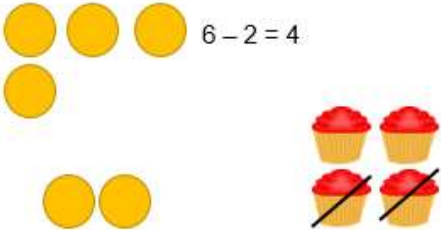

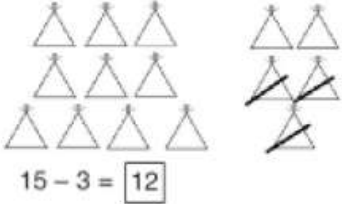


Yr	Subtraction Strategies	Concrete	Pictorial	Abstract
R 1	Taking away ones	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>$6 - 2 = 4$</p> <p>Using double sided counters</p> 	<p>Cross out drawn objects to show what has been taken away.</p>  <p>$15 - 3 = 12$</p>	<p>$18 - 3 = 15$</p> <p>$8 - 2 = 6$</p>

1
2

Counting Back

Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.

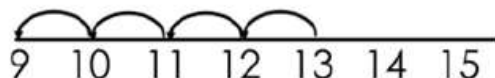


13 - 4

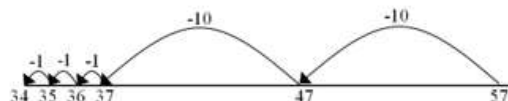
Use counters and move them away from the group as you take them away counting backwards as you go.



Count back on a number line or number track



Start at the bigger number and count back the smaller number showing the jumps on the number line.



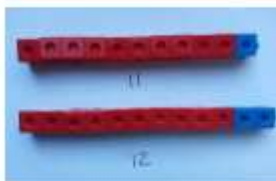
This can progress all the way to counting back using two 2 digit numbers.

Put 13 in your head, count back 4. What number are you at?

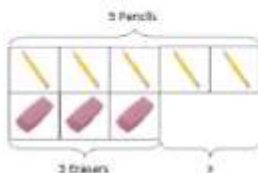
1
2

Find the difference

Compare amounts and objects to find the difference.

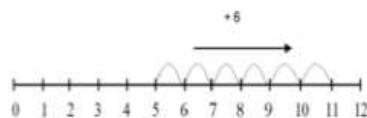


Use cubes to build towers or make bars to find the difference



Use basic bar models with items to find the difference

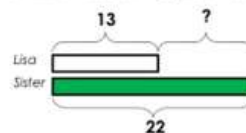
Use numicon to find the difference



Count on to find the difference.

Comparison Bar Models

Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.

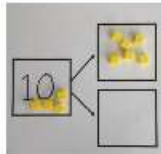


Draw bars to find the difference between 2 numbers.

Hannah has 23 sandwiches; Helen has 15 sandwiches. Find the difference between the number of sandwiches.



**1
2** Part/Part
Whole
Model

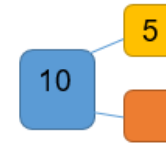
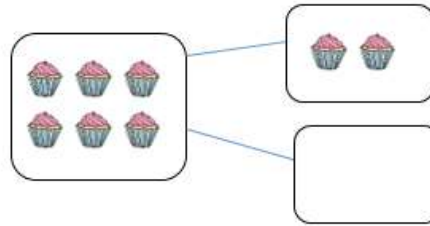


Link to addition- use the part whole model to help explain the inverse between addition and subtraction.

If 10 is the whole and 6 is one of the parts. What is the other part?

$$10 - 6 =$$

Use a pictorial representation of objects to show the part whole model.



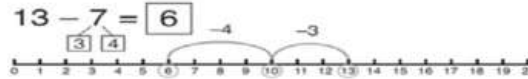
Move to using numbers within the part whole model.

**1
2** Making
10

$$14 - 9 =$$



Make 14 on the ten frame. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9



Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.

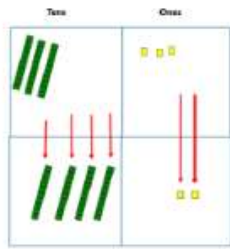
$$16 - 8 =$$

How many do we take away to reach the next 10?

How many do we have left to take away?

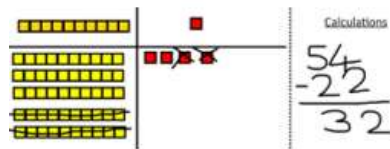
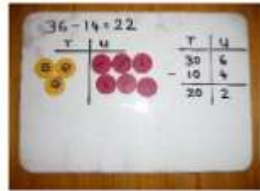
2
3

Column Method Without grouping



Use Cuisenaire rods to make the bigger number then take the smaller number away.

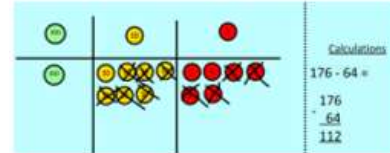
Show how you partition numbers to subtract. Again make the larger number first.



Calculations

$$\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$$

Draw the cuisenaire or place value counters alongside the written calculation to help to show working.



Calculations

$$\begin{array}{r} 176 - 64 = \\ 176 \\ - 64 \\ \hline 112 \end{array}$$

T O T O

$$\begin{array}{r} 47 - 23 \\ \hline 24 \end{array} \quad \rightarrow \quad \begin{array}{r} T O \\ 47 \\ - 23 \\ \hline 24 \end{array}$$

H T O H T O

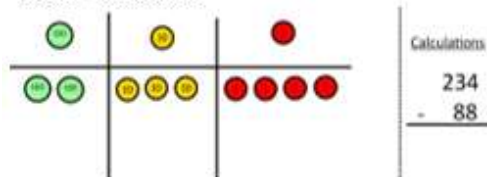
$$\begin{array}{r} 100 \ 70 \ 6 \\ - 60 \ 4 \\ \hline 100 \ 10 \ 2 \end{array} \quad \rightarrow \quad \begin{array}{r} H \ T \ O \\ 176 \\ - 64 \\ \hline 112 \end{array}$$

2
3
4
5
6

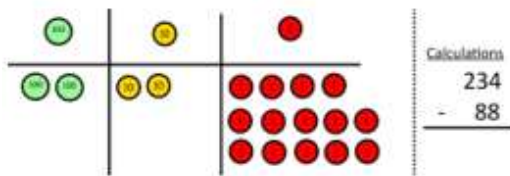
Column Method with grouping

Use cuisenaire to start with before moving on to place value counters. | Start with one exchange before moving onto subtractions with 2 exchanges.

Make the larger number with the place value counters

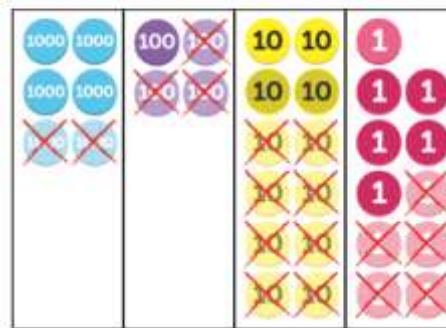
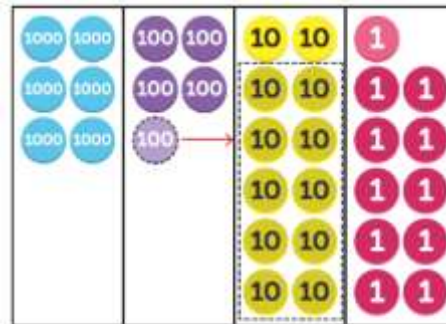
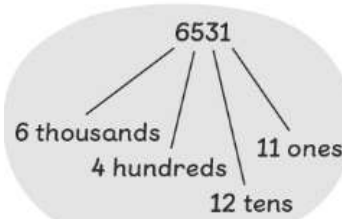


Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.



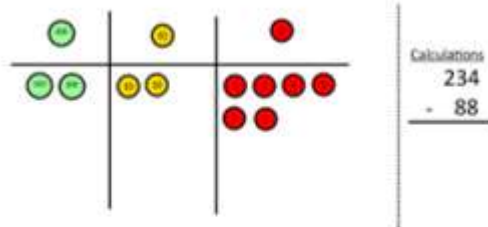
(a) $34 - 8 = 26$

$6531 - 88 = 6443$

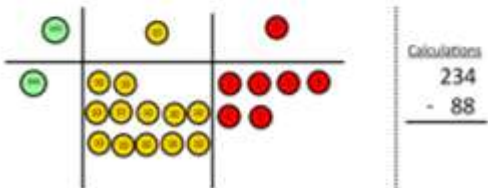


Th	H	T	O
6	5 ⁴	3 ¹²	1 ¹¹
- 2	3	8	5
<hr/>			
4	1	4	6

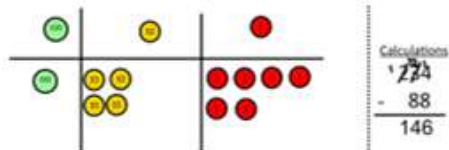
Now I can subtract my ones.



Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.



Now I can take away eight tens and complete my subtraction



Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.