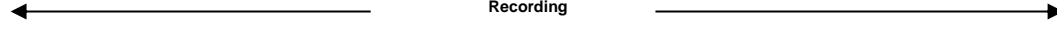


Subtraction

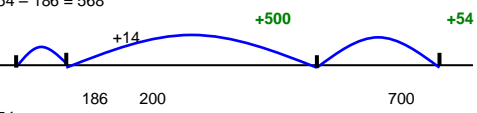
Method(s) highlighted indicate end of year expectation for year group



Rapid Recall

Age-related expectations	R	Subtraction as 'taking away' from a group	Vocabulary: estimate, less, take away, fewer, less than, subtract, add, count back	Pictures / Objects I have five cakes. I eat two of them. How many do I have left? 	Symbols Mum baked 9 biscuits. I ate 5. How many were left? 	1 less (numbers up to 20) Counting backwards and forwards Number facts to 5 See Passport Maths	(see recording) Visibility of recording	Songs / rhymes Straws Unifix Counting sticks Concrete apparatus	
	Y1	Subtraction as 'taking away' (by counting back) U – U TU – U (bridging 10)	Vocabulary: estimate, less, take away, fewer, less than, subtract, add, count back	Taking away – jumps of 1 (modelled using practical apparatus) Model using practical apparatus, counting back or removing items 	Taking away (efficient jumps) $13 - 5 = 8$ 	Find the difference – jumps of 1 (modelled using bead strings) 	Subtraction facts of 10 (10-4 = 6) Subtraction facts to 10 (7-5=2) 1 / 10 less than a number up to 100	2 digit – 1 digit = 2 digit – multiple of 10 = $11 - 8 = 3$ 	
	Y2	Subtraction as inverse of addition TU – TU (bridging 10s)	Vocabulary: As above plus Find the difference exchange	Number lines - taking away $74 - 27 = 47$ 	Expanded Decomposition $71 - 24 = 47$ $\begin{array}{r} 60 \\ 70 + 1 \\ - 20 + 4 \\ \hline 40 + 7 \end{array}$	Number lines – find the difference $74 - 57 = 17$ 	Subtraction facts of at 20 Subtraction facts to at 20 Subtraction facts of 100 (multiples of 10 e.g. 100-70 = 30) Subtraction facts to 100 (multiples of 10 e.g. 80-70 = 10)	Find the difference TU – U / multiple of 10 -9 -11	Numicom Pictures / symbols e.g. $73 - 22 = 51$
	Y3	TU – TU HTU – TU HTU – HTU	Vocabulary:	Number line – find the difference $326 - 178 = 148$ 	Number line - taking away $326 - 178 = 148$ 	Expanded decomposition $323 - 118 = 205$ $\begin{array}{r} 10 \\ 300 + 20 + 3 \\ - 100 + 10 + 8 \\ \hline 200 + 0 + 5 \end{array}$	Number facts of 100 (using multiples of 5) e.g. 100 – 15 = 85 Number facts to 100 (using multiples of 5) e.g. 85 – 25 = 60 Number facts of multiples of 10 that bridge 100 e.g. 130 – 50 = 80	TU – TU TU – near multiple of 10 (positive answers) HTU – multiples of 100	$123 + 12 = 135$ Diennes Place value counters

Estimation and checking

<p>Y4</p>	<p>HTU – TU HTU – HTU Decimals: money and measures (£7.85 - £3.49)</p>	<p>Number lines – find the difference or take away (only if not secure with Y3 expanded method)</p> <p>$754 - 186 = 568$</p> 	<p>Expanded decomposition</p> <p>$323 - 118 = 205$</p> $\begin{array}{r} 300 + 20 + 13 \\ - 100 + 10 + 8 \\ \hline 200 + 0 + 5 \end{array}$	<p>Decomposition (compact vertical method)</p> $\begin{array}{r} 1 \\ 321 \\ - 118 \\ \hline 205 \end{array}$	<p>Number facts of 1000 (using multiples of 50, 100)</p> <p>Number facts of 100 (e.g. $100 - 46 = 54$)</p>	<p>HTU – TU</p> <p>Subtract pairs of multiples of 10 / 100 / 1000</p> <p>HTU – HTU (small difference)</p>	
<p>Y5</p>	<p>ThHTU – HTU Decimals up to 2dp ($72.5 - 45.7$) Decimals, including measures</p>	<p>Decomposition (compact vertical method)</p> $\begin{array}{r} 1 \\ 321 \\ - 118 \\ \hline 205 \end{array}$	<p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number e.g.</p> $\frac{7}{8} - \frac{1}{4} = \frac{7}{8} - \frac{2}{8} = \frac{5}{8}$	<p>Add and subtract fractions with different denominators by finding a common denominator,</p> $\frac{1}{3} - \frac{1}{4} = \frac{4}{12} - \frac{3}{12} = \frac{1}{12}$ <p>$3 \times 4 = 12$</p>	<p>Use number line method if appropriate:</p> <p>e.g. £80.00 - £36.78</p> <p>or 506 - 378</p>	<p>Use number facts for mental subtraction</p> <p>$9 - 2 = 7$ $0.9 - 0.2 = 0.7$ $0.09 - 0.02 = 0.07$</p> <p>Number facts to 1 (2dp)</p> <p>Number facts to 10 (1dp)</p>	<p>Subtraction in the context of measure, including conversion of units e.g. £5.00 – 23p</p> <p>Decimal – Decimal (eg $9.5 - 3.7$)</p>
<p>Y6</p>	<p><i>Consolidate / extend Y5 including:</i> Decimal to 3 dp relating to measures</p>	<p>Decomposition (compact vertical method)</p> $\begin{array}{r} 1 \\ 321 \\ - 118 \\ \hline 205 \end{array}$	<p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number e.g.</p> $\frac{7}{8} - \frac{1}{4} = \frac{7}{8} - \frac{2}{8} = \frac{5}{8}$	<p>Add and subtract fractions with different denominators by finding a common denominator,</p> $\frac{1}{3} - \frac{1}{4} = \frac{4}{12} - \frac{3}{12} = \frac{1}{12}$ <p>$3 \times 4 = 12$</p> <p>Encourage children to look for relationships before multiplying denominators</p>	<p>(as above) Rapid recall of number facts involving money</p>	<p>Integer / decimal (2dp) – Integer / decimal (1dp)</p>	