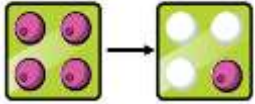

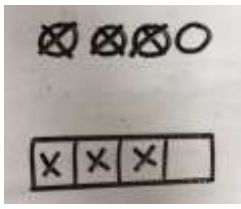
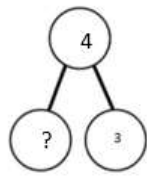
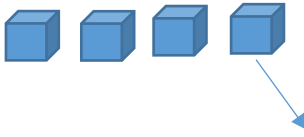

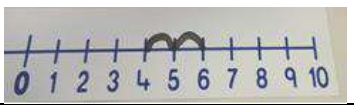



Key Vocabulary: take away, less than, the difference between, subtract, minus, fewer, decrease		
Concrete	Pictorial	Abstract
<p><b>Physically taking away and removing objects from a whole</b> (ten frames, cubes and other items such as bean bags could be used).</p> <p><math>4 - 3 = 1</math></p>  	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p><math>4 - 3 =</math></p> <p><input type="text"/> = <math>4 - 3</math></p> 
<p><b>Counting back</b></p> <p><math>4 - 3 = 1</math></p>  <p>Children to count back when taking away each object.</p>	<p>Children to represent what they see pictorially e.g.</p>  <p>Children to represent the calculation on a number line or number track and show their jumps.</p> 	<p>Encourage the children to use an empty number line.</p> 

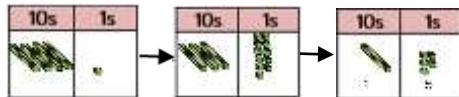
# Subtraction Routeway

<p><b>Finding the difference</b> (using cubes, Cuisenaire rods, other objects can also be used).</p> <p>Calculate the difference between 8 and 5.</p>	<p>Children to draw the cubes/other concrete objects which they have used to illustrate what they need to calculate.</p>	<p>Find the difference between 8 and 5.</p> <p>8 – 5 the difference is <input type="text"/></p>
<p><b>Making 10</b> using tens frames</p> <p>14-5 =</p>	<p>Children to present the tens frame pictorially and discuss what they did to make 10.</p>	<p>Children to show how they can make 10 by partitioning the subtrahend.</p> $14 - 5 = 9$ $\begin{array}{c} 5 \\ / \quad \backslash \\ 4 \quad 1 \end{array}$ $17 - 3 = 14$ $\begin{array}{c} 3 \\ / \quad \backslash \\ 10 \quad 7 \end{array}$ $14 - 4 = 10$ $10 - 1 = 9$ $7 - 3 = 4$ $10 + 4 = 14$
<p><b>Column method</b> using base 10.</p> <p>48-7</p>	<p>Children to represent the base 10 pictorially.</p>	<p>Children could count back 7.</p>

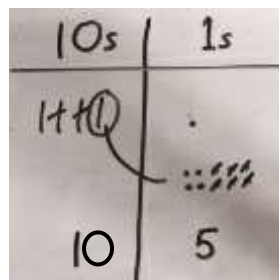
# Subtraction Routeway

**Column method** using base 10 and having to exchange.

$$41 - 26 =$$

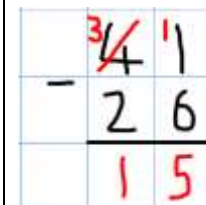


Represent the base 10 pictorially, remembering to show the exchange.



$$10 + 5 = 15$$

Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because  $41 = 30 + 11$ .



Written method subtracting ones and tens.

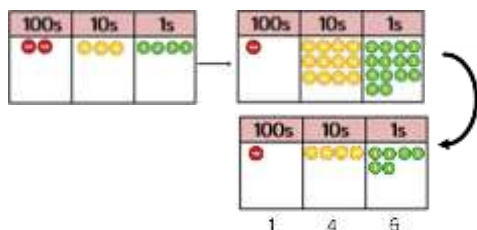
$$46 - 19 =$$

$$46 - 9 = 37$$

$$37 - 10 = 27$$

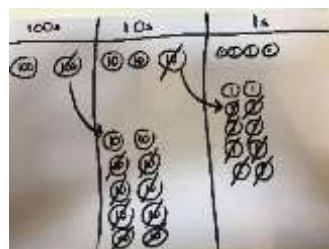
**Column method** using place value counters.

$$234 - 88 =$$



Represent the place value counters pictorially; remembering to show what has been exchanged.

$$234 - 88 =$$



$$100 + 40 + 6$$

Formal column method. Children must understand what has happened when they have crossed out digits.

