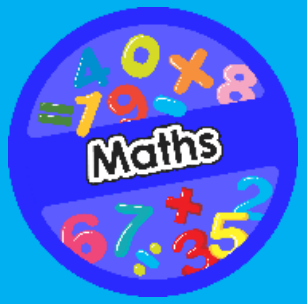
Written strategies for Subtraction

minus
less
fewer
take away
subtract
difference
subtrahend
minuend



EYFS

Have a deep understanding of number to 10, including the composition of each number.
To automatically recall subtraction facts.

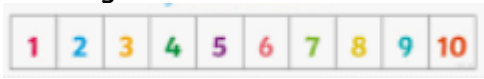
Strategies include:

Subtracting from a set using objects:

7 - 2 = 5

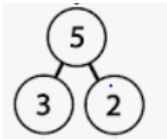


Counting back down a number track:



Finding 1 less using their knowledge of the number track.

To recall subtraction facts of numbers up to 5 e.g. 5 – 3 = 2 or 5 – 1 = 4



Year 1

To find one more and one less
To use + - and = signs
To add and subtract one-digit and two-digit numbers to 20, including zero.

Strategies include:

Using fingers/objects to take away from the largest number.

18 – 6 = 12



Using number lines to jump back:
17 - 5 = 12



Draw the total amount and subtract
e.g. 12 – 3 = 9

. . . . . / / /

Use empty number boxes to solve.

11 - ☐ = 4

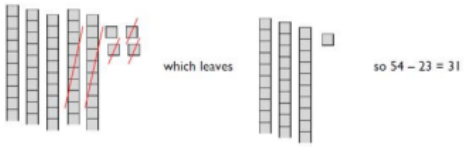
Children should be able to count back in ones from 100 securely to aid them with their subtraction.

Year 2

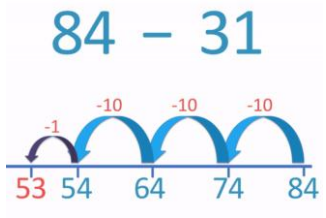
To subtract a one-digit from a two-digit.
To subtract a ten number.
To subtract a two-digit from a two-digit number.

Strategies include:

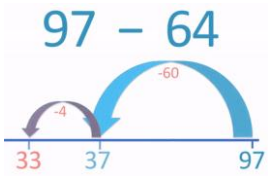
Drawing tens and ones.



Empty number line.

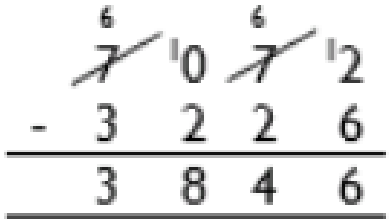
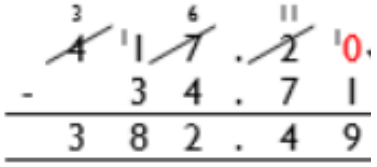


Empty number line – grouping tens and ones



Partitioning

62 – 24 = 38
62 – 20 = 42
42 – 4 =38

Year 3	Year 4	Year 5	Year 6
To subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	To add up to four-digit numbers using formal written methods. To estimate and use inverse operations to check answers to a calculation.	To subtract with more than four-digit numbers using formal written methods.	
874 – 523 becomes 8 7 4 – 5 2 3 3 5 1 Answer: 351 932 – 457 becomes 8 12 1 9 3 2 – 4 5 7 4 7 5 Answer: 475		 Children to remember to add the zero as 0.2 is the same as 0.20 *To include the use of decimals in Year 5 and 6.*	