Subtraction -

Stage 1

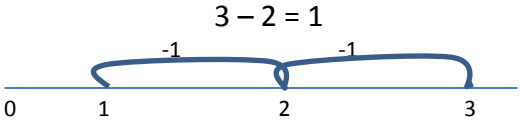
Children understand the concept of subtraction as taking a number away from another. They understand and use – and = symbols accurately. Calculations should be written on either side of the equals sign so = is not just interpreted as the answer.

6 - 2 = 4 **4 = 6 - 2**

Children use Numicon and visual representations to subtract numbers.

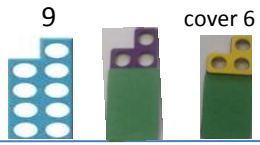
3 - 2 = 1

Counting backwards in ones on a number line.



Use Numicon to subtract

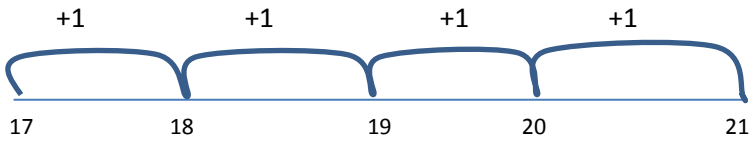
9 – 6



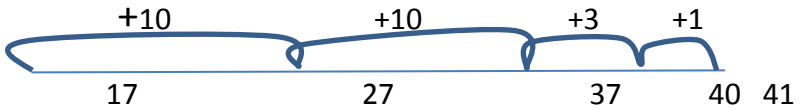
Stage 2

Begin to 'find the difference' by counting on in ones using a number line.

21 – 17



Leading to **41 - 17 = 24**



Years 1 and 2

Stage 3

Subtracting 2 digit numbers from other 2 digit numbers using a column method. Use expanded method first with no exchanging at this stage.
Model both methods alongside each other to show 'same and difference' of methods.

	Expanded method	Formal method
36 + 12 =	**30 + 6**	**3 6**
Partition	**- 10 + 2**	**- 1 2**
and	**20 + 4**	**2 4**
Recombine	**= 24**	

Recommended by the end of year 2

Stage 4

Column subtraction of 2, 3 and 4 digit numbers using expanded methods first but show both methods together to discuss similarities and differences of both methods.

Pupils must have a secure understanding of place value and partitioning

20 16 2 1

~~30~~ + ~~6~~ ~~3~~ 6

-10 + 9 - 1 9

10 + 7 1 7

= 17

leading to

80 13 8 1

600 + ~~90~~ + ~~3~~ 6 ~~9~~ ~~3~~

- 200 + 70 + 5 - 2 7 5

400 + 10 + 8 4 1 8

= 418

Recommended by the end of year 3

Stage 5 - Formal written methods

Short written methods using 'exchange'.

```
  8 1
   7 8 9 3
 - 5 3 8 5
 ---------
   2 5 0 8
```

Recommended by the end of year 4

Stage 6 – Subtraction using decimals

```
    5  16 1
   3 6 . 7 6
 - 1 3 . 8 7
 -----------
   2 2 . 8 9
```

Recommended by the end of year 5

In years 5 and 6 pupils continue practising formal written methods with increasing large numbers so they are fluent and precise.