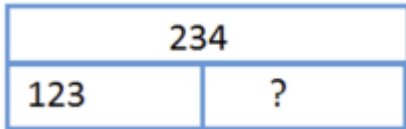


Year 5 and 6 Subtraction	
Year 5	Year 6
Mental strategies	
<p>Children should continue to count regularly, on and back, now including steps of powers of 10. The number line should continue to be used as an important image to support thinking, and the use of informal jottings should be encouraged where appropriate. Children should continue to partition numbers in different ways. They should be encouraged to choose from a range of strategies:</p> <ul style="list-style-type: none"> • Counting forwards and backwards in tenths and hundredths: $1.7 + 0.55$ • Reordering: $4.7 + 5.6 - 0.7$, $4.7 - 0.7 + 5.6 = 4 + 5.6$ • Partitioning: counting on or back - $540 + 280$, $540 + 200 + 80$ • Partitioning: bridging through multiples of 10: • Partitioning: compensating: $5.7 + 3.9$, $5.7 + 4.0 - 0.1$ • Partitioning: using 'near' double: $2.5 + 2.6$ is double 2.5 and add 0.1 or double 2.6 and subtract 0.1 • Partitioning: bridging through 60 to calculate a time interval: It is 11.45. How many hours and minutes is it to 15.20? • Using known facts and place value to find related facts 	<p>Consolidate previous years. Children should experiment with order of operations, investigating the effect of positioning the brackets in different places, e.g. $20 - 5 \times 3 = 5$; $(20 - 5) \times 3 = 45$</p>
Written methods	
<p>When understanding of the expanded method is secure, children will move on to the formal method of decomposition, which can be initially modelled with place value counters. (If unsure how to use the place values counters, refer to guidance in year 4).</p>	<p>As year 5, progressing to larger numbers, aiming for both conceptual understanding and procedural fluency with decomposition to be secured. Start with one exchange before moving onto subtractions with 2 exchanges. The bar model should be used to secure children's understanding of the whole, part, part relationship.</p> <p>Ask children if they know the whole. Yes. Draw the bar which represents the whole. Do you know the part? This the bar which represents the part. Do you know the other part? No. draw this bar and put ? – call it something. $234 - 123 = \text{something}$ (the other part). You can create different number sentences from the addition and subtraction facts.</p>

The bar model should be used to secure children’s understanding of the whole, part, part relationship. Ask children if they know the whole. Yes. Draw the bar which represents the whole. Do you know the part? This the bar which represents the part. Do you know the other part? No. draw this bar and put ? – call it something. $234 - 123 = \text{something}$ (the other part). You can create different number sentences from the addition and subtraction facts.



Start with one exchange before moving onto subtractions with 2 exchanges.

Progress to calculating with decimals, including those with different numbers of decimal places. Use place value counters to secure conceptual understanding.

