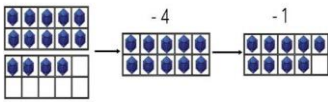
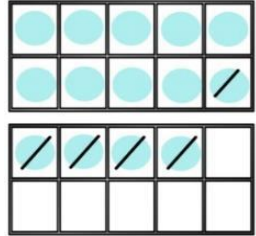
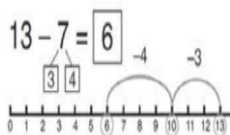
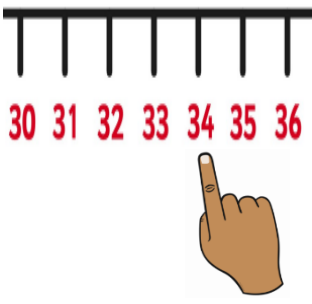
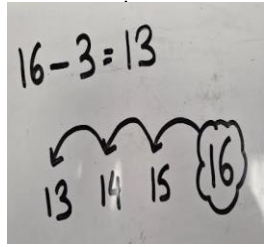
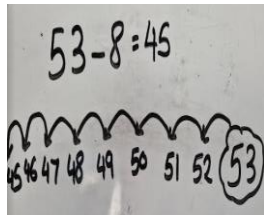
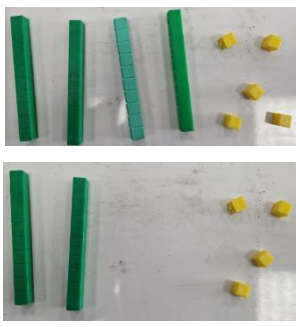
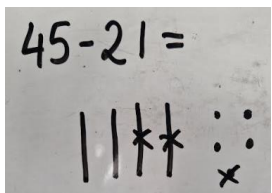
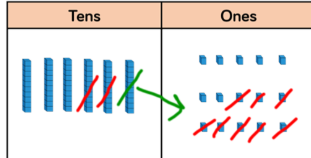
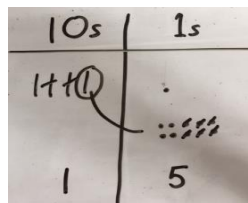
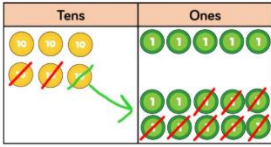
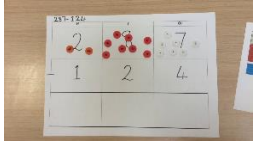
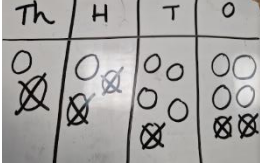
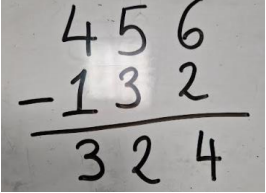
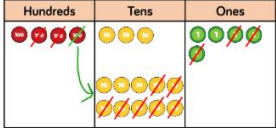
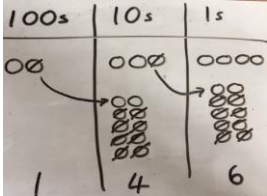
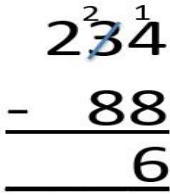

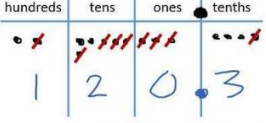

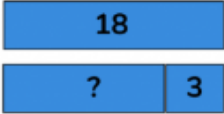


| Stage                     | Objective                                | Concrete   | Pictorial  | Abstract   |
|---------------------------|--|--|--|--|
| <b>EYFS/Year 1</b>        | Subtract 1 digit numbers                 | <p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> $4 - 3 = 1$ | <p>Children to draw/have pictures of the concrete resources they are using and cross out the correct amount. The bar model can also be introduced.</p> | <p>Introduced in Year 1:</p> <p>Number sentences:</p> $4 - 3 = \underline{\quad}$ $\underline{\quad} = 4 - 3$ <p>Bar models:</p>   |
| <b>EYFS/Year 1</b>        | Subtract 1 digit numbers (counting back) | <p>Counting back using number lines or number tracks.</p>  | <p>Draw their own number lines. Moving on to starting at the biggest number and counting back.</p>   | <p>Represent the calculation on a number line and show their jumps. Encourage children to use an empty number line or draw their own.</p>  |
| <b>EYFS/Year 1</b>        | Find the difference                      | <p>Use cubes, Numicon or Cuisenaire rods</p> <p>Calculate the difference between 8 and 5.</p>  | <p>Draw the cubes/counters or use the bar model to illustrate what they need to calculate.</p>   | <p>Find the difference between 8 and 5.</p> $8 - 5, \text{ the difference is } \underline{\quad}$ <p>Children to explore why <math>9 - 6 = 8 - 5 = 7 - 4</math> have the same difference.</p>  |
| <b>EYFS/Year 1/Year 2</b> | Subtract 1 and 2 digit numbers           | <p>Use part/whole model to help explain the inverse between + and -</p> <p>If 3 is the whole and 1 is one of the parts. What is the other part?</p>      | <p>Use a pictorial representation of objects to show the part - part - whole model. Draw dots to represent objects.</p>                                | <p style="text-align: center;"><u>Year 1</u></p> $6 - 3 = \underline{\quad}$ $\underline{\quad} = 6 - 3$ <p style="text-align: center;"><u>Year 2</u></p> <p>Fact families</p> $6 - 3 = \underline{\quad}$ $\underline{\quad} = 6 - 3$ $\underline{\quad} + 3 = 6$ |
| <b>Year 1/2</b>           | Make 10                                  | <p>Making 10 using ten frames.</p> $14 - 5 =$ <p>Make 14 on the ten frame. Take away the four first to make 10 and then takeaway</p>                     | <p>PV Counters:</p> <p>Children to present the ten frame pictorially and discuss what they did to make 10.</p>   | <p>Number line:</p> <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you</p>   |

|               |  | <p>one more so you have taken away 5. You are left with the answer of 9.</p>   |   | <p>have taken away 7 altogether. You have reached your answer.</p>              |   |   |  |  |  |      |      |  |  |  |  |  |
|---------------|--|---|---|--|---|---|--|--|--|------|------|--|--|--|--|--|
| <b>Year 2</b> | Subtracting ones from a 2 digit number using a number line | <p>Use a physical number line to find the greatest number and count backwards.</p>   | <br>                                      | $16 - 3 = \underline{\quad}$<br>$53 - 8 = \underline{\quad}$<br>If I count back $\underline{\quad}$<br>from $\underline{\quad}$ I get<br>$\underline{\quad}$       |   |   |  |  |  |      |      |  |  |  |  |  |
| <b>Year 2</b> | Subtract two digit numbers (No exchange)                   | <p>Use Base 10/Place value counters to make the first number then take the other number away.</p> <br><table border="1" data-bbox="590 1444 710 1612"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td>2</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> </table> | Tens  | Ones   | 2 | 3 |  |  | <p>Draw Base 10 using sticks and ones. Cross out what you are taking away</p> <br><p>Draw place value counters on a place value grid. Cross out what you are taking away</p> <table border="1" data-bbox="933 1489 1061 1646"> <tr> <th>tens</th> <th>ones</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> | tens | ones |  |  |  |  | <p>Subtract the ones, subtract the tens, add them together</p> $40 - 20 = 20$<br>$5 - 1 = 4$<br>$45 - 21 = 24$ |
| Tens          | Ones   |   |   |  |   |   |  |  |  |      |      |  |  |  |  |  |
| 2             | 3  |   |   |  |   |   |  |  |  |      |      |  |  |  |  |  |
|               |  |   |   |  |   |   |  |  |  |      |      |  |  |  |  |  |
| tens          | ones   |   |   |  |   |   |  |  |  |      |      |  |  |  |  |  |
|               |  |   |   |  |   |   |  |  |  |      |      |  |  |  |  |  |
|               |  |   |   |  |   |   |  |  |  |      |      |  |  |  |  |  |
| <b>Year 2</b> | Subtract two digit numbers (Exchange)                      | <p>Use base 10/place value counters to make the first number, exchange 1 ten for 10 ones</p>   | <p>Represent the Base 10 pictorially, remembering to show the exchange.</p> <br><p>Represent the place value counters</p> | <p>E.g. <math>44 - 25</math></p> <p>I can't do 4 ones subtract 5 ones so I need to exchange 1 ten for 10 ones</p> $14 - 5 = 9$<br>$30 - 20 = 10$<br>$44 - 25 = 19$ |   |   |  |  |  |      |      |  |  |  |  |  |

|                 |   |  |   |   |
|-----------------|---|--|---|---|
|                 |   |  | <p>pictorially, remembering to show the exchange</p>    |   |
| <b>Year 3/4</b> | <p>Subtract two numbers up to 4 digits (No exchange)</p>                        | <p>Represent first number with dienes/place value counters. Take other number away</p>    | <p>Represent the place value counters/dienes pictorially;</p>   | <p>Formal column method</p>    |
| <b>Year 3/4</b> | <p>Subtract two numbers up to 4 digits (Exchange)</p>                           | <p>As above, but when taking away identify if an exchange is required<br/> 1 thousand = 10 hundreds<br/> 1 hundred = 10 tens<br/> 1 ten = 10 ones</p>  | <p>Represent the place value counters/dienes pictorially; remembering to show what has been exchanged.</p>   | <p>Formal column subtraction:</p> <p>Children must understand what has happened when they have crossed out digits.</p>  |
| <b>Year 5/6</b> | <p>Subtract with increasingly large and complex numbers and decimal values.</p> | <p>Continue to use place value as above to represent increasingly complex numbers</p>   | <p>Continue to represent the counters in a place value chart, crossing out to show subtraction and arrows for exchange</p>  <p><math>263.4 - 143.1 = 120.3</math></p> | <p>Formal column</p>   |
| <b>All</b>      | <p>Use bar models to represent subtraction calculations and problems</p>        |  | <p><math>18 - 3 = ?</math></p>  <p><math>18 - 3 = 15</math></p>   |   |