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| Subtraction **Year 4 Year 5 Year 6** | | |
| - = signs and missing numbers  Continue using a range of equations as in Year 1 and 2 but with appropriate numbers. Find a difference using models and images e.g. 358 and 128. This can be done using a bar model or equipment or a formal method. Children should be encouraged to use known number facts to reduce the number of steps.      Pencil and paper procedures  Complementary addition  754 – 86 = 668    Subtract using mental strategies  e.g 2001 – 189  or  1999 – 189 = 1810 2001 – 189 = 1801 + 11 = 1812  2001 – 189 = 1812 200 – 189 = 11  Written methods  Expanded column subtraction with decomposition using up to 4 digit numbers. 232 – 114 = 118  20 1 2 1  200 30 2 can be refined to 232 and  - 100 10 4 - 114  100 10 8 118 | - = signs and missing numbers  Continue using a range of equations as in Year 1 and 2 but with appropriate numbers up to 6 digits. Find a difference e.g. 8006 – 2993 = 5013  This can be modelled on an empty number line by counting up, bar modelling or a formal method. Pencil and paper procedures Complementary addition  754 – 286 = 468    OR 6 14 14  14 (300) can be refined to 7 5 4  400 (700) - 2 8 6  54 (754) 4 6 8  468  Subtract using mental strategies and knowledge of place value.      Written methods  Subtraction using decomposition with up to 6 digit numbers and decimals to two decimal places. | **- = signs and missing numbers**  Continue using a range of equations as in Year 1 and 2 but with appropriate numbers. Find a difference e.g. 8000 – 2785 = 5215  To make this method more efficient, the number of steps should be reduced to a minimum through children knowing:   * Complements to 1, involving decimals to two decimal places ( 0.16 + 0.84) * Complements to 10, 100 and 100   Complementary addition  6467 – 2684 = 3783   Decomposition **5 13** 16 6467 – 2684 = 3783 6 4 6 7   * 2 6 8 4 * 3 7 8 3   Reduce the number of steps to make the calculation more efficient  Continue calculating with decimals, including those with different numbers of decimal places.  Subtract using mental strategies and knowledge of place value.  Continue using strategies as in year 4 and 5  Written methods  Subtraction using decomposition with up to 6 digit numbers and decimals to three decimal places. |