



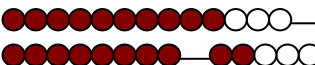
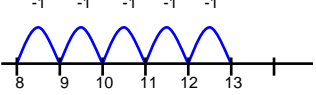
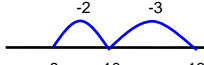
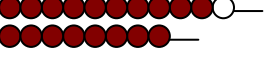
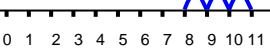
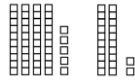
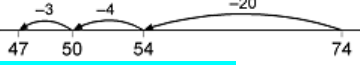
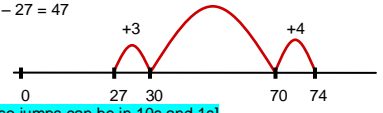
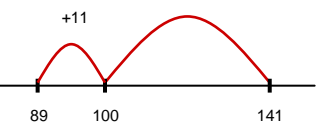
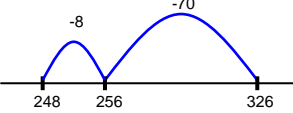
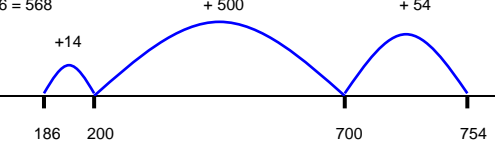
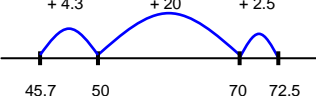
SUBTRACTION

AGE-RELATED EXPECTATIONS

Recording

Rapid Recall

Mental Calculation

YR	Subtraction as 'taking away' from a group	Practical or recorded using ICT (eg digital photos / pictures on IWB)	<div>Pictures / Objects</div> <div>I have five cakes. I eat two of them. How many do I have left?</div> <div></div> <div>Might be recorded as: $5 - 2 = 3$</div>	<div>Symbols</div> <div>Mum baked 9 biscuits. I ate 5. How many were left?</div> <div>[Might be recorded as: $9 - 5 = 4$]</div> <div></div>	1 less (nos up to 10)	(see recording)		
Y1	Subtraction as 'taking away' and 'difference' (by counting on) O – O TO – O (bridging 10)	<div>Practical or recorded using ICT</div> <div>Pictures / Symbols</div> <div>(see above)</div>	<div>Taking away – jumps of 1 (modelled using bead strings)</div> <div>$13 - 5 = 8$</div> <div></div> <div></div>	<div>Taking away (efficient jumps)</div> <div>$13 - 5 = 8$</div> <div></div> <div>No number line:</div> <div>$13 - 3 = 10$ $10 - 2 = 8$</div>	<div>Counting on – jumps of 1 (modelled using bead strings)</div> <div>$11 - 8 = 3$</div> <div></div> <div></div>	<div>Counting on (efficient jumps)</div> <div>Number line / no number line</div> <div>$8 + 2 = 10$ $10 + 1 = 11$</div>	Subtraction facts to 10 1 / 10 less than a number	TO – multiple of 10
Y2	Subtraction as inverse of addition TO – TO (bridging 10s)	<div>Pictures / Symbols</div> <div>$45 - 22 = 23$</div> <div></div>	<div>Number lines - taking away</div> <div>$74 - 27 = 47$</div> <div></div> <div>[Also jumps can be in 10s and 1s]</div>	<div>Number lines – counting on</div> <div>$74 - 27 = 47$</div> <div></div> <div>[Also jumps can be in 10s and 1s]</div>	Subtraction facts to at least 10	Difference by counting up TO – O / multiple of 10		
Y3	TO – TO HTO – TO HTO – HTO	<div>Number line – counting on</div> <div>$141 - 89 = 52$</div> <div></div>	<div>Number line - taking away</div> <div>$326 - 78 = 248$</div> <div></div> <div>Vertical number line may be used to record calculation</div>	<div>Expanded vertical</div> <div>$\begin{array}{r} 300 \ 20 \ 6 \\ - 100 \ 10 \ 3 \\ \hline 200 \ 10 \ 3 = 213 \end{array}$</div>	Subtraction facts to 20 Differences of multiples of 10	TO – O / TO HTO – HTO (by finding the difference) TO – near multiple of 10 (positive answers)		
Y4	HTO – TO HTO – HTO Decimals: money (£7.85 – £3.49)	<div>Number lines – counting on</div> <div>$754 - 186 = 568$</div> <div></div> <div>Vertical number line may be used to record calculation</div>	<div>Decomposition (compact method)</div> <div>$\begin{array}{r} 7 \ 54 \\ - 186 \\ \hline 568 \end{array}$</div>	Derive differences of pairs of multiples of 10 / 100 / 1000	TO – TO Subtract pairs of multiples of 10 / 100 / 1000 (Th)HTO – (Th)HTO (small difference)			
Y5	ThHTO – HTO Decimals up to 2dp (72.5 – 45.7)	<div>Number lines – counting on</div> <div>$72.5 - 45.7 = 26.8$</div> <div></div>	<div>Decomposition (compact method)</div> <div>$72.5 - 45.7$</div> <div>$\begin{array}{r} 72.5 \\ - 45.7 \\ \hline 26.8 \end{array}$</div>	Use number facts for mental subtraction $9 - 2 = 7$ $0.9 - 0.2 = 0.7$ $0.09 - 0.02 = 0.07$	Near multiple of 1000 – Near multiple of 1000 (eg 6070 – 4097) Decimal – Decimal (eg 9.5 – 3.7)			
Y6	Consolidate / extend Y5 including: Decimal to 3 dp relating to measures	<div>Recognise when one written method is more efficient. (See Y5 methods of recording)</div> <div>➤ There was 2.5 litres in the jug. Stuart drank 385 ml. How much was left?</div> <div>➤ 18.07 km – 3.243 km</div>				(as above)	Integer / decimal (1dp) – Integer / decimal (1dp)	

Estimation and checking