

Using Number Facts to Solve 2-Step Problems

Adult Guidance with Question Prompts

Children use number facts they know to help solve two-step problems. They build fluency by finding number pairs to match values and calculate change. Children would benefit from using representations of tens and ones to support their learning.

How much money did Greg spend?

Can you find the number pair to make 16p?

Which coin did Greg use to pay?

How much change should he get?

What can you do to find the answer?

How much money did Sam have?

What did she lose?

How much does she still have to spend?

Can you find two treats to match that value?

What can you do to check that your answers are correct?

How much do you have to spend? What would you choose to buy?

How much would that cost? Would you get any change?

What would you choose if these (one of their choices) were out of stock?

Can you work out the total and change for your new choices?



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Greg spent 16p on treats. Tick the treats that he got.



8p

☐

9p

☐

4p

☐

12p

☐

11p

☐

Greg

Greg paid with a 20p coin.

How much change did he get?

I had 20p, but I lost 5p.
Can I still buy 2 treats?

How much does Sam have to spend?

What can she buy?

What would you choose if you had 20p to spend?

How much change would you get?



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Children use number facts they know to help solve two-step problems. They apply reasoning skills to help find a solution to a spending challenge. The children explore solutions and prove their answers. Children would benefit from using representations of tens and ones to explore different possibilities.

How much money do Sam and Greg have altogether?

Do they have enough money for a treat each?

Can you show me?

Is it possible for them to have a coin each too?

Do you agree with Sam or Greg?

Can you find a way to prove it?

What if they only needed one coin to play the roll a coin game?

What if the roll a coin game was closed?



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Sam has 7p and Greg has 6p.

The illustration shows a fairground stall with a purple and white striped awning. On the stall, there are six items for sale, each with a price tag and an empty box for payment:

- Cotton candy: 5p
- Burger: 9p
- Ice cream: 7p
- Fries: 8p
- Sandwich: 6p

Two children are standing in front of the stall. Greg, a boy with a straw hat, is pointing at the stall and saying, "We can both have a treat if we put our money together." Sam, a girl with brown hair, is looking at the stall and saying, "I don't think we can. We need to keep a coin each for the roll a coin game."

How much money do they have in total?

Is there a choice that will leave them a coin each?

Who do you agree with?

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Children use number facts they know to help solve two-step problems. In this activity, they will apply their problem-solving skills as they investigate a 'special offer'. The children calculate which pairs of purchases the offer would save money on and work out the greatest saving. Children would benefit from having representations of tens and ones available to check some calculations.

Why does Greg need to check?

What's the first thing that you can do to solve this problem?

What do you need to do next?

How will you know which pair of treats to choose for the best offer?

Use these pictures and prices to make up your own 'two for _' special offer.

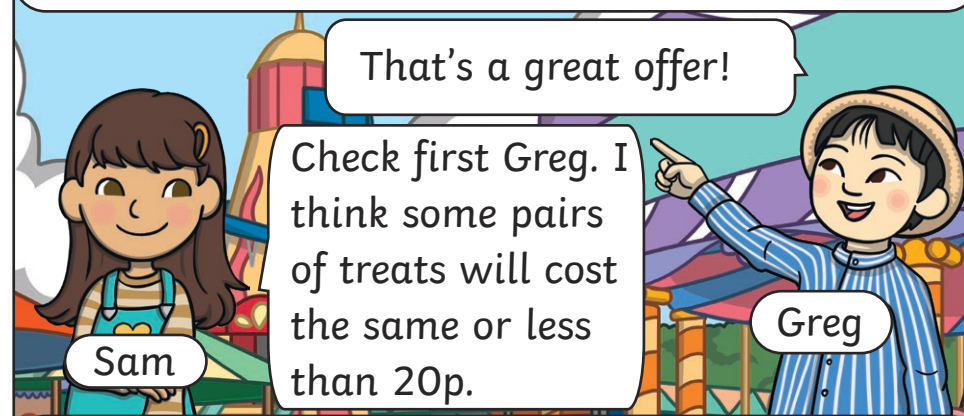
Can your friend work out which pairs of treats will save them the most money?



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SPECIAL OFFER 2 FOR 20p



9p



12p



8p



11p



13p

Which pairs of treats would the offer save money on?

Which pair of treats would have the biggest saving?