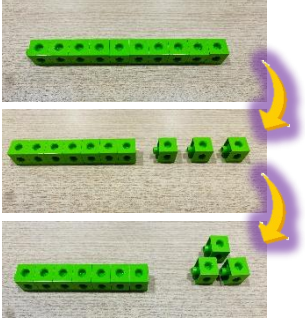
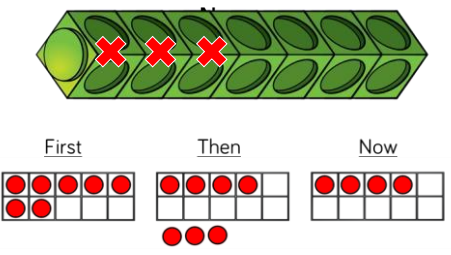
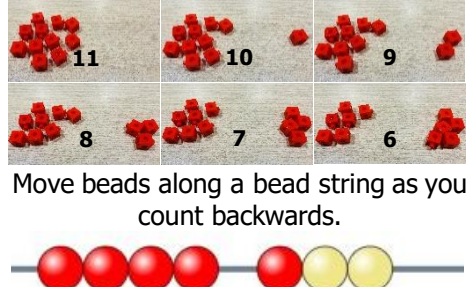
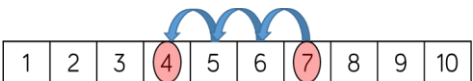
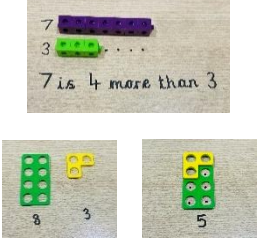
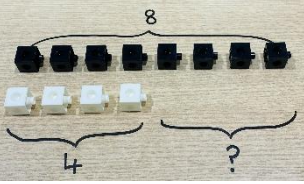

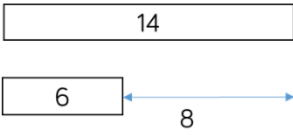


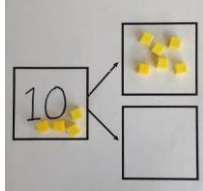
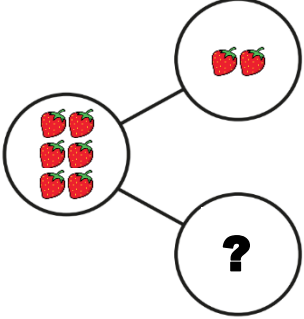
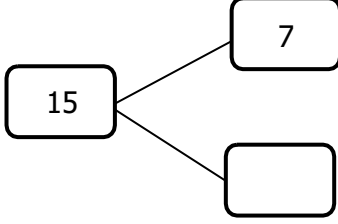
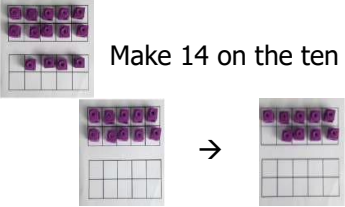
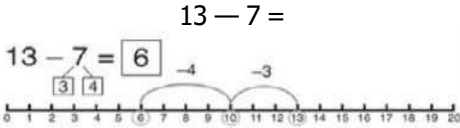
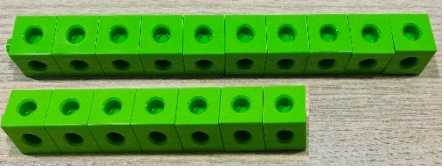

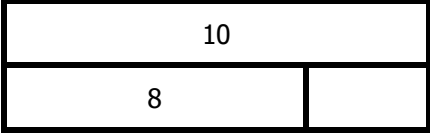


## Y1 Subtraction

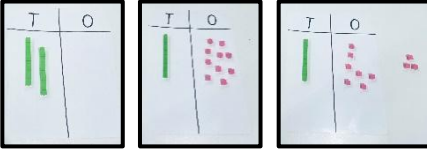
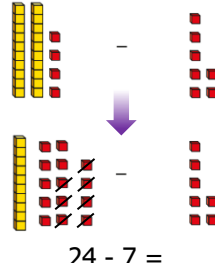
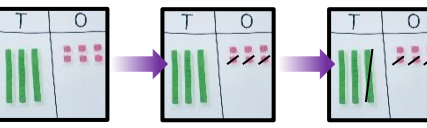
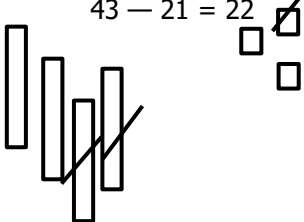
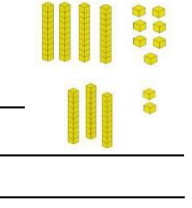
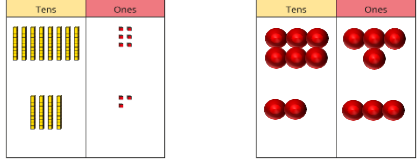
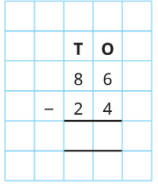
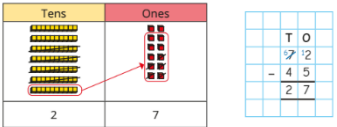
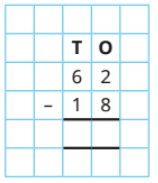
Objective & Strategy	Concrete	Pictorial	Abstract	Vocabulary
<p>Taking away ones.</p>	<p>Use physical objects to show how objects can be taken away.</p> 	<p>Cross out drawn objects to show what has been taken away. Create subtraction sentences using First, Then, Now,</p> 	$7 - 3 = 4$ $9 - 8 = 1$ $8 - ? = 5$ <p>First there were 4 sheep in a field. Then 1 sheep escaped. Now there are _____ sheep in the field.</p>	<ul style="list-style-type: none"> <li>•take away</li> <li>•subtract</li> <li>•less than</li> <li>•the difference</li> </ul> <p>(7 take away 3, the difference is four)</p>
<p>Counting back</p>	<p>Move objects away from the group, counting backwards.</p>  <p>Move beads along a bead string as you count backwards.</p>	<p>Count back in ones using a number line.</p> 	<p>Put 13 in your head, count back 4. What number are you at?</p> <p>Dan has 15 stickers. He gives 7 of his stickers to Kay. How many stickers does he have now?</p>	<ul style="list-style-type: none"> <li>•fewer</li> <li>•less</li> <li>•count backwards</li> <li>•First, Then, Now</li> <li>•distance between</li> <li>•difference between</li> </ul>

<p>Find the Difference</p>	<p>Compare objects and amounts.</p>  <p>Lay objects to represent bar model.</p> 	<p>Count on using a number line to find the difference.</p> $14 - 8 =$  <p>Use bar models to find the difference.</p>  <p>Ben  Jo </p>	<p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister?</p> <p>Tom has 15 pencils. Max has 18 pencils. What is the difference between the number of pencils?</p> <p>Dana has 12 marbles. Ted has 4 more marbles than Dana. How many marbles does Ted have?</p>	<ul style="list-style-type: none"> <li>•number line</li> <li>•bar model</li> <li>•tens frame</li> </ul>
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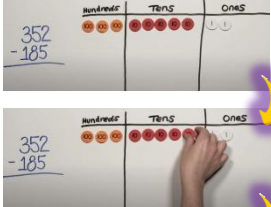
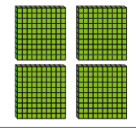


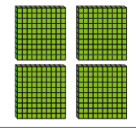


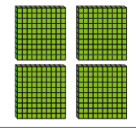












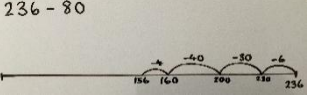
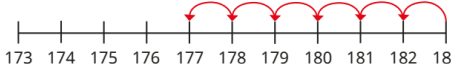
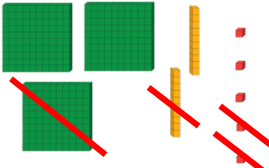







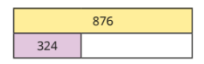



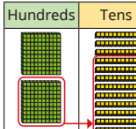


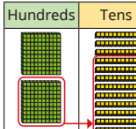


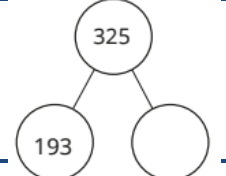
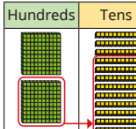


<b>Objective &amp; Strategy</b>	<b>Concrete</b>	<b>Pictorial</b>	<b>Abstract</b>	<b>Vocabulary</b>
<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Part-Part Whole model</p>	 <p>Link to addition. Use PPW model to model the inverse.</p> <p>If 10 is the whole and 6 is one of the parts, what is the other part?</p> $10 - 6 = 4$	 <p>Use pictorial representations to show the part.</p>	<p>Move to using numbers within the part whole model.</p>  <p>Use this model to identify missing numbers.</p> $15 - \underline{\quad} = 7$	<ul style="list-style-type: none"> <li>•take away</li> <li>•subtract</li> <li>•less than</li> <li>•the difference</li> </ul> <p>(‘7 take away 3, the difference is four’)</p> <ul style="list-style-type: none"> <li>•fewer</li> </ul>

<p>Make 10</p>	<p><math>14 - 9 =</math></p>  <p>Make 14 on the ten frame.</p> <p>Take 4 away to make ten, then take 5 more away so that you have taken 9.</p>	<p><math>13 - 7 =</math></p>  <p>Jump back 3 first, then another 4. Use ten as the stopping point.</p>	<p><math>16 - 8 =</math></p> <p>How many do we take off first to get to 10?</p> <p>How many left to take off?</p>	<ul style="list-style-type: none"> <li>•less</li> <li>•count backwards</li> <li>•First, Then, Now</li> <li>•distance between</li> <li>•difference between</li> </ul>
<p>Bar model</p>	 <p><math>10 - 7 =</math></p>	 <p><math>8 - 3 =</math></p>	<p>Use the bar model to help represent and identify fact-families.</p>  <p><math>10 - 8 = 2</math>  <math>10 - 2 = 8</math>  <math>8 + 2 = 10</math>  <math>2 + 8 = 10</math></p>	<ul style="list-style-type: none"> <li>•number line</li> <li>•base ten</li> <li>•bar model</li> <li>•tens frame</li> <li>•part-whole model</li> </ul>

## Y2 Subtraction

Objective & Strategy	Concrete	Pictorial	Abstract	Vocabulary
Regroup a ten into ten ones	Use a Place Value chart to show how to change a ten into ten ones, use the term 'take and make'. 	 $24 - 7 =$	$20 - 4 = 16$ $30 - 7 = 23$ $24 - 9 = 15$	<ul style="list-style-type: none"> <li>•take away</li> <li>•subtract</li> <li>•less than</li> <li>•the difference</li> </ul>
Partitioning to subtract without regrouping.  <i>'Friendly numbers'</i>	$36 - 13 = 21$  Use Dienes / Base 10 to show how to partition the number when subtracting without regrouping.	Children draw representations of Dienes, Base 10, or Sticks and Dots, then cross off. $43 - 21 = 22$ 	$43 - 21 = 22$ $56 - 14 = 42$ $24 - 12 = 12$	<ul style="list-style-type: none"> <li>•fewer</li> <li>•less</li> <li>•count backwards</li> <li>•First, Then, Now</li> <li>•distance between</li> </ul>
Column subtraction without regrouping  <i>'Friendly numbers'</i>	 $47 - 32 =$ Use Base 10 or Numicon to model. Use a place value chart when ready / appropriate.	 Use a variety of representations to support understanding		<ul style="list-style-type: none"> <li>•difference between</li> <li>•regrouping</li> <li>•exchange</li> </ul>
Column subtraction with regrouping	AS ABOVE  Begin with Base 10 or Numicon, etc. Move to Place Value counters, modelling the exchange of a ten into ten ones.	 Children may draw base ten or PV counters and cross off.		<ul style="list-style-type: none"> <li>•number line</li> <li>•base ten</li> <li>•bar model</li> <li>•tens frame</li> <li>•part-whole model</li> <li>•column subtraction</li> </ul>

## Y3 Subtraction

Objective & Strategy	Concrete	Pictorial	Abstract	Vocabulary																																						
Subtract tens		<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #c8e6c9;">Hundreds</th> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #ffe0b2;">Ones</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;"><math>461 - 20 =</math></p>	Hundreds	Tens	Ones				$325 - 20 =$ $179 - 30 =$  Fill in the missing digits. $452 - \_0 = 422$ $2\_3 + 40 = 273$	<ul style="list-style-type: none"> <li>•take away</li> <li>•subtract</li> <li>•less than</li> </ul>																																
Hundreds	Tens	Ones																																								
																																										
Subtract hundreds	 <p>Use a Place Value chart to show which column is affected when subtracting tens. Use methods learned in Year 2 to support the need for regrouping.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #c8e6c9;">Hundreds</th> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #ffe0b2;">Ones</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;"><math>461 - 200 =</math></p>	Hundreds	Tens	Ones				$43 - 21 = 22$  $56 - 14 = 42$  $24 - 12 = 12$	<ul style="list-style-type: none"> <li>•the difference</li> <li>•fewer</li> <li>•less</li> <li>•count backwards</li> </ul>																																
Hundreds	Tens	Ones																																								
																																										
Subtract ones / tens across a ten / hundred	 <p style="text-align: center;"><math>236 - 80 =</math></p> <p>Draw / use a blank number line to model counting backwards across ten / hundred.</p>	 <p style="text-align: center;"><math>183 - 6 =</math></p> <p>Use a number line to count back across the ten / hundred.</p>	$509 - 40 =$ $202 - 70 =$  Complete the sentences with "always", "sometimes" or "never". When I subtract a multiple of 10 from a 3-digit number, the ones column changes.	<ul style="list-style-type: none"> <li>•distance</li> <li>•decrease</li> <li>•minus</li> <li>•regrouping</li> </ul>																																						
Subtract two numbers (no exchange)	 <p style="text-align: center;"><math>325 - 112 =</math></p> <p>Use Base 10 or Numicon to model. Use a place value chart when ready / appropriate. Recap strategies used in Year 2.</p>	<p style="text-align: center;">Work out <math>769 - 147 =</math></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #c8e6c9;">Hundreds</th> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #ffe0b2;">Ones</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td></td> <td><b>H</b></td> <td><b>T</b></td> <td><b>O</b></td> </tr> <tr> <td></td> <td>7</td> <td>6</td> <td>9</td> </tr> <tr> <td>-</td> <td>1</td> <td>4</td> <td>7</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Hundreds	Tens	Ones					<b>H</b>	<b>T</b>	<b>O</b>		7	6	9	-	1	4	7					$729 - 309 =$ $328 - 107 =$  Work out the missing numbers.	  <ul style="list-style-type: none"> <li>•base ten</li> <li>•bar model</li> </ul>																
Hundreds	Tens	Ones																																								
																																										
	<b>H</b>	<b>T</b>	<b>O</b>																																							
	7	6	9																																							
-	1	4	7																																							
Subtract two numbers (with exchanges)	<p style="text-align: center;">AS ABOVE</p> <p>Begin with Base 10 or Numicon, etc. Move to Place Value counters, modelling the exchange of a ten into</p>	<p style="text-align: center;">Work out <math>232 - 141 =</math></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #c8e6c9;">Hundreds</th> <th style="background-color: #fff9c4;">Tens</th> <th style="background-color: #ffe0b2;">Ones</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td></td> <td><b>H</b></td> <td><b>T</b></td> <td><b>O</b></td> </tr> <tr> <td></td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>-</td> <td>1</td> <td>4</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1</td> </tr> </table>	Hundreds	Tens	Ones					<b>H</b>	<b>T</b>	<b>O</b>		2	3	2	-	1	4	1				1	<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td><b>H</b></td> <td><b>T</b></td> <td><b>O</b></td> </tr> <tr> <td></td> <td>3</td> <td>1</td> <td>5</td> </tr> <tr> <td>-</td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>  <ul style="list-style-type: none"> <li>•tens frame</li> <li>•part-whole model</li> <li>•column subtraction</li> </ul>		<b>H</b>	<b>T</b>	<b>O</b>		3	1	5	-	2	2	1					
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	<b>H</b>	<b>T</b>	<b>O</b>																																							
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	3	1	5																																							
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	ten ones. Use the phrase 'take and make' for exchange.			
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## Y4-6 Subtraction

Objective & Strategy	Concrete	Pictorial	Abstract	Vocabulary
<p>Year 4 Subtraction up to 4 digits.</p> <p>(Introduce decimal subtraction through context of money)</p>	<p>Model process of exchange using Numicon, base ten and then move to PV counters. Use strategies and resource inspiration from previous years.</p>		$\begin{array}{r} 3 \ 1 \\ 4357 \\ - 2735 \\ \hline 1622 \end{array}$ $3825 - 1207 =$ $8179 - 2636 =$ <p>Fill in the missing digits. <math>4752 - \underline{\quad} = 3422</math></p>	<ul style="list-style-type: none"> <li>•take away</li> <li>•subtract</li> <li>•less than</li> <li>•the difference</li> <li>•fewer</li> <li>•less</li> <li>•count backwards</li> <li>•distance</li> <li>•decrease</li> <li>•minus</li> <li>•regrouping</li> <li>•exchange</li> <li>•number line</li> <li>•base ten</li> <li>•bar model</li> <li>•tens frame</li> </ul>
<p>Year 5 Subtract with at least 4 digits, including money and measures.</p> <p>(Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal)</p>			$\begin{array}{ c c } \hline 294,382 \\ \hline 182,501 & ? \\ \hline \end{array}$ $294,382$ $182,501 \leftarrow \rightarrow ?$ 	
<p>Year 6 Subtract with increasingly large and more complex numbers and decimal values.</p>				

				<ul style="list-style-type: none"><li>•part-whole model</li><li>•column subtraction</li></ul>
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