

# Part 2

Subtract two 2-digit numbers

# Subtract a two 2-digit number from a 2-digit number

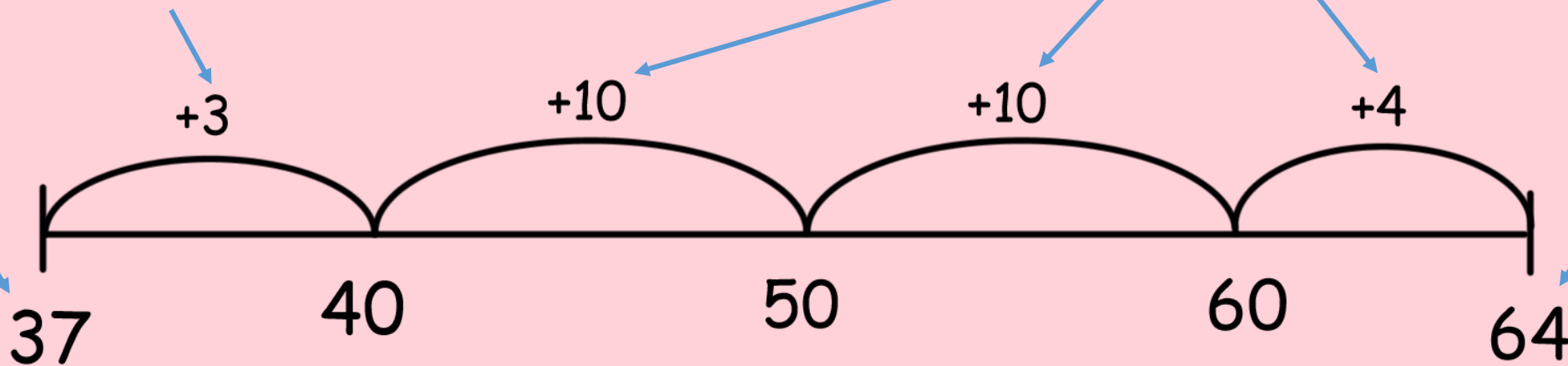
$$64 - 37 =$$

1. Draw a number line. Write the smaller number here

3. Add the amount needed to get to the next 10.

4. Continue in 10s until you reach your number.

2. Write the larger number here



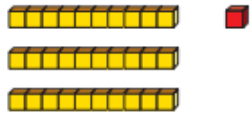
$$3 + 10 + 10 + 4 =$$

5. Add the amounts together.

# Applying Subtraction Problem Solving and Reasoning:



a) What number is shown?



b) What number is shown?



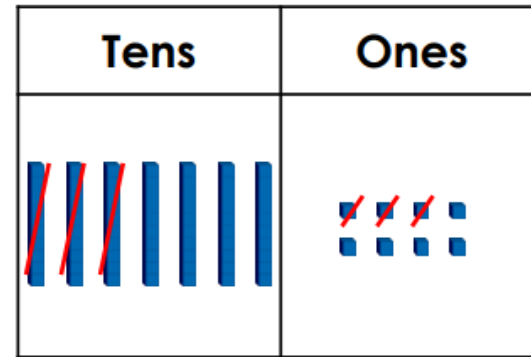
What do you notice?

Subtract 13

c) What number is left?

d) Write a subtraction.

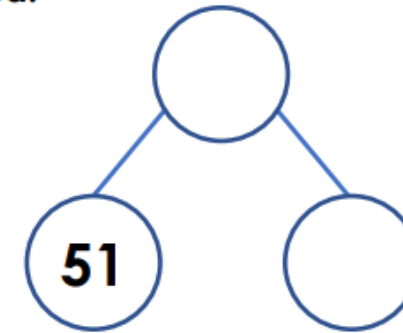
1a. Explain the mistake below.



$$78 - 34 = 44$$



8b. Fliss has subtracted a number from eighty-three. Use the part-whole model below to work out what number she subtracted.



What number did she subtract?

Tiny is finding the difference between 65 and 29



9 ones - 5 ones = 4 ones  
and 6 tens - 2 tens = 4 tens,  
so  $65 - 29 = 44$

What mistake has Tiny made?

Work out the difference between 65 and 29

Mo has 33 bricks.



Kim has 19 bricks.



a) How many bricks do Mo and Kim have altogether?

b) How many more bricks does Mo have than Kim?

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- ★ use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- ★ solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

# How to help your child:



- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Make sure your child has a good sleep and healthy breakfast.
- Ensure you attend parent workshops and consultations so that you are kept abreast with your child's progress. (SATs workshop date to be announced)
- Ensure that you support your child with their weekly homework and any additional work we send home.

# How to help your child with maths:



- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- When out and about, ask your child questions about the shapes and numbers they see, encouraging them to explain how they know and use the correct mathematical language, e.g. when seeing a cube, encourage them to explain how they know it is a cube and explain its properties.
- Identify the units of measure and be able to read scales in weight, capacity and length.
- Play games involving numbers or logic, such as dominoes or card games.

## Toys, Toys, Toys

Simply get a selection of 20 toys and ask your child to calculate how many toys there would be if you took a specific amount away or added another amount of toys. Your child can do the calculation physically with the toys to help them calculate the answer.

## Make 100

Say a number of objects to your child and ask them how to make it to 100. For example, you could say, 'I have 60 sweets. How many more do I need to make 100?' Encourage your child to use their knowledge of number bonds to help them with this.

## Play Your Cards Right

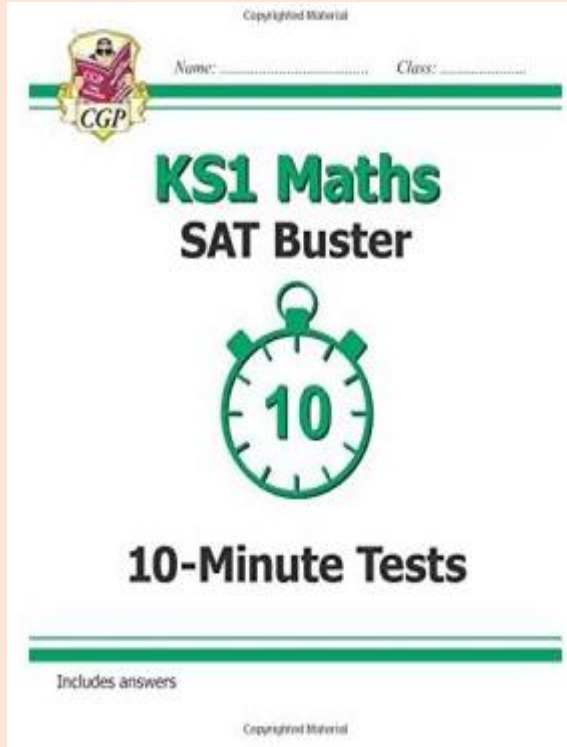
Cut a piece of card into squares and write consecutive numbers on the cards going up in 1s or 10s (such as 51, 52, 53 etc. or 33, 43, 53 etc.) below 100. Place the cards face down in sequence and turn over the first card. Ask your child what is one more (or ten more) before turning over the next card in the sequence to see if they have it correct. You can also arrange the sequence so that it gets smaller.

## Roll Numbers

Using a dice, take it in turns to roll three numbers and add them together. You can make this into a competition by asking your child to do this 10 times and timing how long it takes. The next day, do the activity again and see if they can beat their previous time. If you can get hold of a nine-sided dice, or make a spinner with the numbers 1-9 on, this will help your child practise adding all one-digit numbers.



# Other ways to support your child:



## KS1 Maths SATs

We've collected together our content about **arithmetic** and **reasoning**. Pick a paper to get started.



Arithmetic - Paper 1



Reasoning - Paper 2



Bitesize Primary - games,  
animations and more

Question Time



# Evaluation



All parents should have received an email containing a link to our evaluation form.

Feedback is much appreciated and useful to improve future sessions.