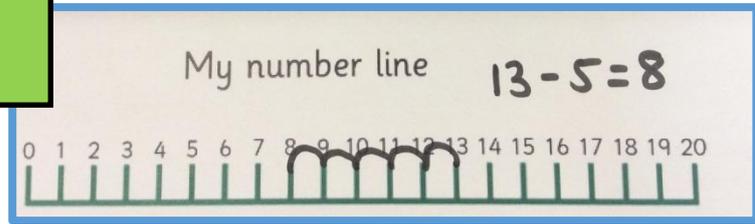


Foundation Stage



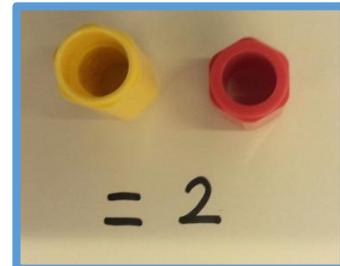
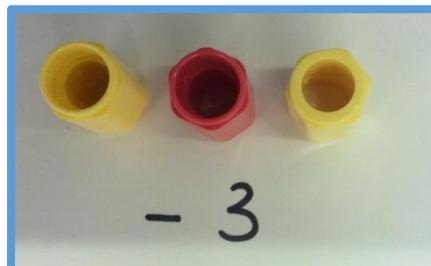
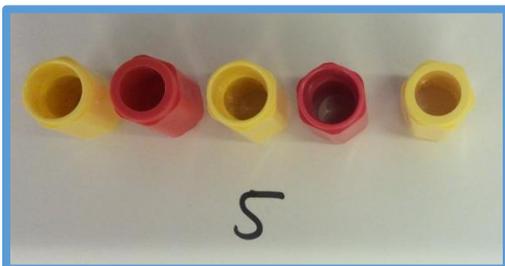
Count back in ones on a numbered number line



Record their calculations as a number sentence

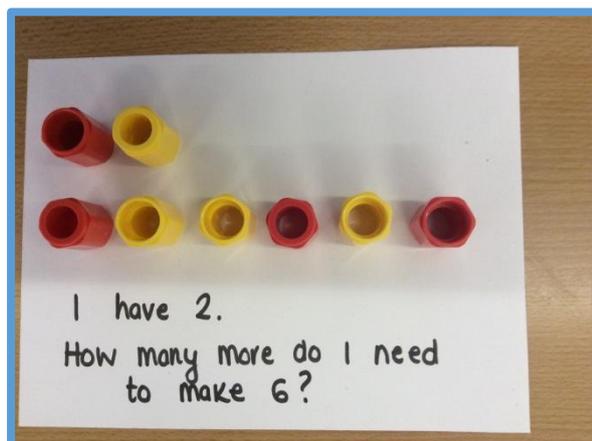
Subtract single-digit numbers and count back to find the answer (within 10)

Understand the concept of subtraction as:
Taking away
Finding the difference
Counting up
Counting back



One quantity

Two quantities

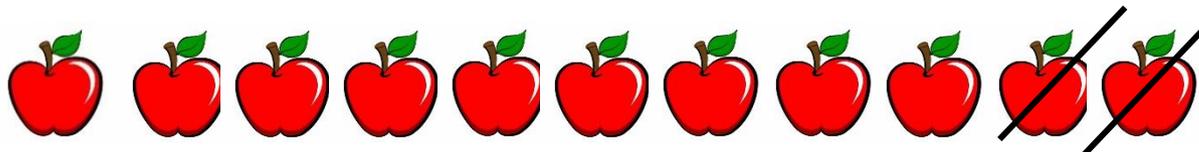


Year One

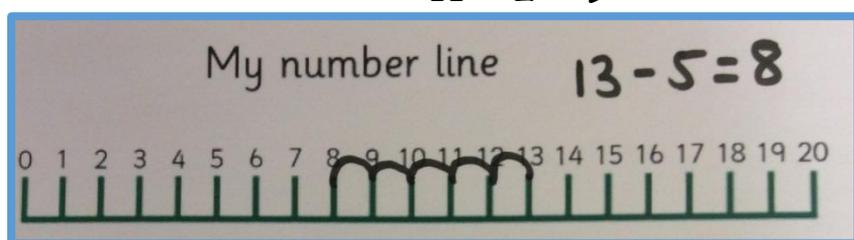
2-digit - 1-digit numbers (within 20)



Pictorially

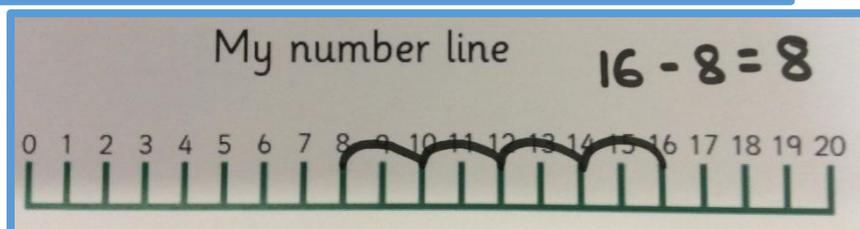


$$11 - 2 = 9$$



With objects

Number line - adding one or two digits at a time



Complete empty box number sentences

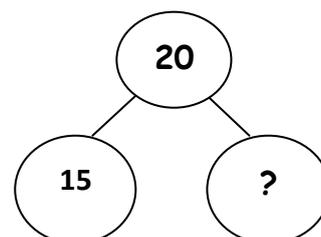
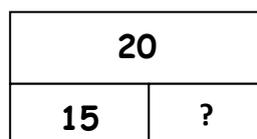
$$17 - \square = 12$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$19 - 4 = 15$

Hundred square

Use the bar method and part whole model to solve subtraction problems



Year Two

2-digit number - ones

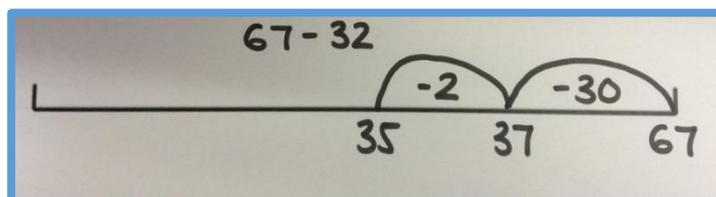
2-digit number - tens

2-digit number - 2-digit number

1-digit number - 1-digit number - 1-digit number

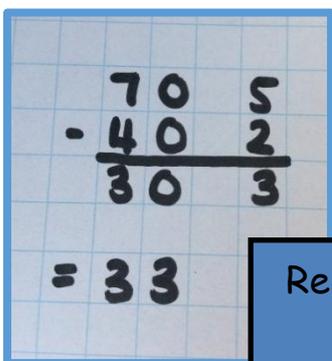


Number line - subtract tens then ones



Use different equipment to consolidate understanding

Begin to use the expanded method

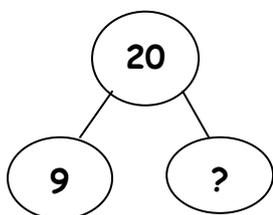


Always start with the least significant digit

Introduce counting on to find the difference

Record numbers in columns

Use the bar method and whole part model to solve subtraction problems



20	
9	?

Year Three

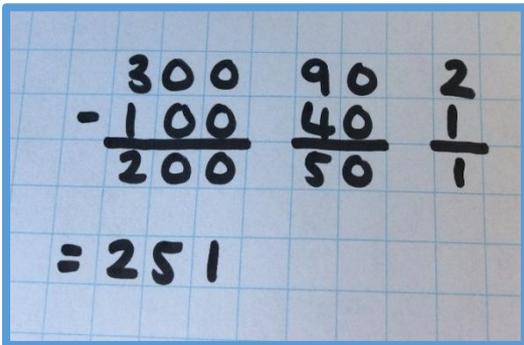
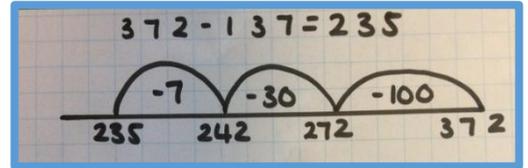


3-digit number - ones

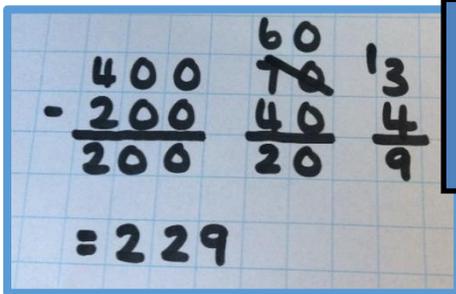
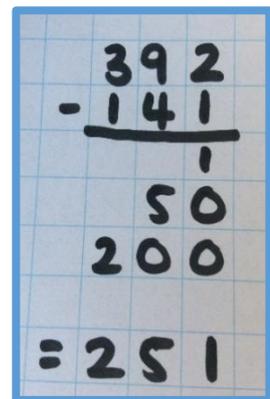
3-digit number - tens

3-digit number - hundreds

Number lines

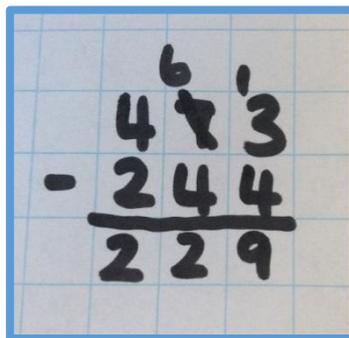


Expanded method - vertical and horizontal



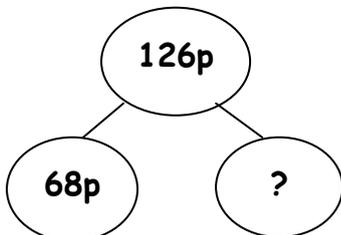
Exchanging either tens or hundreds when children are ready

Begin to move towards a formal method



Column subtraction when children are ready

Use the bar method and whole part model to solve subtraction problems



126p	
68p	?

Year Four

Subtract numbers with up to 4-digits



Number line

$$\begin{array}{r} 8739 \\ - 4618 \\ \hline 4121 \end{array}$$

$$\begin{array}{r} 8000 \\ - 4000 \\ \hline 4000 \end{array} \quad \begin{array}{r} 700 \\ - 600 \\ \hline 100 \end{array} \quad \begin{array}{r} 30 \\ - 10 \\ \hline 20 \end{array} \quad \begin{array}{r} 9 \\ - 8 \\ \hline 1 \end{array}$$

= 4121

Consolidate expanded method - vertically and horizontally

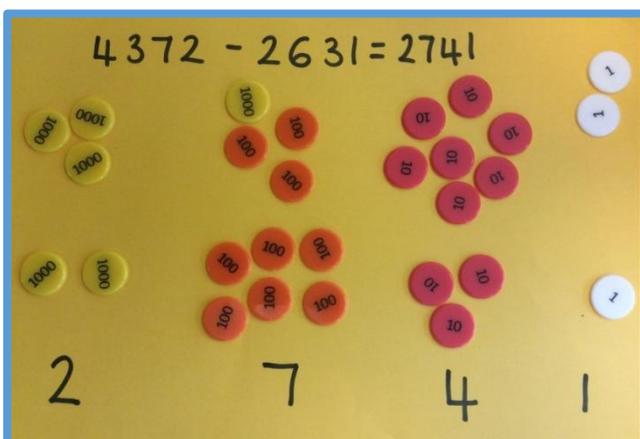
$$\begin{array}{r} 6834 \\ - 3624 \\ \hline 3210 \end{array}$$

$$\begin{array}{r} 34372 \\ - 2451 \\ \hline 1921 \end{array}$$

Decomposition method

Compensation method

Column subtraction - exchanging tens or hundreds or both



Use the bar method and whole part model to solve subtraction problems

Hazel fills in this bar model.

2821	
2178	?

She makes the following calculations from it.

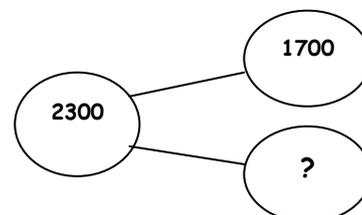
$2,821 - 2,178 = 757$

$2,178 + 757 = 2,821$

$2,821 - 757 = 2,178$

$757 + 2,178 = 2,821$

Is she correct? Explain why.



Year Five and Six

Continue to use number lines



Column subtraction with exchanging

Subtract increasingly large numbers

Subtract decimals with the same amount of decimal places

$$\begin{array}{r} 5 \text{ } 6 \text{ } 7 \text{ } 3 \text{ } 9 \text{ } 2 \\ - 5 \text{ } 9 \text{ } 1 \text{ } 4 \text{ } 6 \\ \hline 0 \text{ } 8 \text{ } 2 \text{ } 4 \text{ } 6 \end{array}$$

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

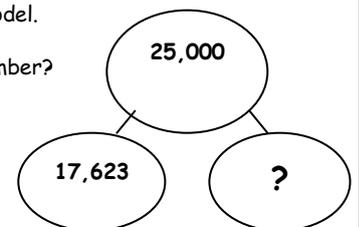
Subtract decimals with different amounts of decimal places

$$\begin{array}{r} 2 \text{ } 3 \text{ } . \text{ } 6 \text{ } 0 \\ - 1 \text{ } 9 \text{ } . \text{ } 0 \text{ } 4 \\ \hline 0 \text{ } 4 \text{ } . \text{ } 5 \text{ } 6 \end{array}$$

Use the bar method and part whole method to solve subtraction problems

Complete the part whole model.

How did you select your number?



Select two 6-digit numbers to complete the bar model.

631,255	