


# Subtraction KS1

EYFS	<b>Reception: ELG 2022</b> Number ELG Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>Numerical Patterns ELG</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
Year	1	2				
	Concrete, pictorial, abstract					
Developing Conceptual/ Procedural Understanding	<p><b>Number bonds</b></p> <p><b>Ten Frames</b></p> <p><b>Difference between 7 and 10.</b></p> <p>2 + <input type="text"/> = 10    10 - <input type="text"/> = 3                      5 + <input type="text"/> = 10    10 - <input type="text"/> = 9  <input type="text"/> + 4 = 10    10 - 0 = <input type="text"/></p> <p>Use the pattern to complete the number sentences.</p> <p>6 less than 10 is 4.  <b>Count out, then count how many are left. Remove from the set.</b>  <math>7 - 4 = 3</math></p>	<p><b>Count back on a number track.</b>  <math>15 - 6 = 9</math></p> <p><b>Difference between.</b></p> <p><math>13 - 8 = \underline{\quad}</math>  <math>8 + \underline{\quad} = 13</math></p> <p><b>Subtraction-take away</b></p> <p>Jenny's cakes</p> <p><math>8 - 3 = ?</math>  <b>Subtraction-finding the difference</b></p> <p>Peter  Jenny </p> <p>How many more cakes does Peter have than Jenny? <math>8 - 3 = ?</math></p>	<p><b>Develop knowledge of fact families.</b></p> <p><math>7 = 5 + 2</math>    <math>2 + 5 = 7</math>  <math>7 - 2 = 5</math>    <math>7 - 5 = 2</math></p> <p><b>Whole-part model</b></p> <p>Fill in the missing numbers</p>	<p><b>Whole-part model</b></p> <p>Fill in the missing numbers          All answers to be recorded in a number sentence following any informal recording.</p> <p><b>Adjustment strategy</b></p> <p><math>77 - 9 =</math>  <math>77 - 10 + 1 = 67 + 1 = 68</math></p> <p><b>(Round and adjust)</b>          What is the nearest 10?  <math>55 - 27 =</math>  <math>55 - 30 + 3 = 25 + 3 = 28</math>  <math>91 - 48 =</math>  <math>91 - 50 + 2 = 41 + 2 = 43</math></p>	<p><b>Re-arranging</b>  <math>35 - 8 =</math>          Tell me what you know about 8, e.g. <math>2 + 6</math>, <math>5 + 3</math>  <math>35 - 8 =</math>          Rearrange the 8 into 5 + 3          So <math>35 - 5 - 3 = 30 - 3 = 27</math>  <math>55 - 27 =</math>          Partition the 27 into 20 + 7 and rearrange the 7 into 5 + 2.          So <math>55 - 27 = 55 - 20 - 5 - 2 = 35 - 5 - 2 = 28</math></p> <p><b>Taking away and exchanging</b>  <math>73 - 46 =</math></p> <p>What do we know about 76? Exchange to make '60 and 13'.</p> <p>Now take away the 46.  <math>73 - 46 = 27</math></p>	<p><b>Subtract mentally pairs of multiples of 10 using known facts</b>  <math>60 - 20 = 40</math> because <math>6 - 2 = 4</math></p> <p><b>Partitioning of the second number strategy</b></p> <p><math>74 - 47</math>  <math>74 - 40 = 34</math>  <math>34 - 4 - 3 = 27</math></p> <p><b>Balance in the equation</b>  <math>35 - \square = 31</math>  <math>\square - 12 = 34</math>  <math>20 - \square = 14 - 3</math> (Open-ended)  <math>18 - \square = 15 - \square</math></p> <p><b>Decision making</b>  <math>27 - \square = 12</math>          Sam works out <math>27 - 15 = 12</math>.          How could he have done this?</p>

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Known facts	Represent & use number bonds and related subtraction facts within 20 Add and subtract 1 digit and 2 digit numbers to 20, including zero		Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.		
Essential knowledge	1 less	Number bonds: subtraction 5 and 6	10 less	Number bonds: subtraction 20,12 and 13	
	Count back	Number bonds: subtraction 7 and 8	Subtract 1 digit from 2 digit by bridging	Number bonds: subtraction 14 and 15	
	Subtract 10.	Number bonds: subtraction 9 and 10	Partition second number and count back in tens then ones.	Number bonds: subtraction 16 and 17	
	Teens subtract 10	Difference between	Subtract 10 and multiples of 10.	Number bonds: subtraction 18 and 19	
			Subtract near multiples of 10.	Difference between	
			Add near multiples of 10.		