**Task:**

**Instructions**

**Pairs –with TA or T Working at ARE MA**

· Have 0 to 9 or 1-10 dice.

· Write down 10 as the first number in their number sentence.

· They then roll the dice and write this number down as a subtraction from 10, i.e. 10 – 4 =

· Work out what the matching pair to that number is or how many more needs to be added to that number to make 10 and record this time as a subtraction number sentence, i.e. if they roll a 4 they write 10 – 4 = 6.

· Repeat by rolling new numbers and creating new subtraction number sentences.

**Rubric**

|  |  |
| --- | --- |
| · I can work out subtraction number sentences by using number bonds to 10. |  |

**Task:**

**Instructions**

Pairs –with TA or T Working towards ARE

· Have the ladybird template (see resources) and play-dough.

· Working in pairs each makes a number of spots (1–10) for 1 side of the ladybird.

· Then swap your ladybirds with each other. Work out how many spots need to be on the other side so that there are 10 spots all together.

· Your partner checks by counting up the spots and then they start again with new numbers.

· Add 10 spots to their ladybirds (5 on each side).

· Tell them that 2 spots disappeared when they got older. Take away 2 spots. How many spots are left? 8!

· Use our number bonds to help us with this as 2 and 8 makes 10 so if we have 10 and take away 2 then the answer is 8!

· Record this as a subtraction number sentence, i.e. 10 – 2 = 8.

· Repeat with other numbers of spots disappearing.

**Rubric**

|  |  |
| --- | --- |
| ·· I can use my number bonds to 10 to work out subtraction number sentences to 10. |  |

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**Task:**

**Instructions**

**Pairs –w Greater Depth should try the challenge**

· Have 0 to 9 or 1-10 dice.

· Write down 10 as the first number in their number sentence.

· They then roll the dice and write this number down as a subtraction from 10, i.e. 10 – 4 =

· Work out what the matching pair to that number is or how many more needs to be added to that number to make 10 and record this time as a subtraction number sentence, i.e. if they roll a 4 they write 10 – 4 = 6.

· Repeat by rolling new numbers and creating new subtraction number sentences.

Challenge!

Systematically record all the subtraction number sentences from 10? After you have written them down, cover them up. Then in pairs you should randomly choose a card from 1-10 pack and challenge each other to say how many is left if that number is taken away from 10. They can check then repeat.

**Rubric**

|  |  |
| --- | --- |
| · I can work out subtraction number sentences by using number bonds to 10. |  |