

SUBTRACTION GUIDELINES

(- = signs and missing numbers: Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.)

Year Four	Year Five	Year Six
<p><u>Find a small difference by counting up</u> e.g. $5003 - 4996 = 7$ This can be modelled on an empty number line (see complementary addition below). Children should be encouraged to use known number facts to reduce the number of steps.</p> <p><u>Subtract the nearest multiple of 10, then adjust.</u> Continue as in Year 2 and 3 but with appropriate numbers.</p> <p><u>Use known number facts and place value to subtract</u></p> <div style="text-align: center;"> </div> <p>$92 - 25 = 67$</p> <p>Pencil and paper procedures</p>	<p><u>Find a difference by counting up</u> e.g. $8006 - 2993 = 5013$ This can be modelled on an empty number line (see complementary addition below).</p> <p><u>Subtract the nearest multiple of 10 or 100, then adjust.</u> Continue as in Year 2, 3 and 4 but with appropriate numbers.</p> <p><u>Use known number facts and place value to subtract</u></p> <div style="text-align: center;"> </div> <p>$6.1 - 2.4 = 3.7$</p> <p>Pencil and paper procedures</p>	<p><u>Find a difference by counting up</u> e.g. $8000 - 2785 = 5215$ To make this method more efficient, the number of steps should be reduced to a minimum through children knowing:</p> <ul style="list-style-type: none"> ▪ Complements to 1, involving decimals to two decimal places ($0.16 + 0.84$) ▪ Complements to 10, 100 and 100 <p><u>Subtract the nearest multiple of 10, 100 or 1000, then adjust</u> Continue as in Year 2, 3, 4 and 5 but with appropriate numbers.</p> <p><u>Use known number facts and place value to subtract</u></p> <p style="color: blue;">$0.5 - 0.31 = 0.19$</p> <div style="text-align: center;"> </div> <p>Pencil and paper procedures</p>