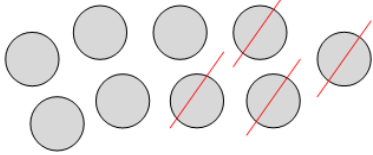
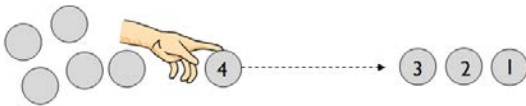


Reception:

To take away, children are encouraged to cross out and count how many are left.



They can also use objects and remove some before counting how many are left.



Year 3:

The base ten will continue to be used alongside arrow cards to subtract tens and units but using the column method.

Step 1

80	9
- 50	7

Step 2

80	9
- 50	7

Step 3

80	9
- 50	7
30	2

This will be recorded by the children as:

80	9
- 50	7
30	2

Emphasize that the second (bottom) number is being subtracted from the first (top) number rather than the lesser number from the greater.

Year 1:

To take away, children are encouraged to cross out and count how many are left.



Touch count and remove the number to be taken away, in this case 4.

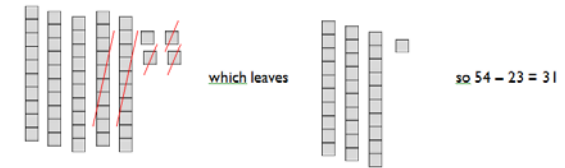


Touch count to find the number that remains.



Year 2:

Children will continue to take away by removing tens and units.



This can then be shown as a drawing.

39-17=



Year 5:

Formal column method used.

$$\begin{array}{r} 6 \\ 7 \\ - 3 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 2 \\ 3 \\ - 1 \\ \hline 1 \end{array}$$

Year 6: Formal column method used.

$$\begin{array}{r} 5 \\ 6 \\ - 4 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 3 \\ 4 \\ - 3 \\ \hline 1 \end{array}$$

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.

Subtraction

fewer difference between minus reduce take from take away decrease

Year 4:

Children will continue to use the expanded column method with hundreds, tens and units.

Step 1

700	→	50	→	4
- 200	→	80	→	6

Step 2 (exchanging from tens to units)

700	→	50	→	4
- 200	→	80	→	6

Step 3 (exchanging from hundreds to tens)

600	→	140	→	4
- 200	→	80	→	6

Step 4

600	→	140	→	4
- 200	→	80	→	6
400	→	60	→	8

This would be recorded by the children as:

600	→	140	→	4
- 200	→	80	→	6
400	→	60	→	8

= 468