



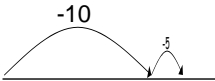


Castle Batch Primary School Academy Progression in written calculation strategies for subtraction

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Statutory Guidance</u></p> <p>Using quantities and objects, subtract two single digit numbers and count on or back to find the answer</p> <p><u>Using concrete objects</u> Taking objects away from a group</p> <p>Katie had 6 apples. She ate 1. How many does she have left?</p> 	<p><u>Statutory Guidance</u></p> <p>Subtract one-digit and two-digit numbers to 20 including zero</p> <p>Solve simple one step problems that involve subtraction, using concrete objects and pictorial representations and missing number problems</p> <p><u>Using concrete objects</u></p> <p>$7 - 3 =$  I take away 3  I have 4 left</p> <p><u>Using pictorial representations</u></p> <p>$13 - 5 = 8$ </p>	<p><u>Statutory Guidance</u></p> <p>Subtract numbers using concrete objects, pictorial representations, including</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers <p>Solve simple one-step problems that involve subtraction, using concrete objects and pictorial representations, including those involving measures</p> <p><u>Using pictorial representations</u></p> <p>$75 - 15 = 60$ </p> <p><u>Column Subtraction</u></p> <p>$84 - 33 =$ $\begin{array}{r} 84 \\ -33 \\ \hline 1 \\ \underline{50} \\ 51 \end{array}$</p>	<p><u>Statutory Guidance</u></p> <p>Subtract numbers with up to three digits, using formal written methods of columnar subtraction</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p><u>Column Subtraction</u></p> <p>$\begin{array}{r} 27 \\ \underline{13} \\ 14 \end{array}$</p> <p>$562$ $\begin{array}{r} 562 \\ -241 \\ \hline 321 \end{array}$</p> <p>Exchanging with tens and units $32 - 8 = 24$</p> <p>$\begin{array}{r} 2 \\ \underline{31} \\ 28 \\ \hline 24 \end{array}$</p>	<p><u>Statutory Guidance</u></p> <p>Subtract numbers with up to 4 digits using the efficient written methods of columnar subtraction</p> <p>Solve subtraction two-step problems in contexts</p> <p><u>Column Subtraction</u></p> <p>$\begin{array}{r} 582 \\ -244 \\ \hline 318 \end{array}$</p> <p>$\begin{array}{r} 415 \\ 2562 \\ -374 \\ \hline 2188 \end{array}$</p>	<p><u>Statutory Guidance</u></p> <p>Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)</p> <p>Solve subtraction multi-step problems in contexts</p> <p><u>Column Subtraction with decimals</u></p> <p>$\begin{array}{r} 98.6 \\ -65.7 \\ \hline 32.9 \end{array}$</p> <p>A ship arrived at a port carrying 45 823 tonnes of cargo. 32 879 tonnes of cargo were unloaded. The ship was then loaded with 42 734 tonnes before leaving port. How much cargo was on the ship?</p>	<p><u>Statutory Guidance</u></p> <p>Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><u>Measurement</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p><u>Problem Solving</u></p> <p>12,500 people visited a museum this year. This is 2568 more than last year. How many people visited the museum last year?</p> <p>A builder buys a house for £275 990 and spends £42 873 on improvements. He sells the house for £365 000. How much money did he make?</p>