


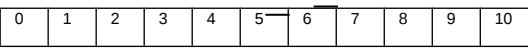

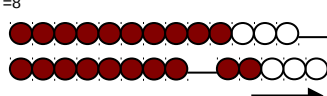
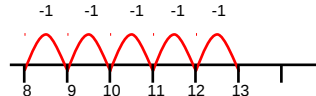
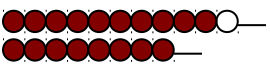

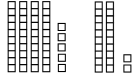
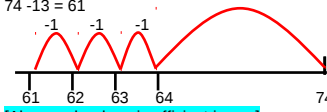
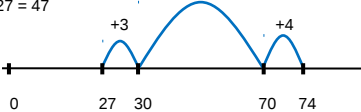
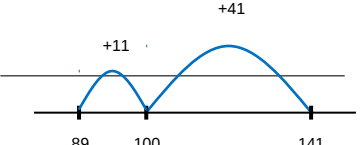
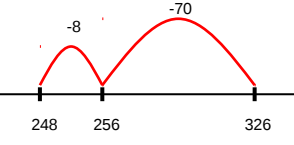
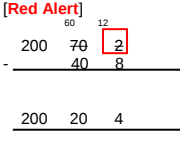
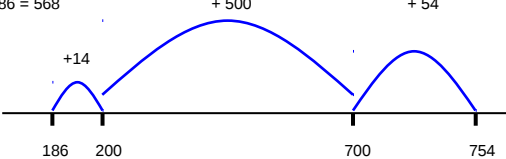
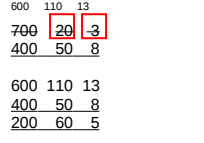
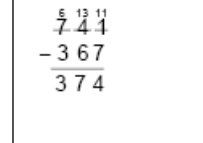
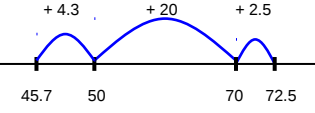
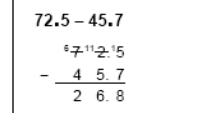
SUBTRACTION

AGE-RELATED EXPECTATIONS

Recording

Rapid Recall

Mental Calculation

<p>YR</p>	<p>Subtraction as 'taking away' from a group</p>	<p>Practical or recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Pictures / Objects</p> <p>I have five cakes. I eat two of them. How many do I have left?</p>  <p>Might be recorded as: $5 - 2 = 3$</p>	<p>Use of a number line – horizontal and vertical</p> 	<p>1 less (nos up to 10)</p>	<p>(see recording) Rhymes</p>	
<p>Y1</p>	<p>Subtraction as 'taking away' and 'difference' (by counting on)</p> <p>U – U TU – U (bridging 10)</p>	<p>Practical or recorded using ICT</p> <p>Pictures / Symbols (see above)</p>	<p>Symbols</p> <p>Mum baked 9 biscuits. I ate 5. How many were left?</p>  <p>[Might be recorded as: $9 - 5 = 4$]</p>	<p>Taking away – jumps of 1 (modelled using bead strings)</p> <p>$13 - 5 = 8$</p>  	<p>Counting on – jumps of 1 (modelled using bead strings)</p> <p>$11 - 8 = 3$</p>  	<p>Subtraction facts to 10</p> <p>1 / 10 less than a number</p>	<p>TU – multiple of 10</p>
<p>Y2</p>	<p>Subtraction as inverse of addition</p> <p>TU – TU (bridging 10s)</p>	<p>Pictures / Symbols</p> <p>$45 - 22 = 23$</p> 	<p>Number lines - taking away</p> <p>$74 - 13 = 61$</p>  <p>[Also can be done in efficient jumps]</p>	<p>Number lines – counting on</p> <p>$74 - 27 = 47$</p>  <p>[Also jumps can be in 10s and 1s]</p>	<p>Subtraction facts to at least 10</p>	<p>Difference by counting up</p> <p>TU – U / multiple of 10</p>	
<p>Y3</p>	<p>TU – TU HTU – TU HTU – HTU</p>	<p>Number line – counting on</p> <p>$141 - 89 = 52$</p> 	<p>Number line - taking away</p> <p>$326 - 78 = 248$</p>  <p>Vertical number line may be used to record calculation</p>	<p>Decomposition</p> <p>$272 - 48 = 224$</p> <p>[Red Alert]</p> 	<p>Subtraction facts to 20</p> <p>Differences of multiples of 10</p>	<p>TU – U / TU</p> <p>HTU – HTU (by finding the difference)</p> <p>TU – near multiple of 10 (positive answers)</p>	
<p>Y4</p>	<p>HTU – TU HTU – HTU</p> <p>Decimals: money (£7.85 - £3.49)</p>	<p>Number lines – counting on</p> <p>$754 - 186 = 568$</p>  <p>Vertical number line may be used to record calculation</p>	<p>Decomposition</p> <p>$723 - 458 = 265$ [Red Alert]</p> 	<p>Decomposition (compact method)</p> <p>$723 - 458 = 265$</p> 	<p>Derive differences of pairs of multiples of 10 / 100 / 1000</p>	<p>TU – TU</p> <p>Subtract pairs of multiples of 10 / 100 / 1000</p> <p>(Th)HTU – (Th)HTU (small difference)</p>	
<p>Y5</p>	<p>ThHTU – HTU</p> <p>Decimals up to 2dp ($72.5 - 45.7$)</p>	<p>Number lines – counting on</p> <p>$72.5 - 45.7 = 26.8$</p> 	<p>Decomposition (compact method)</p> <p>$72.5 - 45.7$</p> 	<p>Use number facts for mental subtraction</p> <p>$9 - 2 = 7$ $0.9 - 0.2 = 0.7$ $0.09 - 0.02 = 0.07$</p>	<p>Near multiple of 1000 – Near multiple of 1000 (eg 6070 – 4097)</p> <p>Decimal – Decimal (eg 9.5 – 3.7)</p>	<p>Near multiple of 1000 – Near multiple of 1000 (eg 6070 – 4097)</p> <p>Decimal – Decimal (eg 9.5 – 3.7)</p>	

Estimation and checking

Y6	<i>Consolidate / extend Y5 including: Decimal to 3 dp relating to measures</i>	Recognise when one written method is more efficient. (See Y5 methods of recording) > There was 2.5 litres in the jug. Stuart drank 385 ml. How much was left? > 18.07 km – 3.243 km	(as above)	Integer / decimal (1dp) – Integer / decimal (1dp)
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