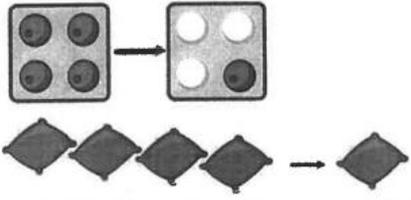
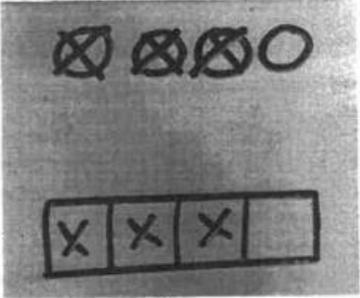
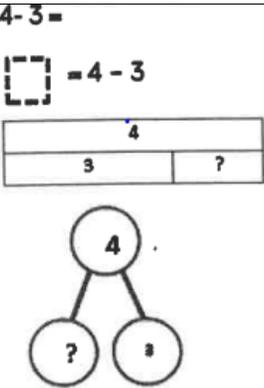
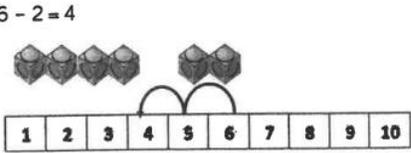
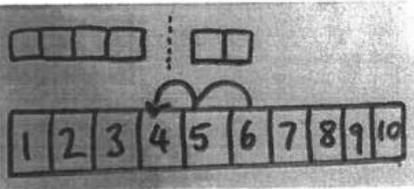
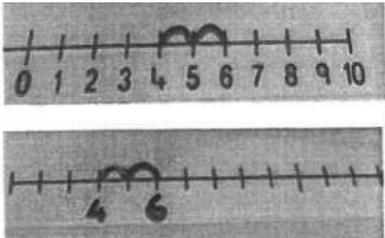


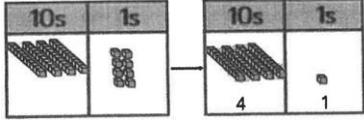
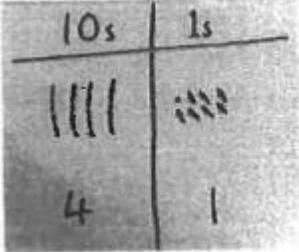
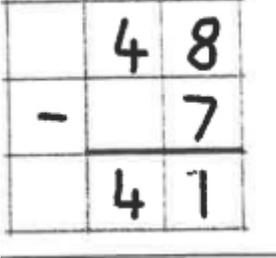
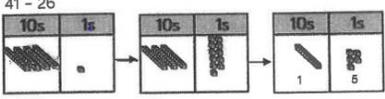
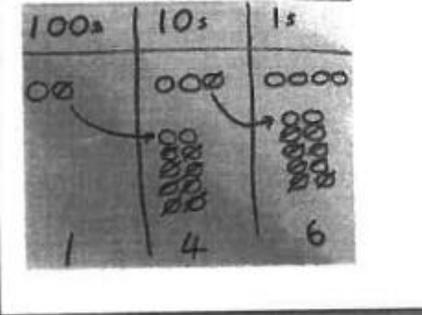
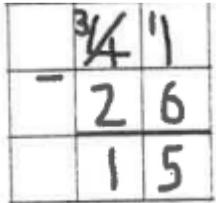
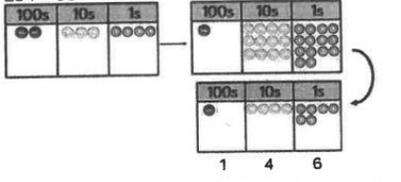
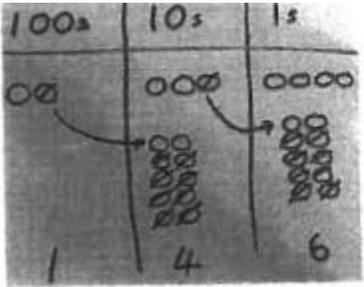
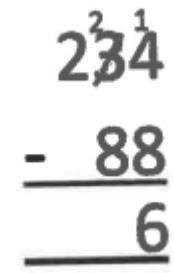
Progression in Subtraction

<p>Year 1</p>	<p><i>Physically taking away and removing objects from a whole.</i></p>		
	<p>Concrete</p> <p>Tens frames, numicon, cubes and other items can be used.</p> <p>$4 - 3 = 1$</p>  <p>The diagram shows two tens frames. The first has 4 dots, and the second has 1 dot. Below, four diamonds are shown, with one diamond remaining after three are removed.</p>	<p>Pictorial</p> <p>Children to draw the concrete resources they are using and cross out the correct amount.</p>  <p>The diagram shows three crossed-out circles and one open circle. Below is a row of four boxes, with the first three containing an 'X' and the last one empty.</p>	<p>Abstract</p> <p>$4 - 3 =$</p>  <p>The diagram shows a number line from 0 to 10 with a jump from 4 to 1. Below is a tree diagram with a top circle containing '4' and two bottom circles containing '?' and '3'.</p>
<p>Year 1</p>	<p><i>Counting back</i></p>		
	<p>Concrete</p> <p>Using number lines or number tracks</p> <p>$6 - 2 = 4$</p>  <p>The diagram shows six cubes and a number track from 1 to 10. Two cubes are shown above the track, and a jump is drawn from 6 to 4.</p>	<p>Pictorial</p> <p>Children to represent what they see pictorially e.g.</p>  <p>The diagram shows a number track from 1 to 10 with a jump from 6 to 4. Above the track are two boxes and a vertical dashed line.</p>	<p>Abstract</p> <p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line.</p>  <p>The diagram shows two number lines. The first is a full track from 0 to 10 with a jump from 6 to 4. The second is a partial track with a jump from 6 to 4.</p>

Progression in Subtraction

<p>Year 1 - Year 2</p>	<p>Making 10</p> <p>Concrete</p> <p>Using tens frames</p>	<p>Pictorial</p> <p>Children present the ten frame pictorially and discuss what they did to make ten</p>	<p>Abstract</p> <p>Children to show how they can make ten by partitioning</p> $14 - 5 = 9$ $14 - 4 = 10$ $10 - 1 = 9$
<p>Year 2</p>	<p>Finding the difference</p> <p>Concrete</p> <p>Using cubes, numicorn, cuisenaire rods or other objects.</p> <p>Calculate the difference between 8 and 5.</p>	<p>Pictorial</p> <p>Draw cubes/ other concrete objects which they have used or use the bar model to illustrate what they need to calculate.</p>	<p>Abstract</p> <p>Find the difference between 8 and 5</p> <p>8-5, the difference is ___</p> <p>Children to explore why 9-6, 8-5 and 7-4 have the same difference.</p> <p>Finding the difference by counting on on a number line.</p>

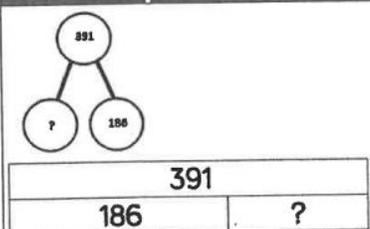
Progression in Subtraction

<p>Year 2</p>	<p>Column method no exchanging</p> <p>Concrete</p> <p>Column method using base 10. 48-7</p> 	<p>Pictorial</p> <p>Represent the base ten pictorially</p> 	<p>Abstract</p> <p>Column method no exchange</p> 
<p>Year 3</p>	<p>Column method with exchanging</p> <p>Concrete</p> <p>Column method using base 10 and having to exchange 41-26</p> 	<p>Pictorial</p> <p>Represent the base ten pictorially, remembering to show the exchange</p> 	<p>Abstract</p> <p>Formal column method. Children should understand that when they have exchanged the 10, they still have 41 because $41 = 30 + 11$</p> 
<p>Year 3</p>	<p>Column method using place value counters</p> <p>Column method using place value counters.</p> <p>Column method using place value counters. 234 - 88</p> 	<p>Represent the place value counters pictorially, remembering to show what has been exchanged.</p> 	<p>Formal column method. Children should understand what has happened when they have crossed out digits.</p> 

Progression in Subtraction

Year 3	By the end of year 3 children should be confident using the formal method for subtraction with 3 digit numbers.
Year 4, 5 and 6	Continue to secure subtraction of formal methods. Including subtraction of numbers up to 5 digits, subtraction of decimal numbers including money, multi-step problems in a variety of contexts.
	Subtraction of decimals ensure the decimal point is lined up. $\begin{array}{r} 7.45 \\ - 5.30 \\ \hline 2.15 \end{array}$

Conceptual variation; different ways to ask children to solve $391 - 186$

	<p>Raj spent £391, Timmy spent £186. How much more did Raj spend?</p> <p>Calculate the difference between 391 and 186.</p>	<p>$\square = 391 - 186$</p> $\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$ <p>What is 186 less than 391?</p>	<p>Missing digit calculations</p> $\begin{array}{r} 39\square \\ -\square\square6 \\ \hline \square05 \end{array}$
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