



Progression in written calculation strategies for subtraction

(Examples indicate end of year expectations)

Reception

Statutory Guidance

Have a deep understanding of number to 10, including the composition of each number.

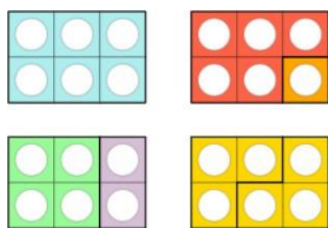
Subitise (recognise quantities without counting) to 5.

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

e.g. compose 6 in different ways



e.g. Four bears go camping. How many are in the tent?



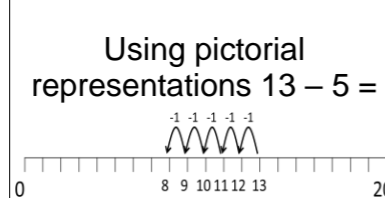
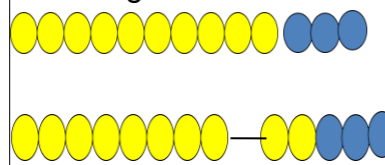
Year 1

Statutory Guidance

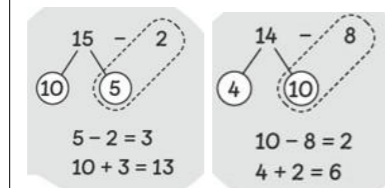
Subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = __ - 9$.

Possible representations
Using concrete objects e.g. $13 - 5 =$



Subtract by subtracting ones or by subtracting from 10



White Rose video link and parent activity book

<https://vimeo.com/469739683>

<https://vimeo.com/468518622>

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Y1-HL-Spring-Block-1-Addition-and-subtraction-within-20-2020.pdf>

Year 2

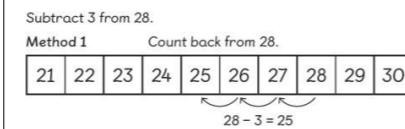
Statutory Guidance

Subtract numbers using concrete objects, pictorial representations, and mentally, including:

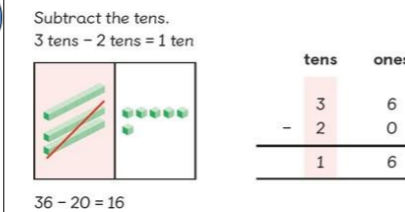
- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers

Possible representations

e.g. $28 - 3 =$

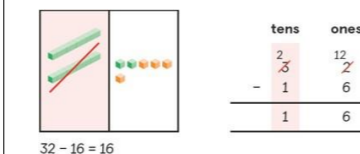


Subtracting a 2-digit number from a 2-digit number using column subtraction e.g. $36 - 20 =$



Subtracting using column method with renaming

e.g. $32 - 16 =$



White Rose video link and parent activity book

<https://vimeo.com/468561808>

<https://vimeo.com/468562834>

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Y2-HL-Autumn-Block-2-Addition-and-subtraction-2020.pdf>

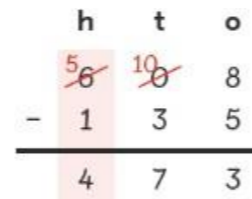
Year 3

Statutory Guidance

Subtract numbers with up to three digits, using formal written methods of columnar subtraction

Key strategy

Column subtraction with and without renaming e.g. $608 - 135$ (with renaming)

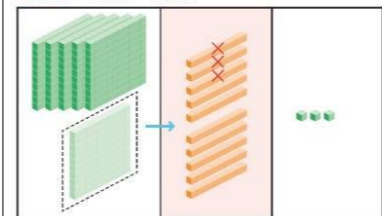


Possible representations

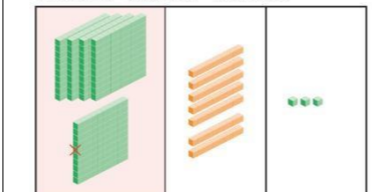
Step 1 Subtract the ones. $8 \text{ ones} - 5 \text{ ones} = 3 \text{ ones}$



Regroup 1 hundred into 10 tens. Subtract the tens. $10 \text{ tens} - 3 \text{ tens} = 7 \text{ tens}$



Subtract the hundreds. $5 \text{ hundreds} - 1 \text{ hundred} = 4 \text{ hundreds}$



White Rose video link and parent activity book

<https://vimeo.com/466609834>

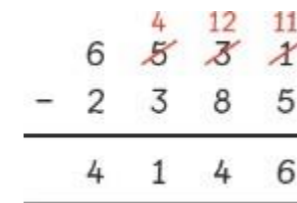
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Y3-HL-Autumn-Block-2-Addition-and-subtraction-2020.pdf>

Year 4

Statutory Guidance

Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate

Key strategy
e.g. $6531 - 2385$



White Rose video link and parent activity book

<https://vimeo.com/465337176>

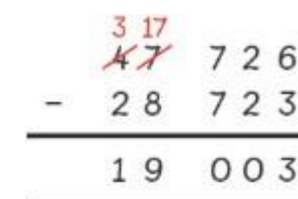
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Year 5

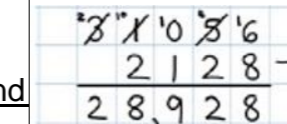
Statutory Guidance

Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)

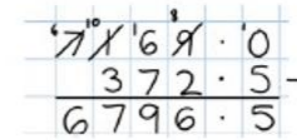
Key strategies e.g. $47,726 - 28,723$



Subtract with at least four digits including money and measure.



Use zeros for place-holders.



White Rose video link and parent activity book

<https://vimeo.com/459399023>

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Y5-HL-Autumn-Block-2-Addition-and-subtraction-2020.pdf>

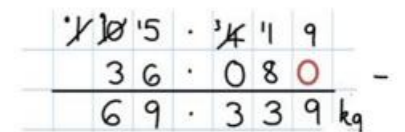
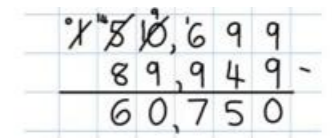
Year 6

Statutory Guidance

Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.



White Rose video link and parent activity book

<https://vimeo.com/456839795>

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Y6-HL-Autumn-Block-2-Four-operations-A-2020.pdf>