

National Curriculum Programme of Study;

- subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate
- solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why
- solve simple measure and money problems involving fractions and decimals to two decimal places



Y4
Subtraction

BY THE END OF YEAR 4...

By the end of Year 4, children will be able to show their understanding as;

Thousands	Hundreds	Tens	Ones
3	4	0	5
1	2	8	4

Thousands	Hundreds	Tens	Ones
3	3	10	5
1	2	8	4

Thousands	Hundreds	Tens	Ones
3	3	10	5
1	2	8	4
2	1	2	1

$$\begin{array}{r}
 3 1 \\
 3 \cancel{4} 0 5 \\
 - 1 2 8 4 \\
 \hline
 2 1 2 1
 \end{array}$$

Following on from year 3...

Formal column subtraction, where appropriate

Children should continue to use the place value counters, in columns, to support their conceptual understanding of subtraction when working with increasingly larger numbers.

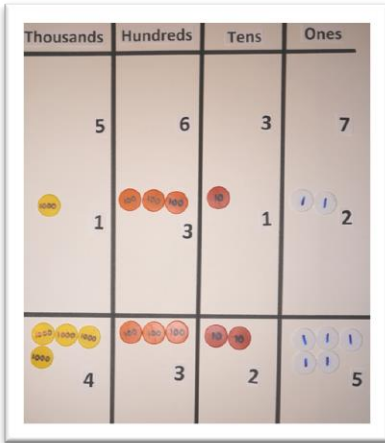
They should be able to subtract numbers with different numbers of digits, including calculations where more than one exchange is needed.

Children should be able to subtract more than one number, with different numbers of digits, making decisions regarding the order of subtraction based on mental skills.

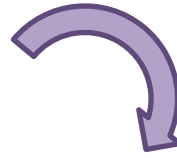
E.g. $5637 - 708 - 1312$

Children should decide whether to first subtract 708 or 1312 from 5637, followed by the other number. Alternatively they may choose to calculate $708 + 1312$ (using column addition), and then subtract the resulting 2020 from 5637.

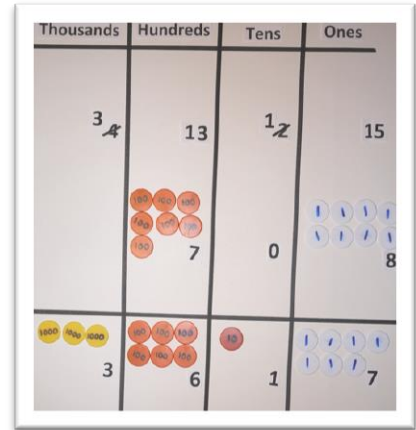
Using grouped objects for subtraction, with exchanging



$$\begin{array}{r} 5637 \\ - 1312 \\ \hline 4325 \end{array}$$

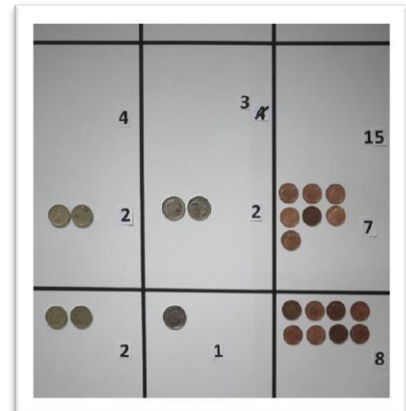
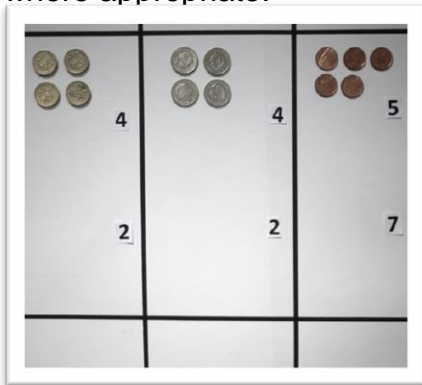


$$\begin{array}{r} 3111 \\ \cancel{4}3\cancel{2}5 \\ - 708 \\ \hline 3615 \end{array}$$



Apply understanding of subtraction in other contexts involving decimals

Children should use other practical resources, such as coins (£1, 10p, 1p) and masses (100g, 10g, 1g) when subtracting in the context of measures (to 2 d.p.). Encourage children to explain their thinking in terms of the practical equipment, continuing to make use of the base board where appropriate.



$$£4.45 - £2.27$$

$$\begin{array}{r} 4. \cancel{4}5 \\ - 2.27 \\ \hline 2.18 \end{array}$$