— Subtraction —

Partitioning sets: and learning number facts
e.g. pairs that make 8, 9, 10 etc
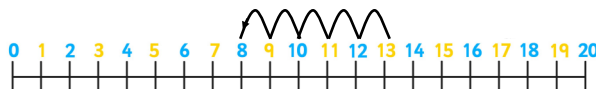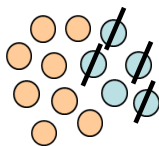
$10 = 1+9 \quad 2+8 \quad 3+7$
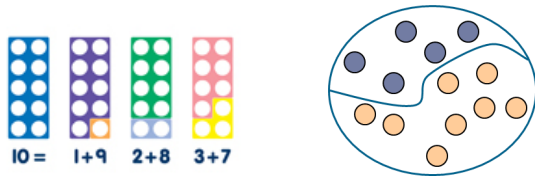
Seeing 12 as made up of 5 and 7

## Counting back/take away/reduction:

5 - 3   13 - 5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

* See number line policy

-3   -20

24   27   47
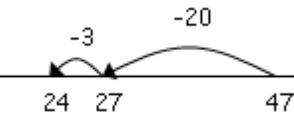
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practical subtraction: 72 - 47 =   exchanging where necessary
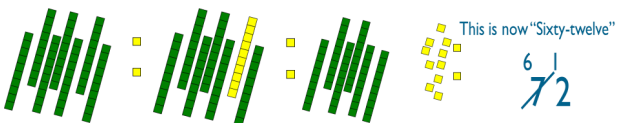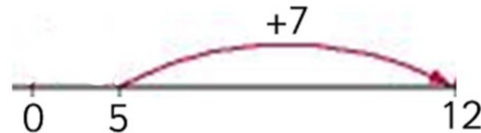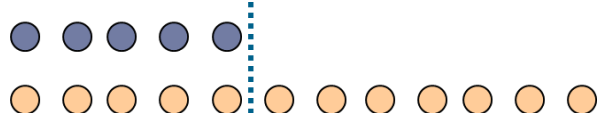
This is now "Sixty-twelve"

6 1
7 2

Finding the difference (counting on):

Use of language such as 'How many more?' and 'How much taller?

1, 2, 3
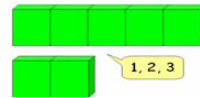
The difference between 3 and 8

12 - 5

+7

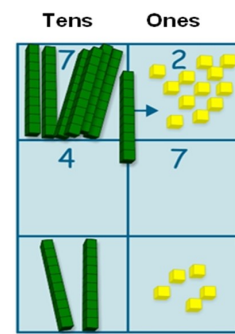0   5   12

74 - 27

+3   +40   +4

27   30   70   74

Vertical subtraction: Practically alongside recording.
Place value counters can also be used.

```
      6 1
      7 2
  -   4 7
      2 5
```

Tens   Ones

7   2

4   7

Vertical subtraction:

```
    7   1
  5 8   2
-
  3 4   7
  2 3   5
```

```
  3   1   6   1
  4   2   7   3
  1   6   4   5
  2   6   2   8
```

Vertical subtraction: in the context of

```
      3   1
-  £ 3 · 4 2
   £ 2 · 2 9
   £ 1 · 1 3
```

Vertical subtraction:

```
  7   1   6   1
  8 2 7 7 5
  3 6 4 8 3
  4 6 2 9 2
```

```
  8   1   6
  9 2 7 5
    6 4 8
  8 6 2 7
```

```
    3   1
  3 · 4 2 8
  2 · 2 9 3
  1 · 1 3 5
```

Understand finding the difference as subtraction