

# 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 and number lines for support.

Year Group: 6

## Signs and Symbols

Extend to

$$7.65 - 6.85 = \square$$

$$\triangle - 6.85 = 0.80$$

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$$\triangle - \square = 0.80$$

$$\square = 7.65 - 6.85$$

$$0.80 = \triangle - 6.85$$

$$0.80 = 7.65 - \square$$

$$0.80 = \square - \triangle$$

$$11.45 - 6.3 = 9.5 - \square$$

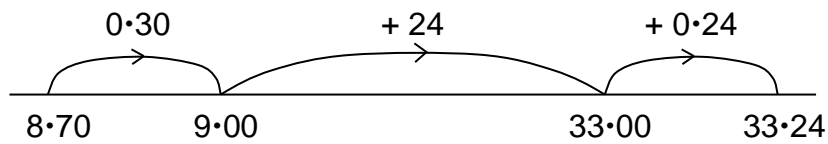
$$-- 34 - 15 = -- 49$$

## Number Lines

Open Line

Counting on /back

$$33.24 - 8.70 = 24.54$$



## Pencil and Paper Procedures

Consolidate

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

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

$$-- 34 - 15 = -- 49$$

## Other Jottings

(to be used alongside practical equipment, when children are finding number lines and more formal calculation methods difficult to understand)

As previous Year Groups

## Explaining (Verbally and in Writing)

Tariq had saved £54.00 in his money box. He bought a pair of trainers for £37.42. How much money did he have left?

*He paid with £40.00 and received £2.58 change. Therefore,  $54.75 - 40.00 = 14.75$ ,  $£14.00 + £2.58 = £16.58$  left.*