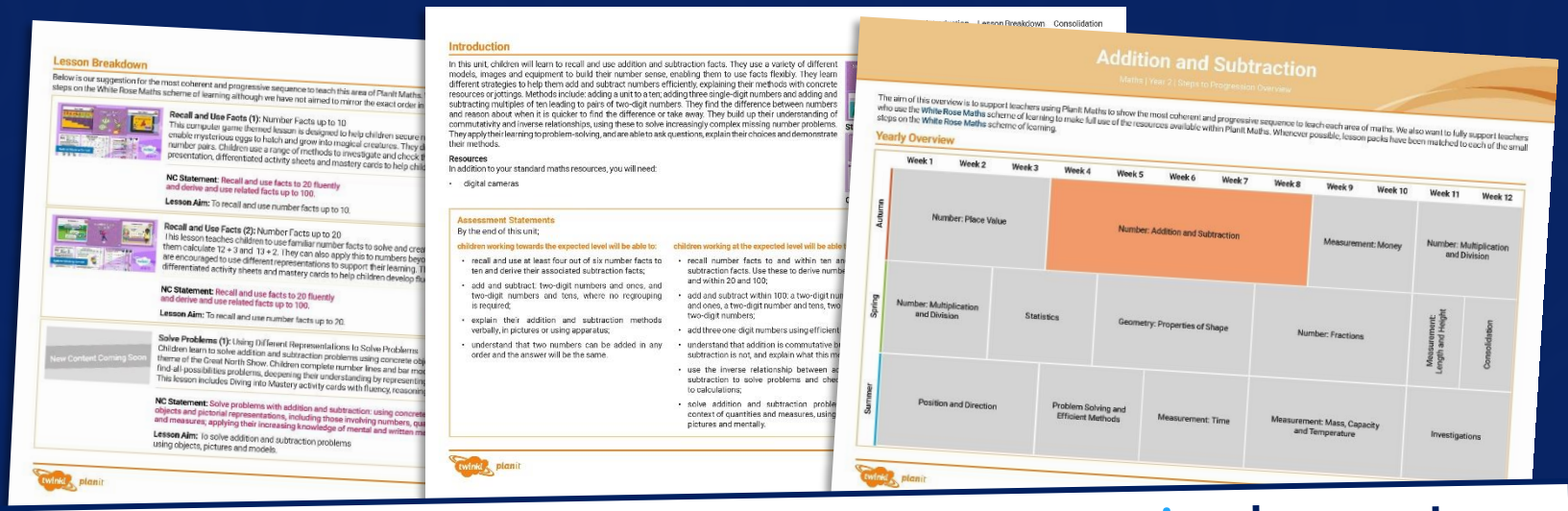
Maths

Addition and Subtraction

Need a coherently planned sequence of lessons to complement this resource?



See our Addition and Subtraction Steps to Progression document.

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Subtract Across Ten

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Quality Standard
Approved

Aim

- To subtract across 10.

Success Criteria

- I can recall number facts of 10.
- I can use ten-frames to subtract across ten.
- I can use part-whole models to subtract across ten.

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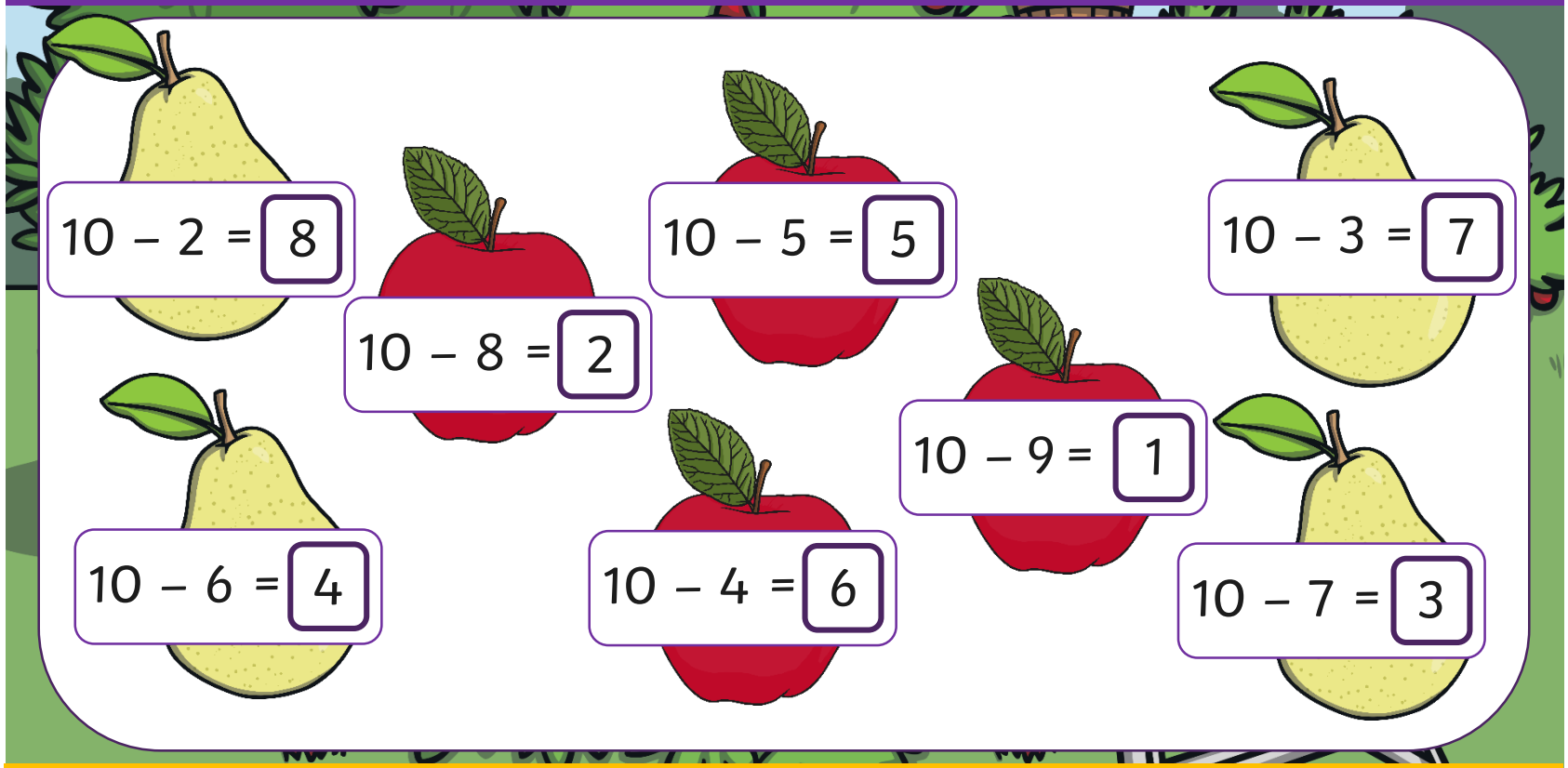
Remember It

Use number facts to subtract from ten.
Pick a piece of fruit and hold up your fingers to show the missing part.



Click on the fruit to reveal the answer.

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Buy It

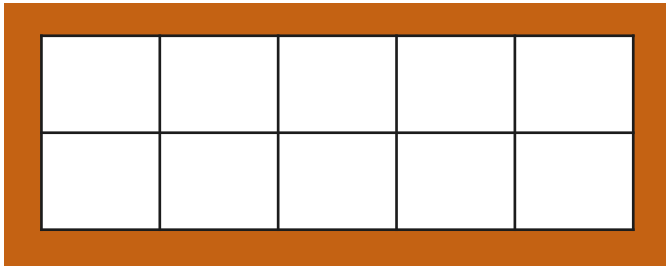
Whole Class

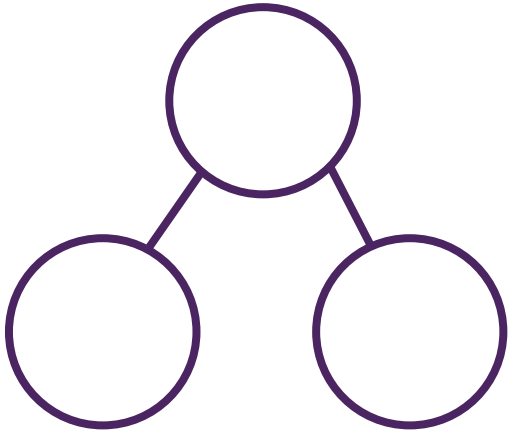
Frank

We can still use number facts of ten to help us find the answer.

Let's use ten-frames and part-whole models to help us.

Theo





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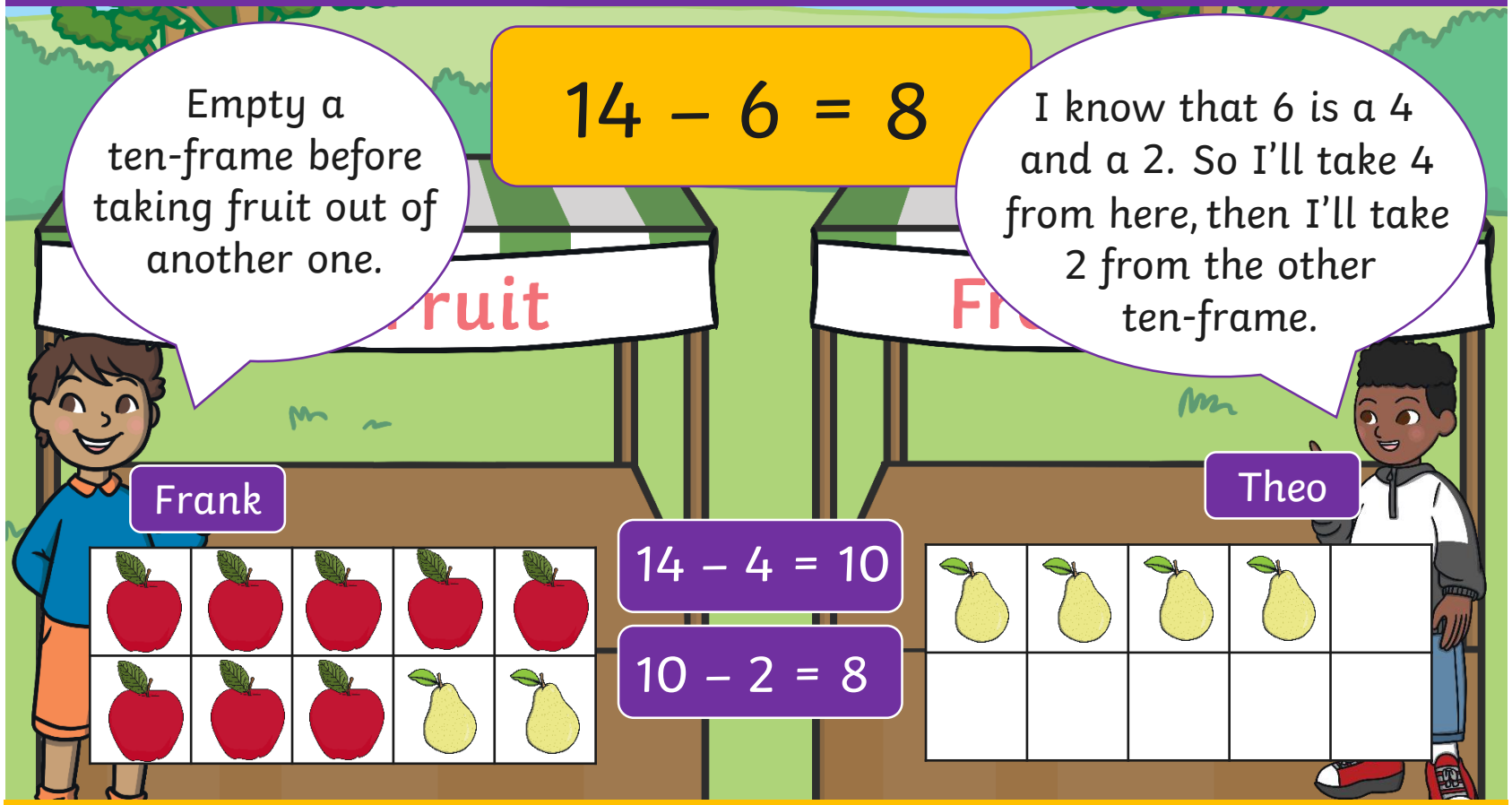
Buy It

Whole Class

Frank and Theo are selling fruit. Each box can hold ten pieces.



They subtracted to the nearest ten, then subtracted the other part.

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Buy It

Whole Class

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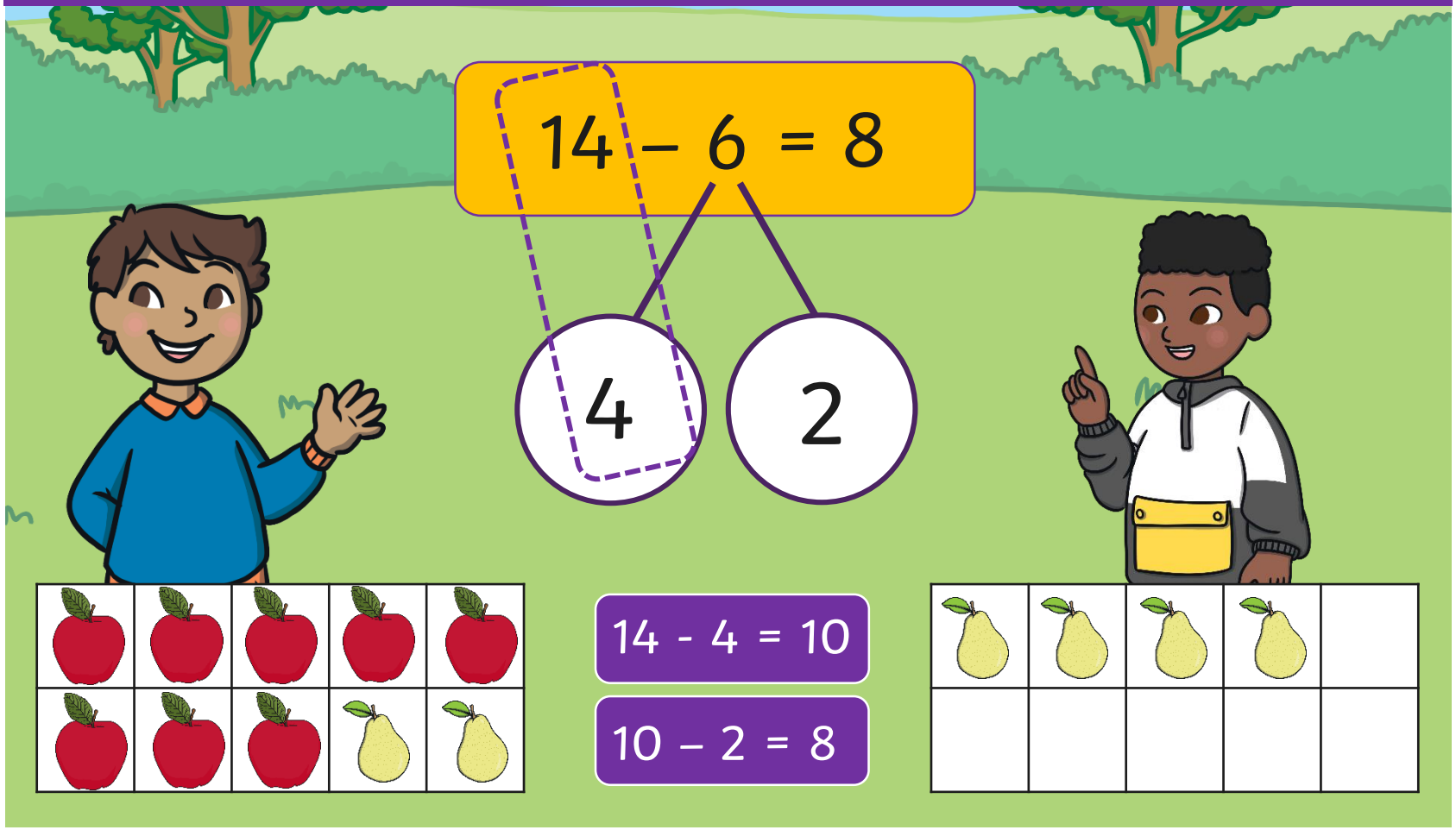

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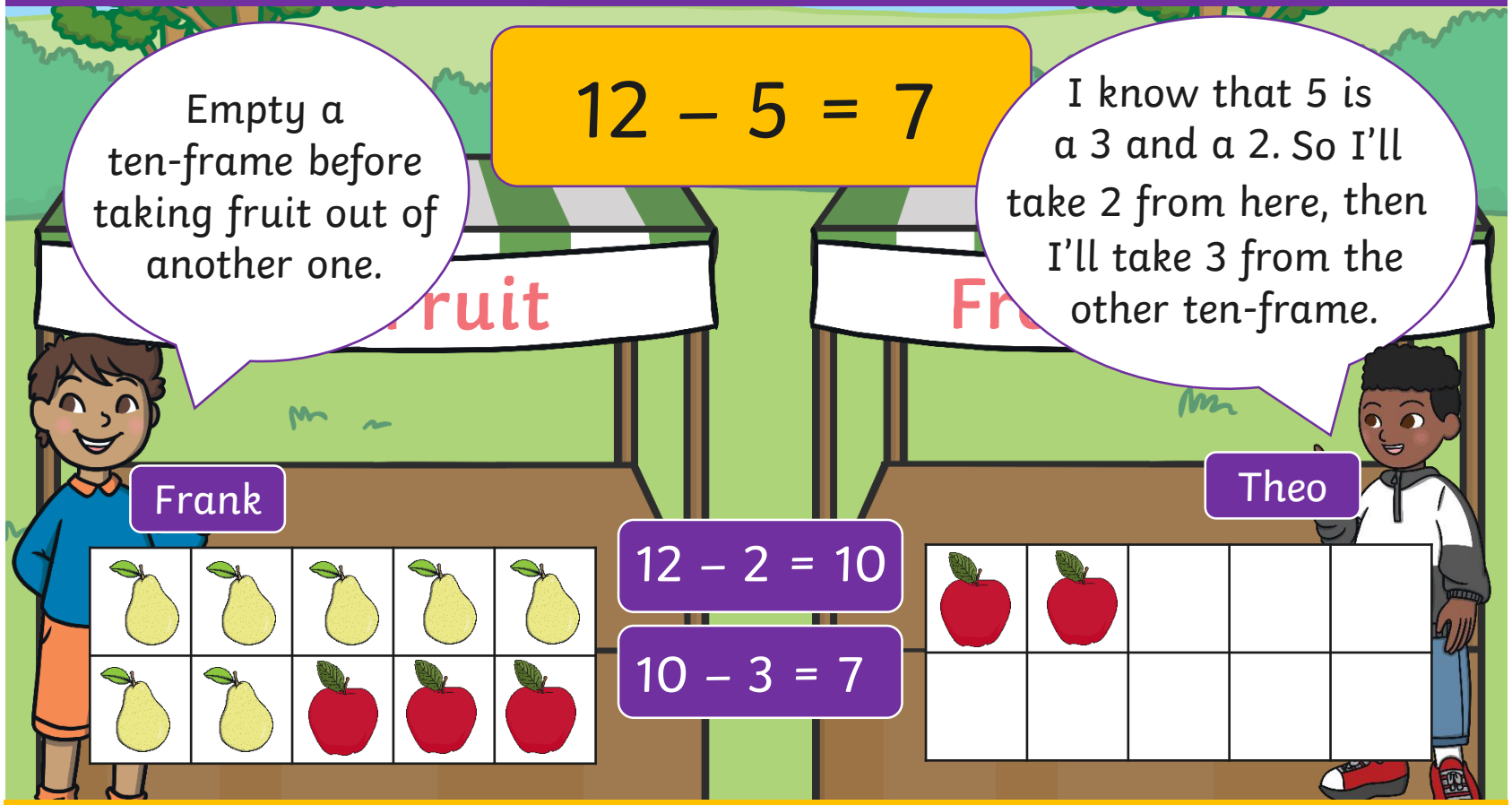

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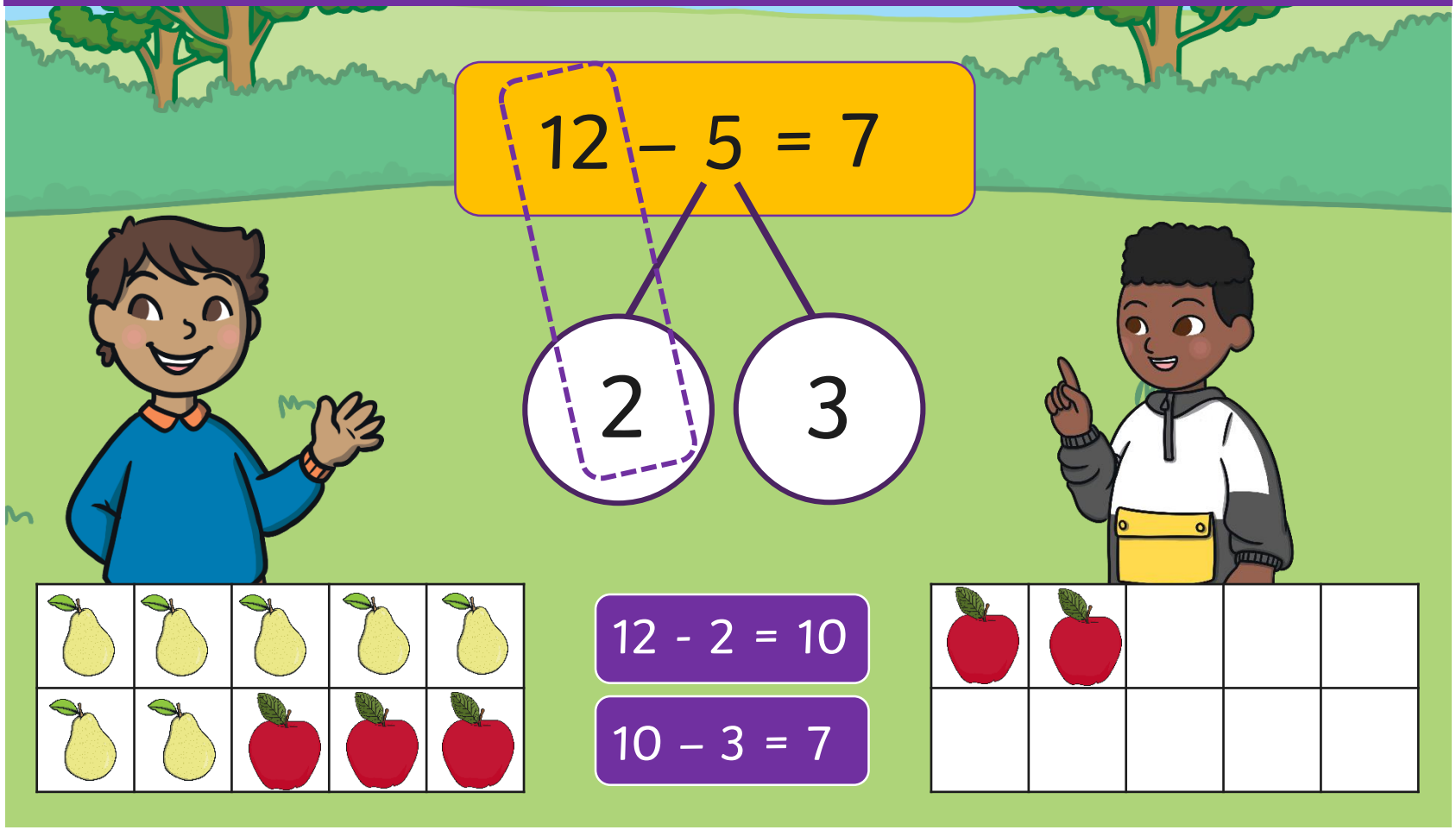

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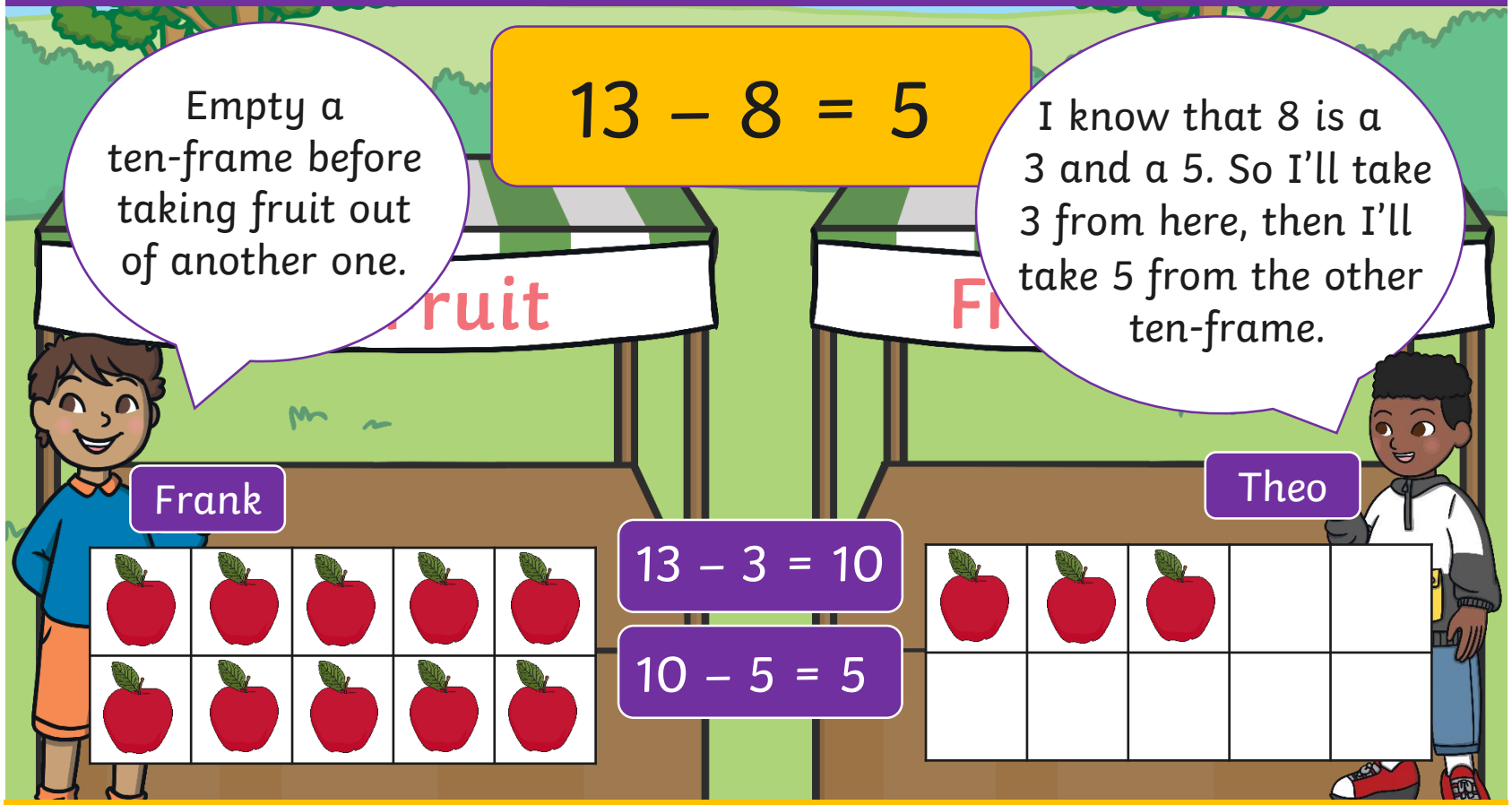

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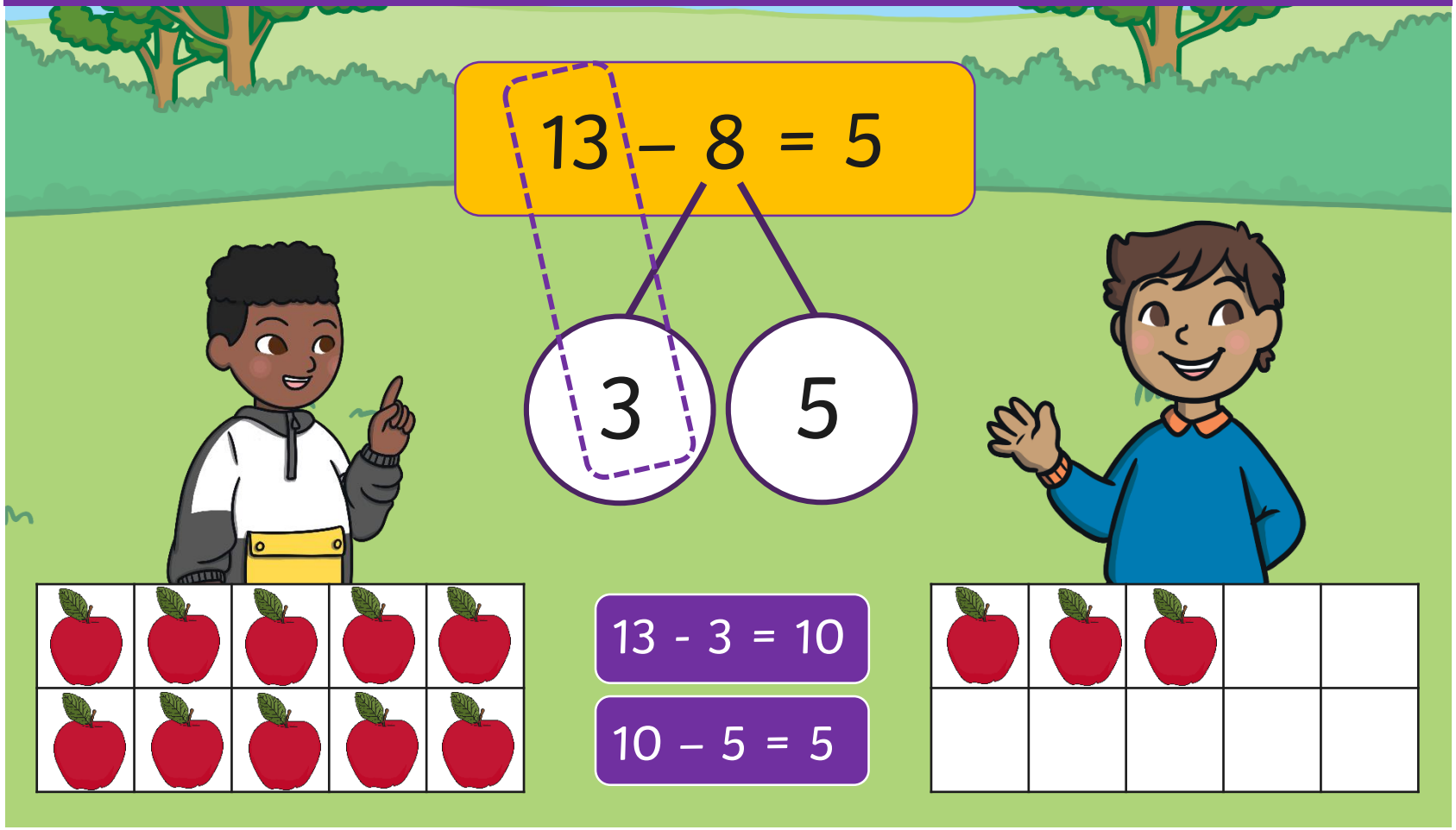

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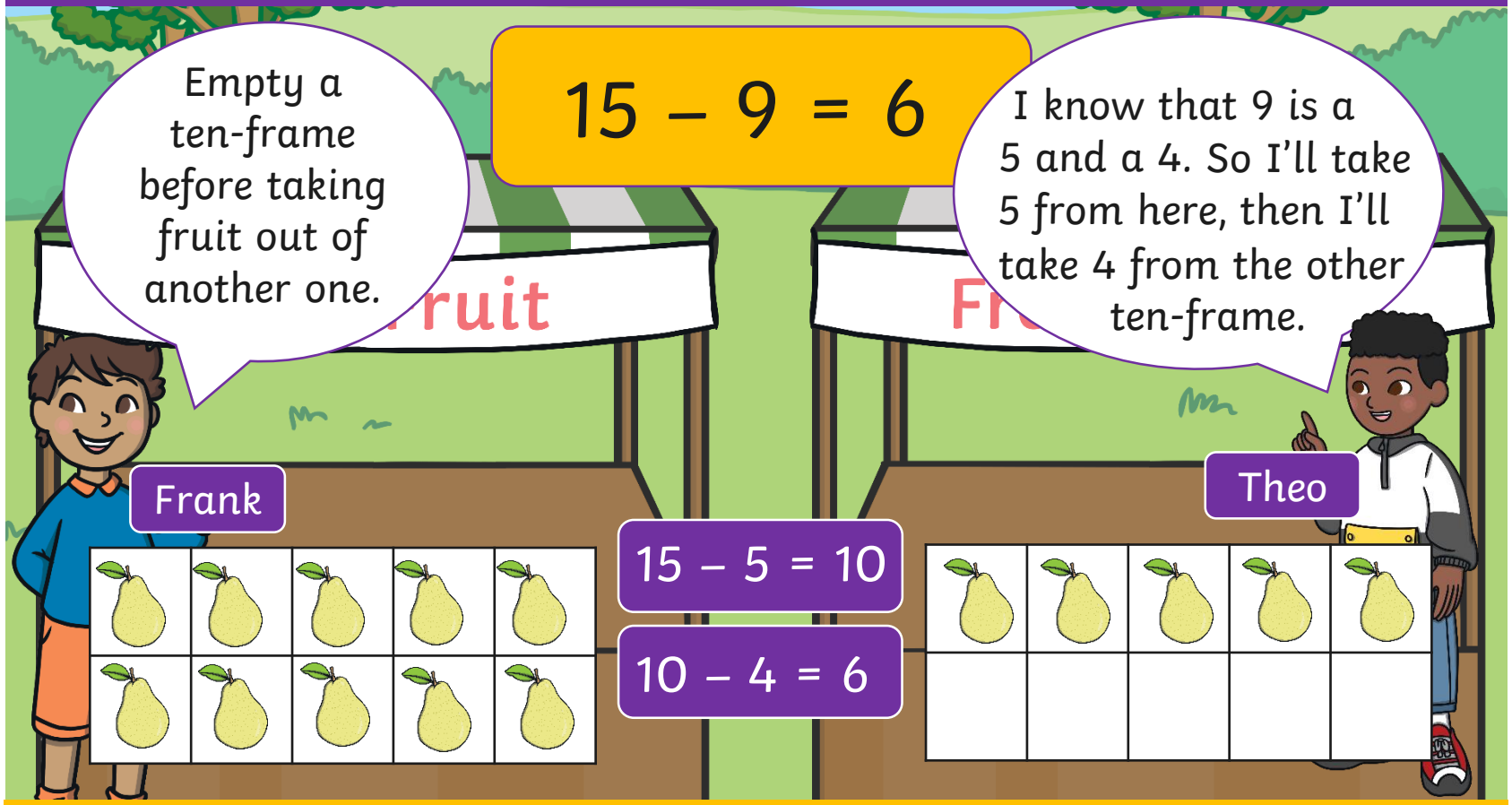

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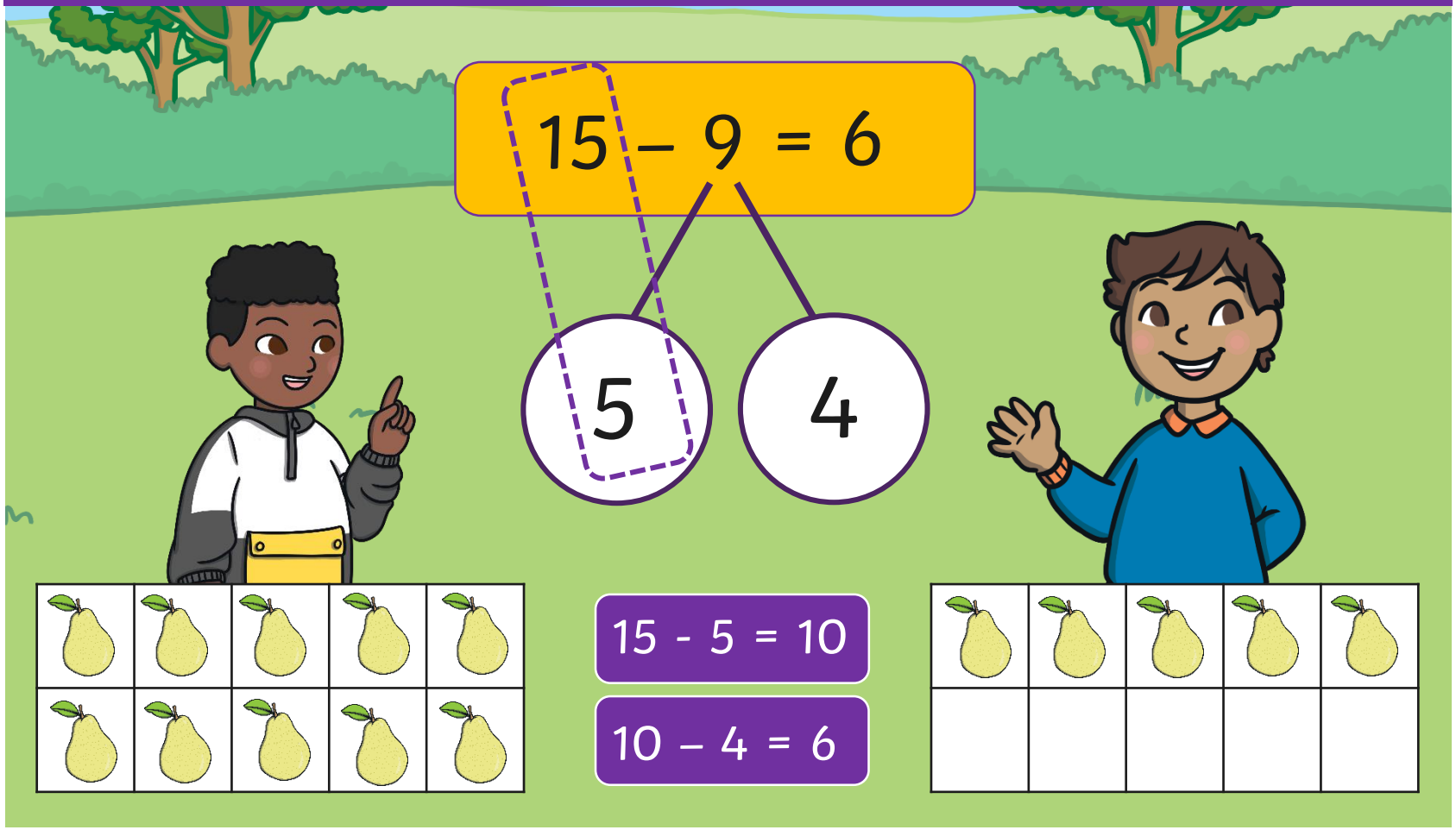

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Try It

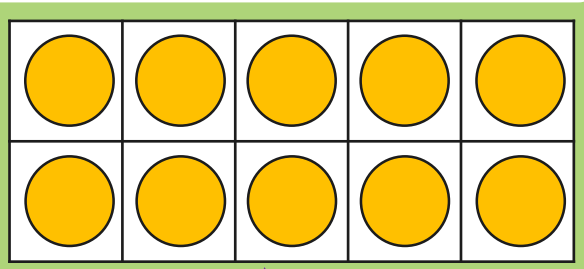
Whole Class

Find 11 counters.

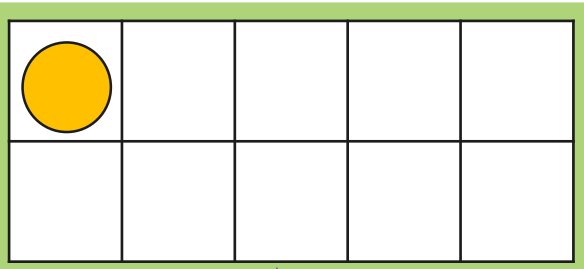
$11 - 2 = 9$

1 1

Fill this ten-frame with 10 counters.



Put the other counter here.



There's only 1 counter in this ten-frame.
How many should we take from the other ten-frame to make 2?
How many counters are left?

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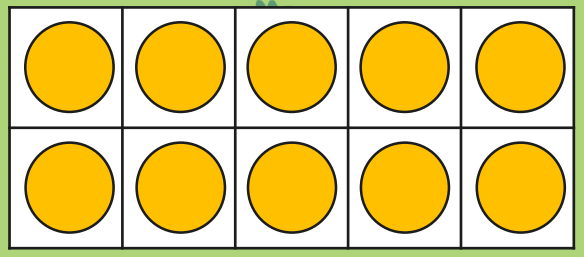
Try It

How many counters do you need to start with?

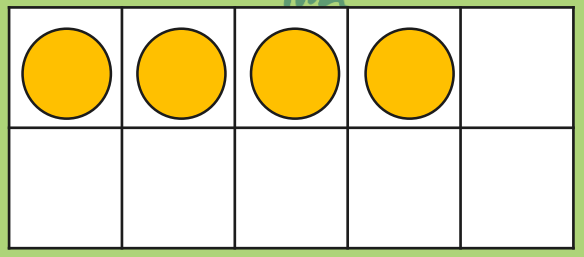
$14 - 7 = 7$

4 3

Fill this ten-frame first.



How many more do you have to put here?



How many do you need to take away?

How many counters can you take from this ten-frame?

How many will you need to take from this ten-frame?

How many counters are left?

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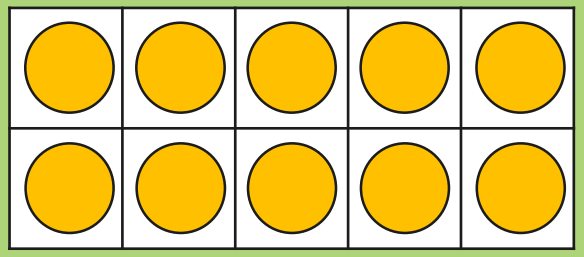
Try It

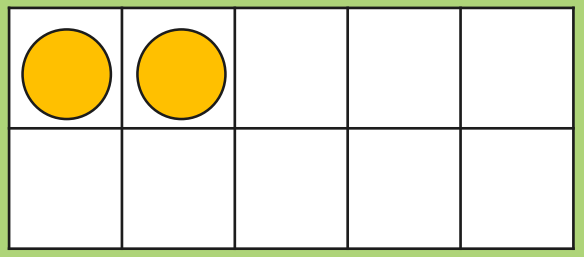
How many counters do you need to start with?

$12 - 4 = 8$

2 2

Where do the counters go?





Which ten-frame will you empty first?
What will you do next?
How many counters are left?

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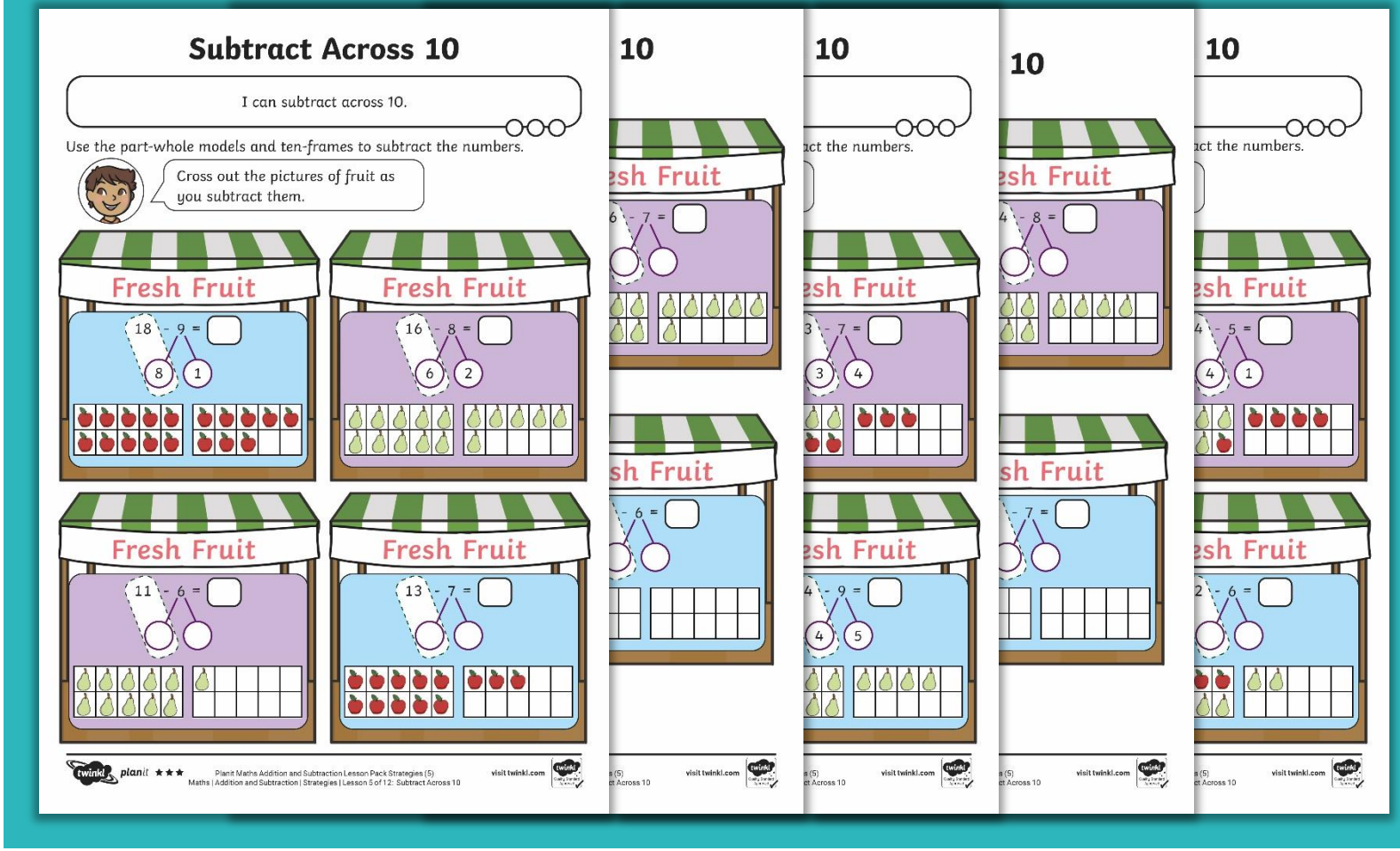
Subtract Across 10 Activity Sheets



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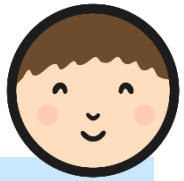
Diving into Mastery



Dive in by completing your own activity!

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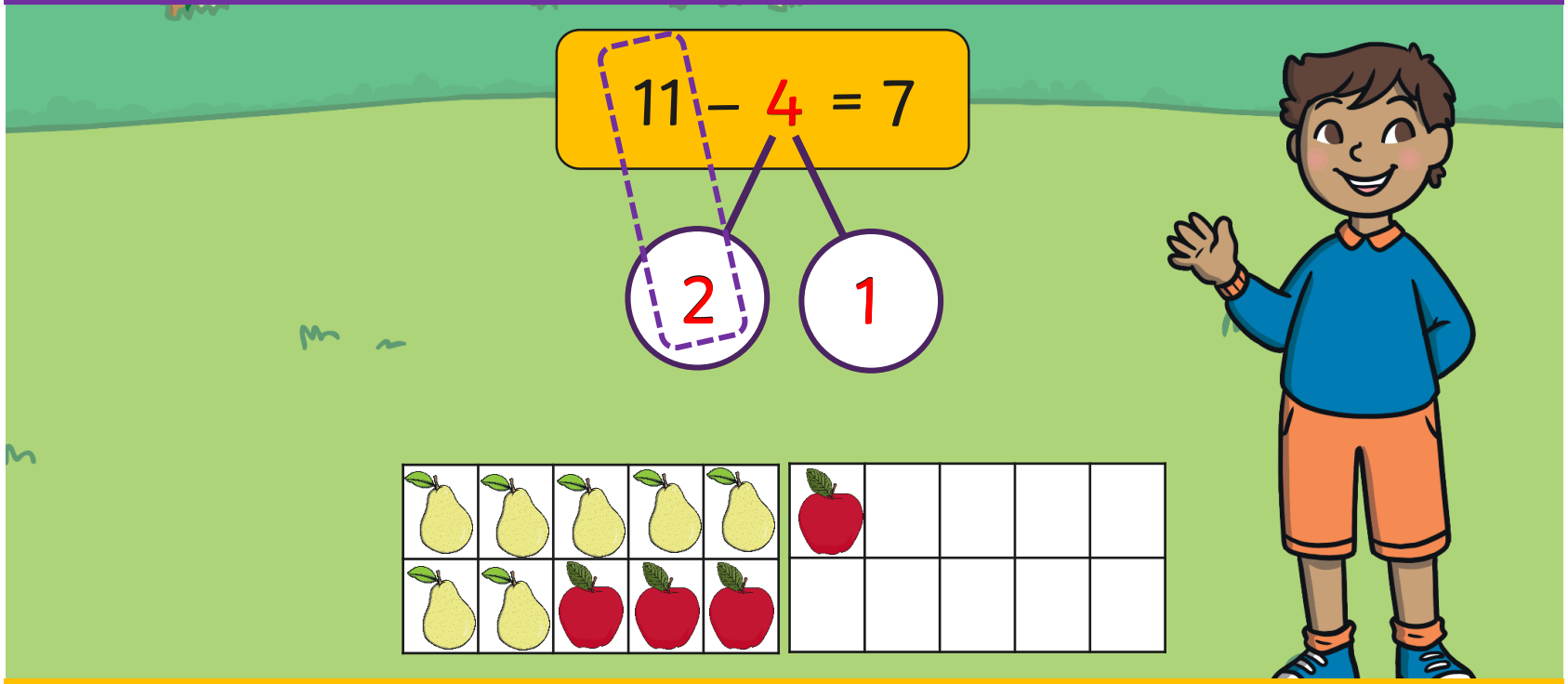
Check It

Whole Class

Frank and Theo are learning how to subtract with part-whole models and ten-frames. Can you spot their mistakes?



What could they practise to help with their learning?
Practising number facts would help Frank and Theo.

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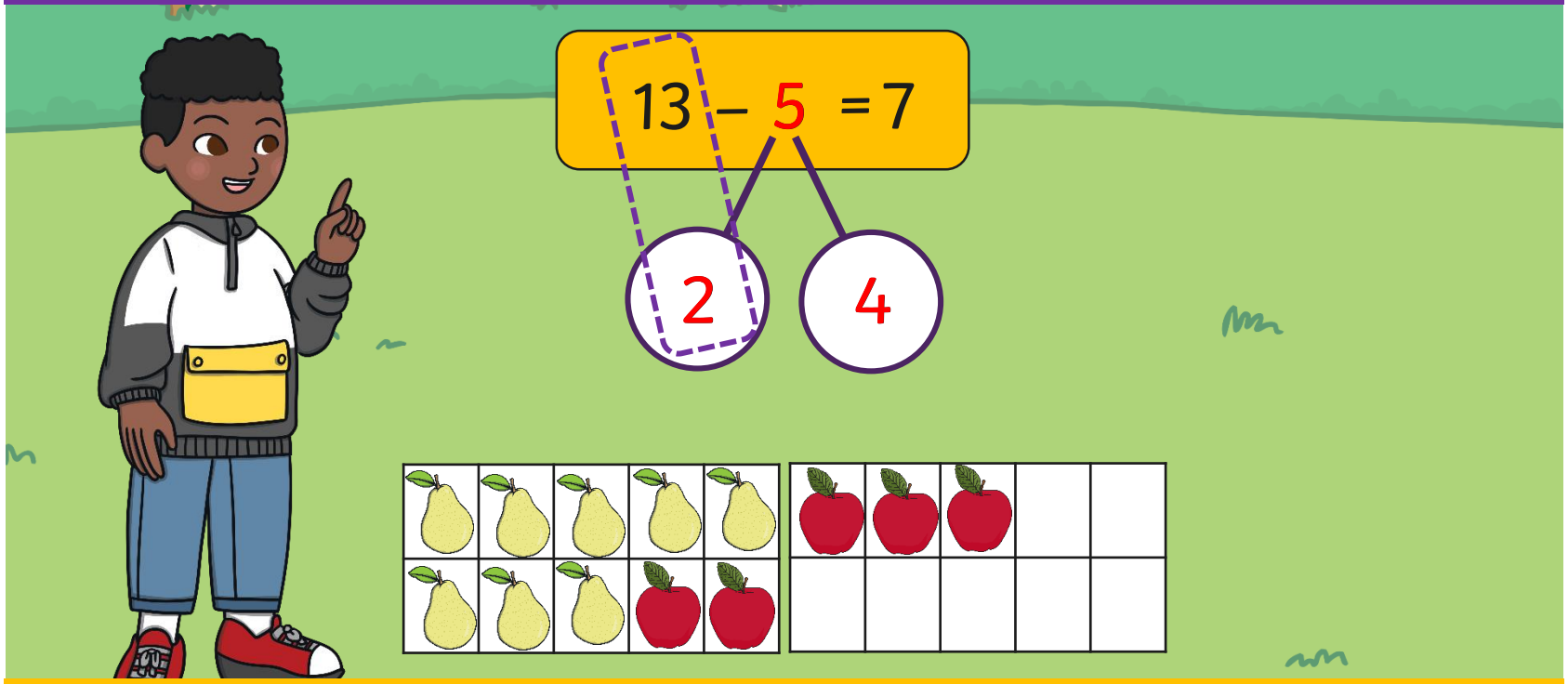

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