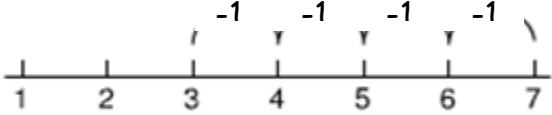
Do I need to use a written method to do this?



**To work out difficult calculations: estimate – calculate - check**

# Addition and Subtraction – Year 1

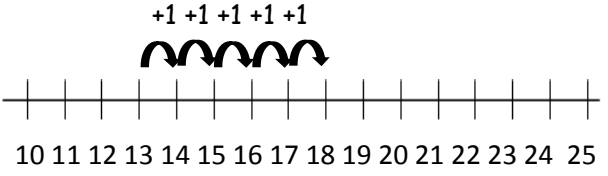
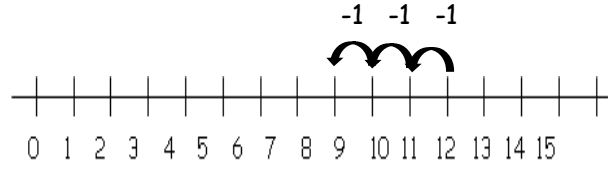
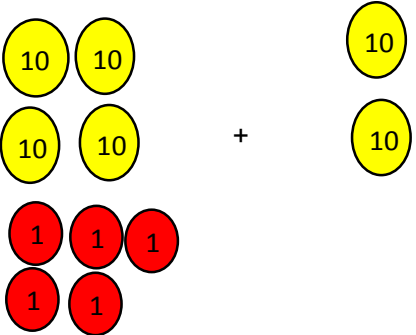
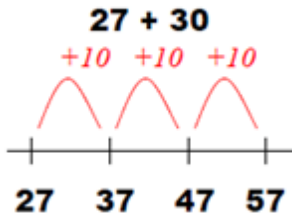
**Key Vocabulary:** add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_?

Recall/mental	Representations	Problem Solving
<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p><b>Written</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>All number bonds need to be taught, not just those to 10 or 20. Physical objects (counters, cubes, etc) can be used to put into groups, finding all different possibilities for each number, writing the number sentences alongside.</p> <p>Eg: Making 5</p>  <p><math>1 + 4 = 5</math>, <math>2 + 3 = 5</math>, <math>4 + 1 = 5</math>, <math>3 + 2 = 5</math> The same can be done for subtraction facts.</p> <p>Use of fingers (number bonds to 10) and bead strings</p> <p>For addition and subtraction use manipulatives, such as: bead strings, cubes or counters, so that their experiences are concrete. Alongside these encourage them to write the appropriate number sentences.</p> <p><b>Video Clip:</b> <a href="https://www.youtube.com/watch?v=OkW1Y11tGxw&amp;list=UUVb98bWNgEmk02R7enUrmFA">https://www.youtube.com/watch?v=OkW1Y11tGxw&amp;list=UUVb98bWNgEmk02R7enUrmFA</a></p> <p>When children are ready to move away from manipulatives: Use numbered number lines to add, by counting on in ones. Encourage children to start with the <b>larger</b> number and count on.</p> <p>Eg</p>  <p><math>6 + 3 = 9</math></p> <p><b>Count back</b> in ones on a numbered number line to take away, with numbers up to 20:</p>  <p><math>7 - 4 = 3</math></p> <p>It is really important that the children understand the equals sign as a sign of equivalence, that what is on one side of it has the same value as what is on the other. Record number sentences in different orders, such as <math>5 + 5 = 10</math> and <math>10 = 5 + 5</math></p>	<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p>

# Addition and Subtraction – Year 2

## Key Vocabulary:

add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, least, count back, how many left, how much less is\_?  
 difference, count on, strategy, sum, tens, units, ones, partition, addition, column, tens boundary

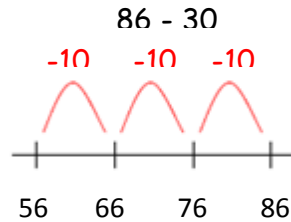
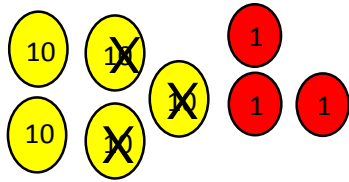
Objectives	Representations	Problem Solving
<p><b>Recall/ Mental</b></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>* a two-digit number and ones</li> <li>* a two-digit number and tens</li> <li>* two two-digit numbers</li> </ul> <p>adding three one-digit numbers</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>	<p>Continue to use concrete objects for number bonds until children are fluent.                      Video: <a href="https://www.youtube.com/watch?v=mEHKMapWGY">https://www.youtube.com/watch?v=mEHKMapWGY</a></p> <p>Children use numbered lines to support their own calculations using a numbered line to count on and back in ones.                      Eg  <math>13 + 5 = 18</math></p>  <p style="text-align: center;"><math>12 - 3 = 9</math></p>  <p><b>For adding and subtracting tens to and from a two-digit number</b>, use pictorial and concrete objects such as: number lines, Numicon, Diennes and place value counters to represent tens and ones (units). Children should gain an understanding that the ones digit does not change but the tens digit does. (Children should be secure in counting in tens)</p> <p>Eg: Using place value counters</p> <p><math>45 + 20 = 65</math></p>  <p>Using number line</p> <p><math>27 + 30</math></p> 	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>* using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul> <p>applying their increasing knowledge of mental and written methods</p> <p><i>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</i></p>

**Written**

Read, write and interpret mathematical statements involving addition (+), subtraction (-), multiplication (x) and division (÷) and equals (=) signs

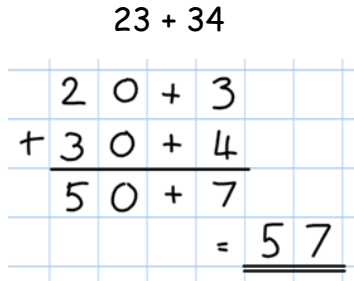
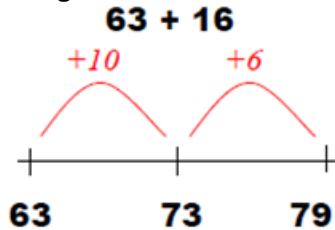
NB Objectives in black text are statutory requirements from the National Curriculum, objectives in green text are recommended and are from the Middlesbrough planning document.

$53 - 30 = 33$

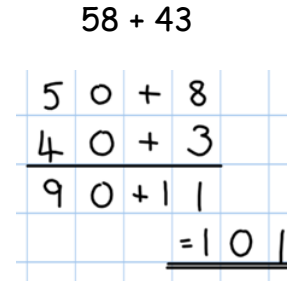


Add pairs of 2-digit numbers, moving to the partitioned column method **when secure adding tens and units:**

Using a number line



**STEP 1:** Only provide examples that do **NOT** cross the tens boundary until they are secure with the method itself.

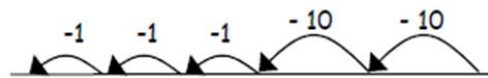


**STEP 2:** Once children can add a multiple of ten to a 2-digit number mentally (e.g. 80+11), they are ready for adding pairs

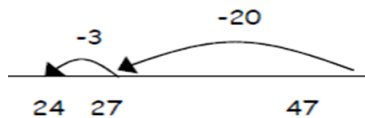
**Subtracting pairs of two-digit numbers on a number line:**

Eg:

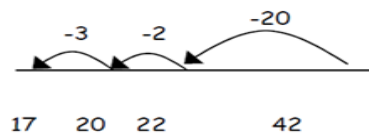
$47 - 23 = 24$  Partition the second number and subtract it in tens and units, as below:



Move towards 24 25 26 27 37 47

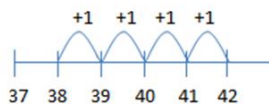


Teaching children to **bridge through ten** can help them to become more efficient, for example  $42 - 25$ :



**Mental strategy - subtract numbers close together by counting on:** Many mental strategies are taught. Children are taught to recognise that when numbers are close together, it is more efficient to **count on** the difference. They need to be clear about the relationship between addition and subtraction.

$$42 - 38 = 4$$



It is really important that the children understand the equals sign as a sign of equivalence, that what is on one side of it has the same value as what is on the other. Record number sentences in different orders, such as  $23 + 8 = 31$  and  $31 = 23 + 8$

# Addition and Subtraction – Year 3

**Key Vocabulary:** add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units(ones) partition, plus, addition, column, tens boundary, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is? difference, strategy, exchange, decrease, hundreds, value, digit, hundreds boundary, increase, vertical, 'carry', expanded, compact

Objectives	Representations	Problem Solving
<p><b>Recall/ mental</b>                      Recall and use addition and subtraction facts to 100 fluently, and derive and use related facts up to 1000</p> <p>Add and subtract numbers mentally, including:</p> <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> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p>	<p>Use of the empty number line can be introduced to support mental calculations.                      Addition – Starting with the larger number to 'count-on':                      Eg                      I have 36p and my mum gives me 28p pocket money. How much money do I have altogether?</p> <p>N.B Only one number is partitioned here</p> <p>Two examples of <math>48 + 36</math></p> <p>Subtraction -</p> <p><math>74 - 27 = 47</math> worked by counting back:</p> <p>The steps may be recorded in a different order:</p> <p>Or combined:</p> <p>For addition, partitioning can be used as a mental method. Add the hundreds then the tens and finally the ones to form partial sums and then add these partial sums. It is not advised to use this method for subtraction as sometimes 'exchanging' is needed and this should be left for written methods.</p>	<p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>

## Written

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

NB Objectives in black text are statutory requirements from the National Curriculum, objectives in green text are recommended and are from the Middlesbrough planning document.

Example of addition:

$$124 + 276$$

$$100 + 200 = 300$$

$$20 + 70 = 90$$

$$4 + 6 = 10$$

Which is then recorded in a shorter form below

$$124 + 276 = 300 + 90 + 10 = 400$$

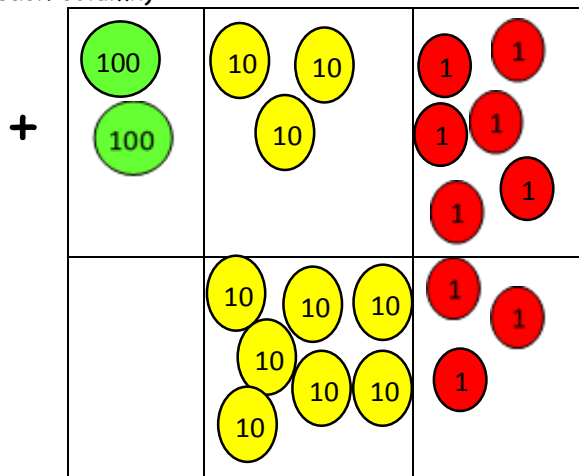
### Written (addition)

Introduce the *expanded column addition method*, using place value counters or Diennes as concepts.

Eg: using paper folded into 3 columns or whiteboard with 3 columns, representing HTU

$$236 + 73$$

(Partition numbers and put correct number in each column)



Alongside this write:

$$\begin{array}{r} 236 \text{ (for how many counters in each column)} \\ + \quad 73 \\ \hline \quad 9 \text{ (counting in ones/units)} \\ 100 \text{ (counting in tens)} \\ \underline{200} \text{ (counting in hundreds)} \\ 309 \end{array}$$

Always add the units first, in preparation for the compact method!

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

Most children will move away from a conceptual understanding to carrying out method without counters.

### In order to carry out this method of addition:

- Children need to recognise the value of the hundreds, tens and units without recording the partitioning.
- Pupils need to be able to add in columns.

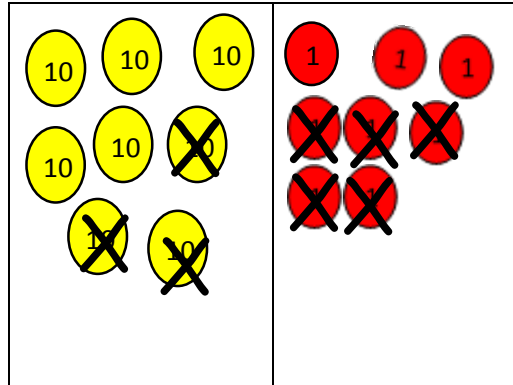


## Subtraction

For subtraction, using expanded column subtraction (with partitioning) method. Introduce this method where no exchanging is required. Place Value counters can be used to introduce conceptual understanding.

Eg:  $89 - 35$

Step 1: Partiton 89 into 2 columns.



Step 2: Alongside this write

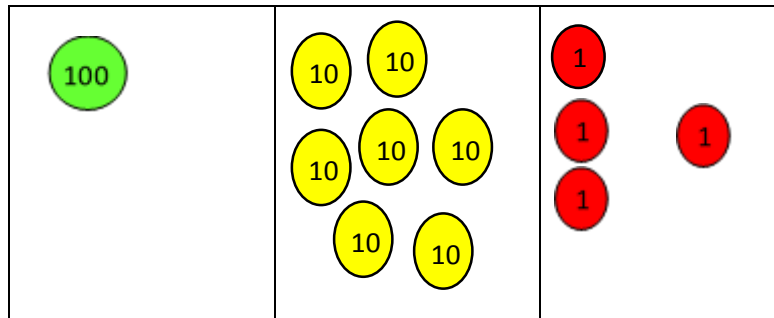
$$89 - 35 = \underline{59}$$

$$\begin{array}{r} 80 + 9 \text{ (partitioning the number)} \\ - 30 + 5 \\ \hline 50 + 9 \text{ (Step 4)} \end{array}$$

Step 3: Subtract 3 tens and five ones

Once children are secure with this concept then they may move onto numbers that require exchanging.

Step 1: Partition 174 into 3 columns.

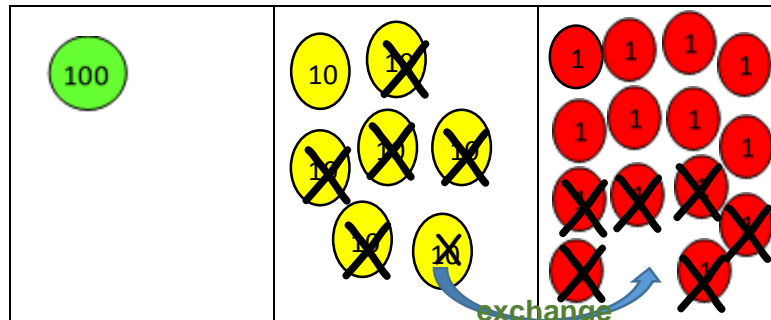


Step 2: Alongside this write

$$174 - 56$$

$$\begin{array}{r} 100 + 70 + 4 \text{ (partitioning the number)} \\ - 50 + 6 \\ \hline \end{array}$$

Step 3: Because we cannot subtract six ones from the ones column we exchange a ten for ten ones.



Step 4: Adjust step 2 algorithm

$$\begin{array}{r} 174 - 56 = 118 \\ \quad 60 \ 14 \\ 100 + \cancel{70} + 4 \\ - \quad 50 + 6 \\ \hline 100 + 10 + 8 \end{array}$$

Step 5: Now subtract five tens and 6 ones.

Once pupils are secure with the understanding of "exchanging", they can use the partitioned column method to subtract any 2 and 3-digit numbers. Most children will move away from using place value counters and concrete objects into using the algorithm only.

2	3	8	-	1	4	6	=	9	2
		<sup>100</sup>							
		<del>200</del>	+	30	+	8			
-	1	0	0	+	4	0	+	6	
		0	+	9	0	+	2		

**Videos:**

**Subtraction—teaching children to consider the most appropriate methods before calculating**

<http://www.youtube.com/watch?v=RCCLseBLBSo>

**Introducing partitioned column subtraction method, from practical to written**

<http://www.youtube.com/watch?v=dP8NIFLZzOg>

# Addition and Subtraction – Year 4

**Key Vocabulary:** add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units (ones), partition, plus, addition, column, tens boundary, hundreds boundary, increase, vertical, "carry", expanded, compact, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, least, count back, how many left, how much less is\_? difference, count on, strategy, exchange, decrease, hundreds, value, digit, **inverse thousands, hundreds, digits, inverse**

Objectives	Representations	Problem Solving
<p><b>Recall/ Mental</b>            Recall and use addition and subtraction facts to 1000 fluently, and derive and use related facts up to 10000</p> <p>Add and subtract numbers mentally, including:</p> <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> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p><b>Written</b>            Add and subtract numbers with up to 4 digits using the formal written methods of</p>	<p>Continue to build on mental methods taught in Year 3. Children should be encouraged to decide whether a mental method or a written method would be most efficient for the calculation.</p> <p><b>Counting on</b> as a mental strategy for subtraction:</p> <p>Continue to reinforce counting on as a strategy for <b>close-together numbers</b> (e.g. 121–118), and also for numbers that are "nearly" multiples of 10, 100, 1000 or £s, which make it easier to count on (e.g. 102–89, 131–79, or calculating change from £1 etc.).</p> <ul style="list-style-type: none"> <li>• Start at the smaller number and count on in <b>tens</b> first, then count on in units to find the rest of the difference:</li> </ul>	<p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>

columnar addition and subtraction where appropriate

NB Objectives in black text are statutory requirements from the National Curriculum, objectives in green text are recommended and are from the Middlesbrough planning document.

### Written (Addition)

Move from expanded addition to the compact column method, adding units first, and “carrying” numbers underneath the calculation. Also include money and measures contexts.  
e.g.  $3517 + 396 = 3913$

$$\begin{array}{r} 3517 \\ + 396 \\ \hline 3913 \end{array}$$

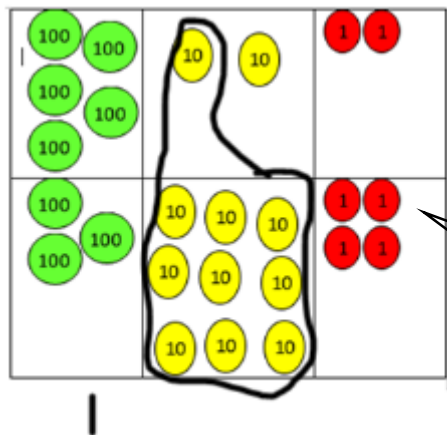
Add ones first

“Carry” numbers underneath the bottom line.

Introduce the **compact column addition** method by asking children to add the two given numbers together using the method that they are familiar with (expanded column addition—see Y3). Teacher models the compact method with carrying, asking children to discuss similarities and differences and establish how it is carried out.

Reinforce correct place value by reminding them the actual value is 5 hundreds add 3 hundreds, not 5 add 3, for example.

The use of place value counters and other concrete objects can be used alongside this in a similar way to Year 3. Eg with 'carrying' numbers.  $522 + 394 =$



$$\begin{array}{r} 522 \\ + 394 \\ \hline 916 \\ 1 \end{array}$$

Alongside this, write the algorithm so that children can make connections.

Show the 1 group of 10, making 100 and being 'carried' to the hundreds.

### (Subtraction)

Expanded column subtraction with “exchanging” (decomposition):

$$\begin{array}{r} 2754 - 1562 = 1192 \\ 2000 + \overset{600}{\cancel{700}} + 50 + 4 \\ - 1000 + 500 + 60 + 2 \\ \hline 1000 + 1000 + 90 + 2 \end{array}$$

As introduced in Y3, but moving towards more complex numbers and values. Use **place value counters** to reinforce “exchanging”.

Subtracting money: partition into £1 + 30 + 5 for example.

Compact column subtraction (see video)

$$\begin{array}{r} 2754 \\ - 1562 \\ \hline 1192 \end{array}$$

To introduce the compact method, ask children to perform a subtraction calculation with the familiar partitioned column subtraction then display the compact version for the calculation they have done. Ask pupils to consider how it relates to the method they know, what is similar and what is different, to develop an understanding of it (shown on video).

- Give plenty of opportunities to apply this to money and measures.
- Always encourage children to consider the best method for the numbers involved—mental, counting on, counting back or written method (see video).

Videos:

**Subtraction—teaching children to consider the most appropriate methods before calculating**

<http://www.youtube.com/watch?v=RCCLseBLBS0>

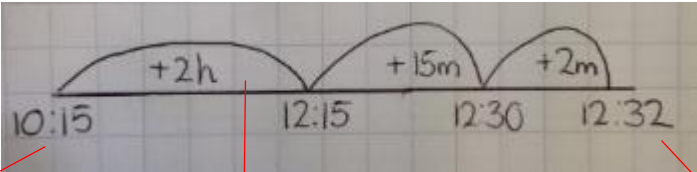
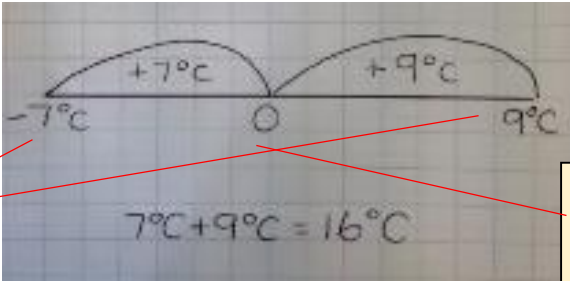
**Introducing partitioned column subtraction method, from practical to written**

<http://www.youtube.com/watch?v=dP8NIFLZzOg>

**Moving to the compact column method of subtraction** <http://www.youtube.com/watch?v=3ihxp2mqnhs>

# Addition and Subtraction – Year 5

**Key Vocabulary:** add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units (ones), partition, plus, addition, column, tens boundary, hundreds boundary, increase, "carry", expanded, compact, vertical, thousands, hundreds, digits, inverse, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_? difference, count on, strategy, exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, thousandths, decimal point, decimal, decimal places

Objectives	Representations	Problem Solving
<p><b>Recall/ Mental</b>            Recall and use addition and subtraction facts to 1000 fluently, and derive and use related facts up to 100000</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p><b>Written</b>            Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar</p>	<p>Children will become increasingly confident in deciding on most efficient method for the calculation depending on the numbers involved.</p> <p>Mental methods previously taught in Years 3 and 4 will be reinforced and the use of the empty number line should be encouraged when dealing with problems involving time and negative numbers. The use of the empty number line can also be useful for money word problems.</p> <p>Eg: A film starts at 10:15 and lasts for 2 hours and 17 minutes. What time does the film end?</p>  <p><b>Step 1:</b> Write the start time at the left hand side of the empty number line</p> <p><b>Step 2:</b> Add on 2 hours and 17 minutes by partitioning the minutes into 'easy' chunks. In this case 15m + 2m.</p> <p><b>Step 3:</b> Look at the time at the end of the number line. This is the time that the film ends.</p> <p>The temperature in London is 9°C. The temperature in Moscow is -7°C. What is the difference in temperature?</p>  <p><b>Step 1:</b> When finding 'difference' we put both values onto the empty numberline, always with the smaller value to the left. In this case -7°C and 9°C.</p> <p><b>Step 2:</b> Count on amounts that make it easy to bridge through numbers, in this case it is easy to bridge through zero by adding 7. From zero, 9 can be then added.</p> <p><b>Step 3:</b> Add up the 'jumps'. In this case 7°C + 9°C = 16°C</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>

addition and subtraction)

NB Objectives in black text are statutory requirements from the National Curriculum, objectives in green text are recommended and are from the Middlesbrough planning document.

## Written (Addition)

Add numbers with more than 4 digits including money, measures and decimals with different numbers of decimal places.

$$\begin{array}{r} \text{£} 23.59 \\ + \text{£} 7.55 \\ \hline \text{£} 31.14 \end{array}$$

The decimal point should be aligned in the same way as the other place value columns, and must remain in the same column in the answer row.

$$\begin{array}{r} 23,481 \\ + 1,362 \\ \hline 24,843 \end{array}$$

Numbers should exceed 4 digits.

$$\begin{array}{r} 19.01 \\ 3.65 \\ + 0.70 \\ \hline 23.36 \end{array}$$

Pupils should be able to add **more than two values**, carefully aligning place value columns.

Empty decimal places can be filled with zero to show the place value in each column.

Say "6 tenths add 7 tenths" to reinforce place value.

## Subtraction

(including money, measures, decimals.)

Compact column subtraction  
(with "exchanging").

$$\begin{array}{r} \overset{2}{\cancel{3}} \overset{10}{\cancel{1}} \overset{0}{\cancel{0}} \overset{4}{\cancel{8}} \overset{6}{\cancel{6}} \\ - \quad 2128 \\ \hline 28,928 \end{array}$$

Subtracting with larger integers.

Children who are still not secure with number facts and place value will need to remain on the partitioned column method until ready for the compact method. Place value counters can be used alongside this (see Year 4).

$$\begin{array}{r} \overset{6}{\cancel{7}} \overset{10}{\cancel{1}} \overset{6}{\cancel{6}} \overset{8}{\cancel{9}} \cdot \overset{0}{\cancel{0}} \\ - \quad 372 \cdot 5 \\ \hline 6796 \cdot 5 \end{array}$$

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

Add a "zero" in any empty decimal places to aid understanding of what to subtract in that column.

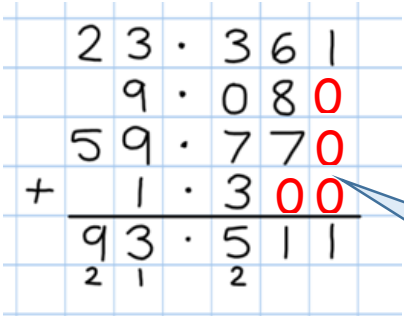
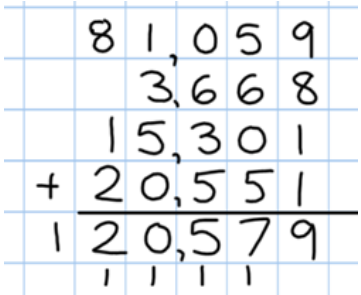
### Video:

Moving to the compact column method of subtraction <http://www.youtube.com/watch?v=3ihxp2mqnhs>



# Addition and Subtraction – Year 6

**Key Vocabulary:** add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sum, tens, units (ones), partition, plus, addition, column, tens boundary, hundreds boundary, increase, „carry“, expanded, compact, vertical, thousands, hundreds, digits, inverse, decimal places, decimal point, tenths, hundredths, thousandths, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is\_? difference, count on, strategy, exchange, decrease, value

Objectives	Representations	Problem Solving
<p><b>Recall/ Mental</b></p> <p>Recall and use addition and subtraction facts to 1000 fluently, and derive and use related facts up to 1000000</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p><b>Written</b></p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p>	<p>Children should be given the opportunity to rehearse a range of mental calculations and they should do this with confidence and fluency. They should quickly decide on the most efficient method for the numbers involved.</p> <p>Reinforce the use of the empty number line for calculations involving time, negative numbers and some money word problems. Children should be encouraged to use a checking strategy (Eg: calculating using a different method or using the inverse).</p> <p><b>Written (Addition)</b></p> <p><b>Add several numbers of increasing complexity</b></p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  </div> <div> <p>Adding several numbers with different numbers of decimal places (including money and measures):</p> <ul style="list-style-type: none"> <li>Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.</li> </ul> </div> </div> <div style="margin-top: 20px; border: 1px solid blue; border-radius: 50%; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Empty decimal places should be filled with zero to show the place value in each column.</p> </div> <div style="margin-top: 20px;">  <p>Adding several numbers with more than 4 digits.</p> </div>	<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p>

NB Objectives in black text are statutory requirements from the National Curriculum, objectives in green text are recommended and are from the Middlesbrough planning document.

### (Subtraction)

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

$$\begin{array}{r} \cancel{7}^{\circ} \cancel{5}^{\text{u}} \cancel{0}^{\text{t}}, 699 \\ - \quad 89,949 \\ \hline 60,750 \end{array}$$

Using the compact column method to subtract more complex integers

$$\begin{array}{r} \cancel{7}^{\circ} \cancel{0}^{\text{t}} 5 \cdot \cancel{4}^{\text{t}} 19 \text{ kg} \\ - \quad 36 \cdot 08 \text{ 0 kg} \\ \hline 69 \cdot 339 \text{ kg} \end{array}$$

Using the compact column method to subtract money and measures, including decimals with different numbers of decimal places.

Empty decimal places should be filled with zero to show the place value in each column.

See videos in Years 4 and 5 to show understanding of compact method.

