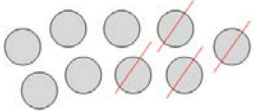


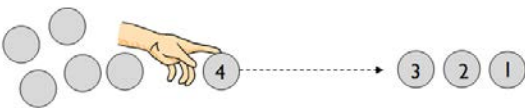
Subtraction

Reception:

To take away, children are encouraged to cross out and count how many are left.



They can also use objects and remove some before counting how many are left.



Year 1:

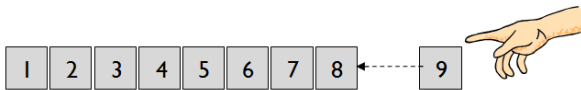
To take away, children are encouraged to cross out and count how many are left.



Touch count and remove the number to be taken away, in this case 4.

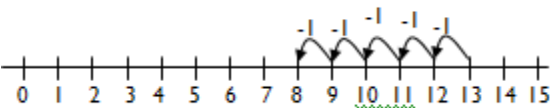


Touch count to find the number that remains.



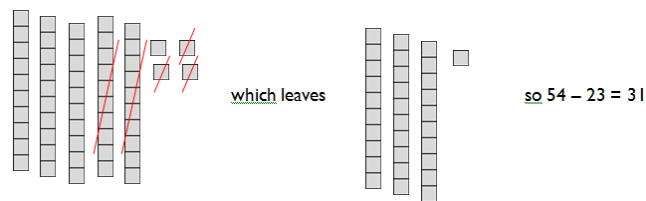
Children will then draw their own number lines to solve subtractions.

$$13 - 5 = 8$$



Year 2:

Children will continue to take away by removing tens and units.



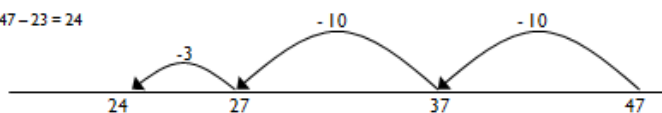
This can then be shown as a drawing.

$$39 - 17 =$$



Children will also draw number lines to solve subtractions.

$$47 - 23 = 24$$



Year 3:

The base ten will continue to be used alongside arrow cards to subtract tens and units but using the column method.

Step 1

Step 2

Step 3

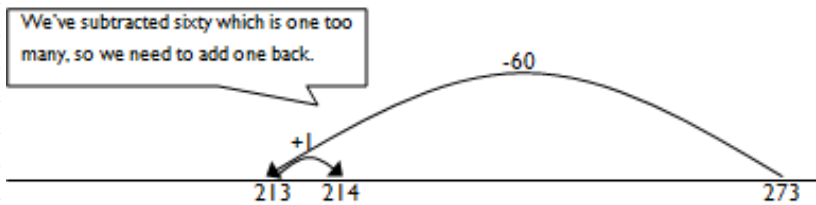
Emphasise that the second (bottom) number is being subtracted from the first (top) number rather than the lesser number from the greater.

This will be recorded by the children as:

$$\begin{array}{r} 80 \rightarrow 9 \\ - 50 \rightarrow 7 \\ \hline 30 \rightarrow 2 = 32 \end{array}$$

Children will continue to use number lines to show mental calculations.

$$273 - 59 = 214$$



This could also be recorded using the following jotting to show the steps in thinking:

$$\begin{array}{l} 273 - 60 = 213 \\ 213 + 1 = 214 \end{array}$$

Year 4:

Children will continue to use the expanded column method with hundreds, tens and units.

Step 1

$$\begin{array}{r} 700 \rightarrow 50 \rightarrow 4 \\ - 200 \rightarrow 80 \rightarrow 6 \\ \hline \end{array}$$

Step 2 (exchanging from tens to units)

$$\begin{array}{r} 700 \rightarrow 50 \rightarrow 4 \\ - 200 \rightarrow 80 \rightarrow 6 \\ \hline \end{array}$$

Step 3 (exchanging from hundreds to tens)

$$\begin{array}{r} 600 \rightarrow 140 \rightarrow 4 \\ 700 \rightarrow 50 \rightarrow 4 \\ - 200 \rightarrow 80 \rightarrow 6 \\ \hline \end{array}$$

Step 4

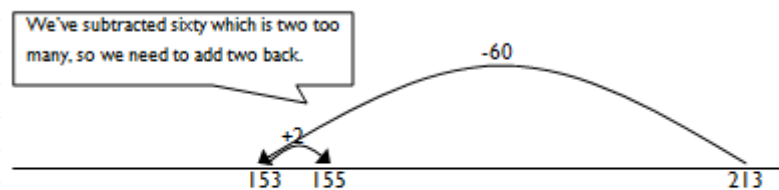
$$\begin{array}{r} 600 \rightarrow 140 \rightarrow 4 \\ 700 \rightarrow 50 \rightarrow 4 \\ - 200 \rightarrow 80 \rightarrow 6 \\ \hline 400 \rightarrow 60 \rightarrow 8 = 468 \end{array}$$

This would be recorded by the children as:

$$\begin{array}{r} 600 \rightarrow 140 \rightarrow 4 \\ 700 \rightarrow 50 \rightarrow 4 \\ - 200 \rightarrow 80 \rightarrow 6 \\ \hline 400 \rightarrow 60 \rightarrow 8 = 468 \end{array}$$

Children will continue to use number lines to show mental calculations.

$$213 - 58 = 155$$



This could also be recorded using the following jotting to show the steps in thinking:

$$\begin{array}{l} 213 - 60 = 153 \\ 153 + 2 = 155 \end{array}$$

Year 5:

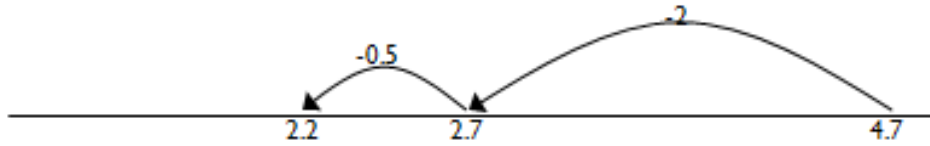
Formal column method used.

$$\begin{array}{r} \overset{6}{7} \overset{10}{0} \overset{6}{7} \overset{12}{2} \\ - \quad 3 \quad 2 \quad 2 \quad 6 \\ \hline 3 \quad 8 \quad 4 \quad 6 \end{array}$$

$$\begin{array}{r} \overset{2}{3} \overset{13}{4} \overset{12}{2} \\ - \quad 1 \quad . \quad 7 \quad 6 \\ \hline 1 \quad . \quad 6 \quad 6 \end{array}$$

They will also continue to use number lines or jottings for mental calculations.

$$4.7 - 2.5 = 2.2$$



This could also be recorded using the following jotting to show the steps in thinking:

$$\begin{array}{l} 4.7 - 2 = 2.7 \\ 2.7 - 0.5 = 2.2 \end{array}$$

Year 6: Formal column method used.

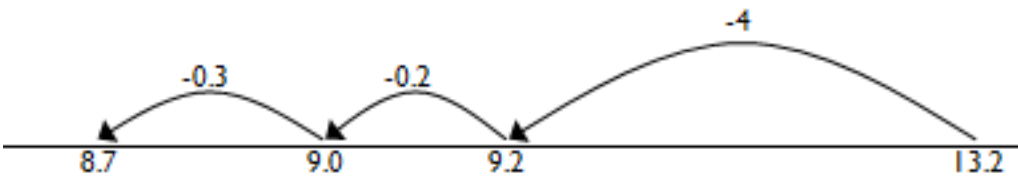
$$\begin{array}{r} \overset{5}{6} \overset{13}{4} \overset{13}{2} \\ - \quad 4 \quad 6 \quad 8 \quad 1 \\ \hline 1 \quad 7 \quad 5 \quad 1 \end{array}$$

$$\begin{array}{r} \overset{3}{4} \overset{11}{7} \overset{6}{2} \overset{11}{0} \\ - \quad 3 \quad 4 \quad . \quad 7 \quad 1 \\ \hline 3 \quad 8 \quad 2 \quad . \quad 4 \quad 9 \end{array}$$

When subtracting decimals with different numbers of decimal places, children should be taught and encouraged to make them the same through identification that 2 tenths is the same as 20 hundredths, therefore, 0.2 is the same value as 0.20.

They will also continue to use number lines or jottings for mental calculations and adding decimals.

$$13.2 - 4.5 = 8.7$$



This could also be recorded using the following jotting to show the steps in thinking:

$$\begin{array}{l} 13.2 - 4 = 9.2 \\ 9.2 - 0.5 = 8.7 \end{array}$$