



Understanding the concept of subtraction							
<ul style="list-style-type: none"> <li>Subtraction is the removal of an amount from a larger group (take away)</li> <li>Subtraction is the comparison of two amounts (difference)</li> <li>Subtraction is the inverse of addition</li> <li>Subtraction is not commutative e.g. <math>5 - 2</math> is not the same as <math>2 - 5</math></li> <li>Subtraction is not associative e.g. <math>9 - 3 - 1</math> is not the same as <math>9 - (3 - 1)</math></li> </ul>							
	Taking Away	Counting Back	Subtraction of a one digit number from a two digit number - Using Base 10 and Number Lines	Subtraction of a one digit number from a two digit number – Representing and using Base 10 (not crossing the boundary)	Subtraction of a one digit number from a two digit number (crossing the boundary)	Subtraction a two digit number that is a multiple of 10 from a two digit number	Subtraction of a two digit number and ones from a two digit number
Skill – Practical/Fluency	e.g. $9 - 4$  	e.g. $9 - 4$  <div style="border: 1px solid green; padding: 5px; margin: 10px 0;"> <b>Success Criteria</b> <ul style="list-style-type: none"> <li>Largest quantity is the starting group</li> <li>Take one item away at a time</li> <li>Say out loud</li> </ul> </div> This can be supported by the mental skill of counting back in ones using a number line 	e.g. $13 - 3$  0 1 2 3 4 5 6 7 8 9 10 11 12 13  0 1 2 3 4 5 6 7 8 9 10 Ensure that numbers used do not cross the boundary when using base 10 as this would include learning the exchanging down rule Further this by subtracting using knowledge of partitioning numbers e.g. $11 - 3$  $11 - 1$  $10 - 2$ 	e.g. $27 - 5$  $10 \ 10 \ 2$  This can be supported by the mental skill of counting back in ones using a number line 	Before crossing the boundary, the exchanging down game needs to be played e.g. $21 - 5$  1 ten needs exchanging for 10 ones so 5 can be removed from the group  $1 \text{ ten and } 6 \text{ ones} = 16$ <div style="border: 1px solid green; padding: 5px; margin: 10px 0;"> <b>Success Criteria</b> <ul style="list-style-type: none"> <li>Start with ones</li> <li>Exchange a ten down if</li> </ul> </div>	e.g. $47 - 20$  This can be supported through the mental skill of counting back in tens using a number line 	e.g. $54 - 28$  In this situation one ten needs exchanging down for ten ones and then it is $14 - 8$ rather than $4 - 8$ .  $2 \text{ tens and } 6 \text{ ones} = 26$ This can be supported by counting back in tens and ones on a number line.  Encourage efficient jumps e.g. instead of 2 jumps of 10 make a jump of 20



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<b>Vocabulary</b>	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing Count back What comes before?	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing Count back What comes before? Partition Number facts Subtraction facts What do you know? Tens Ones	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing Count back What comes before? Partition Number facts Subtraction facts What do you know? Tens Ones	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing Count back What comes before? Partition Number facts Subtraction facts What do you know? Tens Ones	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing Count back What comes before? Partition Number facts Subtraction facts What do you know? Tens Ones Jumps of 10 Multiples Multiples of 10	Subtract Take away Less Fewer Smaller quantity Subtraction How many left? Decreasing Count back What comes before? Partition Number facts Subtraction facts What do you know? Tens Ones Jumps of 10 Multiples Multiples of 10
<b>Skill – Knowledge (Address this knowledge through taught input and diagnostic questioning)</b>	<ul style="list-style-type: none"> <li>Understanding that a group changes quantity when something is taken away</li> <li>Encourage children to think of a mental image of the value of the number (quantity)</li> <li>Knowing the numerical value of a quantity e.g. recognising and identifying the '4' piece of numicon without touch counting the holes</li> </ul>	<ul style="list-style-type: none"> <li>Knowing the numerical value of a quantity e.g. recognising and identifying the '4' piece of numicon without touch counting the holes</li> <li>Being able to count backwards in ones</li> </ul>	<ul style="list-style-type: none"> <li>Counting backwards in ones</li> <li>Partition numbers in different ways e.g. 5 could be partitioned as 3 and 2 or 1 and 4</li> <li>Know and quickly derive number bonds up to and including 10</li> </ul>	<ul style="list-style-type: none"> <li>Counting backwards in ones</li> <li>Partitioning numbers into 10s and 1s</li> <li>Starting quantity is plotted at the end of a number line</li> </ul>	<ul style="list-style-type: none"> <li>Partitioning into tens and ones</li> <li>Use known number facts</li> <li>Count backwards in ones</li> <li>Starting quantity is plotted at the end of a number line</li> </ul>	<ul style="list-style-type: none"> <li>Counting backwards in tens</li> <li>Understanding of place value of tens and ones</li> <li>Starting quantity is plotted at the end of a number line</li> </ul>	<ul style="list-style-type: none"> <li>Starting quantity is plotted at the end of a number line</li> <li>Counting forwards and backwards in jumps of tens and ones</li> </ul>
<b>Skill - Evaluation</b>	Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses						