

Year 1	Subtraction Year 2	Year 3
<p>Subtraction Objectives</p> <p><b>PF-calculating</b> Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p> <p><i>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</i></p> <p><b>PF-knowing and using number facts</b> Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts</p>	<p>Subtraction Objectives</p> <p><b>PF-calculating</b> <i>Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers</i></p> <p>Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences</p> <p><i>Use the symbols +, -, *, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. <math>\square \div 2 = 6</math>, <math>30 - \square = 24</math>)</i></p> <p><b>PF-knowing and using number facts</b> Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100</p>	<p>Subtraction Objectives</p> <p><b>PF-calculating</b> Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</p> <p><i>Add or subtract mentally combinations of one-digit and two-digit numbers</i></p> <p><b>PF-knowing and using number facts</b> Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</p>

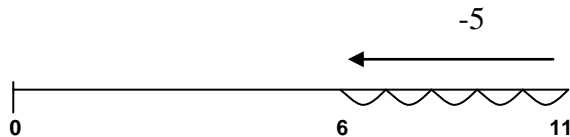
## Year 1

### Method

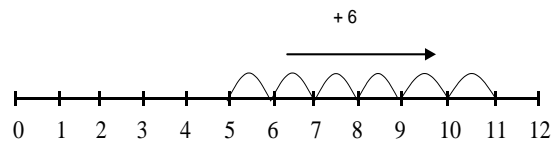
Children should use number tracks and numbered number lines.



They should take away under the number line or track  
 $11 - 5$



They should on to find a difference on top of the track or line



### Numbers used

U-U

TU-U

TU- multiple of 10

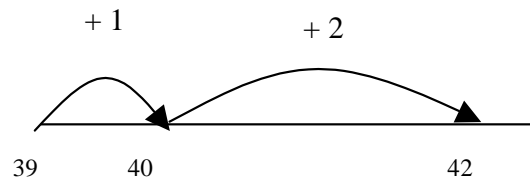
## Subtraction Year 2

### Method

Children should use number lines.

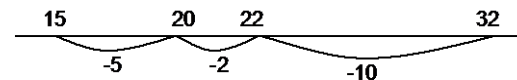
Find a small difference by counting up

$$42 - 39 = 3$$



They should take away under the number line or track

$$32 - 17$$



### Numbers used

TU-TU

## Year 3

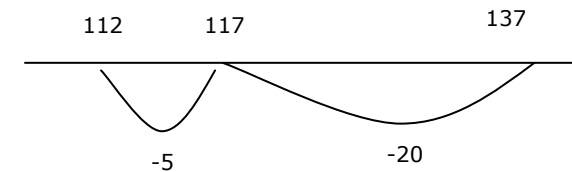
### Method

Children should use number lines.

### Take away under the number line

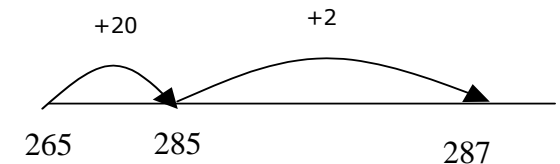
Continue as in Year 2 but with appropriate numbers e.g.

$$137 - 25 = 112$$



Use 'Complementary Addition' by 'counting on' above the line

$$287 - 265$$



### Numbers used

HTU-TU

HTU-HTU