



Maths No Problem teaches children maths mastery. Exploring and learning several ways to work out an answer.

The children are expected to look at the pictures and discuss what they see.

They will also journal, either on the PDF or in an exercise book, to show their thoughts and what they did to work out the in focus question.

There is a lets learn section to show you the methods they can use to work out the answers.

There will be guided practice and activities to practice these methods before completing the worksheets.

These are also on the PDF.

## Lesson 10

### In Focus

Holly used 

2
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3
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4
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7
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8
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9
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 to make two numbers.

What is the sum of the two numbers?

2
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7
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8
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3
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4
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9
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### Let's Learn

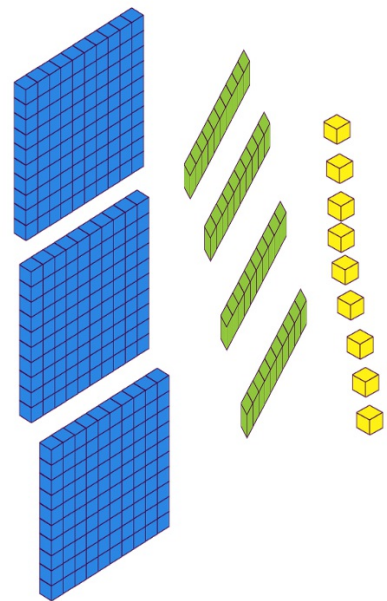
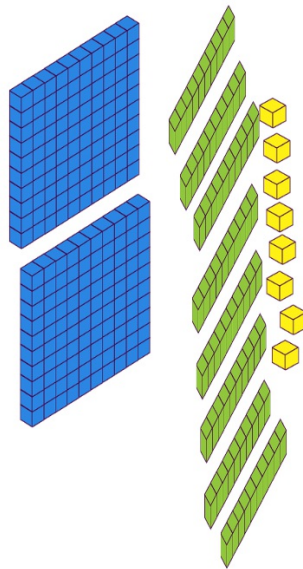
12.10.2020

Journal 9

Focus: adding with renaming

Problem:  $278 + 349$

	H	T	O
	2	7	8
+	3	4	9

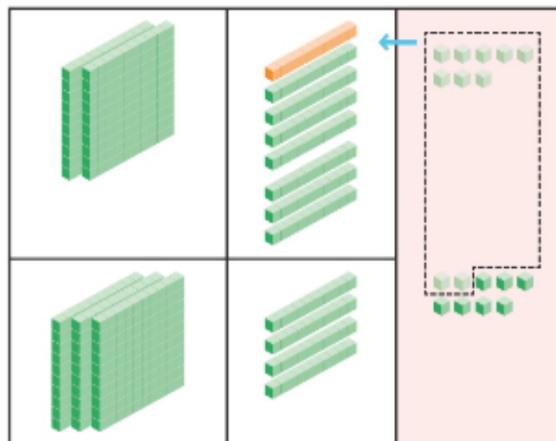


## Let's Learn

Add 278 and 349.

Step 1 Add the ones.  
 $8 \text{ ones} + 9 \text{ ones} = 17 \text{ ones}$   
 Regroup the ones.  
 $17 \text{ ones} = 1 \text{ ten} + 7 \text{ ones}$

The sum is the the total  
 of 278 and 349.



h	t	o
2	<sup>1</sup> 7	8
+	3	4
		9
		7

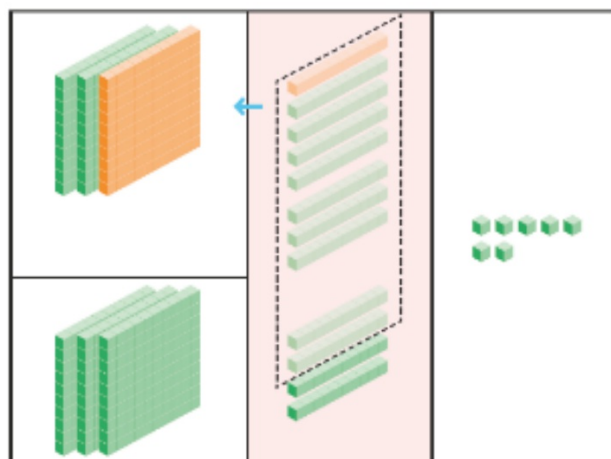


Step 2 Add the tens.

$$1 \text{ ten} + 7 \text{ tens} + 4 \text{ tens} = 12 \text{ tens}$$

Regroup the tens.

$$12 \text{ tens} = 1 \text{ hundred} + 2 \text{ tens}$$

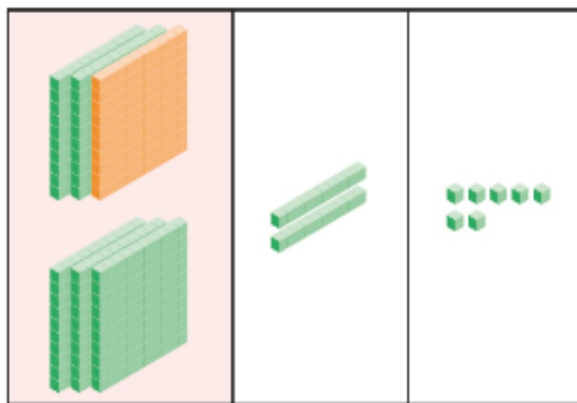


	h	t	o
	1	7	8
+	3	4	9
		2	7



Step 3 Add the hundreds.

1 hundred + 2 hundreds + 3 hundreds = 6 hundreds



	h	t	o
	1	1	
	2	7	8
+	3	4	9
<hr/>			
	6	2	7
<hr/>			

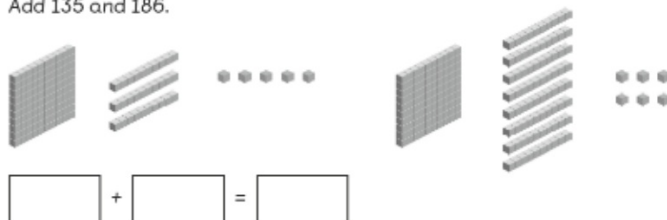
$$278 + 349 = 627$$

## Worksheet 10

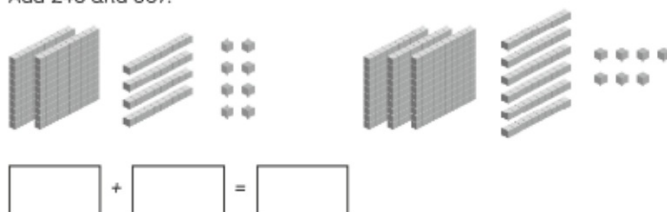
### Adding with Renaming

1 Fill in the blanks.

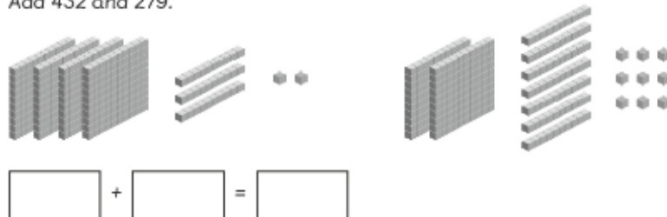
(a) Add 135 and 186.



(b) Add 248 and 367.



(c) Add 432 and 279.



**2** Add.

(a)

	<b>h</b>	<b>t</b>	<b>o</b>
	1	4	8
+	1	7	6
<hr/>			
<hr/>			

(b)

	<b>h</b>	<b>t</b>	<b>o</b>
	1	8	7
+	2	9	4
<hr/>			
<hr/>			

(c)

	<b>h</b>	<b>t</b>	<b>o</b>
	3	4	5
+	2	7	5
<hr/>			
<hr/>			

(d)

	<b>h</b>	<b>t</b>	<b>o</b>
	4	7	8
+	3	2	8
<hr/>			
<hr/>			

(e)

	<b>h</b>	<b>t</b>	<b>o</b>
	2	9	3
+	4	2	9
<hr/>			
<hr/>			

(f)

	<b>h</b>	<b>t</b>	<b>o</b>
	4	4	8
+	4	7	9
<hr/>			
<hr/>			

**2** Add.

(a)

	h	t	o
	1	4	8
+	1	7	6
<hr/>			
<hr/>			

(b)

	h	t	o
	1	8	7
+	2	9	4
<hr/>			
<hr/>			

(c)

	h	t	o
	3	4	5
+	2	7	5
<hr/>			
<hr/>			

(d)

	h	t	o
	4	7	8
+	3	2	8
<hr/>			
<hr/>			

(e)

	h	t	o
	2	9	3
+	4	2	9
<hr/>			
<hr/>			

(f)

	h	t	o
	4	4	8
+	4	7	9
<hr/>			
<hr/>			

## Lesson 11



*What can you see?*

*How many cookies are there?*



*How many cookies are there?*



*How many cookies are there now?*

*How did you get your answer?*

*Show this with number with the dienes*



### In Focus

Sam had 58 cookies.

He ate 4 cookies.

How many cookies did he have left?



*What is the question asking us to do?*

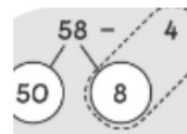
13.10.20

Journal 10

Focus: subtracting

Problem:  $58 - 4$

51	52	53	54	55	56	57	58
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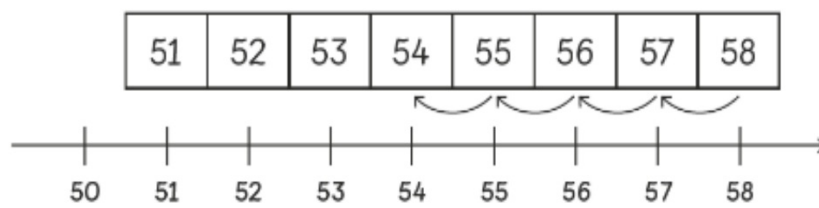


	H	T	O
		5	8
-			4

## Let's Learn

Subtract 4 from 58.

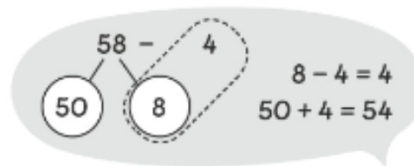
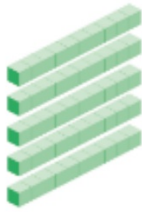
Method 1      Count back from 58.



$$58 - 4 = 54$$

Method 2

Subtract ones.



$$58 - 4 = 54$$

Sam had 54 cookies left.



### Guided Practice

Subtract.

1 (a)  $98 - 1 =$

(b)  $98 - 7 =$

2 (a)  $55 - 4 =$

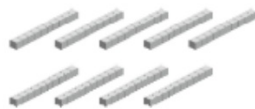
(b)  $55 - 14 =$

## Worksheet 11

### Simple Subtracting

1 Cross out the appropriate number of blocks and fill in the blanks.

(a) Subtract 2 from 96.



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

(b) Subtract 6 from 57.



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

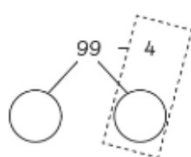
(c) Subtract 8 from 88.



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2 Fill in the blanks.

Subtract 4 from 99.



$$\begin{array}{rcl} \square & - & \square = \square \\ \square & + & \square = \square \end{array}$$

3 Subtract by counting back.

80	81	82	83	84	85	86	87	88	89
----	----	----	----	----	----	----	----	----	----

(a)  $84 - 2 = \square$

(b)  $87 - 5 = \square$

(c)  $89 - 6 = \square$

(d)  $86 - 6 = \square$

4 Fill in the blanks.

(a)  $19 - 2 = \square$

(b)  $37 - 6 = \square$

(c)  $46 - 6 = \square$

(d)  $68 - 5 = \square$

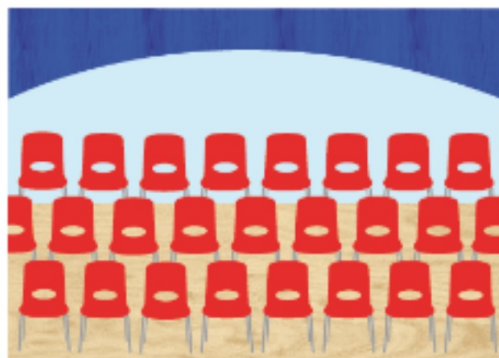
(e)  $78 - 4 = \square$

(f)  $98 - 3 = \square$

## Lesson 12



### In Focus



There were 658 chairs in the school hall.  
Ruby took 4 chairs away.  
How many chairs are there now?

14.10.2020

Journal II

Focus: subtracting

Problem:  $658 - 4$

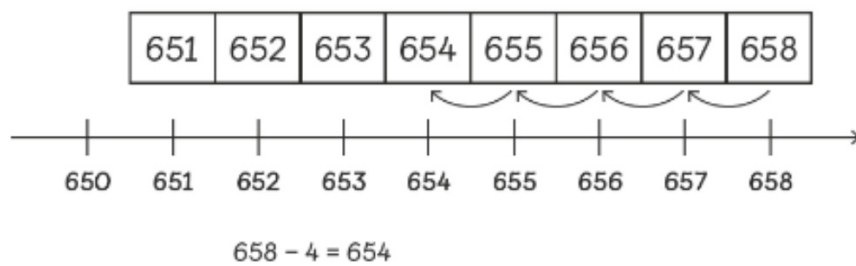
H	T	O
6	5	8
-		4

651	652	653	654	655	656	657	658
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## Let's Learn

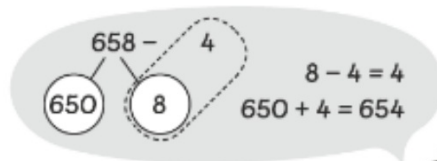
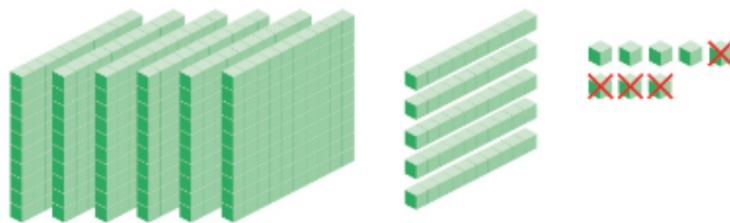
Subtract 4 from 658.

Method 1      Count back from 658.



Method 2

Subtract ones.



$$658 - 4 = 654$$

There are 654 chairs now.



## Guided Practice

Subtract.

1 (a)  $345 - 1 =$

(b)  $345 - 4 =$

2 (a)  $209 - 8 =$

(b)  $209 - 9 =$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 12

### Simple Subtracting

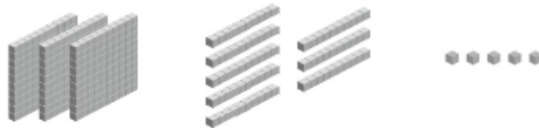
- 1 Cross out the appropriate number of blocks and fill in the blanks.

(a) Subtract 3 from 248.



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

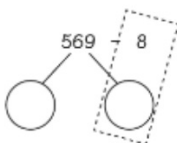
(b) Subtract 5 from 385.



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

- 2 Fill in the blanks.

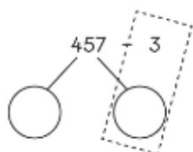
(a) Subtract 8 from 569.



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

$$\square + \square = \square$$

(b) Subtract 3 from 457.



$$\begin{array}{rcl} \square & - & \square = \square \\ \square & + & \square = \square \end{array}$$

**3** Subtract by counting back.

720	721	722	723	724	725	726	727	728	729
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

(a)  $726 - 1 = \square$

(b)  $726 - 4 = \square$

(c)  $728 - 7 = \square$

(d)  $729 - 9 = \square$

**4** Fill in the blanks.

(a)  $119 - 9 = \square$

(b)  $287 - 6 = \square$

(c)  $313 - 3 = \square$

(d)  $564 - 2 = \square$

(e)  $666 - 5 = \square$

(f)  $758 - 4 = \square$

## Lesson 13



### In Focus



There were 658 children at a concert.  
40 left the hall during the interval.  
How many children remained in the hall?



15.10.2020

Journal 12

Focus: subtracting

Problem:  $658 - 40$

	H	T	O
	6	5	8
-		4	0

## Let's Learn

Subtract 40 from 658.

**Method 1**      Count back in tens from 658.

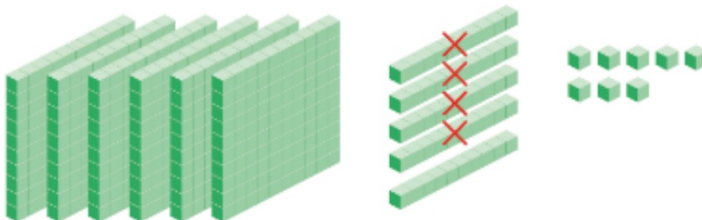
$$658 - 40 = 618$$



658, 648, 638, 628, 618

Method 2

Subtract tens.



$658 - 40$

$608$   $50$

$50 - 40 = 10$   
 $608 + 10 = 618$

$$658 - 40 = 618$$

There were 618 children that remained in the hall.



## Guided Practice

Subtract.

1 (a)  $743 - 1 =$

(b)  $743 - 10 =$

2 (a)  $534 - 3 =$

(b)  $534 - 30 =$

3 (a)  $675 - 5 =$

(b)  $675 - 50 =$

## Worksheet 13

### Simple Subtracting

1 Cross out the appropriate number of blocks and fill in the blanks.

(a) Subtract 50 from 261.



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

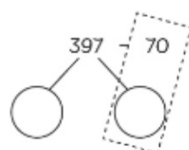
(b) Subtract 80 from 484.



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

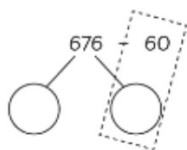
2 Fill in the blanks.

(a) Subtract 70 from 397.



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

$$\square + \square = \square$$



$$\boxed{\phantom{000}} - \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

**3** Subtract by counting back in tens.

406	416	426	436	446	456	466	476	486	496
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

(a)  $456 - 30 = \boxed{\phantom{000}}$

(b)  $486 - 50 = \boxed{\phantom{000}}$

(c)  $466 - 60 = \boxed{\phantom{000}}$

(d)  $496 - 70 = \boxed{\phantom{000}}$

**4** Fill in the blanks.

(a)  $234 - 30 = \boxed{\phantom{000}}$

(b)  $397 - 60 = \boxed{\phantom{000}}$

(c)  $450 - 40 = \boxed{\phantom{000}}$

(d)  $573 - 50 = \boxed{\phantom{000}}$

(e)  $767 - 20 = \boxed{\phantom{000}}$

(f)  $999 - 80 = \boxed{\phantom{000}}$



## Lesson 14

### In Focus



There were 658 children at a concert.  
500 left the hall at the end of the concert.  
How many children remained in the hall?

15.10.2020

Journal 13

Focus: subtracting

Problem:  $658 - 500 =$

	H	T	O
	6	5	8
-	5	0	0

## Let's Learn

Subtract 500 from 658.

**Method 1**      Count back in hundreds from 658.

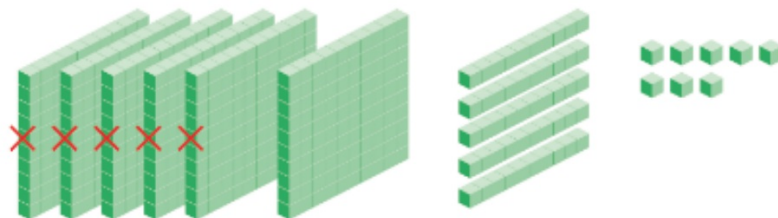
$$658 - 500 = 158$$



658, 558, 458, 358, 258, 158

Method 2

Subtract hundreds.



$$658 - 500 = 158$$

There were 158 children that remained in the hall.



## Guided Practice

Subtract.

1 (a)  $453 - 2 =$

(b)  $453 - 20 =$

(c)  $453 - 200 =$

2 (a)  $794 - 3 =$

(b)  $794 - 30 =$

(b)  $794 - 300 =$

## Worksheet 14

### Simple Subtracting

1 Fill in the blanks.

(a)  $698 - 3 =$

(b)  $767 - 6 =$

(c)  $698 - 30 =$

(d)  $767 - 60 =$

(e)  $698 - 300 =$

(f)  $767 - 600 =$

2 Match.

$437 - 300$



$653 - 40$



$846 - 6$



$275 - 70$



$552 - 400$



$369 - 8$



$361$

$613$

$137$

$840$

$205$

$152$

**3** Subtract by counting back.

411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460

(a)  $435 - 5 =$

(b)  $449 - 30 =$

(c)  $460 - 40 =$

(d)  $429 - 8 =$

**4** Fill in the blanks.

(a)  $253 - 30 =$

(b)  $128 - 6 =$

(c)  $746 - 500 =$

(d)  $681 - 50 =$

(e)  $829 - 700 =$

(f)  $358 - 8 =$



## Lesson 15

### In Focus

There were 975 beads in a jar.  
Emma used 723 beads to make some necklaces.  
How many beads were left in the jar?

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16.10.2020

Journal 14

Focus: subtracting

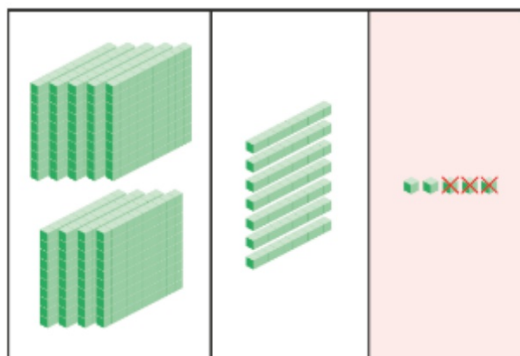
Problem:  $975 - 723$

	H	T	O
	9	7	5
-	7	2	3

## Let's Learn

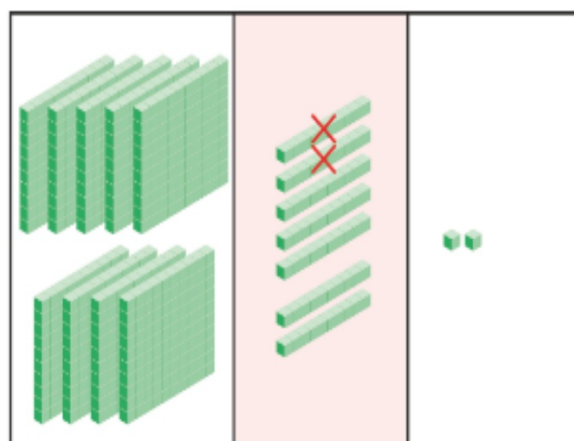
Subtract 723 from 975.

Step 1 Subtract the ones.  
 $5 \text{ ones} - 3 \text{ ones} = 2 \text{ ones}$



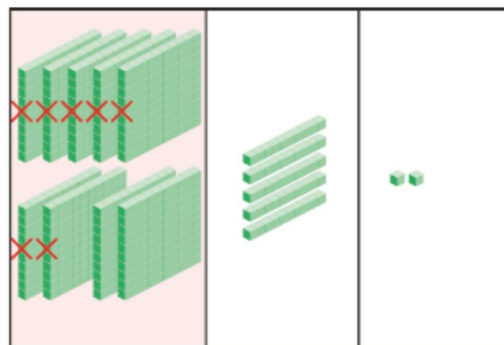
	h	t	o
	9	7	5
-	7	2	3
			2

Step 2 Subtract the tens.  
 $7 \text{ tens} - 2 \text{ tens} = 5 \text{ tens}$



	h	t	o
	9	7	5
-	7	2	3
		5	2

Step 3 Subtract the hundreds.  
 9 hundreds – 7 hundreds = 2 hundreds



	h	t	o
	9	7	5
-	7	2	3
	2	5	2

$$975 - 723 = 252$$

There were 252 beads left in the jar.

### Guided Practice

1  $375 - 142 =$

$$\begin{array}{r} 375 \\ - 142 \\ \hline \end{array}$$

2  $689 - 407 =$

$$\begin{array}{r} 689 \\ - 407 \\ \hline \end{array}$$

3  $548 - 17 =$

4  $424 - 123 =$

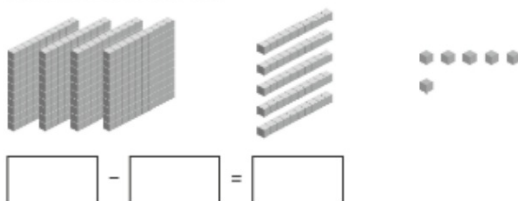
5  $904 - 103 =$

## Worksheet 15

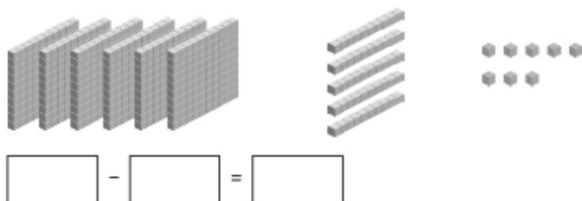
### Simple Subtracting

1 Cross out the appropriate number of blocks and fill in the blanks.

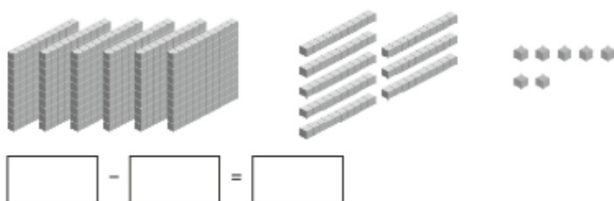
(a) Subtract 321 from 456.



(b) Subtract 615 from 658.



(c) Subtract 357 from 687.





2 Subtract.

(a)

	h	t	o
	2	6	5
-	1	3	2
<hr/>			
<hr/>			

(b)

	h	t	o
	4	8	5
-	1	8	2
<hr/>			
<hr/>			

(c)

	h	t	o
	6	5	8
-	2	1	4
<hr/>			
<hr/>			

(d)

	h	t	o
	7	6	9
-	2	5	4
<hr/>			
<hr/>			

(e)

	h	t	o
	6	9	9
-	4	2	9
<hr/>			
<hr/>			

(f)

	h	t	o
	8	7	3
-	5	4	1
<hr/>			
<hr/>			

