

Subtraction

Children may need to refer 'back' to previous years' recording at any time, particularly when decimals or larger numbers are introduced.
Children to use practical apparatus, number lines and hundred squares for support

Year Group: 5

Signs and Symbols

$$6250 - 2150 = \square$$

$$\square = 6250 - 2150$$

Extend to

$$\triangle - 2150 = 4100$$

$$4100 = 6250 - \triangle$$

$$4550 - 450 = 8250 - \square$$

$$6250 - \square = 4100$$

$$4100 = \square - 2150$$

$$\triangle - \square = 4100$$

$$4100 = \square - \triangle$$

Number Lines

As Years 3 and 4 but with 5 digit numbers and decimals starting at one and progressing to three places.

Pencil and Paper Procedures

$$\begin{array}{r} 14.22 \\ - 8.70 \\ \hline 5.52 \end{array}$$

$$\begin{array}{r} 78162 \\ - 3421 \\ \hline 74741 \end{array}$$

Other Jottings

As Years 3 and 4 but with larger numbers and decimals

Explaining (Verbally and in Writing)

1859 - 660

I rounded 1859 up to 1860 and then subtracted 660 from the 860 leaving 200. I then added the 200 back onto the 1000 to give the answer, 1200 and took away the one giving the answer 1199.