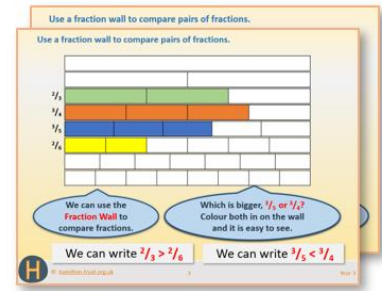


Year 2: Week 3, Day 5

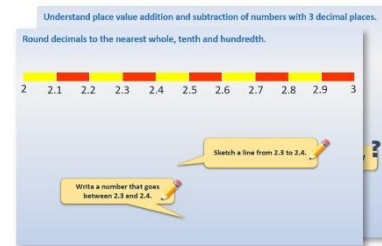
Subtract 2-digit numbers by counting up

Each day covers one maths topic. It should take you about 1 hour or just a little more.

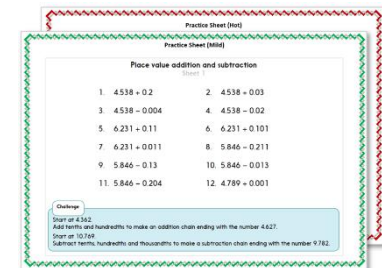
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



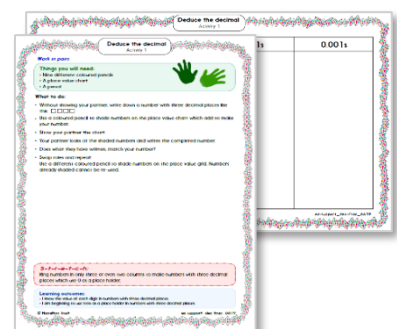
OR, start by carefully reading through the **Learning Reminders**.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either **Mild** (easier) or **Hot** (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



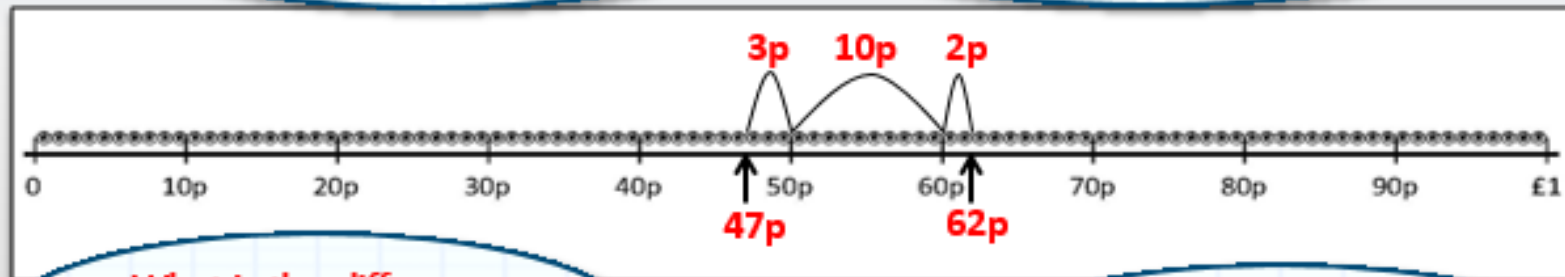
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!

Learning Reminders

Subtract 2-digit amounts of money by counting up.

I have **62p** and want to spend **47p** on a drink.
How much will I have left?

Let's mark **47p** and **62p** on the penny number line and count up to **find the difference**.



What is the difference between 47p and 50p?

What is the difference between 50p and 60p?

What is the difference between 60p and 62p?

We had to do 3 jumps! Let's add them all up to find how much money is left.

$$10p + 3p + 2p = ?$$

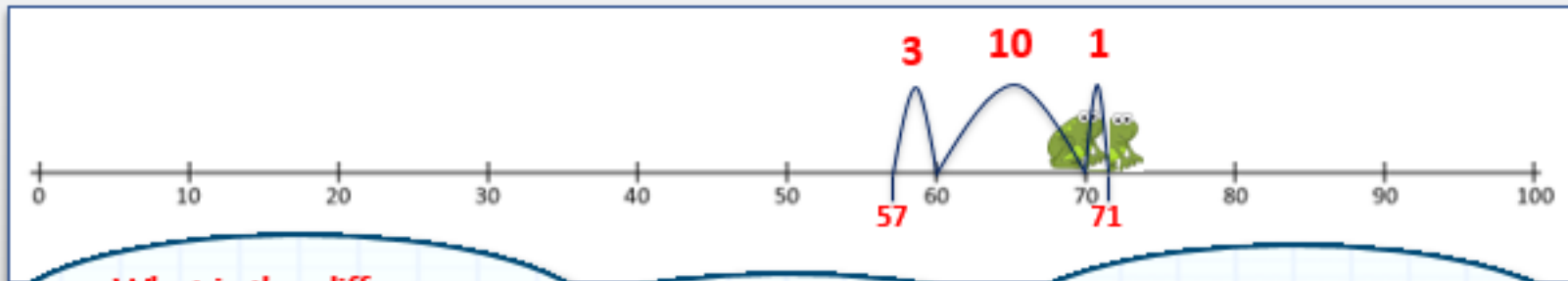
$$62p - 47p = 15p$$

Learning Reminders

Subtract 2-digit numbers by counting up.

Let's try $71 - 57$ on a number line.

First mark 57 and 71 on the number line; then use Frog to count up to find the difference.



What is the difference between 57 and 60?

What is the difference between 60 and 70?

What is the difference between 70 and 71?

Let's add all the jumps to find the difference.

$$10 + 3 + 1 = ?$$

$$71 - 57 = 14$$

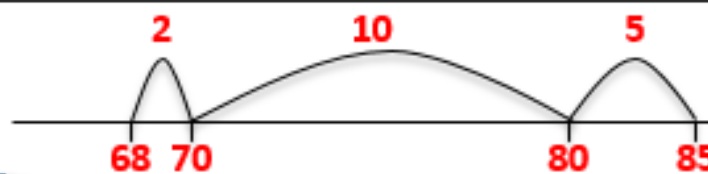
Learning Reminders

Subtract 2-digit numbers by counting up.

Let's try $85 - 68$.

We can draw our own line and mark 68 and 85 and the 10s numbers between them.

We do not need the whole of the 0–100 line, just the part between 68 and 85.



How far from 68
to 70?

How far from 70
to 80?

How far from 80
to 85?

Let's add all the jumps to
find the difference
between 68 and 85.

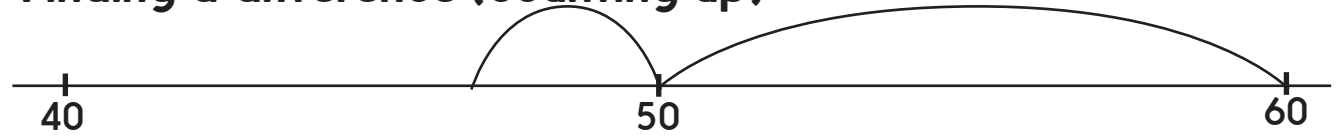
$$10 + 5 + 2 = ?$$

$$85 - 68 = 17$$

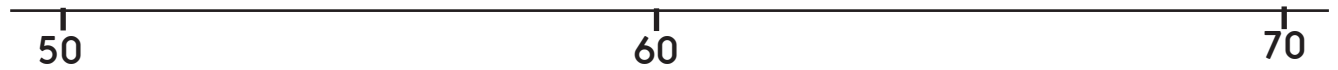
Practice Sheet Mild 1

Finding a difference (counting up)

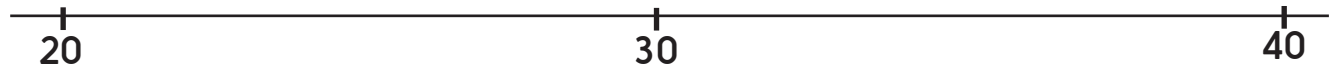
$60 - 47 =$



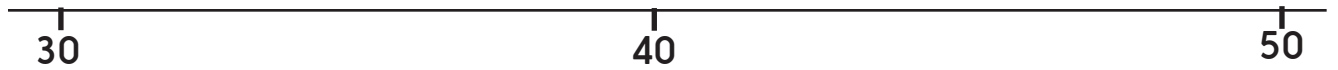
$70 - 58 =$



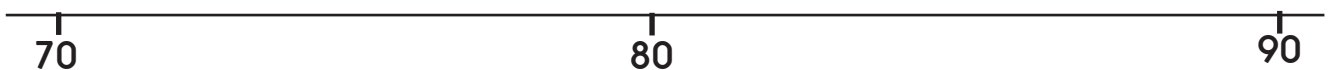
$40 - 26 =$



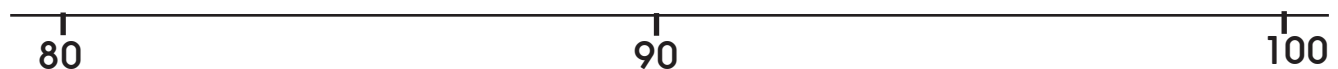
$50 - 34 =$



$90 - 72 =$



$100 - 85 =$



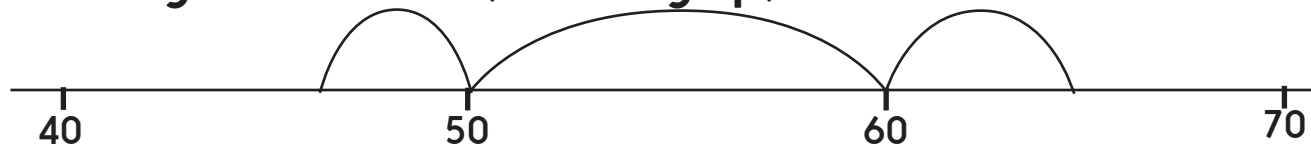
Challenge

Draw your own number lines to solve $50 - 38$ and $80 - 65$.

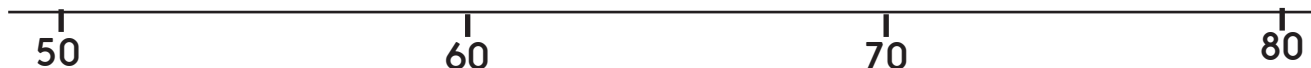
Practice Sheet Mild 2

Finding a difference (counting up)

$64 - 47 =$



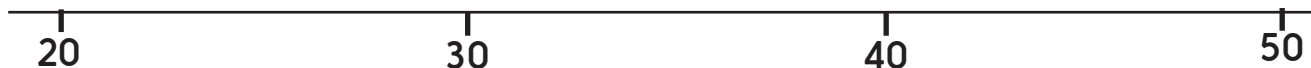
$73 - 58 =$



$85 - 69 =$



$43 - 26 =$



$93 - 75 =$



$88 - 69 =$



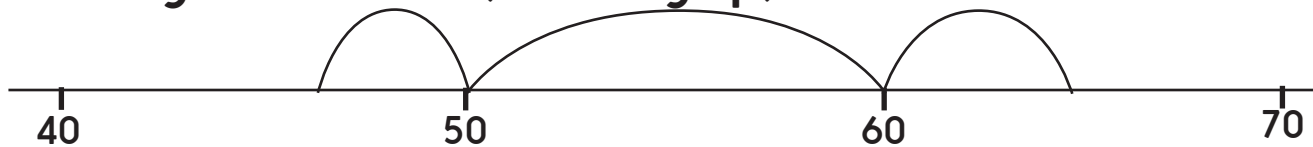
Challenge

Draw your own number lines to solve $53 - 38$ and $85 - 67$.

Practice Sheet Hot 1

Finding a difference (counting up)

$64 - 47 =$



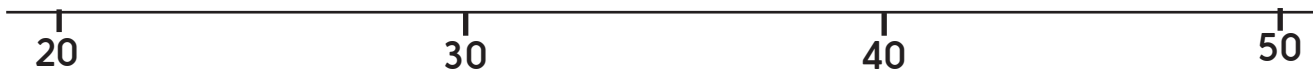
$73 - 58 =$



$85 - 69 =$



$43 - 26 =$



$93 - 75 =$



$88 - 69 =$



Challenge

Draw your own number lines to solve $53 - 38$ and $85 - 67$.

Practice Sheet Hot 2

Finding a difference (counting up)

Draw your own number lines to work out these subtractions:

1. $55 - 38$

2. $63 - 45$

3. $44 - 27$

4. $71 - 56$

5. $92 - 79$

6. $86 - 67$

7. $75 - 58$

8. $52 - 27$

Practice Sheets Answers

Finding a difference (counting up) (mild 1)

$$60 - 47 = 13$$

$$70 - 58 = 12$$

$$40 - 26 = 14$$

$$50 - 34 = 16$$

$$90 - 72 = 18$$

$$100 - 85 = 15$$

Challenge

$$53 - 38 = 15$$

$$80 - 65 = 15$$

Finding a difference (counting up) (mild 2)

$$64 - 47 = 17$$

$$73 - 58 = 15$$

$$85 - 69 = 16$$

$$43 - 26 = 17$$

$$93 - 75 = 18$$

$$88 - 69 = 19$$

Challenge

$$53 - 38 = 15$$

$$85 - 67 = 18$$

Finding a difference (counting up) (hot 1)

$$64 - 47 = 17$$

$$73 - 58 = 15$$

$$85 - 69 = 16$$

$$43 - 26 = 17$$

$$93 - 75 = 18$$

$$88 - 69 = 19$$

Challenge

$$53 - 38 = 15$$

$$85 - 67 = 18$$

Finding a difference (counting up) (hot 2)

1. $55 - 38 = 17$

2. $63 - 45 = 18$

3. $44 - 27 = 17$

4. $71 - 56 = 15$

5. $92 - 79 = 13$

6. $86 - 67 = 19$

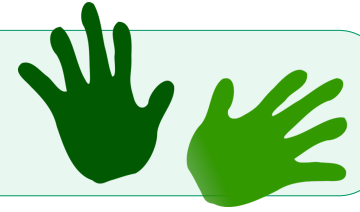
7. $75 - 58 = 17$

8. $52 - 27 = 25$

A Bit Stuck? Tiptoe to ten

Things you will need:

- A pencil



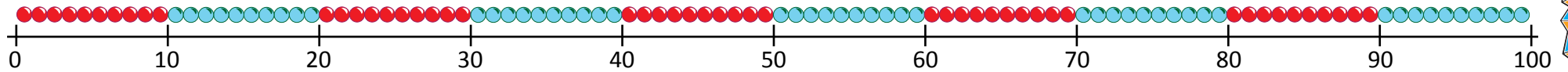
What to do:

Mark the first number in the sum on the line.

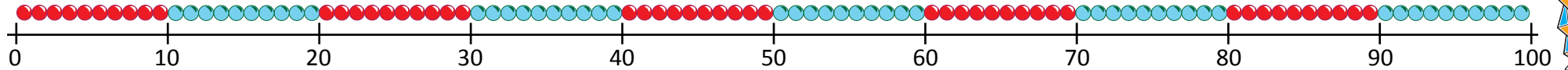
Work out how much is needed to make the next 10.

Remember to use your pairs to 10 to help you. Write the missing number.

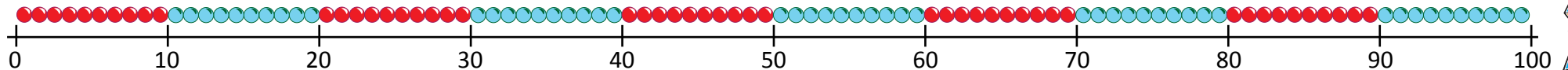
1. $46 + \square = 50$



2. $67 + \square = 70$

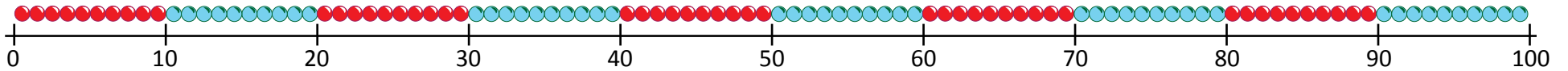


3. $53 + \square = 60$

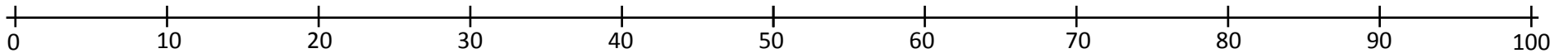


A Bit Stuck? Tiptoe to ten

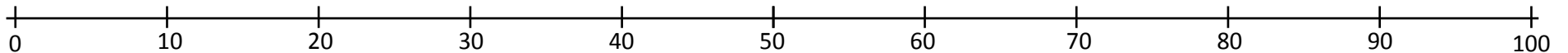
4. $94 + \square = 100$



5. $25 + \square = 30$



6. $38 + \square = 40$



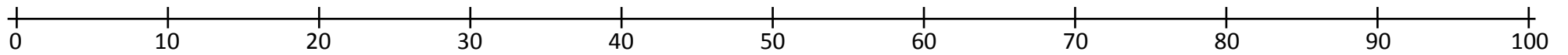
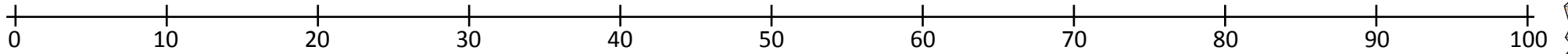
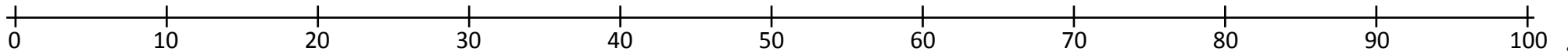
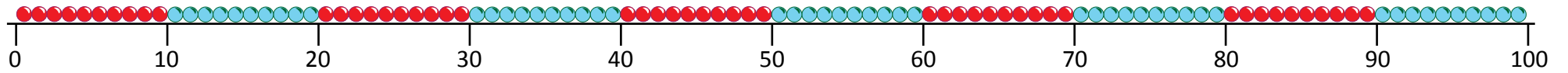
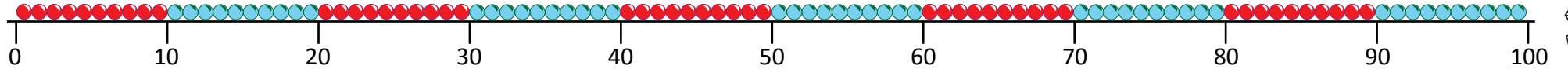
S-t-r-e-t-c-h:

Use your additions to work out the answers to these subtractions: $50 - 46$, $70 - 67$ and $60 - 53$.

Learning outcomes:

- I can use a bead string or beaded line to help me find how many more to the next 10.
- I am beginning to use landmarked lines and number facts to work out how many more to the next 10.

A Bit Stuck? Tiptoe to ten



Check your understanding

Questions

Find the change from 50p if I spend 38p.

Draw Frog's hops on a number line to show the difference between 43 and 36.

Draw Frog's hops on a number line to show $75 - 58$.

Tell Frog how many hops he will need to do for each of these subtractions:

(a) $45 - 38$

(c) $71 - 65$

(b) $62 - 45$

(d) $34 - 18$

Now use Maths Frog to help you solve each one.

Were you right about the number of hops?

Fold here to hide answers

Check your understanding

Answers

Find the change from 50p if I spend 38p. **12p – counting on 2 from 38 to 40 then 10 more.**

Draw Frog's hops on a number line to show the difference between 43 and 36.

Hop of 4 to 40 then 3 to 43; $43 - 36 = 7$.

Draw Frog's hops on a number line to show $65 - 58$.

Hop of 2 to 60 then 10 to 70, 5 to 75; $75 - 58 = 17$.

Tell Frog how many hops he will need to do for each of these subtractions:

(a) $47 - 38$ **2 hops. 2, then 7**

(b) $82 - 57$ **3 hops. 3, then 10 then 2**

(c) $74 - 65$ **2 hops. 5, then 4**

(d) $63 - 48$ **3 hops. 2, then 10 then 3**

Now use Maths Frog to help you solve each one. Were you right about the number of hops?

N.B. some children may realise that they can solve (b) and (d) in 2 hops – hops of 3 then 12 for (b) and hops of 2 then 13 for (d). This shouldn't be discouraged! The children's hops should clearly show that they understand how to use a 10s number as a bridge and that the answer to the subtraction is found by adding the hops.