

Year 1

Calculating strand: SUBTRACTION

15/11/19

Vocabulary

Key Questions

Subtraction, subtract, take away, distance between, difference between, more than, minus, less than, equals = same as, most, least, pattern, odd, even, digit,

How many more to make...? How many more is... than...? How much more is...? How many are left/left over? How many have gone? One less, two less, ten less... How many fewer is... than...? How much less is...? What can you see here? Is this true or false?

Example Questions

Basic




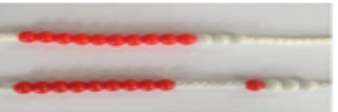
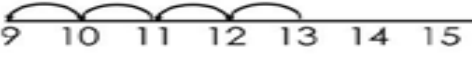
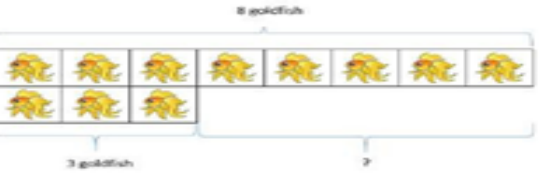
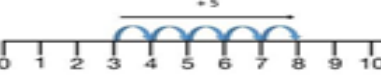
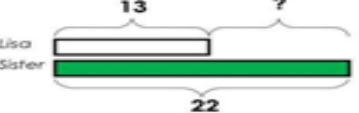
Advancing

Deep

Use ...and ... in a number sentence.
Illustrate the problem
Name the number bonds
Memorise the subtraction facts to ...
Match the answers to the number problems
Tell a friend how you solved the problem

Compare which method you prefer to use
Identify patterns in the number sentences
Modify the numbers to change the answer
Organise the numbers into a number sentence.

Prove how you know the answer is...
Investigate how many different ways you can make ...using subtraction.
Explain your method
Create two subtraction number sentences from the given numbers.

	Objective	Concrete	Pictorial	Abstract
Year 1	Taking away <small>ones</small>	Use physical objects, counters, cubes etc. to show how objects can be taken away. $4 - 2 = 2$  	Cross out drawn objects to show what has been taken away. $4 - 2 = 2$ 	$4 - 2 = 2$
	Counting back	Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.  $13 - 4 = 9$	Count back on a number line or number track  Start at the bigger number and count back the smaller number, showing the jumps on the number line.	Put 13 in your head, count back 4. What number are you at? Use your fingers to help.
	Find the difference	Compare amounts and objects to find the difference.  Use cubes to build towers or make bars to find the difference. Use basic bar models with items to find the difference.	Count on to find the difference.  Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.  Draw bars to find the difference between 2 numbers.	Hannah has 8 goldfish. Helen has 3 goldfish. Find the difference between the number of goldfish the girls have.

Year 2

Calculating strand: SUBTRACTION

15/11/19

Vocabulary

Subtraction, subtract, take away, difference, difference between, minus, tens, ones, partition, near multiple of 10, tens boundary, Less than, one less, two less... ten less... one hundred less, more, one more, two more... ten more... one hundred more

Key Questions

How many more to make...? How many more is... than...? How much more is...? How many are left/left over? How many fewer is... than...? How much less is...? Is this true or false?
If I know that $7 + 2 = 9$, what else do I know? (e.g. $2 + 7 = 9$; $9 - 7 = 2$; $9 - 2 = 7$; $90 - 20 = 70$ etc). What do you notice? What patterns can you see?

Example Questions

Basic

Use ...and ... in a number sentence.
Illustrate the problem
Name the number bonds
Memorise the subtraction facts to ...
Match the answers to the number problems
Tell a friend how you solved the problem

Advancing

Compare which method you prefer to use
Identify patterns in the number sentences
Modify the numbers to change the answer
Organise the numbers into a number sentence.

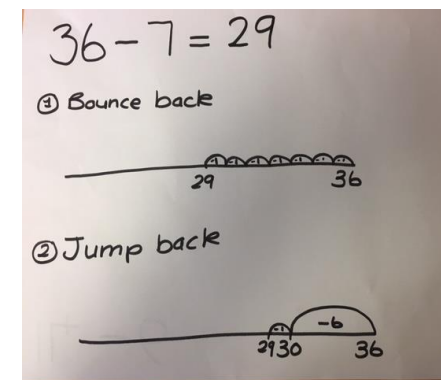
Deep

Prove how you know the answer is...
Investigate how many different ways you can make ...using subtraction.
Explain your method
Create two subtraction number sentences from the given numbers.

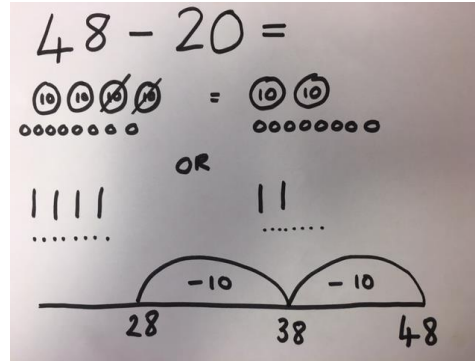
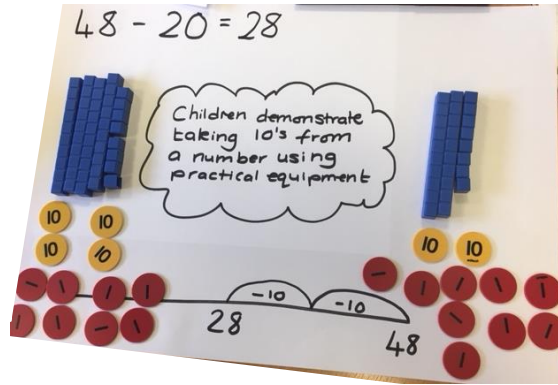
Counting back

See year one for concrete approach to counting back

See year one approaches for pictorial representation.

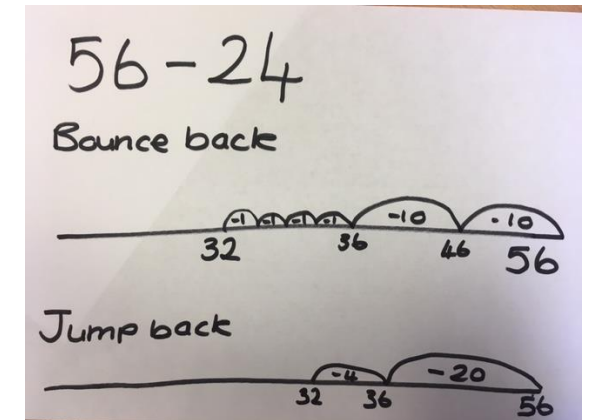
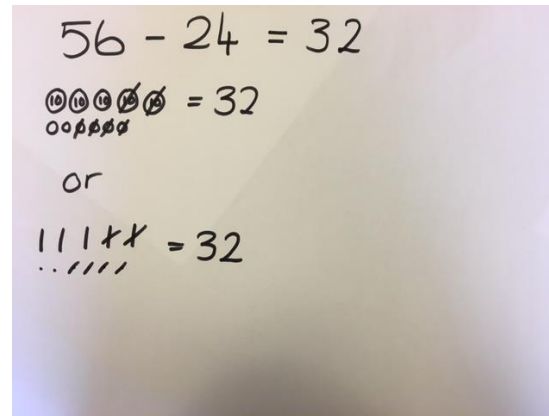
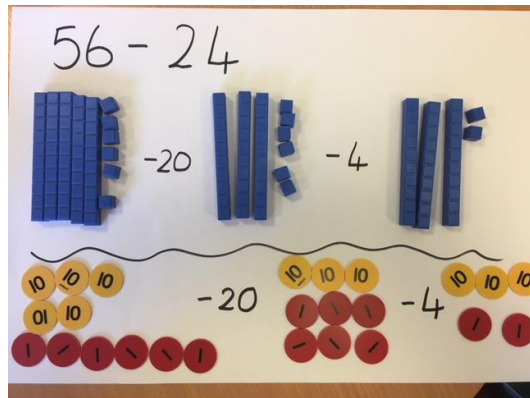


Counting back (two digit and tens)



$$48 - 20 = 28$$

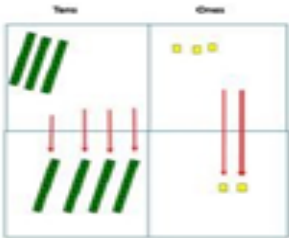


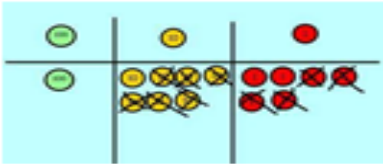
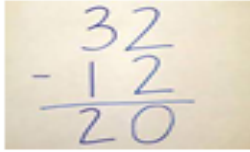
Counting back (two 2-digit numbers)



Subtraction of two 2-digit numbers should move onto examples with crossing 10 - as shown in the Interim framework 2018/2019

Only move children on to using the column methods once they have become secure in the use of number lines.

Ensure you follow the CPA approach to support this new strategy.

Objective	Concrete	Pictorial	Abstract
Column method without regrouping	<p>75 - 42 = 33</p>  <p>Use Base 10 to make the bigger number then take the smaller number away.</p> <p>Show how you partition numbers to subtract.</p> <p>Again make the larger number first.</p> 	 <p>Calculations</p> $\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$ <p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p>  <p>Calculations</p> $\begin{array}{r} 176 \\ - 64 \\ \hline 112 \end{array}$	<p>47 - 24 = 23</p> $\begin{array}{r} 47 \\ - 24 \\ \hline 20 + 3 \\ \hline 23 \end{array}$ <p>This will lead to a clear written column subtraction.</p> 

Year 3

Calculating strand: SUBTRACTION

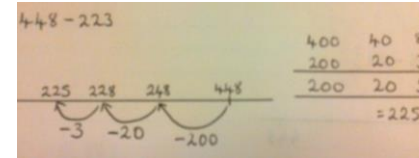
15/11/19

Vocabulary

Hundreds, tens, ones, estimate, partition, recombine, difference, decrease, near multiple of 10 and 100, inverse, rounding, column subtraction, exchange See also Y1 and Y2

Key Questions

What do you notice? What patterns can you see?
When comparing two methods alongside each other: What's the same? What's different?
Look at this number in the formal method; can you see where it is in the expanded method / on the number line



Example Questions

Basic

Advancing

Deep

Arrange your subtraction calculation in a different order
Describe your method of subtraction to a partner.
Tell a friend how you solved the problem

Organise your calculation as a written method.
Explain your method
Estimate the answer
Compare two written methods and **explain** which one is your preferred method.
Apply your written method to solve.

Prove you are correct
Create a word problem
Create a help sheet to explain the written method that you have used.
Investigate the difference in journey time/distance.

	Objective	Concrete	Pictorial	Abstract
Year 3 onwards	Column method with regrouping	<p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges. Make the larger number with the place value counters</p> <p>Calculations 234 - 88</p> <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange 1 of my tens for 10 ones.</p> <p>Calculations 234 - 88</p> <p>Now I can subtract my ones.</p> <p>Calculations 234 - 88</p>	<p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p> <p>When confident, children can find their own way to record the exchange/regrouping.</p> <p>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p>	<p>Children can start their formal written method by partitioning the number into clear place value columns.</p> <p>Moving forward the children use a more compact method.</p>

Year 4

Calculating strand: SUBTRACTION

15/11/19

Vocabulary

Key Questions

add, addition, sum, more, plus, increase, sum, total, altogether, double, near double, how many more to make..? how much more? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many more/fewer? Equals sign, is the same as.

What do you notice?
What's the same? What's different?
Can you convince me?
How do you know?

Example Questions

Basic

Advancing

Deep

Arrange your subtraction calculation in a different order
Use a different addition method to solve the calculation.
Describe your method of subtraction to a partner.
Tell a friend how you solved the problem

Organise your calculation as a written method.
Explain your method
Estimate the answer
Compare two written methods and **explain** which one is your preferred method.
Apply your written method to solve.

Prove you are correct
Create a word problem
Create a help sheet to explain the written method that you have used.
Investigate the difference between journey time/distance.

Objective

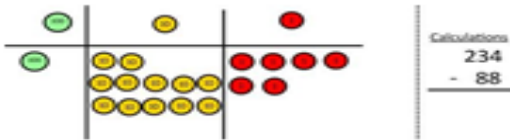
Concrete

Pictorial

Abstract

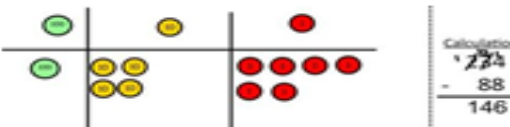
Column method with regrouping

Now look at the tens, can I take away 8 tens easily? I need to exchange 1 hundred for 10 tens.



$$\begin{array}{r} \text{Calculations} \\ 234 \\ - 88 \\ \hline \end{array}$$

Now I can take away 8 tens and complete my subtraction.



$$\begin{array}{r} \text{Calculations} \\ 234 \\ - 88 \\ \hline 146 \end{array}$$

Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.

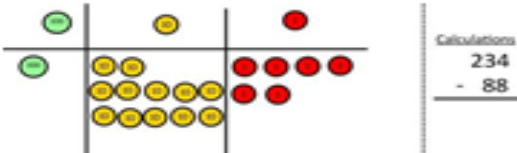
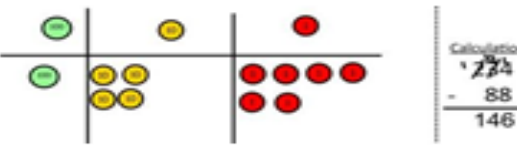
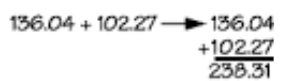
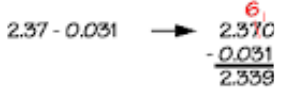
This will lead to an understanding of subtracting any number including decimals.

$$\begin{array}{r} \\ \\ - \\ \hline \end{array}$$

Year 5 **Calculating strand: SUBTRACTION** **15/11/19**

Vocabulary	Key Questions
Tens of thousands boundary, Also see previous years	What do you notice? What's the same? What's different? Can you convince me? How do you know?

Example Questions		
Basic	Advancing	Deep
Use column subtraction to find how many more... List all the different vocabulary for subtraction. Tell me the method you have used to find the difference. Find the pattern and repeat it.	Predict if $x - y$ would total an odd or an even number. Estimate the answer to ..., work out the answer to check your estimation. Explain your method. Organise your calculation	Create your own word problem. Design your own menu/bedroom purchasing food/objects with a given amount to spend working out how much spare money will be left over. Investigate differences between distances travelled on a map.

Objective	Concrete	Pictorial	Abstract
Column method with regrouping	<p>Now look at the tens, can I take away 8 tens easily? I need to exchange 1 hundred for 10 tens.</p>  <p>Calculations: $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$</p> <p>Now I can take away 8 tens and complete my subtraction.</p>  <p>Calculations: $\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$</p> <p>Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.</p>		<p>Solve these problems. Remember, its always a good idea to estimate your answer first.</p> <p>$136.04 + 102.27 \rightarrow$</p>  <p>Write in vertical column, aligning the decimal points.</p> <p>Add each column, starting on the right. Regrouping digits where needed.</p> <p>$2.37 - 0.031 \rightarrow$</p>  <p>Write in vertical column, aligning the decimal points.</p> <p>Subtract each column, starting on the right and working left. Exchanging as needed.</p>

Year 6

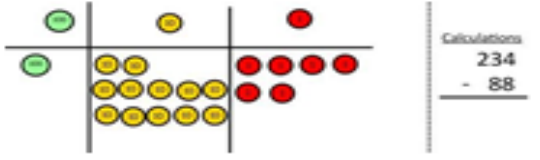
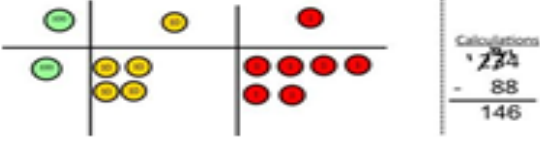
Calculating strand: SUBTRACTION

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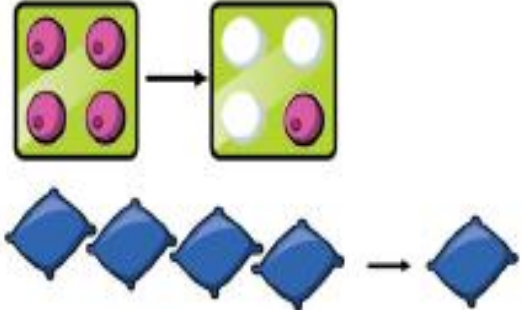
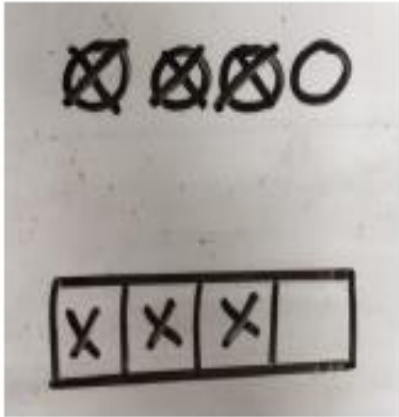
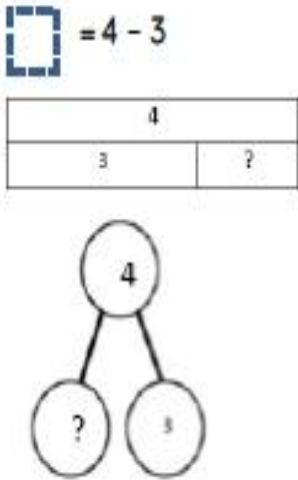
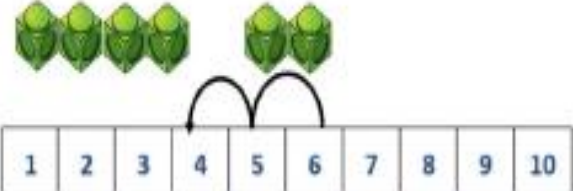
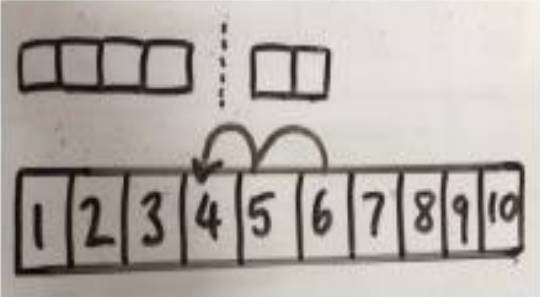
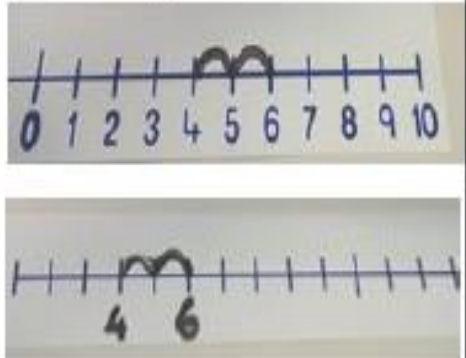
Vocabulary	Key Questions
See previous years	What do you notice? What's the same? What's different? Can you convince me? How do you know?

Example Questions

Basic	Advancing	Deep
Use column subtraction to find how many more... List all the different vocabulary for subtraction. Tell me the method you have used to find the difference. Find the pattern and repeat it.	Predict if $x - y$ would total an odd or an even number. Estimate the answer to ..., work out the answer to check your estimation. Explain your method. Organise your calculation	Create your own word problem. Design your own menu/bedroom purchasing food/objects with a given amount to spend working out how much spare money will be left over. Investigate differences between distances travelled on a map.

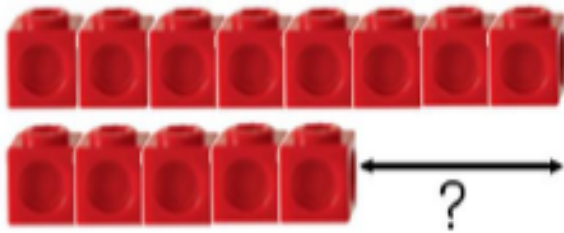
Objective	Concrete	Pictorial	Abstract
Column method with regrouping	<p>Now look at the tens, can I take away 8 tens easily? I need to exchange 1 hundred for 10 tens.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$ <p>Now I can take away 8 tens and complete my subtraction.</p>  <p>Calculations</p> $\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$ <p>Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.</p>		

Further Subtraction Support.

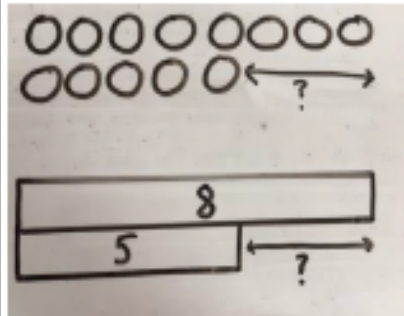
Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p>$4 - 3 =$</p> 
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p> 

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



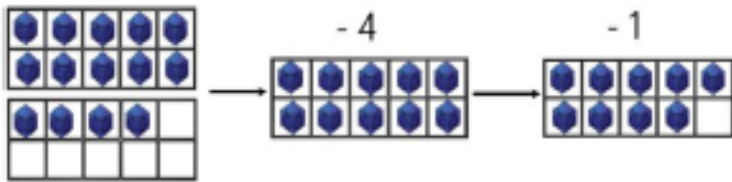
Find the difference between 8 and 5.

8 - 5, the difference is

Children to explore why
 $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

Making 10 using ten frames.

14 - 5



Children to present the ten frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

$$14 - 5 = 9$$

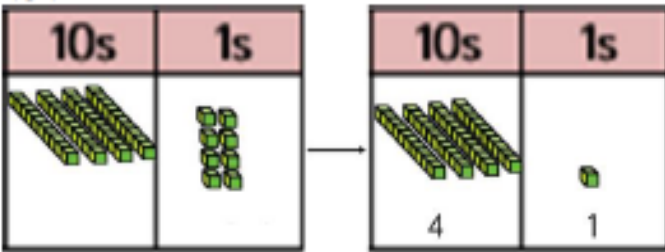
$$\begin{array}{c} 4 \quad 1 \end{array}$$

$$14 - 4 = 10$$

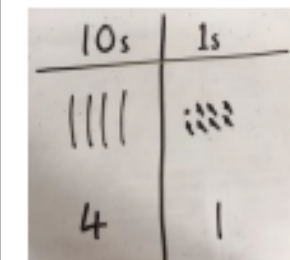
$$10 - 1 = 9$$

Column method using base 10.

48-7



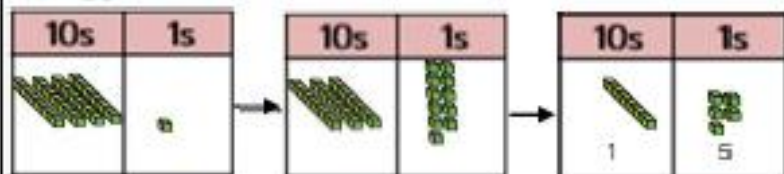
Children to represent the base 10 pictorially.



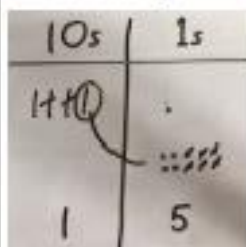
Column method or children could count back 7.

	4	8
-		7
	4	1

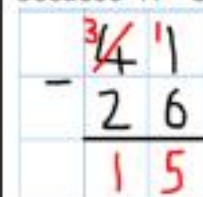
Column method using base 10 and having to exchange.
41 - 26



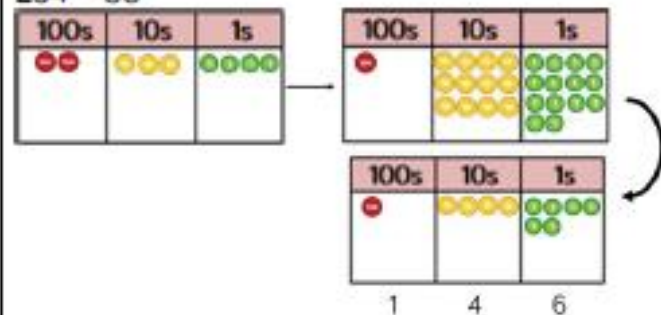
Represent the base 10 pictorially, remembering to show the exchange.



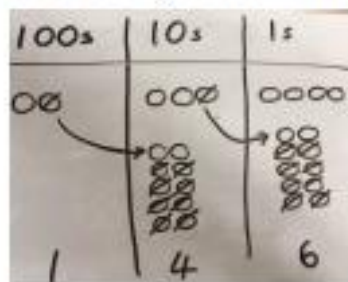
Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.



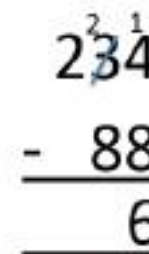
Column method using place value counters.
234 - 88



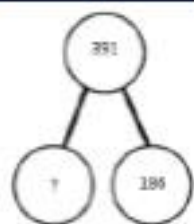
Represent the place value counters pictorially; remembering to show what has been exchanged.



Formal column method. Children must understand what has happened when they have crossed out digits.



Conceptual variation; different ways to ask children to solve 391 - 186



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

Calculate the difference between 391 and 186.

$$\square = 391 - 186$$

$$\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$$

What is 186 less than 391?

Missing digit calculations

$$\begin{array}{r} 39\square \\ -\square\square 6 \\ \hline \square 0 5 \end{array}$$