



# Addition and Subtraction

## Week 6 Lesson 1



Starter

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**WALT** Subtract with 2-digits

**S2S** I can

- say that subtract means take away
- use two ten frames to make the subtraction calculation
- use the column subtraction guidance

Starter: Can you remember? What is subtraction?

- Level 2: Addition : 2-digit numbers with carrying:

<https://www.topmarks.co.uk/maths-games/daily10>

Children will write their answer on their whiteboards.

What do you notice about this subtraction calculation?

How would we have written this last week?

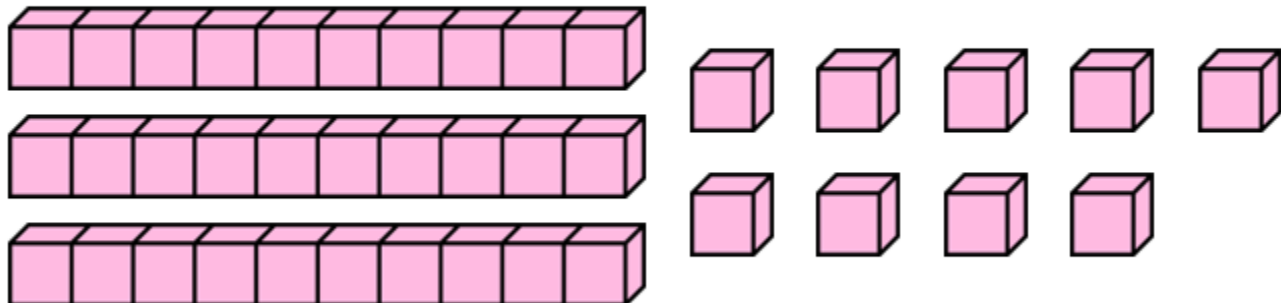
Write it on your whiteboard.

$$\begin{array}{r} 64 \\ - 23 \end{array}$$

This is called the column method. Write this subtraction calculation columns. Make sure tens are in the tens column and ones in the ones column!

$$38 - 24 =$$

Use Base 10 to help you complete the subtraction calculations.

<p><b>39 - 27</b></p>  <p>The diagram shows three rods of 10 units each, representing 39. To the right, there are two rods of 10 units each and seven individual units, representing 27. The remaining blocks represent the difference of 12.</p>	<table border="1"><tr><td></td><td>3</td><td>9</td></tr><tr><td>-</td><td>2</td><td>7</td></tr><tr><td></td><td colspan="2"><hr/></td></tr><tr><td></td><td></td><td></td></tr></table>		3	9	-	2	7		<hr/>				
	3	9											
-	2	7											
	<hr/>												

Use Base 10 to help you complete the subtraction calculations.

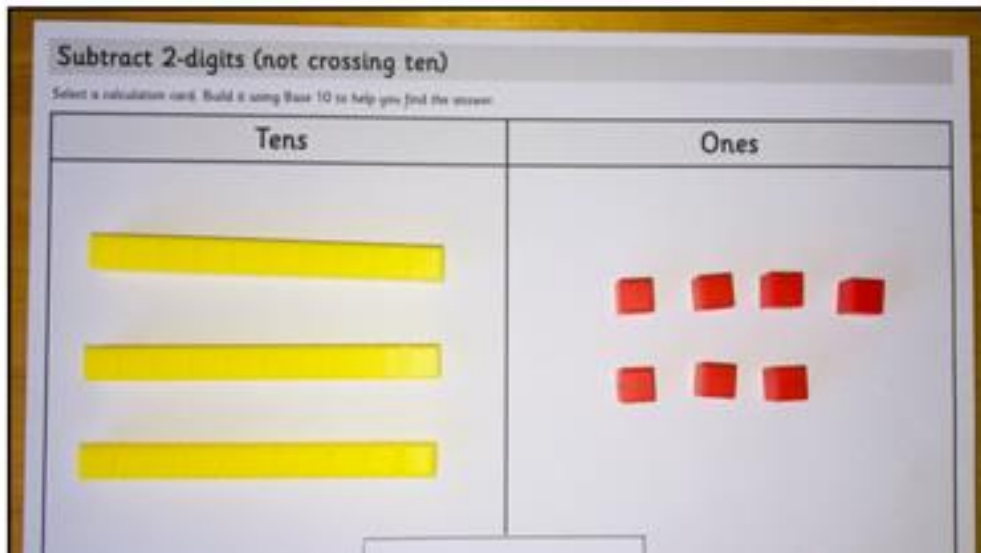
**54 - 32**

$$\begin{array}{r} 54 \\ - 32 \\ \hline \end{array}$$

Select a calculation card and build it using Base 10.  
Solve the calculation and show this as a column subtraction

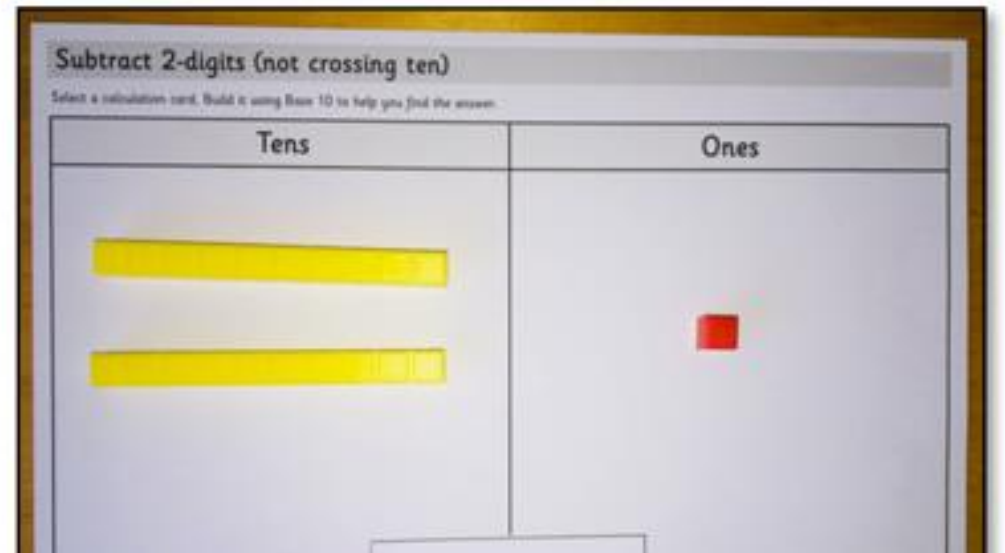
Step 1:

Build the first number in the calculation.




Step 2:

Take away the correct number of ones followed by the correct number of tens to reveal the answer.



# Plenary – Talk to your friend

Reasoning



I have complete the subtraction calculation correctly.

$$78 - 3 \boxed{4} = 43$$

Is Jack correct?  
Explain your answer.

© Primary Stars Education





# Addition and Subtraction

## Week 6 Lesson 2



Starter

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**WALT** Subtract with 2-digits

**S2S** I can

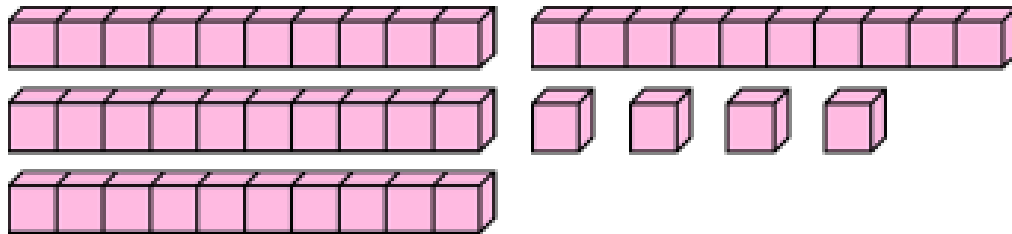
- use ten frames to make the subtraction calculation
- use the column subtraction guidance
- Complete column subtraction calculations

Let's look at these together. Use your whiteboards.

Fluency

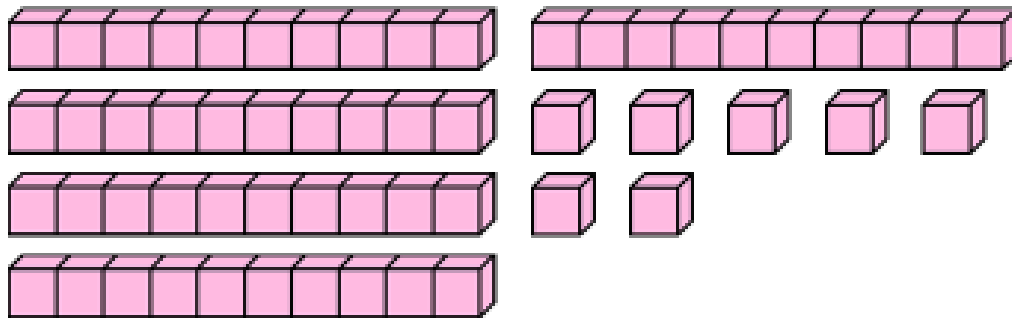
Use Base 10 to help you complete the subtraction calculations.

$44 - 21$



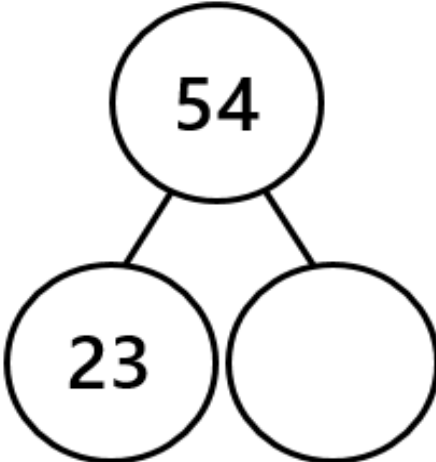

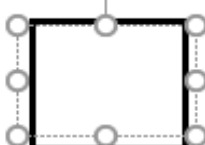
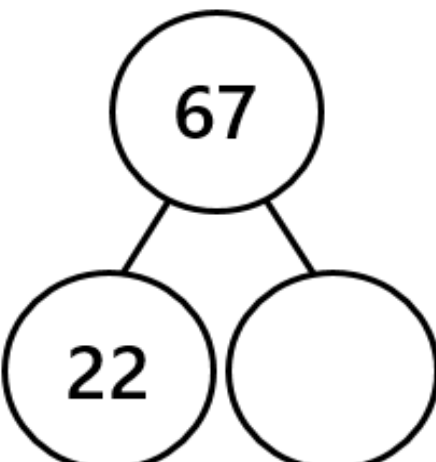
$$\begin{array}{r} \square \quad \square \\ - \quad \square \quad \square \\ \hline \square \quad \square \end{array}$$

$57 - 32$

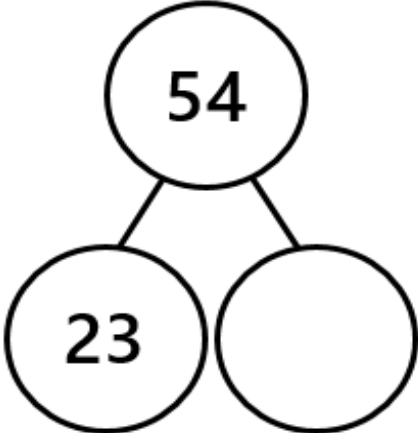

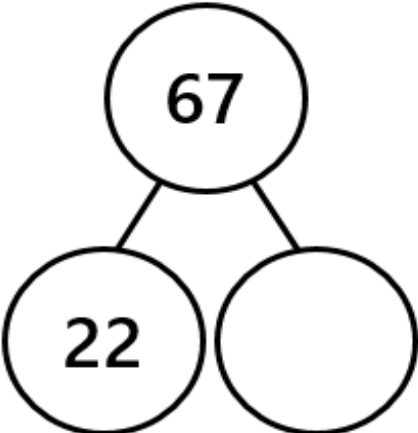


$$\begin{array}{r} \square \quad \square \\ - \quad \square \quad \square \\ \hline \square \quad \square \end{array}$$

Let's look at these together. Use your whiteboards.

Column subtraction	Part-whole model
$\begin{array}{r} \begin{array}{ c c } \hline 5 & 4 \\ \hline \end{array} \\ - \begin{array}{ c c } \hline 2 & 3 \\ \hline \end{array} \\ \hline \begin{array}{ c c } \hline & \\ \hline \end{array} \end{array}$	 <p>A part-whole model diagram. At the top is a circle containing the number 54. Two lines connect it to two circles below. The left circle contains the number 23, and the right circle is empty.</p>
$\begin{array}{r} \begin{array}{ c c } \hline 6 & 7 \\ \hline \end{array} \\ - \begin{array}{ c c } \hline 2 & 2 \\ \hline \end{array} \\ \hline \begin{array}{ c c } \hline & \\ \hline \end{array} \end{array}$  <p>A small arrow points from the 7 in the top-right box to the 2 in the bottom-right box.</p>  <p>Dotted lines and small circles illustrate the borrowing process from the 7 to the 2 in the bottom-right box.</p>	 <p>A part-whole model diagram. At the top is a circle containing the number 67. Two lines connect it to two circles below. The left circle contains the number 22, and the right circle is empty.</p>

Let's look at this together.

Column subtraction	Part-whole model
$\begin{array}{r} \phantom{0}54 \\ - 23 \\ \hline \phantom{0} \phantom{0} \end{array}$	 <p>A part-whole model showing a large circle at the top containing the number 54. Two lines connect it to two smaller circles below. The left circle contains the number 23, and the right circle is empty.</p>
$\begin{array}{r} \phantom{0}67 \\ - 22 \\ \hline \phantom{0} \phantom{0} \end{array}$  <p>A small circular arrow pointing to the right is positioned above the bottom-right box of the subtraction problem. A dashed line with small circles at its ends extends from the arrow to the bottom-right box, indicating the borrowing process.</p>	 <p>A part-whole model showing a large circle at the top containing the number 67. Two lines connect it to two smaller circles below. The left circle contains the number 22, and the right circle is empty.</p>

# Let's try these at you table.

Complete the subtraction calculations. You may use equipment to help you.

$$\begin{array}{r} 93 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 54 \\ \hline \end{array}$$

# Plenary – Talk to your friend

Problem  
solving

Jess has 11 marbles.  
Dom has 35 marbles.  
Asha has 23 marbles.

a) How many more marbles does  
Asha have than Jess?

$$\square - \square = \square$$

b) How many more marbles does  
Dom have than Asha?

$$\square - \square = \square$$

c) How many more marbles does  
Dom have than Jess?

$$\square - \square = \square$$



# Addition and Subtraction

## Week 6 Lesson 3



### Starter

<https://www.coolmath4kids.com/manipulatives/base-ten-blocks>

Show children how one ten can be exchanged for ten ones.

Discuss how the exchange of one ten using Base 10 can help when subtracting crossing ten.

**WALT** Subtract with 2-digits (crossing 10)

**S2S** I can



- use ten frames to make the subtraction calculation
- use the column subtraction guidance
- I can exchange 1 ten for ten ones when I need to

# Can you remember?

Fluency

Recap:

One ten can be exchanged for ten ones.

Tens	Ones
	

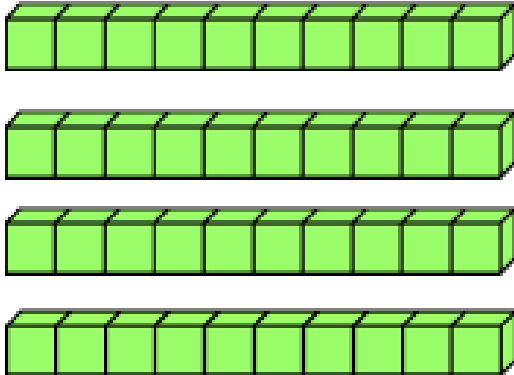

This can help us when subtracting numbers that cross ten...



Let's look at this together. What do we have to ask our self?

$$42 - 19 = \underline{\quad}$$

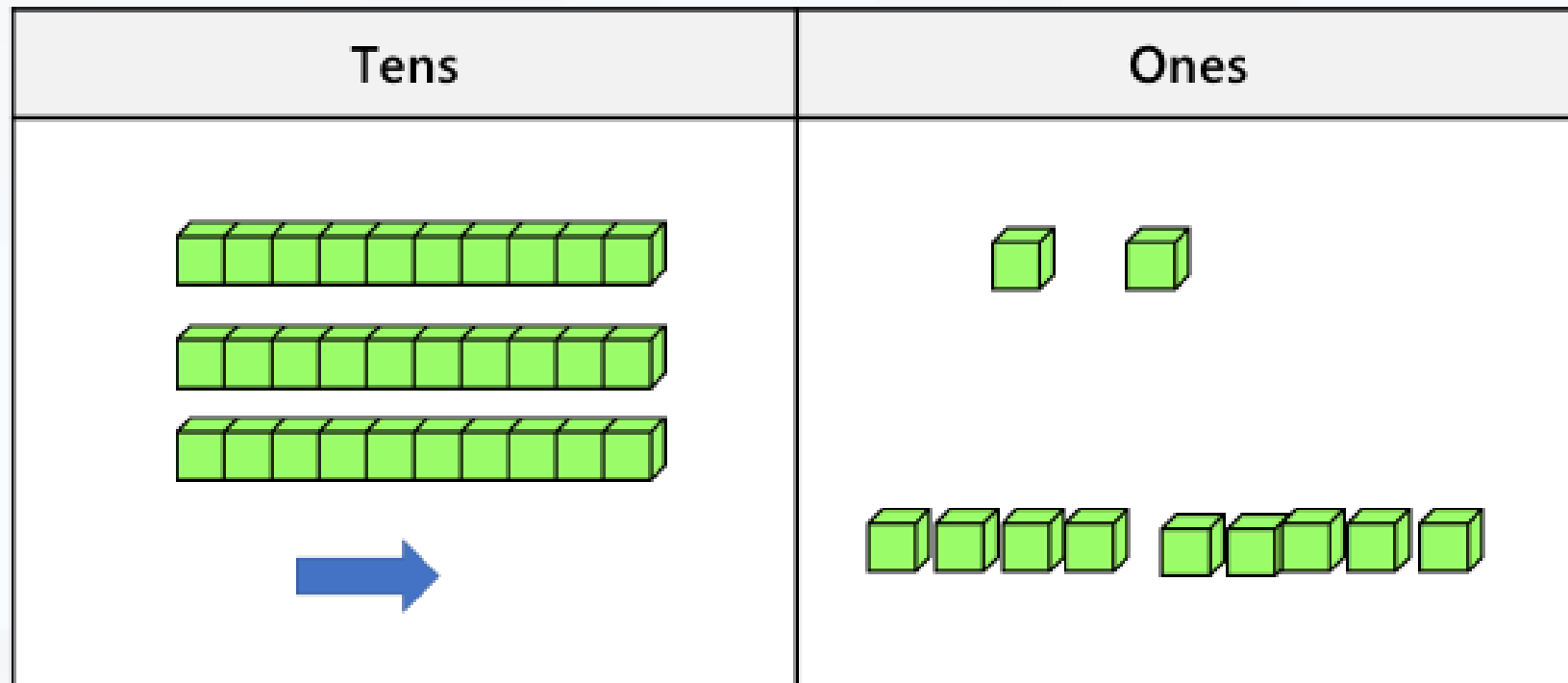
Fluency

Tens	Ones
	

So we.... ?

$$42 - 19 = \underline{\quad}$$

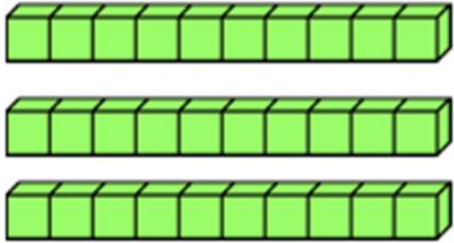
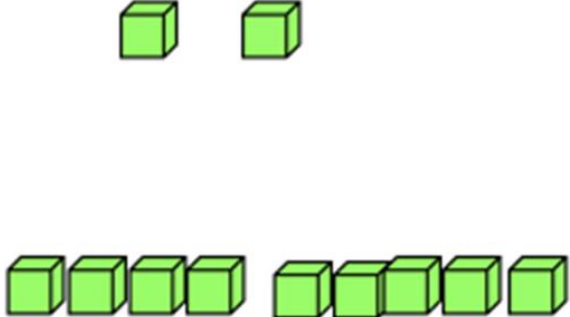
Fluency



Look carefully. Do we have any 10's to take away?  
How many?

42 - 19 = \_\_\_\_\_

Fluency

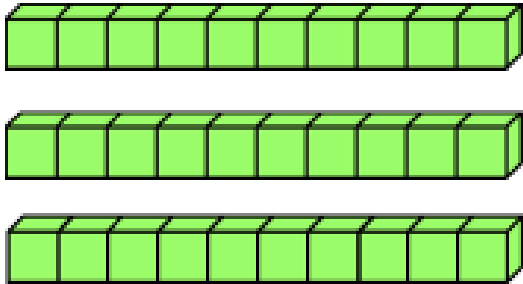
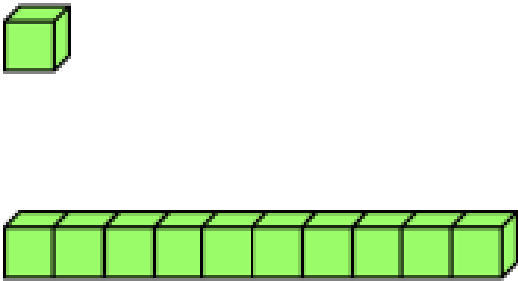
Tens	Ones
	

© Primary Stars Education

Let's look at this together.

$$31 - 15 = \underline{\quad}$$

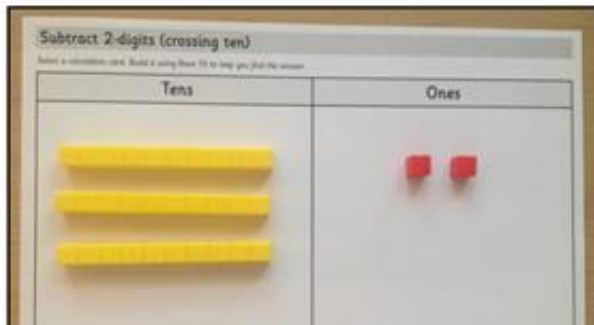
Fluency

Tens	Ones
	

Select a calculation card and build it using Base 10.  
Solve the calculation and show this as a column subtraction  
Take care: you may need to exchange!

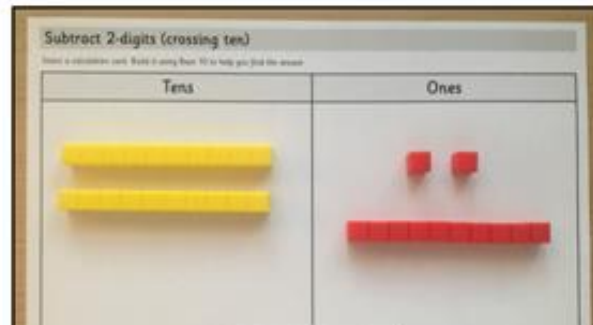
**Step 1:**

Children will build the first number in the calculation.



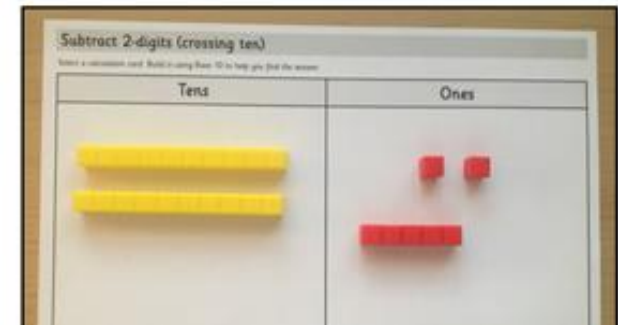
**Step 2:**

Children will exchange one ten for ten ones.



**Step 3:**

Children will subtract the required number of tens and ones.



We are going to use these calculation cards.  
What model are we using ?

$\begin{array}{r} 28 \\ -19 \end{array}$	$\begin{array}{r} 36 \\ -17 \end{array}$	$\begin{array}{r} 47 \\ -29 \end{array}$	$\begin{array}{r} 52 \\ -23 \end{array}$
$\begin{array}{r} 66 \\ -38 \end{array}$	$\begin{array}{r} 21 \\ -15 \end{array}$	$\begin{array}{r} 42 \\ -33 \end{array}$	$\begin{array}{r} 54 \\ -26 \end{array}$

Plenary. What can we do to find out the answers?

Problem  
solving

Beth has 17 apples.

Tam has 24 apples.

Rob has 32 apples.

- a) How many more apples does Tam have than Beth?
- b) How many more apples does Rob have than Tam?
- c) How many apples do Beth and Tam have altogether?