St. Mary and St. Peter
Year Two Calculation
Subtraction

In Year Two these are some of the ways we explore subtraction

How Year Two learn Subtraction

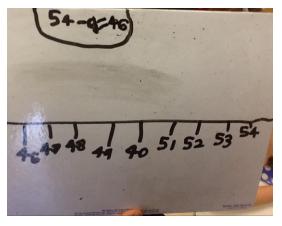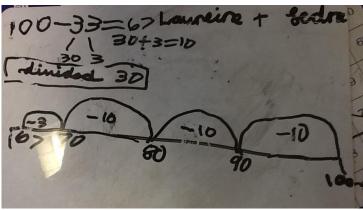In Year Two we recall and use addition and subtraction facts to 20 fluently, work out and use related facts up to 100. We explore how addition of two numbers can be done in any order. We use structured equipment such as numicon and bead strings to help us, as well as drawing pictures, using numberlines and working in our heads. We learn to add a two digit number and ones; a two digit number and tens; two, two digit numbers and adding three one digit numbers. We learn how to check our additions by using the inverse operation (subtraction). We use what we know to solve problems including those with money and measure.

In Year Two we use these jottings and methods to solve our subtractions on paper

Fluency – this is about building up an understanding of how numbers work. It is great in year two if your child can know their number bonds (to 20) and use these to find bonds to 100, but alongside this we encourage the children to be able to use the knowledge of what they know to work out unknown bonds. For example:

Toby says that if he wants to take 9 away from a number he adds takes away 10 and then 1 more?

Is he right? Explain your thinking with a numberline.

How can you find the missing number?

100		
43		?

Problem Solving - importantly this is about working out ways to explore a problem. Children learn to work in a logical way and try out different ways to come to solutions. It is essential for problem solving that children are resilient and keep going even if they are finding the problem tricky. Here are some examples of subtraction problems for Year 2.

Can you find the missing number so each row and column totals 100?

20		50
30	40	

Look at the temperature on the thermometer. The temperature has dropped 8 degrees in 2 hours. What was the temperature 2 hours ago?

Reasoning – is about explaining thinking. Children are asked questions such as: "How do you know?", "Can you convince me this is true?", "What do you notice about these numbers?" and "Can you give another example?"
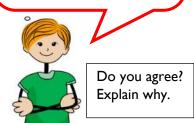
Continue the pattern

90 = 100 – 10

80 = 100 – 20

Can you make up a similar pattern starting with the numbers 75, 25 and 100?

In a subtraction, you always start with the biggest number and take away from that.

Do you agree? Explain why.

When I take away ten from a number the tens digit always goes down by 1.

What do you think? Can you explain your answer?