

Subtraction

Children must be secure in using number-lines including drawing their own numberlines. They must understand how to count on and backwards to solve subtractions and choose the most efficient strategy.

Next, secure the use of partitioning before introducing column methods.

$$\textcircled{1} \quad \begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 65 - 20 = 45 \\ 45 - 3 = 42 \end{array}$$

$$\begin{array}{r} 63 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 63 - 20 = 43 \\ 43 - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 43 - 3 = 40 \\ 40 - 2 = 38 \end{array}$$

• Remember to use concrete apparatus alongside each step.

② Expanded column method (no exchange)

$$\begin{array}{r} 60 \text{ and } 5 \\ - 20 \text{ and } 3 \\ \hline 40 \text{ and } 2 \end{array}$$

(always start with ones digit)

③ Expanded column method (exchange)

$$\begin{array}{r} 50 \\ - 60 \text{ and } 13 \\ \hline 20 \text{ and } 5 \\ \hline 30 \text{ and } 8 \end{array}$$

④ Formal column method. (no exchange)

$$\begin{array}{r} 65 \\ - 23 \\ \hline 42 \end{array}$$

⑤ Formal column method (exchange)

$$\begin{array}{r} 5613 \\ - 25 \\ \hline 38 \end{array}$$

When children are secure with each stage and can explain their method, move on to the next stage.

Move on to adding and subtracting larger numbers, according to the National Curriculum for each year group.