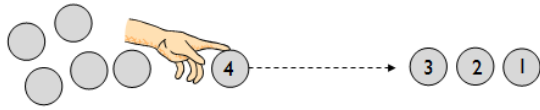


### Maple

Children will subtract two numbers by taking one away from the other and counting how many are left.



Children are encouraged to develop a mental image of the size of numbers. They learn to think about subtraction as 'take away' in practical, real life situations.

They begin to record subtraction number sentences such as  $8 - 5 = 3$



### Holly

Children move on to using Base 10 equipment alongside a number track to support their developing understanding of subtraction.

$13 - 4 = ?$

13 cubes are lined up.

4 cubes are removed from the end of the line leaving 9 left. It is important that children keep track of how many have been removed.

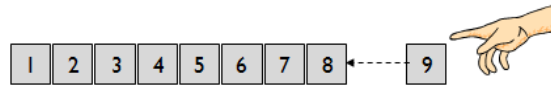


Touch count and remove the number to be taken away.



Touch count to

find the number that remains.



### Elm

Children continue to use the Base 10 equipment to support their calculations. They will record their own drawings of the Base 10 equipment, using lines for 10 rods and dots for the unit blocks.

$39 - 17 = ?$

39 is drawn

17 is crossed out

A ring is drawn around what is left to give the answer giving 22



$37 - 19 = ?$

37 is drawn

9 units cannot be crossed out, so a ten is crossed out and exchanged for 10 ones which are in a line.

e is written next to the exchanged ten.

19 is crossed out

A ring is drawn around what is left to give the answer 18



### Willow

Children move from using the Base 10 method to expanded vertical method, using base 10 notation and arrow cards.

$$\begin{array}{r} 89 \\ - 57 \\ \hline 32 \end{array}$$

The calculation should be read as subtract 7 from 9 or 9 subtract 7.

Children learn to subtract the least significant digits first (start with the numbers on the right and work from right to left). The answer to each individual subtraction is written underneath before these answers are recombined.

$$\begin{array}{r} 60 \\ - 40 \\ \hline 20 \end{array} \quad \begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array} = 25$$

$$\begin{array}{r} 60 \\ - 40 \\ \hline 20 \end{array} \quad \begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array} = 25$$

Children record it as...

This stage involves exchange. It is clear that there are not enough units to subtract 6 from 1, so one of the tens from the 70 is exchanged for 10 ones.

The initial number 71 is rearranged as 60 and 11 to make the calculation easier. The children will also move onto using four digit numbers.

### Beech

This final stage is the compact method of decomposition. The example shows how the same calculation would be carried out using the previous method and the final method

$$\begin{array}{r} 600 \\ - 700 \\ \hline 600 \end{array} \rightarrow \begin{array}{r} 140 \\ - 80 \\ \hline 60 \end{array} \rightarrow 8 = 668$$

Children record it as...

$$\begin{array}{r} 6141 \\ - 86 \\ \hline 668 \end{array}$$

End of class expectation...

$$\begin{array}{r} 610 \\ - 3226 \\ \hline 3846 \end{array} \quad \begin{array}{r} 213 \\ - 176 \\ \hline 166 \end{array}$$

### Oak

End of class expectation...

$$\begin{array}{r} 5132 \\ - 4681 \\ \hline 1751 \end{array} \quad \begin{array}{r} 31720 \\ - 3471 \\ \hline 38249 \end{array}$$

When subtracting decimals with different numbers of decimal places, children should be taught and encouraged to make them the same through identification that 2 tenths is the same as 20 hundredths, therefore, 0.2 is the same value as 0.20.

**This lays out the end of year expectations for each class. This will help prepare children to successfully access the expectation in the next year group.**

**Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.**

