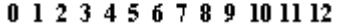
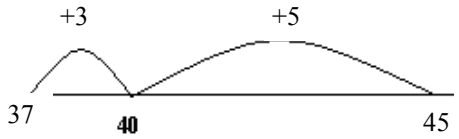
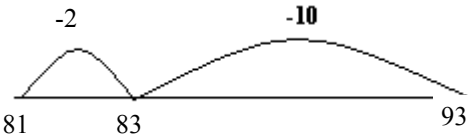
Wilkinson Subtraction Policy

Subtraction

Year 1	Year 2	Year 3
- = signs and missing numbers 7-3=_ _=7-3 7-_=4 4=_-3 _-3=4 4=7-_ Understand subtraction as takeaway.  Find a 'difference' by counting up. I have saved 5p. The socks that I want to buy cost 11p. How much more do I need in order to buy the socks?  Use  practical and informal written methods to support the subtraction of a one-digit number from a one or two-digit number and a multiple of ten from a two digit number. I have 11 cars. There are 5 cars too many to fit in the garage. How many cars fit in the garage? Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences. Recording by: Drawing jumps on prepared lines. Constructing own lines.	**- = signs and missing numbers** Continue using a range of equations as in year 1, but with appropriate numbers. Extend to 14+4=20-_ Find a small difference by counting up 45-37=8  **Sub-tract 9 or 11. Begin to add/subtract 19 or 21.** 25-9=16 **Use known number facts and place value to subtract.** (Partition second number only) 39-14=39-10-4 =29-4 =25 **Bridge through 10 where necessary** 42-13	**- = signs and missing numbers** Continue using a range of equations as in year 1 and 2 but with appropriate numbers. **Find a small difference by counting up** Continue as in year 2 but with appropriate numbers E.g. 75-49 is the same as 75-50+1 **Use known number facts and place value to subtract** Continue as in Year 2 but with appropriate numbers E.g. 93-12=81  With practice, children will need to record less information and decide whether to count back or forward. It is useful to ask children whether counting up or back is the more efficient for calculations. Such as 57-12, 86-77 or 43-28 Pencil and paper procedures Complementary addition 82-48

Subtraction

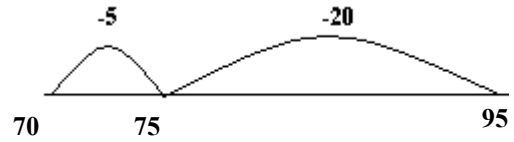
Year 4

- = signs and missing numbers
Continue using a range of numbers as in Year 1 and 2 but with appropriate numbers.

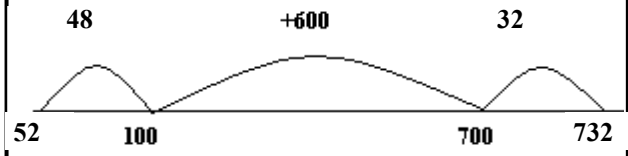
Find a small difference by counting up
E.g. 4005—3997 = 8
This can be modelled on an empty number line (see complementary addition below). Children should be encouraged to use known number facts to reduce the number of steps.

Subtract the nearest multiple of 10, then adjust
Continue as in year 2 and 3 but with appropriate numbers.

Use known number facts and place value to subtract
95-25= 70



Pencil and paper procedures
Complementary addition
732—52 = 680
For those children with a secure mental image of the number line they could record the jumps only
732-52=680



48 (100)
600 (700)
32(732)
680

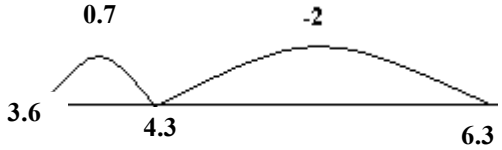
Year 5

- = signs and missing numbers
Continue using a range of numbers as in Year 1 and 2 but with appropriate numbers.

Find a difference by counting up
E.g. 7006-1994=5012
This can be modelled on an empty number line (see complementary addition below.)

Subtract the nearest multiple of 10 or 100, then adjust.
Continue as in Year 2, 3 and 4 but with appropriate numbers.

Use known number facts and place value to subtract
6.3– 2.7 = 3.6



Pencil and paper procedures
Complementary addition
724—294= 430

OR
724-294=430

6(300) can be refined to 6(300)
400 (700) 454 (724)
24(724) 430
430

Reduce the number of steps to make the calculation more efficient.
Extend to 2 places of decimals.

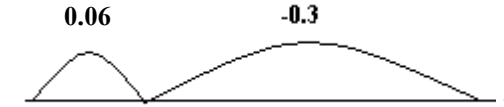
Year 6

- = signs and missing numbers
Continue using a range of numbers as in Year 1 and 2 but with appropriate numbers.

Find a difference by counting up
E.g. 8000-2685=5315
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 1000

Subtract the nearest multiple of 10, 100 or 1000 then adjust
Continue as in other years but with appropriate numbers.

Use known number facts and place value to subtract
0.5-0.36=0.14



Pencil and paper procedures
Complementary addition
6583-2652 = 3931
OR
6583—2652 = 3931
48(2700) can be refined to 348 (3000)
300 (3000) 3583(6583)
3583 (6583) 3931
3931

Reduce the number of steps to make the calculation more efficient.
Extend to 2 places of decimals.