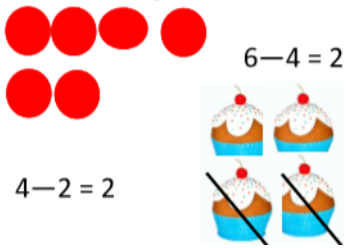
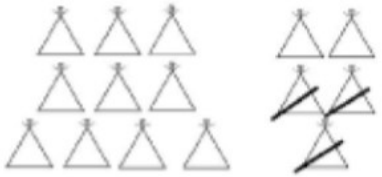
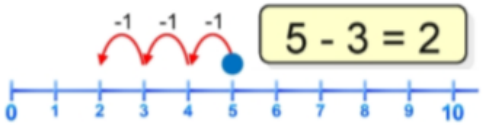
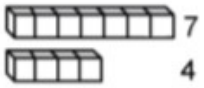
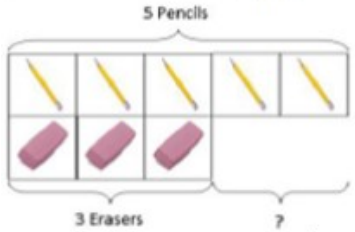
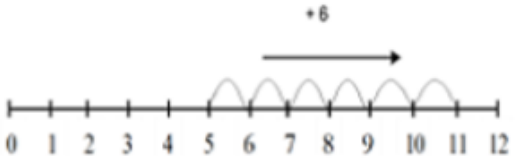
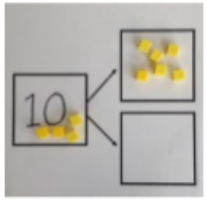
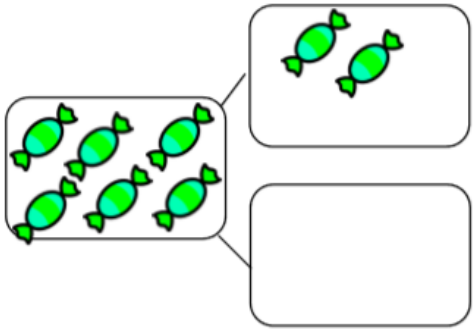
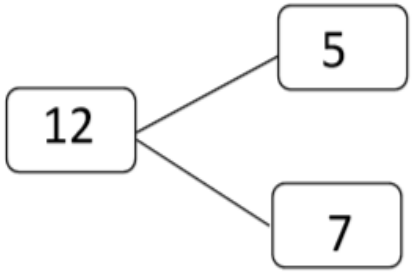
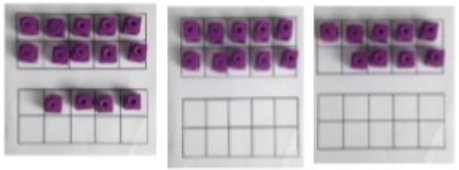
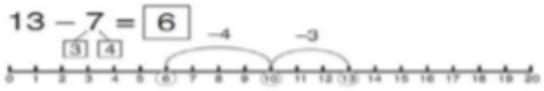
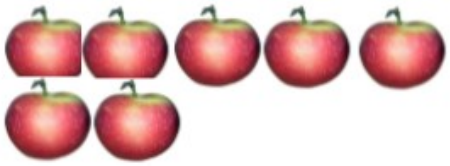
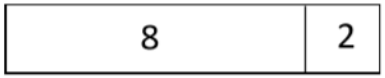
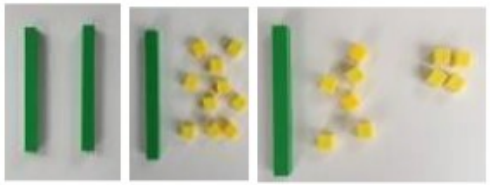
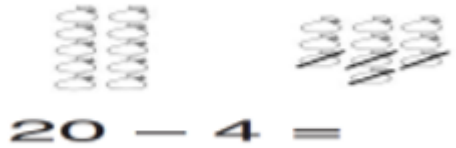
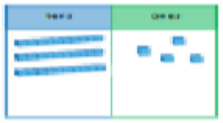
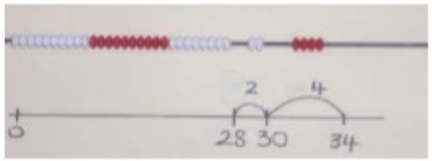
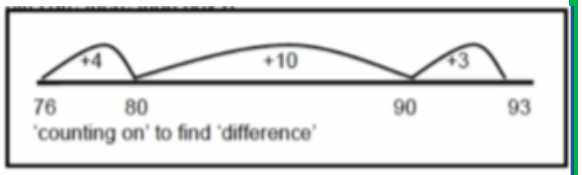
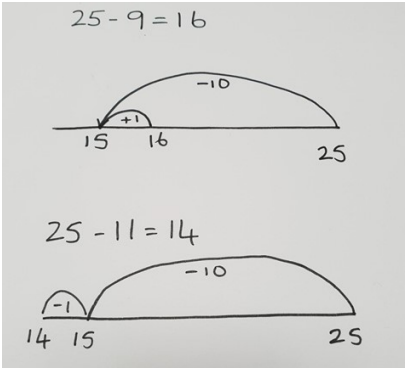
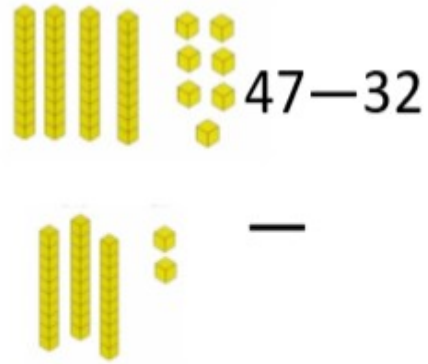
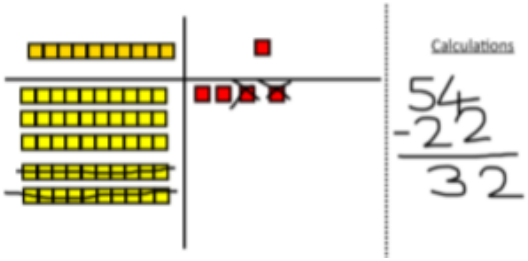
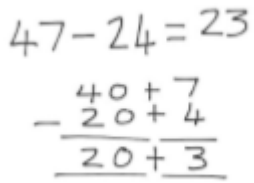
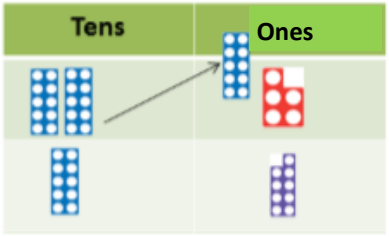
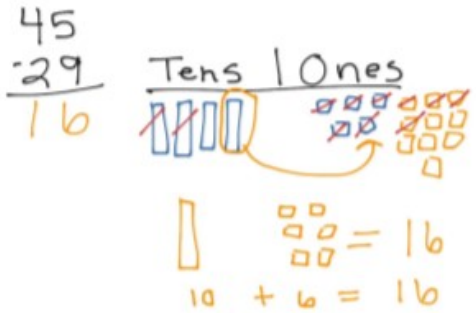
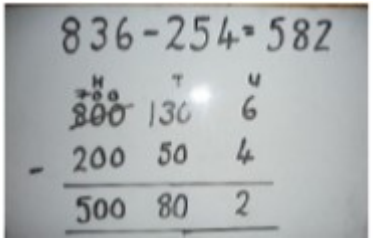
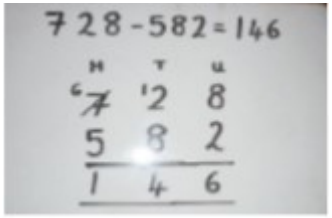
Year 1	Subtraction		
Objective and Strategy	**Concrete**	**Pictorial**	**Abstract**
Taking away ones.	Use physical objects, counters , cubes etc to show how objects can be taken away. 	 Cross out drawn objects to show what has been taken away.	7—4 = 3 16—9 = 7
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at?
Find the Difference	Compare objects and amounts  'Seven is 3 more than four' 'I am 2 years older than my sister'  Lay objects to represent bar model.	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?

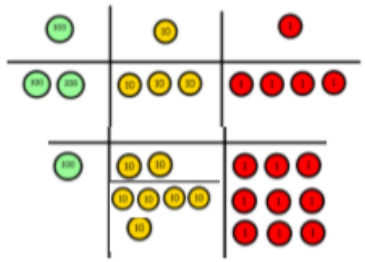
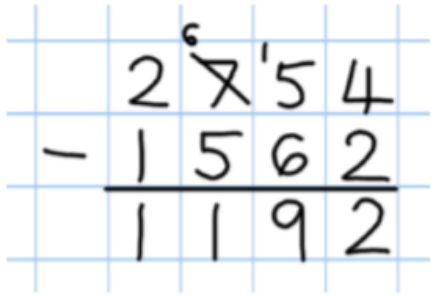
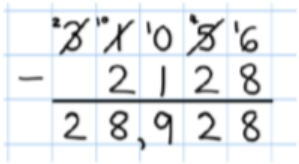
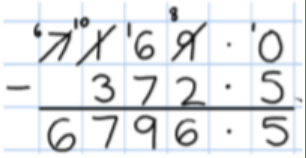
Year 1	Subtraction Continued		
Objective and Strategy	**Concrete**	**Pictorial**	**Abstract**
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	 Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the arts, what s the other part? 10—6 = 4	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. 
Make 10	14—9  Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	13—7  Jump back 3 first, then another 4. Use ten as the stopping point.	16—8 How many do we take off first to get to 10? How many left to take off?
Bar model	 5—2 = 3		 10 = 8 + 2 10 = 2 + 8 10—2 = 8 10—8 = 2

Year 2	Subtraction		
Objective and Strategy	**Concrete**	**Pictorial**	**Abstract**
Regroup a ten into ten ones	 Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'	 20 — 4 =	20—4 = 16
Partitioning to subtract without regrouping. 'Friendly numbers'	34—13 = 21   Use Dienes to show how to partition the number when subtracting without regrouping. 	Children draw representations of Dienes and cross off.  43—21 = 22	43—21 = 22
Make ten strategy Progression should be crossing one ten, crossing more than one ten, crossing the hundreds	 34—28 Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	93—76 = 17

Year 2	Subtraction		
Objective and Strategy	**Concrete**	**Pictorial**	**Abstract**
Adjusting (subtracting 9 or 11)	**25—9 =** ☐  25—10 = 15  15 + 1 = 16 	 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  	25 – 10 = 25 – 9 =

Year 3	Subtraction		
Objective and Strategy	**Concrete**	**Pictorial**	**Abstract**
Column subtraction without regrouping (friendly numbers)	 Use base 10 or Numicon to model	Draw representations to support understanding 	Expanded subtraction 
Column subtraction with re-grouping	 Begin with Base 10 or Numicon. Move PV counters to model the exchange of one ten into ten ones.	Drawing must be evident to explain exchange  Children may draw base ten or PV counters and cross off.	Begin by partitioning into PV columns  Then move on to more formal method 

Year 4 - 6 — Subtraction

Objective and Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. *Introduce decimal subtraction through context of money*	234 - 179  Model process of exchange using Numicon, base ten and then move to PV counters.	Children draw PV counters to show their exchange (as in Year 3)	 Use the phrase 'take and make' for exchange
Year 5- Subtract with at least 4 digits, including money and measures. *Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal*	As Year 4	Children draw PV counters to show their exchange (as in Year 3)	 Use zeros for placeholders. 
Year 6—Subtract with increasingly large and more complex numbers and decimal values