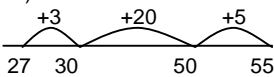
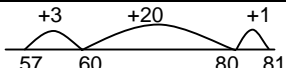
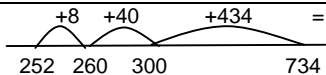
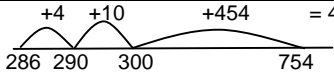
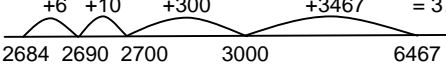
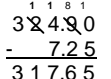


Progression in Subtraction- 2009
St. Michael's CE (C) Primary School

Children may progress throughout Ks1 and 2 using only the number line method for subtraction as long as it is efficient & accurate

	What will subtraction look like?	Notes
R	Teacher modelling, pictorial representation Practical demonstrations of 'take away'. Vocabulary of subtraction.	Primary Framework for literacy and mathematics page 94 and PSRN (foundation stage) Mostly mental calculations with informal jottings. Teacher recording.
Y1	Number lines introduced for recording 'jumps'.	Primary Framework for literacy and mathematics page 94 Mostly mental calculations with informal jottings leading to the introduction of number sentences. Teacher recording.
Y2	$55 - 27 =$ a) difference 	Primary Framework for literacy and mathematics page 94 Counting on from the smaller number to the larger number using numbers up to 100 Use practical and informal written methods to subtract 2 –digit numbers Understand that subtraction is the inverse of addition and vice versa, use this to derive and record related addition and subtraction number sentences Use knowledge of number facts and operations to estimate and check answers Teach children to look for special cases i.e. take away a small amount (55-2=) by counting back and -9 by compensation Counting from the larger number to the smaller numbers using numbers up to 100
Y3	(a) $81 - 57 =$ difference  (b) take away $81 - 57 =$, $81 - 50 = 31$, $31 - 1 = 30$, $30 - 6 = 24$ $81 - 57 =$ take away $\begin{array}{r} 81 \\ - 57 \\ \hline \end{array} = \begin{array}{r} 80 \quad 1 \\ - 50 \quad 7 \\ \hline 20 \quad 4 \end{array} = 24$ "1 take away 7 is tricky so exchange" and check answers with inverse	Primary Framework for literacy and mathematics page 94 <ul style="list-style-type: none"> TU – TU, HTU – TU, HTU – HTU Lead on to decomposition method in expanded format. Ensure understanding of number partitioning and exchange. Check for mental approach first before written method. Approximate, calculate & check it mate! Take away to be taught to higher groups when place value is secure at each stage Model with multi base Teach children to look for special cases i.e. take away a small amount by counting back or 124-99 by compensation
Y4	$734 - 252 =$ a) difference  b) take away $\begin{array}{r} 734 \\ - 252 \\ \hline 482 \end{array}$ adjust from H to T $\begin{array}{r} 600 \quad 130 \\ 734 \quad 70 \quad 30 \quad 4 \\ - 252 \quad - 200 \quad 50 \quad 2 \\ \hline 400 \quad 80 \quad 2 \end{array} = 482$ then 8.75 = £8 . 70 5 adjust T to U $\begin{array}{r} 8.75 \\ - 4.38 \\ \hline 4.37 \end{array}$ £4 . 30 7 = £4.37 and check answers with inverse	Primary Framework for literacy and mathematics page 95 <ul style="list-style-type: none"> Consolidate and extend decomposition in expanded format HTU – TU, then HTU – HTU Extend to simple decimals with or without adjustment from pence to pounds. Teach children to look for special cases i.e. take away a small amount by counting back e.g. 275 -6 or £10.00 - £ 2. 99 by compensation
Y5	a) difference $754 - 286 =$  b) take away $\begin{array}{r} 600 \quad 140 \quad 1 \\ 754 = 700 \quad 50 \quad 4 \end{array}$ adjust H to T and T to U	Primary Framework for literacy and mathematics page 94 <ul style="list-style-type: none"> Consolidate decomposition (HTU – HTU) (ThHTU – ThHTU) (THHTU – HTU)

Subtraction- in line with the Renewed Framework

	$\begin{array}{r} -286 \\ -200 \\ \hline 400 \end{array} \quad \begin{array}{r} 80 \\ 60 \\ \hline 60 \end{array} \quad \begin{array}{r} 6 \\ 8 \\ \hline 8 \end{array} = 468$ <p>then $\begin{array}{r} 641 \\ 54 \\ \hline 468 \end{array}$ and check answers with inverse</p>	<ul style="list-style-type: none"> • Consolidate decimals (see Y4) • Lead to schools standard written method Show two methods, expanded and compact, side by side to ensure transaction is made with real understanding • Children to work back from standard written method to expanded format to show understanding • Estimate, calculate and check answers • Use calculator to solve problems (also involving decimals) as appropriate. • Look for special cases to count back.
<p>Y6</p>	<p>a) difference 6467-2684 =</p>  <p>(b) $\begin{array}{r} 6467 \\ -2684 \\ \hline 3783 \end{array}$ and check answer $\begin{array}{r} 3783 \\ +2684 \\ \hline 6467 \end{array}$</p> <p>then 324.9 - 7.2</p>  <p>$\begin{array}{r} 324.9 \\ -7.2 \\ \hline 317.65 \end{array}$ and continue to use inverse, number lines or calculators to check answers as appropriate.</p>	<p>Primary Framework for literacy and mathematics page 94</p> <ul style="list-style-type: none"> • Practice school's standard written method. Revert back to expanded version for children not understanding. ThHTU – ThHTU then any number of digits. • Extend to decimals. • Appropriate use of a calculator including solving multi step problems • Estimate, calculate, check it mate! • Use number lines when taking away small amount, especially with larger numbers containing many 0s