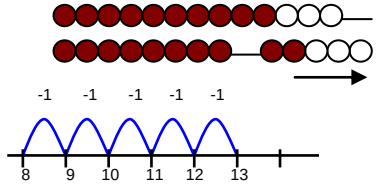
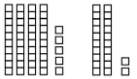
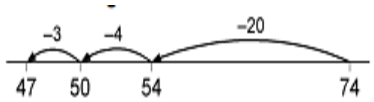
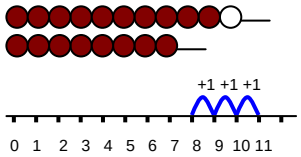
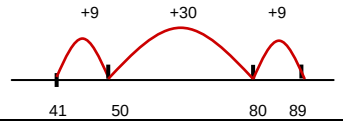
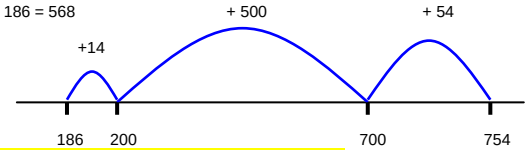
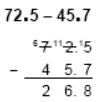
SUBTRACTION

Recording

Rapid Recall | Mental Calculation

AGE-RELATED EXPECTATIONS							
YR	Subtraction as 'taking away' from a group	Practical or recorded using ICT (eg digital photos / pictures on IWB)	Pictures / Objects I have five cakes. I eat two of them. How many do I have left?  Might be recorded as: *5 – 2 = 3*	Symbols Mum baked 9 biscuits. I ate 5. How many were left? [Might be recorded as: *9 – 5 = 4*] 		1 less (nos up to 10)	(*see recording*)
Y1	Subtraction as 'taking away' U – U TU – U (bridging 10)	Practical or recorded using ICT Pictures / Symbols (*see above*)	**Taking away** – jumps of 1 (modelled using bead strings) 13 – 5 =8  			Subtraction facts to 10 1 / 10 less than a number	TU – multiple of 10
Y2	Subtraction as inverse of addition, subtraction as taking away and as difference (counting on) TU – TU (bridging 10s)	Pictures / Symbols 45 – 22 = 23 	Number lines - **taking away** 74 -27 = 47  [Also jumps can be in 10s and 1s]	Partitioning 74 - 27 74 – 20 = 54 54 – 7 = 47 Supported by a hundred square	**Counting on** – jumps of 1 (modelled using bead strings) 11 – 8 = 3  	Subtraction facts to at least 10	Difference by counting up TU – U / multiple of 10
Y3	TU – TU HTU – TU HTU – HTU	Number line – **counting on** 89 – 41 = 48  		Partitioning (supported with a number line) 326 - 78 326 - 70 = 256 256 - 8 = 248 Can be supported by a hundred square		Subtraction facts to 20 Differences of multiples of 10	TU – U / TU HTU – HTU (by finding the difference) TU – near multiple of 10 (positive answers)
Y4	HTU – TU HTU – HTU Decimals: money (£7.85 - £3.49)	Number lines – **counting on** 754 – 186 = 568  Vertical number line may be used to record calculation		Partitioning 754 - 186 754 – 100 = 654 654 – 80 = 574 574 – 6 = 568	**Decomposition** 272 – 48 = 224 **Crossing tens** 200 70 2 - 40 8 200 60 12 40 8 200 20 4	**Decomposition** (compact method)  	Derive differences of pairs of multiples of 10 / 100 / 1000	TU – TU Subtract pairs of multiples of 10 / 100 / 1000 (Th)HTU – (Th)HTU (small difference)
Y5	ThHTU – HTU Decimals up to 2dp (72.5 – 45.7)	Partitioning 72.5 – 45.7 72.5 – 40 = 32.5 32.5 – 5 = 27.5 27.5 – 0.7 = 26.8		**Decomposition** 2362 – 548 = 1814 [**crossing tens and hundreds**] 2000 300 60 2 500 40 8 1000 1300 50 12 500 40 8 1000 800 10 4	**Decomposition** (compact method)  	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	**Recognise when one written method is more efficient.** (***See Y5 methods of recording)*** ➢ There was 2.5 litres in the jug. Stuart drank 385 ml. How much was left? ➢ 18.07 km – 3.243 km	(as above)	Integer / decimal (1dp) – Integer / decimal (1dp)

Your child may use methods from the year group above or below depending on their number and calculation skills.