Key Stage 1 – Subtraction
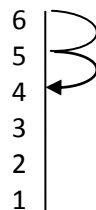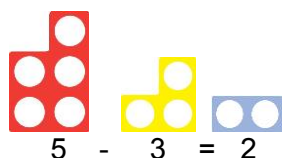
Y1	Y2
Through practical and meaningful contexts and informal written methods.	Through practical and meaningful contexts.

Y1

Through practical and meaningful contexts and informal written methods.

- We made 6 cakes. We ate 2 of them.
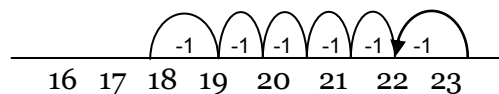How many cakes are left?

- Link to vertical number line $6 - 2 =$

$$5 \ - \ 3 \ = \ 2$$

- Find the difference within 20.

- Represent and use number bonds within 20.

- Record using subtraction (–) and equals signs (=)

- Derive related facts up to 20.

$5 - 2 = \square$	$\square = 5 - 2$
$5 - \square = 3$	$3 = \square - 2$
$\square - 2 = 3$	$3 = 5 - \square$
$\square - \square = 3$	$3 = \square - \square$

- Counting back on a 100 square and a vertical number line.

$$16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \quad 22 \quad 23$$
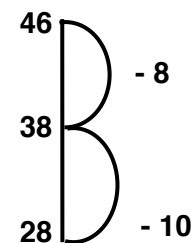
National Curriculum requirements:
Subtract 1 digit and 2 digit numbers up to 20, including 0.
Represent and use number bonds and related subtraction facts.
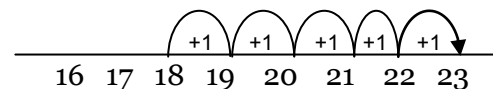
Y2

Through practical and meaningful contexts.

- Fluent recall of bonds to 20 and within 20.

- Derive and use related facts up to 100
e.g. $10 – 7 = 3$ so $100 – 70 = 30$.

- Counting back by partitioning second number. Subtract the ones first to be in line with columnar subtraction

E.g. 46 - 18
  $46 – \ 8 \ = 38$
  $38 - 10 = 28$

- Find the difference by counting up (only when the difference is small).
$23 – 18 = 5$

$$16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \quad 22 \quad 23$$

- Recognise and use the inverse relationship between addition and subtraction
- Show that subtraction is not commutative (done in any order)
- Progressing to the partitioned columnar method in preparation for year 3

$$89–35 = 54$$

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        T  O
       80  9
     - 30  5
       50 + 4 = 54
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- Subtraction of money, including change.

National Curriculum requirements:
(using concrete objects, pictorial representations and mentally)
Subtract 2 digit numbers and ones.
Subtract 2 digit number and tens.
Subtract two 2 digit numbers.
Subtract three 1 digit numbers.