

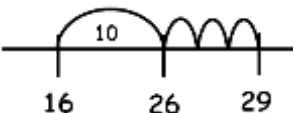
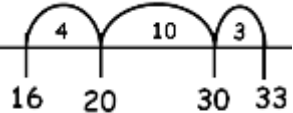
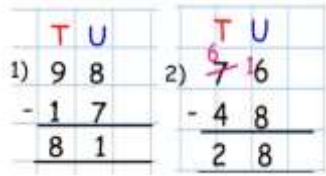


Progression of Teaching in Calculation (Subtraction)

Year	Progression and Method	End of Year Expectations
R	<p>Action rhymes. Counting back on a number line. Using concrete objects, pictorial representation and fingers.</p> <p>Use language of subtraction: take away, subtract, less.</p> <p>Number Sentences. $6 - 2 = \square$</p> 	<p>To be able to count backwards from 10 to 0.</p> <p>To know one less within 10.</p> <p>Subtraction within 10.</p>
1	<p>Counting back orally and with a numberline to 20.</p> <p>Recall subtraction facts within 10.</p> <p>Use of missing number square:</p> <p>$10 - \square = 5$ or $7 = \square - 2$</p>  <p>Solve one-step word problems that involve subtraction, using concrete objects and pictorial representations (numbers to 20).</p> <p>Use language of subtraction: take away, subtract, less than, difference.</p>	<p>To count back from to 20.</p> <p>To know subtraction facts within 10.</p> <p>To be able to subtract within 20.</p>
2	<p>Recall subtraction facts to 20.</p> <p>Subtract 10 and multiples of 10 from any two-digit number mentally.</p> <p>Use empty number line to count on to find the difference between two numbers, to answer a subtraction calculation:</p> <p>$29 - 16 =$</p>   <p>When secure, target nearest 10 first. $33 - 16 =$</p>  <p>Use column subtraction method to subtract numbers with two-digits.</p> <p>Use of missing number square.</p> <p>Solve problems that involve subtraction, using concrete objects and pictorial representations (numbers to 100).</p>	<p>To know subtraction facts to 20.</p> <p>To be able to subtract o, t and to from to, within 100.</p> <p>Know that subtraction cannot be done in any order (unlike addition).</p>

3	<p>Subtract a unit, ten or hundred from a three-digit number mentally.</p> <p>Use column subtraction method to subtract numbers with up to three-digits.</p> <p>Subtract fractions with the same denominator within one whole.</p> <p>Use of missing number square.</p> <p>Solve problems that involve subtraction, using number facts, place value and subtraction strategies (numbers to 1000).</p>	<p>To be able to subtract o, t and h from hto mentally</p> <p>To use column method to subtract 3 digit numbers.</p>
4	<p>Subtract a unit, ten, hundred or thousand from a four-digit number mentally.</p> <p>Use column subtraction method to subtract numbers with up to four-digits.</p> <p>Subtract fractions with the same denominator.</p> <p>Use of missing number square.</p> <p>Solve problems that involve subtraction, using number facts, place value and subtraction strategies (numbers to 10 000).</p>	<p>To be able to subtract 4 digit numbers mentally when appropriate or using column method.</p>
5	<p>Subtract numbers mentally with increasingly large numbers.</p> <p>Use column subtraction method to subtract numbers with more than four-digits, including those with decimals to 2 places.</p> <p>Subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Use of missing number square.</p> <p>Solve multi-step problems that involve subtraction in context, using number facts, place value and subtraction strategies (numbers over 100 000).</p>	<p>To be able to subtract numbers with more than 4 digits mentally when appropriate or using column method.</p> <p>To subtract numbers with 2 decimal places.</p>
6	<p>Subtract numbers mentally with increasingly large numbers.</p> <p>Use column subtraction method to subtract numbers with more than four-digits, including those with decimals to 3 places.</p> <p>Subtract fractions with different denominators and mixed numbers, using the concept of equivalent fraction.</p> <p>Use of missing number square.</p> <p>Solve multi-step problems that involve subtraction in context, using number facts, place value and subtraction strategies (numbers up to 1 000 000).</p>	<p>To be able to subtract numbers with more than 5 digits mentally when appropriate or using column method.</p> <p>To subtract numbers with 3 decimal places.</p>