

When children are confident extend with larger numbers (and decimal numbers). Return to an expanded method, if necessary.

$$12731 - 1367 = 11364$$

$$\begin{array}{r} ^6 ^{12} ^{11} \\ 12731 \\ - \quad 1367 \\ \hline 11364 \end{array}$$

In this example it has been necessary to exchange from the tens and the hundreds columns.

NB If children are making significant errors, provide calculations where only one exchange is required.

Introduce subtraction of decimals, initially in the context of money and measures.

$$£166.25 - £83.72 = £82.53$$

$$\begin{array}{r} ^{16} ^5 ^{12} \\ 166.25 \\ - \quad 83.72 \\ \hline 82.53 \end{array}$$

Ensure the decimal points line up.

Continue to practise and apply the formal written method with large numbers and decimals throughout year five.

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

Year Six - Subtraction

No objectives have been included in the programmes of study explicitly related to written methods for subtraction in Y6. However, there is an expectation that children will continue to practice and use **the formal written method for larger numbers and decimals** and use these methods when solving problems, when appropriate (see previous years' guidance for methods).

Our aim is that by the end of Y6 children **use mental methods (with jottings)** when appropriate, but for calculations that they cannot do in their heads, they use an efficient **formal written method** accurately and with confidence.