
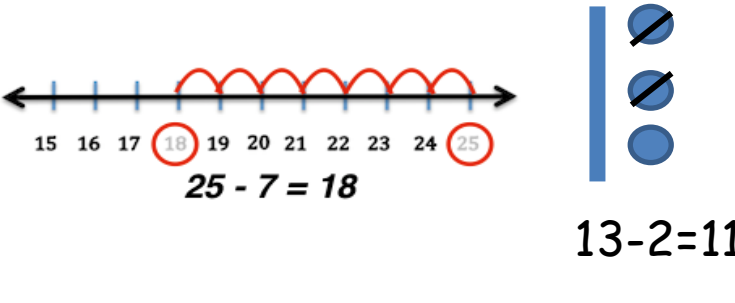
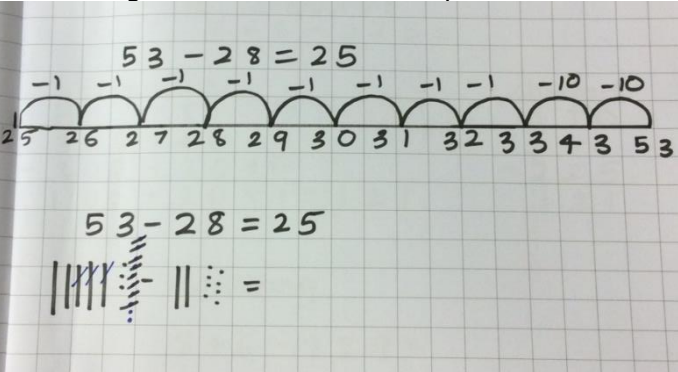
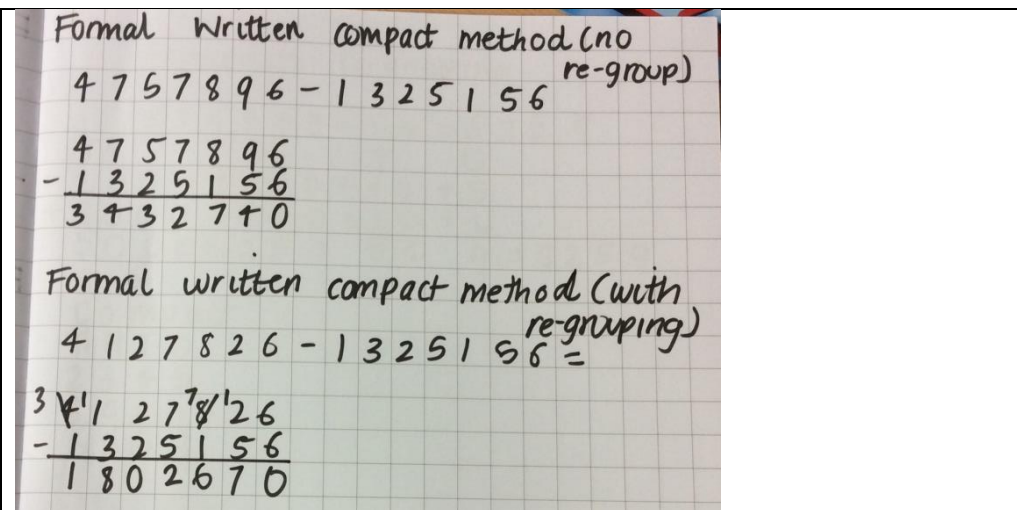


Subtraction	Method	Vocabulary	CPA	Additional notes
EYFS to 10	Counters, pictorial representation, fingers	Less, count back, subtract, left, minus, take away, left over	Using concrete resources to subtract. 	This will mostly be done through extended learning time or adult focus.
Year 1 to 20	counters, number line, 100 square	Subtract, take away, minus, leave, less, left over, how many are left? How many are gone? Find the difference (make sure pupils realise that difference is also related to addition as you count on)	Count back using number tracks / number lines / 100 grids to support the development of the concept of subtraction as take away. 	Children can also use the chips and beans method without regrouping.
Year 2 to 100	Number line and then moving on to Column method	subtract, subtraction, take away, minus, leave, less, left over, how many are left? How many are gone? Inverse, decrease, difference, fewer than.	Partitioning on the number line + chips and beans method = see addition notes 	Pupils to begin subtracting using the number line method for the first sequence of lessons/ chips and beans. Once secured pupils to move on to compact subtraction to support with SATS.

<p>Year 3 3 digits</p>	<p>Expanded and compact column method</p>	<p>subtract, subtraction, take away, minus, decrease, leave, less, left over, how many are left/left over? How many are gone? Inverse, decrease, difference, fewer than, more than, hundreds, tens, units, boundary, how much less is ___ than ___?</p>	<p>Expanded and compact column method subtraction (3 digits)</p> <p>No re-grouping $346 - 225 =$</p> <p>Expanded</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="padding-right: 10px;">H</td><td style="padding-right: 10px;">T</td><td style="padding-right: 10px;">O</td><td></td></tr> <tr><td>300</td><td>+ 40</td><td>+ 6</td><td></td></tr> <tr><td>- 200</td><td>+ 20</td><td>+ 5</td><td></td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td><td></td></tr> <tr><td>100</td><td>+ 20</td><td>+ 1</td><td>= 121</td></tr> </table> <p style="text-align: center;">→</p> <p>Compact</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="padding-right: 10px;">H</td><td style="padding-right: 10px;">T</td><td style="padding-right: 10px;">O</td><td></td></tr> <tr><td>346</td><td></td><td></td><td></td></tr> <tr><td>- 225</td><td></td><td></td><td></td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td><td></td></tr> <tr><td>121</td><td></td><td></td><td></td></tr> </table> <p style="text-align: center;">Regrouping</p> <p>$846 - 229 =$</p> <p>Expanded</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="padding-right: 10px;">H</td><td style="padding-right: 10px;">T</td><td style="padding-right: 10px;">O</td><td></td></tr> <tr><td>800</td><td>+ 40</td><td>+ 6</td><td></td></tr> <tr><td>- 200</td><td>+ 20</td><td>+ 9</td><td></td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td><td></td></tr> <tr><td>600</td><td>+ 10</td><td>+ 7</td><td>= 617</td></tr> </table> <p style="text-align: center;">→</p> <p>Compact</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="padding-right: 10px;">H</td><td style="padding-right: 10px;">T</td><td style="padding-right: 10px;">O</td><td></td></tr> <tr><td>8³46</td><td></td><td></td><td></td></tr> <tr><td>- 229</td><td></td><td></td><td></td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td><td></td></tr> <tr><td>617</td><td></td><td></td><td></td></tr> </table>	H	T	O		300	+ 40	+ 6		- 200	+ 20	+ 5						100	+ 20	+ 1	= 121	H	T	O		346				- 225								121				H	T	O		800	+ 40	+ 6		- 200	+ 20	+ 9						600	+ 10	+ 7	= 617	H	T	O		8 ³ 46				- 229								617				<p>When regrouping put the number used at the top.</p> <p>Expanded method and compact method should be shown side by side once pupils have understood the expanded method. Borrowing should not be used as a term because it implies that the borrowed number needs to go back. Instead we should be 'regrouping'.</p>
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Year 5 More than 4 digits	Formal written compact method	Subtract, subtraction, take away, minus, decrease, leave, less, left over, how many are left/left over? How many are gone? Inverse, decrease, difference, fewer than, more than, hundreds, tens, units, boundary, how much less is ___ than ___?.	<p>Formal written compact method (with units)</p> <p>Formal Written compact method (without regrouping)</p> $\begin{array}{r} 4757896 - 1325156 = \\ \text{M H Th T H T O} \\ 4757896 \\ - 1325156 \\ \hline 3432740 \end{array}$ <p>Formal written compact method (with regrouping)</p> $\begin{array}{r} 4127826 - 1325156 = \\ \text{M H Th T H T O} \\ 3\cancel{4}127826 \\ - 1325156 \\ \hline 2802670 \end{array}$	When regrouping put the number used at the top. Borrowing should not be used as a term because it implies that the borrowed number needs to go back. Instead we should be 'regrouping'.
Year 6		Subtract, subtraction, take	Formal written compact method (without units)	When regrouping put

<p>All of the above and a million</p>		<p>away, minus, decrease, leave, less, left over, how many are left/left over? How many are gone? Inverse, decrease, difference, fewer than, more than, hundreds, tens, units, boundary, how much less is ___ than ___?</p>	 <p>Formal Written Compact method (no re-group)</p> $4757896 - 1325156$ $\begin{array}{r} 4757896 \\ -1325156 \\ \hline 3432740 \end{array}$ <p>Formal written compact method (with re-grouping)</p> $4127826 - 1325156 =$ $\begin{array}{r} 3\cancel{4}127\cancel{8}26 \\ -1325156 \\ \hline 1802670 \end{array}$	<p>the number used at the top. Borrowing should not be used as a term because it implies that the borrowed number needs to go back. Instead we should be 'regrouping'.</p>
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