Subtract a 2-Digit Number from a 3-Digit Number

- After completing the Varied Fluency worksheet, children are now ready for their Reasoning and Problem Solving work.
- Most children will use the **Core** (⊙) sheet for their Reasoning and Problem Solving practice.
- Some children may need the **Support** (○) sheet. This has been included to give specific children the additional support required to develop their reasoning and problem solving skills and access the core content.
- Some children may need additional challenge; the **Stretch** (●) sheet will deepen their understanding of the core content.
- Within the Teaching PPT, a question similar to what is presented in question 1 on these sheets is given, alongside sentence stems. This can be used to lead discussion on how to solve question 1 and give all children ideas on what reasoning can be used, via oracy, to tackle the question.

What's included and why is it useful?

Support ○
- Q1: Reasoning – explain whether a character has subtracted correctly; one exchange; subtraction shown using column method and place value counters.
- Q2: Reasoning – decide whether a character has written the digits in the correct place value columns; no exchange.
- Q3: Problem Solving – find three 2-digit numbers that give an answer greater than a given number.

Core ⊙
- Q1: Reasoning – explain whether a character has subtracted correctly; two-part exchange; subtraction shown using column method.
- Q2: Reasoning – decide whether a character has written the digits in the correct place value columns; one exchange.
- Q3: Problem Solving – find three 2-digit numbers that give an answer greater than a given number; one exchange needed.

Stretch ●
- Q1: Reasoning – explain whether a character has subtracted correctly; two-part exchange.
- Q2: Reasoning – decide whether a character has written the digits in the correct place value columns; two exchanges.
- Q3: Problem Solving – find three 2-digit numbers that give an answer inside a given range; placeholder in tens.

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Subtract a 2-Digit Number from a 3-Digit Number

1a. Star has worked out 345 – 28.

	3	$^{3}\cancel{4}$	$^{1}5$
–		2	8
	3	1	7

H	T	O
●●●	●●●●	●●●●●

Is Star correct? Explain how you know.

○ R

1b. Lucas has worked out 463 – 29.

	4	6	$^{1}3$
–		2	9
	4	4	4

H	T	O
●●●●	●●●●●●	●●●

Is Lucas correct? Explain how you know.

○ R

2a. Nina has worked out 364 – 23.

	3	6	4
–	2	3	
	1	3	4

Is Nina correct? Explain why.

○ R

2b. Yusuf has worked out 285 – 42.

	2	8	5
–		4	2
	2	4	3

Is Yusuf correct? Explain why.

○ R

3a. Subtract a 2-digit number from 475 so that the answer is greater than 420.

Find three possibilities.

○ PS

3b. Subtract a 2-digit number from 362 so that the answer is greater than 310.

Find three possibilities.

○ PS

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Subtract a 2-Digit Number from a 3-Digit Number

1a. Ruby has worked out 604 – 37.

	5 6	0	1 4
–		3	7
	5	3	7

Is Ruby correct? Explain how you know.

R

1b. Felix has worked out 702 – 48.

	6 7	9 0	1 2
–		4	8
	6	5	4

Is Felix correct? Explain how you know.

R

2a. Joy has worked out 473 – 28.

	4	6 7	1 3
–		2	8
	4	4	5

Is Joy correct? Explain why.

R

2b. Ibrahim has worked out 872 – 47.

	8	7	2
–	4	7	
	4	0	2

Is Ibrahim correct? Explain why.

R

3a. Subtract a 2-digit number from 352 so that the answer is greater than 300.

There must be one exchange.

Find three possibilities.

PS

3b. Subtract a 2-digit number from 564 so that the answer is greater than 480.

There must be one exchange.

Find three possibilities.

PS

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Subtract a 2-Digit Number from a 3-Digit Number

1a. Lucas has worked out 806 – 59.



806 – 59 = 747

Is Lucas correct? Explain how you know.

R

1b. Alisha has worked out 500 – 46.



500 – 46 = 464

Is Alisha correct? Explain how you know.

R

2a. Arlo has worked out 702 – 47.

	$^{6}\cancel{7}$	$^{9}\cancel{0}$	$^{1}2$
–		4	7
	6	5	5

Is Arlo correct? Explain why.

R

2b. Elena has worked out 604 – 38.

	$^{5}\cancel{6}$	$^{1}0$	4
–	3	8	
	2	2	4

Is Elena correct? Explain why.

R

3a. Subtract a 2-digit number from 602 so that the answer is between 540 and 560.

Find three possibilities.

PS

3b. Subtract a 2-digit number from 703 so that the answer is between 620 and 650.

Find three possibilities.

PS

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Subtract a 2-Digit Number from a 3-Digit Number

Support

1a. Star is correct. 5 ones subtract 8 ones is not possible, so 1 ten is exchanged for 10 ones. 4 tens becomes 3 tens and there are 15 ones. 345 – 28 = 317

2a. Nina is incorrect. She wrote 23 in the hundreds and tens columns. 23 is 2 tens and 3 ones, so it belongs in the tens and ones columns. 364 – 23 = 341, not 134.

3a. Various answers, for example: 12; 31; 52

Core

1a. Ruby is incorrect. There are no tens in 604, so she exchanged 1 hundred straight into the ones column and then wrote the difference between the digits in the tens column. She should exchange 1 hundred for 10 tens first, then 1 ten for 10 ones. That gives 5 hundreds, 9 tens and 14 ones, so 604 – 37 = 567, not 537.

2a. Joy is correct. Each digit is in its own place value column. 28 is 2 tens and 8 ones, so it sits under the tens and ones. 473 – 28 = 445

3a. Various answers, for example: 13; 25; 48

Stretch

1a. Lucas is correct. 1 hundred is exchanged for 10 tens, then 1 ten for 10 ones, giving 7 hundreds, 9 tens and 16 ones. 806 – 59 = 747.

2a. Arlo is correct. Each digit is in its own place value column. 47 is 4 tens and 7 ones, so it sits under the tens and ones. 702 – 47 = 655

3a. Various answers, for example: 45; 52; 60

Support

1b. Lucas is incorrect. He exchanged 1 ten for 10 ones but did not change the tens digit. 6 tens becomes 5 tens, so 463 – 29 = 434, not 444.

2b. Yusuf is correct. Each digit is in its own place value column. 42 is 4 tens and 2 ones, so it sits under the tens and ones. 285 – 42 = 243

3b. Various answers, for example: 11; 28; 45

Core

1b. Felix is correct. There are no tens in 702, so 1 hundred is exchanged for 10 tens, then 1 ten for 10 ones, giving 6 hundreds, 9 tens and 12 ones. 702 – 48 = 654

2b. Ibrahim is incorrect. He wrote 47 in the hundreds and tens columns. 47 is 4 tens and 7 ones, so it belongs in the tens and ones columns. 872 – 47 = 825, not 402.

3b. Various answers, for example: 46; 38; 29

Stretch

1b. Alisha is incorrect. After exchanging 1 hundred for 10 tens and 1 ten for 10 ones there are 9 tens, not 10. 9 tens subtract 4 tens is 5 tens, so 500 – 46 = 454, not 464.

2b. Elena is incorrect. She wrote 38 in the hundreds and tens columns. 38 is 3 tens and 8 ones, so it belongs in the tens and ones columns. 604 – 38 = 566, not 224.

3b. Various answers, for example: 55; 70; 81

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