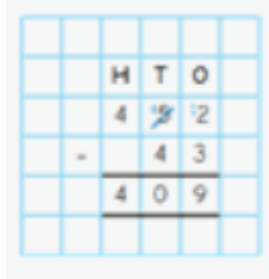


Year 3 - Subtraction

Core written method:



Core end of year expectation

- Add and subtract numbers with up to three digits using column methods.

(See WR small steps list for progression).

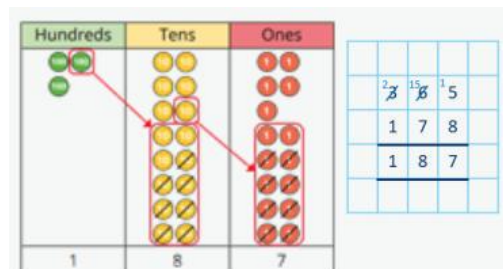
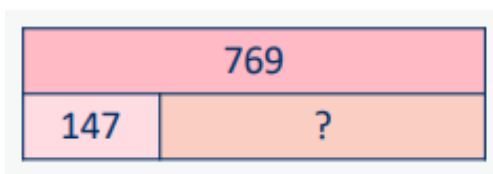
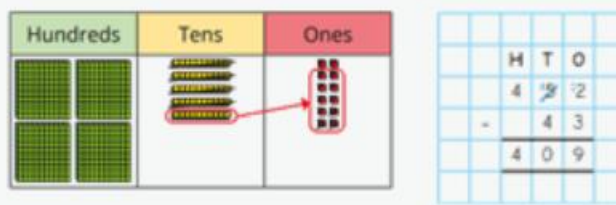
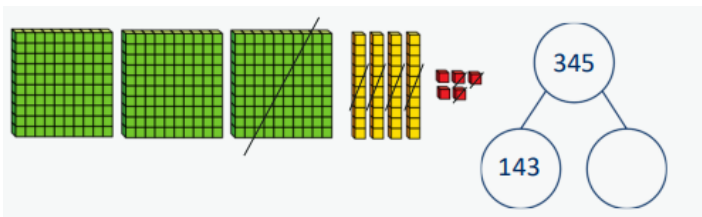
NC links:

- add and subtract numbers mentally, including: a 3-digit number using ones, tens, hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

Vocabulary:

column, addition, column, subtraction, digit, estimate, exchange, hundred(s), inverse, crossing the 10, crossing the 100.

Representations:



Year 4 - Subtraction

Core Written method:

	Th	H	T	O
	3	2 ³	0 ¹⁰	6
-	2	1	4	8
	1	0	5	8

Core end of year expectation:

- Add and subtract numbers with up to four digits using column methods and understand the inverse relationship.

(See WR small steps list for progression).

NC links:

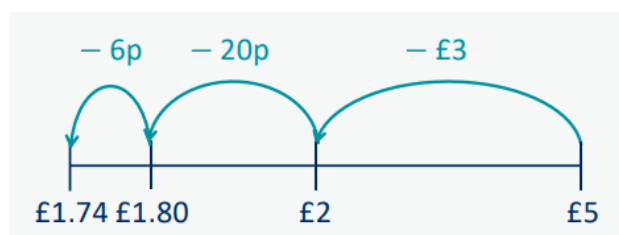
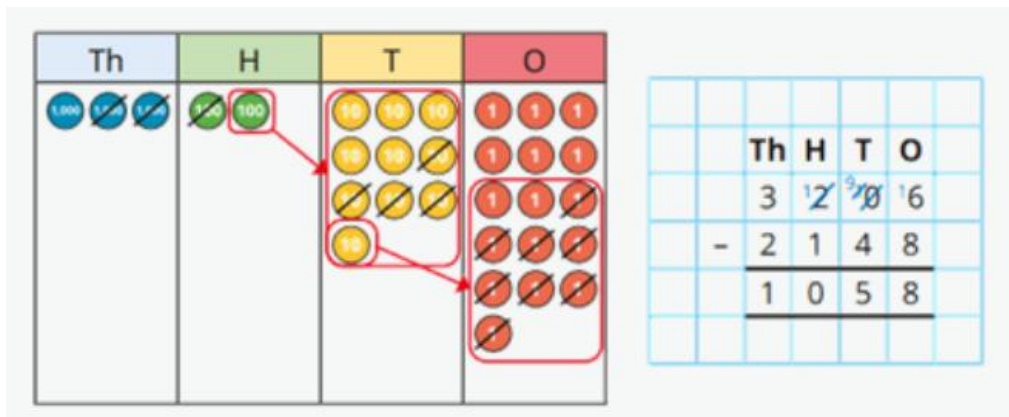
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Vocabulary:

column, addition, column, subtraction, digit, estimate, exchange, hundred(s), inverse, crossing the 10, crossing the 100.

New in year 4: efficient, inverse, round, thousand(s)

Representations:



Year 5 - Subtraction

Core written method:

$$\begin{array}{r} 315134 \\ - 3274 \\ \hline 28260 \end{array}$$

$$\begin{array}{r} 548 \\ - 12 \\ \hline 536 \end{array}$$

Core end of year expectation:

- To subtract larger whole numbers.
- (See WR small steps list for progression).

NC links:

- add and subtract numbers mentally with increasingly large numbers
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

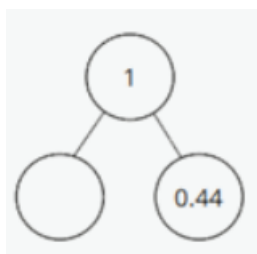
Vocabulary:

column, addition, column, subtraction, digit, estimate, exchange, hundred(s), inverse, crossing the 10, crossing the 100s, efficient, inverse, round, thousand(s)

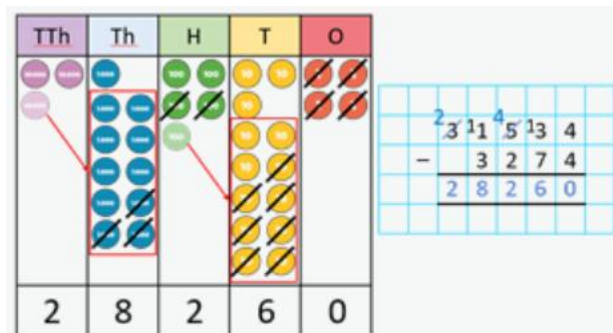
New in Year 5: accurate, approximate, constant difference, strategy

Representations:

$$24.4 - 3.12 = ?$$



$$\begin{array}{r} 548 \\ - 12 \\ \hline 536 \end{array}$$



Year 6 - Subtraction

Core written method:

		² 3	¹ 4	⁵ 6	¹ 2	2	1
	-	1	8	4	3	2	1
		1	6	1	9	0	0

		⁰ 1	¹⁵ 6	¹ 1	5		
	-	0	6	4			
		0	9	7	5		

Core end of year expectation:

- To subtract large numbers and numbers with decimals up to 3dp
(See WR small steps list for progression).

NC links:

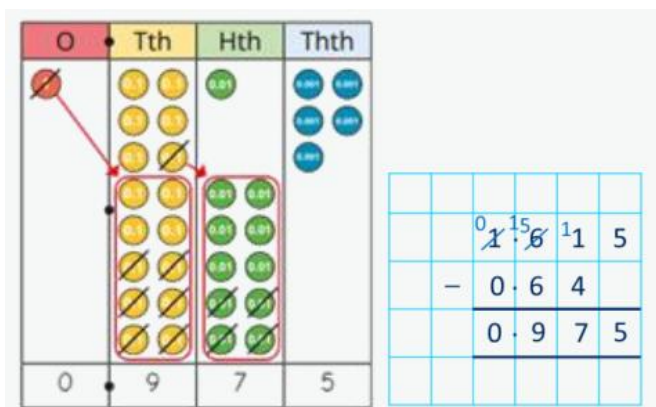
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- perform mental calculations, including with mixed operations and large numbers
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of problem, an appropriate degree of accuracy.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.

Vocabulary:

column, addition, column, subtraction, digit, estimate, exchange, hundred(s), inverse, crossing the 10, crossing the 100s, efficient, inverse, round, thousand(s), accurate, approximate, constant difference, strategy

New in Year 6: order of operations

Representations:



		8		4	8	5	
	-	3	6				4
		5	5	5	5	5	

4,604		
2,354	750	?

		² 3	¹ 4	⁵ 6	¹ 2	2	1
	-	1	8	4	3	2	1
		1	6	1	9	0	0