

## SUBTRACTION GUIDELINES

Year One

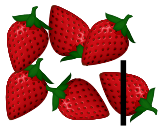
**- = signs and missing numbers**

$$7 - 3 = \square \quad \square = 7 - 3$$

$$7 - \square = 4 \quad 4 = \square - 3$$

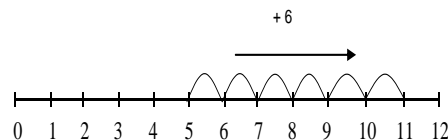
$$\square - 3 = 4 \quad 4 = 7 - \square$$

$$\square - \nabla = 4 \quad 4 = \square - \nabla$$



- Understand subtraction as 'take away'
- Find a 'difference' by counting up;

I have saved 5p. The socks that I want to buy cost 11p. How much more do I need in order to buy the socks?



- Use practical and informal

written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number.

I have 11 toy cars. There are 5 cars too many to fit in the garage. How many cars fit in the garage?



Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences

Recording by

- drawing jumps on prepared lines
- constructing own lines

Year Two

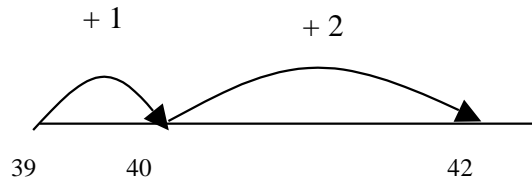
**- = signs and missing numbers**

Continue using a range of equations as in Year 1 but with appropriate numbers.

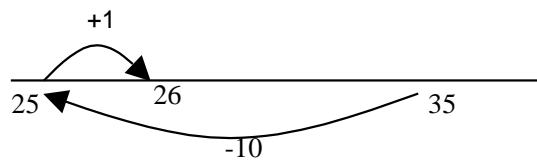
Extend to  $14 + 5 = 20 - \square$

Find a small difference by counting up

$$42 - 39 = 3$$



**Subtract 9 or 11. Begin to add/subtract 19 or 21**



$$35 - 9 = 26$$

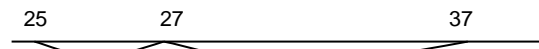
**Use known number facts and place value to subtract**

(partition second number only)

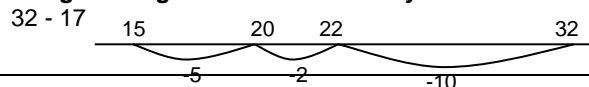
$$37 - 12 = 37 - 10 - 2$$

$$= 27 - 2$$

$$= 25$$



**Bridge through 10 where necessary**



Year Three

**- = signs and missing numbers**

Continue using a range of equations as in Year 1 and 2 but with appropriate numbers.

**Find a small difference by counting up**

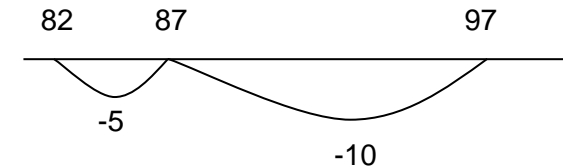
Continue as in Year 2 but with appropriate numbers e.g.  $102 - 97 = 5$

**Subtract mentally a 'near multiple of 10' to or from a two-digit number**

Continue as in Year 2 but with appropriate numbers e.g.  $78 - 49$  is the same as  $78 - 50 + 1$

**Use known number facts and place value to subtract**

Continue as in Year 2 but with appropriate numbers e.g.  $97 - 15 = 72$



With practice, children will need to record less information and decide whether to count back or forward. It is useful to ask children whether counting up or back is the more efficient for calculations such as  $57 - 12$ ,  $86 - 77$  or  $43 - 28$ .

**Pencil and paper procedures**