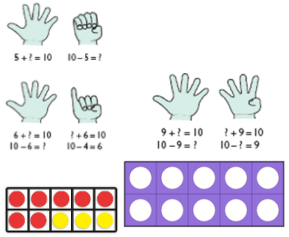
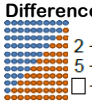
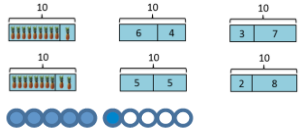
Subtraction KS1

EYFS	**Reception: ELG 2018** Numbers to 20: place them in order and say which number is one more or one less than a given number Using quantities and objects, they add and **subtract two single-digit numbers and count on or back to find the answer** They solve problems, including doubling, halving and sharing. **Exceeding:** Estimation and checking quantities by counting up to 20 Combining groups of 2, 5 or 10 or sharing into equal groups	
Year	1	2
Layers of vocabulary  **Appendix 1a** Beck's Tiers of Vocabulary **Appendix 1b:** Vocabulary book	**Basic to subject specific (Beck's Tiers):** take away, distance between, difference between, less than. How many more? How much greater? How many fewer? how much more is…? – subtract, take (away), minus, leave, 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…? difference between half, halve = equals, sign, is the same as **Instructional vocabulary:** start from, start with, start at look at point, to show me	**Basic to subject specific (Beck's Tiers):** subtract, subtraction, take (away), minus leave, how many are left/left over? one less, two less… ten less… one hundred less how many fewer is… than…? how much less is…? difference between half, halve = equals, sign, is the same as tens boundary difference, partition, rearrange, inverse, place value **Instructional vocabulary:** tell me, describe, name, pick out, discuss, talk about, explain, explain your method, explain how you got your answer, give an example of… show how you…
NC 2014	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Recording subtraction in columns supports place value and prepares for formal written methods with larger numbers.
	Concrete, pictorial, abstract	Concrete, pictorial, abstract

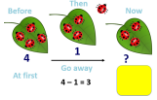
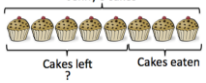
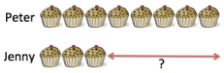
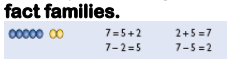
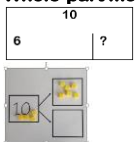
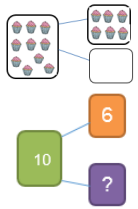
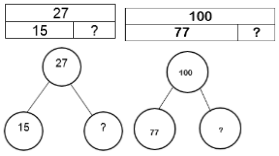
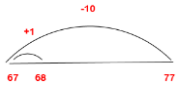
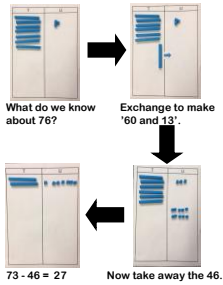
Subtraction KS1

<table>
<tr>
<td>Developing Conceptual/ Procedural Understanding</td>
<td>
Number bonds

Ten Frames

Difference between 7 and 10.

2 + ☐ = 10 10 - ☐ = 3
5 + ☐ = 10 10 - ☐ = 9
☐ + 4 = 10 10 – 0 = ☐
Use the pattern to complete the number sentences.

6 less than 10 is 4.
Count out, then count how many are left. Remove from the set.
7 – 4 = 3

</td>
<td>
Count back on a number track.
15 – 6 = 9

Difference between.
13 - 8 = __
8+ __ = 13

Subtraction-take away

Jenny's cakes

Cakes left ? Cakes eaten
8-3=?
Subtraction-finding the difference

Peter
Jenny ?
How many more cakes does Peter have than Jenny? 8-3=?
</td>
<td>
Develop knowledge of fact families.

Whole-part model


Fill in the missing numbers
</td>
<td>
Whole-part model

Fill in the missing numbers
All answers to be recorded in a number sentence following any informal recording.
Adjustment strategy
77 - 9 =
77-10 +1 =67+ 1
=68

(Round and adjust)
What is the nearest 10?
55 – 27 =
55 – 30 +3 =25 + 3
= 28
91 – 48 =
91-50 +2=41 +2
=43
</td>
<td>
Re-arranging
35 - 8 =
Tell me what you know about 8, e.g. 2 + 6, 5 + 3
35 - 8=
Rearrange the 8 into 5 + 3
So 35 - 5 - 3= 30 - 3 =27
55 - 27 =
Partition the 27 into 20 +7 and rearrange the 7 into 5 + 2.
So 55 – 27 = 55 -20 -5 -2
= 35 – 5 - 2
= 28
Taking away and exchanging
73 – 46 =

What do we know about 76?
Exchange to make '60 and 13'.
73 - 46 = 27
Now take away the 46.
</td>
<td>
Subtract mentally pairs of multiples of 10 using known facts
60 – 20 = 40 because 6 – 2 = 4

Partitioning of the second number strategy

74 – 47
74 – 40 = 34
34 – 4 – 3 = 27

Balance in the equation
35 - ☐ = 31
☐ - 12 =34
20 - ☐ = 14 - 3
(Open-ended)
18 - ☐ = 15 - ☐
Decision making
27 - ☐ = 12
Sam works out
27 – 15 = 12.
How could he have done this?
</td>
</tr>
<tr>
<td>Known facts</td>
<td colspan="2">Represent & use number bonds and related subtraction facts within 20
Add and subtract 1 digit and 2 digit numbers to 20, including zero</td>
<td colspan="4">Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</td>
</tr>
<tr>
<td rowspan="6">Essential knowledge</td>
<td>1 less</td>
<td>Number bonds: subtraction 5 and 6</td>
<td>10 less</td>
<td colspan="2">Number bonds: subtraction 20,12 and 13</td>
</tr>
<tr>
<td>Count back</td>
<td>Number bonds: subtraction 7 and 8</td>
<td>Subtract 1 digit from 2 digit by bridging</td>
<td colspan="2">Number bonds: subtraction 14 and 15</td>
</tr>
<tr>
<td>Subtract 10.</td>
<td>Number bonds: subtraction 9 and 10</td>
<td>Partition second number and count back in tens then ones.</td>
<td colspan="2">Number bonds: subtraction 16 and 17</td>
</tr>
<tr>
<td>Teens subtract 10</td>
<td>Difference between</td>
<td>Subtract 10 and multiples of 10.</td>
<td colspan="2">Number bonds: subtraction 18 and 19</td>
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<tr>
<td></td>
<td></td>
<td>Subtract near multiples of 10.</td>
<td colspan="2">Difference between</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add near multiples of 10.</td>
<td colspan="2"></td>
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