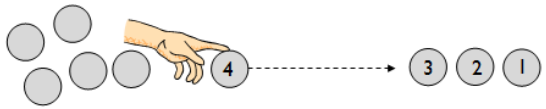
Subtraction

Drawing pictures and practical equipment such as counters

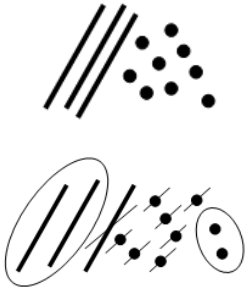


Children move on to using Base 10 equipment to support their developing understanding of subtraction.

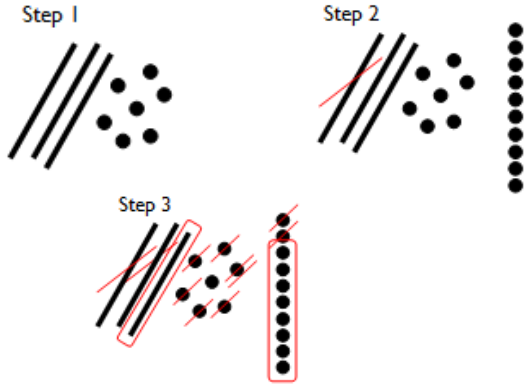
13 - 4 = 9

Children continue to use the Base 10 equipment to support their calculations. They will record their own drawings of the Base 10 equipment, using lines for 10 rods and dots for the unit blocks.

39 - 17 = 22
39 is drawn 17 is crossed out
A ring is drawn around what is left to give the answer giving 22

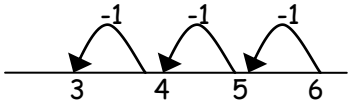


37 – 19 = 18
37 is drawn. 9 units cannot be crossed out, so a ten is crossed out and exchanged for 10 ones which are in a line. 19 is crossed out and a ring is drawn around what is left to give the answer 18.

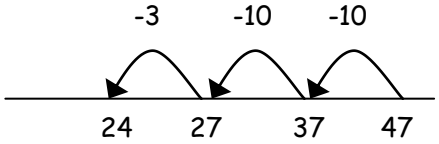


Number line

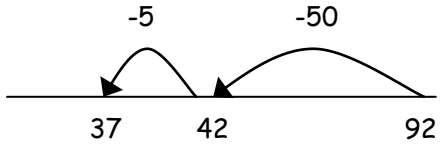
6 – 3 = 3



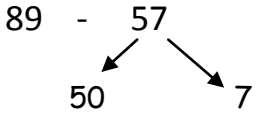
47 – 23 = 24



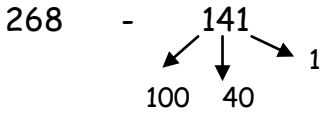
92 – 55 = 37



Partition



89 - 57
89 - 50 = 39
39 - 7 = 32



268 – 141
268 – 100 = 168
168 – 40 = 128
128 – 1 = 127

Column method

When confident children are secure in their understanding of place value and the effects of moving tens/hundreds, then they can move onto the compact method of column subtraction.

$$\begin{array}{r} 395 \\ -\ 272 \\ \hline 123 \end{array}$$

We can't subtract 6 from 4 so we need to move a ten from the tens column into the units making 14 in the units and leaving 4 tens in the tens column.

We can't subtract 40 from 80 so we need to move a hundred from the hundreds column into the tens making 140 and leaving 6 hundreds in the hundreds column.

$$\begin{array}{r} 6141 \\ 7\not{6}4 \\ -\ 86 \\ \hline 668 \end{array}$$