

Homework/Extension

Step 5: Subtraction Crossing 10 1

National Curriculum Objectives:

Mathematics Year 1: (1C2b) [Read, write and interpret mathematical statements involving addition \(+\), subtraction \(-\) and equals \(=\) signs](#)

Mathematics Year 1: (1C2a) [Add and subtract one-digit and two-digit numbers to 20, including zero](#)

Mathematics Year 1: (1C4) [Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as \$7 = - 9\$](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Find the odd one out by subtracting and crossing 10. Pictorial support and scaffolding provided.

Expected Find the odd one out by subtracting and crossing 10. Scaffolding provided.

Greater Depth Find the odd one out by subtracting and crossing 10. Blank number line provided.

Questions 2, 5 and 8 (Varied Fluency)

Developing Complete the calculation and part-whole model using the given number cards. Pictorial support and scaffolding provided.

Expected Complete the calculation and part-whole model using the given number cards. Scaffolding provided.

Greater Depth Complete the calculation and part-whole model using the given number cards. Blank part-whole model provided.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Identify a mistake when subtracting and crossing 10. Pictorial support and scaffolding provided.

Expected Identify a mistake when subtracting and crossing 10. Scaffolding provided.

Greater Depth Identify a mistake when subtracting and crossing 10. Blank number line provided.

More [Year 1 Addition and Subtraction](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

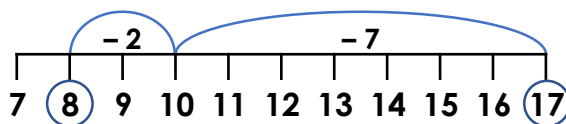
Subtraction Crossing 10 1

1. Which method below does not solve the calculation $17 - 9$?

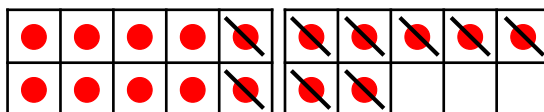
A.



B.



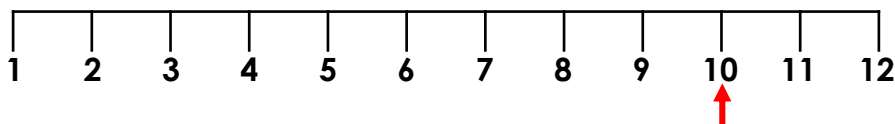
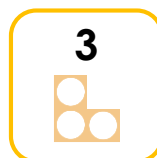
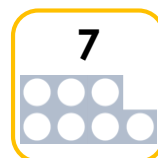
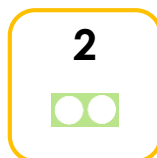
C.



VF
HW/Ext

2. Complete the calculation below using the digit cards. Use the number line to help with your partitioning to 10.

$$12 - 5 = \square$$



VF
HW/Ext

3. Lola and Jake are both trying to solve $16 - 9$.

Lola says,

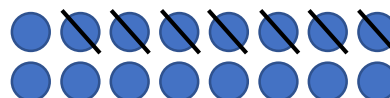
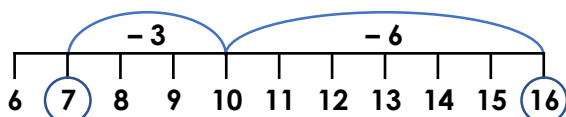


I got the answer 7.

Jake says,



I got the answer 9.



Who do you agree with? Explain your answer.

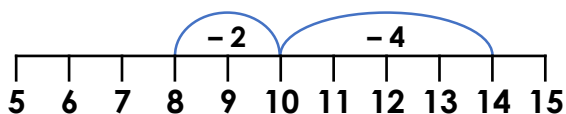


RPS
HW/Ext

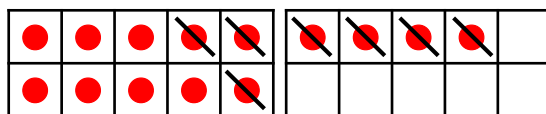
Subtraction Crossing 10 1

4. Which method below does not solve the calculation $14 - 6$?

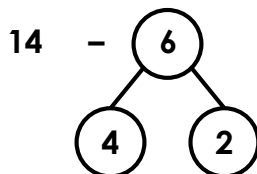
A.



B.



C.



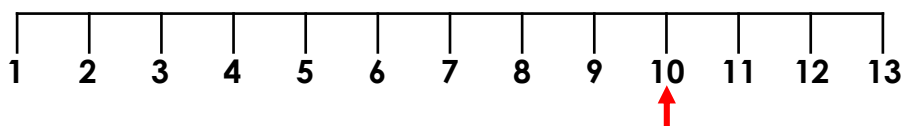
$$14 - 4 = 10 \longrightarrow 10 - 2 = 8$$



VF
HW/Ext

5. Complete the calculation below using the digit cards. Use the number line to help with your partitioning to 10.

$$13 - 7 = \square$$



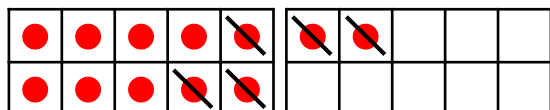
VF
HW/Ext

6. James and Aliza are both trying to solve $12 - 6$.

James says,



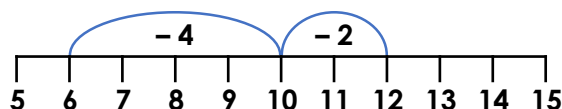
I have used a ten frame and my answer is 7.



Aliza says,



I have used a number line and my answer is 6.



Who do you agree with? Explain your answer.



RPS
HW/Ext

Subtraction Crossing 10 1

7. Which method below does not solve the calculation $13 - 9$?

A.

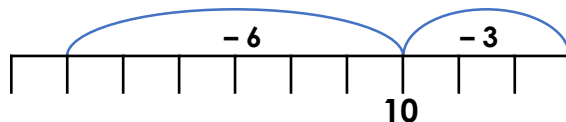
$$13 - 3 = 10 \text{ and } 10 - 6 = 4$$

$$13 - 9 = 4$$

B.

I had 13 cakes. I gave 3 to Tim and 7 to Ben. I have 4 cakes left.

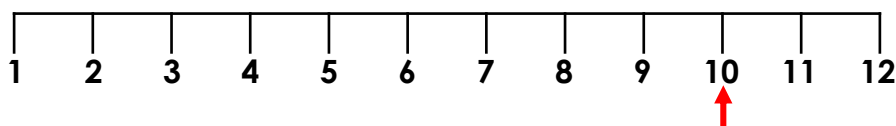
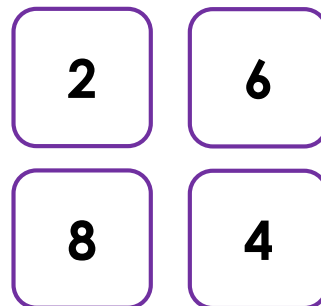
C.



VF
HW/Ext

8. Complete the calculation below using the digit cards. Use the number line to help with your partitioning to 10.

$$12 - \bigcirc = \square$$



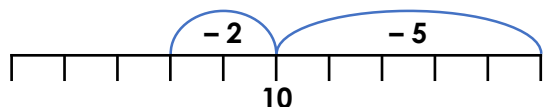
VF
HW/Ext

9. Tom and Hannah are both trying to subtract seven from fifteen.

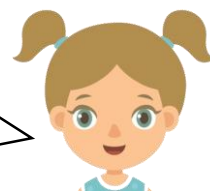
Tom says,



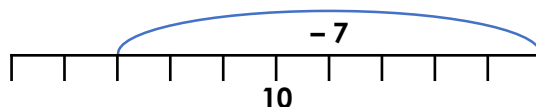
I have used a number line and my answer is eight.



Hannah says,



I have used a number line too but my answer is seven.



Who do you agree with? Explain your answer.



RPS
HW/Ext

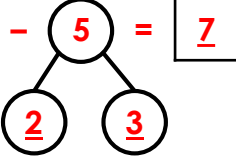
Homework/Extension

Subtraction Crossing 10 1

Developing

1. **A**

2. $12 - 5 = \boxed{7}$

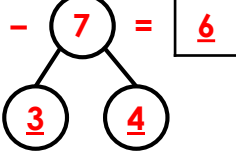


3. Lola is correct because she has partitioned the number into 6 and 3 to subtract 9. Jake has only subtracted 7 so he has got the wrong answer.

Expected

4. **B**

5. $13 - 7 = \boxed{6}$

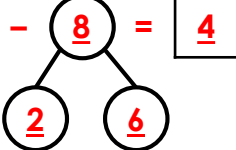


6. Aliza is correct because she has partitioned the number into 4 and 2 to subtract 6. James has only subtracted 5 so he has got the wrong answer.

Greater Depth

7. **B**

8. $12 - 8 = \boxed{4}$



9. Tom is correct because he has partitioned the number into 5 and 2 to subtract 7. Hannah has not partitioned the number and has counted wrong. She has subtracted 8 so she has got the wrong answer.