
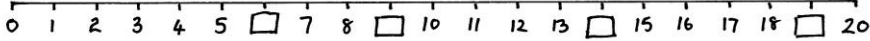







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Progression in subtraction strategies


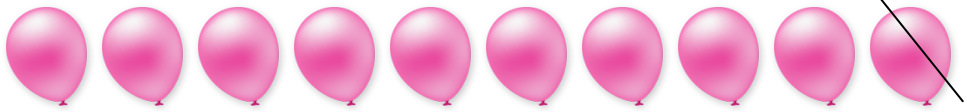


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Strategy	Examples	Vocabulary
Counting backwards in ones	<p>Number tracks/washing lines/ numbered numberlines</p>   	Backwards, back, less than, numbers
Singing games, storybooks and number rhymes involving counting backwards	<p>5 currant buns, 10 fat sausages, 10 little fish</p>   	Less, backwards, take away
Practical activities through play	<p>Role play activities – The shop has 5 apples and sells 1. How many apples are left in the shop?</p> 	Less, take away, one less, starting with, take away one, how many are left?

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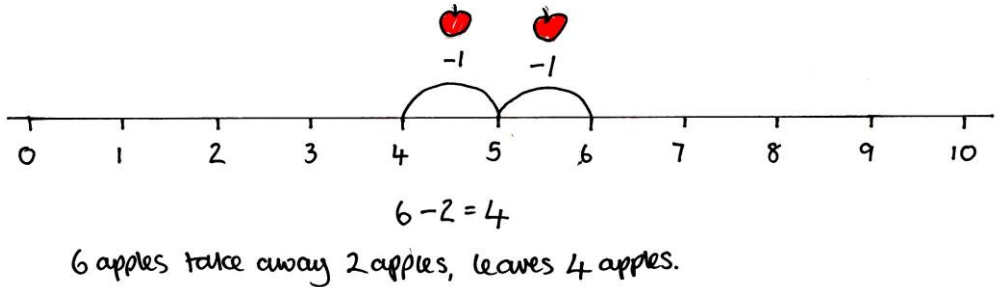
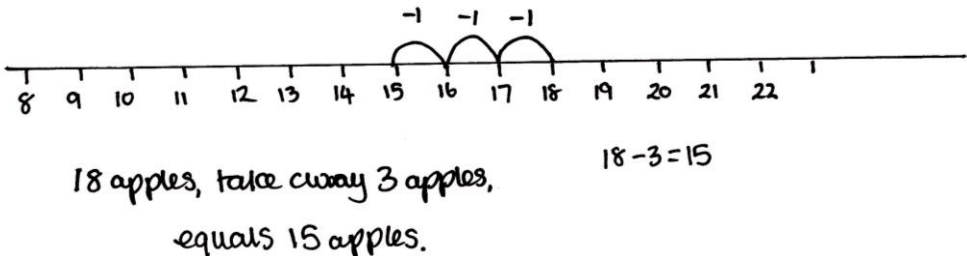
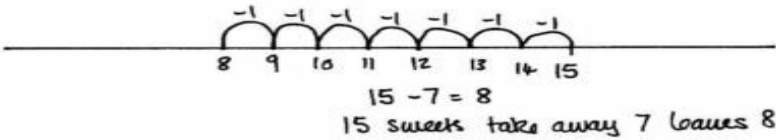
September 2013

<p>Hopping back 1 and then more than 1 on a number track</p>	<p>Stand on 5 and hop back 1. What number are you on?</p> 	<p>Hop back, land on, 5 hop back 1 is 4</p>
<p>Represent taking away 1 using a subtraction story</p>	<p>There are 10 balloons. 1 of the balloons pops. Show this by popping a balloon, leaving 9.</p>  <p style="text-align: center;">9</p>	<p>Less, take away, one less, starting with, take away one, how many are left?</p>
<p>Use concrete objects and fingers to support subtraction</p>	<p>If a farmer has 13 apples on a tree and he picks 5. How many apples will be left?</p> 	<p>Less, take away, less than, starting with, take away, how many are left?</p>
<p>Use pictorial recording, informal recording and then number sentences</p>	<p>There are 10 balloons. 3 of the balloons pop. Show this by crossing out 3 balloons, leaving 7.</p>  <p>Children record pictorially and then informally annotate their drawings using the numbers without operation signs 10 7 3</p> <p>Children move on to write number sentences $10 - 7 = 3$</p>	<p>Leaving, left over, take away, ... left</p>

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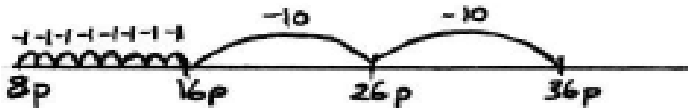
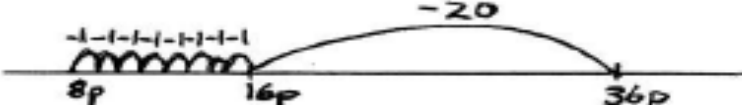
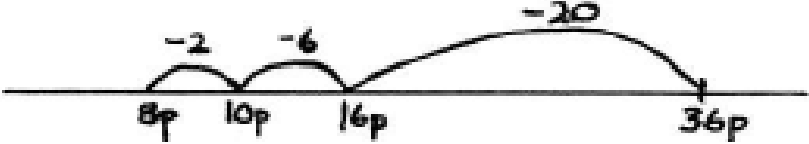
September 2013

<p>Relate simple problems to the number track and numbered number line. (Always start with largest number to the right and subtract by jumping back to the left.)</p>	<p>If I have 6 apples and I eat 2, I have 4 apples left.</p>  <p>$6 - 2 = 4$ 6 apples take away 2 apples, leaves 4 apples.</p>	<p>Jump back, hop back, land on, 6 hop back 2 is 4</p>
<p>Subtract a single digit number from a larger number using numbered number line</p>	<p>If a farmer has 18 apples on a tree and he picks 3. How many apples will be left?</p>  <p>$18 - 3 = 15$ 18 apples, take away 3 apples, equals 15 apples.</p>	<p>Jump back, hop back, land on, 18 take away 3 is 15</p>
<p>Use knowledge of number bonds to solve subtraction problems by partitioning the second number</p>	<p>I had 15 sweets and I ate 7 of them. How many sweets will be left? $15 - 7 = 15 - 5 - 2$ $15 - 5 = 10$ $10 - 2 = 8$</p>	<p>Partition the second number</p>
<p>Use an unstructured number line to subtract a single digit number from a 2 digit number (own numbering & jumps)</p>	<p>I had 15 sweets and I ate 7 of them. How many sweets will be left?</p>  <p>$15 - 7 = 8$ 15 sweets take away 7 leaves 8 sweets</p>	<p>Start on ..., jump back, hop back</p>

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Progression in subtraction strategies

September 2013

<p>Use unstructured number line to subtract a two digit number from a two digit number jumping in 10s and 1s (Pre-requisite skill: counting on and back in steps of 10 and 1 from different starting numbers)</p>	<p>I have 36p, I spend 28p. How much do I have left?</p>  <p>$36p - 28p = 8p$ You have 8p left.</p>	<p>Start on 36 and hop/ jump back</p>
<p>Use unstructured number line to subtract a two digit number from a two digit number in multiples of 10 and 1s</p>	<p>I have 36p, I spend 28p. How much do I have left?</p> 	<p>Multiples of 10</p>
<p>Subtracting on an unstructured number line partitioning to the next tens number</p>	<p>I have 36p, I spend 28p. How much do I have left?</p> 	<p>Partitioning, jump to the next tens number</p>
<p>Partitioning without a number line. Partition the second number only.</p>	<p>There were 72 books in the library. Children borrowed 24 of them. How many books were left in the library?</p> <p>$72 - 24 = 72 - 20 - 4$ $72 - 20 = 52$ $52 - 4 = 48$. The answer is 48 books.</p>	<p>Partitioning</p>

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September 2013

<p>Columnar or vertical method, compact method, formal decomposition</p>	<p>A piece of ribbon is 135cm long. 22cm are cut off. What length is left?</p> $\begin{array}{r} 135 \\ - 22 \\ \hline 113 \end{array}$ <p>There is 113cm left</p>	<p>Columnar or vertical method, compact method, formal decomposition</p>
<p>Columnar or vertical method with exchange</p>	<p>A piece of wood is 135cm long. 28cm are cut off. What length of wood is left?</p> $\begin{array}{r} 1\overset{2}{\cancel{3}}\overset{1}{5} \\ - 28 \\ \hline 107 \end{array}$ <p>The wood is 107cm long</p>	<p>Exchanging, compact vertical method,</p>
<p>Columnar or vertical method with decimals</p>	<p>A plant root measures 23.062 cm. As part of an experiment a scientist cuts off 1.0005cm. How much root is left?</p> $\begin{array}{r} \overset{1}{\cancel{0}} \overset{1}{2} \\ 23.0\overset{1}{\cancel{6}}\overset{1}{2}0 \\ - 1.0005 \\ \hline 22.0615 \end{array}$ <p>22.0615cm of root is left</p>	<p>Exchanging, concise columnar or vertical method</p>