

Subtraction Progression Poster

Language to be used:

Foundation

take away, less, minus, subtract, leaves, difference between, how many more, how many fewer / less than, most, least, count back, how many left, how much less is_?

Key Stage One

Subtraction, subtract, take away, difference, difference between, minus, less than, one less, two less... ten less...

Lower Key Stage Two

less, minus, decrease, fewer, difference, how many less to make...? how much less? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many fewer? Equals sign, is the same as.

Upper Key Stage Two

As above

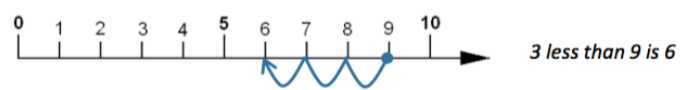
Foundation Stage

Bead strings can be used to illustrate subtraction by counting back a single digit subtract a single digit or counting on.

Subtraction by 'taking away' concrete apparatus and counting how many are left. Use pictorial representations alongside concrete apparatus.



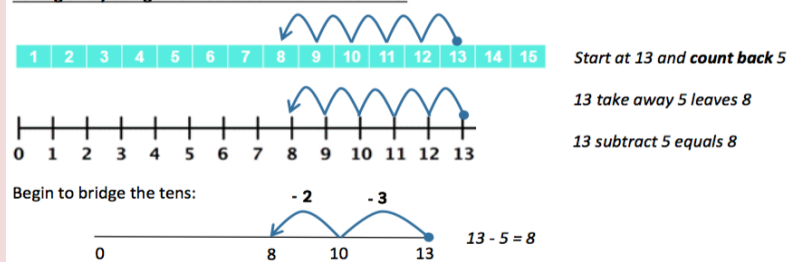
Number lines can then be used alongside number tracks and concrete apparatus.



Year One

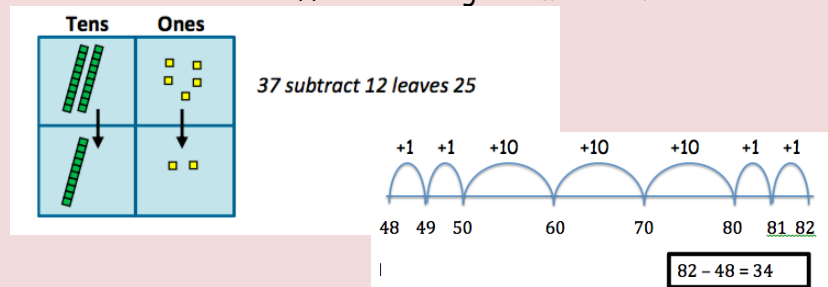
- Count back, first in ones then using number facts. Two-digit take one-digit, comparing quantities to find the difference.

Taking away using a number track and number line.



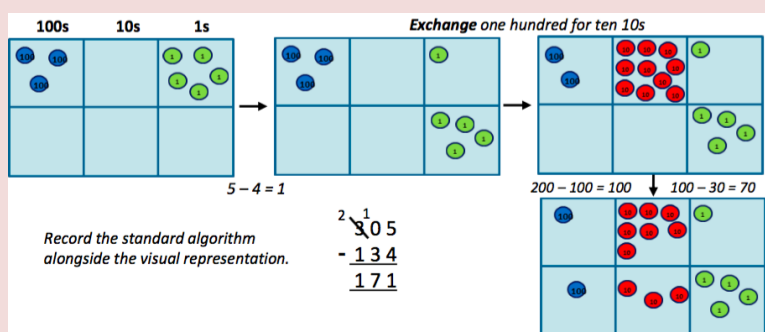
Year Two

- Two-digit subtract two-digit using dienes, counting on to find the difference using a numberline.



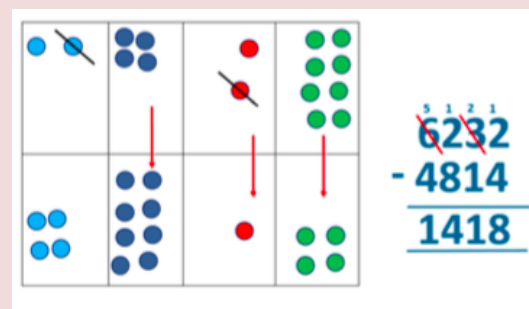
Year Three

- Subtract numbers with up to three digits, using the formal written methods of columnar subtraction
 - Children to still use number line to find the difference



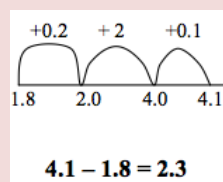
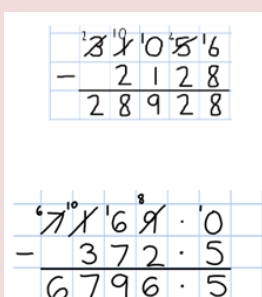
Year Four

- Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction.
 - Children to still use number line to find the difference



Year Five

- Subtract pairs of four digits and up to two decimal places.
 - Children still use number line to find the difference.



Year Six

- Children to use compact method of subtraction.
- Subtraction of decimals up three decimal places.

