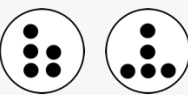
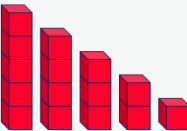
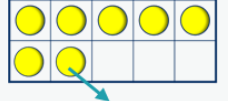
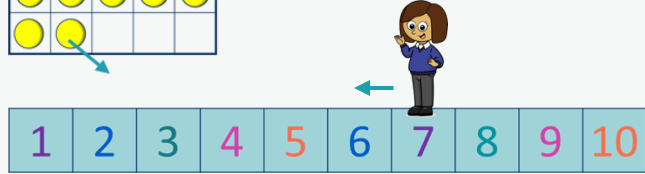
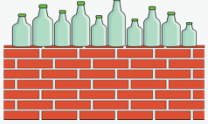
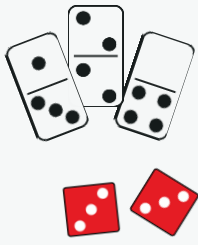
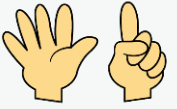
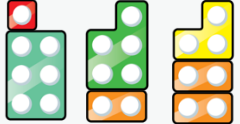
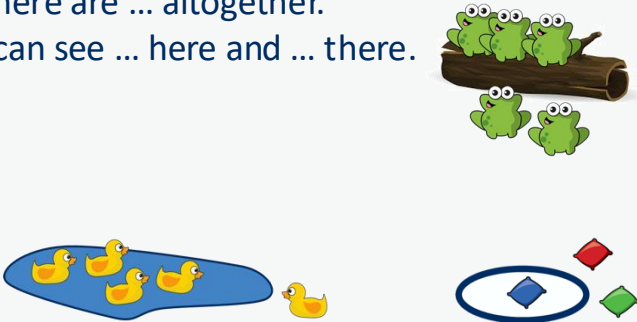
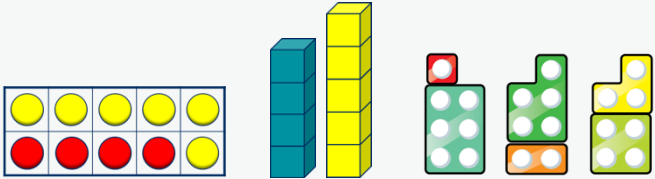
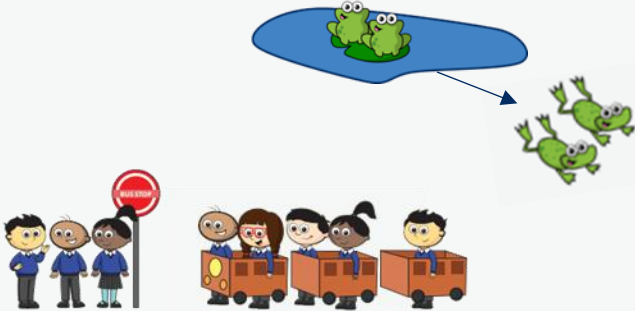
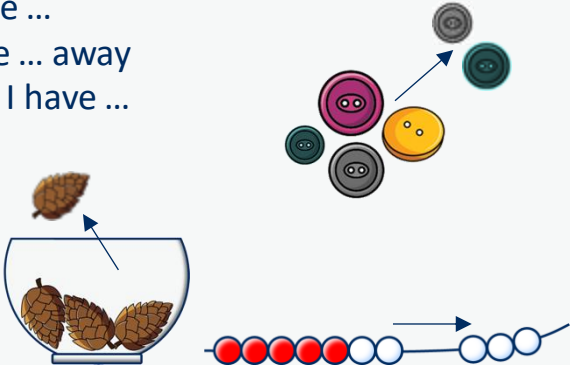


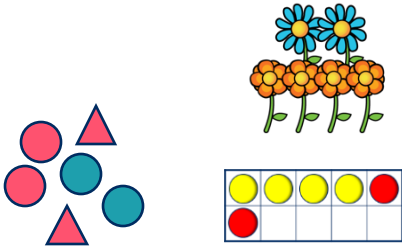
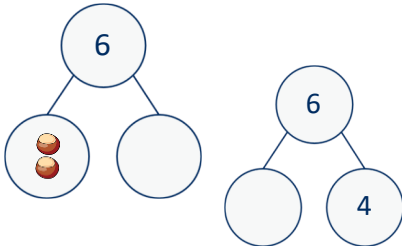
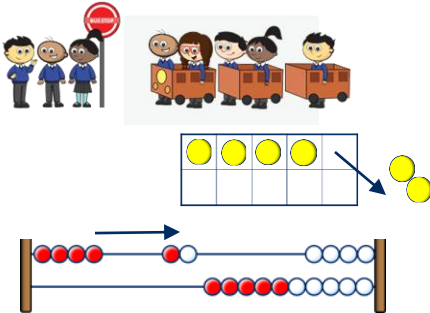
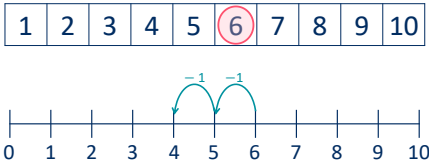
Subtraction

Reception	- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (and some subtraction facts) and some number bonds to 10, including double facts.	
Progression of skills	Key representations	
Conceptually subitise to 5 Notice the parts that make up the whole.	What do you see? How do you see it?     	
1 less Continue to link to stories, songs and rhymes.	1 less than ... is ...    	
Notice the composition of numbers within 10 Link to stories, songs and rhymes.	How many...? How many...? How many altogether?   	How many ways can you make...?    

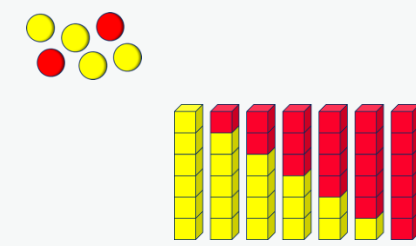
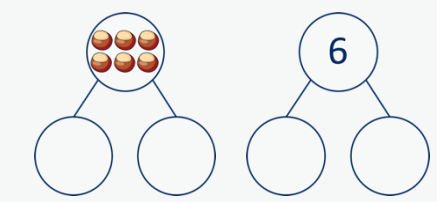
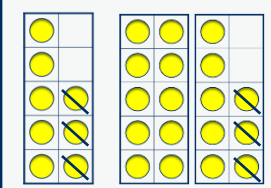
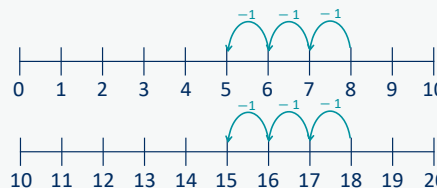
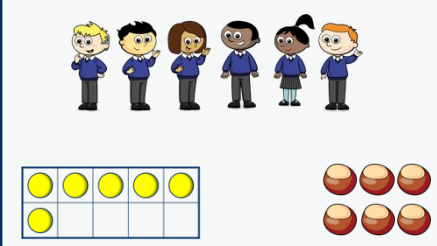
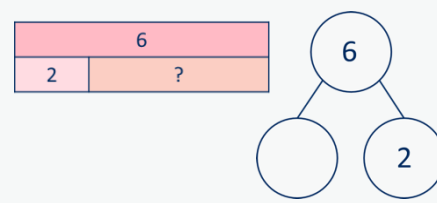
Subtraction

Progression of skills	Key representations	
Partition Using objects, explore different ways to partition a number into 2 or more parts.	There are ... altogether. I can see ... here and ... there. 	... and ... make ... 
Take away A quantity is reduced.	First... Then... Now... 	I have ... I take ... away Now I have ... 

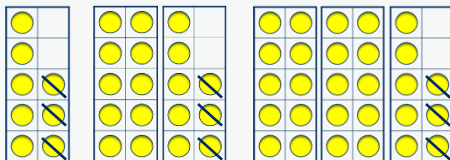
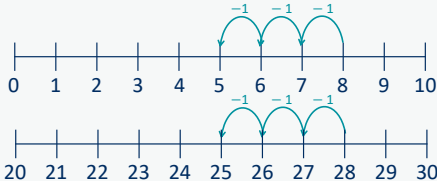
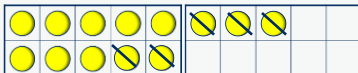
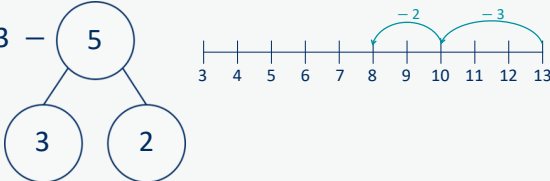
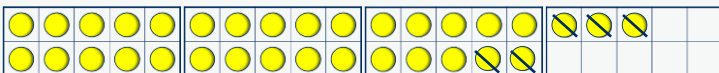
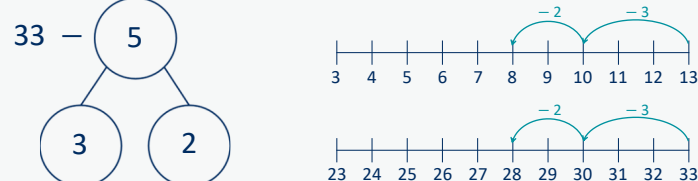
Subtraction

Year 1	- Read, write and interpret mathematical statements involving subtraction (−) and equals (=) signs. - Represent and use number bonds and related subtraction facts within 20 - Subtract one-digit and two-digit numbers to 20, including zero. - Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		
Progression of skills	Key representations		
Find a part Link to number bonds and known facts. E.g. $2 + 4 = 6$ so if 6 is the whole and 4 is a part, the other part must be 2	There are ... in total. ... are ... How many are not ...? 	... is the whole. ... is a part. ... is a part. 	... subtract ... is equal to is equal to ... − ... $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$
Take away A quantity is decreased.	First... Then... Now... 	I start at ... I jump back ... I land on ... 	... minus ... is equal to is equal to ... − ... $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$

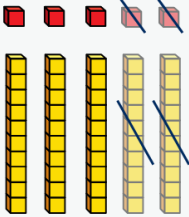
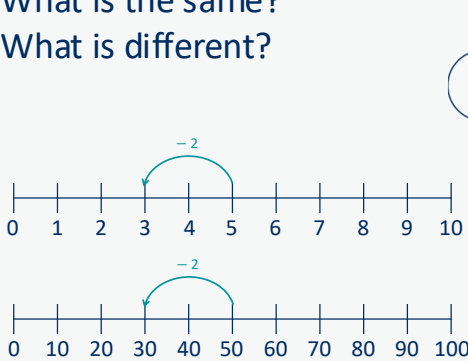
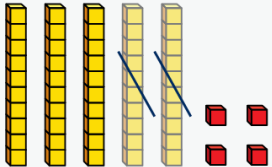
Subtraction

Progression of skills	Key representations		
Bonds within 10 Focus on subtraction facts. Encourage children to notice patterns.	... is made of ... and and ... make ... 	... can be partitioned into ... and ... 	... minus ... is equal to ... $6 - 0 = 6$ $6 - 1 = 5$ $6 - 2 = 4$ $6 - 3 = 3$ $6 - 4 = 2$ $6 - 5 = 1$ $6 - 6 = 0$
Related facts within 20 Make links to known facts.	I know that ... minus ... = ... so ... minus ... = ... 	... less than ... is ... so ... less than ... is ... 	What patterns do you notice? $8 - 3 = 5$ $18 - 3 = 15$ $5 = 8 - 3$ $15 = 18 - 3$
Missing numbers Make links to known facts.	How many do you need to subtract to make ...? 	If ... is the whole and ... is a part, the other part must be... 	... minus ... is equal to ... $6 - \square = 2$ $2 = 6 - \square$ 

Subtraction

	- Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 - Subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and 1s - a two-digit number and 10s 2 two-digit numbers - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		
Progression of skills	Key representations		
Subtract ones from any number (related facts) Make links to known facts.	I know that ... minus ... = ... so ... minus ... = ... 	... less than ... is ... so ... less than ... is ... 	What do you notice? Can you continue the pattern? $8 - 3 = 5$ $18 - 3 = 15$ $28 - 3 = 25...$
Subtract across a 10 Partition the number being subtracted to bridge through a ten.	... can be partitioned into ... and ...  $13 - 5$ 	Make links with related facts.  $33 - 5$ 	

Subtraction

Progression of skills	Key representations																																																														
Subtract multiples of 10 Make links to known facts within ten.	... ones — ... ones = ... ones so ... tens — ... tens = ... tens  $5 - 2 = 3$ $50 - 20 = 30$	What is the same? What is different?  <table><tr><td colspan="2">5</td></tr><tr><td>2</td><td>?</td></tr></table> <table><tr><td colspan="2">50</td></tr><tr><td>20</td><td>?</td></tr></table>	5		2	?	50		20	?																																																					
5																																																															
2	?																																																														
50																																																															
20	?																																																														
Subtract 10s from any number Make links to known facts.	... tens — ... tens = ... tens ... tens and ... ones = ... 	To subtract ... I need to subtract 10 ... times. <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	I know that ... minus ... = ... so ... minus ... = ... $50 - 20 = 30$ $54 - 20 = 34$
1	2	3	4	5	6	7	8	9	10																																																						
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Subtraction

Progression of skills	Key representations																		
Subtract two 2-digit numbers (not across a ten)	... ones – ... ones = ... ones ... tens – ... tens = ... tens 43 21 <table><tr><td colspan="2">43</td></tr><tr><td>21</td><td>?</td></tr></table> <table><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr></table> 3 ones – 1 one = 2 ones 4 tens – 2 tens = 2 tens 2 tens and 2 ones = 22			43		21	?	T	O										
43																			
21	?																		
T	O																		
Subtract two 2-digit numbers (across a ten) Begin to exchange 1 ten for 10 ones.	I need to make an exchange because I do not have enough ones to subtract ... ones. <table><tr><td colspan="2">43</td></tr><tr><td>25</td><td>?</td></tr></table> 43 25 <table><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr></table><table><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr></table><table><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr></table> 3 ones – 5 ones (I need to exchange 1 ten for 10 ones) 13 ones – 5 ones = 8 ones 3 tens – 2 tens = 1 ten 1 ten and 8 ones = 18			43		25	?	T	O			T	O			T	O		
43																			
25	?																		
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Missing numbers Solve missing number problems and use the inverse to check.	How many do you need to subtract to make ...? <table><tr><td></td><td>$10 - \square = 6$</td></tr><tr><td></td><td>$6 + \square = 10$</td></tr></table> <td> If ... is a whole and ... is a part, then ... is the other part. $7 - 3 = \square$ $\square + 3 = 7$ 7 3 </td> <td> ... can be partitioned into ... and ... $18 - \square = 12 + 2$ <table><tr><td></td><td></td></tr></table> </td>		$10 - \square = 6$		$6 + \square = 10$	If ... is a whole and ... is a part, then ... is the other part. $7 - 3 = \square$ $\square + 3 = 7$ 7 3	... can be partitioned into ... and ... $18 - \square = 12 + 2$ <table><tr><td></td><td></td></tr></table>												
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