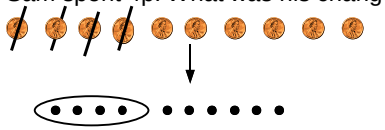
# Subtraction

## Year 1

**Pictures / marks**

Sam spent 4p. What was his change from 10p?



**- = signs and missing numbers**

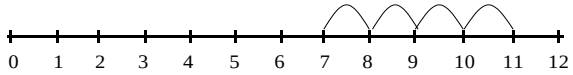
7 - 3 = □ □ = 7 - 3
7 - □ = 4 4 = □ - 3
□ - 3 = 4 4 = 7 - □
□ - ∇ = 4 4 = □ - ∇

**Number lines (numbered)**

Progress from using number tracks to number lines.

11 – 7

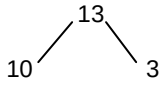
The difference between 7 and 11
(Counting on)




Recording by - drawing jumps on prepared lines
- constructing own lines

(Teachers model jottings appropriate for larger numbers)

**Introduce partitioning of smaller 2 digit numbers**




## Year 2

**Pictures / marks**

As Year 1 using counters/equipment to represent objects.

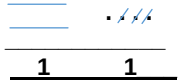
**- = signs and missing numbers**

Continue using a range of equations as in Year 1 but with appropriate numbers.
Extend to 14 + 5 = 20 - □

**Use equipment to subtract**

Children use equipment to physically subtract. Children move on to using a pictorial representation without equipment when ready

24 – 13=



**1 1**

**Pencil and paper procedures**

**Use known number facts and place value to subtract**

Use the partitioned column method

| | **T** | **O** |
|---|---|---|
| | 20 | 4 |
| - | 10 | 3 |
| | 10 | 1 |

## Year 3

**- = signs and missing numbers**

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

**Find a difference mentally by counting on**

Continue as in Year 2 but with appropriate numbers
e.g. 102 – 97 = 5
97 + **3** = 100
100 + **2** = 102
Using complimentary addition.

**Use known number facts and place value to subtract**

Continue as in Year 2 but with appropriate numbers
e.g. **97 – 15 = 82**

**Pencil and paper procedures**

557 – 226

| | | | |
|---|---|---|---|
| | 500 | 50 | 7 |
| - | 200 | 20 | 6 |
| | 300 | 30 | 1 = 331 |

With a view to moving onto compact method and borrowing.