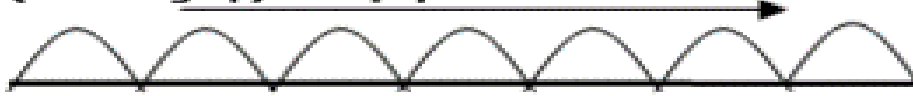# Year 1—Subtraction

Focus: Subtracting numbers from up to 20.

In Year One, children will use number lines, objects and visual models to understand subtraction is taking away and also the difference between two numbers.

What is the difference between 5 and 12? (counting up) – empty line

To answer problems such as how many more is 7 than 4 or what is the difference between 7 and 4, cubes should be made into rods so children can see the problem visually. This method can also be used to answer 'find the distance' problems.
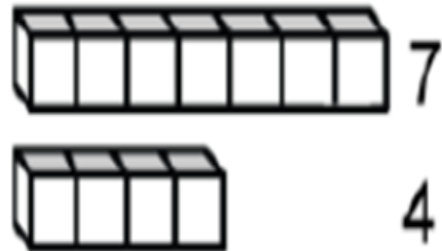
7

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Key Vocabulary

Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is, minuend, subtrahend

Key Skills

-Given a number, say one more or one less.
-Count to and over 100, forward and back from any number in 1s.
-Represent and use subtraction facts to 20 and within 20.
-Subtract with one digit and 2 digit numbers to 20, including zero.
-Solve one step problems that involve subtraction using objects, pictures and numbered lines.
-Read and write numbers to 100 in numerals.
-Write numbers in words to 20s, including correct spelling.

Year 2—Subtraction

Focus: Subtracting with two-digit numbers

In Year two, children will start to use blank number lines to subtract by counting on which will greatly support the development of mental subtraction skills.

2-digit number – 2-digit number

Bridge through a multiple of 10 e.g. 23 – 18 = 5 (counting up)
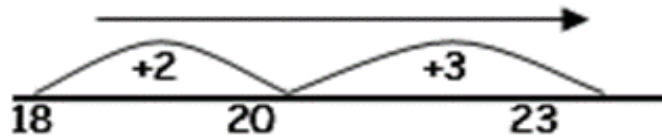
Key Vocabulary

Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?, count on, strategy, partition, tens, units, minuend, subtrahend

Key Skills

-Recognise the place value of each digit in a 2 digit number.
-Recall and use subtraction facts to 20 fluently, use to derive related facts to 100.
-Subtract using objects, images, 100 squares and mentally including a two digit number and ones, a two digit number and 10s and two 2 digit numbers.
-Understand and show that subtraction calculations cannot be done in any order. Use the inverse relationship between + and – to check calculations and solve missing number problems.
Solve simple subtraction problems in context using written and mental methods.
-Read and write numbers to at least 100 in numerals and words.

Year 3—Subtraction

Focus: Subtracting with two and three-digit numbers

In Year Three, children will move on to using the partitioning column method of subtraction. Once confident, children can begin to look at using the compact column method.

Step 1 –

```
  1 5 2
-   3 1
      1    (2 – 1)
    2 0    (50 – 30)
  1 2 1
```

Expanded column method

Step 2 –

```
  1 5 2
-   3 1
  1 2 1
```

Compact column method

Key Vocabulary

Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?, count on, strategy, partition, tens, units, exchange, decrease, hundreds, value, digit, minuend, subtrahend

Key Skills

-Subtract mentally: a 3 digit number and 1s, a 3 digit number and 10s and a 3 digit number and 100s. -Estimate answers and use the inverse to check.
-Solve problems in different contexts, including missing number problems.
-Find 10 or 100 more or less than a given number.
-Recognise the place value in a 3 digit number, 100s, 10s and 1s.
-Solving finding the difference problems using counting on.
-Reading and writing numbers up to 1000 in numerals and words.
-Practise and develop mental strategies including subtracting near multiples of 10 and adjusting, counting on etc.

Year 4—Subtraction

Focus: Subtracting with numbers up to four digits

In Year Four, children will use the compact method of column subtraction to calculate the difference between numbers. If necessary, children can continue to use the expanded method of column subtraction.

Step 1 -

```
  2 2 5 2
- 1 1 3 1
        1    (2 - 1)
       2 0   (50 - 30)
      1 0 0  (200 - 100)
    1 0 0 0  (2000 - 1000)
    1 1 2 1
```

Step 2 -

```
  2 2 5 2
- 1 1 3 1
  1 1 2 1
```

Key Vocabulary

Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?, count on, strategy, partition, tens, units, exchange, decrease, hundreds, value, digit, inverse, minuend, subtrahend

Key Skills

-Subtract by counting on where numbers are close together or they are near to multiples of 10, 100 etc.

-Children select a mental, written or jotting method depending on what the problem requires.

-Children estimate and use the inverse operation to check a problem.

-Children solve 2 step problems involving + and -, picking the correct operation and method.

-Children solve simple money and measure problems with fractions and decimals.

-Find 1000 more or 1000 less than a given number.

-Count backwards through zero including negative numbers.

-Recognise the place value of each digit in a 4 digit number.

-Round any number to the nearest 10, 100 or 1000.

-Solve number and practical problems that involve increasingly large positive integers.

Year 5—Subtraction

Focus: Subtracting numbers beyond four digits

In Year Five, children will continue to use the compact column method of subtraction to solve problems including those where exchanging is required. They will subtract larger integers and begin to subtract decimal amounts.

$$\begin{array}{r} {}^{2}\cancel{3}\,{}^{1}\cancel{1}\,0\,{}^{1}\cancel{5}\,{}^{1}6 \\ -\quad 2\,1\,2\,8 \\ \hline 2\,8,9\,2\,8 \end{array}$$

$$\begin{array}{r} {}^{6}\cancel{7}\,{}^{1}\cancel{1}\,6\,{}^{8}\cancel{9}\cdot{}^{1}0 \\ -\quad 3\,7\,2\cdot 5 \\ \hline 6\,7\,9\,6\cdot 5 \end{array}$$

Key Vocabulary

Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?, count on, strategy, partition, tens, units, exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal place, decimal, minuend, subtrahend

Key Skills

-Subtract mentally with increasingly large numbers.
-Use rounding and estimation to check answers to calculations.
-Solve addition and subtraction multi step problems, deciding which operations to use and why.
-Read, write, order and compare numbers to at least 1 million and understand the value of each digit.
-Count forwards or backwards in steps of powers of 10 up to 1 million.
-Understand negative numbers in context and count forwards and backwards through 0.
-Round any number up to 1 million to the nearest 10, 100, 1000, 10 000 and 100 000.

Year 6—Subtraction

Focus: Subtracting with increasingly complex numbers including decimals

In Year Six, children need to use mental methods and the compact column method of subtraction to solve an increasingly complex range of calculations including those with integers, those with decimals and those with mixed numbers.

```
  X 8 0 , 6 9 9
-   8 9 , 9 4 9
  6 0 , 7 5 0
```

```
  Y 0 5 · 4 1 9
    3 6 · 0 8 0
    6 9 · 3 3 9
```

Key Vocabulary

Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?, count on, strategy, partition, tens, units, exchange, decrease, hundreds, value, digit, inverse, tenths, hundredths, decimal place, decimal, minuend, subtrahend

Key Skills

-Solve addition and subtraction multi step problems in context, deciding which operations to use and why.
-Read, write, order and compare numbers to at least 10 million and understand the value of each digit.
-Round any whole number up to 10 million to the nearest 10, 100, 1000, 10 000, 100 000, or 1 million.
-Use negative numbers in context and calculate intervals across zero.
-Look at a calculation and decide whether you need to use a mental method, a jotting, a written method or a calculator to solve.