



## Subtraction

<b>S1</b>	(i) Count back 1 (from 10) + partners (ii) 2 (from 10) $10 - 2 = 8$ (iii) 3 (from 10) $10 - 3 = 7$										
<b>S2</b>	Revision – Mix of S1										
<b>S3</b>	(i) Zero subtraction facts (ii) Doubles to 10. $10 - 5 \rightarrow 2 - 1$										
<b>S4</b>	Ten facts. $10 - 5 \rightarrow 10 - 10$ (partners)										
<b>S5</b>	Revision – Mix of S3 & S4										
<b>S6</b>	(i) Harder Doubles to 20. $20 - 10 \rightarrow 12 - 6$ (ii) Doubles + 1. $17 - 8 \rightarrow 9 - 4$ (iii) Doubles - 1. $17 - 9 \rightarrow 9 - 5$										
<b>S7</b>	(i) Take 10 (ii) Take 9										
<b>S8</b>	Revision – Mix of S6 & S7										
<b>S9</b>	Remaining Facts <table><tbody><tr><td><math>11 - 7</math></td><td><math>12 - 7</math></td><td><math>12 - 8</math></td><td><math>13 - 8</math></td><td><math>14 - 8</math></td></tr><tr><td><math>11 - 4</math></td><td><math>12 - 5</math></td><td><math>12 - 4</math></td><td><math>13 - 5</math></td><td><math>14 - 6</math></td></tr></tbody></table>	$11 - 7$	$12 - 7$	$12 - 8$	$13 - 8$	$14 - 8$	$11 - 4$	$12 - 5$	$12 - 4$	$13 - 5$	$14 - 6$
$11 - 7$	$12 - 7$	$12 - 8$	$13 - 8$	$14 - 8$							
$11 - 4$	$12 - 5$	$12 - 4$	$13 - 5$	$14 - 6$							
<b>S10</b>	Revision of all subtraction										

## S1 (i) Count back 1 from 10 and turn-arounds of 'count on 1'

▪ e.g.  $7 - 1 = \blacksquare$

Count back when the part you take is small, that is 3 or smaller.

Begin at 7, count back 1, 7...6 that's 6.

▪ e.g.  $7 - 6 = \blacksquare$

Count on quickly from the smaller number to the larger number when the numbers are close.

How many numbers did you count? I have 6..7. That's 1

$2 - 1 =$	
$3 - 1 =$	$3 - 2 =$
$4 - 1 =$	$4 - 2 =$
$5 - 1 =$	$5 - 4 =$
$6 - 1 =$	$6 - 5 =$
$7 - 1 =$	$7 - 6 =$
$8 - 1 =$	$8 - 7 =$
$9 - 1 =$	$9 - 8 =$
$10 - 1 =$	$10 - 9 =$

## S1 (ii) Count back 2 from 10 and turn-arounds of 'count on 2'

e.g.  $7 - 2 = \blacksquare$

Count back when the part you take is small, 3 or less.

Begin at 7, count back 2, 7...6...5 that's 5.

e.g.  $7 - 5 = \blacksquare$

Count on quickly from the smaller number to the larger number.

How many numbers did you count? I have 5..6..7. That's 2.

$3 - 2 =$	
$4 - 2 =$	$4 - 2 =$
$5 - 2 =$	$5 - 3 =$
$6 - 2 =$	$6 - 4 =$
$7 - 2 =$	$7 - 5 =$
$8 - 2 =$	$8 - 6 =$
$9 - 2 =$	$9 - 7 =$
$10 - 2 =$	$10 - 8 =$
$11 - 2 =$	$11 - 9 =$

## S1 (iii) Count back 3 from 10 and turn-arounds of 'count on 3'

e.g.  $7 - 3 = \blacksquare$

Count back, when the part you take is 3 or less.

Begin at 7, count back 3, 7...6...5...4.. that's 4.

e.g.  $7 - 4 = \blacksquare$

Count on quickly from the smaller number to the larger number.

How many numbers did you count?

$4 - 3 =$	
$5 - 3 =$	
$6 - 3 =$	
$7 - 3 =$	$7 - 4 =$
$8 - 3 =$	$8 - 5 =$
$9 - 3 =$	$9 - 6 =$
$10 - 3 =$	$10 - 7 =$
$11 - 3 =$	$11 - 8 =$
$12 - 3 =$	$12 - 9 =$

## S2 REVISION of S1

- Reminder: Turn-arounds  $9 - 2 = 9 - 7 =$

Count back when the part you take is small (either  $-1$ ,  $-2$ ,  $-3$ ).

Count on quickly from the smaller number to the larger number when the numbers are close.

$6 - 1 =$	$12 - 2 =$	$8 - 7 =$	$10 - 7 =$
$10 - 9 =$	$10 - 2 =$	$9 - 8 =$	$8 - 2 =$
$8 - 6 =$	$8 - 5 =$	$10 - 3 =$	$9 - 3 =$
$7 - 4 =$	$7 - 3 =$	$9 - 6 =$	$10 - 8 =$
$8 - 3 =$	$11 - 2 =$	$6 - 5 =$	$9 - 7 =$



### REMEMBER



- As a guide the child should orally answer each fact in less than 4 seconds.
- If these number facts can't be answered in 4 seconds or less, then further consolidation and practice is necessary before moving up the levels

## S3 (i) Zero subtraction facts

When nothing is taken away and where everything is taken away.

To reinforce their understanding ask the students to act out situation where all or none are taken away.

$8 - 0$  Think...If you take none away, you still have the same number you started with.

$8 - 8$  Think...If you have 8 and you take 8 away, you'll have none left.

$0 - 0 =$	
$1 - 0 =$	$1 - 1 =$
$2 - 0 =$	$2 - 2 =$
$3 - 0 =$	$3 - 3 =$
$4 - 0 =$	$4 - 4 =$
$5 - 0 =$	$5 - 5 =$
$6 - 0 =$	$6 - 6 =$
$7 - 0 =$	$7 - 7 =$
$8 - 0 =$	$8 - 8 =$
$9 - 0 =$	$9 - 9 =$

### S3 (ii) Doubles to 10

Use double addition knowledge to teach unknown subtraction facts.

$10 - 5$  e.g. I know... $5 + 5 = 10$ , so  $10 - 5 = 5$

$0 - 0 =$	$6 - 3 =$
$2 - 1 =$	$8 - 4 =$
$4 - 2 =$	$10 - 5 =$

### S4 Tens facts

Students rely on their knowledge of facts adding to 10.

e.g.  $10 - 6 =$   I know 6 and 4 makes 10

so 10 take 6 leaves 4

$10 - 1 =$	$10 - 9 =$
$10 - 2 =$	$10 - 8 =$
$10 - 3 =$	$10 - 7 =$
$10 - 4 =$	$10 - 6 =$
$10 - 5 =$	

### S5 REVISION of S3 and S4

- Reminders:
  - 0 is taking none
  - taking everything away leaves you 0
  - remember your addition doubles
  - remember your partners to 10

$4 - 0 =$	$10 - 2 =$	$7 - 0 =$	$10 - 6 =$
$10 - 7 =$	$10 - 9 =$	$8 - 4 =$	$4 - 2 =$
$10 - 5 =$	$6 - 3 =$	$3 - 3 =$	$6 - 6 =$
$4 - 4 =$	$10 - 4 =$	$2 - 1 =$	$10 - 8 =$
$5 - 5 =$	$9 - 9 =$	$10 - 4 =$	$10 - 3 =$

#### REMEMBER

- As a guide the child should orally answer each fact in less than 4 seconds.
- If these number facts can't be answered in 4 seconds or less, then further consolidation and practice is necessary before moving up the levels

## S6 (i) Doubles to 20

Use double addition knowledge to teach unknown subtraction facts.

e.g.  $16 - 8 =$  I know  $8 + 8 = 16$  so  $16 - 8 = 8$

$12 - 6 =$	$18 - 9 =$
$14 - 7 =$	$20 - 10 =$
$16 - 8 =$	

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## S6 (ii) Doubles + 1

Use double subtraction knowledge to teach unknown subtraction facts.

e.g.  $13 - 6$  think... I know  $12 - 6 = 6$ , so  $13 - 6$  (is one more) = 7.

$9 - 4 =$	$15 - 7 =$
$11 - 5 =$	$17 - 8 =$
$13 - 6 =$	

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## S6 (iii) Doubles - 1

Use double subtraction knowledge to teach unknown subtraction facts.

e.g.  $11 - 6$  think... I know  $12 - 6 = 6$ , so  $11 - 6$  (is one less) = 5.

$9 - 5 =$	$15 - 8 =$
$11 - 6 =$	$17 - 9 =$
$13 - 7 =$	

## S7 (i) (a) Take 10

Subtracting 10 is thoroughly explored during place value work.

Simple subtraction of  $-10$  can be achieved by visualising taking 1 from the tens house.

e.g.	$\begin{array}{r} 11 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 10 \\ \hline \end{array}$
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$\begin{array}{r} 11 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 10 \\ \hline \\ \hline \end{array}$
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$\begin{array}{r} 16 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 10 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 19 \\ - 10 \\ \hline \\ \hline \end{array}$
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## Turnarounds

$\begin{array}{r} 11 \\ - 1 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 5 \\ \hline \\ \hline \end{array}$
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$\begin{array}{r} 16 \\ - 6 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 7 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 8 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 19 \\ - 9 \\ \hline \\ \hline \end{array}$
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## S7(ii) (a) Take 9

Students rely on their knowledge of place value of teen numbers.  
e.g.  $13 - 9$ , 13 take 10 is 3, so  $13 - 9 = 4$

$13 - 9 =$	$16 - 9 =$
$14 - 9 =$	$17 - 9 =$
$15 - 9 =$	$18 - 9 =$

## S7(ii) (b) Take 9 turn-arounds

Students use their knowledge of place value of teen numbers.  
e.g.  $13 - 4$ , 13 take 3 is 10, so  $13 - 4 = 9$

$13 - 4 =$	$16 - 7 =$
$14 - 5 =$	$17 - 8 =$
$15 - 6 =$	$18 - 9 =$

## S8 REVISION of S6 and S7

- Reminders: Use knowledge
  - of doubles + 1
  - place value (when subtracting 9)

$14 - 5 =$	$15 - 9 =$	$11 - 5 =$	$13 - 9 =$
$11 - 6 =$	$13 - 4 =$	$16 - 8 =$	$14 - 9 =$
$15 - 9 =$	$18 - 9 =$	$9 - 5 =$	$12 - 6 =$
$7 - 4 =$	$17 - 8 =$	$13 - 7 =$	$17 - 9 =$
$16 - 9 =$	$16 - 7 =$	$18 - 9 =$	$15 - 6 =$

### REMEMBER

- As a guide the child should orally answer each fact in less than 4 seconds.
- If these number facts can't be answered in 4 seconds or less, then further consolidation and practice is necessary before moving up the levels



## S9 Remaining facts

- These are challenging and need lots of practice.

$11 - 7 =$	Think... I know $10 - 7$ is 3 so $11 - 7$ is 4 (one more)
$11 - 4 =$	Think... I know $10 - 4$ is 6 so $11 - 4$ is 7 (one more)
$12 - 7 =$	Think... I know $10 - 7$ is 3 so $12 - 7$ is 5 (two more)
$12 - 5 =$	Think... I know $10 - 5$ is 5 so $12 - 5$ is 7 (two more)
$12 - 4 =$	Think... I know $10 - 4$ is 6 so $12 - 4$ is 8 (two more)
$12 - 8 =$	Think... I know $10 - 8$ is 2 so $12 - 8$ is 4 (two more)
$13 - 8 =$	Think... I know $10 - 8$ is 2 so $13 - 8$ is 5 (three more)
$13 - 5 =$	Think... I know $10 - 5$ is 5 so $13 - 5$ is 8 (three more)
$14 - 6 =$	Think... I know $12 - 6$ is 6 so $14 - 6$ is 8 (two more)
$14 - 8 =$	Think... I know $10 - 8$ is 2 so $14 - 8$ is 6 (four more)

## S10 REVISION of all addition strategies and number facts

Go back over revision sheets and practise using strategy reminders in each one.

$10 - 9 =$	$7 - 7 =$	$10 - 4 =$	$17 - 8 =$	$1 - 1 =$
$6 - 5 =$	$12 - 9 =$	$3 - 0 =$	$10 - 2 =$	$16 - 7 =$
$3 - 1 =$	$15 - 8 =$	$6 - 2 =$	$16 - 9 =$	$9 - 1 =$
$7 - 3 =$	$6 - 1 =$	$14 - 6 =$	$3 - 3 =$	$7 - 6 =$
$13 - 8 =$	$15 - 9 =$	$7 - 4 =$	$9 - 4 =$	$14 - 5 =$
$2 - 2 =$	$10 - 3 =$	$3 - 2 =$	$8 - 5 =$	$18 - 9 =$
$11 - 4 =$	$4 - 4 =$	$9 - 5 =$	$9 - 8 =$	$7 - 0 =$
$4 - 2 =$	$9 - 6 =$	$5 - 3 =$	$12 - 5 =$	$19 - 9 =$
$10 - 5 =$	$15 - 5 =$	$0 - 0 =$	$6 - 0 =$	$7 - 2 =$
$12 - 10 =$	$12 - 6 =$	$9 - 2 =$	$13 - 4 =$	$4 - 3 =$
$13 - 6 =$	$7 - 5 =$	$12 - 8 =$	$4 - 1 =$	$10 - 6 =$
$5 - 0 =$	$12 - 4 =$	$11 - 9 =$	$11 - 5 =$	$14 - 7 =$
$8 - 2 =$	$7 - 1 =$	$9 - 3 =$	$6 - 3 =$	$9 - 0 =$
$6 - 4 =$	$14 - 9 =$	$8 - 8 =$	$2 - 2 =$	$5 - 2 =$
$13 - 9 =$	$1 - 0 =$	$11 - 8 =$	$11 - 3 =$	$15 - 6 =$
$9 - 9 =$	$11 - 6 =$	$10 - 1 =$	$5 - 1 =$	$8 - 1 =$
$17 - 9 =$	$10 - 8 =$	$16 - 8 =$	$13 - 5 =$	$15 - 7 =$
$10 - 7 =$	$12 - 7 =$	$11 - 7 =$	$8 - 6 =$	$13 - 7 =$
$11 - 2 =$	$8 - 4 =$	$14 - 8 =$	$8 - 7 =$	$14 - 10 =$
$6 - 6 =$	$8 - 0 =$	$5 - 5 =$	$12 - 3 =$	$8 - 3 =$

As a guide these number facts in written form should be recalled in the following times:

- Years 1/2 2 columns in 2 minutes 40 seconds
- Years 3/4 3 columns in 4 minutes
- Years 4/5 5 columns in 6 minutes 40 seconds
- Years 6/7 5 columns in 6 minutes 40 seconds

