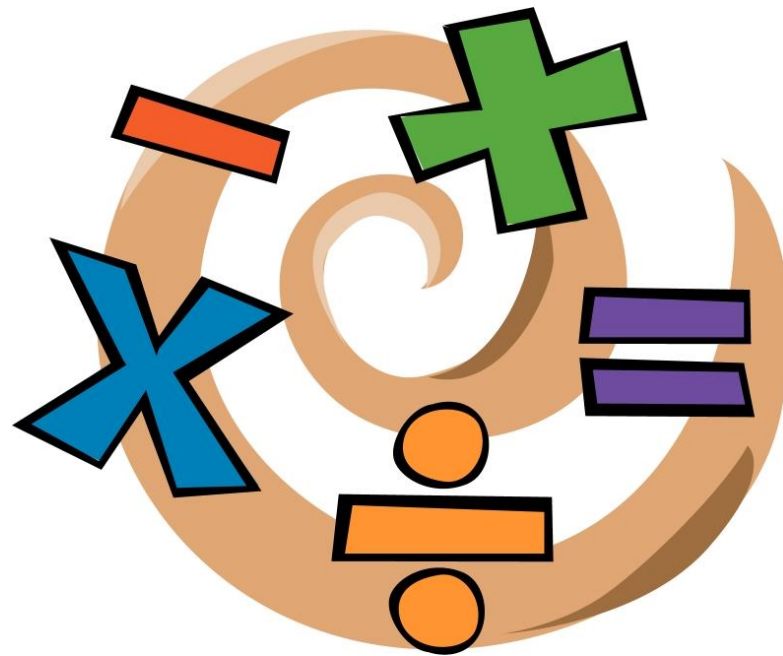
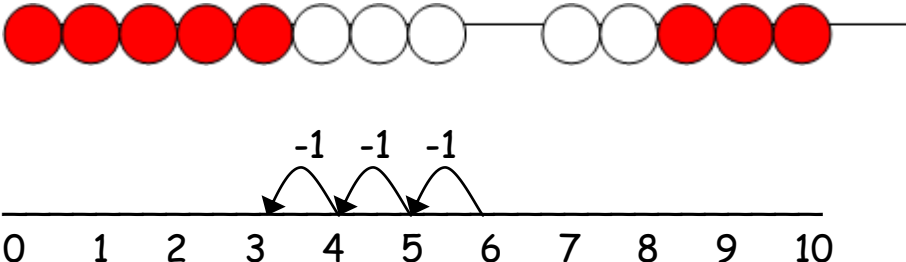
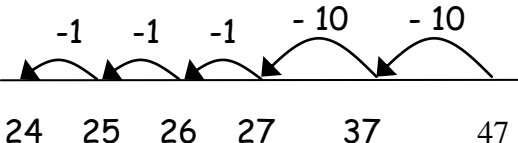
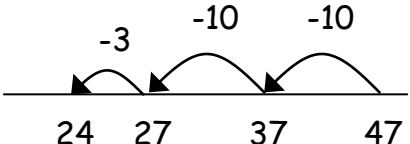
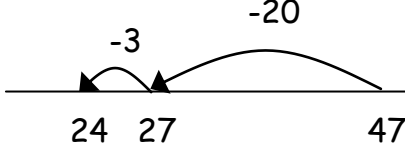


Progression in Subtraction Methods



Yr Grp	Progression	What it Looks like...	Further Guidance
Yr 1	Number lines and practical resources to support counting on in ones:	Using bead strings, number line and number tracks to count back in 1s. 	<i>Children to understand that it means difference.</i>
Yr 2	Children count back on a number line - first counting back in tens and 1s.	$47 - 23 = 24$ 	
	Then helping children to become more efficient by subtracting the units in one jump, and then the tens in one jump.	$47 - 23 = 24$  $47 - 23 = 24$ 	
	Children use partitioning and decomposition to introduce them to expanded written method	$\begin{array}{r} 89 = \\ - 57 \\ \hline \end{array}$ $\begin{array}{r} 80 \quad 9 \\ 50 \quad 7 \\ \hline 30 \quad + \quad 2 = 32 \end{array}$	

Yr3	Children to use expanded written method with carrying , TU - TU.	$\begin{array}{r} 71 \\ -46 \\ \hline \end{array}$ <p>So $71 - 46 = 25$</p> <p>This could also be recorded by the children as:</p> $\begin{array}{r} \overset{60}{\cancel{70}} \quad \overset{1}{1} \\ - 40 \quad 6 \\ \hline 20 + 5 = 25 \end{array}$	<i>Children should take care to line up units under units, tens under tens, and so on.</i>
	Children to use expanded written method with carrying , HTU - TU and HTU - HTU	<p>Extend to 3 digit numbers:</p> $\begin{array}{r} 754 = \\ - 86 \\ \hline \end{array}$ <p>Step 1</p> $\begin{array}{r} 700 \quad 50 \quad 4 \\ - \quad \quad 80 \quad 6 \\ \hline \end{array}$ <p>Step 2</p> $\begin{array}{r} 700 \quad 40 \quad 14 \\ - \quad \quad 80 \quad 6 \\ \hline \end{array} \quad (\text{adjust from T to U})$ <p>Step 3</p> $\begin{array}{r} 600 \quad 140 \quad 14 \\ - \quad \quad 80 \quad 6 \\ \hline \end{array} \quad (\text{adjust from H to T})$ $600 + 60 + 8 = 668$	<i>Subtract the least significant digits first (units, then tens, then hundreds) to allow children to exchange.</i>

		<p>This would be recorded by the children as</p> $ \begin{array}{r} \begin{array}{r} \overset{600}{\cancel{700}} \\ - \\ \hline 600 \end{array} \quad + \quad \begin{array}{r} \overset{140}{\cancel{50}} \\ + \\ \hline 60 \end{array} \quad + \quad \begin{array}{r} \overset{14}{\cancel{6}} \\ + \\ \hline 8 \end{array} = 668 \end{array} $	
Yr4	Children to use formal column method , up to 4 digits.	$ \begin{array}{r} 3181 \\ \cancel{4292} \\ - \quad \underline{1345} \\ \hline 2947 \end{array} $	<i>Children solve missing number problems, using the inverse.</i>
Yr5	Children to use formal column method , using whole numbers more than 4 digits.	$ \begin{array}{r} 5111 \\ \cancel{64202} \\ - \quad \underline{5141} \\ \hline 59061 \end{array} $	<i>Using inverse to check calculations</i>
	Children to use formal column method to subtract decimals , including a mixture of whole numbers and decimals and decimals with different number of decimal places.	$ \begin{array}{r} 16 - 5.92 \\ \begin{array}{r} \overset{5191}{\cancel{16.00}} \\ - \quad \underline{5.92} \\ \hline 10.08 \end{array} \end{array} $	$ \begin{array}{r} 4.34 - 1.5 \\ \begin{array}{r} \overset{31}{\cancel{4.34}} \\ - \quad \underline{1.50} \\ \hline 2.84 \end{array} \end{array} $
Yr6	Continue to consolidate Year 5 methods.		

*Children should not be made to go onto the next stage if: they are not ready or they are not confident.
Once children have mastered strategies for their appropriate year group, they should not be moved onto the next year group but instead develop breadth of understanding through rich tasks that require application of knowledge and skills.*