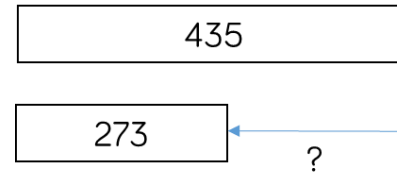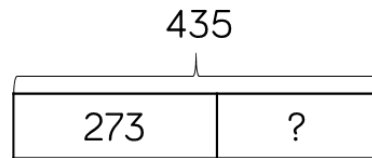| Skill: Subtract numbers with up to 3 digits	Year: 3

435

273   ?
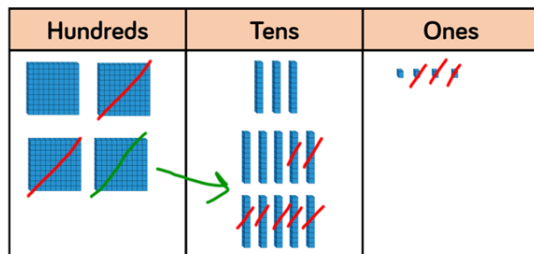
435

| 273 | ? |

435

| 273 | ← ? → |

$$435 - 273 = 262$$

Hundreds	Tens	Ones

$$\begin{array}{r} {}^{3}\cancel{4}{}^{1}35 \\ -\ 273 \\ \hline 262 \end{array}$$

Hundreds	Tens	Ones

Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

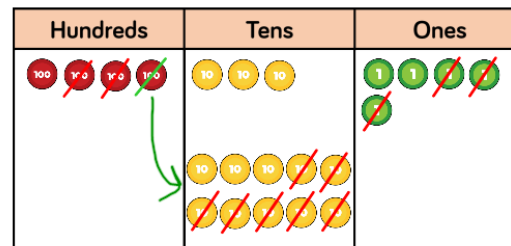Plain counters on a place value grid can also be used to support learning.

Skill: Subtract numbers with up to 4 digits	Year: 4

4,357

2,735   ?

4,357

| 2,735 | ? |

4,357

2,735   ?

$$3\ 1$$
$$\cancel{4}357$$
$$-\ 2735$$
$$\overline{\ \ 1622}$$

$$4,357 - 2,735 = 1,622$$

Thousands	Hundreds	Tens	Ones

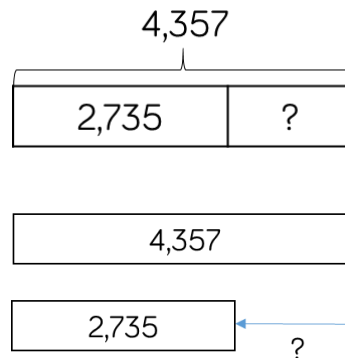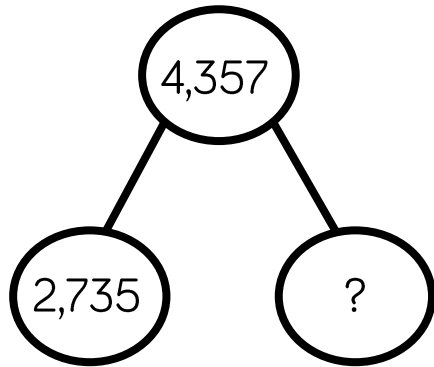| Thousands	Hundreds	Tens	Ones

Base 10 and place value counters are the most effective manipulatives when subtracting numbers with up to 4 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Skill: Subtract numbers with more than 4 digits	Year: 5/6

294,382

182,501   ?

294,382	
182,501	?
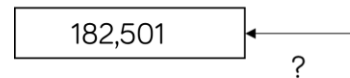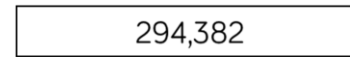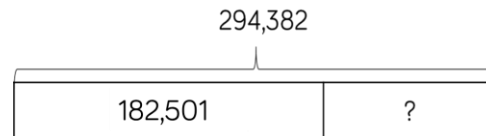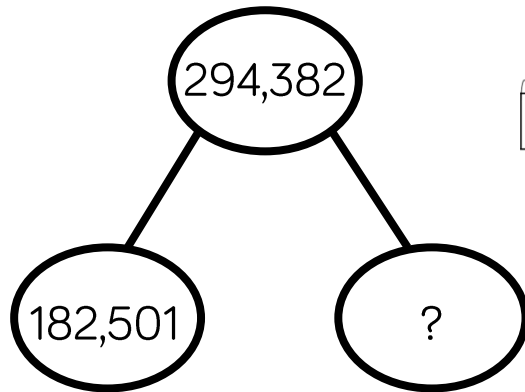
294,382
182,501	← ? →

$$294,382 - 182,501 = 111,881$$

HTh	TTh	Th	H	T	O

|	2	9	$^3\!\!\!/\,$	$^1 3$	8	2
−	1	8	2	5	0	1
	1	1	1	8	8	1

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.
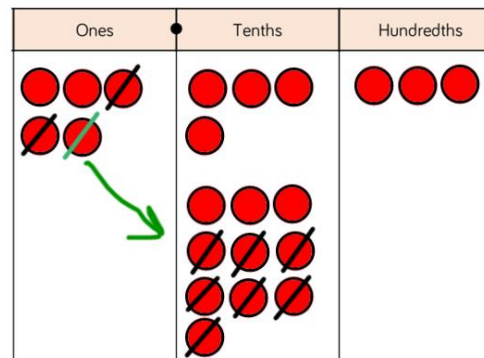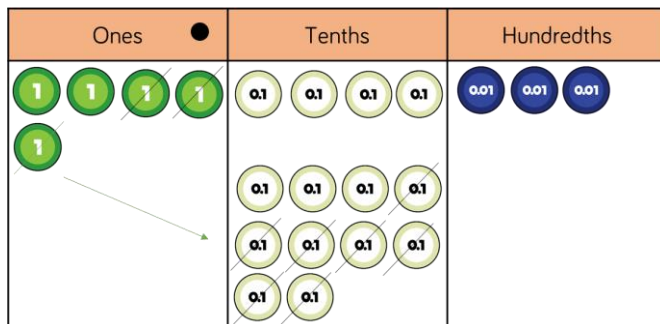
Skill: Subtract with up to 3 decimal places	Year: 5

2.7   ?

5.43

5.43

| 2.7 | ? |

5.43

2.7   ?
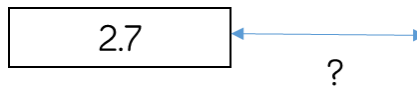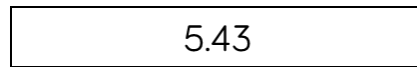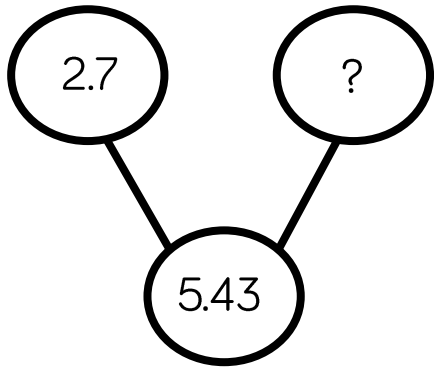
$$5.43 - 2.7 = 2.73$$

$$\begin{array}{r} \overset{4}{\cancel{5}}.\overset{1}{4}3 \\ -\,2.7 \\ \hline 2.73 \end{array}$$

Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places.

Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.

Ones	Tenths	Hundredths
1 1 1 1 / 1	0.1 0.1 0.1 0.1 / 0.1 0.1 0.1 0.1 / 0.1 0.1 0.1 0.1 / 0.1 0.1	0.01 0.01 0.01

Ones	Tenths	Hundredths
● ● Ø / Ø Ø	● ● ● / ● / ● ● ● / Ø Ø Ø / Ø Ø Ø / Ø	● ● ●

Glossary

Addend - A number to be added to another.

Aggregation - combining two or more quantities or measures to find a total.

Augmentation - increasing a quantity or measure by another quantity.

Commutative – numbers can be added in any order.

Complement – in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

Difference – the numerical difference between two numbers is found by comparing the quantity in each group.

Exchange – Change a number or expression for another of an equal value.

Minuend – A quantity or number from which another is subtracted.

Partitioning – Splitting a number into its component parts.

Reduction – Subtraction as take away.

Subitise – Instantly recognise the number of objects in a small group without needing to count.

Subtrahend - A number to be subtracted from another.

Sum - The result of an addition.

Total – The aggregate or the sum found by addition.