

Subtraction

Children's recordings are the expectations for the end of Year 2
Children to use practical apparatus, number lines and hundred squares for support

Year Group: 2

Pictures

There were 17 jam tarts on the plate. Louise ate 5. How many jam tarts were left?

Counters to represent jam tarts



There are 12 jam tarts left.

Signs and Symbols

$$12 - 3 = \square$$

$$\square = 12 - 3$$

$$12 - \square = 3$$

$$3 = 12 - \square$$

$$\triangle - 3 = 9$$

$$9 = 12 - \triangle$$

$$\square - \triangle = 3$$

$$3 = \square - \triangle$$

Extend to

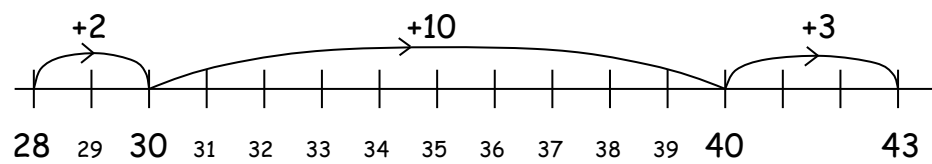
$$14 + 5 = 20 - \square$$

Number Lines

Numbered Line

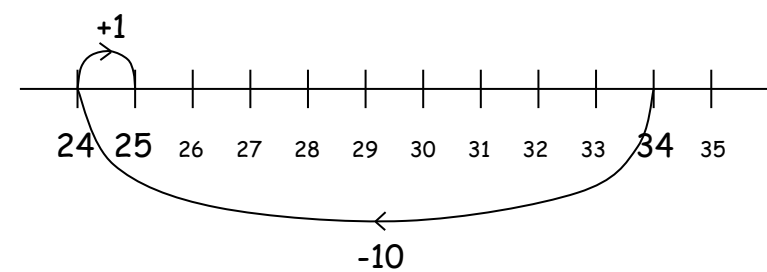
Counting on

$$43 - 28 = 15$$



Compensate

$$34 - 9 = 25$$



Other Jottings

to be used alongside practical equipment, when children are finding number lines and more formal calculation methods difficult to understand)

Partitioning

$$37 - 12 =$$

$$37 - 10 = 27$$

$$27 - 2 = 25$$

Explaining (Verbally)

Explain methods and reasoning orally.

e.g. There are 20 children in our class. Three are away today. How many are here?

2 away would be 18 so 3 away must be 17.

Range

Subtract using concrete apparatus, pictorial representation and mentally:

2 digit and 1 digit numbers

2 digit and tens

Two 2 digit numbers

Three 1 digit numbers

Prove that subtraction cannot be done in any order:

$$53 - 4 \neq 4 - 53$$