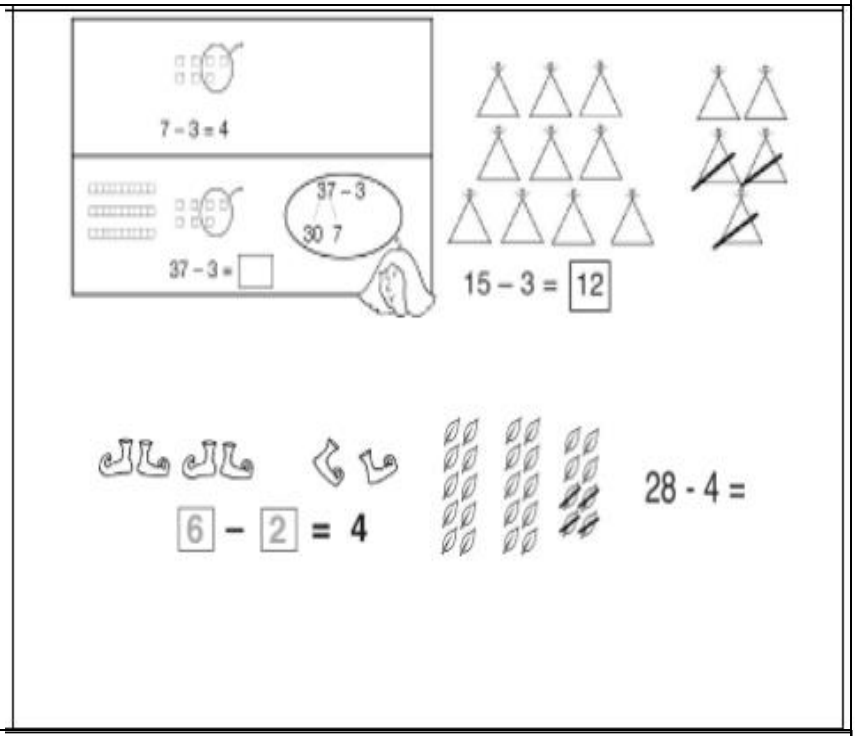
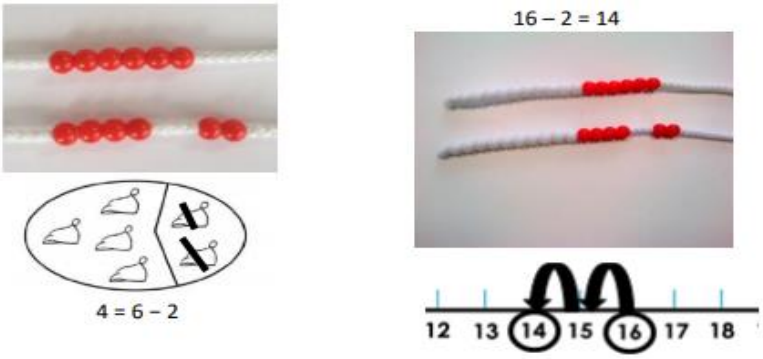
Year 1 Subtraction

Strategy and guidance	CPA
Taking away from the ones When this is first introduced, the concrete representation should be based upon the diagram. Real objects should be placed on top of the images as one-to-one correspondence so that pupils can take them away, progressing to representing the group of ten with a tens rod and ones with ones cubes.	
Counting back Subtracting 1, 2, or 3 by counting back **Pupils should be encouraged to rely on number bonds knowledge as time goes on, rather than using counting back as their main strategy.**	

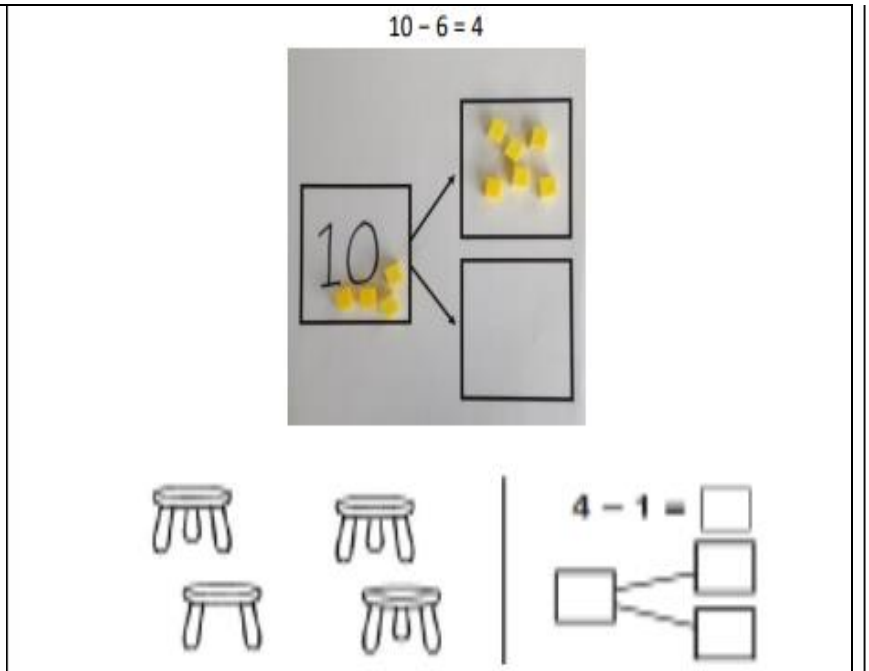
Year 1 Subtraction

Part-part-whole

Teach both addition and subtraction alongside each other, as the pupils will use this model to identify the link between them. Pupils start with ten cubes placed on the whole.

They then remove what is being taken away from the whole and place it on one of the parts.

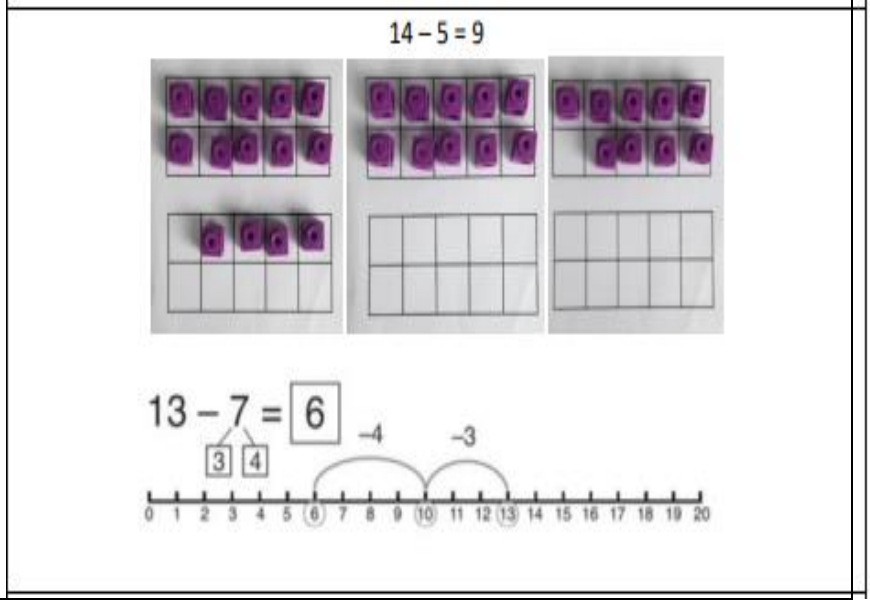
The remaining cubes are the other part and also the answer. These can be moved into the second part space.



Make ten strategy

To subtract a 1-digit number from a 2-digit number.

Pupils identify how many need to be taken away to make ten first, partitioning the number being subtracted. Then they take away the rest to reach the answer



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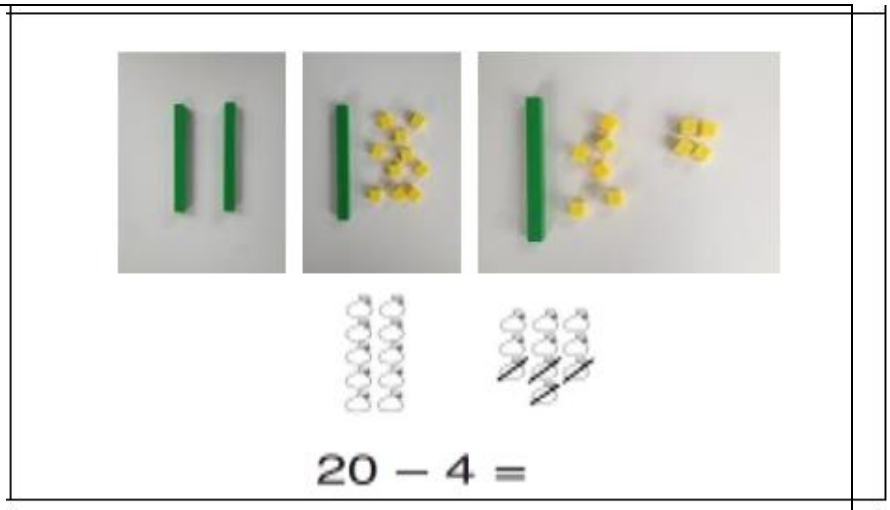
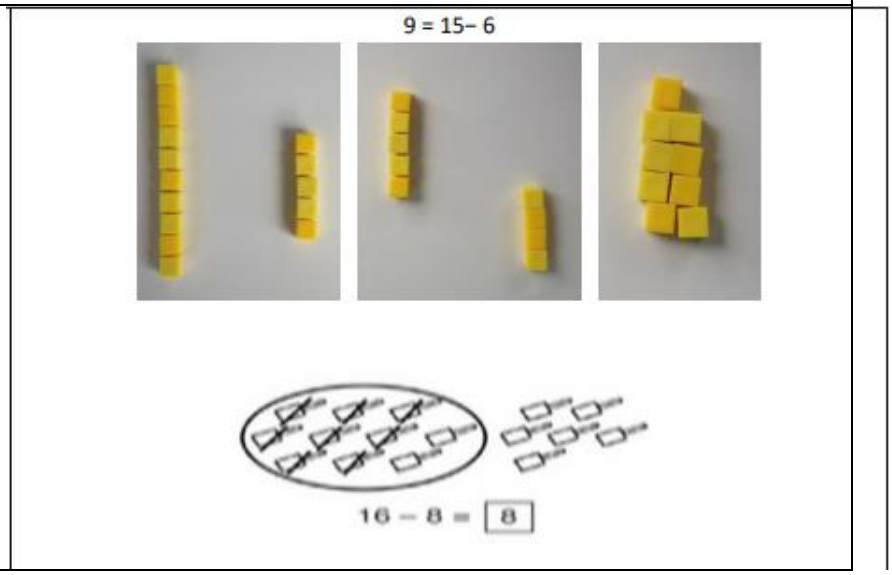
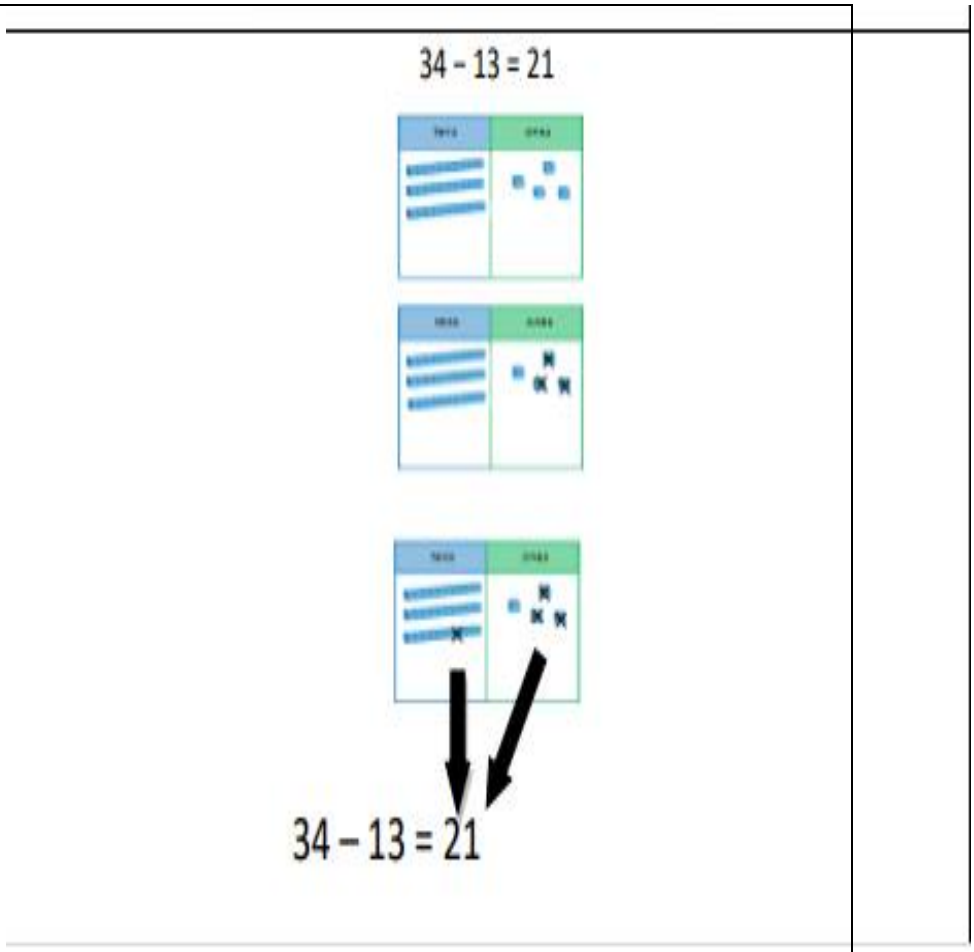
Regroup a ten into 10 ones After the initial introduction, the Dienes blocks should be placed on a place value chart to support place value understanding. This will support pupils when they later use the column method.	
Taking away from the tens Pupils should identify that they can also take away from the tens and get the same answer. This reinforces their knowledge of number bonds to 10 and develops their application of number bonds for mental strategies	

Year 1 Subtraction

Partitioning to subtract without regrouping

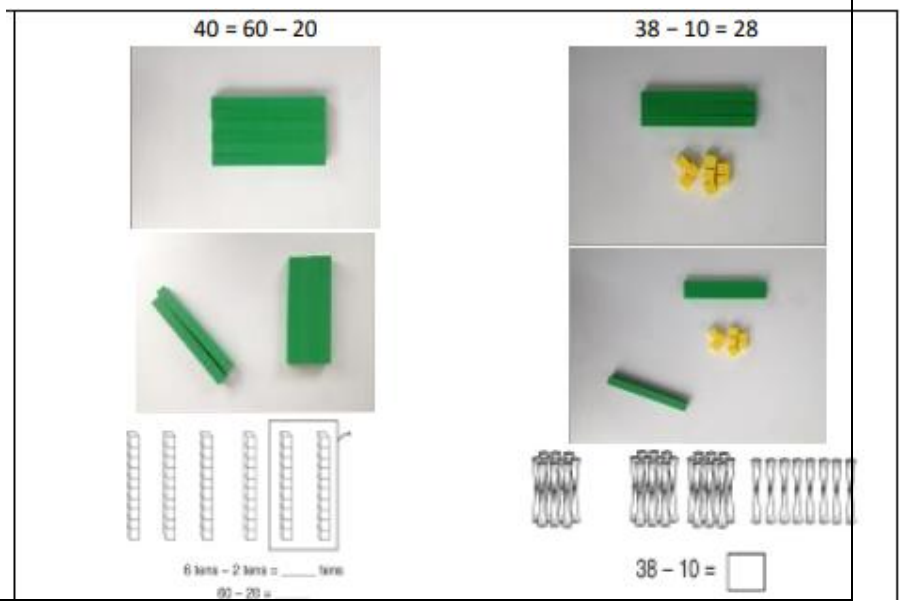
Dienes blocks on a place value chart (developing into using images on the chart) could be used, as when adding 2-digit numbers, reinforcing the main concept of place value for Year 1.

When not regrouping, partitioning is a mental strategy and does not need formal recording in columns. This representation prepares them for using column subtraction with formal recording



Subtracting multiples of ten

Using the vocabulary of 1 ten, 2 tens, 3 tens etc. alongside 10, 20, 30 is important as pupils need to understand that it is a **ten** not a one that is being taken away.



Year 1 Subtraction

Column method with regrouping

This example shows how pupils should work practically when being introduced to this method.

There is no formal recording in columns in Year 1 but this practical work will prepare pupils for formal methods in Year 2.

See additional guidance on unit pages to support with this method.

34 – 17 = 17