Maths

Addition and Subtraction

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

Add 2-Digit and 1-Digit Numbers Crossing 10

Aim

- To add a 1-digit number to a 2-digit number, crossing ten.

Success Criteria

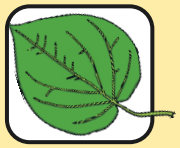
- I can use known number facts to add numbers that cross a ten boundary.
- I can use a number line to solve addition calculations that cross a ten boundary.
- I can use number patterns to solve addition calculations that cross a ten boundary.

Remember It

Forwards Fred has made number facts of ten.

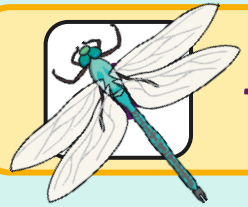
Some of the numbers are hidden.

Hold up the correct number of fingers to complete the calculations.

1 +  = 10

 + 7 = 10

2 +  = 10

 + 6 = 10

Can you spot any patterns?

What would come next?

Remember It

Forwards Fred has made number facts of ten.

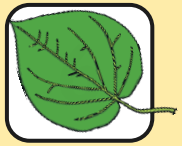
Some of the numbers are hidden.

Hold up the correct number of fingers to complete the calculations.

5 +  = 10

 + 3 = 10

 + 2 = 10

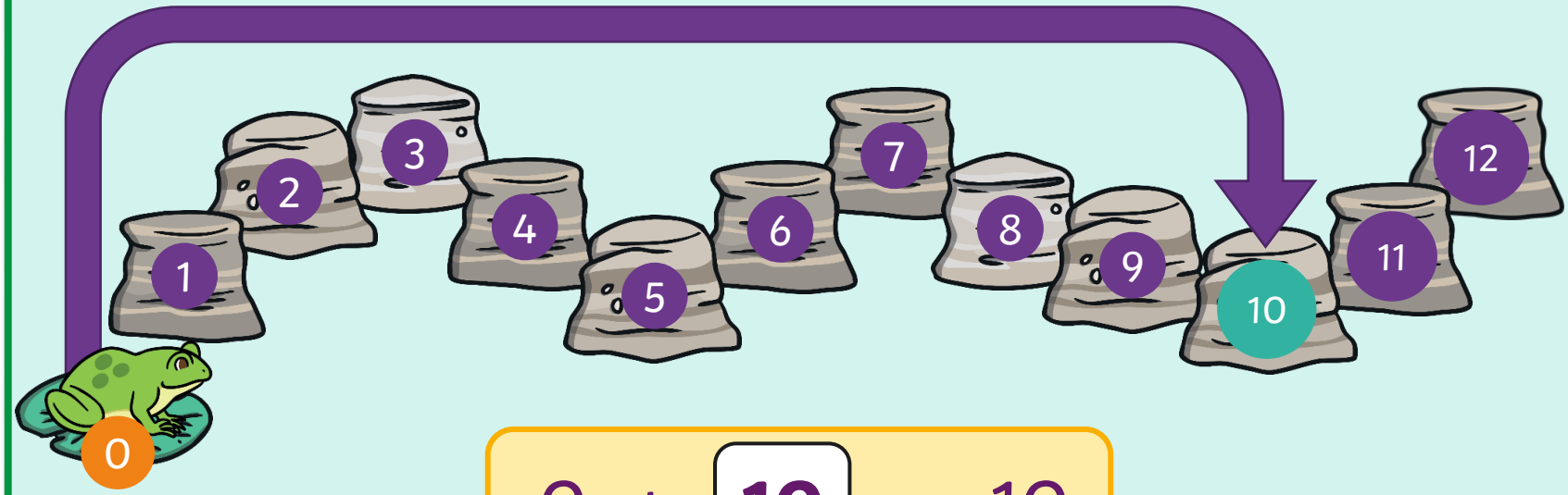
 + 4 = 10

Stepping Stones

Forwards Fred is jumping on the stepping stones.

Lots of them are wobbly! Which stone is safe?

If Fred starts on zero, how far forward will he jump to get to the safe stone?



$0 + \boxed{10} = 10$

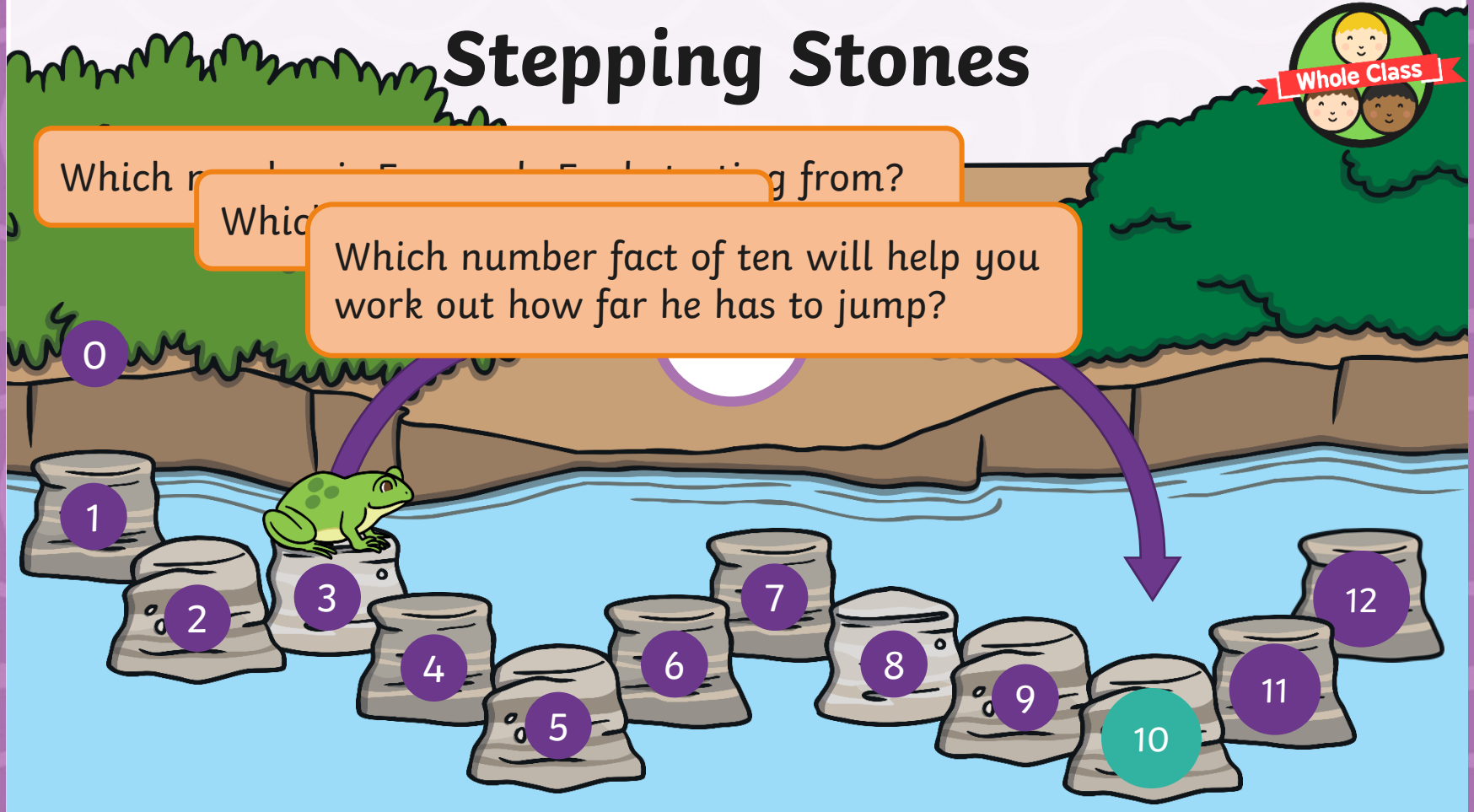
Stepping Stones

Whole Class

Which n… g from?

Whic…

Which number fact of ten will help you work out how far he has to jump?



How far forward did he jump?

3 + 7 = 10

Stepping Stones

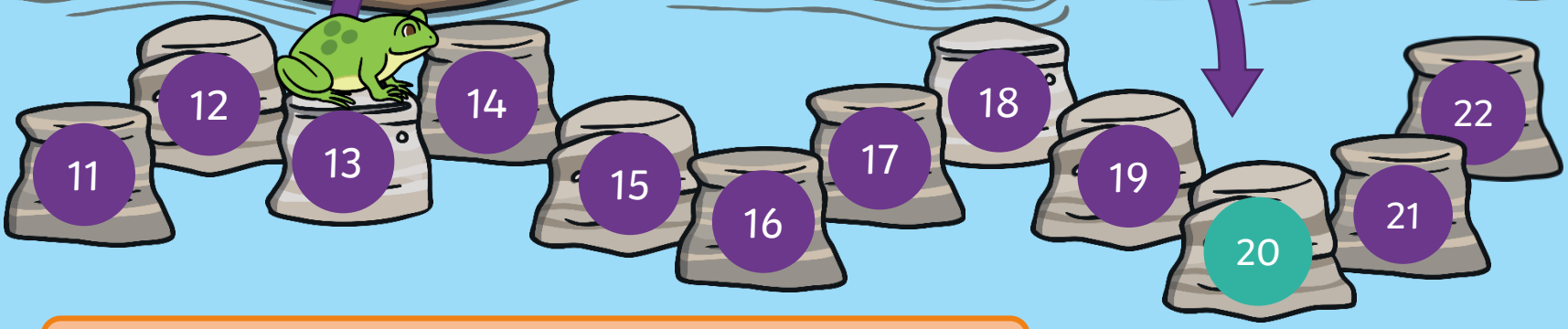
Whole Class

...river.

Is there a number fact that will help you work out how far forward he has to jump?

Which number is he starting from?

Which number will he go to?



Some of these stepping stones look wobbly too.

How far forward did he jump?

$13 + \boxed{7} = 20$

Stepping Stones

Whole Class

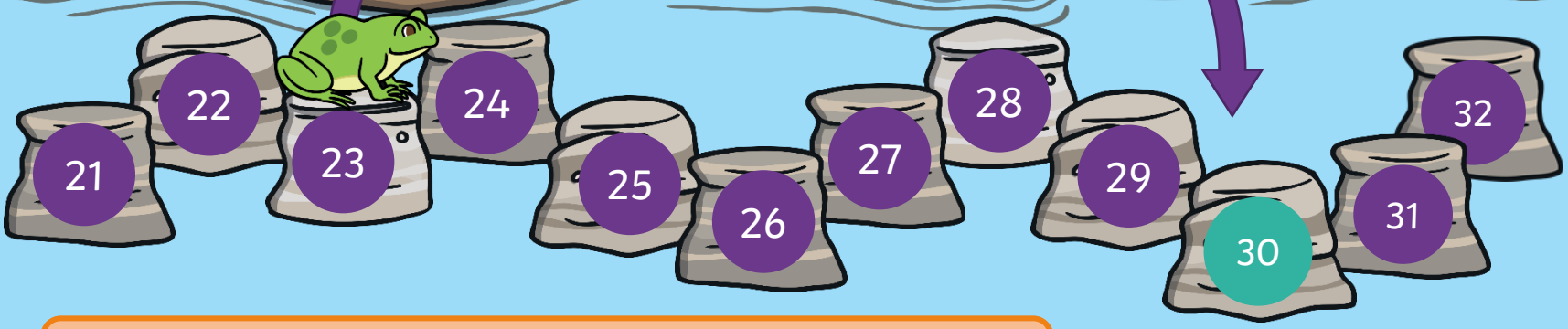
Forwards Fred keeps moving on.

Have you spotted it too?

Which number is he starting from?

+ 7

Which number will he go to?



He's started to notice a pattern with his journey.

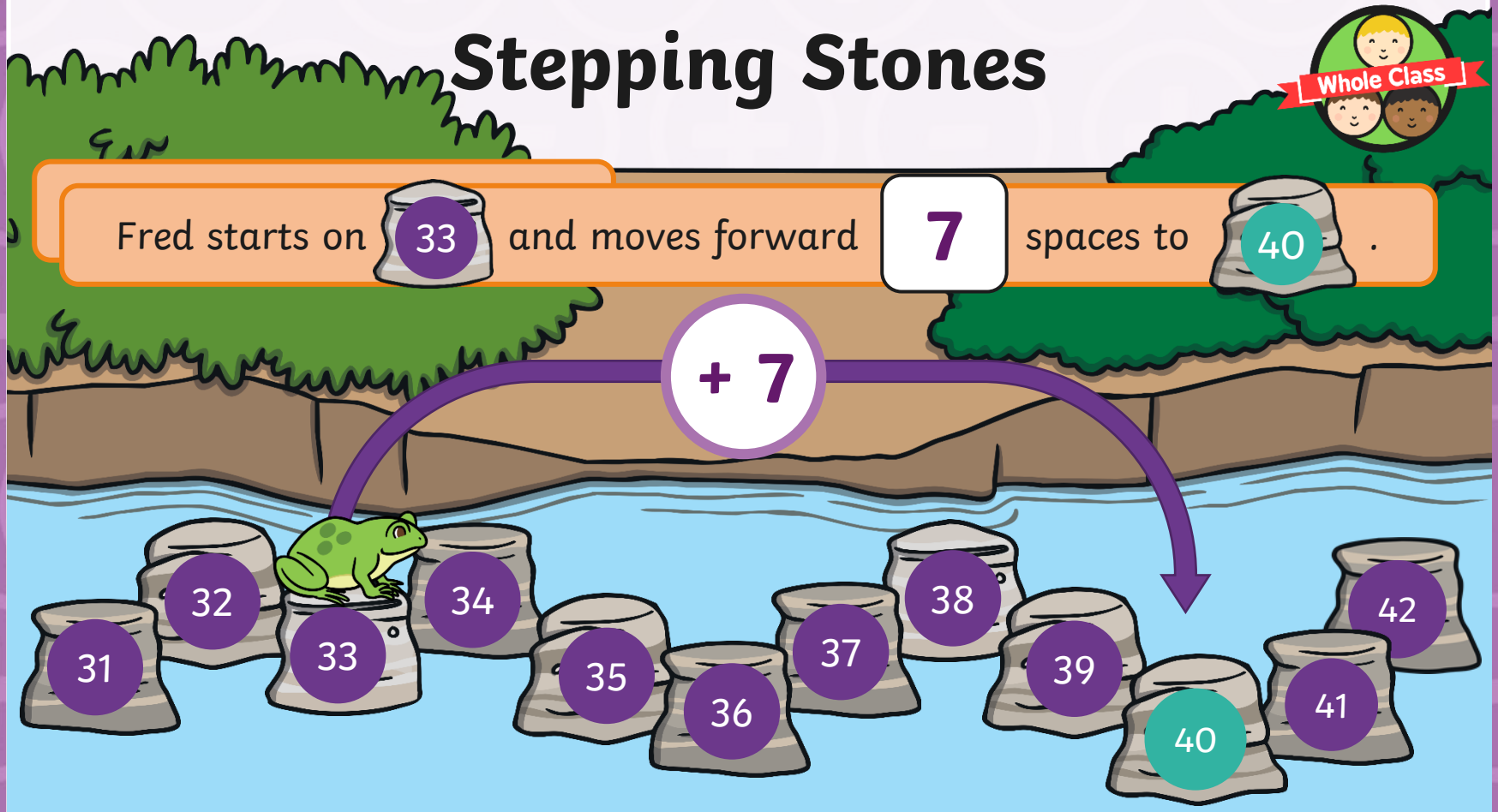
How far forward did he jump?

$23 + \boxed{7} = 30$

Stepping Stones

Whole Class

Fred starts on 33 and moves forward 7 spaces to 40 .



Let's check together.

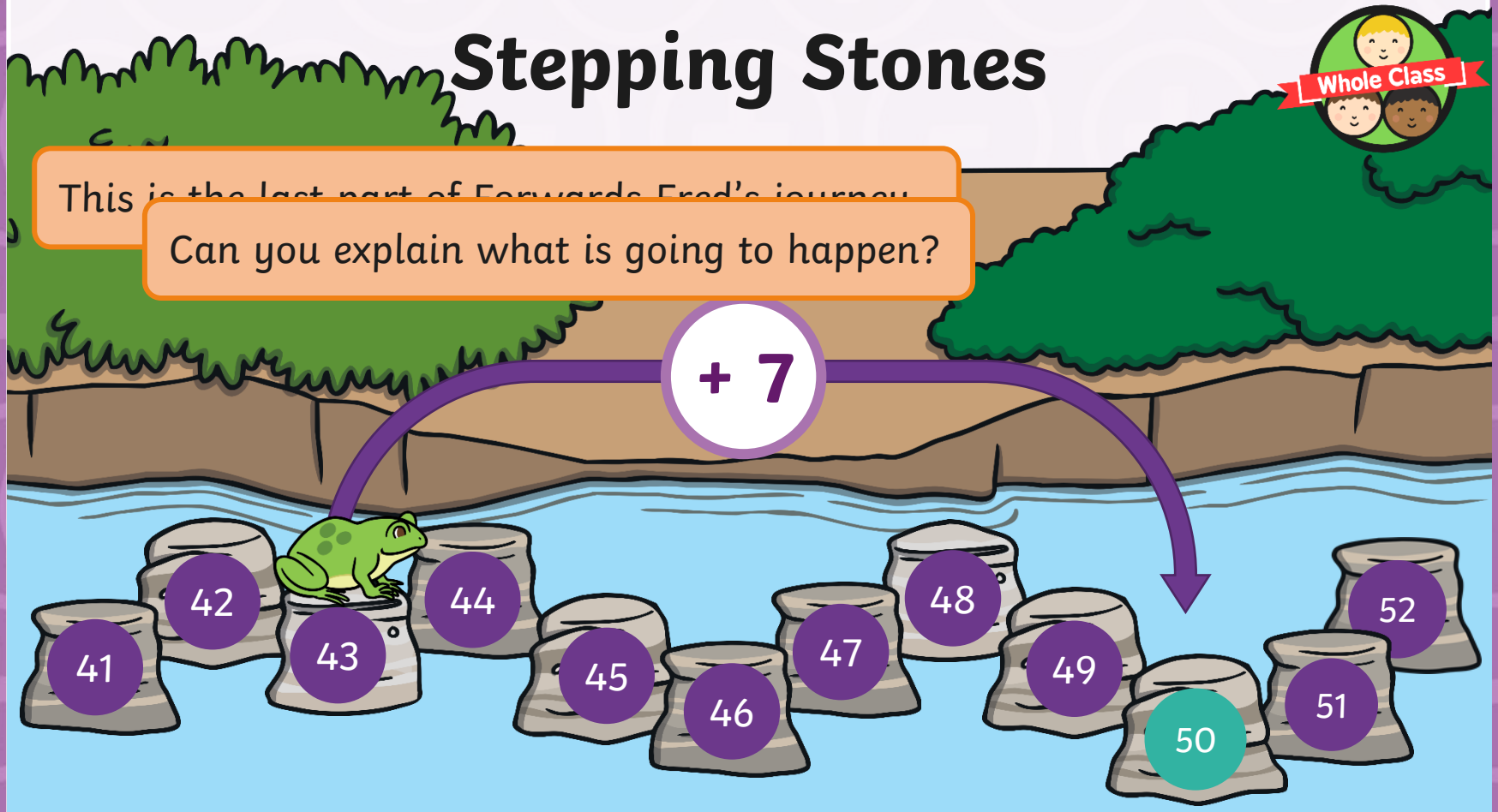
33 + 7 = 40

Stepping Stones

Whole Class

This is the last part of Forwards Fred's journey.

Can you explain what is going to happen?



How do you know?

43 + 7 = 50

Stepping Stones

Whole Class

$3 + 7 = 10$

$13 + 7 = 20$

$23 + 7 = 30$

$33 + 7 = 40$

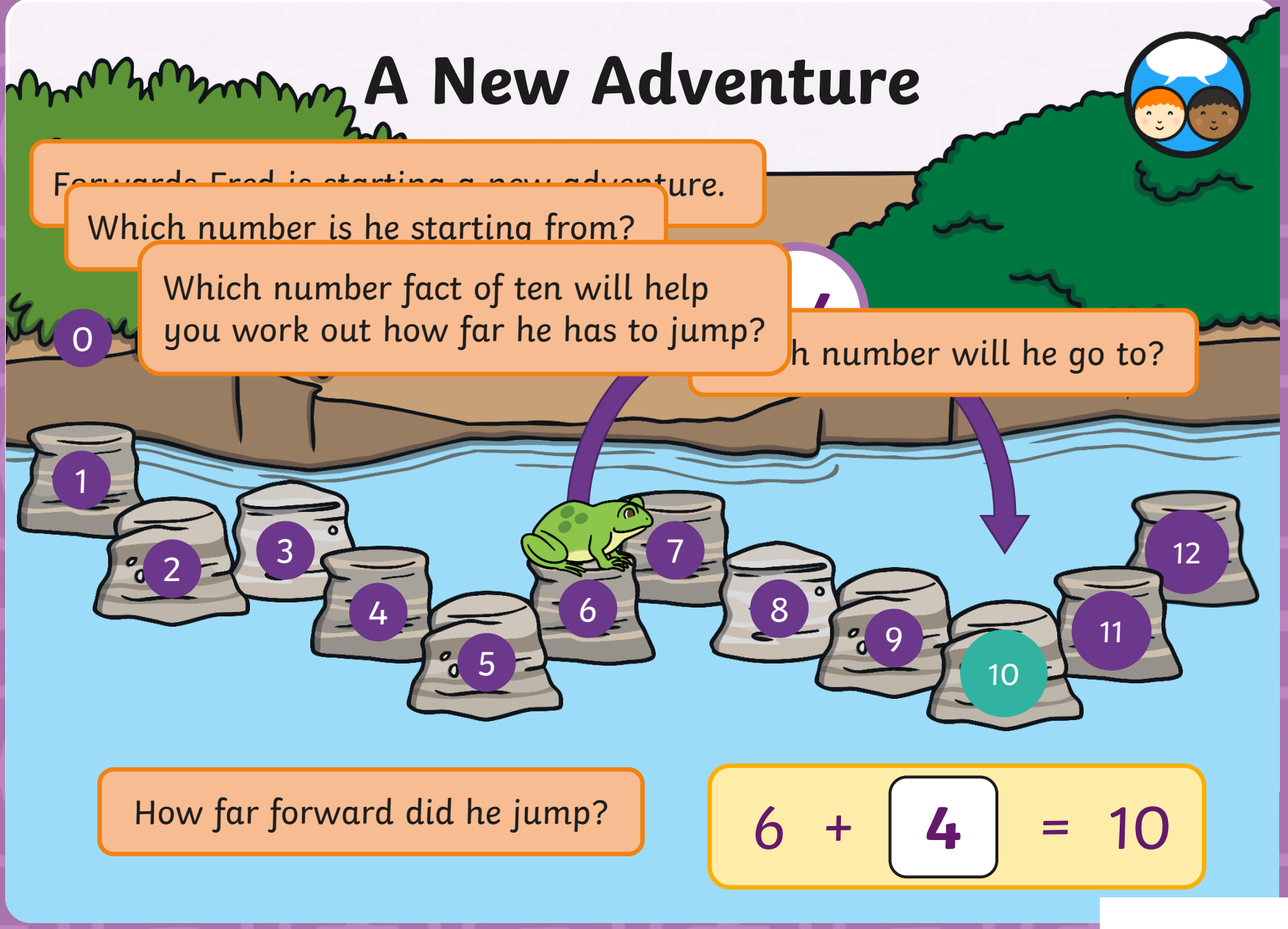
$43 + 7 = 50$

What do you notice?

Can you continue the pattern?

Can you make this pattern on a number line?

A New Adventure



How far forward did he jump?

$6 + \boxed{4} = 10$

A New Adventure

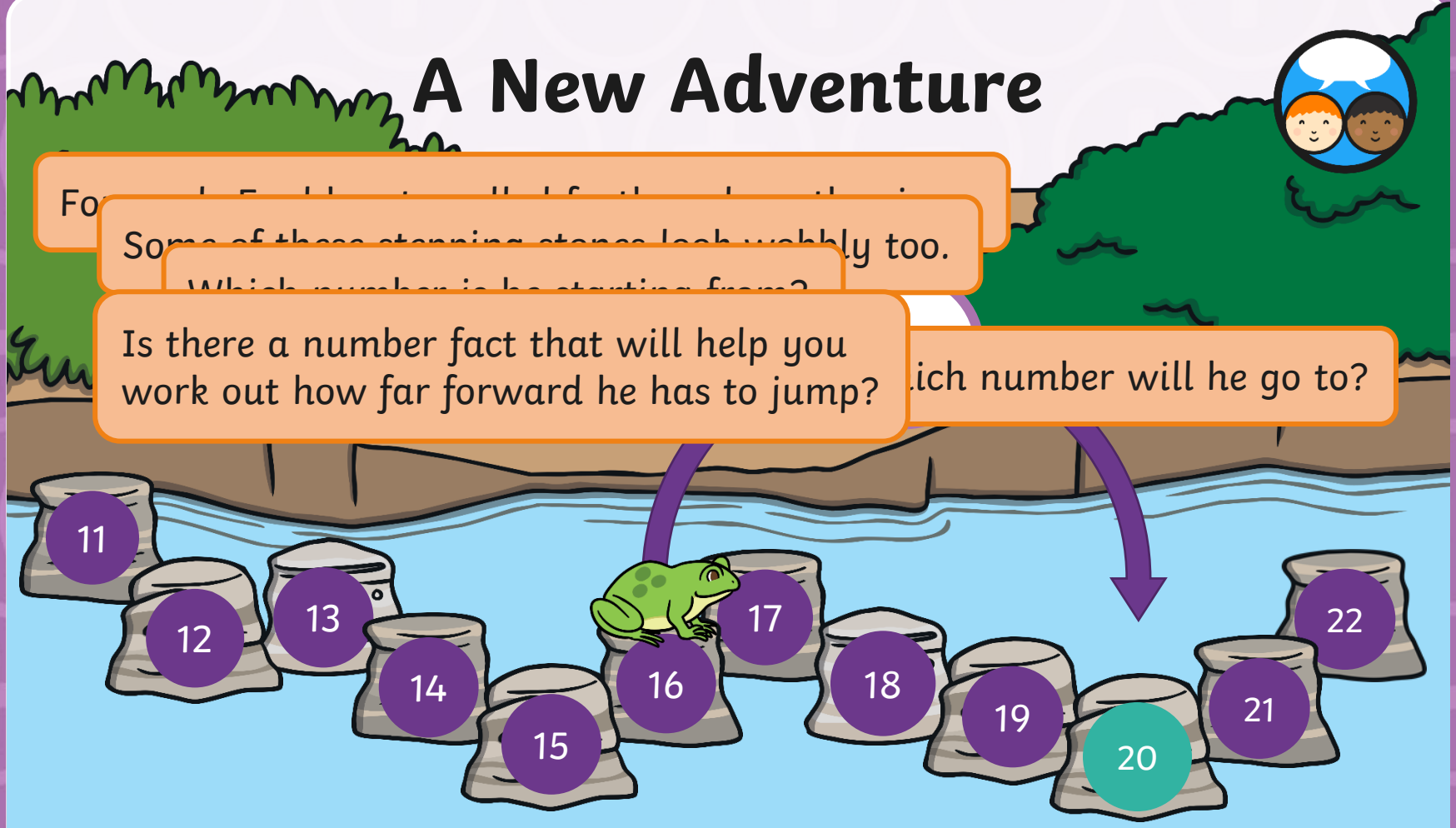
Fo

Some of these stepping stones look wobbly too.

Which number is he starting from?

Is there a number fact that will help you work out how far forward he has to jump?

ich number will he go to?



How far forward did he jump?

16 + 4 = 20

A New Adventure

Fo

He's starting to notice a pattern with his journey.

Have you spotted it too?

Which

How far forward will he need to jump?

number will he go to?

How far forward did he jump?

26 + 4 = 30

A New Adventure

$$6 + 4 = 10$$

$$16 + 4 = 20$$

$$26 + 4 = 30$$

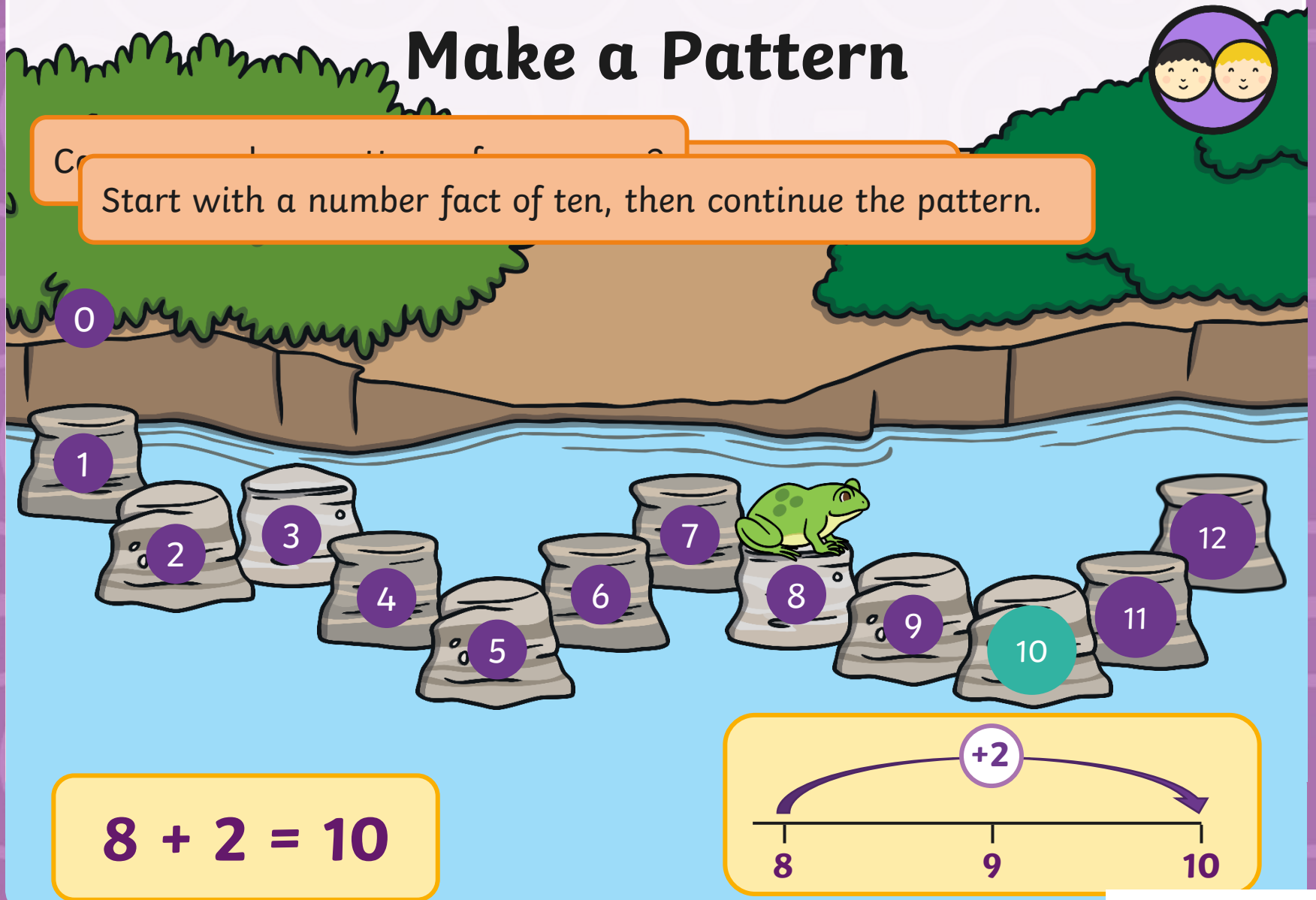
What do you notice this time?

Can you continue the pattern?

Can you make this pattern on a number line?

Make a Pattern

Start with a number fact of ten, then continue the pattern.

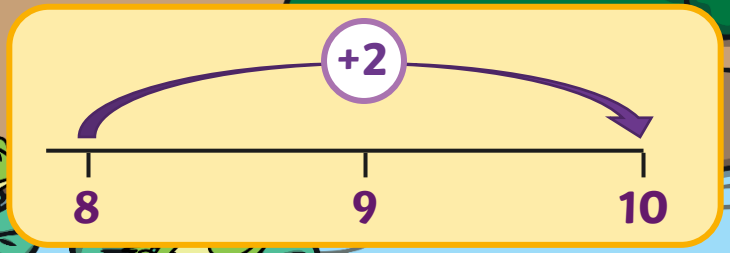


8 + 2 = 10

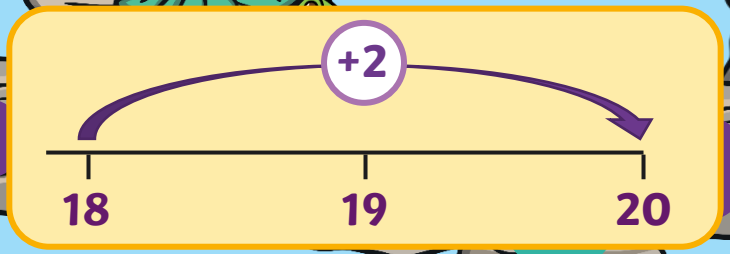
Make a Pattern

We checked our patterns together.
Check your pattern with a learning partner.

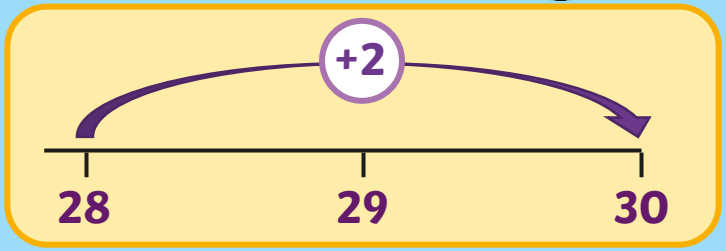
$8 + 2 = 10$



$18 + 2 = 20$



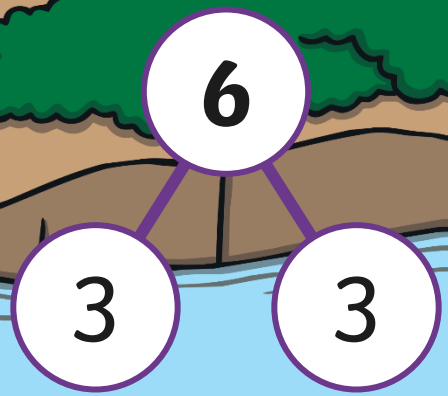
$28 + 2 = 30$

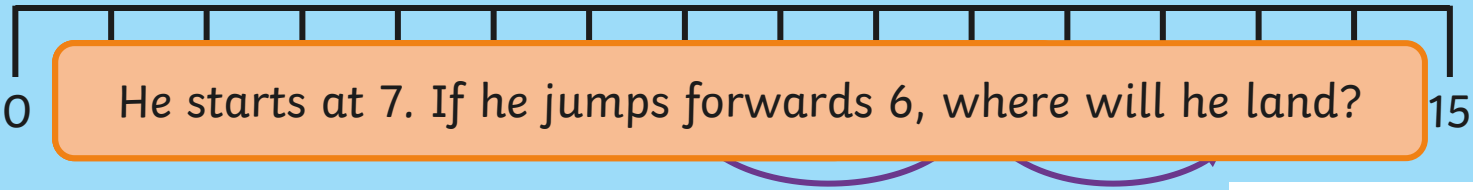


Jumping Further

Whole Class

So, he now needs to jump 3 more. He will land on 13.





He starts at 7. If he jumps forwards 6, where will he land?

Jumping Further

Whole Class

So, he now needs to jump 3 more. He will land on 23.

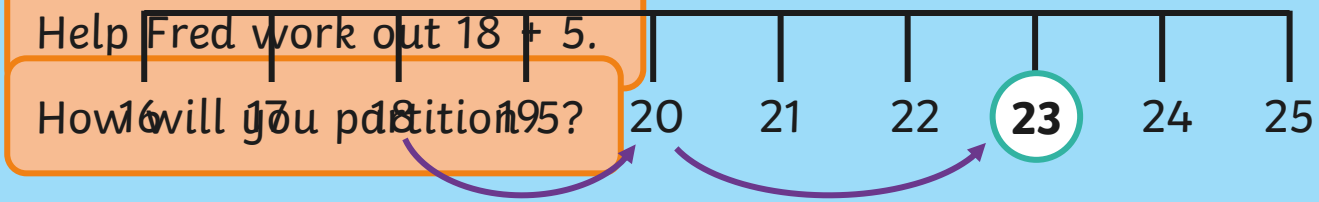
5

18 + 5 = 23

17 18 19 20 21 22 23 24 25

Help Fred work out 18 + 5.

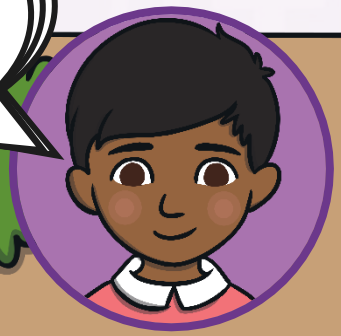
How will you partition?



Jumping Further

Whole Class

So he now needs to jump 4 more. He will land on 34.

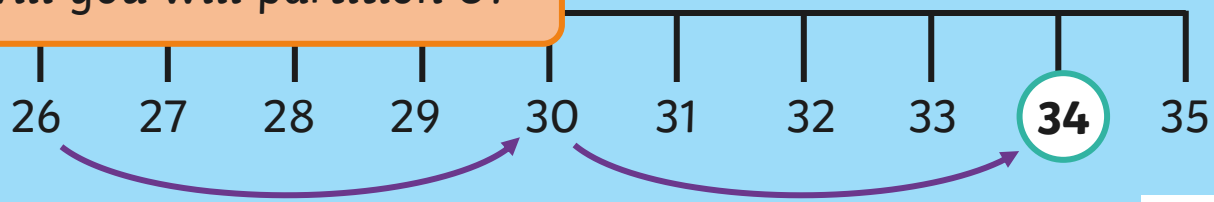


8

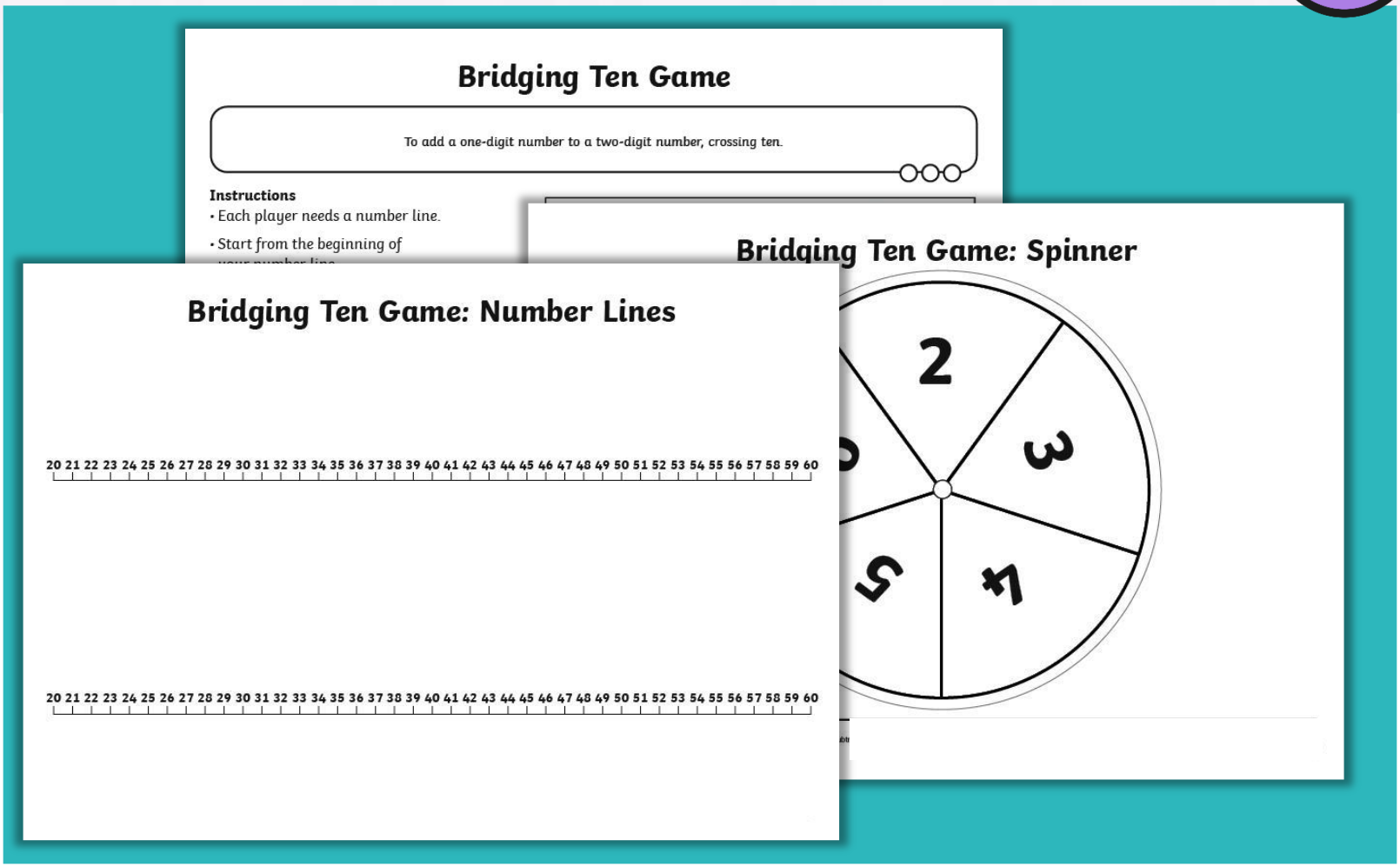
4 4

$26 + 8 = 34$

How will you will partition 8?

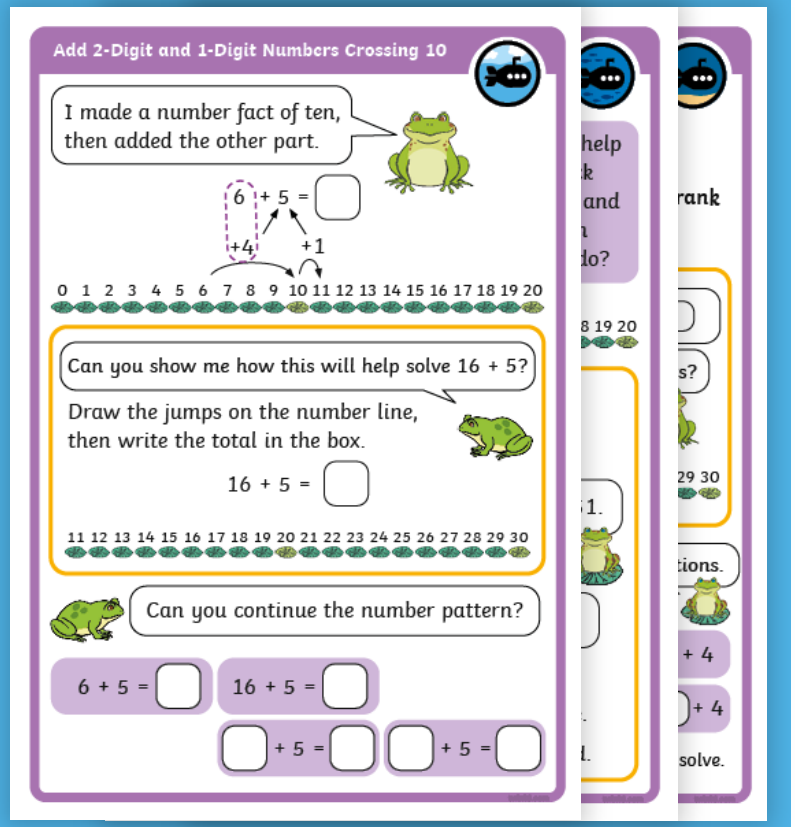


Bridging Ten



Diving into Mastery

Dive in by completing your own activity!

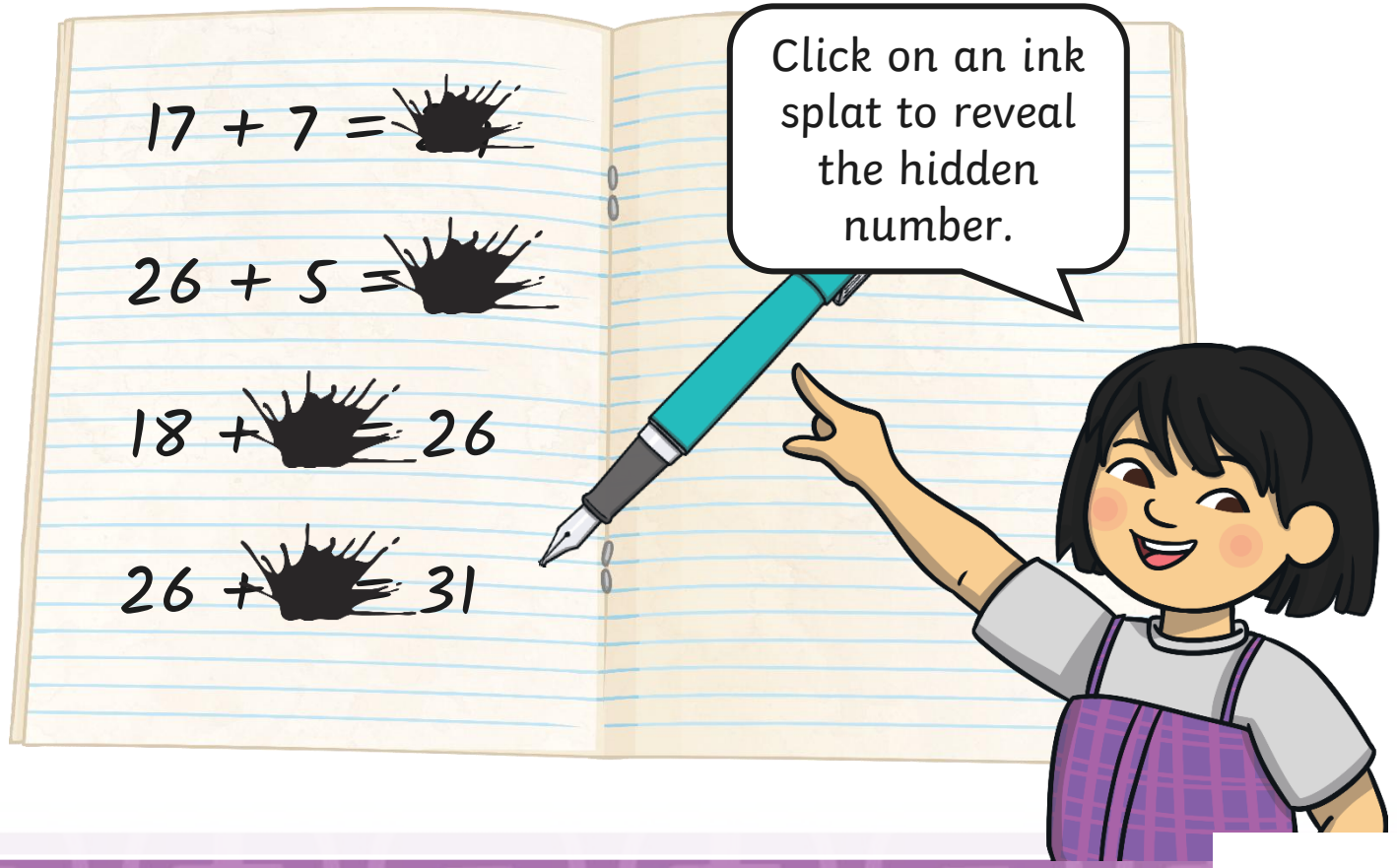


Missing Numbers

Whole Class

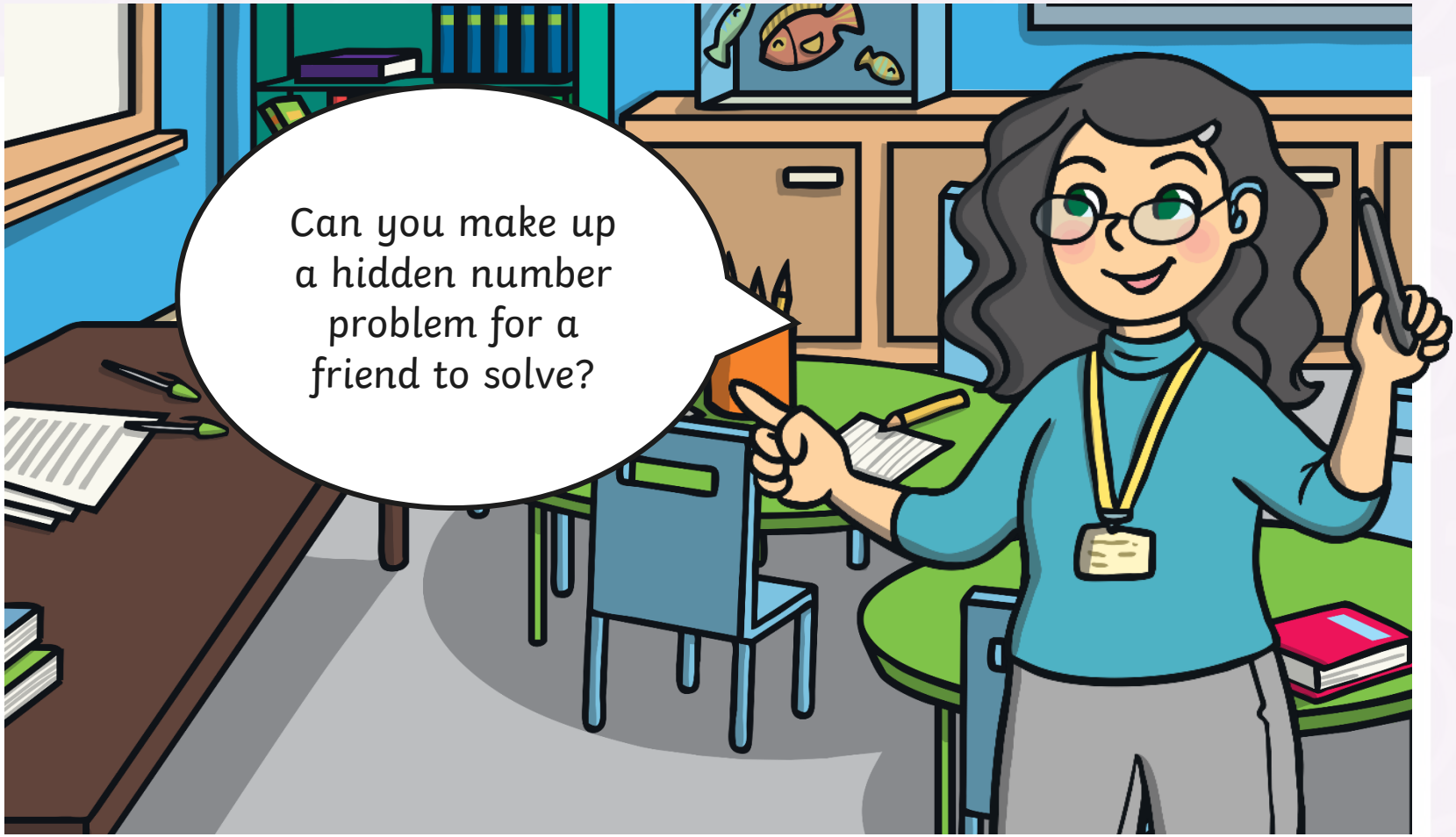
Matilda has spilt ink on her work.

Can you work out what numbers have been hidden?



Missing Numbers

Whole Class



Aim

- To add a 1-digit number to a 2-digit number, crossing ten.

Success Criteria

- I can use known number facts to add numbers that cross a ten boundary.
- I can use a number line to solve addition calculations that cross a ten boundary.
- I can use number patterns to solve addition calculations that cross a ten boundary.