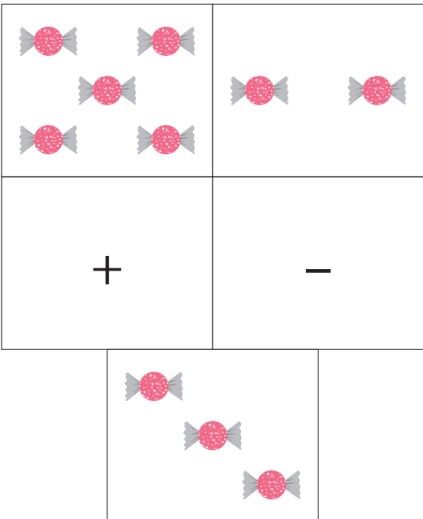
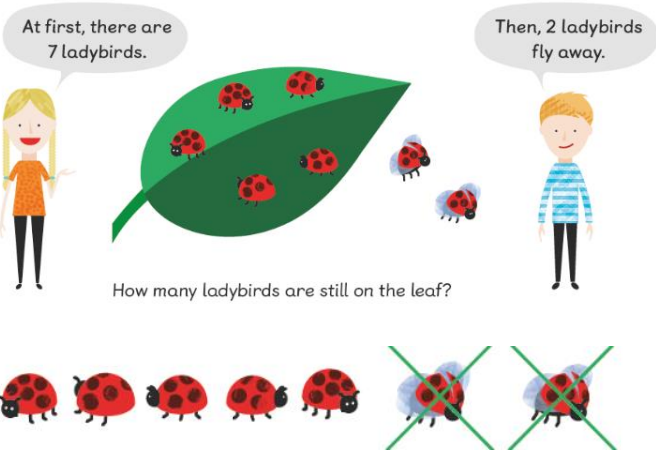
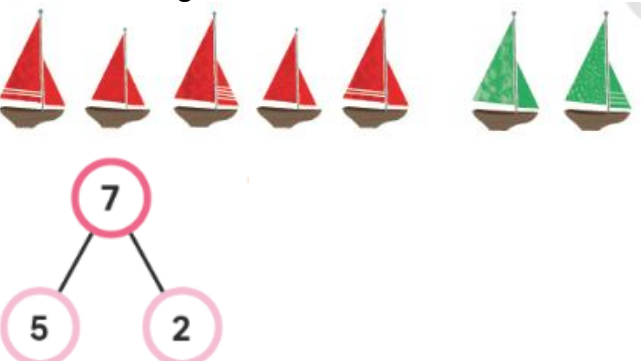
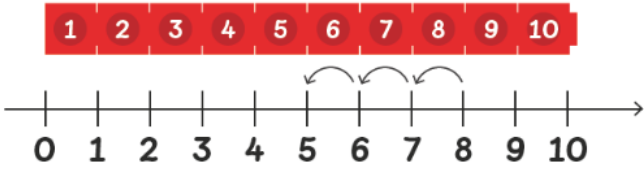
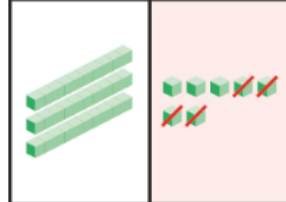
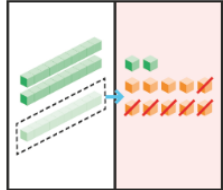
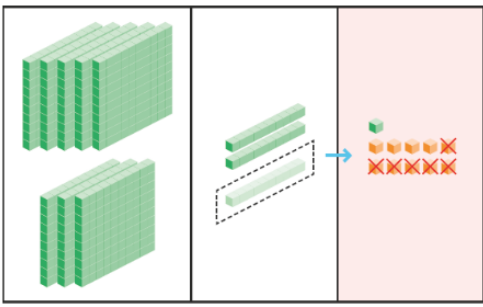
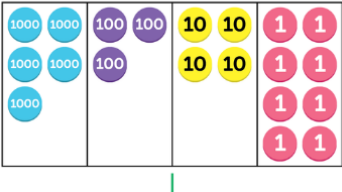


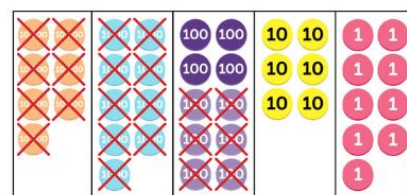
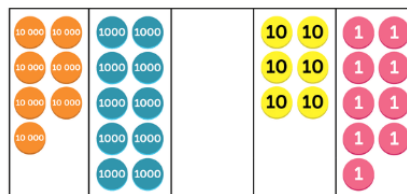
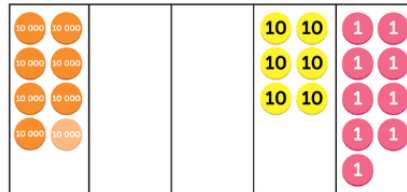
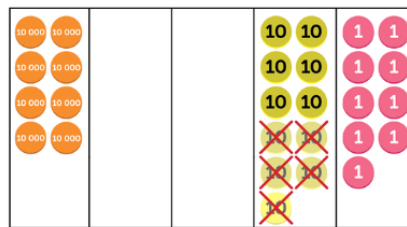
Calculation Progression – Subtraction



Year Group	Expectation	Method	Mathematical Language
R	Number: Have a deep understanding of number to 10. Numerical patterns: Compare quantities up to 10 in different contexts. Explore and represent patterns within numbers up to 10.	Subtraction by taking away 	Takeaway, minus, part, whole, less, total, digit, number bonds
Year 1	Subtract by crossing out. Subtract using number bonds. Subtract by counting back. Make subtraction stories. Write subtraction equations. Make a family of addition and subtraction facts. Subtract by subtracting ones. Subtract by subtracting from 10. Solve word problems involving subtraction.	Subtract by crossing out  At first, there are 7 ladybirds. Then, 2 ladybirds fly away. How many ladybirds are still on the leaf? Subtract using number bonds  Subtract by counting back  8 - 3 = 5	Subtraction, difference, 2-digit, inverse, ones, tens, backwards, number line

Year 2	Subtract numbers without renaming. Subtract numbers with renaming. Add three numbers. Draw models for different situations.	Subtracting tens and ones  $5 \text{ ones} - 1 \text{ one} = 4 \text{ ones}$ $5 - 1 = 4$  $5 \text{ tens} - 1 \text{ ten} = 4 \text{ tens}$ $50 - 10 = 40$ Column Subtraction  <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>3</td><td>7</td></tr><tr><td>- 2</td><td>4</td></tr><tr><td></td><td>3</td></tr></tbody></table> Subtraction with renaming  <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>2</td><td>12</td></tr><tr><td>- 1</td><td>6</td></tr><tr><td></td><td>6</td></tr></tbody></table> 	tens	ones	3	7	- 2	4		3	tens	ones	2	12	- 1	6		6	Renaming, 2-digit, hundreds, partitioning,
tens	ones																		
3	7																		
- 2	4																		
	3																		
tens	ones																		
2	12																		
- 1	6																		
	6																		
Year 3	Subtract numbers without renaming. Subtract numbers with renaming. Solve word problems involving addition and subtraction.	3-digit subtraction with renaming  <table><thead><tr><th>h</th><th>t</th><th>o</th></tr></thead><tbody><tr><td>3</td><td>2</td><td>12</td></tr><tr><td>- 2</td><td>2</td><td>6</td></tr><tr><td></td><td></td><td>6</td></tr></tbody></table>	h	t	o	3	2	12	- 2	2	6			6	Column subtraction, 3-digit				
h	t	o																	
3	2	12																	
- 2	2	6																	
		6																	
Year 4	Subtract numbers without renaming. Subtract numbers with renaming. Subtract numbers mentally. Solve word problems involving addition and subtraction.	4-digit subtraction with renaming $5348 - 4139 =$  There are not enough ones to subtract. 	4-digit, operations, methods, ten thousands																

		Rename 1 ten to 10 ones. $\begin{array}{r} 5 \ 3 \ 3 \ 8 \\ - 4 \ 1 \ 3 \ 9 \\ \hline \end{array}$ Now there are enough ones to subtract. $\begin{array}{r} 5 \ 3 \ 3 \ 8 \\ - 4 \ 1 \ 3 \ 9 \\ \hline 1 \ 2 \ 0 \ 9 \end{array}$	
Year 5	Subtract whole numbers with more than 4 digits. Subtract numbers mentally. Use rounding to check answers. Solve word problems involving addition, subtraction, multiplication and division, and a combination of these.	Subtracting within 1 000 000 Rename 1 ten as 10 ones. $\begin{array}{r} 80 \ 1 \ 2 \ 3 \\ - 79 \ 654 \\ \hline 9 \end{array}$ Rename 1 hundred as 10 tens.	Hundred thousands



$$\begin{array}{r} 80\cancel{1}2\cancel{3} \\ - 79\cancel{6}54 \\ \hline 469 \end{array}$$

$$80123 - 79654 = 469$$

$$\begin{array}{r} 80\cancel{1}2\cancel{3} \\ - 79\cancel{6}54 \\ \hline 69 \end{array}$$

Rename
1 ten thousand
as 10 thousands.



$$\begin{array}{r} 80\cancel{1}2\cancel{3} \\ - 79\cancel{6}54 \\ \hline 69 \end{array}$$

Then rename
1 thousand
as 10 hundreds.



Year 6

Perform mental calculations. Use estimation to check answers to calculations. Use the order of operations. Solve problems involving addition and subtraction. multiplication and division.

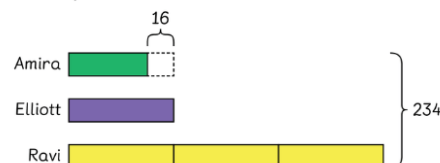
Multi-step word problems

Amira, Elliott and Ravi collected 234 toys for the school fair.
Elliott collected 16 more toys than Amira.
Ravi collected 3 times as many toys as Elliott.
How many toys did each of them collect?

Understand the problem

Amira collected the fewest toys.
She collected 16 fewer toys than Elliott.
Ravi collected the most toys.

Form a plan



Make the
units equal.



bar model
understand the
problem
form a plan
action a plan

		Action the plan $234 + 16 = 250$ $250 \div 5 = 50$ 1 unit = 50 1 unit - 16 = $50 - 16$ = 34 Amira collected 34 toys. 1 unit = 50 Elliott collected 50 toys. 3 units = 3×50 = 150 Ravi collected 150 toys.	 How can I check my answers?	
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