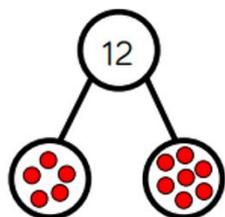| Number: Addition & Subtraction |
|---|

Statutory Requirements
Children are taught to:
- Add by counting on
- Find & make number bonds
- Add by making 10
- Subtract – not crossing 10
- Subtract – crossing 10
- Related facts
- Compare number sentences

Examples of measuring height and length

Continue the pattern to find all the number bonds to 12. How do you know you have found them all?

12 = 12 + 0
12 = 11 + ____
12 = 10 + ____

True or false?

There are double the amount of number bonds to 20 than there are number bonds to 10. Prove it – can you use a systematic approach?
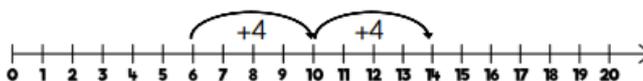
How many ways can you complete this number sentence? Use a number line to help you.

Mo has used a number line to calculate $6 + 8$

I partitioned 8 into 4 and 4 to make it easier.

Use Mo's method to calculate:

$5 + 8 = \square$ $9 + 4 = \square$ $6 + 8 = \square$

First there were 9 sheep. Then they all ran away.
How many sheep are left?
Use ten frames and counters to represent the sheep.

$\square - \square = \square$

Vocabulary: add, subtract, number bond, equals, zero

Activities:
- Number bond to 10 tennis – your adult can bat you a number and you bat them back the number bond to 10. For example: if they bat you 8, you would bat them 2 back!
- Make a meal together or bake a cake and practice adding up the ingredients you need. Count out the ingredients as you go.
- Finger hopping: put 8 items (manipulatives, sweets etc) on the table slightly to the left of your child. Now line up 3 of the same items, slightly to the right of your child. Point to the group of 8 and count them. Now make exaggerated hops with your finger as you count on.
- Quiz them: Which is easier? Is it easier to add 9 + 2 or 2 + 9 using counting on? Try this by finger hopping with a number line. Start with a finger on 9 and then hop along counting 1,2 to get to the answer. Now start on 2 and hop along counting 1,2,3,4,5,6,7,8,9. Try this with 3 + 8 and 8 + 3 and other combinations of numbers.
- Use two ten frames to begin to show partitioning – quiz them about 8 + 3 and let them notice that 8+ 2 is a number bond to 10 (filling up a whole ten frame) with one left over so they can use partitioning to quickly work out the answer is 10 + 1 which is 11!

Number: Place Value within 50

Statutory Requirements

Children are taught to:
- Numbers to 50
- Tens and ones
- Represent numbers to 50
- One more one less
- Compare objects within 50
- Compare numbers within 50
- Order numbers within 50
- Count in 2s
- Count in 5s

Examples of measuring height and length

Choose the correct numbers to make the sentences correct.

| 28 | 26 | 33 | 45 |
| 36 | 43 | 35 | 49 |

☐ is one less than 27

34 is one less than ☐

☐ is one more than 44

50 is one more than ☐
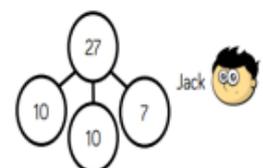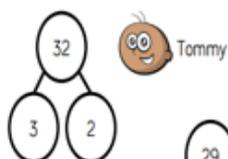
Eva is counting from 38 to 24.
Will she say the number 39?
Will she say the number 29?
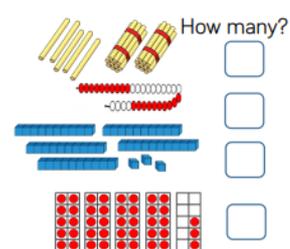Will she say the number 19?
Explain how you know.

The children are completing part whole models.

32 Tommy

3 2

29

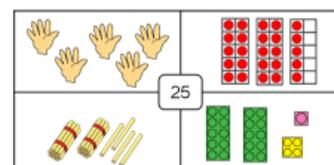Rosie 9 20

27 Jack

10 7

10

Are they correct?
Explain why.

Match the pictures and words.

- Four tens and three ones
- Two tens and five ones
- Three tens and four ones
- Three ones and five tens

How many?

How many different ways can you represent the following numbers?

Here is an example for 25

- 34
- 28
- 40
- 16

Vocabulary: number line, equal to, more than, less than (fewer), most, least.

Activities:
- Fold a pair of socks into a ball – the pair of socks is worth 2 points (one point for each sock). Use an empty bin or bucket – try to score points by throwing the socks in the bucket. Each time you do add 2 to your score – counting in 2s.
- Quiz each other: I am counting from …. to …. Will I say the number ….?
- Challenge yourself to represent a number is as many different ways as possible – fingers, blocks, straws, trees, pebbles etc…
- As you walk home try to say the number of the houses you pass and challenge yourself to say how many tens and ones. For example: "52 - 5 tens and 2 ones."