

# Column Subtraction

**Explanation:** Children will move onto using column subtraction. This method is quick and efficient as long as the children are prepared with practical methods beforehand. Once able to move on to column subtraction, they can develop to subtracting decimals through this method too.

## Questions:

1)  $446 + 417 = \underline{\hspace{2cm}}$

2)  $471 - 256 = \underline{\hspace{2cm}}$

3)  $159 + 273 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 6208 \\ - 1015 \\ \hline \end{array}$$

$$\begin{array}{r} 3052 \\ - 2211 \\ \hline \end{array}$$

$$\begin{array}{r} 4008 \\ - 2257 \\ \hline \end{array}$$

$$\begin{array}{r} 7231 \\ - 6010 \\ \hline \end{array}$$

A.

	3	1	1	3	4
		2	5	6	3
+	2	3	2	0	6

B.

	4	7	5	4	0
+		9	3	6	7

C.

		2	9	5	7
	5	1	3	3	8
+			3	5	1

4. Using the boxes provided, tick the incorrect calculations below.

A. 
$$\begin{array}{r} \overset{6}{7} \overset{10}{1} 4 7 6 \\ - \quad \quad 9 5 2 1 \\ \hline 6 1 8 5 5 \end{array}$$

B. 
$$\begin{array}{r} 2 \overset{8}{9} \overset{1}{0} \overset{8}{9} \overset{1}{1} \\ - 1 5 2 5 5 \\ \hline 1 4 8 3 6 \end{array}$$

C. 
$$\begin{array}{r} 3 \overset{4}{5} \overset{9}{0} \overset{11}{2} \overset{1}{6} \\ - 1 1 4 4 8 \\ \hline 2 3 5 7 8 \end{array}$$

D. 
$$\begin{array}{r} 1 8 5 \overset{4}{5} \overset{1}{6} \\ - \quad \quad 7 4 4 8 \\ \hline 1 0 1 0 8 \end{array}$$

## Moving onto subtracting decimals:

The key here is to make sure that the decimal points always line up, otherwise the calculation will not work.

$$\begin{array}{r} 880.327 \\ - 234.522 \\ \hline \end{array}$$

$$\begin{array}{r} 917.712 \\ - 532.789 \\ \hline \end{array}$$

$$\begin{array}{r} 466.151 \\ - 197.853 \\ \hline \end{array}$$

$$\begin{array}{r} 895.498 \\ - 217.266 \\ \hline \end{array}$$

### Subtraction with missing numbers:

$$\begin{array}{r} 56212 \\ - \square 7\square 7\square \\ \hline 3\square 0\square 8 \end{array}$$

$$\begin{array}{r} \square\square 4\square 7 \\ - 42\square 35 \\ \hline 28892 \end{array}$$

Once the children have a good understanding of the column subtraction method, then challenging them with missing number questions can really move their reasoning skills on. Can they work out the missing number? How can they justify why they are right?

### Typical UKS2 test questions:

There are two different ways that test papers check children's understanding of subtraction. The first way is looking at abstract methods, including decimals:

$$805 - 49 =$$

$$3054 - 817 - 44 =$$

$$87.34 - 7.8$$

The second way is using reasoning skills, from solving a missing number or using word problems to ascertain their deeper understanding of the skill:

This table shows the number of people living in various towns in England.

Town	Population
Bedford	82,448
Carlton	48,493
Dover	34,087
Formby	24,478
Telford	166,640

$$602 - \square = 594$$

What is the **difference** between the numbers of people living in Bedford and in Dover?