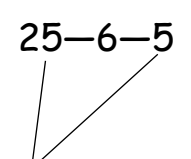


Subtraction

MNU 3-03a I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my process and solutions.

Pupils are taught to understand subtraction as taking away (counting back) and finding the difference (counting on).

<p>Removal or Counting Back</p> <p>123−69 123−(20+40+3+6) 123−20 = 103 103−40 = 63 63−3 = 60 60−6 = 54</p>	<p>Place Value— Partitioning</p> <p>367−154 367−100 = 267 267−50 = 217 217−4 = 213</p>	<p>Keep a constant difference</p> <p>151−98 +2 +2 153−100 = 53</p>																																			
<p>Reordering</p> <p>25−6−5</p>  <p>20 - 6 = 14</p>	<p>Adjusting for Easier numbers</p> <p>123−59 +1 123−60 = 63 + 1 = 64</p>	<p>Adding up / Bridging through 10</p> <p>23−16 16 + 4 + 3 = 23</p> <p>4 + 3 = 7</p>																																			
<p>Place Value and Negative numbers</p> <p>399−254 (300+90+9) - (200+50+4) 300 + 90 + 9 -200 - 50 - 4</p> <p>100 + 40 + 5 = 145</p>	<p>Written / Chimney</p> <table style="display: inline-table; vertical-align: middle;"> <tr><td>8</td><td>9</td><td>7</td></tr> <tr><td>-</td><td>6</td><td>7</td><td>4</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td>2</td><td>2</td><td>3</td><td></td></tr> </table> <table style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr><td>4</td><td>5</td><td>10</td><td>10</td></tr> <tr><td></td><td>9</td><td></td><td></td></tr> <tr><td>-</td><td>2</td><td>6</td><td>8</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td>2</td><td>3</td><td>2</td><td></td></tr> </table>		8	9	7	-	6	7	4	<hr/>				2	2	3		4	5	10	10		9			-	2	6	8	<hr/>				2	3	2	
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