


Progression in Calculations. Y2

Subtraction.

<p>Year 2</p>										
<p style="text-align: center; color: red;">Subtract 10s</p> <p>Children should make use of place value to subtract 10s from a given number within 100.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #f4a460;"> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td>●●●●</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones		●●●●					$\begin{array}{r} 56 \\ - 30 \\ \hline \end{array}$
Tens	Ones									
	●●●●									
<p style="text-align: center; color: red;">Subtract 1-digit from 2-digits</p>	<p>$22 - 7 =$</p>  <p>Can you put the larger number in your head and count back the smaller number? Start at 22 and count back 7</p>									
	<p>Subtract 8 from 24</p> <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">Tens</td> <td style="text-align: center;">Ones</td> <td style="padding-left: 10px;"> $\begin{array}{r} \cancel{1} \cancel{4} \\ - 8 \\ \hline 16 \end{array}$ </td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;">●●●●●●●●</td> <td></td> </tr> </table> <ul style="list-style-type: none"> Do we have enough ones to take 8 ones away? Exchange one ten for ten ones. Take away 8 ones. Can you write this using the column method? 		Tens	Ones	$\begin{array}{r} \cancel{1} \cancel{4} \\ - 8 \\ \hline 16 \end{array}$		●●●●●●●●			
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	●●●●●●●●									

Progression in Calculations. Y2

Subtraction.

Subtract with 2-digits (1)

78 minus 34 = ____

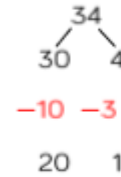
8 ones - 4 ones = ____

7 tens - 3 tens = ____

We have ____ tens and ____ ones.

Tens	Ones
	

34 - 13 = ____



- Partition the number 34.
- Partition 13 and subtract the ones and the tens.
- Place the partitioned number back together.

Subtract 13 from 28



$$\begin{array}{r} 28 \\ -13 \\ \hline 15 \end{array}$$

Progression in Calculations. Y2

Subtraction.

Subtract with 2-digits (2)

Children use their knowledge that one ten is the same as ten ones to exchange when crossing a ten in subtraction.

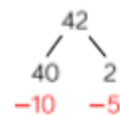
Use the number line to subtract 12 from 51



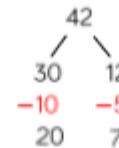
Can you subtract the ones first and then the tens?

Can you partition the ones to count back to the next ten and then subtract the tens?

$$42 - 15 =$$

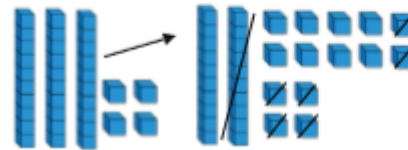


We can't subtract the ones. Can we partition differently?



Now we can subtract the ones and then subtract the tens.
 $42 - 15 = 27$

Take 16 away from 34



$$\begin{array}{r} \cancel{3}4 \\ -16 \\ \hline 18 \end{array}$$