

### 1) Subtract 100 from 456

Ensure that the child has not relied on written methods here as mental methods and understanding of place value should be demonstrated.

Also check that children have completed the correct sum 456 -100 not 100-456.

356

#### 2) 287 - 9

Ensure that the child has not relied on written methods here as mental methods are more efficient in this question. Additionally, some children may have got the answer 276 by adding one to round to 10 and took ten away and then 1 away. This will need to be explored further. Activities can be found in the activity section of the website.

278

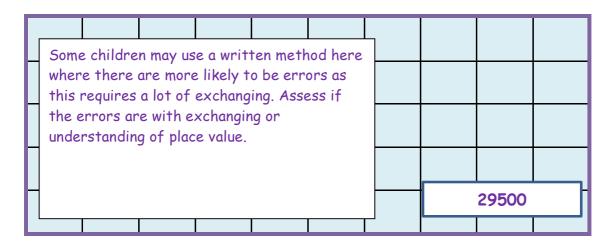
#### 3) 18789 - 5012

1	8	7	8	9				
	5	0	1	2	_			
1	3	7	7	7				
						1	3777	

# 4) Subtract 32892 from 102120

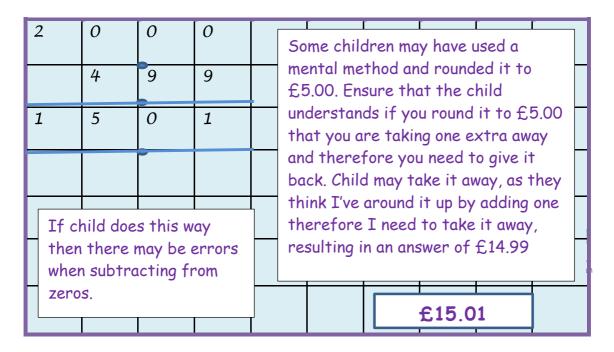
1'	0 3	<sup>11</sup> 2′ 2	10 1/ 8	<sup>11</sup> <b>2</b> / 9	0 2	Look firstly to check that the child has understood the vocabulary and completed the correct			
	6	9	2	2	8	sum102120 - 32892 and not 32892-102120. Then look for errors in the exchanging process.			
						69228			

### 5) Calculate 30,000 - 500



## 6) 12.89 - 3.3 =

¥	3	8 3 5	9	with u the nu Childr using help e	Most likely errors here will be with understanding the value of the numbers when subtracting. Children may need to focus on using the layout and labels to help ensure they are subtracting the correct amounts.				
							9.59		_



8) Sammy has been saving her pocket money. She has £25 to spend on clothes. She buys two tops and a pair of shorts. How much money does she have left?

