Our Calculation Policy: Subtraction

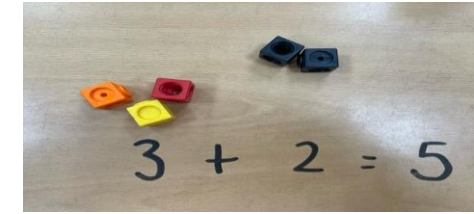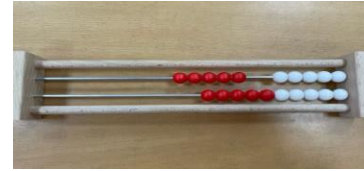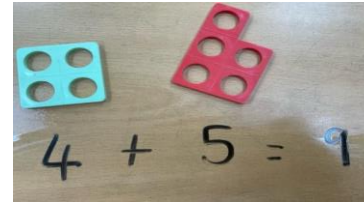| What I will be learning:	Reception	Year 1	Year 2
NC link	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve subtraction, using concrete objects and pictorial representations and. missing number problems.	Subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • ⬚ a two-digit number and tens • ⬚ two two-digit numbers
Using concrete			
Using pictorial			
Using abstract		Children learn to draw their own number lines to find answers, use tens frame and begin to partition and use manipulatives to support their subtraction. 	*Column methods may be introduced when children are ready – the Y2 curriculum states, 'Recording addition in columns supports place value and prepares for formal written methods with larger numbers'.*

Our Calculation Policy

What I will be learning:	Year 2	Year 3	Year 4
NC link	Subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • ⬜ a two-digit number and tens • ⬜ two two-digit numbers	Subtract numbers with up to three digits, using formal written methods of columnar subtraction.	Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate.
Using concrete			
Using pictorial			
Using abstract	*Column methods may be introduced when children are ready – the Y2 curriculum states, 'Recording addition in columns supports place value and prepares for formal written methods with larger numbers* 		*They also add decimals with up to two decimal places, knowing that the decimal points line up under one another. They are expected to add amounts of money and measures in different contexts.*

Our Calculation Policy

What I will be learning:	Year 4	Year 5	Year 6
NC link	Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate.	Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction).	Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Using concrete			
Using pictorial			
Using abstract	*They also subtract decimals with up to two decimal places, knowing that the decimal points line up under one another. They are expected to subtract amounts of money and measures in different contexts.*		

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_?

4 + 5 = 9

3 + 2 = 5

Reception

Have a deep understanding of number to 10, including the composition of each number.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

1   2   3
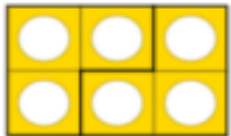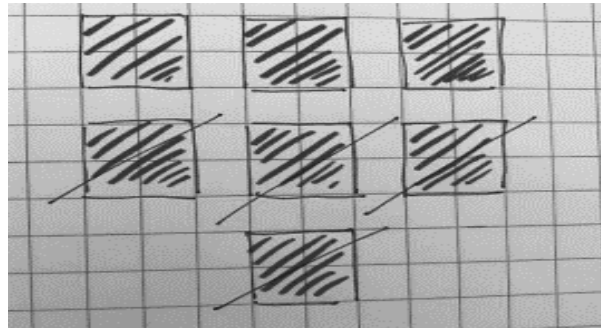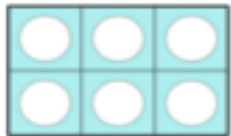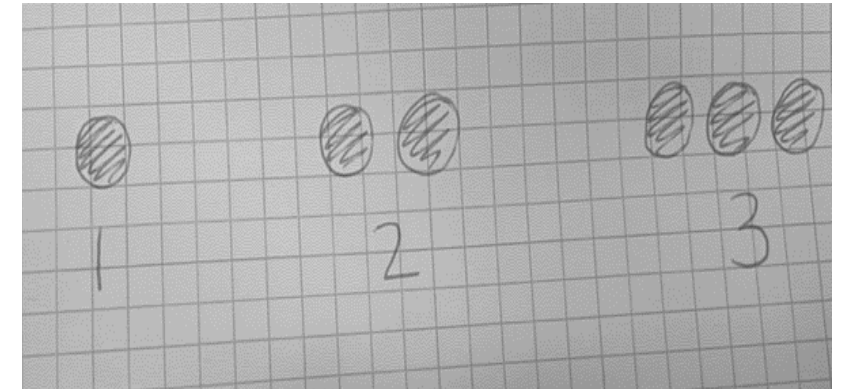
Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?

13 – 4 =

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

Touch count to find the number than remains.
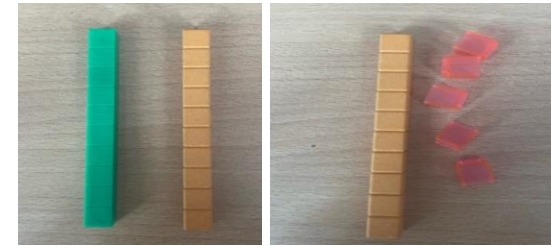
Year 1

Subtract one-digit and two-digit numbers to 20, including zero.
Solve one-step problems that involve subtraction, using concrete objects and pictorial representations and. missing number problems.

13 – 7 = 6

16 – 8 = 8

19 – 7
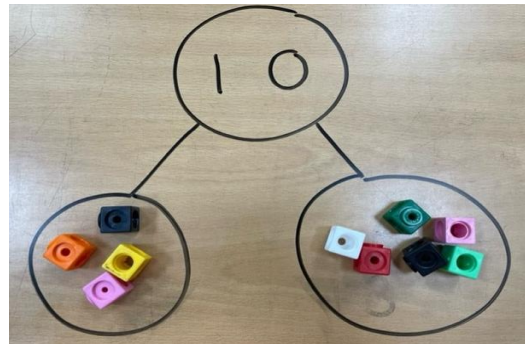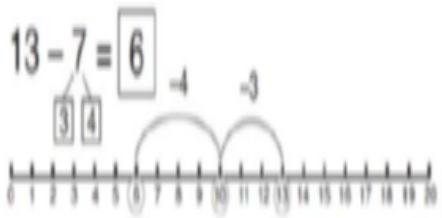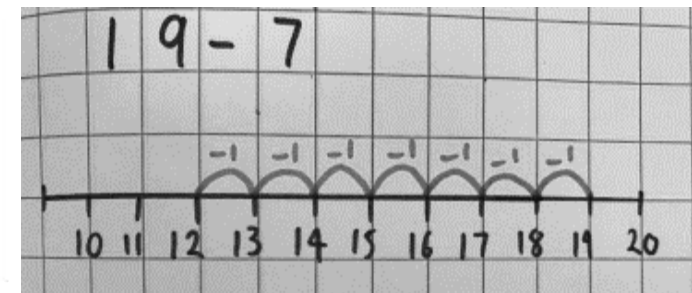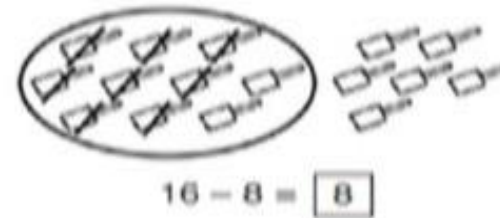
Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, countback, how many left, how much less is?, count on, strategy, partition, tens, ones, regroup
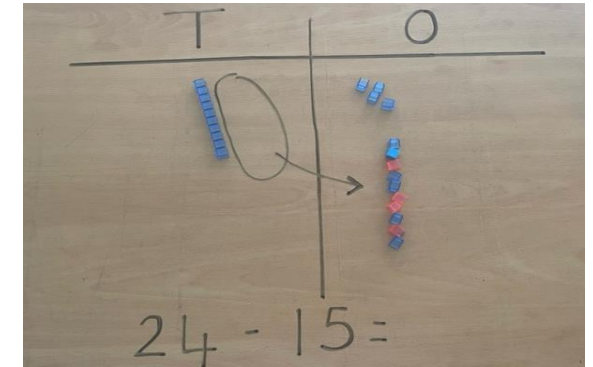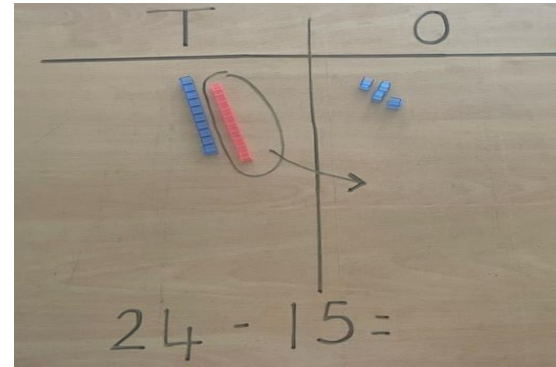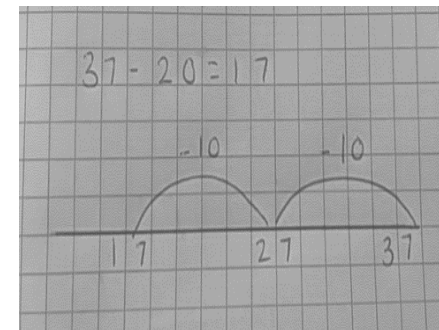
Year 2

Subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and ones
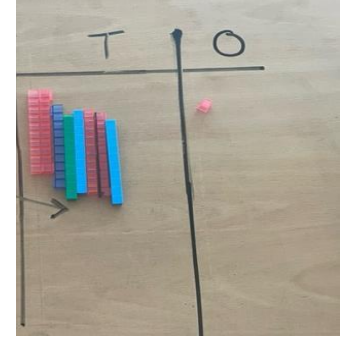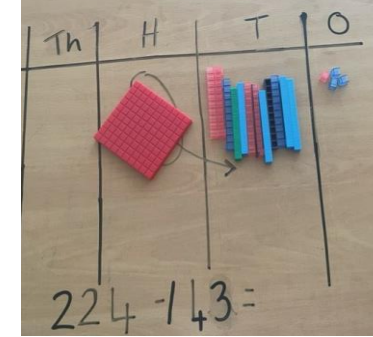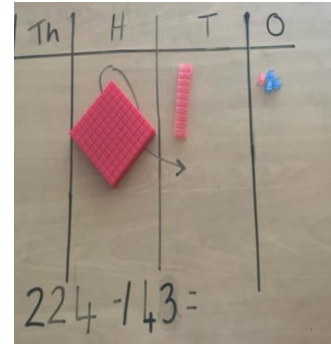- ⬜ a two-digit number and tens
- ⬜ two two-digit numbers
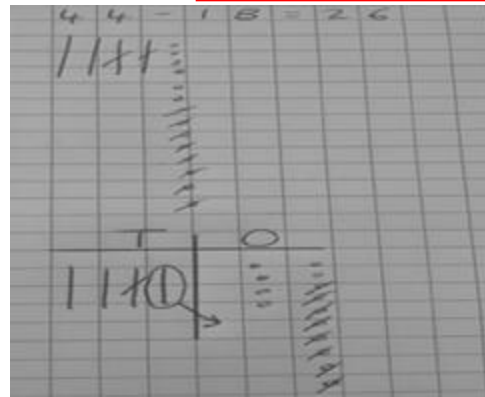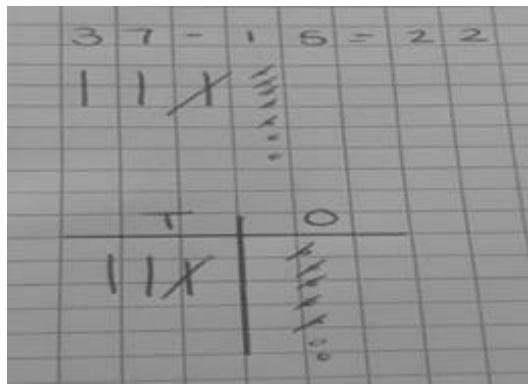
Discuss it
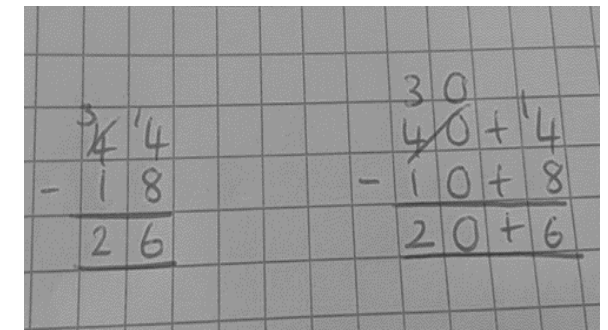
Equal to, take, take away, less, minus, subtract, leaves, distance between, difference between, how many more, how many fewer/less than, most, least, count back, how many left, how much less is_?, count on, strategy, partition, tens, ones, regroup, decrease, hundreds, value, digit
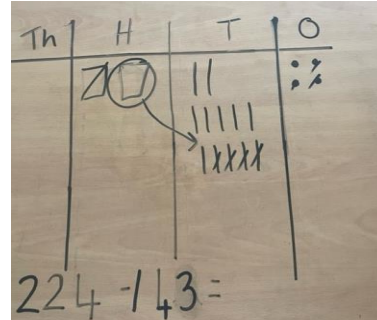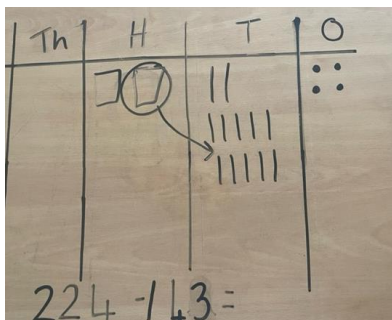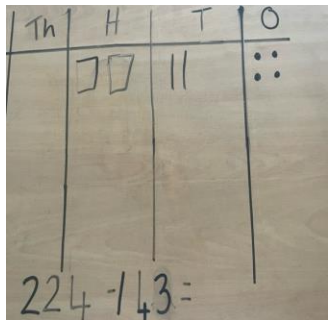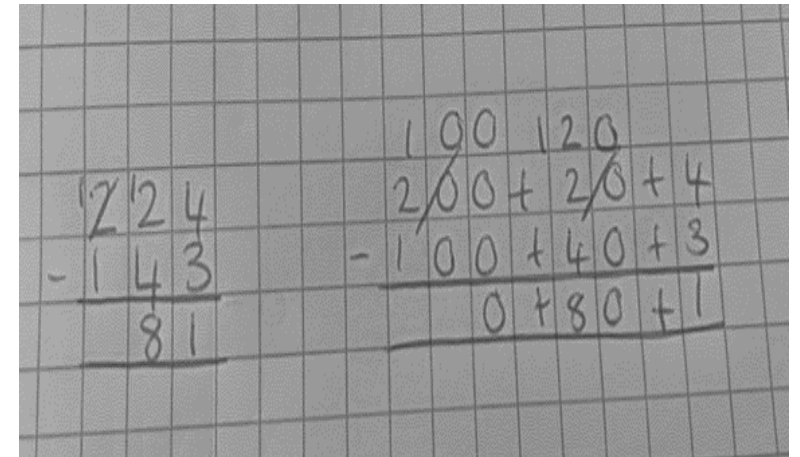
Create it

Year 3

Add numbers with up to three digits, using formal written method of columnar addition.
Solve problems, including missing number problems, using number facts, place value, and more complex addition.
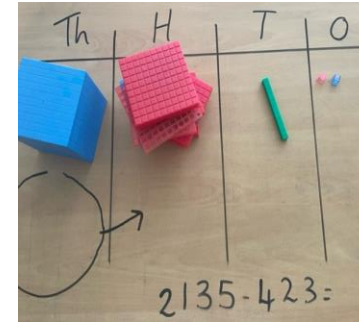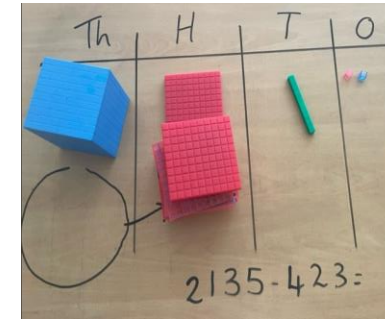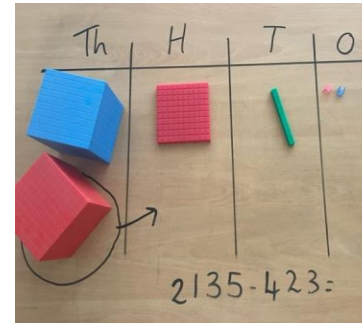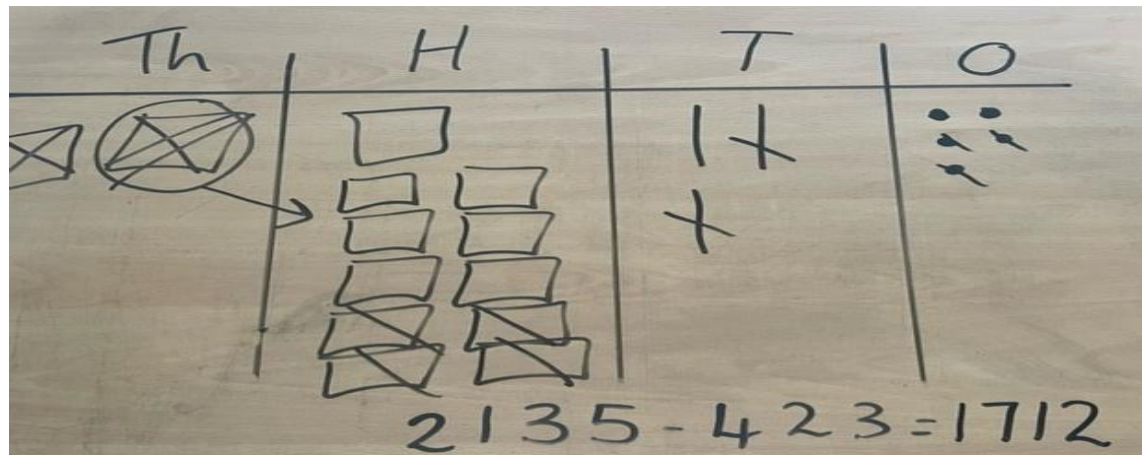
Draw it

Write it

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, ones,
regroup, decrease, hundreds, value, digit, hundreds, thousands,
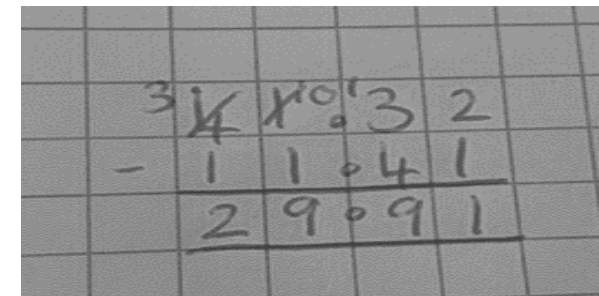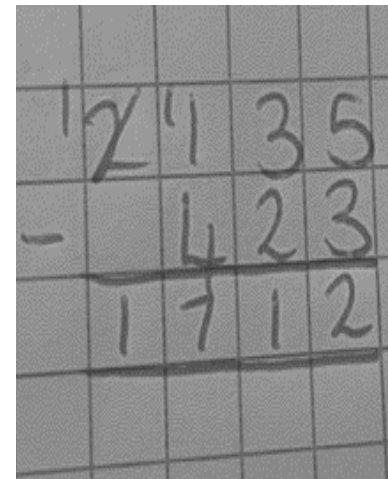tenths, hundredths

Create it

Th | H | T | O

2135-423=

Year 4

Add numbers with up to four digits using the formal
written method of columnar addition where
appropriate.

Th | H | T | O

2135-423=1712

Draw it

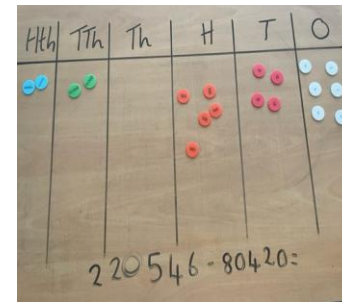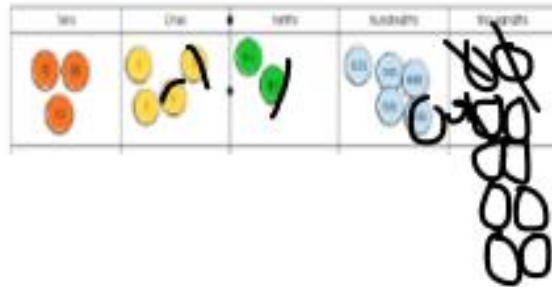## Write it

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, ones, regroup, decrease, hundreds, value, digit, hundreds, thousands, tenths, hundredths
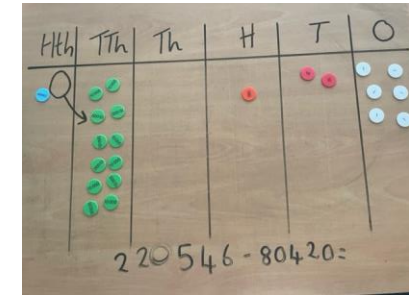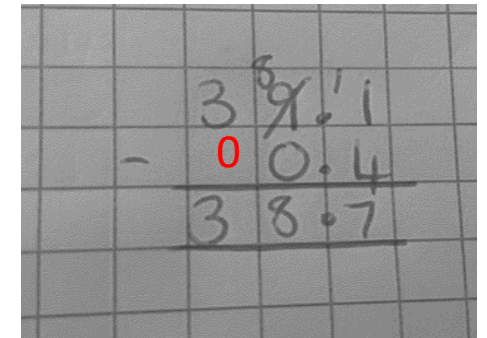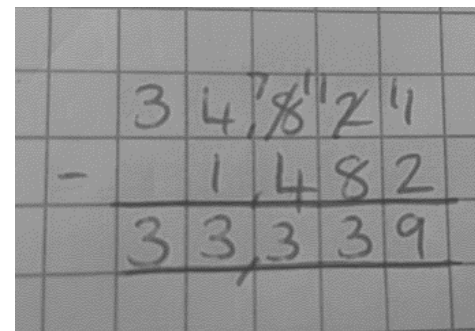
Year 5

Subtract whole numbers with more than 4 digits, including using formal written methods
(columnar subtraction)

Tip: Add a zero to support place value and make sure you line up the decimal point
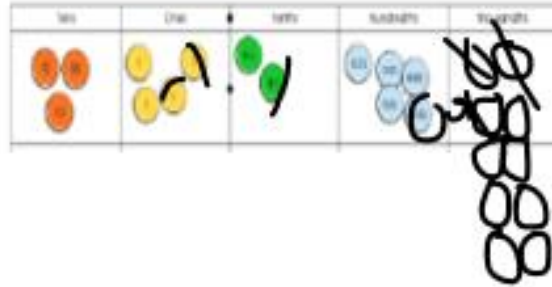
Discuss it

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, ones, regroup, decrease, hundreds, value, digit, hundreds, thousands, tenths, hundredths
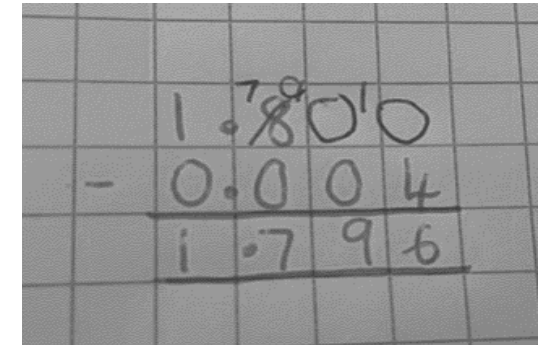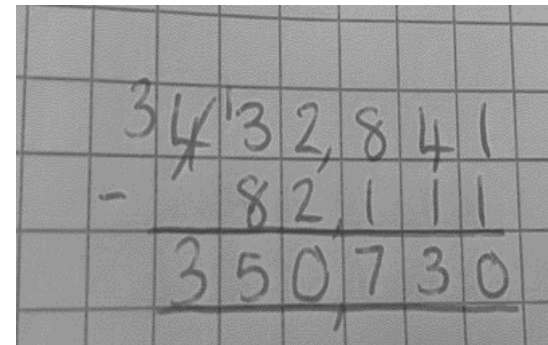
Create it
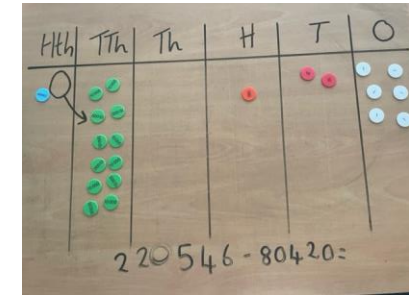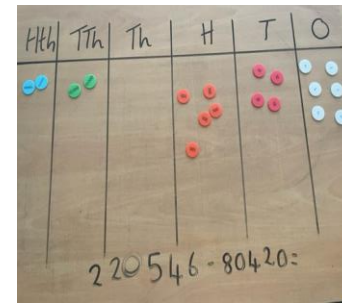
Year 6

Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Draw it

Write it