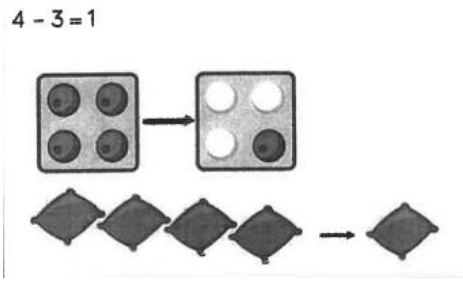
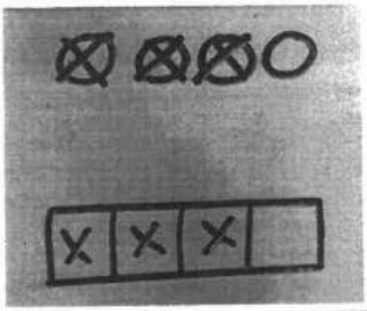
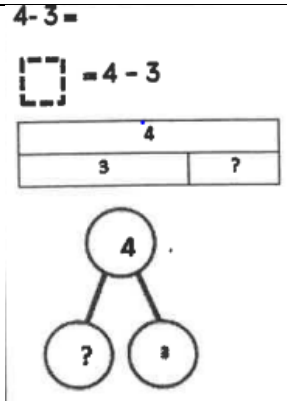
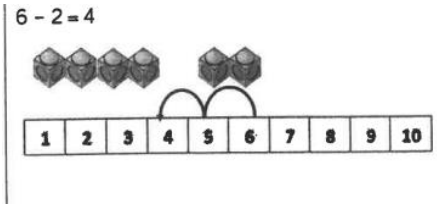
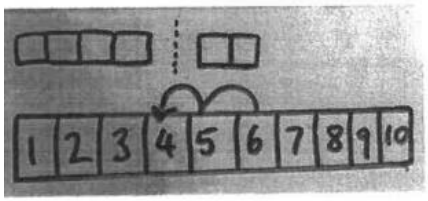
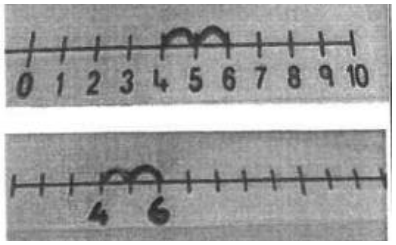
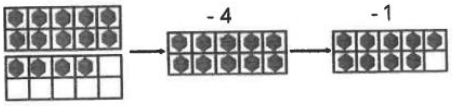
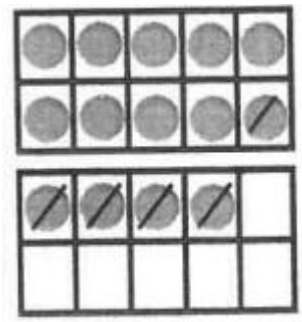
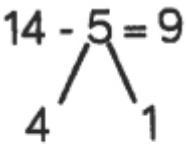
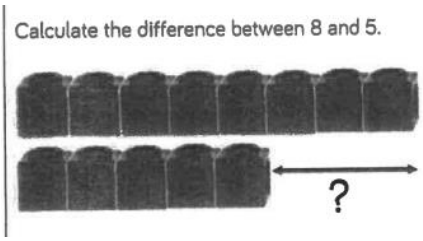
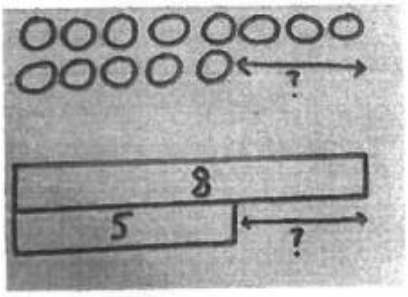
Progression in Subtraction

<table>
<tr><td rowspan="2">Year 1</td><td colspan="3">Physically taking away and removing objects from a whole.</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td></td><td>Tens frames, numicon, cubes and other items can be used.
 
</td><td>Children to draw the concrete resources they are using and cross out the correct amount.
  </td><td> 
</td></tr>
<tr><td rowspan="3">Year 1</td><td colspan="3">Counting back</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td>Using number lines or number tracks
 
</td><td>Children to represent what they see pictorially e.g.
 
</td><td>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line.
 
</td></tr>
</table>

Progression in Subtraction

<table>
<tr><td rowspan="3">Year 1 – Year 2</td><td colspan="3">Making 10</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td>Using tens frames
 
</td><td>Children present the ten frame pictorially and discuss what they did to make ten
  </td><td>Children to show how they can make ten by partitioning
 

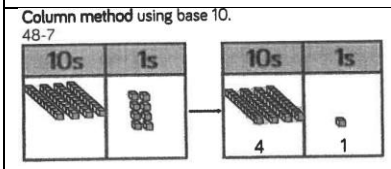
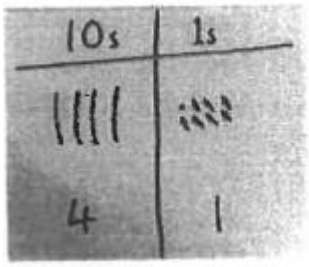
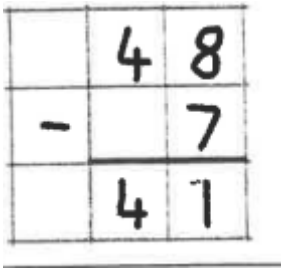
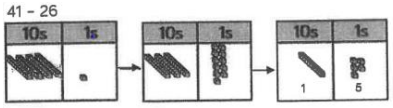
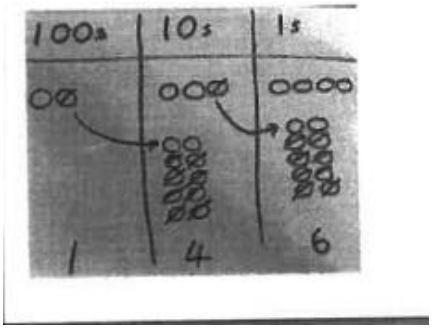
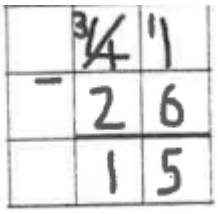
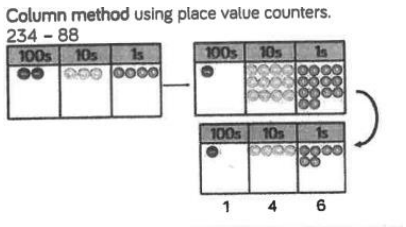
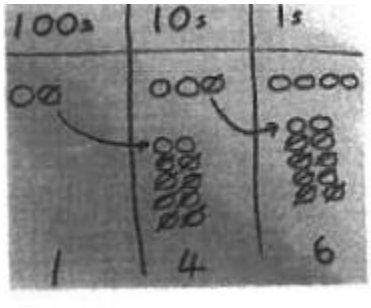
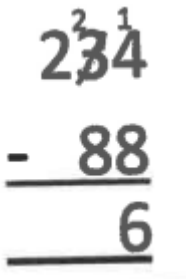
14 – 4 = 10
10 – 1 = 9</td></tr>
<tr><td rowspan="3">Year 2</td><td colspan="3">Finding the difference</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td>Using cubes, numicorn, cuisenaire rods or other objects.
 
</td><td>Draw cubes/ other concrete objects which they have used or use the bar model to illustrate what they need to calculate.
 
</td><td>Find the difference between 8 and 5

8-5, the difference is ___

Children to explore why 9-6 , 8 -5 and 7 -4 have the same difference.

Finding the difference by counting on on a number line.</td></tr>
</table>

Progression in Subtraction

<table>
<tr><td rowspan="3">Year 2</td><td colspan="3">Column method no exchanging</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td> 
</td><td>Represent the base ten pictorially
 
</td><td>Column method no exchange
 
</td></tr>
<tr><td rowspan="3">Year 3</td><td colspan="3">Column method with exchanging</td></tr>
<tr><td>Concrete</td><td>Pictorial</td><td>Abstract</td></tr>
<tr><td>Column method using base 10 and having to exchange 41-26
 
</td><td>Represent the base ten pictorially, remembering to show the exchange
 
</td><td>Formal column method. Children should understand that when they have exchanged the 10, they still have 41 because 41 = 30 +11
 
</td></tr>
<tr><td rowspan="3">Year 3</td><td colspan="3">Column method using place value counters</td></tr>
<tr><td>Column method using place value counters.
 
</td><td>Represent the place value counters pictorially, remembering to show what has been exchanged.
 
</td><td>Formal column method. Children should understand what has happened when they have crossed out digits.
 
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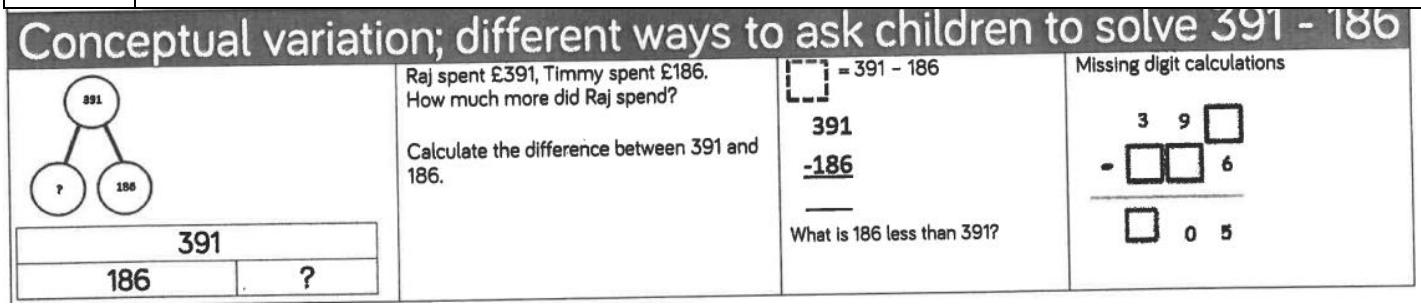
Year 3	By the end of year 3 children should be confident using the formal method for subtraction with 3 digit numbers.
Year 4, 5 and 6	Continue to secure subtraction of formal methods. Including subtraction of numbers up to 5 digits, subtraction of decimal numbers including money, multi-step problems in a variety of contexts.
	Subtraction of decimals ensure the decimal point is lined up. 7.45 -5.30 2.15