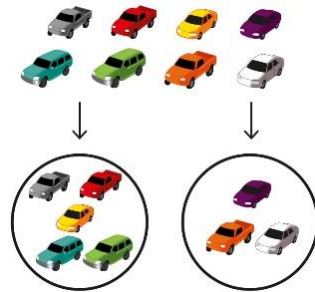


Year 1			
Counting back and taking away	Children arrange objects and physically remove to find how many are left.  <i>1 less than 6 is 5. 6 subtract 1 is 5.</i>	Children draw and cross out or use counters to represent objects from a problem.   $9 - \square = \square$ There are $\square$ children left.	Children count back to take away and use a number line or number track to support the method.  $9 - 3 = 6$

Finding a missing part, given a whole and a part

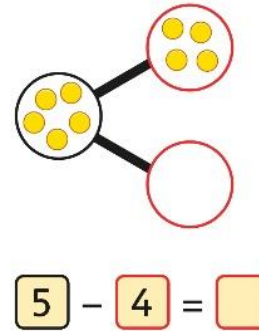
Or counting on

Children separate a whole into parts and understand how one part can be found by subtraction. Physically acting out the part whole model.

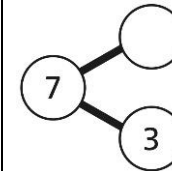


$$8 - 5 = ?$$

Children represent a whole and a part and understand how to find the missing part by subtraction.

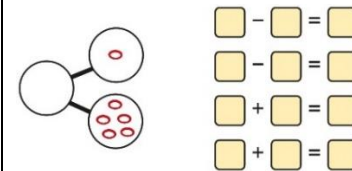


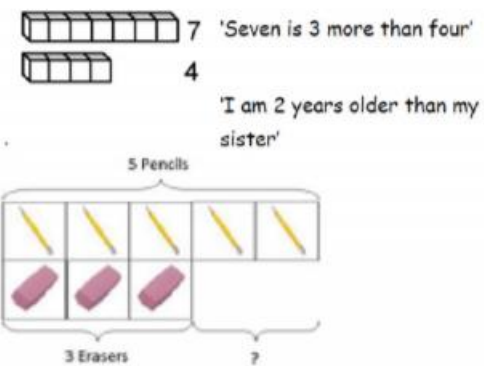
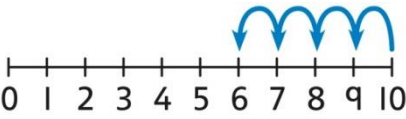
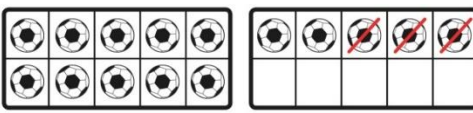
Children use a part-whole model to support the subtraction to find a missing part.

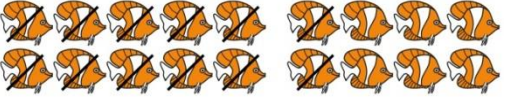
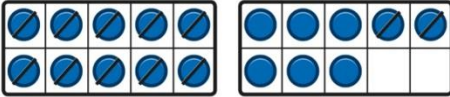
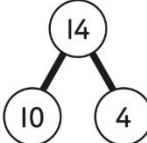
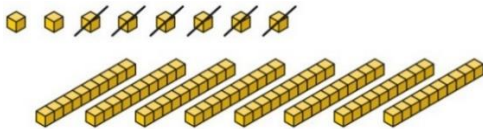
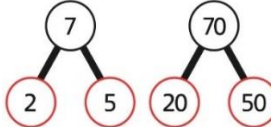
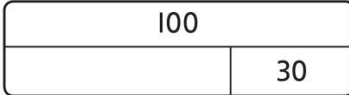
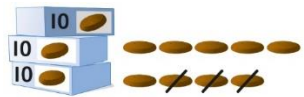
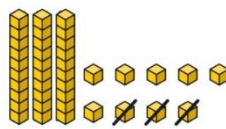
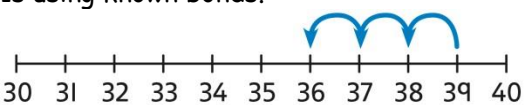


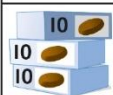
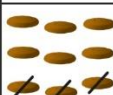
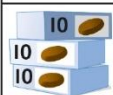
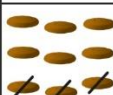
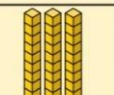
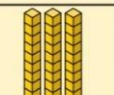
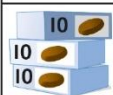
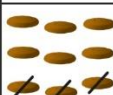
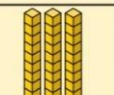
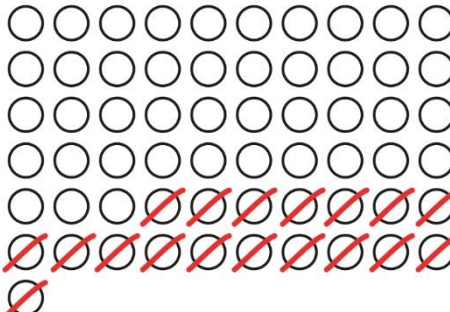
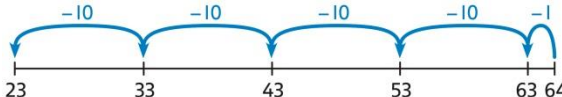
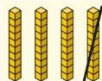
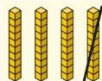
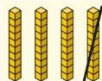
$$7 - 3 = ?$$

Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model.

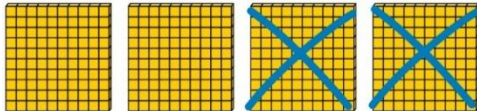
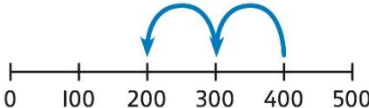
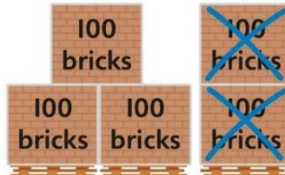


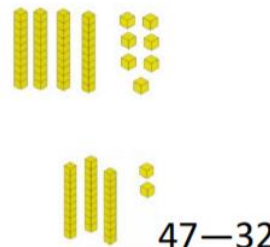
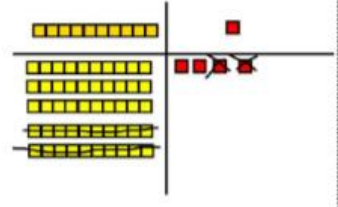
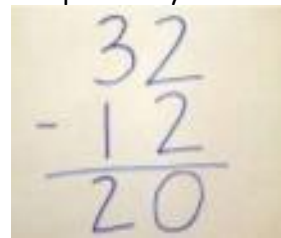
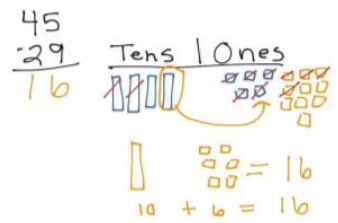
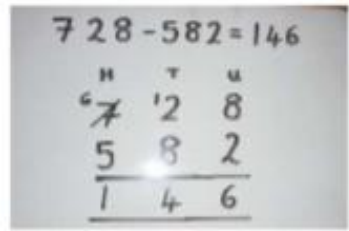
Finding the difference	Compare objects and amounts.  Lay objects to represent bar models.	Children understand 'find the difference' as subtraction.  $10 - 4 = 6$ The difference between 10 and 6 is 4.	Sarah has 12 sweets and her sister has 5. How many more does Sarah have than her sister?
Subtraction within 20	Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently.  $5 - 3 = 2$ $15 - 3 = 12$	Understand when and how to subtract 1s efficiently.  $5 - 3 = 2$ $15 - 3 = 12$	Understand how to use knowledge of bonds within 10 to subtract efficiently. Seeing the relationships independently eg. $5 - 3 = 2$ $15 - 3 = 12$

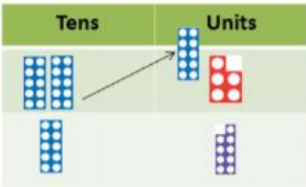
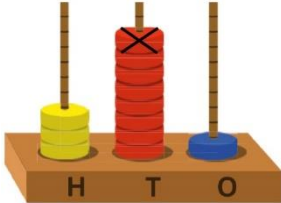
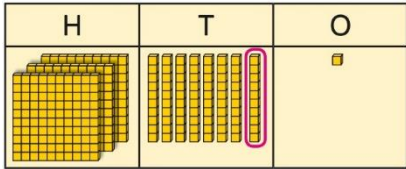
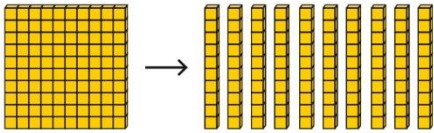
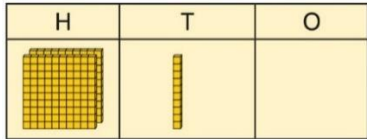
Subtracting 10s and 1s	For example: $18 - 12$ Subtract 12 by first subtracting the 10, then the remaining 2. Physically move the objects.  <i>First subtract the 10, then take away 2.</i>	For example: $18 - 12$ Use ten frames to represent the efficient method of subtracting 12.  <i>First subtract the 10, then subtract 2.</i>	Use a part-whole model to support the calculation.  $19 - 14$ $19 - 10 = 9$ $9 - 4 = 5$ So, $19 - 14 = 5$
Year 2			
Subtracting multiples of 10	Use known number bonds and unitising to subtract multiples of 10.  <i>8 subtract 6 is 2. So, 8 tens subtract 6 tens is 2 tens.</i>	 <i>7 tens subtract 5 tens is 2 tens. $70 - 50 = 20$</i>	 $10 - 3 = 7$ So, 10 tens subtract 3 tens is 7 tens.
Subtracting a single-digit number	Subtract the 1s. This may be done in or out of a place value grid. 	Subtract the 1s. This may be done in or out of a place value grid. 	Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds. 

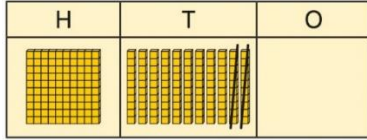
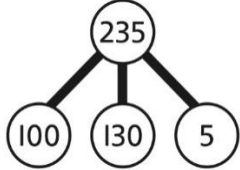
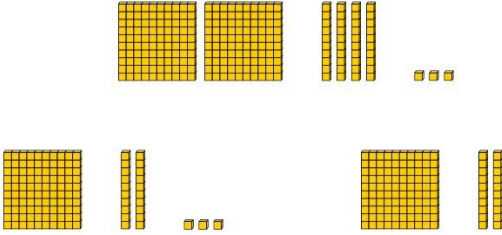
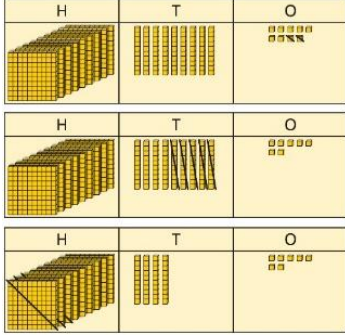
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Subtracting a 2-digit number	Subtract by taking away using place value counters.  $61 - 18$ <i>I took away 1 ten and 8 ones.</i>	Subtract the 10s and the 1s. This can be represented on a 100 square. <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table>	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	Subtract the 10s and the 1s. This can be represented on a number line.  $64 - 41 = ?$ $64 - 1 = 63$ $63 - 40 = 23$ $64 - 41 = 23$
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Subtracting a 2-digit number using place value and columns	Subtract the 1s. Then subtract the 10s. This may be done in or out of a place value grid.	Subtract the 1s. Then subtract the 10s. children to draw representations of this to answer calculations. <table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table>	Tens	Ones			Using column subtraction, subtract the 1s. Then subtract the 10s.																																																																																																
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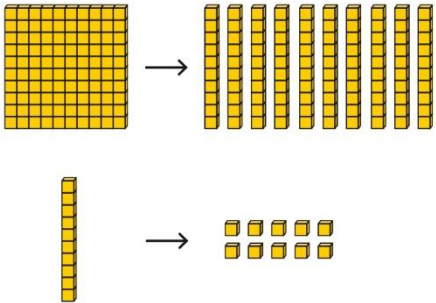
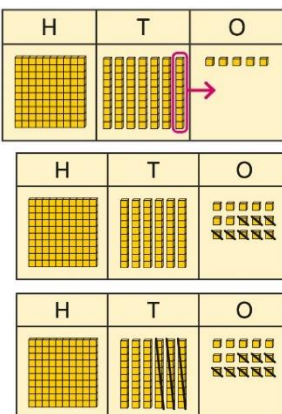
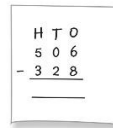
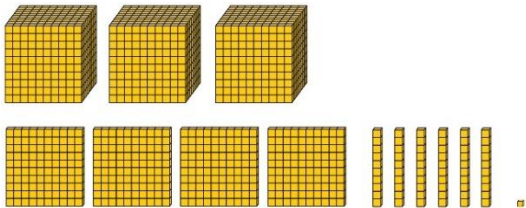
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Subtracting a 2-digit number with exchange	Use place value counters or objects to represent the physical movement of taking away. Exchange using straws for the tens to make ten ones or numicon into tens and ones.	Exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s. <table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Tens	Ones									Tens	Ones									Using column subtraction, exchange 1 ten for 10 ones. Then subtract the 1s. Then subtract the 10s. <table><tr><th>T</th><th>O</th></tr><tr><td>4</td><td>5</td></tr><tr><td>- 2</td><td>7</td></tr><tr><td colspan="2"> </td></tr><tr><td>2</td><td>8</td></tr></table> <table><tr><th>T</th><th>O</th></tr><tr><td>3</td><td>5</td></tr><tr><td>- 2</td><td>7</td></tr><tr><td colspan="2"> </td></tr><tr><td>1</td><td>8</td></tr></table>	T	O	4	5	- 2	7			2	8	T	O	3	5	- 2	7			1	8
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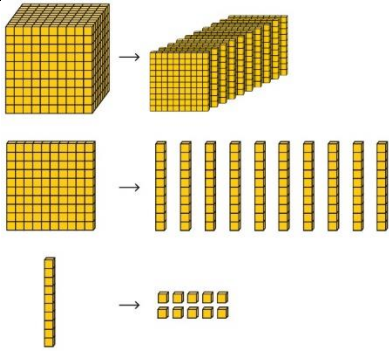
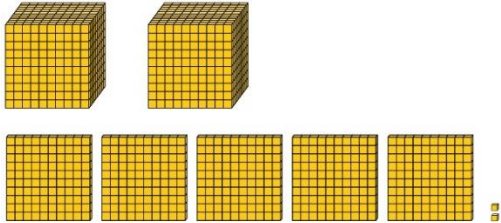
Year 3			
Subtracting 100s	Use place value counters, straws or numicon pieces to physically take it away.	Use known facts and unitising to subtract multiples of 100.  $4 - 2 = 2$ $400 - 200 = 200$	Understand the link with counting back in 100s.  $400 - 200 = 200$ Use known facts and unitising as efficient and accurate methods. <i>I know that $7 - 4 = 3$. Therefore, I know that $700 - 400 = 300$.</i>
Subtract numbers mentally, including: three digit number + ones, three digit number + tens, three digit number + hundreds	Use known facts and unitising to subtract multiples up to and including 100.  $5 - 2 = 3$ $500 - 200 = 300$ Use number bonds to subtract the 1s. $214 - 3 = ?$	Using a number line, number bonds or pictures to help find the answers quickly and accurately. 	Vary the position of the answer and question. Expose children to missing number questions and vary the missing part of the calculation. $678 = ? - 1$ $688 - 10 = ?$ $678 = ? - 100$

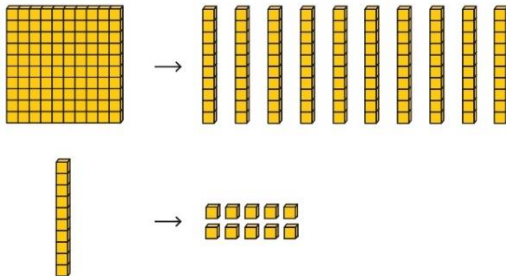
	 $4 - 3 = 1$ $214 - 3 = 211$		
Column subtraction without exchanging	Use base ten or numicon to model.  47—32	Children can support their answer, using their own working out with pictures.  Calculations $\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$	Children can use column subtraction independently. 
Column subtraction with regrouping	Begin with base 10 or Numicon. Move to place value counters, modelling the exchange of a ten into ten ones. Use the language of exchanging.	Children may draw place value counters or objects that they can cross off as they work out. 	Use formal written method. 

			
3-digit number - 10s, no exchange	Subtract the 10s using known bonds.  $381 - 10 = ?$ <i>8 tens with 1 removed is 7 tens.</i> $381 - 10 = 371$	Subtract the 10s using known bonds.  $8 \text{ tens} - 1 \text{ ten} = 7 \text{ tens}$ $381 - 10 = 371$	Use known bonds to subtract the 10s mentally. $372 - 50 = ?$ $70 - 50 = 20$ <i>So, $372 - 50 = 322$</i>
3-digit number - 10s, exchange or bridging required	Use equipment to understand the exchange of 1 hundred for 10 tens. 	Represent the exchange on a place value grid using equipment. $210 - 20 = ?$  <i>I need to exchange 1 hundred for 10 tens, to help subtract 2 tens.</i>	Understand the link with counting back on a number line. Use flexible partitioning to support the calculation. $235 - 60 = ?$

		 $210 - 20 = 190$	 $235 = 100 + 130 + 5$ $235 - 60 = 100 + 70 + 5$ $= 175$
3-digit number – up to 3-digit number	Use place value equipment to explore the effect of splitting a whole into two parts, and understand the link with taking away. 	Represent the calculation on a place value grid. 	Use column subtraction to calculate accurately and efficiently. $ \begin{array}{r} \text{H T O} \\ 235 \\ - 60 \\ \hline 175 \end{array} $
3-digit number – up to 3-digit number, exchange required	Use equipment to enact the exchange of 1 hundred for 10 tens, and 1 ten for 10 ones.	Model the required exchange on a place value grid. $175 - 38 = ?$ <i>I need to subtract 8 ones, so I will exchange a ten for 10 ones.</i>	Use column subtraction to work accurately and efficiently. $ \begin{array}{r} \text{H T O} \\ 175 \\ - 38 \\ \hline 137 \end{array} $ $175 - 38 = 137$ If the subtraction is a 3-digit number subtract a 2-digit number, children should

			understand how the recording relates to the place value, and so how to line up the digits correctly. Children should also understand how to exchange in calculations where there is a zero in the 10s column. 
Year 4			
Choosing mental methods where appropriate	Use place value equipment to justify mental methods.  What number will be left if we take away 300?	Use place value grids to support mental methods where appropriate.  $7,646 - 40 = 7,606$	Use knowledge of place value and unitising to subtract mentally where appropriate. $3,501 - 2,000$ <i>3 thousands - 2 thousands = 1 thousand</i> $3,501 - 2,000 = 1,501$
Column subtraction with exchange	Understand why exchange of a 1,000 for 100s, a 100 for 10s, or a 10 for 1s may be necessary.	Represent place value equipment on a place value grid to subtract, including exchanges where needed.	Use column subtraction, with understanding of the place value of any exchange required.

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Column subtraction with exchange across more than one column	Understand why two exchanges may be necessary. $2,502 - 243 = ?$  <i>I need to exchange a 10 for some 1s, but there are not any 10s here.</i>	Make exchanges across more than one column where there is a zero as a place holder. $2,502 - 243 = ?$ <table border="1" data-bbox="1003 1123 1464 1225"> <thead> <tr> <th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>2</td><td>5</td><td>0</td><td>2</td></tr> <tr> <td></td><td>4</td><td>2</td><td>3</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1" data-bbox="1003 1283 1464 1385"> <thead> <tr> <th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>2</td><td>5</td><td>0</td><td>2</td></tr> <tr> <td></td><td></td><td>1</td><td>9</td></tr> <tr> <td></td><td></td><td>2</td><td>3</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Th	H	T	O	2	5	0	2		4	2	3					Th	H	T	O	2	5	0	2			1	9			2	3					Make exchanges across more than one column where there is a zero as a place holder. $2,502 - 243 = ?$																																																																																												
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Representing subtractions and checking strategies		Use bar models to represent subtractions where a part needs to be calculated. Total 5,762 ? 2,899 Yes votes No votes <i>I can work out the total number of Yes votes using $5,762 - 2,899$.</i> Bar models can also represent 'find the difference' as a subtraction problem.	Use inverse operations to check subtractions. <i>I calculated $1,225 - 799 = 574$. I will check by adding the parts.</i> 1,225 799 574 Th H T O 7 9 9 + 5 7 4 1 3 7 3 <i>The parts do not add to make 1,225. I must have made a mistake.</i>

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Year 5 and 6																																											
Subtract numbers with more than 4 digits	Children will continue to use the concrete materials that they have used in previous year groups. Place value counters are an effective tool when using concrete resources for this purpose. 294,382 182,501 ? 294,382 182,501 ← ? → 294,382 – 182,501 = 111,881 <table><tr><th>HTh</th><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td> 10000 10000 </td><td> 9000 9000 9000 9000 9000 9000 </td><td> 4000 1000 1000 1000 </td><td> 300 300 300 300 300 300 300 300 300 300 </td><td> 80 80 80 80 80 80 80 80 </td><td> 2 1 </td></tr></table> <table><tr><td></td><td>2</td><td>9</td><td>3</td><td>1</td><td>3</td><td>8</td><td>2</td></tr><tr><td>-</td><td>1</td><td>8</td><td>2</td><td>5</td><td>0</td><td>1</td><td></td></tr><tr><td></td><td>1</td><td>1</td><td>1</td><td>8</td><td>8</td><td>1</td><td></td></tr></table> <tr><td>Subtract with up to 3 decimal places</td><td colspan="3"> Place value counters on a place value grid, are the most effective way to support when adding decimals with 1, 2 and 3 decimal places. Children need a variety of experiences of numbers that include decimal places such as money and other measures. </td></tr>			HTh	TTh	Th	H	T	O	10000 10000	9000 9000 9000 9000 9000 9000	4000 1000 1000 1000	300 300 300 300 300 300 300 300 300 300	80 80 80 80 80 80 80 80	2 1		2	9	3	1	3	8	2	-	1	8	2	5	0	1			1	1	1	8	8	1		Subtract with up to 3 decimal places	Place value counters on a place value grid, are the most effective way to support when adding decimals with 1, 2 and 3 decimal places. Children need a variety of experiences of numbers that include decimal places such as money and other measures.		
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