

Y3 Objectives

- up to 3dn – 3dn (without renaming)

Subtraction is not commutative

Mental calculation strategies

Count on
If the numbers are close together

$$203 - 199$$

Count back
If subtracting a single digit or multiple of 10
342 – 5 or 257 – 40

2dn - 2dn

Keep the first number whole

$$58 - 17$$

$$58 - 10 - 7$$

$$(48) - 7 = 41$$

3dn - 3dn without renaming

Column method

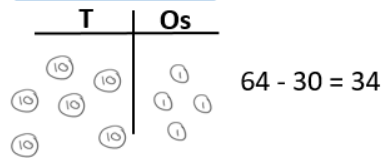
Unitise:
5 ones subtract 3 ones equals 2 ones.
7 tens subtract 2 tens equals 5 tens.
9 hundreds subtract 7 hundreds equals 2 hundreds

Key skills:
2dn - 1dn
2dn - multiples of 10
Column method

Round and adjust
If subtracting a 'near tens' number
64 - 19

Problem solving with the written method

2dn - multiples of 10



Some numbers are given.



Use the numbers to form two 3-digit numbers.

Subtract the numbers to get the greatest answer.

Show your work on



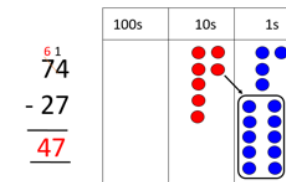
Y4 Objectives

- Numbers up to 4 digits
- Choose appropriate method

Key skills:
2dn - 1dn
2dn - multiples of 10
Column method

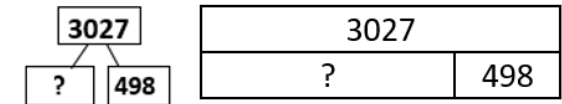
Column method
Unitise:
3 tens subtract 1 ten is two tens
4 hundreds subtract 2 hundreds is 2 hundred

2dn - 2dn with renaming



$$74 - 27 = 47$$

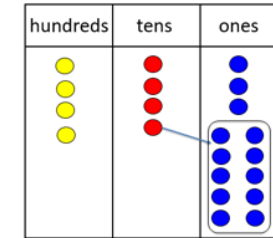
Children to use the part whole and bar model to develop estimation and number sense



3dn - 3dn with renaming

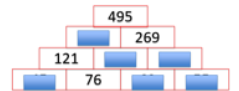
$$\begin{array}{r} 443 \\ -218 \\ \hline 225 \end{array}$$

$$443 - 218 = 225$$



Problem solving

Can you complete the wall?



Y5 Objectives

- Numbers with more than 4 digits
- Decimal numbers

Select an appropriate method

Column method
Unitise: 8 tenths subtract 5 tenths

Decimal numbers

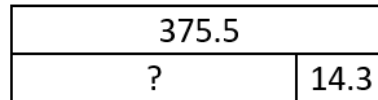
$$\begin{array}{r} 6 \quad 1 \\ \cancel{7} 1.8 \\ - 34.5 \\ \hline 37.2 \end{array}$$

Problem solving

Work out whether each problem is true or false and say how he could solve the problem if it is wrong.

- $3801 + 1499 = 3800 + 1500$
- $3801 + 2307 = 3800 + 2310$
- $5678 - 1212 = 5670 - 1220$
- $5678 - 152 = 5676 - 150$

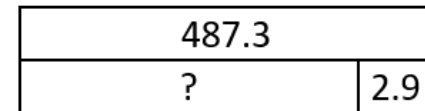
Children to use the part whole and bar model to develop estimation and number sense



Y6 Objectives

- Numbers with more than 4 digits
- Decimal numbers
- Multi-step problems

Children to use the part whole and bar model to develop estimation and number sense



Address difficult points – zero as a place holder

- Vary the number of digits in the number
- Missing boxes
- Balanced equations

$$15.743 - 214.9 =$$

$$? - 200 = 2,307$$

$$\frac{5}{6} - \frac{1}{4} =$$

Subtraction – progression in written methods Y1 to Y6

$$8 - 1 = 7$$

minuend subtrahend difference

Partitioning:

Reduction:

Difference:

Y1 Objectives

- Number bonds and related subtraction facts within 20
- Subtract 1 and 2 digit numbers within 20, including zero

Key skills:
- bonds within 10
- bonds from 10
subtracting 0 and 1 from a number

Start with expressions (no = sign)

$8 - 3$

Use part whole diagram (include zero)

Partitioning single digit numbers

Move on to equations (has = sign) Partitioning

$6 - 2 = 4$

Reduction

First **Then** **Now** $3 - 0 = 3$

Teacher to use the bar model in the summer term

Difference

difference of 4

Y2 Objectives

- 2dn - 1dn
- 2dn - multiples of 10
- 2 dn - 2dn (sum < 100)

2dn - 1dn Use numbers in a context

Key skills:
2dn - 1dn
2dn - multiples of 10

At **first** Fiona had £24 and **then** she spent £5.
How much does she have **now**?

Children to use the part whole and bar model

2dn - 1dn Use numbers in a context

What does each number represent?

2dn - multiples of 10

2dn - 2dn

Keep the first number whole

$58 - 17$
 $58 - 10 = 48$
 $48 - 7 = 41$

Progression from Y2 to Y3 subtraction written methods

Progress in Subtraction

Name _____

Small Step	Example			
Count backwards in 1s	34, 33, 32, 31, 30, 29			
2 digit - 1 digit (not bridging 10)	25 - 3			
2 digit - 1 digit (bridging 10)	24 - 6			
2 digit - 10	24 - 10			
2 digit - multiples of 10 (not bridging 100)	82 - 20 82 - 20 = 62 62 - 0 = 62			
2 digit - teens (not bridging 10)	87 - 15 87 - 10 = 77 77 - 5 = 72			
2 digit - low 2 digit	82 - 31 82 - 30 = 52 52 - 1 = 51			
2 digit - teens (bridging 10)	82 - 13 82 - 10 = 72 72 - 3 = 69			
"double method" introducing column method alongside 2 digit - 2 digit (without renaming)	57 - 24 57 - 20 = 37 37 - 4 = 33	100	57	24