

# Discussion Problems

## Step 3: Add by Making 10

### National Curriculum Objectives:

Mathematics Year 1: (1N1a) [Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number](#)

Mathematics Year 1: (1N2a) [Count, read and write numbers to 100 in numerals](#)

Mathematics Year 1: (1N2b) [Given a number, identify one more and one less](#)

Mathematics Year 1: (1N4) [Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than \(fewer\), most, least](#)

### About this resource:

As this resource is aimed at Year 1, we recommend that an adult reads the problem to children who cannot yet access it for themselves.

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

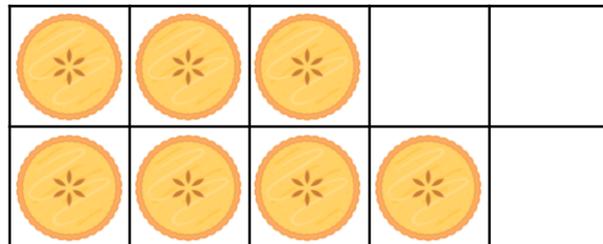
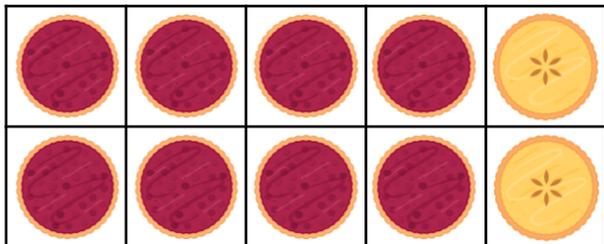
We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 1 Addition and Subtraction](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

## Add by Making 10

1. Beth is making 17 tarts. She makes lemon and strawberry tarts. Her baking trays hold up to 10 tarts. She has shown one way of displaying her tarts using her number bonds to 10.



She says,

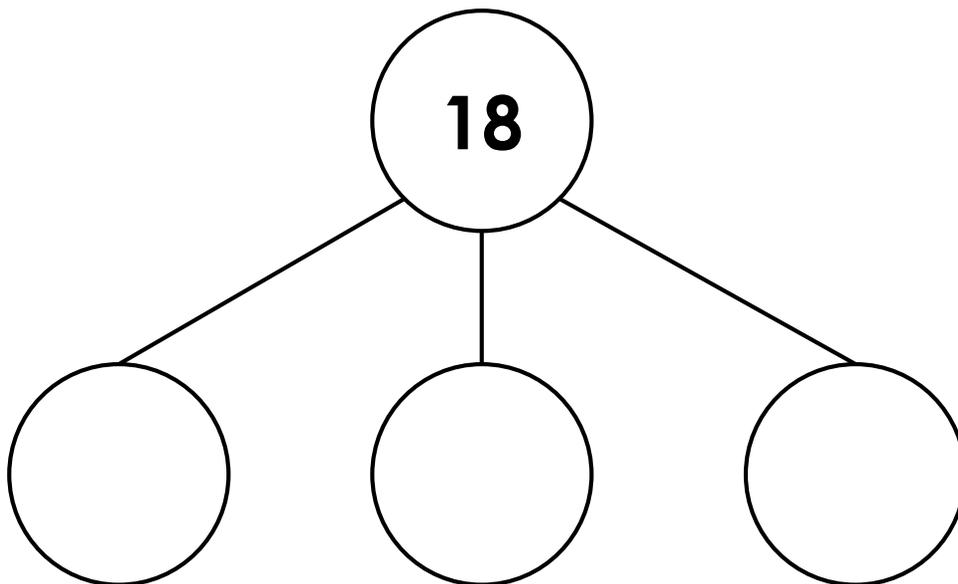


This display shows  
 $8 + 2 + 7 = 17$ .

Find 5 other ways she could make a total of 17 tarts using her number bonds to 10. Write a number sentence for each one.

DP

2. Ben collects stickers. On Monday, he had fewer than 10 stickers. On Tuesday, his mum bought him some and he had a total of 10. On Wednesday, his dad bought him more stickers and he had a total of 18.

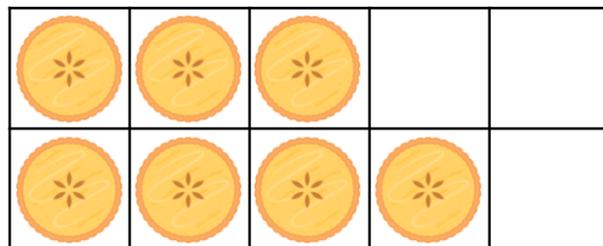
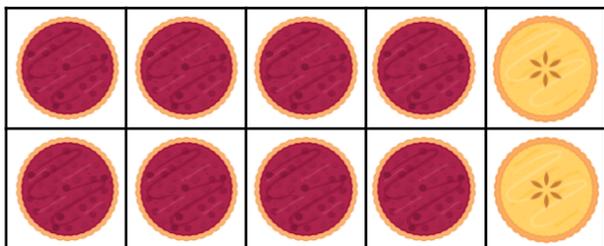


Investigate the different ways the part-whole model can be completed.

DP

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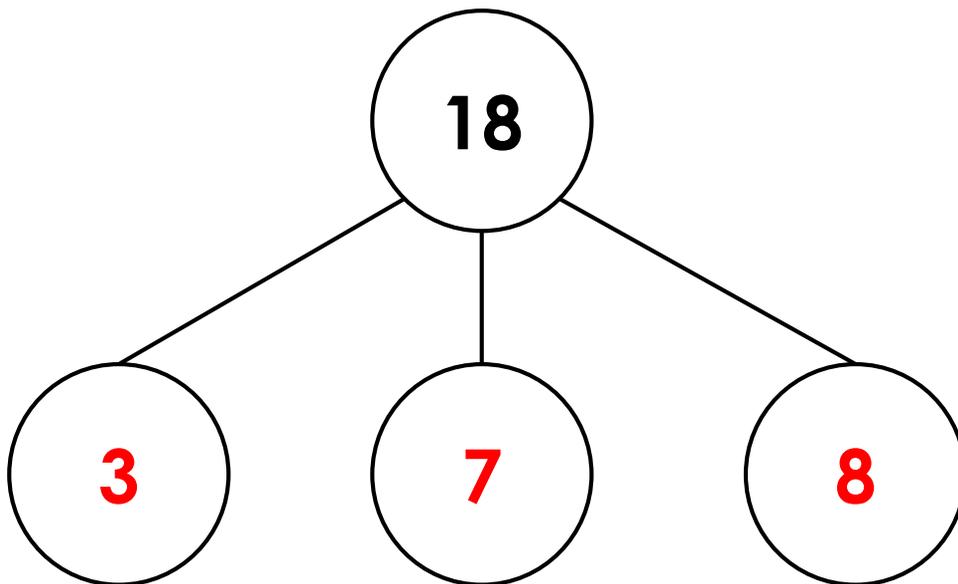
This display shows  
 $8 + 2 + 7 = 17$ .

Find 5 other ways she could make a total of 17 tarts using her number bonds to 10.  
Write a number sentence for each one.

Various answers, for example:  $9 + 1 + 7 = 17$ ,  $7 + 3 + 7 = 17$ ,  $6 + 4 + 7 = 17$ ,  $5 + 5 + 7 = 17$ ,  $4 + 6 + 7 = 17$

DP

2. Ben collects stickers. On Monday, he had fewer than 10 stickers. On Tuesday, his mum bought him some and he had a total of 10. On Wednesday, his dad bought him more stickers and he had a total of 18.



Investigate the different ways the part-whole model can be completed.

Various answers, for example: see part-whole model above.

DP