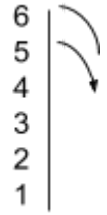
Key Stage 1 – Subtraction

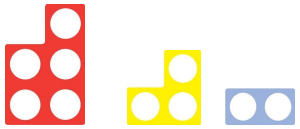
Y1

Through practical and meaningful contexts and informal written methods.

- We made 6 cakes. We ate 2 of them.
How many cakes are left?

- Link to vertical number line 6 – 2 =





5 - 3 = 2

- Find the difference within 20.
- Represent and use number bonds within 20.
- Record using subtraction (–) and equals signs (=)
- Derive related facts up to 20.

5 - 2 = □	□ = 5 - 2
5 - □ = 3	3 = □ - 2
□ - 2 = 3	3 = 5 - □
□ - □ = 3	3 = □ - □

- Counting back on a 100 square and a vertical number line.

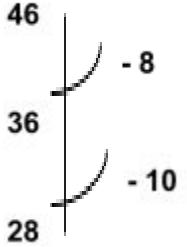
National Curriculum requirements:
Subtract 1 digit and 2 digit numbers up to 20, including 0.
Represent and use number bonds and related subtraction facts.

Y2

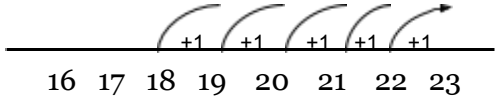
Through practical and meaningful contexts.

- Fluent recall of bonds to 20 and within 20.
- Derive and use related facts up to 100
e.g. 10 – 7 = 3 so 100 – 70 = 30.
- Counting back by partitioning second number. Subtract the ones first to be in line with columnar subtraction

E.g. 46 - 18
46 - 10 - 8



- Find the difference by counting up (only when the difference is small).
23 – 18 = 5



- Recognise and use the inverse relationship between addition and subtraction
- Show that subtraction is not commutative (done in any order)
- Progressing to the partitioned columnar method in preparation for year 3
- Subtraction of money, including change.

National Curriculum requirements:
(using concrete objects, pictorial representations and mentally)
Subtract 2 digit numbers and ones.
Subtract 2 digit number and tens.
Subtract two 2 digit numbers.
Subtract three 1 digit numbers.

Key Stage 2 – Subtraction

Y3

- Continue with vertical number line subtraction progressing to the expanded columnar subtraction method.

89–35 = 54

80 + 9
- 30 + 5
50 + 4 = **54**

- Introduce exchanging through the expanded columnar subtraction method.

72 - 47

60 ~~70~~ + 12
- 40 + 7
20 + 5 = **25**

- Progressing on to compact columnar subtraction.

T O	H T O	T O
4 7	8 6 4	~~4~~ ~~5~~ 1
- 2 3	- 6 2 1	- 3 6
2 4	2 4 3	1 5

- Emphasise value of digit, e.g. 4 tens subtract 2 tens = 2 tens. Use the correct language for subtraction i.e. exchange rather than borrow.
- Subtract amounts of money to give change.

Video clips:
Subtraction - teaching children to consider the most appropriate methods before calculating

Introducing partitioned column subtraction method, from practical to written

National Curriculum requirements:
Subtract numbers with up to 3 digits using the formal written method of columnar subtraction.

Y4

- Continue with partitioned columnar subtraction progressing to compact columnar subtraction.

H T O	H T O	H T O	Th H T O
~~3~~ ~~4~~ 3 7	~~3~~ ~~4~~ ~~12~~ ~~3~~ ~~12~~	~~5~~ ~~6~~ ~~9~~ ~~10~~ ~~14~~	8 ~~3~~ ~~4~~ ~~11~~ ~~2~~ ~~16~~
- 1 8 2	- 1 8 7	- 3 4 7	- 2 1 7 7
2 5 5	2 4 5	2 5 7	6 2 4 9

- Estimate and use inverse operations to check answers to a calculation.
- Subtract amounts of money using columnar method.

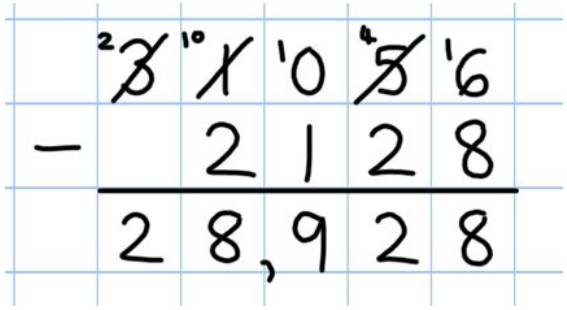
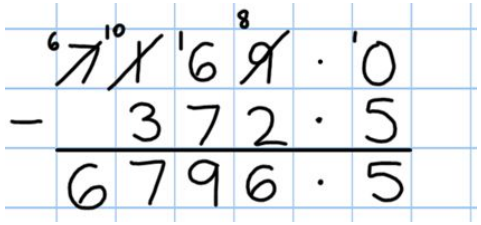
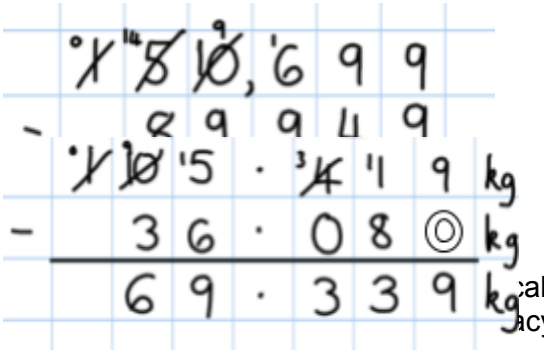
Video clips:
Subtraction - teaching children to consider the most appropriate methods before calculating

Introducing partitioned column subtraction method, from practical to written

Moving to the compact column method of subtraction

National Curriculum requirements:
Subtract numbers up to 4 digits using the formal written method of columnar subtraction.

Key Stage 2 – Subtraction

Y5	Y6
• Continue with compact columnar subtraction, including subtraction of decimals.   • Use rounding to check answers to calculations and to determine, in the context of a problem, levels of accuracy. **Video clip:** **Moving to the compact column method of subtraction** **National Curriculum requirements:** Subtract numbers with more than 4 digits.	• Continue with compact columnar subtraction, including subtraction of decimals.  calculations and to determine, in the acy. **National Curriculum requirements:** Subtract numbers with more than 4 digits.