

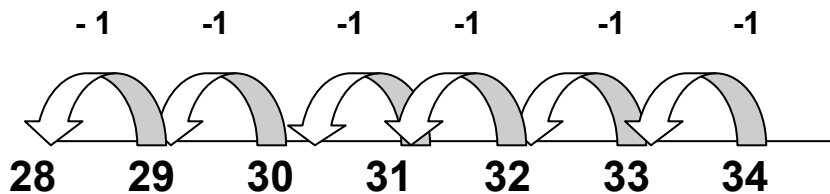
Subtraction - Year Two

- Subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - A two digit number and ones
 - A two digit number and tens
 - Two two-digit numbers

NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

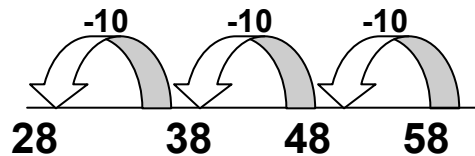
Counting back using an **empty number line** within 100, in ones...

$$34 - 6 = 28$$



...and in tens:

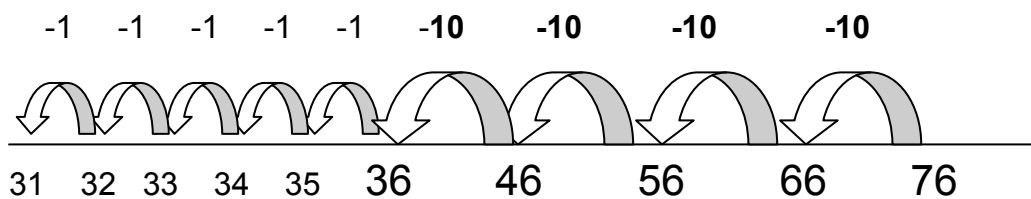
$$58 - 30 = 28$$



Use in conjunction with a **100 square** to show jumps of tens.

Subtraction, using partitioning, on an empty number line:

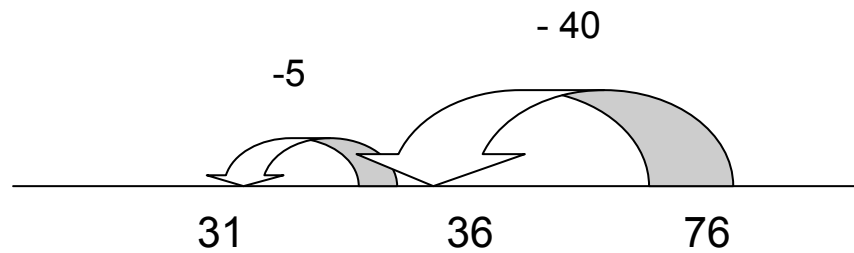
$$76 - 45 = 31$$



Use in conjunction with a **100 square** to show jumps of tens and ones.

If children are confident, use more efficient jumps:

$$76 - 45 = 31$$



$$76 - 40 - 5 = 31$$

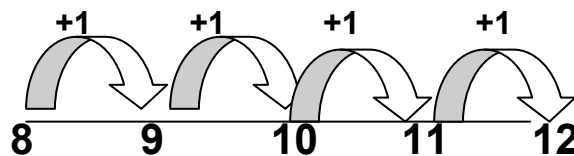
Use in conjunction with a **100 square** to show jumps of tens and ones.

Counting on to find a small difference

Introduce complementary addition to find differences (only use for **small** differences). The use of models is extremely important here to understand the idea of "difference" (see Y1 guidance).

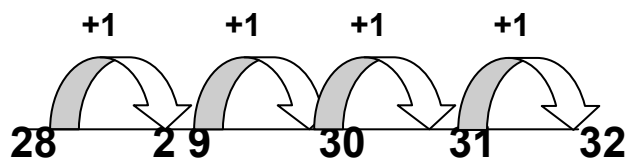
Count up from the smallest number to the largest to **find the difference**.

$$12 - 8 = 4$$



'The difference between 8 and 12 is 4.'

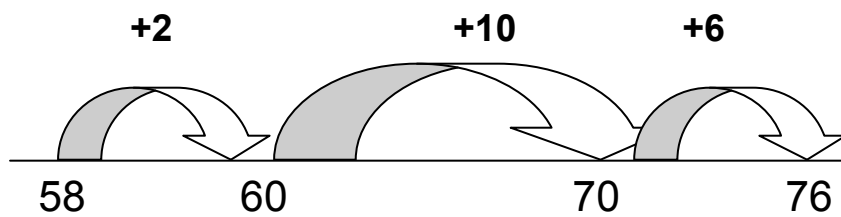
$$32 - 28 = 4$$



'The difference between 28 and 32 is 4.'

If children are confident, further develop this method:

$$76 - 58 = 18$$



'The difference between 58 and 76 is 18.'

Further develop subtraction with numbers that bridge 100, using a **200 grid** to support.

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