

### National Curriculum Programme of Study;

- Pupils practise addition for larger numbers using the formal written methods of columnar addition.
- Solve addition one step and multi-step problems in context.



# Y6

## Subtraction

### BY THE END OF YEAR 6...

By the end of Year 6, children will be able to show their understanding as;

$$\begin{array}{r}
 \overset{2}{\cancel{3}} \overset{1}{0} \overset{1}{\cancel{2}} \overset{1}{4} \overset{2}{\cancel{3}} \overset{1}{2} \\
 - 110709 \\
 \hline
 191723
 \end{array}$$

$$\begin{array}{r}
 \overset{0}{\cancel{1}} \overset{1}{2} \overset{5}{\cancel{6}} . \overset{1}{0} 3 5 \\
 - \quad 52 . 803 \\
 \hline
 073 . 232
 \end{array}$$

### Following on from Year 5...

Formal column subtraction for any number of values, with mixed decimal places

Children should continue to work in columns, for large numbers as well as those to several decimal places, in context where appropriate. Children should be expected to make use of the inverse nature of addition and subtraction where appropriate.

E.g. Maximum crowd capacity at three American Football grounds are;

Stadium	Crowd capacity
Ohio	102329
Michigan	109901
Los Angeles Coliseum	93607

What is the difference between the numbers of seats available at each stadium?

E.g. Two numbers have a difference of 1.5803. One of the numbers is 4.7218. What is the other? Is this the only answer? How could you find another solution?

$$\begin{array}{r}
 4 . 7 2 1 8 \\
 - ? . ? ? ? ? \\
 \hline
 1 . 5 8 0 3
 \end{array}$$

$$\begin{array}{r}
 \overset{6}{\cancel{7}} \overset{1}{2} 1 8 \\
 - 1 . 5 8 0 3 \\
 \hline
 3 . 1 4 1 5
 \end{array}$$