Homework/Extension
Step 6: Subtraction Crossing 10 2

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 Match the completed calculations to the correct ten frames. Subtractions within 20 and crossing 10.
Expected Complete calculations and match to the correct ten frames. Subtractions within 20 and crossing 10. Calculations with missing answers.
Greater Depth Complete calculations and match to the correct ten frames. Subtractions within 20 and crossing 10. Calculations with missing numbers.

Questions 2, 5 and 8 (Varied Fluency)
Developing Complete the calculation to find the difference between 2 given numbers. Subtractions within 20 and crossing 10. Pictorial support and calculation frame given.
Expected Complete the calculation to find the difference between 2 given numbers. Subtractions within 20 and crossing 10. No pictorial support, calculation frame given.
Greater Depth Complete the calculation in a 2-step problem to find the difference between 2 given numbers. Subtractions within 20 and crossing 10. No pictorial support or calculation frame given.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Find 2 ways to complete a part-whole model using digit cards with pictorial support. Subtractions within 20 and crossing 10.
Expected Find 3 ways to complete a part-whole model using digit cards. Subtractions within 20 and crossing 10.
Greater Depth Find 3 ways to complete a part-whole model using the given clues. Subtractions within 20 and crossing 10.
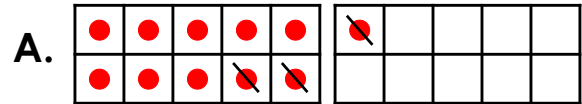
More Year 1 Addition and Subtraction resources.

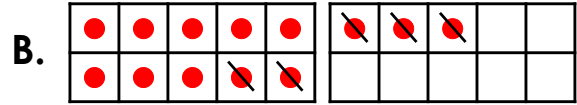## Did you like this resource? Don't forget to review it on our website.

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Subtraction Crossing 10 2

1. Match each calculation to the correct ten frame.

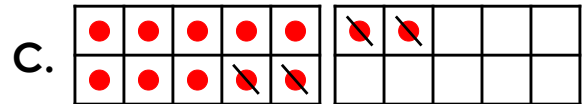1. 13 – 5 = 8

2. 12 – 4 = 8

3. 11 – 3 = 8

A.

B.

C.

2. Max and Ruby are counting their cupcakes.

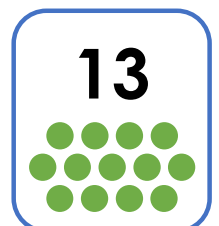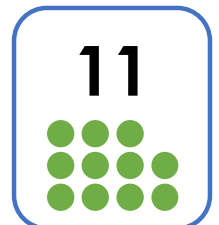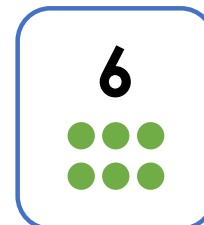Max says,

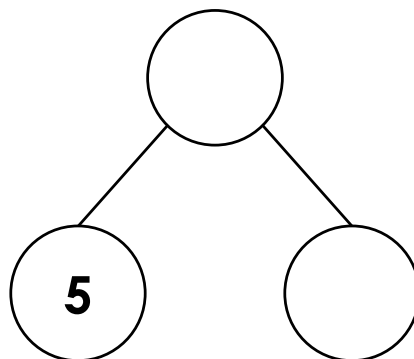I have 4 cupcakes.

I have 11 cupcakes.

Ruby says,

Find the difference between the number of cupcakes Max and Ruby have.

☐ – ☐ = ☐

3. Find 2 ways to complete a part-whole model using the digit cards.

5

5

6

11

8

13

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Homework/Extension – Subtraction Crossing 10 2 – Year 1 Developing
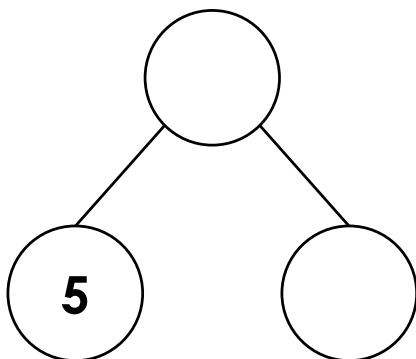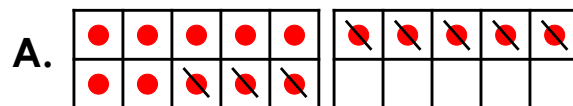
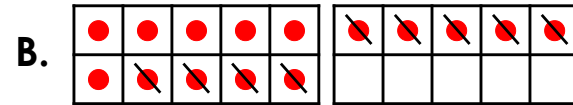# Subtraction Crossing 10 2

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4. Complete the calculations and match each one to the correct ten frame.

1. 15 – 7 = ☐

2. 15 – 8 = ☐
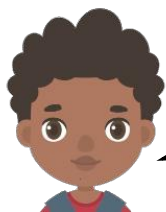
3. 15 – 9 = ☐

A.

B.

C.

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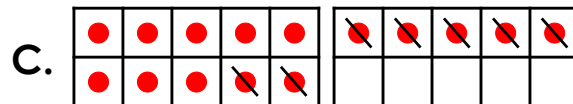
5. Jack and Alina are counting their marbles.

Jack says,

I have 7 marbles.

I have 12 marbles.

Alina says,

Find the difference between the number of marbles Jack and Alina have.

☐ – ☐ = ☐

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6. Find 3 ways to complete a part-whole model using the digit cards.

| 8 | 13 | 9 | 7 | 14 | 15 |

6

6

6

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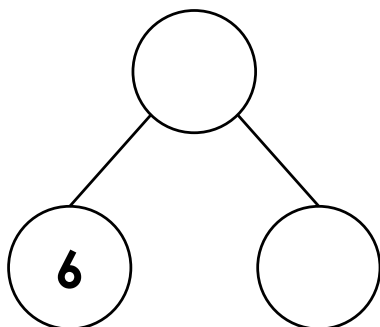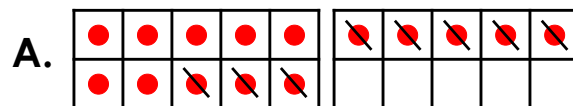
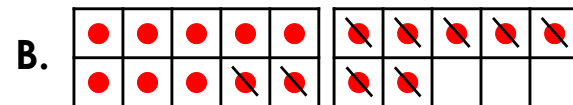**Homework/Extension – Subtraction Crossing 10 2 – Year 1 Expected**
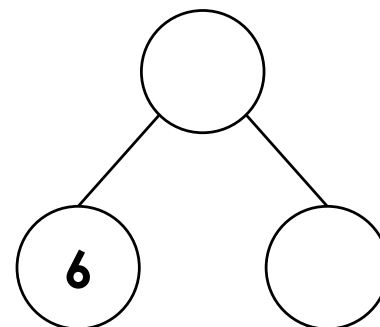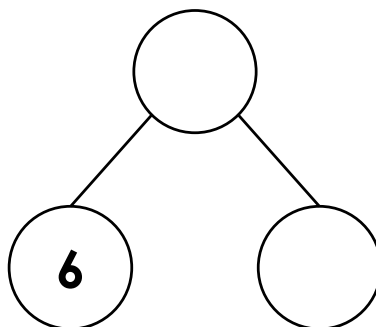
Subtraction Crossing 10 2

7. Complete the calculations and match each one to the correct ten frame.
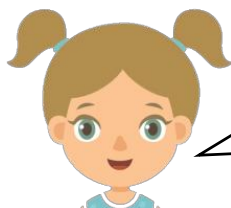
1.   14 – 7 = ☐

A.

2.   ☐ – 8 = ☐

B.

3.   17 – ☐ = ☐

C.
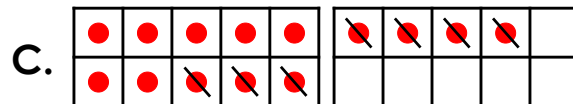
VF
HW/Ext

8. Megan and Kobe are counting their sweets.

Megan says,

I have 6 sweets.

I have 14 sweets.

Kobe says,

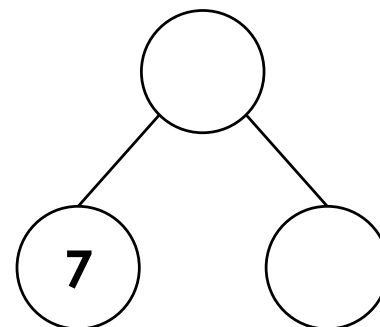Find the difference between the number of sweets Megan and Kobe have.
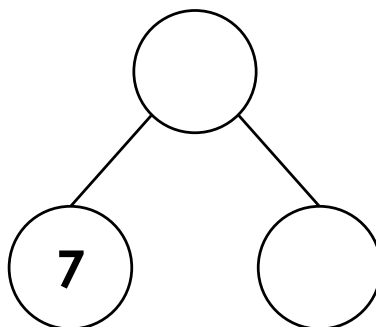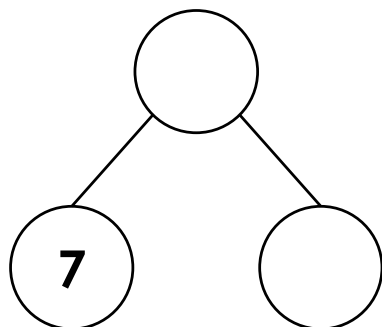
Megan finds 2 more sweets. Has the difference changed?

VF
HW/Ext

9. Find 3 ways to complete a part-whole model using the clues below.

The whole must be a 2-digit number between 10 and 20.
The missing part must be a 1-digit number.

7   7   7

RPS
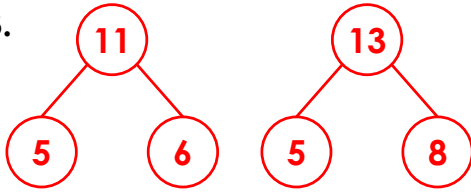HW/Ext

Developing

1. 1. B; 2. C; 3. A
2. $11 - 4 = 7$
3.

```
    11              13
   /  \            /  \
  5    6          5    8
```

Expected

4. 1. $15 - 7 = \underline{8} \rightarrow$ C; 2. $15 - 8 = \underline{7} \rightarrow$ A; 3. $15 - 9 = \underline{6} \rightarrow$ B
5. $12 - 7 = 5$
6.

```
    13            14            15
   /  \          /  \          /  \
  6    7        6    8        6    9
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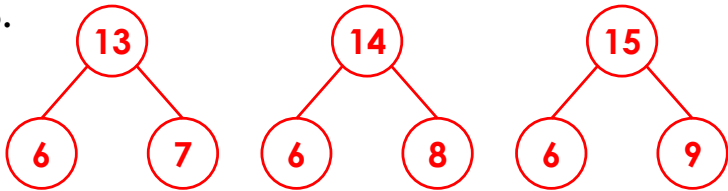
Greater Depth

7. 1. $14 - 7 = \underline{7} \rightarrow$ C; 2. $\underline{15} - 8 = \underline{7} \rightarrow$ A; 3. $17 - \underline{9} = \underline{8} \rightarrow$ B
8. $14 - 6 = 8$. Yes, the difference has changed because $14 - 8 = 6$.
9. Various answers, for example:

```
    16            12            14
   /  \          /  \          /  \
  7    9        7    5        7    7
```