

Reception To say a number that is 1 less than a given.

Children should:

• Have access to a wide range of counting equipment, everyday objects, number tracks, numicon, numberlines, related stories and songs.



Children consolidate understanding of subtraction practically, showing subtraction on bead strings, using cubes etc. and in familiar contexts, and are introduced to more formal recording using number lines as below:



Find the "difference between"





Year 2 Subtract with 2-digit numbers

Subtract on a number line by counting back, aiming to develop mental subtraction skills. This strategy will be used for:

- 2-digit numbers subtract units (by taking away / counting back) e.g. 36-7
- 2-digit numbers subtract tens (by taking away / counting back) e.g. 48-30
- Subtracting pairs of 2-digit numbers (see below:)

Subtracting pairs of 2-digit numbers on a number line:

47 - 23 = 24 Partition the second number and subtract it in tens and units, as below:



Move towards more efficient jumps back, as below:



Year 3 Subtracting with 2 and 3-digit numbers.

STEP 1: introduce this method with examples where no exchanging is required.

- 89 35 = 54
- 80 + 9
- 30 + 5
- 50 + 4

STEP 2: introduce "exchanging" through practical subtraction. Make the larger number with Base 10, then subtract 47 from it.



Year 4 Subtract with up to 4-digit numbers

	2	7	5	4	-	1	5	6	2	=	1	1	9	2
_	2	0	0	0	+	60	00	0	+	5	0	+	4	
	1	0	0	0	+	5	0	0	+	6	0	+	2	
	1	0	0	0	+	1	0	0	+	9	0	+	2	

Step 1: Partitioned column subtraction with "exchanging" (decomposition):











