| $348-179=$ <br> 348-179 | Once secure with subtraction using a number line, children will be introduced to the expanded column method. Concrete resources such as Base 10 will be used alongside this method initially, to support the modelling of 'exchanging'. |
| :---: | :---: |
| $348-179=$ $\begin{array}{r} 1 \\ 231 \\ 348 \\ -\quad 199 \\ \hline 169 \\ \hline \end{array}$ | The children will eventually move on to the compact column method for subtraction. It is important that the term exchange is used, not |
|  | 'borrowing' or 'knocking on the door'. |

Helping your<br>child at home

## Subtraction

## SUBTRACTION

## Children are taught to understand subtraction as taking away (counting back) and finding the difference (counting up)

| 5-2= <br> I had five balloons. Two burst. How many did I have left? | Drawing a picture helps |
| :---: | :---: |
|  | children to visualise the problem. |
| $\$ \$ 9$ Take away |  |
| A teddy bear costs $£ 5$ and a doll costs $£ 2$. How much more does the bear cost? |  |
| (7) $10, \quad$Find the <br> difference |  |
| 7-3: <br> Mum baked 7 biscuits. I ate 3. How many were left? | Using dots or tally marks is quicker than drawing a detailed picture. |
| HH\\|\| Toke away |  |
| Lisa has 7 felt tip pens and Tim has <br> 3. How many more does Lisa have? |  |
| थ•••••• Find the <br> difference  |  |

## 9-4 =

Dad bought 9 apples from the shop. We ate 4. How many were left?


56-23 =
I cut 23 cm off a ribbon measuring
56 cm . How much is left?


## 834-378=

The library owns 834 books. 378 are out on loan. How many are on the shelves?


Children could count back using a number line. This is a really good way for them to record the steps they have taken.

Children could count back using an empty number line, starting with the ones. This is a really good way for them to record the steps they have taken.
Children could count on (from the smallest number to the largest) to find the difference. It is easiest to count up to a multiple of 10 or 100. The jumps need to be added up below the number line. Encourage your child to add the largest number first and cross them out as they go along to help avoid mistakes.

