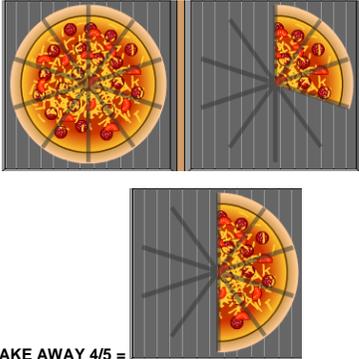| Year group	Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	Compare sets of objects Remove objects from a set Say what is one less than a given number within 5 then 10 Use quantities and objects to subtract using single digit numbers	Practical / recorded using ICT (eg digital photos / pictures on IWB)	Frogs on logs, Toys, Books, Beads, Rhymes, Counters, Number tiles, objects (stationary and moving) number lines, stories, Role play Taking away one Comparing groups Counting back numbers Subtracting single digits	Drawings of problems Begin to record using marks they can explain	Take away, left, left over, gone, one less, fewer, difference between, count back(wards), find the difference, equals	What is one less than… (numbers up to 10)
Y1	Consolidation of EYFS Use subtraction (-) and equals (=) signs Represent and use subtraction facts within 20 Subtract one-digit and two-digit numbers to 20, including 0 Solve one-step problems that involve subtraction and missing number problems Concept of addition and subtraction as inverse operations	Practical / recorded using ICT Informal written methods Horizontal recording	Counting sticks, 100 Squares, Dienes, coins, cubes, bead strings, dominoes, dice, peg boards Counting back Finding the difference TU - U	Pictures to represent working out Jumps along a number line in 1s Horizontal layout Missing numbers 5 - 3 = 2 5 - ? = 3	As previous. Subtract, minus, leave, how much/many less,	Consolidation of EYFS Subtraction facts linked to number bonds to 20, e.g. 10-7=3
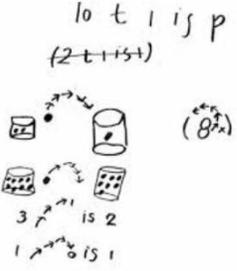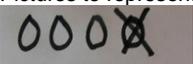
| Y2 | Consolidation of Y1

Solve problems with subtraction, including those involving numbers, quantities and measures

TU – U

TU – T

TU – TU

Know that subtraction cannot be done in any order

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | Practical

Informal written methods

Horizontal recording | Counting sticks, bead strings, number lines, 100 squares, Dienes,
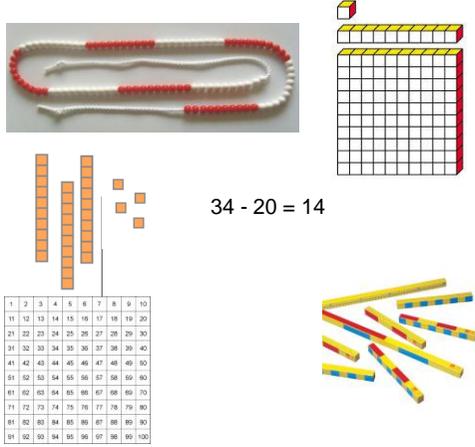
34 - 20 = 14 | Number line progressing to efficient jumps

$32-16=16$
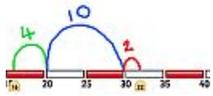
Partitioning

33 - 12

30 - 10 = 20
3 - 2 = 1
20 + 1 = 21 | As previous.

inverse, partition | Increase fluency of subtraction facts to 10 then 20

Derive and use related facts up to 100 |

| Y3 | Consolidation of Y2

Subtract numbers with up to 3 digits, using formal written method (column) without decomposition

Subtract numbers with up to 3 digits, using formal written method (column) with decomposition using term EXCHANGE

Estimate the answer to a calculation and use inverse operations to check answers

Subtract fractions with the same denominator within one whole

Solve problems, including missing number problems, using number facts, place value, and more complex subtraction | Practical

Informal written methods

Horizontal recording

Formal written method | Counting sticks, dienes, number lines, hundred square, tape measures, fraction pictures

 | Partitioning
573 - 261

500 - 200 = 300
  70 - 60 =   10
    3 -   1 =   2

300+10+2=312

Column subtraction (no decomposition)

  243
- 122
  121

Column subtraction (with decomposition)
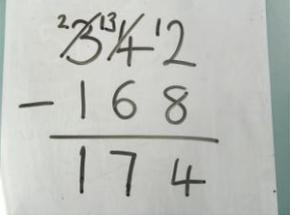
Subtract fractions

7/10 – 3/10 = 4/10
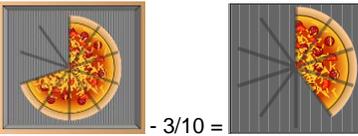
- 3/10 = | As previous.

column subtraction, exchange, common denominators, decomposition | HTU - U
HTU - T
HTU - H

TU - near multiple of 10 |

Y4	Consolidation of Y3
	
	Subtract numbers with up to 4 digits using the formal written methods (column)
	
	Subtract decimals in context of money
	
	Estimate and use inverse operations to check answers to a calculation
	
	Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why
	
	Subtract fractions with the same denominator
		Practical
		
		Informal written methods
		
		Horizontal recording
		
		Formal written method
			Dienes, tape measures, place value counters, coins, fraction cards, pizzas
			
				Partitioning
				
				5678 - 3462
				5000 - 3000 = 2000
				  600 - 400 = 200
				   70 - 60 = 10
				    8 - 2 = 6
				
				2000 + 200 + 10 + 6 = 2216
				
				Column subtraction
				(with decomposition)
				
				Subtract fractions
				
				7/10 – 3/10 = 4/10
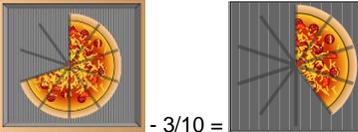				
				          - 3/10 =
					As previous.
					
					Increase, decimal point, denominator, numerator
						As previous with increasing fluency
						
						Subtract mentally with increasingly large numbers

Y5	Consolidation of Y4 Subtract whole numbers with more than 4 digits, using formal written methods (column) Subtract numbers with up to 3 decimal places using formal written methods (column) Solve subtraction multi-step problems in contexts, deciding which operation and methods to use and why Subtract fractions with the same denominator, and denominators that are multiples of the same number	Practical Informal written methods Horizontal recording Formal written method	Dienes, place value counters, fraction cards 	Column subtraction (with decomposition) As in Year 4 but with 3 decimal places Subtract fractions 13/10 – 4/5 = 5/10 = 1/2 **TAKE AWAY 4/5 =**	As previous. tenths, hundreths, thousandths, partition, near multiples	Subtract mentally with increasingly large numbers Subtraction facts linked to bonds up to 1 (one dp) eg 1.0 – 0.7 = 0.3 U - U.t

Y6	Consolidation of Y5 Application of all prior skills learnt to increase fluency Solve multi-step problems deciding on appropriate operation Pupils explore the order of operations using brackets Subtract fractions with different denominators/ mixed numbers	Practical Informal written methods Formal written method	Dienes, place value counters, fraction cards/cubes	3/4 - 2/3 ↓ ↓ 9/12 - 8/12 = 1/12	As previous. Common denominator	As previous with increasing fluency Subtract mentally with increasingly large numbers and mixed operations.