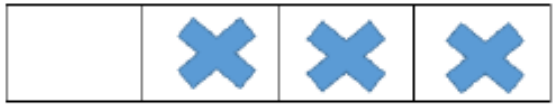
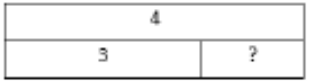
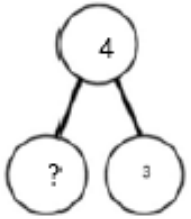
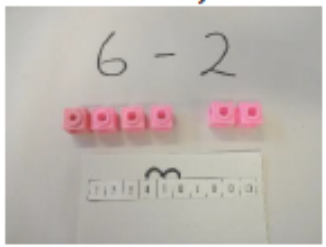
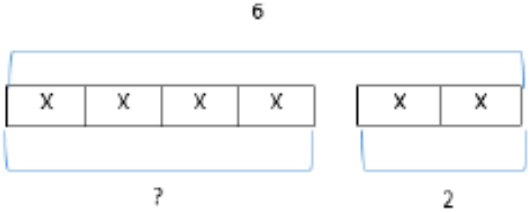
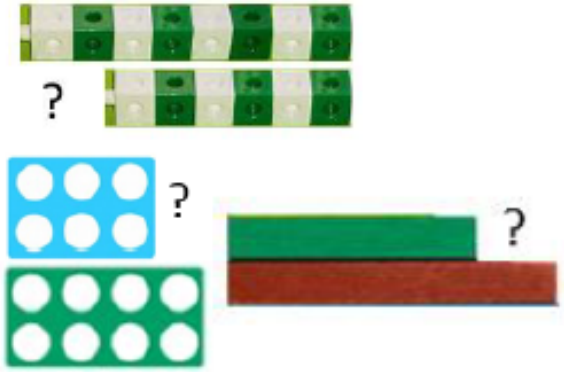
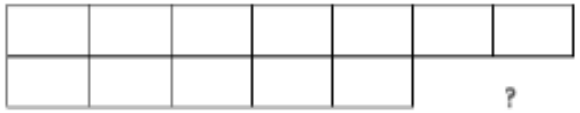
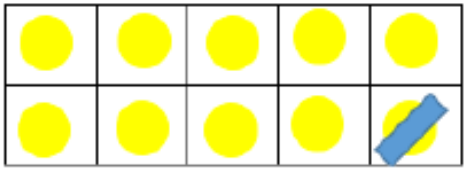
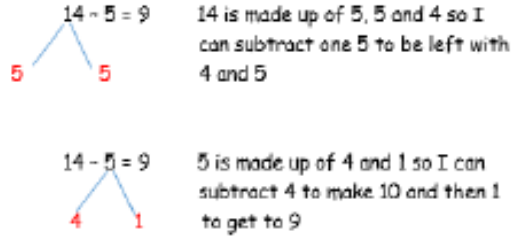
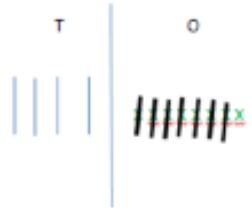
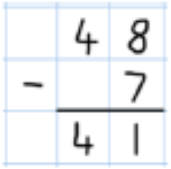
Subtraction-

Key language which should be used: take away, less than, the difference, subtract, minus, fewer, decrease, '7 take away 3, the difference is four'

Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole (use various objects too) rather than crossing out- children will physically remove the objects 4 – 3 = 1 	Children to draw the concrete resources they are using and cross out.  Use of the bar model: 	**4- 3 =** **□ = 4 - 3**  
Counting back (using number lines or number tracks)  	Children to represent what they see pictorially e.g.  	

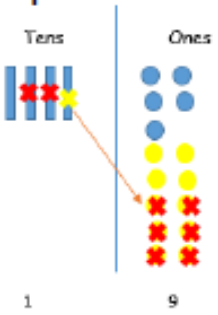
Finding the difference (using cubes, numicon or Cuisenaire rods, other objects can also be used) 	Children to draw the cubes/other concrete objects which they have used XXXXXXXX XXXXXX Use of the bar model 	Find the difference between 8 and 6. 8 – 6, the difference is ? Children to also explore why 9 - 7 = 8 – 6 (the difference, of each digit, has changed by 1 do the difference is the same- this will help when solving 10000-9987)
Making 10 (using numicon or ten frames) 14 – 5  Children could also do this by subtracting a 5 from the 10. 	Children to present the ten frame pictorially  	14 – 5 = 9 You also want children to see related facts e.g. 15 – 9 = 5 Children to represent how they have solved it e.g. 
Column method (using base 10) 48-7 		48 – 7 = 

Column method (using base 10 and having to exchange)

45-26

1) Start by partitioning 45
2) Exchange one ten for ten more ones
3) Subtract the ones, then the tens.

Represent the base 10 pictorially

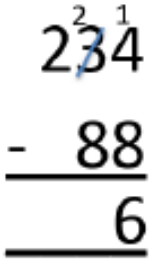


It's crucial that the children understand that when they have exchanged the 10 they still have 45. 45 = 30 + 15

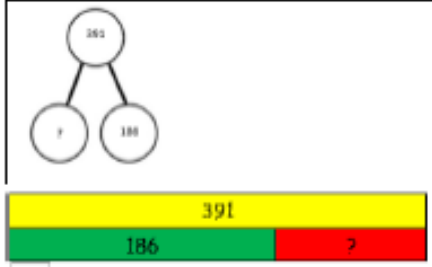
Column method (using place value counters) 234-88

Once the children have had practice with the concrete, they should be able to apply it to any subtraction.

Like the other pictorial representations, children to represent the counters.



Fluency variation, different ways to ask children to solve 391-186:



Raj spent £391, Timmy spent £186. How much more did Raj spend?

I had 391 metres to run. After 186 I stopped. How many metres do I have left to run?

391 - 186

☐ = 391 - 186

391
-186
———

Find the difference ebtween 391 and 186
Subtract 186 from 391.
What is 186 less than 391?

What's the calculation? What's the answer?