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| Term | Definition | Example  **Subtraction – Year Three** |
| Subtraction, subtract, minus, take away | To subtract a quantity from another |  |
| How many are left/ left over? | Amount left after an amount has been taken away. |  |
| How many fewer? | How many less in the smaller amount | 181 < 325 (325 – 181 = 144)  181 is 144 less than 325 |
| How much less is? | How many less in the smaller amount. | 32 – 18 = 14  18 is 14 less than 18. |
| Difference between | The amount between the two amounts. | Difference between 123 and 145  A picture containing diagram  Description automatically generated is 22 |

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| Term | Definition | | Example |
| Half, halve | Making two equal groups | | Half of 6 is 3 |
| = equals | Exactly the same amount or value | | 400 + 50 + 9 = 459 |
| Tens boundary, hundreds boundary | When numbers jump over the multiple of ten or one hundred | | 100 boundary  449  378  400 |
| Exchange | Breaking down hundreds or tens to a lower value e.g.1 ten = 10 ones, 1 hundred = 10 tens | | A picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA picture containing screen, building, window, tower  Description automatically generatedA close up of a blue wall  Description automatically generated = |
| Carried digits | A digit that is carried from one column value to one of a different value | | A picture containing diagram  Description automatically generated  Carried digit |
| **Instructional Vocabulary** | | | |
| Explain your method | | Explain how you got your answer | |
| Give an example of… | | Show how you…/ show your working…. | |

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| Subtract single digit bridging through boundaries | A picture containing icon  Description automatically generatedA picture containing icon  Description automatically generated  33 – 7 = 26. 406 – 7 = 397 |  | Subtract multiples of 10, 100 | 636 – 435 =  Count back in hundreds,tens, ones understand h t u and subtract 10s from T and 100s from 100scolumn. | |
| Difference between | Difference between 573 and 962  73 + 300 + 62 = 300 + 135 = 435 |  | Pairs to 100  Compliments to 100 | Know all the pairs of numbers that make 100  e.g. 100 – 62 = 38 100 – 91 = 9  100 – 24 = 76 100 – 15 = 85  100 – 79 = 21 100 – 83 = 17 | |
| Partition the second number to subtract | 756 – 364 =  364  160  4  756 – 4 = 752 752 – 160 = 592  592 – 200 = 392  200 |  | Subtract near multiples of 10 and 100 by rounding and adjusting | 47 – 29 =  (29 near multiple is 30)  47 – 30 + 1 =  17 + 1 =  18 | 627 - 412 =  (412 near multiple is 400)  627– 400 – 12 =  227 – 12 =  215 |
| Partition and recombine | 625 – 314 =  600 + 20 + 5 – 300 + 10 + 4 = 300 + 10 + 1 = 311 |  |  | | |

**Essential Knowledge**

78 count back 6 = 72

72 count back 30 = 42