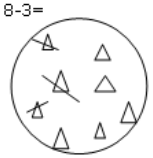
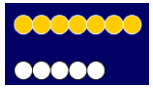
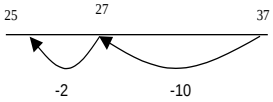
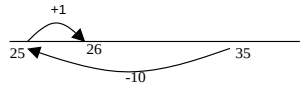
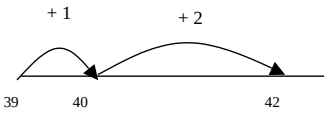
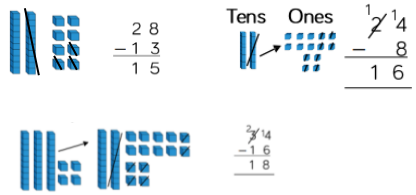
Subtraction

Foundation	Year 1	Year 2
Key Objectives • they say which number is one more or one less than a given number. • begin to relate addition to combining two groups of objects, and subtraction to 'taking away'. • using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	• read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. • represent and use number bonds and related subtraction facts within 20. • subtract one-digit and two-digit numbers to 20 i.e. 18 - 9, including zero. • solve simple one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems. 7 = □ – 9.	• solve simple one-step problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written Methods. • recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100. • add and 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. • show that subtraction is not commutative. i.e. 16 – 9 is not = to 9 – 16. • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
• Use language of subtraction - take (away), leave, how many are left/left over? how many have gone? one less, two less, ten less, how many fewer is..? difference between, is the same as. • Work with apparatus, e.g. bead strings to 20, Numicon and multilink. • Oral and practical work • Songs and rhymes • Practice counting back from a given one-digit number • Number stories using objects. 8-3=  • Begin recording number sentences and solve simple missing number problems, e.g. 7 - 3 = □ 7 - □ = 4 □ - 3 = 4 • Teacher model number sentences E.g. How many are there? How many now? (after some have been removed) so 8 take away 3 is 5. • Use Numicon to find number bonds to ten.	• Use language of subtraction - subtract, minus, takeaway, difference between, more than, less than, how much less is..? and equals. • Use – and = signs. • Songs and rhymes • Work with apparatus such as bead strings to 20, Numicon and multilink. • Physical and practical work on number tracks and semi structured number lines. • Jumping backwards. • Number stories, 15 people on a bus 3 get off, how many are left on? • Solve missing number problems and show an understanding of the meaning of the equals sign. 16 - 7 = □ ; 7 = 16 - □ ; □ - 7 = 9; 7 = □ - 9. • Practice counting back in 10s from multiples of 10s. • Finding the difference by counting on and comparing quantities  • Solve simple problems involving subtraction, e.g. *John had twelve apples. He gave four away. How many apples did he have left?* • Give change to 20p. • Use Numicon and other manipulatives, with an emphasis on place value and language, to reinforce all of the above visually.	• Count back in 10s from any number to 100. • Jump back on empty number line. E.g. 37 – 12 = 25  • Subtract 9 or 11 by subtracting 10 and adjusting, e.g. 35 – 9 = 26  • Find the difference between 2 towers of cubes, leading to using the empty number line for numbers that are close together 'count on' e.g. 42 - 39 = 3  • Use knowledge of number bonds to partition in order to subtract a one-digit number from a two-digit number on a number line. E.g. 22 – 7 = 15 • Progress to using a written formal method to subtract one or two digit numbers away from two-digit numbers. Use Base 10 to model exchanging practically and encourage children to draw the Base 10 alongside their calculations.



Be cautious of saying that you cannot do 4 – 6 as this may confuse children later when they learn about negative numbers.

- Use addition as the inverse operation to check answers and to solve empty box problems.
  E.g. □ - 8 = 12; 50 – □ =20; 65 + □ = 93
- Children need to understand that subtraction is not commutative i.e. 16 – 9 is not equal to 9 - 16