

Maths: subtraction crossing 10.

Here is a video recap about subtraction crossing 10: <https://kids.classroomsecrets.co.uk/resource/subtraction-crossing-10-video-tutorial/>

Activity 1: Work out the answers to these subtraction problems.

1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

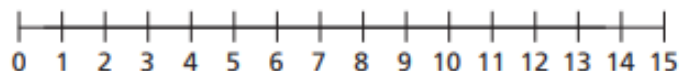
$$\square - \square = \square$$

Rosie has cakes left.

2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?

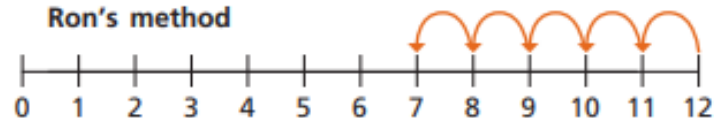


$$\square - \square = \square$$

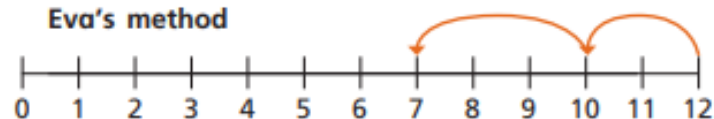
Jack has stickers left.

3 Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



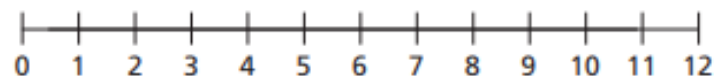
Eva's method



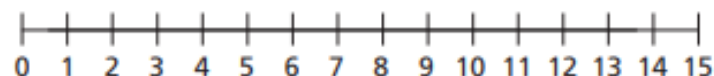
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

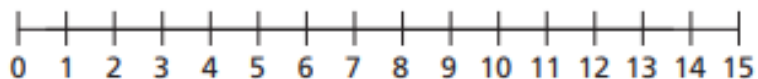
$$12 - 6 = \square$$



$$15 - 8 = \square$$

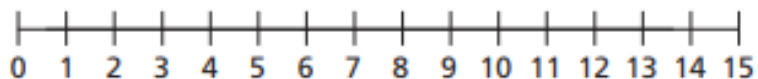


$$14 - 9 = \square$$

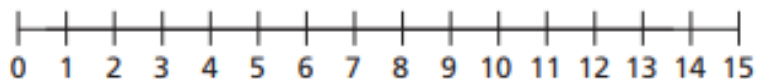


4 Fill in the missing numbers.

$$14 - \square = 8$$

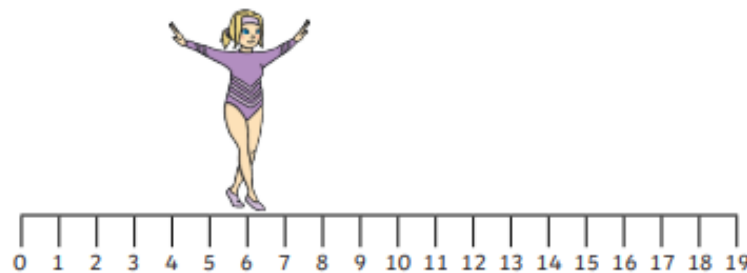


$$\square - 6 = 7$$



Activity 2:

Jill has jumped along a number line and ended up at 6.

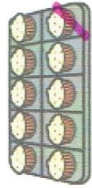


She jumped more than 4 but less than 9.
Where could she have started?

Can you write a calculation for each of the starting places?

Make up your own puzzle about Jill for a friend to solve.

1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

$$\boxed{15} - \boxed{6} = \boxed{9}$$

Rosie has $\boxed{9}$ cakes left.

2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?



$$\boxed{13} - \boxed{7} = \boxed{6}$$

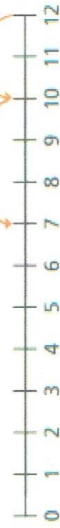
Jack has $\boxed{6}$ stickers left.

3 Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



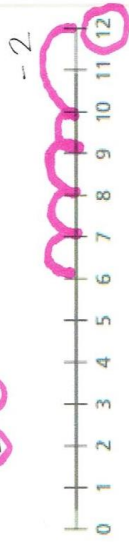
Eva's method



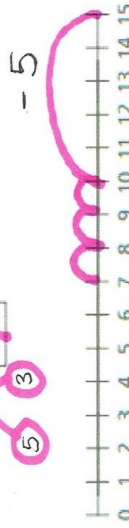
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

$$\boxed{12} - \boxed{6} = \boxed{6}$$



$$\boxed{15} - \boxed{8} = \boxed{7}$$



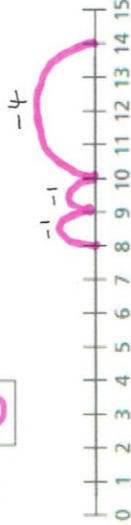
Activity 2:

Jill has jumped along a number line and ended up at 6.



4 Fill in the missing numbers.

$$14 - \boxed{6} = 8$$



$\boxed{13} - 6 = 7$ to complete an addition to help.



She jumped more than 4 but less than 9. Where could she have started?

Possible starting numbers:
11, 12, 13 and 14.

Can you write a calculation for each of the starting places?

$$11 - 5 = 6 \quad 13 - 7 = 6$$

$$12 - 6 = 6 \quad 14 - 8 = 6$$

Make up your own puzzle about Jill for a friend to solve.