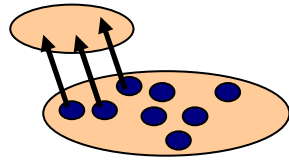


Subtraction

STEP 1 *(YR, Y1)

Children are encouraged to work practically to understand the concept of subtraction as taking objects away, and by comparing two objects to find difference, how many more or less e.g.

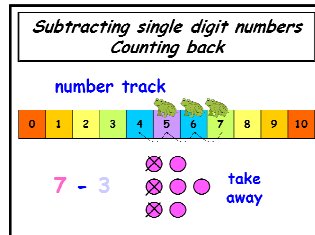


There are 8 biscuits on this plate, take away 3 of the biscuits. How many are left?

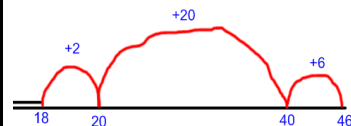
STEP 2 *(Y1, Y2)

Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences.

Children will start using the number track to count backwards. Then crossing boundaries and using their knowledge of number bonds and taking away tens on the hundred square to help.



This is extended to using the number track to find the difference between 2 digit numbers e.g.

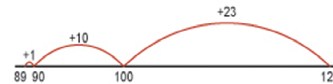


STEP 3 *(Y2, Y3)

The number line continues to be used for finding the difference crossing hundred boundaries e.g.

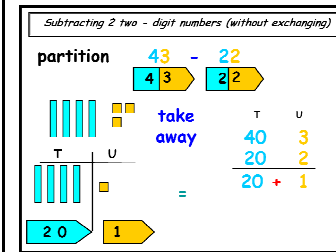
Subtraction using a number line

$$123 - 89 =$$

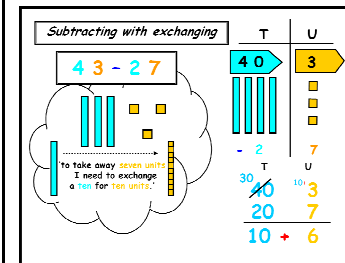


STEP 4 *(Y4, Y5)

In co-ordination with the number line method, children start to partition numbers in readiness for the standard written column method.



Images are used to show how exchanging from the tens can be used to prepare for the decomposition method.



STEP 5 *(Y5, Y6)

Children move towards a compact version of the decomposition method of exchanging from the larger numbers in a vertical subtraction method.

Subtraction using decomposition (compact method)

$$\begin{array}{r} 71 \\ - 57 \\ \hline 24 \end{array}$$

*These are agreed starting points for different year groups NOT a must do list for each child. We move on when ready!