Subtraction - Year Four

- **Subtract numbers with up to 4 digits using the formal written method of columnar subtraction <u>where appropriate</u>**

NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

Continue to teach the use of **empty number lines** with three and four digit numbers, as appropriate.

Continue to develop the **formal written method of subtraction** by revisiting the **expanded method** first, if necessary. Continue to use **base -ten materials** to support understanding.

258 - 73 = 185

$$200 + 50 + 8$$
$$-\qquad 70 + 3$$

becomes

$$100 + 150 + 8$$
$$-\qquad 70 + 3$$
$$\overline{100 + \quad 80 + 5} \ = 185$$

You might replace the **+ sign** with the word **'and'** to avoid confusion.
Children will need to practise partitioning in a variety of ways.

This leads to the **formal written method**, involving decomposition…

$$\begin{array}{r} {\scriptstyle 1\ \ 15} \\ \cancel{2}\ \cancel{5}\ 8 \\ -\quad 7\ 3 \\ \hline 1\ 7\ 5 \end{array}$$

Use the language of place value to ensure understanding.
In this example it has been necessary to exchange from the hundreds column.

Further develop by subtracting a three-digit number from a three-digit number:

637 – 252 = 385

Ensure that children are confident in partitioning numbers in this way.

$$\begin{array}{r} 600 + 30 + 7 \\ -\ 200 + 50 + 2 \end{array}$$
$$\begin{array}{r} 500 + 130 + 7 \\ -\ 200 + \ 50 + 2 \\ \hline 300 + \ 80 + 5 \ = \ 385 \end{array}$$

This leads to a **formal written method**:

```
    5 13
  6̶ 3̶ 7
- 2 5 2
─────────
  3 8 5
```

Use the language of place value to ensure understanding and use base-ten materials, if necessary.

When children are confident, develop with **four digit numbers** and decimal numbers (in the context of money and measures).

3625 – 1219 = 2406

```
       1 15
  3 6 2̶ 5̶
- 1 2 1 9
─────────
  2 4 0 6
```

NB If, at any time, children are making significant errors, return to the previous stage in calculation.