

# 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.

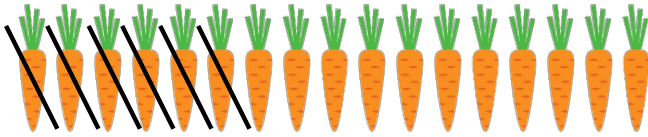
More [Year 1 Addition and Subtraction](#) resources.

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

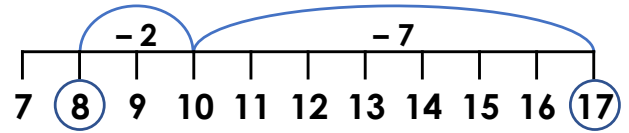
# Subtraction Crossing 10 1

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

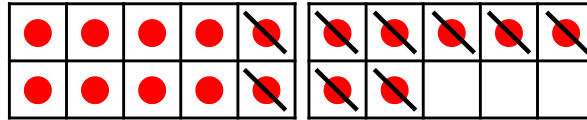
A.



B.



C.

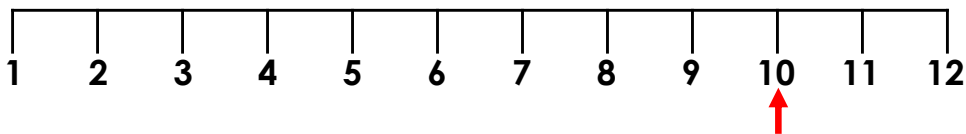
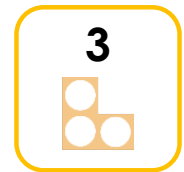
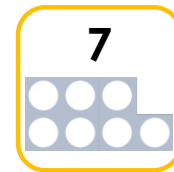
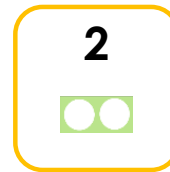


VF  
HW/Ext

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

$$12 - 5 = \square$$

The number 5 is shown in a circle, branching into two empty circles for partitioning.



VF  
HW/Ext

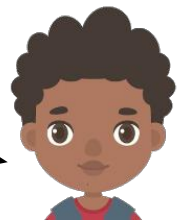
3. Lola and Jake are both trying to solve  $16 - 9$ .

Lola says,

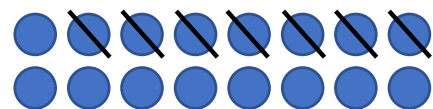
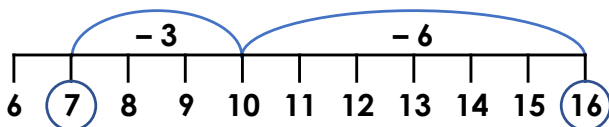


I got the answer 7.

Jake says,



I got the answer 9.



Who do you agree with? Explain your answer.

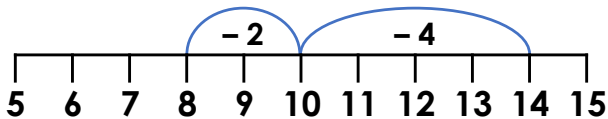


RPS  
HW/Ext

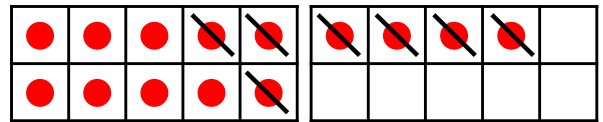
# Subtraction Crossing 10 1

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

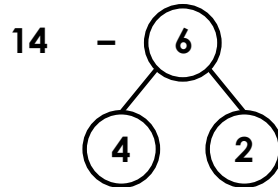
A.



B.



C.



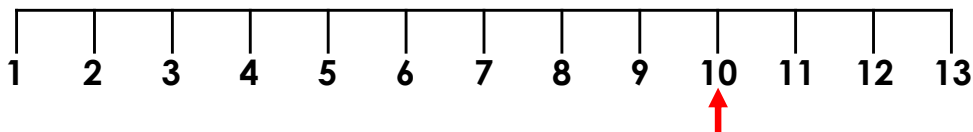
$$14 - 4 = 10 \longrightarrow 10 - 2 = 8$$



VF  
HW/Ext

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

$$13 - 7 = \square$$



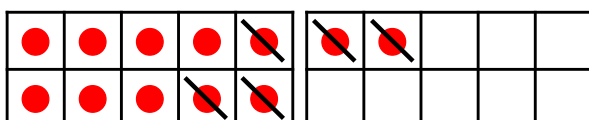
VF  
HW/Ext

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

James says,



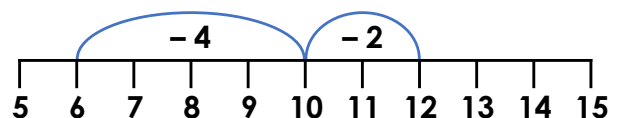
I have used a ten frame  
and my answer is 7.



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.

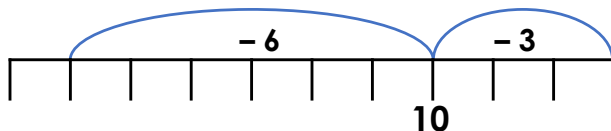
$$13 - 3 = 10 \text{ and } 10 - 6 = 4$$

$$13 - 9 = 4$$

B.

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

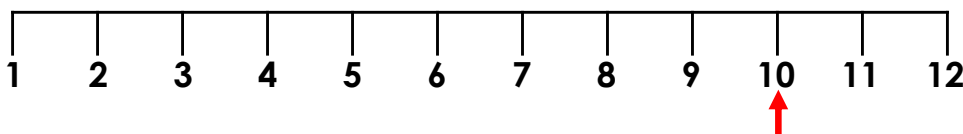
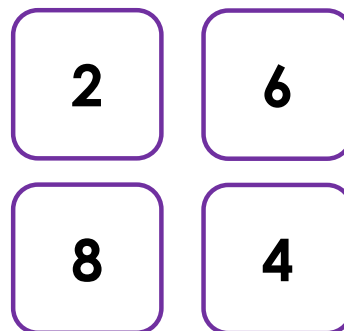
C.



VF  
HW/Ext

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

$$12 - \begin{array}{c} \bigcirc \\ \diagup \quad \diagdown \\ \bigcirc \quad \bigcirc \end{array} = \square$$



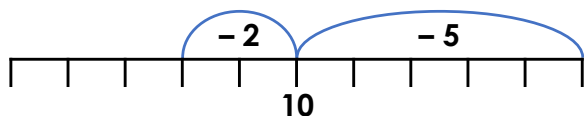
VF  
HW/Ext

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

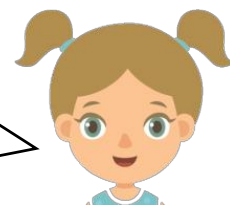
Tom says,



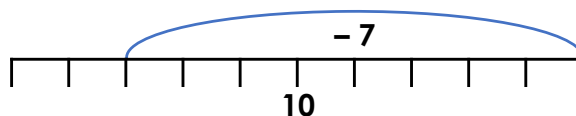
I have used a number line and my answer is eight.



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

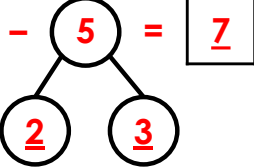
# Homework/Extension

## Subtraction Crossing 10 1

### Developing

1. **A**

2. **12** - **5** = **7**

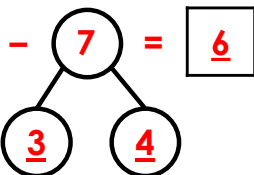


3. Lola is correct because she has partitioned the number into 6 and 3 to subtract 9. Jake has only subtracted 7 so he has got the wrong answer.

### Expected

4. **B**

5. **13** - **7** = **6**

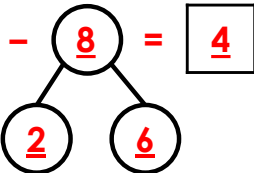


6. Aliza is correct because she has partitioned the number into 4 and 2 to subtract 6. James has only subtracted 5 so he has got the wrong answer.

### Greater Depth

7. **B**

8. **12** - **8** = **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.