




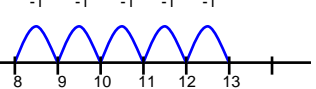
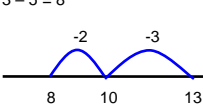


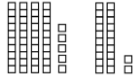
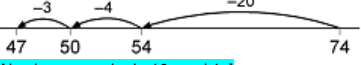

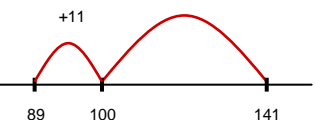
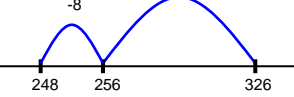
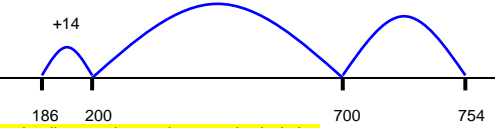
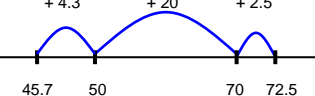
SUBTRACTION

AGE-RELATED EXPECTATIONS

Recording

Rapid Recall

Mental Calculation

<p>YR</p>	<p>Subtraction as 'taking away' from a group</p>	<p>Practical or recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Pictures / Objects</p> <p>I have five cakes. I ate two of them. How many do I have left?</p>  <p>Might be recorded as: $5 - 2 = 3$</p>	<p>Symbols</p> <p>Mum baked 9 biscuits. I ate 5. How many were left?</p> <p>Might be recorded as: $9 - 5 = 4$</p> 	<p>1 less (nos up to 10)</p>	<p>(see recording)</p>		
<p>Y1</p>	<p>Subtraction as 'taking away' and 'difference' (by counting on)</p> <p>U - U TU - U (bridging 10)</p>	<p>Practical or recorded using ICT</p> <p>Pictures / Symbols (see above)</p>	<p>Taking away - jumps of 1 (modelled using bead strings)</p> <p>$13 - 5 = 8$</p>  	<p>Taking away (efficient jumps)</p> <p>$13 - 5 = 8$</p>  <p>No number line:</p> <p>$13 - 3 = 10$ $10 - 2 = 8$</p>	<p>Counting on - jumps of 1 (modelled using bead strings)</p> <p>$11 - 8 = 3$</p>  	<p>Counting on (efficient jumps)</p> <p>Number line / no number line</p> <p>$8 + 2 = 10$ $10 + 1 = 11$</p>	<p>Subtraction facts to 10</p> <p>1 / 10 less than a number</p>	<p>TU - multiple of 10</p>
<p>Y2</p>	<p>Subtraction as inverse of addition</p> <p>TU - TU (bridging 10s)</p>	<p>Pictures / Symbols</p> <p>$45 - 22 = 23$</p> 	<p>Number lines - taking away</p> <p>$74 - 27 = 47$</p>  <p>[Also jumps can be in 10s and 1s]</p>	<p>Partitioning</p> <p>$74 - 27 = 47$</p> <p>$74 - 20 = 54$ $54 - 4 = 50$ $50 - 3 = 47$</p>	<p>Number lines - counting on</p> <p>$74 - 27 = 47$</p>  <p>[Also jumps can be in 10s and 1s]</p>	<p>Subtraction facts to at least 10</p>	<p>Difference by counting up</p> <p>TU - U / multiple of 10</p>	
<p>Y3</p>	<p>TU - TU HTU - TU HTU - HTU</p>	<p>Number line - counting on</p> <p>$141 - 89 = 52$</p> 	<p>Number line - taking away</p> <p>$326 - 78 = 248$</p>  <p>Vertical number line may be used to record calculation</p>	<p>Partitioning</p> <p>$326 - 78 = 248$</p> <p>$326 - 70 = 256$ $256 - 6 = 250$ $250 - 2 = 248$</p>	<p>Partitioning</p> <p>$723 - 458 = 265$ [Red Alert]</p> <p>$723 - 400 = 323$ $323 - 50 = 273$ $273 - 8 = 265$</p> <p>Decomposition</p> <p>$723 - 458 = 265$ [Red Alert]</p> <p>$700 + 20 + 3 = 723$ $400 + 50 + 8 = 458$ $200 + 60 + 5 = 265$</p>	<p>Subtraction facts to 20</p> <p>Differences of multiples of 10</p>	<p>TU - U / TU</p> <p>HTU - HTU (by finding the difference)</p> <p>TU - near multiple of 10 (positive answers)</p>	
<p>Y4</p>	<p>HTU - TU HTU - HTU</p> <p>Decimals: money (£7.85 - £3.49)</p>	<p>Number lines - counting on</p> <p>$754 - 186 = 568$</p>  <p>Vertical number line may be used to record calculation</p>	<p>Partitioning</p> <p>$754 - 186 = 568$</p> <p>$754 - 100 = 654$ $654 - 80 = 574$ $574 - 6 = 568$</p>	<p>Decomposition</p> <p>$723 - 458 = 265$ [Red Alert]</p> <p>$700 + 20 + 3 = 723$ $400 + 50 + 8 = 458$ $200 + 60 + 5 = 265$</p>	<p>Decomposition (compact method)</p> $\begin{array}{r} 723 \\ - 458 \\ \hline 265 \end{array}$	<p>Derive differences of pairs of multiples of 10 / 100 / 1000</p>	<p>TU - TU</p> <p>Subtract pairs of multiples of 10 / 100 / 1000</p> <p>(Th)HTU - (Th)HTU (small difference)</p>	
<p>Y5</p>	<p>ThHTU - HTU</p> <p>Decimals up to 2dp ($72.5 - 45.7$)</p>	<p>Number lines - counting on</p> <p>$72.5 - 45.7 = 26.8$</p> 	<p>Partitioning</p> <p>$72.5 - 45.7 = 26.8$</p> <p>$72.5 - 40 = 32.5$ $32.5 - 5 = 27.5$ $27.5 - 0.7 = 26.8$</p>	<p>Decomposition</p> <p>$2723 - 1458 = 1265$</p> <p>$2000 + 700 + 20 + 3 = 2723$ $1000 + 400 + 50 + 8 = 1458$ $1000 + 200 + 60 + 5 = 1265$</p>	<p>Decomposition (compact method)</p> $\begin{array}{r} 2723 \\ - 1458 \\ \hline 1265 \end{array}$	<p>Use number facts for mental subtraction</p> <p>$9 - 2 = 7$ $0.9 - 0.2 = 0.7$ $0.09 - 0.02 = 0.07$</p>	<p>Near multiple of 1000 - Near multiple of 1000 (eg 6070 - 4097)</p> <p>Decimal - Decimal (eg 9.5 - 3.7)</p>	
<p>Y6</p>	<p>Consolidate / extend Y5 including: Decimal to 3 dp relating to measures</p>	<p>Recognise when one written method is more efficient. (See Y5 methods of recording)</p> <ul style="list-style-type: none"> > There was 2.5 litres in the jug. Stuart drank 385 ml. How much was left? > 18.07 km - 3.243 km 				<p>(as above)</p>	<p>Integer / decimal (1dp) - Integer / decimal (1dp)</p>	

Estimation and checking