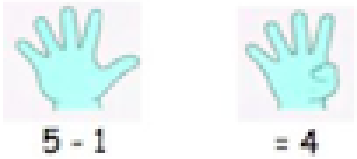
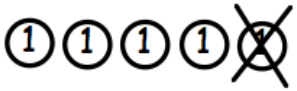
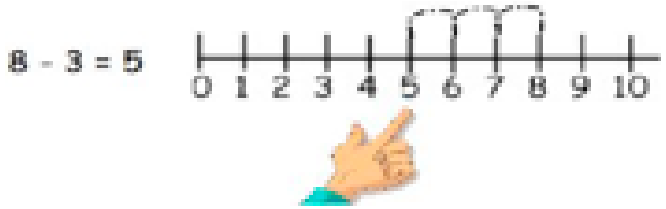
Progression SUBTRACTION	Underlying skills	Success criteria
Foundation Stage: Children in the Foundation Stage start subtraction in the spring term. They solve simple word problems using their fingers and then progress to counters.   5 - 1 = 4 Children progress to using a number line. They jump back along the number line using their finger.  	• Recognise numbers 0 to 10 • Count reliably up to 10 everyday objects • Finding one less than a number • Understand subtraction starts with the largest number and take away the smallest number	Fingers: • Hold up the correct number of fingers • Put down the number of fingers taking away • Count the number of fingers left Counters: • Count out the largest number of counters • Take away the smallest number of counters • Count the counters left Number line: • Put your finger on the largest number • Jump back the number of jumps of the second number • Look at the number you land on; this is your answer.

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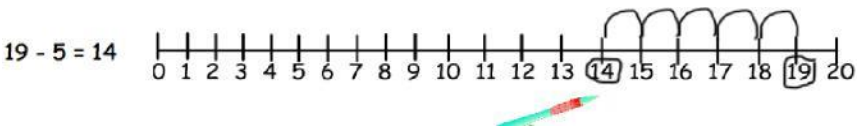
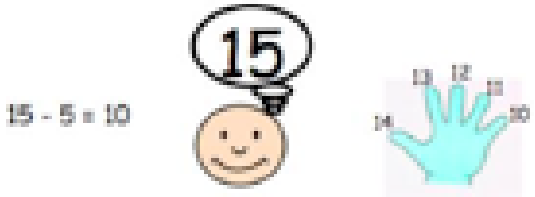
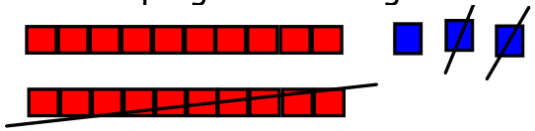
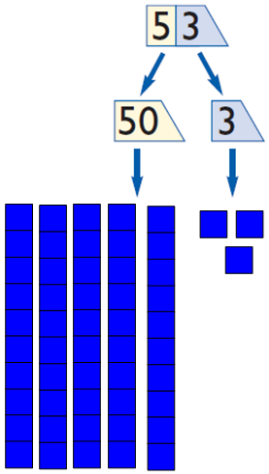
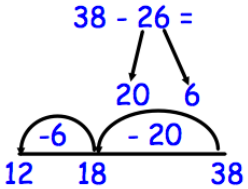
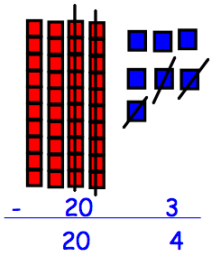
Year 1: Children continue to use the strategies taught in the Foundation Stage. They use a pen to mark the jumps made on a number line.  Children are encouraged to place the first number in their head and find the second number on their fingers. They then count back to find the answer.  Children progress to using Dienes blocks (Base 10).  23 – 12 = 11	• Count back from any given number • Begin to partition numbers in order to add (Represent using pictures, objects or symbols) 	Number line: • Put your finger on the first number • Jump back the second number • Look at the number you land on; this is your answer. Head and fingers: • Put the largest number in your head • Put up the fingers for the smallest number • Count back from the number in your head by touching the fingers that are stood up • The last number you say is the answer; total. Dienes blocks: • Count out the tens and units for the largest number • Take away the smaller number of dienes • Count the tens and units blocks • The dienes counted is the answer.

Progression	SUBTRACTION	Underlying skills	Success criteria
Year 2: Concept counters 63 - 31 =  Partitioning to subtract numbers.  Dienes subtraction – introduction to column method. 47 – 23=  Partitioning to subtract numbers, introduction to column method. T U 38 - 21 = 30 8 = - 20 1 = 10 7 = 17 When there are not enough units exchange 1 ten for 10 units.	• Partition numbers into tens and units • Count in tens • Count in units • Use number bond facts to support subtraction • Partition numbers into tens and units • Subtract multiples of tens • Subtract units • Partition numbers into tens and units • Understanding of place value • Subtract units • Subtract multiples of tens	• Make the first (larger) number using concept counters • Take away the smaller number of concept counters • Count the tens and units counters left • The counted counters is the answer • Write the largest number at the right of the number line • Partition the number you are taking away into tens and units • Take away the tens, writing the number you land on • Take away the units, writing the number you land on • The last number you land on is the answer • Make the larger number using dienes, putting them into tens and units columns • Take away the smaller number of dienes • Count the dienes left, this is your answer • Partition each 2-digit number into tens and units • Subtract the units, write the answer below the line • Subtract the tens, write the answer below the line • Add the tens and the units • The total is the answer

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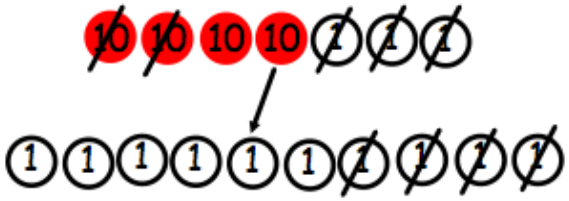
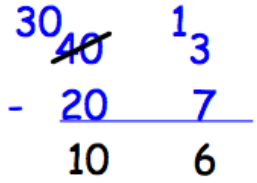
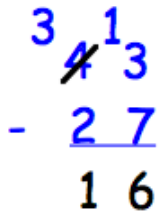
Key Stage Two: Concept counters exchanging 43 – 27 =  Can't take away 7 units at the moment, so exchange 1 ten for 10 units, then subtract.  Column method 43 – 27 =  Column method (exchanging) 	• Partition numbers into tens and units • Count in tens • Count in units • Use number bond facts to support subtraction • Understanding of place value • Subtract units • Subtract multiples of tens • Exchange 1 ten for 10 units • Understand that a number can be decomposed in different ways, (40+3=43, 30+13=43, 20+23=43…) • Understanding of place value • Subtract units • Subtract multiples of tens • Understand that a number can be partitioned in different ways, (40+3=43, 30+13=43, 20+23=43…)	• Make the first (larger) number using concept counters • Take away the smaller number of concept counters, when there is not enough units to take away exchange 1 ten for 10 units • Count the tens and units counters left • The counted counters is the answer • Partition both number into tens and units, write the smaller number below the larger number • Subtract the units column, top number take away the bottom number, writing the answer below. (If the lower number is bigger that the top number repartition the large number 43=30+13). • Subtract the tens column, writing the answer below. • Add the units and tens below the line, this is your answer. • Subtract the units column, top number take away the bottom number, writing the answer below. (If the lower number is bigger that the top number repartition the large number 43=30+13). • Subtract the tens column, writing the answer below. • Add the units and tens below the line, this is your answer.