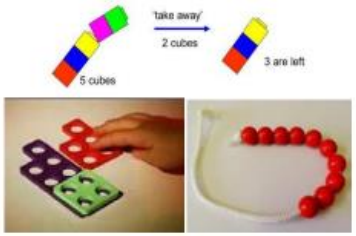
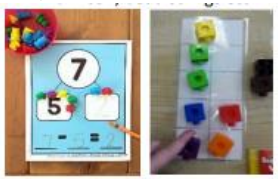
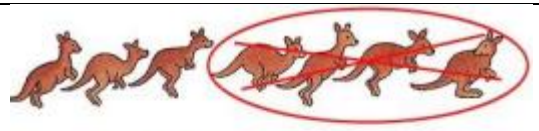
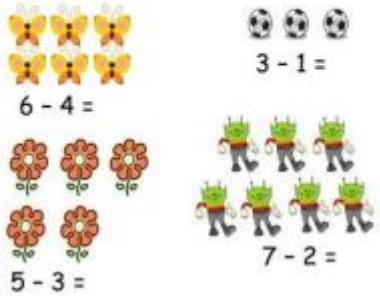
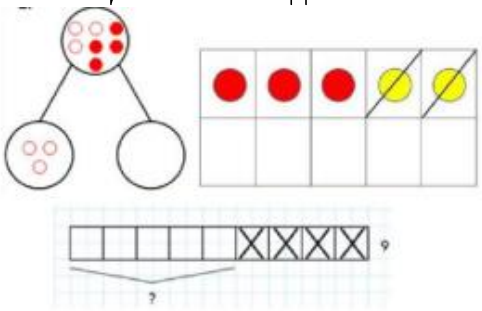
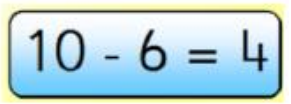
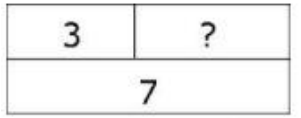
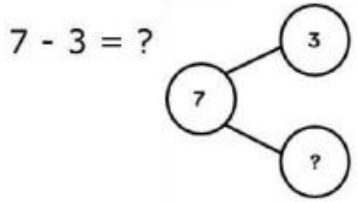
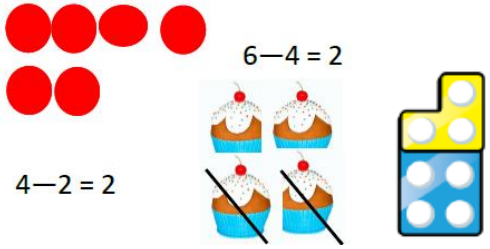
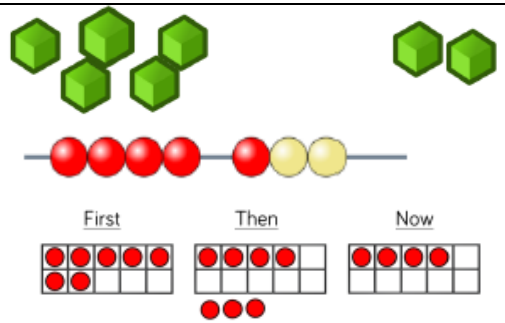
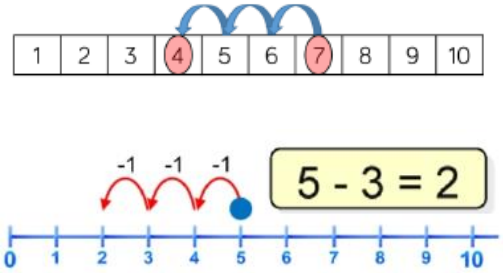
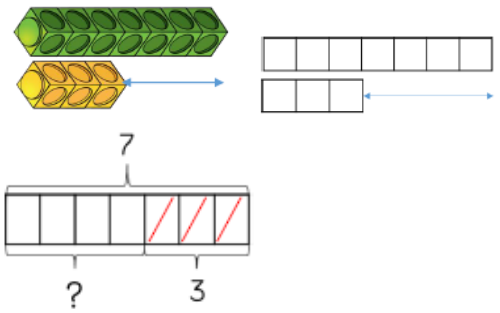
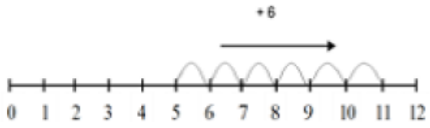
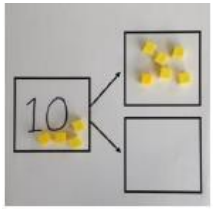
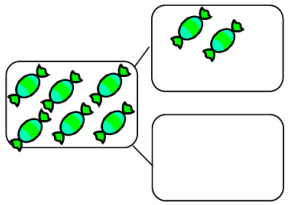
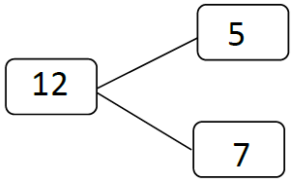
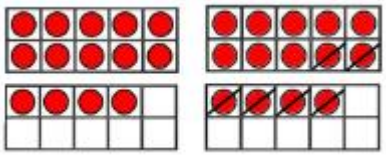
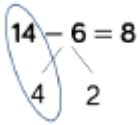
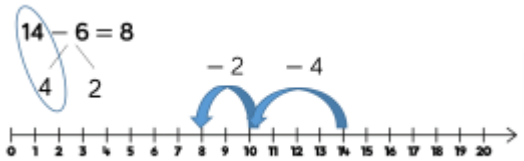
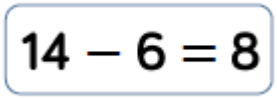
Reception

Objective / strategy	Concrete	Pictorial	Abstract
Match and sort Compare amounts Representing, comparing, composition of numbers 1-10 (completed in phases throughout the year) One less Taking away Even and odd	 Use toys and general classroom resources for children to physically manipulate, group/regroup.  Use specific maths resources such as snap cubes, Numicon, bead strings etc.  Use visual supports such as ten frames, part part whole and subtraction mats, with the physical objects and resources that can be manipulated.	  A group of pictures for children to cross out or cover quantities to support subtraction.  Use visual supports such as ten frames, part part whole and bar model with pictures/icons.	    A focus on symbols and numbers to form a calculation. No expectation for children to be able to record a number sentence/addition calculation.

Year 1			
Objective / strategy	Concrete	Pictorial	Abstract
Taking away ones	 Use physical objects, counters, cubes etc to show how objects can be taken away.	Cross out drawn objects to show what has been taken away.	$7 - 3 = 4$
Counting back	 Move objects away from the group, counting backwards. Move the beads along the bead string as you count backwards.	 Ten frames, number tracks and single bar support reduction.	Put 7 in your head and count back 3. *What number do you arrive at?*

Finding the difference	 Lay objects to represent bar models.	 11 - ☐ = 5 Count on using a number line to find the difference.	Hannah has 12 sweets and her sister has 5. *How many more does Hannah have than her sister?*
Represent and use number bonds and related subtraction facts within 20 (part, part, whole model).	 Link to addition. Use Part, part whole model to show the inverse using concrete objects.	 Use pictorial representations or drawings to show the part.	 Move to using numbers within the part whole model.

Make 10	  Make 14 on the ten frame. Take away 4 to make ten, the take away 2 more.	 Children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Ten frames, number shapes and number lines are particularly useful for this.	 How many do we take off first to get to 10? How many do we have left to take off?

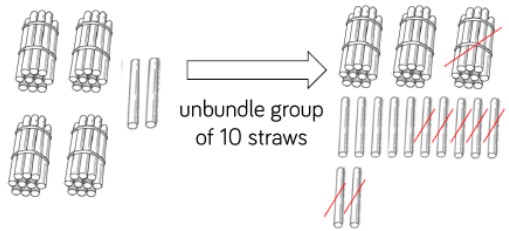
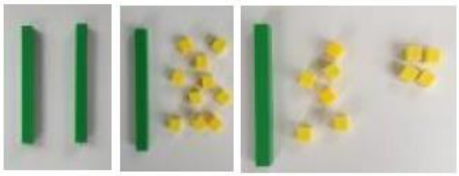
Key vocabulary and questions

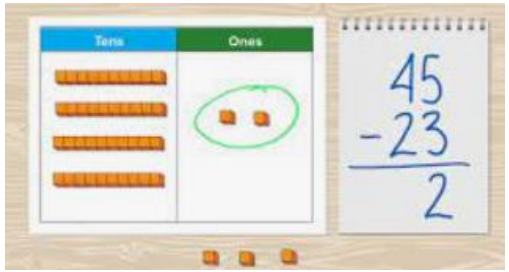
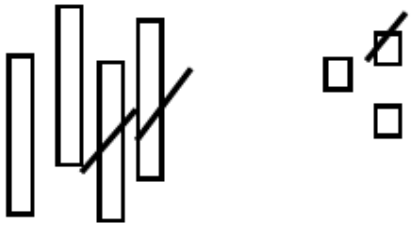
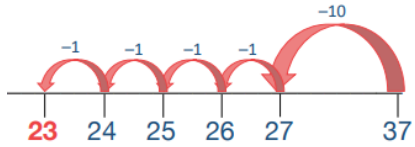
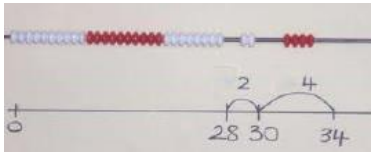
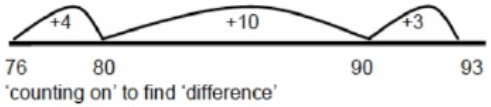
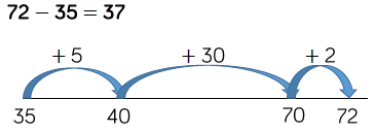
-, subtract, take (away), minus leave, difference between, (half, halve)

=, equals, sign, is the same as

how many are left/left over? how many have gone? one less, two less, ten less... how many fewer is... than...?how much less is...?

Year 2			
Objective / strategy	Concrete	Pictorial	Abstract

Regrouping a ten into ten ones	42 – 17 = 25   Using a range of concrete resources such as place value counters of base 10. Show how you can exchange a ten into ten ones.	 Children to use drawings to support the idea of exchanging a ten into ten ones before carrying out the subtraction.	20 – 4 = 16

Partitioning in subtraction without regrouping.	 Use base 10 to show how to partition the number when subtracting without regrouping.	 Children draw representations and cross off.	 Subtraction on an empty number line taking away the tens then the ones.
Making ten strategy	 Use a bead bar or bead string to model counting to the next ten and the rest.	 Use a number line to count on to the next ten and then the rest	 Once fluent children should confidently jump in lots of tens rather that one ten at a time.

Key vocabulary and questions

-, subtract, subtraction, take (away), minus, leave, difference between, half, halve

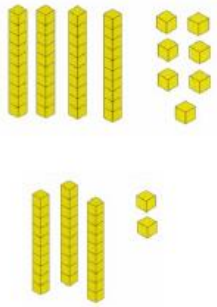
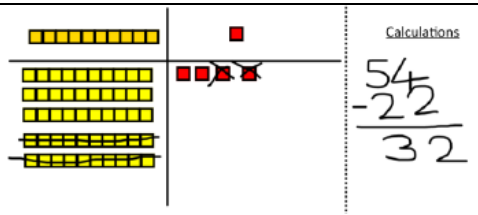
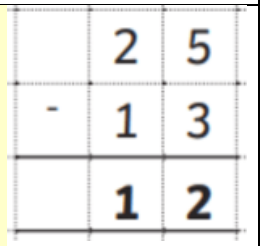
=, equals, sign, is the same as

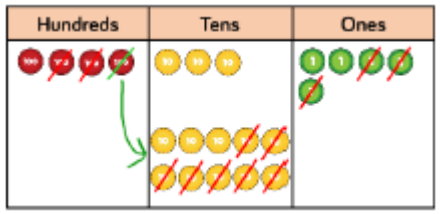
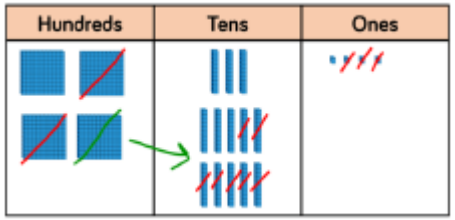
tens boundary

how many are left/left over?

one less, two less... ten less... one hundred less

how many fewer is... than...? how much less is...?

Year 3			
Objective / strategy	Concrete	Pictorial	Abstract
Column subtraction without exchanging.	 At this stage, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers	 Draw representations to support understanding.	74 - 23 = ? 70 4 - 20 3 50 1 = 51  Expanded column subtraction may be needed before moving onto the formal method. See guidance in addition policy.

	become larger straws become less efficient.		
Column subtraction with exchanging starting with 2 digit numbers before moving to 3 digit.	 Begin with base 10 or Numicon. Move then to place value counters, modelling the exchange of a ten into ten ones or hundred into ten tens.	 Children may draw base 10 or place value counters and cross off.	$\begin{array}{r} {}^{3}\not{4}{}^{1}\not{3}5 \\ -\ 273 \\ \hline 262 \end{array}$ Begin by partitioning into place value columns then move to the formal method.

Key vocabulary and questions

-, subtract, subtraction, take (away), minus, leave, difference between half, halve, decrease, descend.

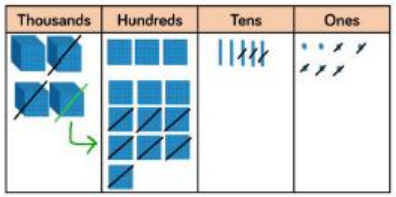
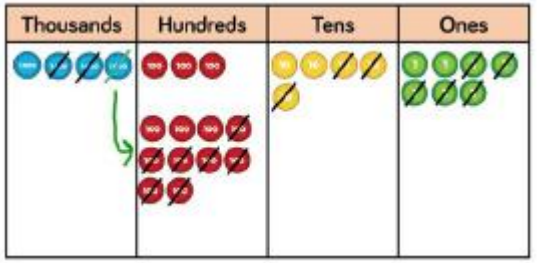
how many are left/left over?

one less, two less... ten less... one hundred less

how many fewer is... than...?

how much less is...?

= equals, sign, is the same as, tens boundary, hundreds boundary

Year 4			
Objective / strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones. Subtract with up to 4 digits.	 Model process of exchange using Numicon, base ten and then move to place value counters.	 Children to draw place value counters and show their exchange - see Year 3.	$\begin{array}{r} {}^{3}\not{4}\,{}^{1}\not{3}57 \\ -\ 2735 \\ \hline 1622 \end{array}$

Key vocabulary and questions

subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over?

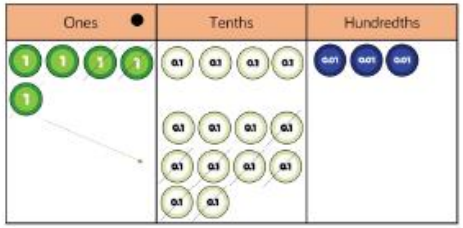
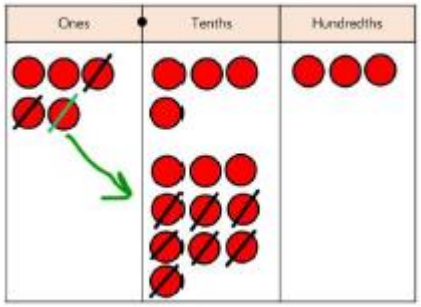
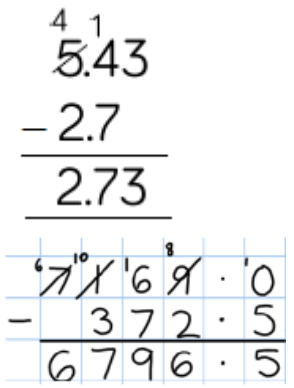
difference between, half, halve

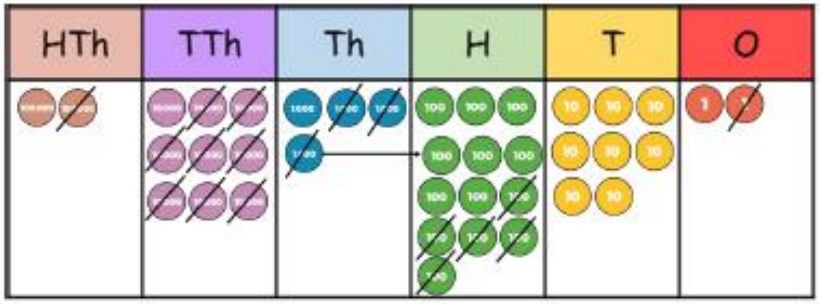
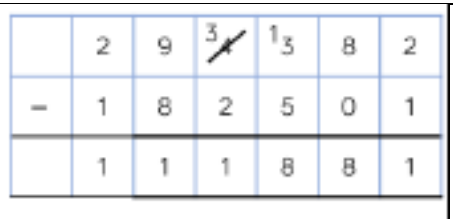
how many more/fewer is... than...?

how much more/less is...?

equals, sign, is the same as, tens boundary, hundreds boundary

inverse

Year 5			
Objective / strategy	Concrete	Pictorial	Abstract
Subtract with at least 4 dig-its, including money and measures. Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal			

Subtract with increasingly large and more complex numbers and decimal values.		

Key vocabulary and questions

subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over?

difference between, half, halve

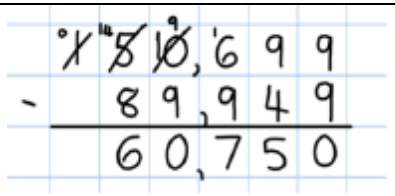
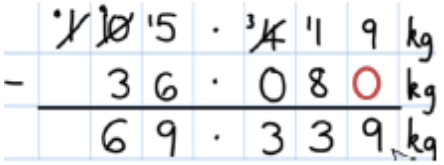
how many more/fewer is... than...?

how much more/less is...?

equals, sign, is the same as, tens boundary, hundreds boundary ones boundary, tenths boundary

inverse

Year 6			
Objective / strategy	Concrete	Pictorial	Abstract

Subtract with increasingly large and more complex numbers and decimal values.	  Insert zeros for place value holders.

Key vocabulary and questions

subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over?

difference between, half, halve

how many more/fewer is... than...?

how much more/less is...?

equals, sign, is the same as, tens boundary, hundreds boundary units boundary, tenths boundary

inverse