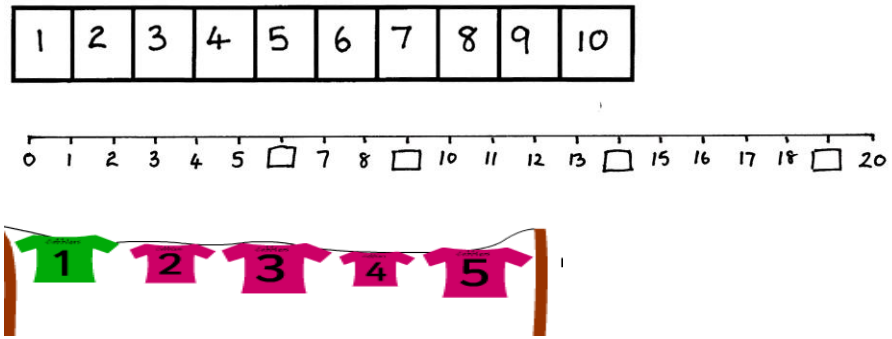
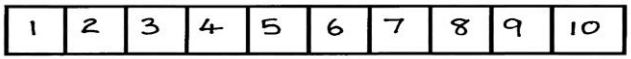
Subtraction strategies

Strategy	Examples	Vocabulary
Counting backwards in ones	Number tracks/washing lines/ numbered numberlines 	Backwards, back, less than, numbers
Singing games, storybooks and number rhymes involving counting backwards	5 currant buns, 10 fat sausages, 10 little fish	Less, backwards, take away
Practical activities through play	Role play activities – The shop has 5 apples and sells 1. How many apples are left in the shop?	Less, take away, one less, starting with, take away one, how many are left?
Hopping back 1 and then more than 1 on a number track	Stand on 5 and hop back 1. What number are you on? 	Hop back, land on, 5 hop back 1 is 4

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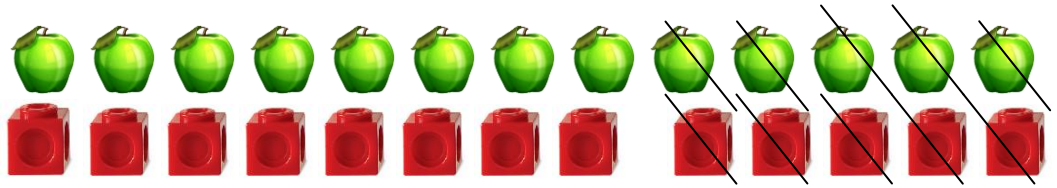
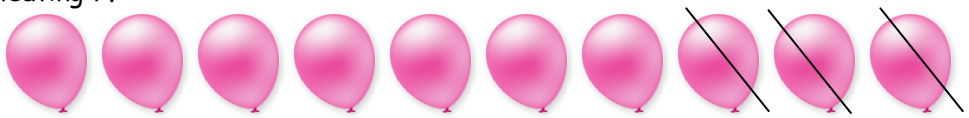
Represent taking away 1 using a subtraction story	There are 10 balloons. 1 of the balloon pops. Show this by popping a balloon, leaving 9. 9	Less, take away, one less, starting with, take away one, how many are left?
Use concrete objects and fingers to support subtraction	If a farmer has 13 apples on a tree and he picks 5. How many apples will be left? 	Less, take away, less than, starting with, take away, how many are left?
Use pictorial recording, informal recording and then number sentences	There are 10 balloons. 3 of the balloons pop. Show this by crossing out 3 balloons, leaving 7.  Children record pictorially and then informally annotate their drawings using the numbers without operation signs 10 7 3 Children move on to write number sentences 10 – 7 = 3	Leaving, left over, take away, … left
Relate simple problems to the number track and numbered number line. (**Always** start with largest number to the right and subtract by jumping back to the left.)	If I have 6 apples and I eat 2, I have 4 apples left.	Jump back, hop back, land on, 6 hop back 2 is 4

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Subtract a single digit number from a larger number using numbered number line	If a farmer has 18 apples on a tree and he picks 3. How many apples will be left?	Jump back, hop back, land on, 18 take way 3 is 15
Use knowledge of number bonds to solve subtraction problems by **partitioning the second number**	I had 15 sweets and I ate 7 of them. How many sweets will be left? 15 – 7 = 15 – 5 – 2 15 – 5 = 10 10 – 2 = 8	Partition the second number
Use an unstructured number line to subtract a single digit number from a 2 digit number (own numbering & jumps)	I had 15 sweets and I ate 7 of them. How many sweets will be left?	Start on …, jump back, hop back
Use unstructured number line to subtract a two digit number from a two digit number jumping in 10s and 1s (Pre-requisite skill: counting on and back in steps of 10 and 1 from different starting numbers)	I have 36p, I spend 28p. How much do I have left? 36p – 28p = 8p You have 8p left.	Start on 36 and hop/ jump back

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Use unstructured number line to subtract a two digit number from a two digit number in multiples of 10 and 1s	I have 36p, I spend 28p. How much do I have left?	Multiples of 10
Subtracting on an unstructured number line partitioning to the next tens number	I have 36p, I spend 28p. How much do I have left?	Partitioning, jump to the next tens number
Partitioning without a number line. **Partition the second number only.**	There were 72 books in the library. Children borrowed 24 of them. How many books were left in the library? 72 – 24 = 72 – 20 – 4 72 – 20 = 52 52 – 4 = 48. The answer is 48 books.	Partitioning
Finding differences on an unstructured number line	In Mars Class there are 32 children, and 14 in Jupiter. What is the difference in class size between Mars and Jupiter? The difference is 18 children. Tricia goes shopping with £5. She spends 85p. How much change will she get? She will get £4.15 change.	Difference, counting on, counting up

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