

Name _____
Class _____
Date _____

Choose the Numbers (B)



Fill in the missing gaps using the numbers given above each question.

1 2 3

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

2 3 5

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

6 2 4

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

3 4 7

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

5 4 9

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

3 5 6 9

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

2 6 5 8

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

5 2 4 7

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

5 3 8 9

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

9 7 4 2

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

How confidently can you create subtraction questions with the correct answer?



Not confident



Fairly confident



Very confident

Your Score

Develop Numeracy Numbers Year 2

Patrick Griffin



Develop Numeracy Numbers Year 2:

Assessment for Teaching 1ed Patrick Griffin, 2014-02-14 Assessment for Teaching is a comprehensive and practical introduction to assessment and learning in primary and secondary school settings This book treats assessment as a source of data that informs teaching strategies It replaces a deficit model of assessment with a development model a framework which recognises the importance of identifying what the student is ready to learn The book also promotes collaboration between teachers in professional learning teams encouraging the sharing of assessment data and team based interpretation to improve student outcomes and to plan goals for students based on a development scale Each chapter contains an exercise for applying the course content to classroom practice a response template for the exercise guidelines on assessing the value of the exercise in a professional learning team a short test for participants to cross check their understanding of the course content This is an essential resource for both pre service and in service teachers

Numbers and the Number System

Paul Broadbent, 2000-01 This photocopiable activity book is intended for use during the daily maths lesson in Year 2 and focuses on place value and ordering estimating fractions and decimals It is one of a series which covers the first strand of the framework for teaching mathematics from Reception to Year 6 with one book for each primary school year It aims to develop pupils confidence and consolidate their understanding of numbers and the number system

Teaching Maths for

Mastery John Bee, 2025-10-23 This expert guide focuses on why and particularly how schools might achieve mastery in mathematics with concrete examples from the classroom Teaching for mastery is an effective approach to education that can help all students develop a deep and lasting understanding of key concepts It has been proven to improve pupil achievement especially for children who have traditionally struggled with mathematics Teaching Maths for Mastery covers the five big ideas of teaching for mastery coherence representation and structure mathematical thinking fluency and variation It explains how these ideas can be implemented in the classroom and provides advice on assessing student learning Written by experienced mastery specialist John Bee and offering case studies from a range of different classroom scenarios this book is written to support teachers in creating a classroom where all children can succeed This book provides the knowledge and skills you need to teach for mastery in mathematics and ensure your pupils reach their full potential

Psychology and

Mathematics Education Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have

demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e g transitivity

STEM Education Across the Learning Continuum Amy MacDonald,Lena Danaia,Steve Murphy,2020-02-18 This is the first comprehensive book to consider STEM education from early childhood through to senior secondary education It approaches STEM as a form of real world problem based education that draws on the knowledge and skills of the science technology engineering and mathematics disciplines Rather than presenting each of the separate disciplines to an equal extent it focuses on STEM researchers perspectives on how their work contributes to effective STEM education in terms of building knowledge skills and engagement Gathering contributions by authors from various countries the book explores effective STEM education from a range of perspectives within the international context Moreover it addresses critical issues in STEM education including transition and trajectories gender rurality socioeconomic status and cultural diversity By doing so it not only shares the current state of knowledge in this field but also offers a source of inspiration for future research

[The Numeracy File](#) Mike Askew,Sheila Ebbutt,2000 If you are new to teaching or a recent returner you want to know all about the National Numeracy Strategy and what it means for you This is the book you need implementing the teaching approaches of the National Numeracy Strategy incorporating mental maths into lessons information on issues such as differentiation working with teaching assistants and national tests

[Encyclopedia of Infant and Early Childhood Development: A-F](#) Janette B. Benson,2008 This reference work provides a comprehensive entry point to the existing literature on child development from the fields of psychology genetics neuroscience and sociology Although some medical information is included the emphasis is on normal growth and is primarily from a psychological perspective

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Spontaneous Focusing on Numerosity in the Development of Early Mathematical Skills Minna M. Hannula,2005

The British National Bibliography Arthur James Wells,2005

[Second Primary Education Development Program](#) Second Primary Education Development Program (Bangladesh),2011

Planning the Development of Universities International Institute for Educational Planning,1971

Supporting Mathematical

Thinking with Anne Watson, 2001 *Educational Development and School Building* Stuart Maclure, 1984 **Which Degree?**, 1997 *National Report on the Development of Education in Australia* Australia, 2001 **African Books in Print**, 1978 *The Times Index*, 2007 Indexes the Times and its supplements *Education for All* Kōichirō Matsuura, Unesco, 2004 In 2000 at the World Education Forum over 160 countries committed themselves to six Education for All EFA goals to expand basic educational opportunities for all by 2015 as part of the international community's strategy to reduce global poverty levels This report focuses on the factors which determine the quality of education including financial and material resources for schools staffing resources and training core subjects and leadership issues It includes case studies from a number of countries to show how both rich and developing nations are addressing the quality issue and finds that progress so far is insufficient in several regions of the world to meet the EFA targets The report goes on to map out key policies for improving the teaching and learning process especially in low income countries **Elementary and Middle School Mathematics** John A. Van de Walle, 2004 *World Windows* introduces young learners to essential themes and concepts in Science and Social Studies through National Geographic photography and content Using non fiction readings *World Windows* helps to develop young learner's fluency in English and ignites their curiosity about the world around them

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