SUBTRACTION GUIDELINES
Note: finding the difference should be taught as counting on

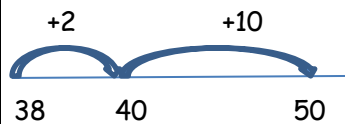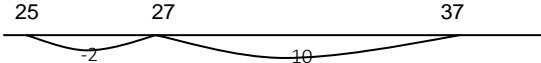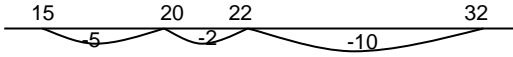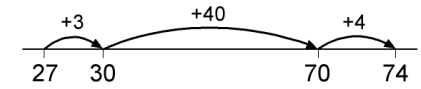| Year One	Year Two	Year Three

Subtract numbers using concrete objects and pictorial representations,
 one-digit and two-digit numbers to 20
 	
 - = signs and missing numbers
 Solve one-step problems that involve subtraction
 7 - 3 = □   □ = 7 - 3
 7 - □ = 4   4 = □ - 3
 □ - 3 = 4   4 = 7 - □
 □ - ▽ = 4   4 = □ - ▽
 	
 Using a number line
 	
 Finding a difference
 	
 Find a 'difference' by counting up;
 I have saved 5p. The socks that I want to buy cost 11p. How much more do I need in order to buy the socks?
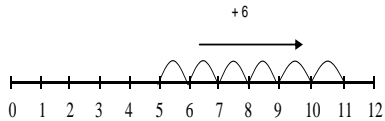 	
 Subtraction
 Recording by
 - counting back on a number line
 12 – 5 = 7
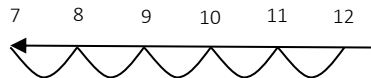 	
	Subtract numbers using concrete objects, pictorial representations, and mentally including:
	 A two-digit number and 1s
	 A two-digit number and 10s
	 2 two-digit numbers
	 Adding 3 one-digit numbers
	 3 one-digit numbers
	
	 - = signs and missing numbers
	 Extend to 14 + 5 = 20 - □
	 Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
	
	 The Hundred Square
	
	 100 square to be used for numbers beyond twenty. Finding numbers one or ten less
	
	 Using an empty number line (the step before this is to have numbers on the number line)
	
	 Finding a difference
	 50-38= 12
	
	 38 40 50
	 2+10 = 12
		Subtract numbers using visual representations eg dienes
		 A three-digit number and 1s
		 A three-digit number and 10s
		 A three-digit number and 100s
		
		 - = signs and missing numbers
		 Estimate the answer to a calculation and use inverse operations to check answers
		
		 Compact method
		 Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
		 Without and then with exchanging. Extend to decimals in the context of money (where exchanging is not required)
		 Question: **446-124= 322**
		 HTU
		  446
		  124-
		  322
		
		 Question: **503 – 278 =225**
		
		 H T U
		 4 9 1
		 5̶ 0̶ 3
		 2 7 8 —
		 2 2 5

	Subtraction 37 - 12 25 27 37 -2 10 **Bridge through 10 where necessary** 32 – 17 15 20 22 32 -5 -2 -10 **Partitioning** When secure on number line move to recording strategy 37 – 12 = 37 – 10 = 27 27 – 02 = 15	* Ensure that calculations involving 2 and 3 digit numbers are used throughout the year. *Remember to include some decimals to solve money problems
Mental calculations	**Mental calculations**	**Mental calculations**
<u>Number bonds</u> represent and use number bonds and related subtraction facts within 20 <u>Subtraction</u> 1 less Know all subtraction facts up to 5 Know all subtraction facts from 10 Know all subtraction facts up to 5 Know all subtraction facts up to 10 Subtract 1 digit numbers from 11, 12 and teen numbers	<u>Number bonds</u> Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 Subtraction Subtract 1 digit numbers from a 2 digit number Subtract multiples of 10 from a 2 digit number	**Resources** Children to use dienes apparatus to represent numbers and show addition before moving onto mental <u>Number bonds</u> A three-digit number and 1s A three-digit number and 10s A three-digit number and 100s <u>**Use known number facts and place value to subtract**</u>: Number line (move towards mental calculations) Continue as in Year 2 but with appropriate numbers e.g. **197 – 15 = 182** 197 187 182 -10 -5

		Find a difference by counting up **Question: 74 – 27 =** **Could be written as:** 2☐ **= 74** **Step 1** +3 +40 +4 27 30 70 74 **40 + 4 + 3 = 47** **Step 2** +3 +44 27 30 74 **44 3 = 47**