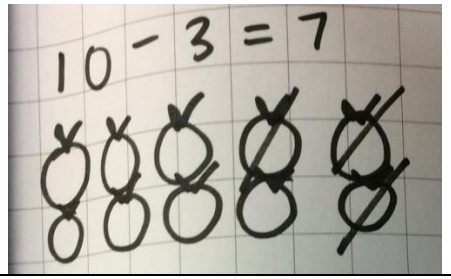
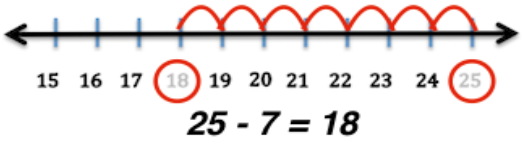
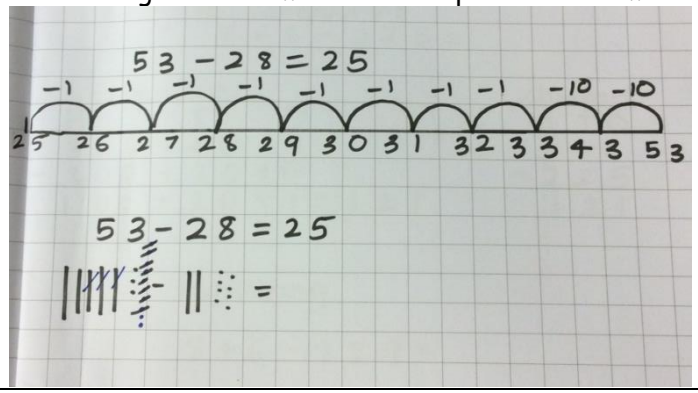
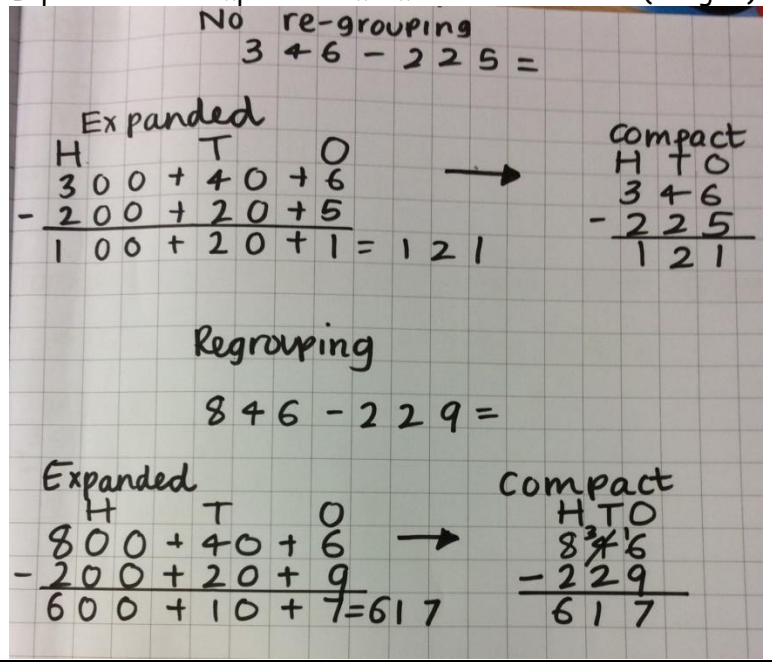
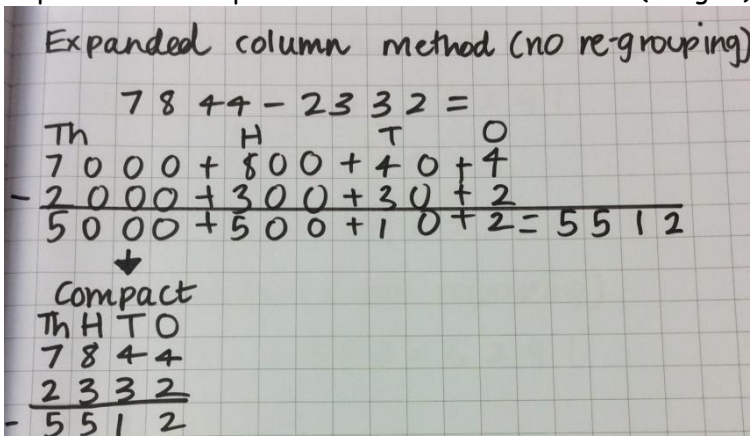
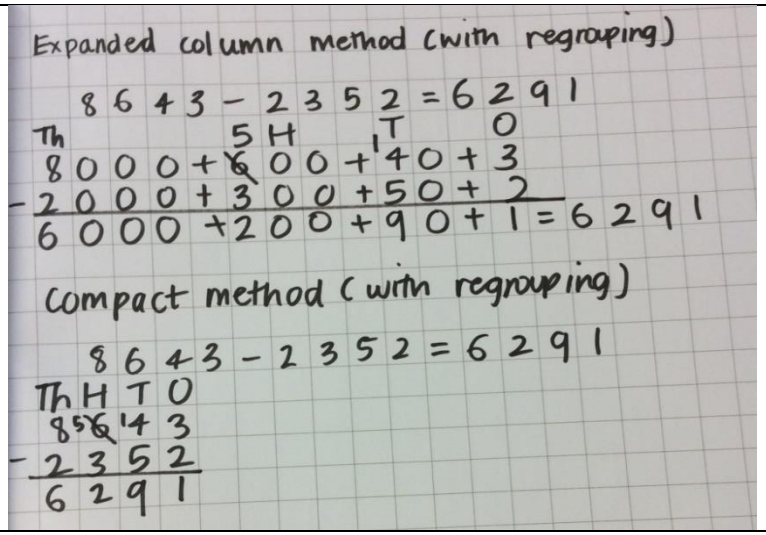
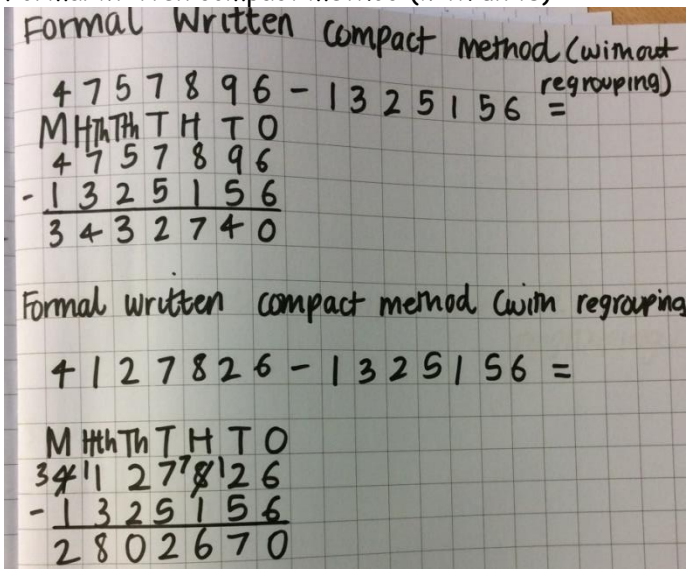
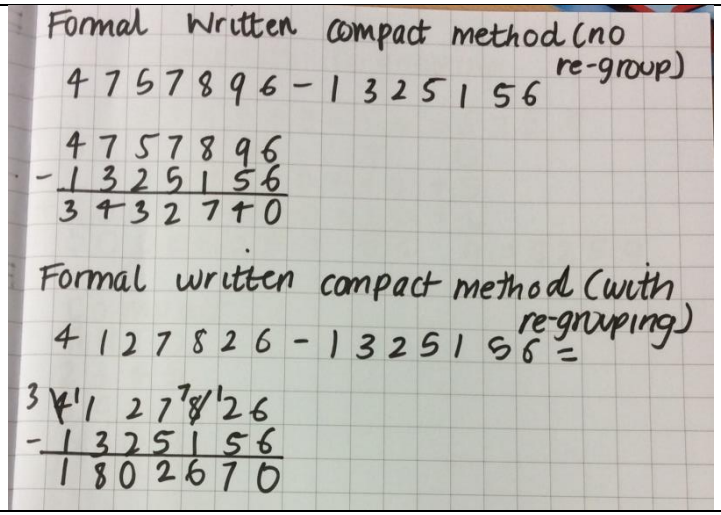
Subtraction	Method	Vocabulary	CPA	Additional notes
EYFS to 10	Counters, pictorial representation, fingers	Less, count back, subtract, left, minus, take away, left over	Using concrete resources to subtract.  	This will mostly be done through extended learning time or adult focus.
Year 1 to 20	counters, 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.  13-2=11	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.

Year 3 3 digits	Expanded and compact column 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 ___?	Expanded and compact column method subtraction (3 digits) 	When regrouping put the number used at the top. 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'.
Year 4 4 digits	Expanded and compact column 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 ___?	Expanded and compact column method subtraction (4 digits) 	When regrouping put the number used at the top. 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'.
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 ___?.	Formal written compact method (with units) 	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

All of the above and a million		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 ___?			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'.