20.01.21

Year 2 Subtract 2-Digit Numbers

Are you a master of subtracting 2-digit numbers? Let's revise what we learned last term.

Fluency

Set out your work using the column method.

52+ 26=

75-14 =

37 + 45 =

39 + 36 =

45 + 25 =

Create your own addition number story

Sally had 34 flowers. She picked 18 more. How many did she have altogether?

Fluency

Partition these numbers into 10s and ones.

45

98

Create your own examples

53

17

Fluency

Partition these numbers into 10s and ones.

45

4 tens and 5 ones
40 + 5

98

9 tens and 8 ones
90 + 9

Create your own examples

53

5 tens and 3 ones
70 + 2

17

1 ten and 7 ones
10 + 7

Let's revisit what we should know…

Subtract these amounts.
Use equipment, drawings or your knowledge of place value to help.

56 - 20

42 - 30

97 - 50

28 - 20

Look carefully – do we subtract tens or ones?

Answers

$56 - 20 = 36$

$42 - 30 = 12$

$97 - 50 = 47$

$28 - 20 = 8$

Did you notice that the tens change but the ones stay the same.

Vocabulary

Number – Place Value — Year 2

Tens and Ones

A 2-digit number has tens and ones.

Tens	Ones
3	4

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Addition & Subtraction — Year 2

Crossing 10

Going past a multiple of 10 when you are adding or subtracting.

17 + 5 = 22

Addition & Subtraction — Year 2

Calculation

Working out the answer to a maths problem.

4 + 5 = 9

10 – 5 = 5

20 – 4 = 16

Number – Place Value — Year 2

Partition

To split/ separate/ divide numbers into smaller parts.
This can make calculations easier.

You can also partition smaller numbers.

Addition & Subtraction — Year 2

Efficient

Working in a way without wasting time.

18 + 6 =

An efficient way of adding would be to count on from 18 instead of starting from 0.

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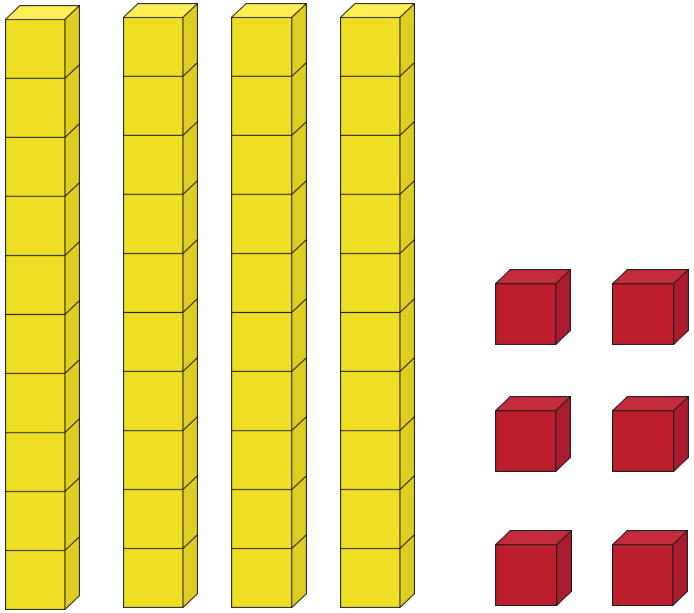
Today's learning

We will begin by reviewing how to subtract without crossing tens

Recap

To solve this, we need to subtract both tens and ones.

$$46 - 23 =$$



The number to subtract is 23.

How many ones must we subtract?

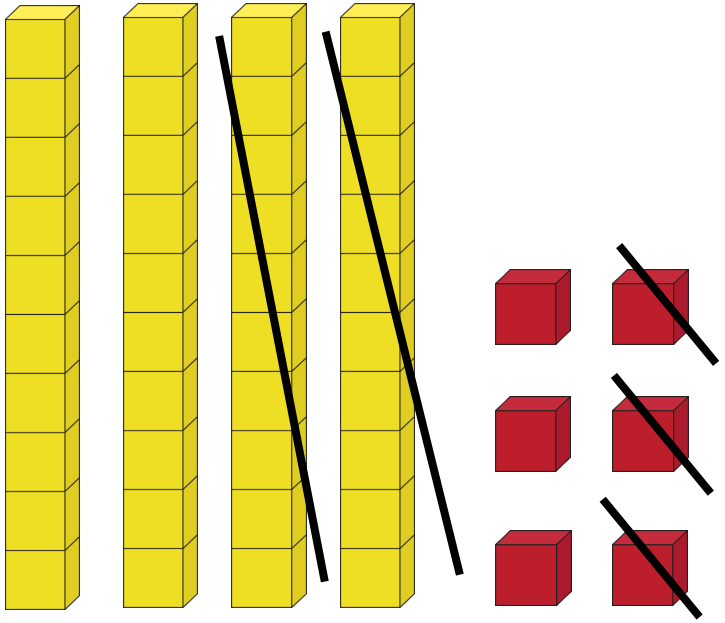
How many tens must we subtract?

What is left?

Recap

To solve this, we need to subtract both tens and ones.

46 – 23 =



The number to subtract is 23.

How many ones must we subtract?

3

How many tens must we subtract?

2

What is left?

2 tens and 3 ones are left

2 tens = 20

20 + 3 = 23

So 46 -23 = 23

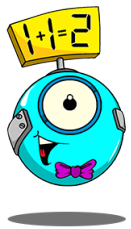
Your Turn

Complete these two equations using a pictorial representation

43 – 21 =

55- 14 =

Let's subtract the ones then the tens using a number line

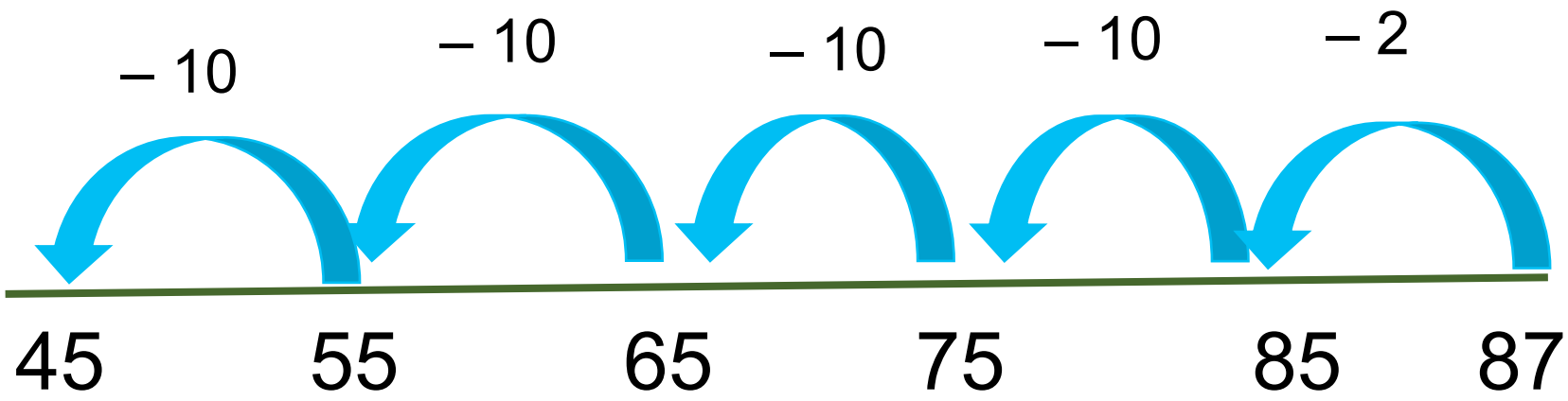


Show your calculations as a part whole model.
Create a fact family – 2 subtractions, 2 additions.

Recap using a number line

We can use our understanding of place value to subtract.

$$87 - 42 =$$

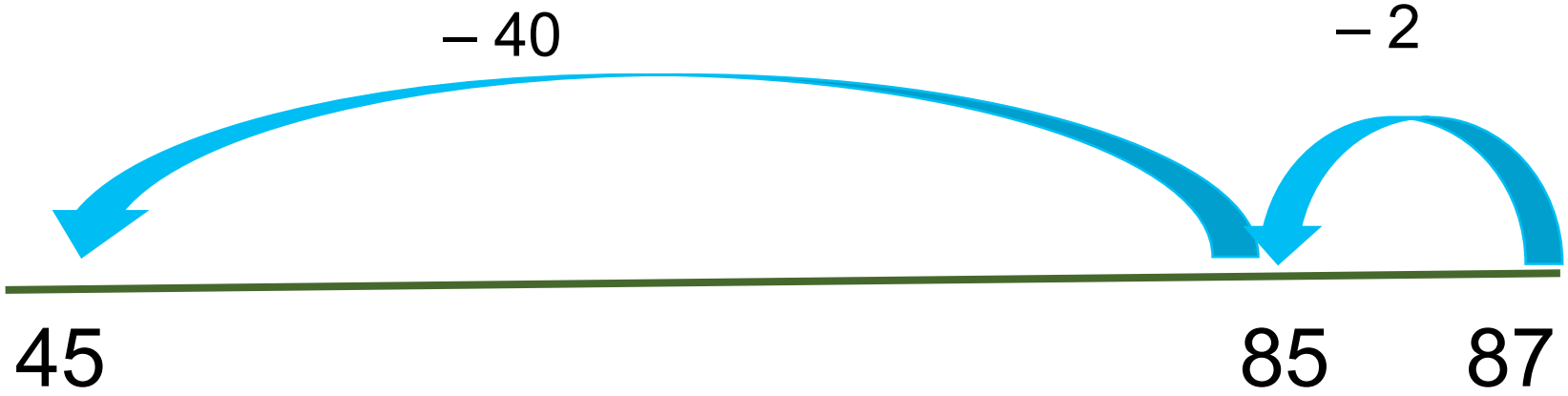


Let's subtract the ones then the tens using a number line.

Recap using a number line

Can you subtract in less jumps?

$$87 - 42 =$$



Let's subtract the ones then the tens using a number line.

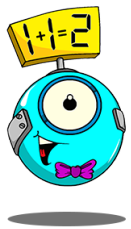
Your turn

Try these calculation…

54 – 23 =

65- 33 =

Let's subtract the ones then the tens using a number line



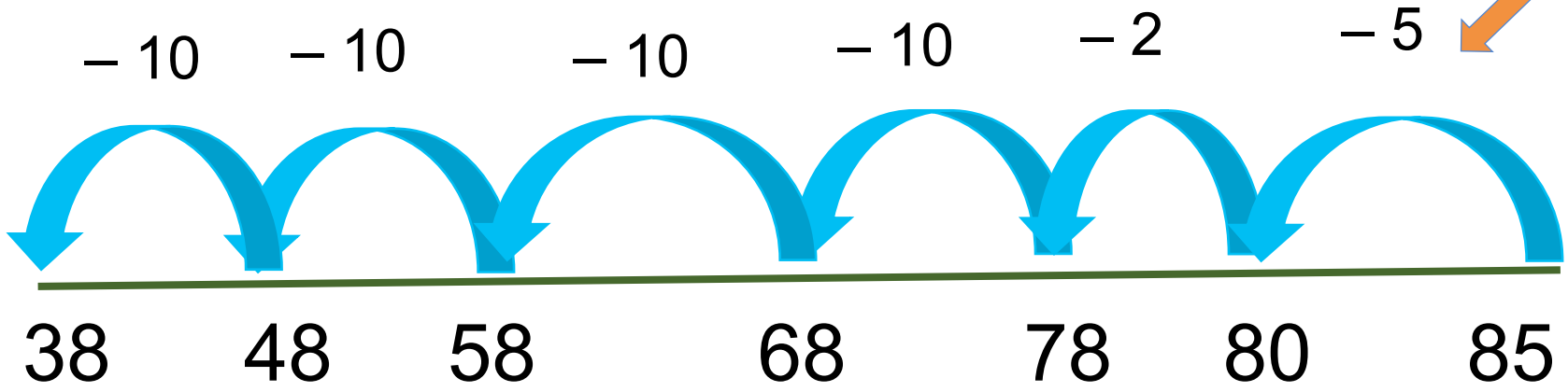
Show your calculations as a part whole model.
Create a fact family – 2 subtractions, 2 additions.

Recap using a number line crossing 10

We can use our understanding of place value to subtract.

$85 - 47 =$

I have partitioned the 7 ones in 47 into 5 and 2 because I need to subtract 5 from 85 to reach 80.



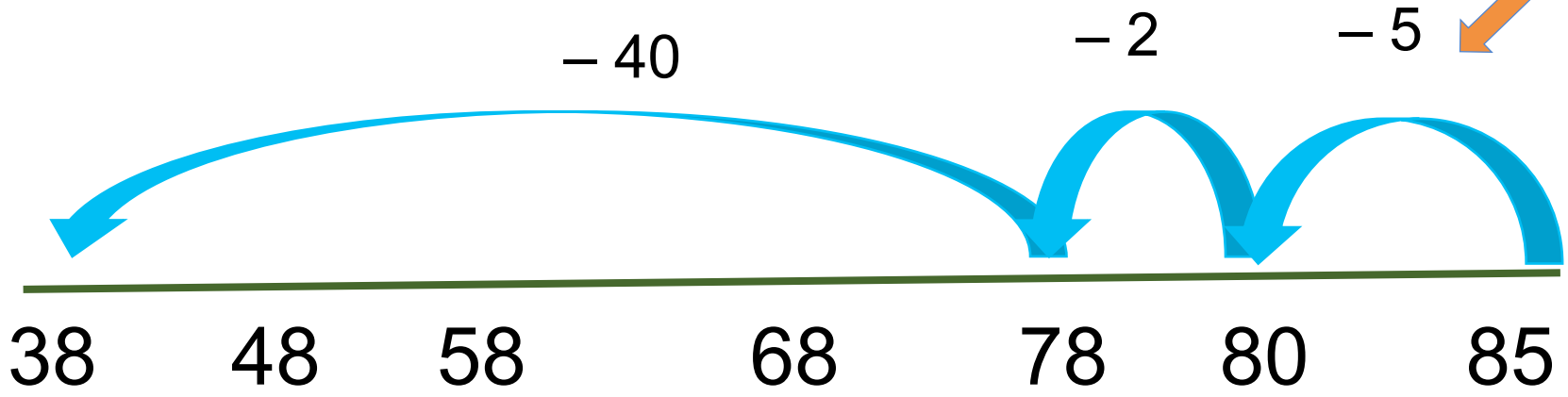
Begin by partitioning the smaller number into tens and ones. There are more ones in the smaller number than the bigger number, you will need to further partition the ones into 2 numbers. Once you have done that you can subtract the ones in two jumps then the tens.

Recap using a number line crossing 10

I can do this in a more efficient way.

$85 - 47 =$

I have partitioned the 7 ones in 47 into 5 and 2 because I need to subtract 5 from 85 to reach 80.



Independent Task

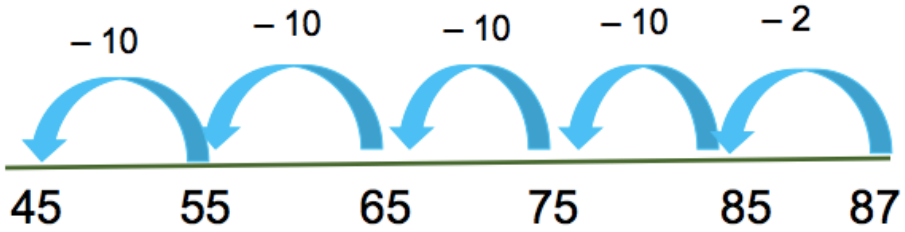
Let's showcase our learning

Complete these calculations in your books, showing your working out on a number line. Take care! Some cross tens and some don't.

Show your calculations as a part whole model.
Create a fact family – 2 subtractions, 2 additions.

44 – 12=
58 – 35 =
87- 15 =
46- 29=
57 – 38 =
54 - 24 =
77 – 49 =
79 – 52 =
61 – 25 =

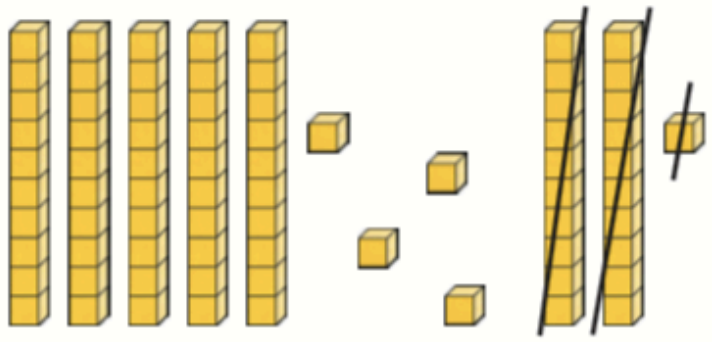
87 – 42 =



Reasoning

Amy has used base ten blocks to calculate this subtraction:

54 – 21



54 – 21 = 54

Amy has made a mistake.

Explain what she has done wrong.

Draw base ten blocks to show Amy what she should have done and use them to find the answer.

What has Amy done wrong. Look carefully at her calculation.

Deepen the Moment

□7 − □3 = 44

What numbers could go in the boxes?
Write number sentences to show this.

7 tens + 8 ones − 5 tens + __ ones =

The missing number of ones is less than 5.

What is the largest total you can make?

What is the smallest total you can make?


ANSWERS

Fluency

Did you out your work using the column method?

52+ 26= 78

75-14 = 61

37 + 45 = 82

39 + 36 = 75

45 + 25 = 70

Sally had 34 flowers. She picked 18 more. How many did she have altogether?

34 +18 = 52

Sally has 52 flowers altogether.

Answers

□7 − □3 = 44

What numbers could go in the boxes?
Write number sentences to show this.

97 – 53 = 44
87 – 43 = 44
77 – 33 = 44
67 – 23 = 44
57 – 13 = 44

7 tens + 8 ones − 5 tens + __ ones =

The missing number of ones is less than 5.

What is the largest total you can make?
What is the smallest total you can make?

Largest total: 28 as 78 – 50.
Smallest total: 24 as 78 – 54.

Well done Year 2. You are working so hard and I am so proud of you.