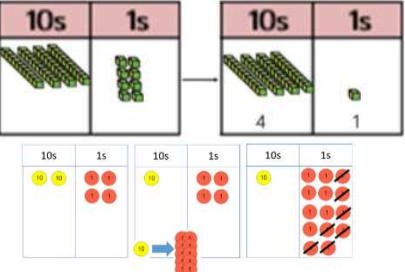
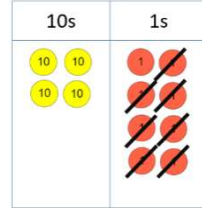
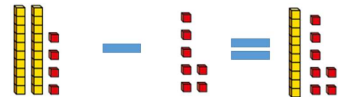
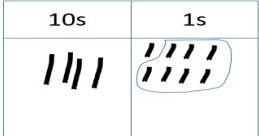
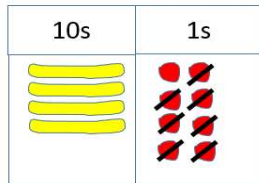
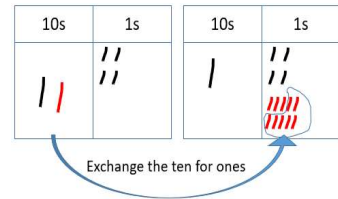
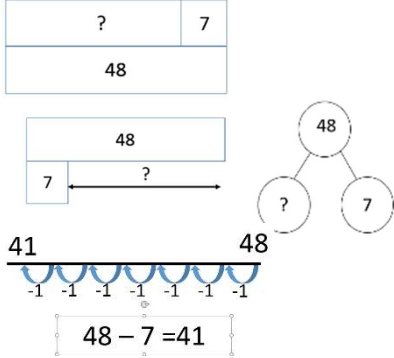
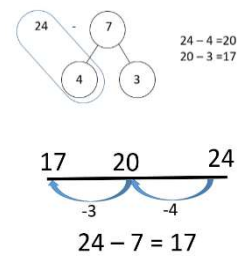


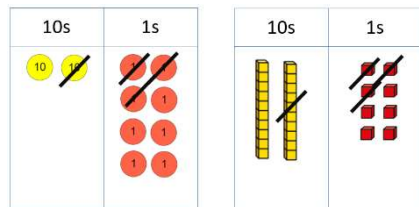
Primary Calculation Policy

Year 2 Subtraction

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources
Year 2	Subtract numbers using concrete objects, pictorial representations, and mentally, including: subtract a single-digit number from a two-digit number, including crossing tens boundary, 26 - 5, then 22 - 5 subtract a multiple of 10 from any two-digit number, e.g. 67 - 20 subtract two two-digit numbers subtract 9, 19, 29, ... or 11, 21, 31... Recall number bonds to 20 fluently and derive and use related facts to 100 (and 11,12,13,14, 15,16,17, 18,19) Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Subtracting not crossing ten 48 - 7  Tens frames and Numicon can also be used (see Y1 examples) Subtracting a single digit crossing 10  24 - 7 – using base ten and exchanging a tens rod for ones.  Tens frames and Numicon can also be used (see Y1 examples)	Subtracting not crossing ten 48 - 7 – children draw them   Subtracting a single digit crossing 10 24 - 7 - children draw them 	Subtracting not crossing ten 48 - 7 – bar models, part whole models, number lines, number sentence  Subtracting a single digit crossing 10 24 - 7 Can use the bar model, part whole model and number lines as shown above. Also partitioning the subtrahend – see below. 	Count back Count on Less than Difference Take away subtract Part – whole Minus Decrease	100 square Number lines Number tracks Bead strings (for children) Bead bar Tens Frame Numicon Place Value Disks Cuisenaire Base hundreds tens and ones Arrow Cards

Subtracting a 2-digit from a 2-digit number not crossing the tens

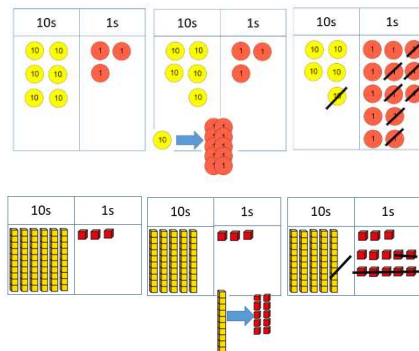
28 – 13 – use counters or base ten



Tens frames and Numicon can also be used (see Y1 examples)

Subtracting a 2-digit from a 2-digit number crossing the tens

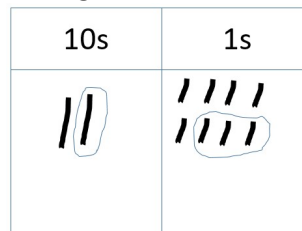
63-17



Tens frames and Numicon can also be used (see Y1 examples)

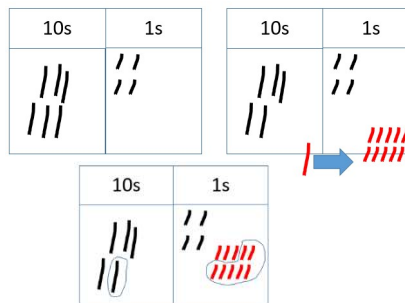
Subtracting a 2-digit from a 2-digit number not crossing the tens

28 – 13 – can draw in the place value grid



Subtracting a 2-digit from a 2-digit number crossing the tens

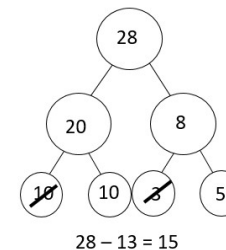
63-17 – can be drawn in place value grids



Subtracting a 2-digit from a 2-digit number not crossing the tens

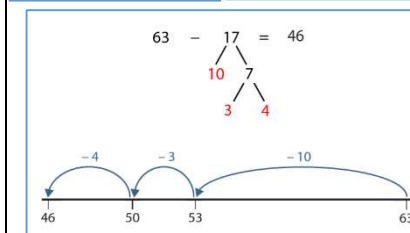
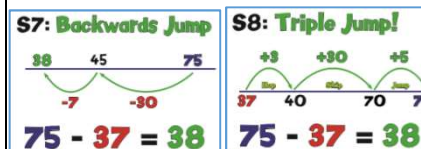
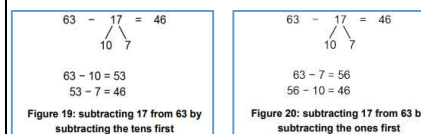
28 – 13 – can draw in the place value grid

Can use the bar model, part whole model and number lines as shown above. Part whole below.



CURRENT GUIDANCE STATES WE SHOULD NOT USE COLUMN METHOD.

Subtracting a 2-digit from a 2-digit number crossing the ten



		Understand when it is sensible to count back (take away) and when to count on (find the difference) Use empty number lines to bridge through multiple of 10 Subtract by using partitioning of TO - TO Solve simple one-step problems involving numbers, quantities and measures using concrete objects and pictorial representations, Recognise and use the inverse relationship between addition and subtraction to check calculations and missing number problems. Begin recording subtraction in columns to support understanding of place value and prepare for efficient written methods		
	Useful IWB links for manipulatives	https://www.coolmath4kids.com/manipulatives/base-ten-blocks https://mathsbot.com/manipulatives/placeValueCounters https://mathsbot.com/manipulatives/bar https://classroomsecrets.co.uk/free-year-1-part-whole-model-iwb-addition-and-subtraction-activity/ https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/ http://www.ictgames.com/mobilePage/tenFrame/index.html		