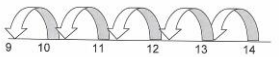
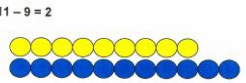
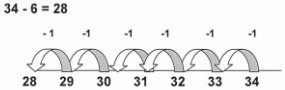
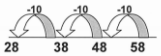
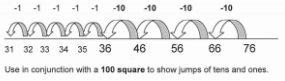
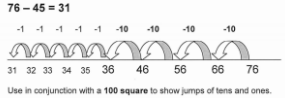
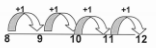
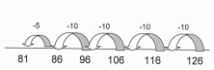
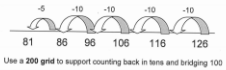
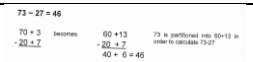
Subtraction stages by half term – use Calculation Policy for further support

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (EXS)	Summer 2
R	Counting backwards (songs, rhymes)	Finding one less than a given number	How many left?	Counting back from a given number		
1	 9 – 5 = 4 'Put your finger on number nine. Count back five.	Counting on and crossing 10s boundary Then progress to a **marked number line:** 12 - 6 = 6  'Put your finger on number twelve and count back six.'	Subtracting within 20 Then progress to a **marked number line:** 12 - 6 = 6  'Put your finger on number twelve and count back six.'	Marked number line Then progress to a **marked number line:** 12 - 6 = 6  'Put your finger on number twelve and count back six.'	Unmarked (MA) 14 – 5 = 9  'Put your finger on number 14 and count back five.'	Finding the difference 11 – 9 = 2  The **difference between** nine and eleven is two.
2	Subtracting one digit from a 2 digit number Counting back using an **empty number line** within 100, in ones... 34 - 6 = 28 		...and in tens: 58 - 30 = 28  Use in conjunction with a **100 square** to show jumps of tens.	Using partitioning **Subtraction, using partitioning, on an empty number line:** 76 – 45 = 31  Use in conjunction with a **100 square** to show jumps of tens and ones.	**Subtraction, using partitioning, on an empty number line:** 76 – 45 = 31  Use in conjunction with a **100 square** to show jumps of tens and ones.	Find small difference **Count up** from the smallest number to the largest to **find the difference.** 12 - 8 = 4  'The difference between 8 and 12 is 4.'
3	Informal Further develop the use of the **empty number line** with calculations that **bridge 100:** 126 – 45 = 81  Use a **200 grid** to support counting back in tens and bridging 100	Further develop the use of the **empty number line** with calculations that **bridge 100:** 126 – 45 = 81  Use a **200 grid** to support counting back in tens and bridging 100	**expanded written method** 78 – 23 = 55 70 + 8 −20 + 3 50 + 5 = 55 'Partition numbers into tens and ones/units. Subtract the ones, and then subtract the tens. Recombine to give the answer.' **NB** In this example decomposition (exchange) is not required.		**expanded written method then move to formal written method of subtraction** with decomposition/exchange 7 8 -2 3 5 5	73 – 27 = 46 
4	Expanded 258 - 73 = 185 200 + 50 + 8 - 70 + 3 becomes 100 + 150 + 8 - 70 + 3 100 + 80 + 5 = 185	**Consolidate the expanded written method**	**formal written method]** 1 15 2 5 8 - 7 3 1 7 5		**formal written method of subtraction** 1 15 2 5 8 - 7 3 1 7 5	5 13 6 3 7 - 2 5 2 3 8 5
5	**formal written method of subtraction**	formal written method	**formal written method of subtraction**	**formal written method of subtraction**	**formal written method of subtraction**	**formal written method of subtraction**

	4 9 13 ~~5~~ ~~0~~ ~~3~~ − 2 7 8 2 2 5	16 5 12 ~~1~~ ~~6~~ ~~6~~· ~~2~~ 5 - 8 3· 7 2 8 2· 5 3	4 9 13 ~~5~~ ~~0~~ ~~3~~ − 2 7 8 2 2 5	16 5 12 ~~1~~ ~~6~~ ~~6~~· ~~2~~ 5 - 8 3· 7 2 8 2· 5 3	4 9 13 ~~5~~ ~~0~~ ~~3~~ − 2 7 8 2 2 5	16 5 12 ~~1~~ ~~6~~ ~~6~~· ~~2~~ 5 - 8 3· 7 2 8 2· 5 3
6	Consolidate the above					