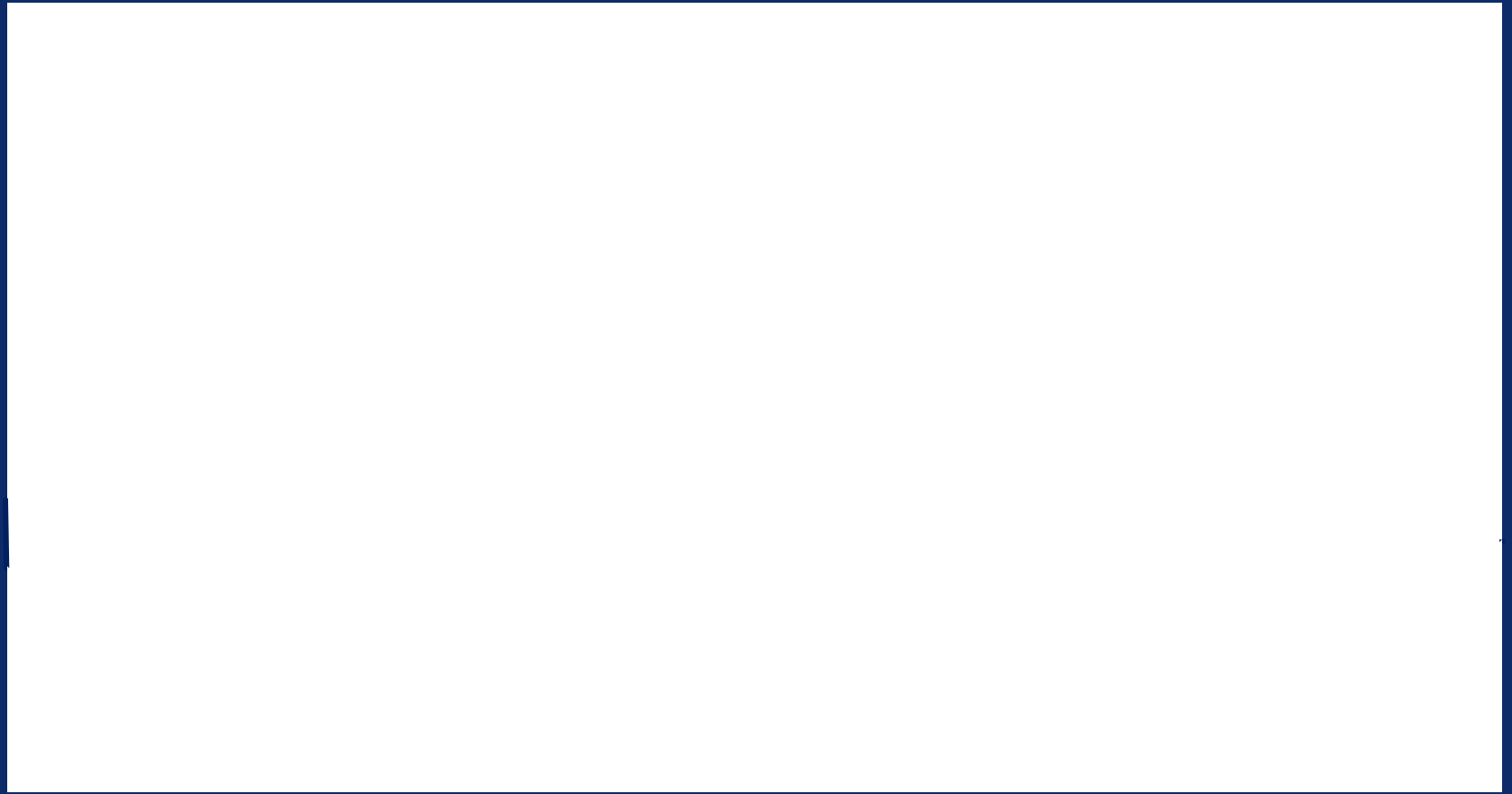




# Maths

Addition and Subtraction

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



# Add and Subtract a Multiple of Ten and Ones



# Aim

- I can add a 1-digit number to a multiple of 10 and perform the inverse.

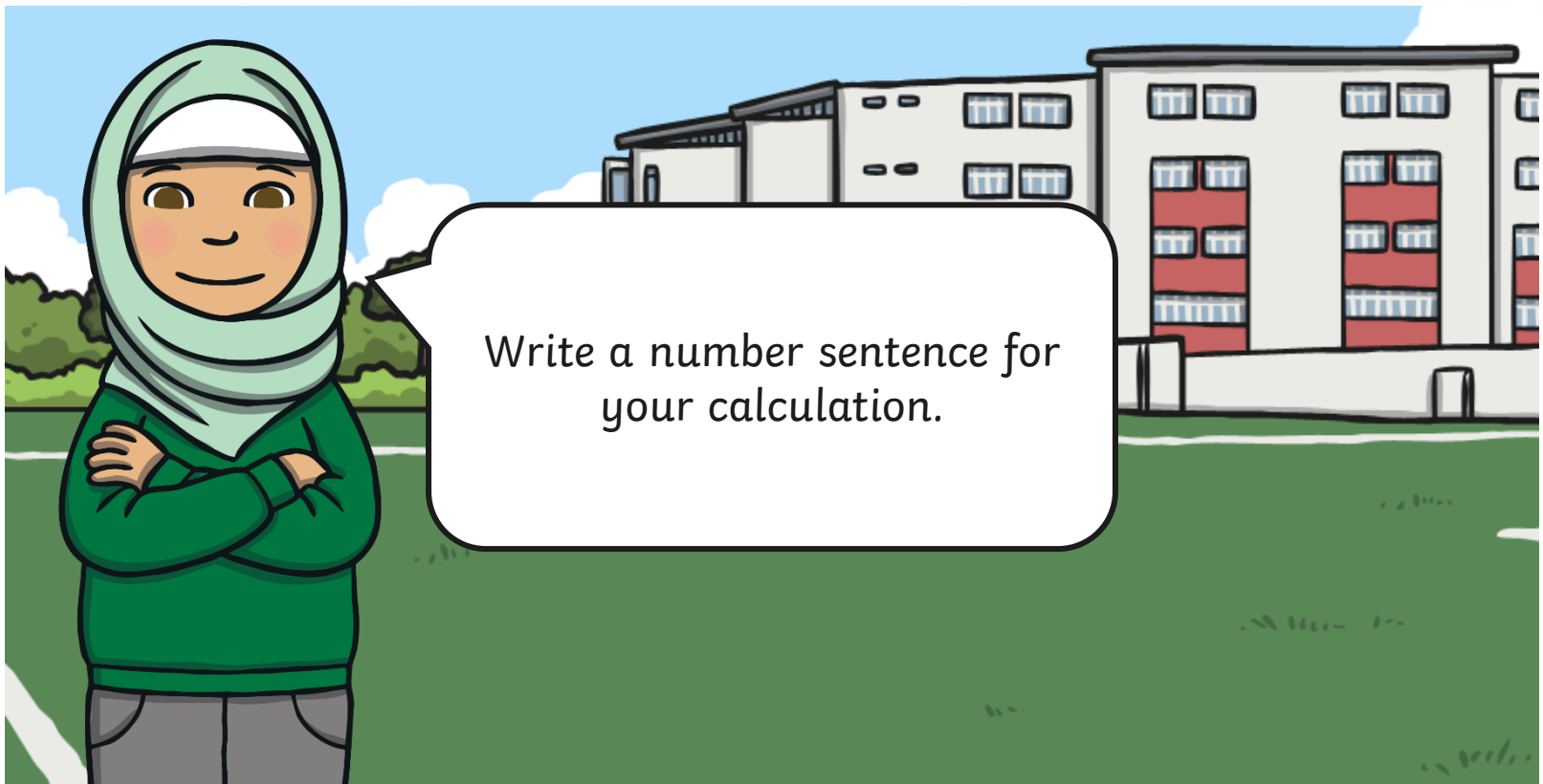
# Success Criteria

- I can add a 1-digit number to a multiple of 10.
- I can subtract a 1-digit number to target a multiple of 10.
- I can spot a pattern.
- I can continue a pattern.

# Remember It



Follow the instruction on the slide.



Write a number sentence for  
your calculation.

# Remember It



10

6

Can you add the two numbers together?

$$10 + 1 = 11$$

$$10 + 2 = 12$$

$$10 + 3 = 13$$

$$10 + 4 = 14$$

$$10 + 5 = 15$$

$$10 + 6 = 16$$



What do you notice?

Can you continue the pattern?

# Remember It



16

6

Subtract the smaller number from the larger one.

$$11 - 1 = 10$$

$$12 - 2 = 10$$

$$13 - 3 = 10$$

$$14 - 4 = 10$$

$$15 - 5 = 10$$

$$16 - 6 = 10$$



What do you notice?

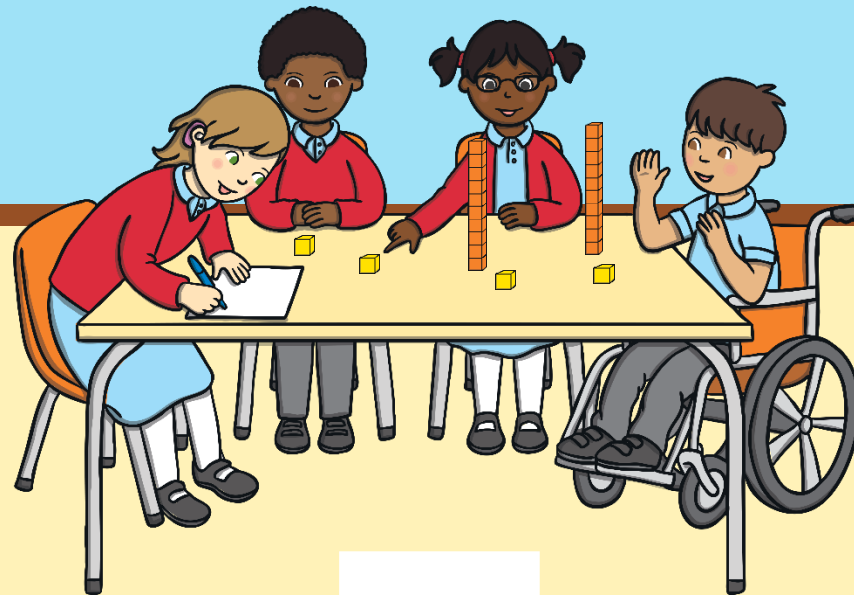
Can you continue the pattern?

# Remember It



Explore the patterns with equipment and a tens and ones mat.

Explain what is happening and why this happens.

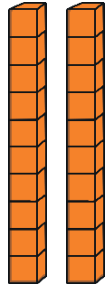




# What Happens to Zero?

$$20 + 3 =$$

Tens



2

Ones



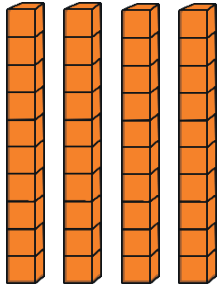
3

What happened to zero? Why does this happen?

# What Happens to Zero?

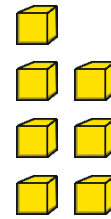
$$40 + 7 =$$

Tens



4

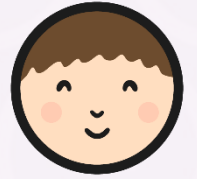
Ones



7

What happened to zero? How do you know?

# Fast and Furious



Have a go at adding ones to a multiple of ten on your whiteboards.

$30 + 6 = 36$

$50 + 5 = 55$

$90 + 7 = 97$

$10 + 9 = 19$

$70 + 1 = 71$

$40 + 8 = 48$

$60 + 2 = 62$

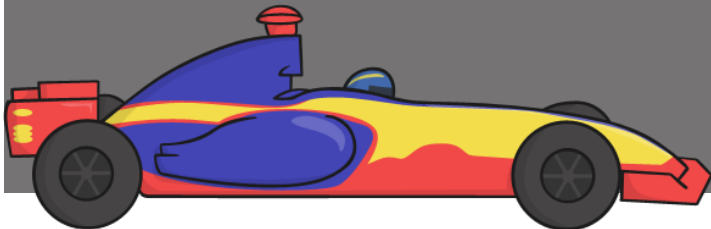
$80 + 8 = 88$

$90 + 5 = 95$

$20 + 4 = 24$

$70 + 3 = 73$

$80 + 6 = 86$



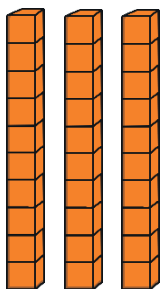
Pick a coloured set of calculations.

# Finding Zero



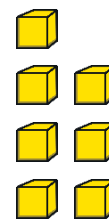
$$37 - 7 =$$

Tens



3

Ones



7

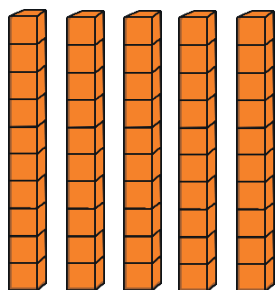
What has happened? Can you explain why?

# Finding Zero



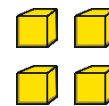
$$54 - 4 =$$

Tens



5

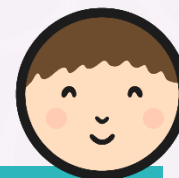
Ones



4

Can you explain what has happened?

# Prove It!



Prove It Cards



## Question 1

Complete the sentences, then continue the pattern.

$$30 + 1 = \underline{\quad}, \quad 30 + 2 = \underline{\quad}, \quad 30 + 3 = \underline{\quad},$$

$$30 + 4 = \underline{\quad}, \quad 30 + 5 = \underline{\quad}$$

Use a tens and ones mat, base ten blocks or other equipment to explain the pattern to a friend.

## Question 2

Complete the sentences, then continue the pattern.

$$49 - 9 = \underline{\quad}, \quad 48 - 8 = \underline{\quad}, \quad 47 - 7 = \underline{\quad}$$

Do all your answers have a zero? Use a tens and ones mat, base ten blocks or other equipment to explain why.

Prove It Cards



## Question 1

Complete the sentences, then continue the pattern.

$$30 + 1 = \underline{\quad} \quad 30 + 2 = \underline{\quad} \quad 30 + 3 = \underline{\quad} \quad 30 + 4 = \underline{\quad} \quad 30 + 5 = \underline{\quad}$$

Use a tens and ones mat, base ten blocks or other tens and ones equipment to explain the pattern to a friend.

## Question 2

If I subtract all the ones from a 2-digit number, I will always have a zero in my answer.

Prove it!

## Question 3

Explore the pattern:

$$95 - 5 = \underline{\quad} \quad 95 - 15 = \underline{\quad} \quad 95 - 25 = \underline{\quad}$$

Can you describe what is happening?

Can you make a rule?

Can you make up a pattern of your own?

Prove It Cards



Complete the sentences, then continue the pattern.

$$40 + \underline{\quad} = 41$$

$$40 + 2 = \underline{\quad}$$

$$40 + \underline{\quad} = 43$$

$$40 + 4 = \underline{\quad}$$

Use a tens and ones mat, base ten blocks or other equipment to explain the pattern to a friend.

Complete the sentences, then continue the pattern.

$$57 = \underline{\quad} \quad 55 - 6 = \underline{\quad} \quad 56 - 5 = \underline{\quad}$$

Do all your answers have a zero? Use a tens and ones mat, base ten blocks or other tens and ones equipment to explain why.

## Diving into Mastery

Dive in by completing your own activity!



Add and Subtract a Multiple of Ten and Ones



Continue these patterns.

$30 + 1 = 31$

$49 - 8 = 41$

$30 + 2 = 32$

$48 - 7 = 41$

$30 + 3 = \square$

$47 - 6 = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

Can you create your own pattern by adding ones?



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# Finish the Sentence



If I add a 1-digit number to a multiple of 10...

Can you finish the sentence? Use 'always', 'sometimes' or 'never' in your sentence and prove your thinking with equipment.



# Aim



- I can add a 1-digit number to a multiple of 10 and perform the inverse.

# Success Criteria

- I can add a 1-digit number to a multiple of 10.
- I can subtract a 1-digit number to target a multiple of 10.
- I can spot a pattern.
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