

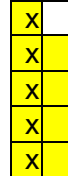
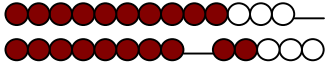
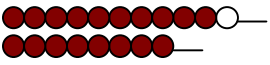
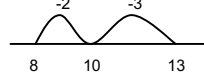
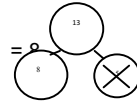
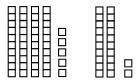
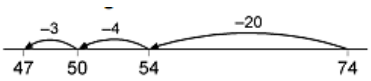
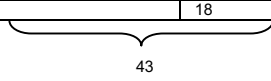
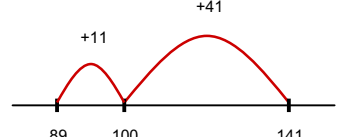
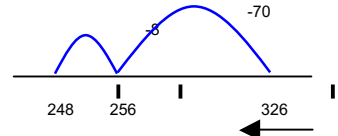
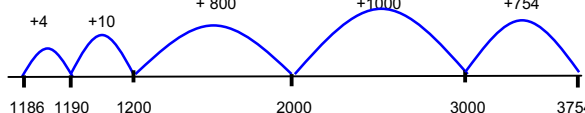
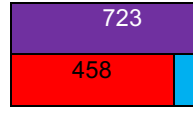
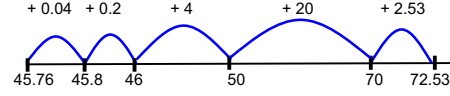
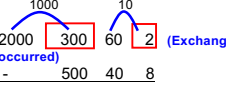
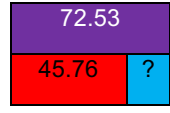


<p>YR</p>	<p>Subtraction as 'taking away' from a group</p>	<p>Practical or recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Pictures / Objects</p> <p>I have five cakes. I eat two of them. How many do I have left?</p>  <p>Might be recorded as: $5 - 2 = 3$</p>	<p>Symbols</p> <p>Mum baked 9 biscuits. I ate 5. How many were left?</p> <p>[Might be recorded as: $9 - 5 = 4$]</p> 	 <p>9-5=4</p>	<p>1 less (nos up to 10)</p>	<p>Counting back</p>																																	
<p>KS1</p>	<p>Subtraction as 'taking away' and 'difference' (by counting on)</p> <p>U - U TU - U (Within 20 bridging 10)</p>	<p>Practical or recorded using ICT</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>Taking away (counting on with efficient jumps)</p> <p>$13 - \square = 8$</p> 	<p>No number line</p> <p>$13 - 3 = 10$ $10 - 2 = 8$ $13 - 5 = 8$</p>		<p>Subtraction facts to 10 Related facts within 20 1 or 10 less than a number</p>	<p>TU - U TU - multiples of 10 Up to 20</p>																															
	<p>Subtraction as inverse of addition TU - TU (bridging 10s)</p>	<p>Pictures / Symbols</p> <p>$45 - 22 = 23$</p> 	<p>Number lines - taking away</p> <p>$74 - 27 = 47$</p> 	<p>Partitioning</p> <p>$74 - 27$</p> <p>$74 - 20 = 54$ $54 - 4 = 50$ $50 - 3 = 47$</p>	<p>Sam has 43 football cards and he gives away 18. How many does he have left?</p>  <p>$43 - 18 = 25$ (See partitioning)</p>	<p>Decomposition</p> <p>$58 - 35 =$</p> <p>$50 + 8$ $-30 + 5$ <hr/>$20 + 3 = 23$</p>		<p>Subtraction facts to at least 20</p>	<p>Difference by counting up TU - U / multiple of 10 TU-TU</p>																															
<p>Low KS2</p>	<p>TU - TU HTU - TU HTU - HTU</p>	<p>Number line - counting on - used to support mental calculation</p> <p>$141 - 89 = 52$</p> 	<p>Number line - taking away</p> <p>$326 - 78 = 248$</p> 	<p>Partitioning</p> <p>$326 - 78$</p> <p>$326 - 70 = 256$ $256 - 6 = 250$ $250 - 2 = 248$</p>	<p>Decomposition</p> <p>$272 - 48 = 224$ [Red Alert]</p> <table border="1" data-bbox="1388 829 1556 949"> <tr><td>200</td><td>70</td><td>2</td></tr> <tr><td>-</td><td>40</td><td>8</td></tr> <tr><td>200</td><td>60</td><td>12</td></tr> <tr><td></td><td>40</td><td>8</td></tr> <tr><td>200</td><td>20</td><td>4</td></tr> </table>	200	70	2	-	40	8	200	60	12		40	8	200	20	4	<p>Ben has 265 marbles and James has 38 fewer. How many has James got?</p> <p>Ben = 265</p> <p>James = ?</p> <p>$265 - 38 = ?$</p>	<p>Subtraction facts to 100 (multiples of 5 and 10)</p> <p>Differences of multiples of 10</p> <p>Subtract fractions (see fractions sheet)</p>	<p>HTU - U HTU - TU HTU - HTU</p> <p>TU - near multiple of 10 (positive answers)</p>																	
200	70	2																																						
-	40	8																																						
200	60	12																																						
	40	8																																						
200	20	4																																						
	<p>ThHTU - ThHTU</p> <p>Decimals: To 1 D.P.</p> <p>money (£7.85 - £3.49)</p>	<p>Number lines - counting on</p> <p>$3754 - 1186 = 2568$</p>  <p>Vertical number line may be used to record calculation</p>	<p>Partitioning</p> <p>$3754 - 1186$</p> <p>$3754 - 1000 = 2754$ $2754 - 100 = 2654$ $2654 - 80 = 2574$ $2574 - 6 = 2568$</p>	<p>Decomposition [Red Alert]</p> <p>$723 - 458 = 265$</p> <table border="1" data-bbox="1198 1013 1355 1069"> <tr><td>700</td><td>20</td><td>3</td></tr> <tr><td>-</td><td>400</td><td>50</td><td>8</td></tr> </table> <p>(Exchange occurred) Re-written as:</p> <table border="1" data-bbox="1198 1133 1355 1189"> <tr><td>600</td><td>110</td><td>13</td></tr> <tr><td>-</td><td>400</td><td>50</td><td>8</td></tr> <tr><td>200</td><td>60</td><td>5</td></tr> </table>	700	20	3	-	400	50	8	600	110	13	-	400	50	8	200	60	5	<p>Decomposition (compact method)</p> <table border="1" data-bbox="1456 1029 1556 1125"> <tr><td>6</td><td>7</td><td>2</td><td>13</td></tr> <tr><td>-</td><td>4</td><td>5</td><td>8</td></tr> <tr><td>2</td><td>6</td><td>5</td><td></td></tr> </table>	6	7	2	13	-	4	5	8	2	6	5		<p>Bar Visualisation</p> 	<p>Recall subtraction fact for 100</p> <p>Recall subtraction facts of multiples of 100 totalling 1000</p> <p>Derive subtraction facts for 1 & 10 with numbers to 1D.P</p>	<p>TU - TU</p> <p>Subtract pairs of multiples of 10 / 100 / 1000</p> <p>(Th)HTU - (Th)HTU (small difference)</p>			
700	20	3																																						
-	400	50	8																																					
600	110	13																																						
-	400	50	8																																					
200	60	5																																						
6	7	2	13																																					
-	4	5	8																																					
2	6	5																																						
<p>Y5</p>	<p>TThThHTU - HTU</p> <p>Decimals up to 2dp ($72.53 - 45.76$)</p> <p>Measures Km-m, m-cm, cm-mm; L-ml; Kg-g</p>	<p>Number lines - counting on</p> <p>$72.53 - 45.76 = 26.77$</p> 	<p>No number line (partition one number - leading to mental calculation)</p> <p>$72.53 - 45.76$</p> <p>$72.53 - 40 = 32.53$ $32.53 - 5 = 27.53$ $27.53 - 0.7 = 26.83$ $26.83 - 0.06 = 26.77$</p>	<p>Decomposition [Red Alert]</p> <p>$2362 - 548 = 1814$</p>  <p>Re-written as:</p> <table border="1" data-bbox="1198 1412 1355 1476"> <tr><td>1000</td><td>1300</td><td>50</td><td>12</td></tr> <tr><td>-</td><td>500</td><td>40</td><td>8</td></tr> <tr><td>1000</td><td>800</td><td>10</td><td>4</td></tr> </table>	1000	1300	50	12	-	500	40	8	1000	800	10	4	<p>Decomposition (compact method)</p> <table border="1" data-bbox="1456 1276 1556 1452"> <tr><td>6</td><td>7</td><td>11</td><td>2</td></tr> <tr><td>-</td><td>14</td><td>5</td><td>3</td></tr> <tr><td>7</td><td>6</td><td></td><td></td></tr> <tr><td></td><td>2</td><td>6</td><td></td></tr> <tr><td>7</td><td>7</td><td></td><td></td></tr> </table>	6	7	11	2	-	14	5	3	7	6				2	6		7	7			<p>Bar Visualisation</p> 	<p>Recall subtraction fact for 1 & 10 inc decimals to 1 D.P</p> <p>Derive subtraction facts for 1 upto 2 D.P</p>	<p>Decimal - Decimal (eg $9.53 - 3.74$)</p>
1000	1300	50	12																																					
-	500	40	8																																					
1000	800	10	4																																					
6	7	11	2																																					
-	14	5	3																																					
7	6																																							
	2	6																																						
7	7																																							

+ Fractions see fraction progression sheet

<p>Y6</p>	<p>Consolidate / extend Y5 including: Decimal to 3 dp All Measures</p>	<p>Recognise when one written method is more efficient. (See Y5 methods of recording)</p> <ul style="list-style-type: none"> ➤ There was 2.5 litres in the jug. Stuart drank 385 ml. How much was left? ➤ 18.072 kg – 3.243 kg 	<div style="border: 1px solid black; padding: 2px;"> <p style="background-color: purple; color: white; padding: 2px;">18.072 kg</p> <p style="background-color: red; color: white; padding: 2px;">3.243kg</p> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <p style="background-color: purple; color: white; padding: 2px;">2.5 litre</p> <p style="background-color: red; color: white; padding: 2px;">385ml</p> </div>	<p>(as above)</p>	<p>Large number and decimals (e.g. 37,293 – 743.53)</p>
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