

H is a quiet boy in maths. He doesn't always volunteer answers but will always give an answer if questioned.

H produced home learning during lockdown. I encouraged to him to consider the problem solving aspects of questions with little success. Now we are back in school he is showing a strong understanding that is continuing to build.

H now needs to think about the strategies he is learning and use them appropriately, for example understanding of the commutativity of numbers within addition and using a number line.

Count to and across 100 beginning with 0 or one, or from any given number

Count backwards from 100 to any given number

H counts confidently during whole class chanting and is heard above others. He can count forward and backwards from 0 to 100. He is able to count forward and backwards from any given number.

Count, read and write numbers to 100 in numerals

He rarely reverses any numbers, maybe the occasional 5.

He does not mix up tens and ones and is confident when working with the numbers between 10 and 20.

He clearly states whether a number is a teen or a tens number.

Count in multiples of twos, fives and tens

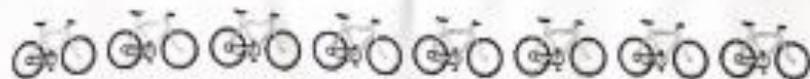
He will count objects in 2's without reminding. He is able to decide whether objects would be better counted in 1's, or 2's. He does not often choose 5's unless he can see groups easily. He counts in 10's confidently when looking at numbers in 10's frames. When given a number track with numbers skip counting in 2's 5's 10's he doesn't always "see" the pattern. He needs to be prompted to say what he sees and then he can recognise the pattern and fill in missing numbers.

Wednesday 21st April

LO: I can count in 2s

How many  are there?

16



Write which numbers come next.

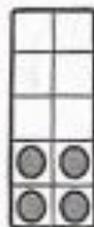
Complete the

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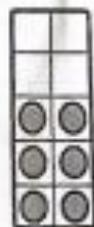
2



4



6



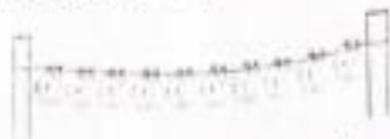
8



10



a) There are 10 pairs of socks.

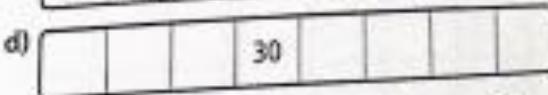
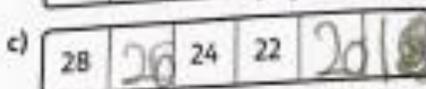
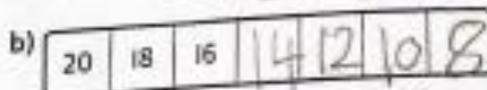


How many socks are there in total?

b) There are 14 socks in total.

How many pairs of socks are there?

4 Complete each number line or number track.



I think there is more than one answer to part d) of this question.



How many dots in total? 30



How many are there in total?



There are in total.



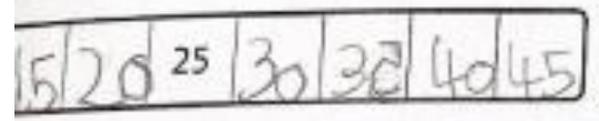
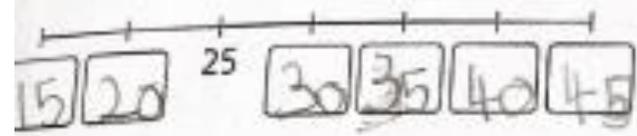
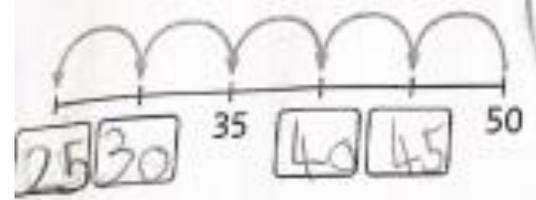
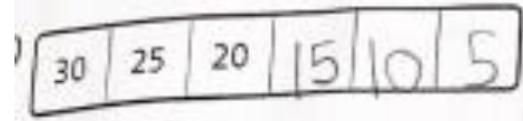
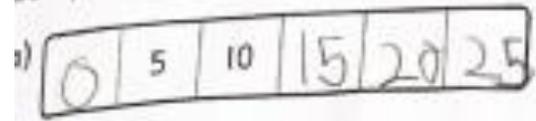
a) How many in total?

There are in total.

b) How many in 9 bunches?

There are in 9 bunches.

Complete each number line or number track.



I think I can see two different answers for the last question.



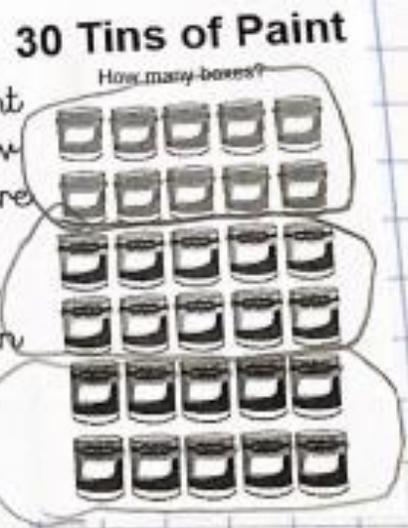
Each is worth 5 points.

Complete the table.

Number of	1	2	3	4	5	6
Number of points	5	10	15	20	25	30

L.O. I can count in 10's

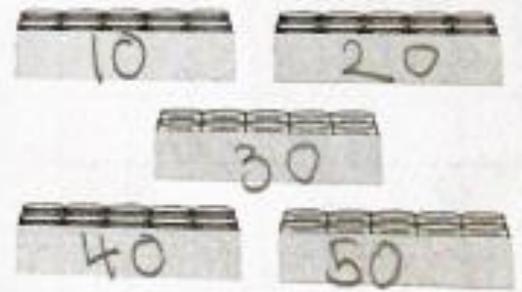
Draw around the tins of paint to find out how many boxes are needed. Remember we are counting in 10's



Write on the boxes in 10's

5 Boxes

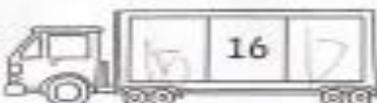
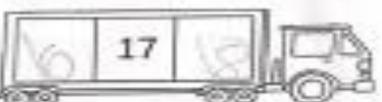
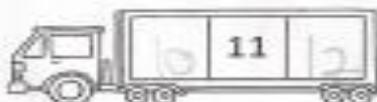
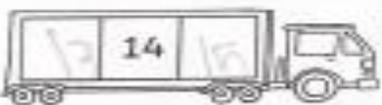
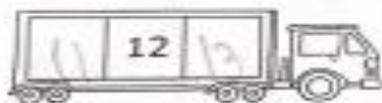
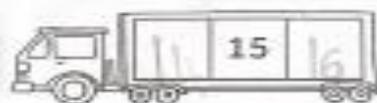
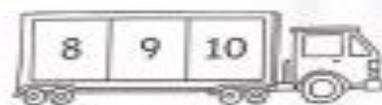
How many tins of paint?



Given a number, identify
one more or one less

H does this verbally during whole class work. He can identify numbers up to 100 without any hesitation and he can cross 10.

Lesson 5
Can count one more
and one less.



One more child sits down.

How many children are sitting down now?

14

There are
13
children
sitting
down.

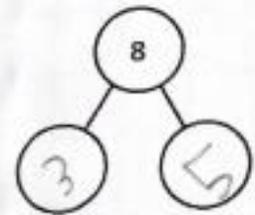
Represent and use number bonds and related subtraction facts within 20

H confident in this area up to 10 but not so confident when moving to 20's. His fluency is building through whole class ping pong when asked to make 20.

1 Look at the picture.



Complete the part-whole model and the fact family.

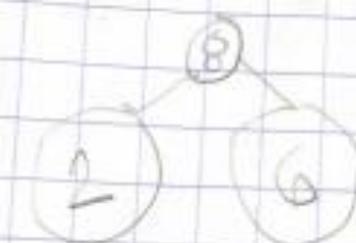

$$\begin{array}{r} \boxed{3} + \boxed{5} = 8 \\ \boxed{5} + \boxed{3} = 8 \\ 8 - \boxed{3} = \boxed{5} \\ 8 - \boxed{5} = \boxed{3} \end{array}$$

Can you write each number sentence a different way?

Look at the picture.



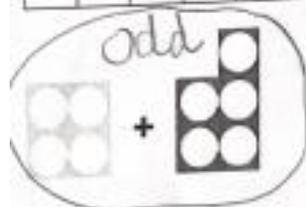
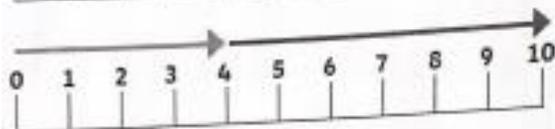
Complete a part-whole model and a fact family.


$$\begin{array}{r} 2 + 6 = 8 \\ 6 + 2 = 8 \\ 8 - 2 = 6 \\ 8 - 6 = 2 \end{array}$$

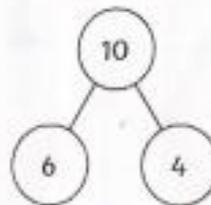
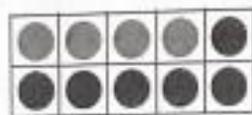
LO: I can start to recall number bonds to 10
PRACTICAL ACTIVITY

Number Bonds to 10

Zag has made different representations of 10.
Which is the odd one out?



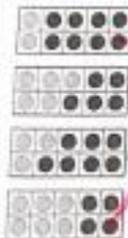
$$10 = 4 + 6$$



$$4 + 5 = 9$$

LO: I can identify number bonds.

Match the ten frames to the number sentences.



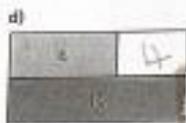
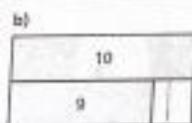
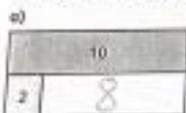
$3 + ? = 10$

$6 + 4 = 10$

$2 + 8 = 10$

$5 + 5 = 10$

Complete the bar models.



10 children can sit at this table.



How many more children can sit down?

3 more children can sit down.

Sam and Ma have 10 sweets between them.

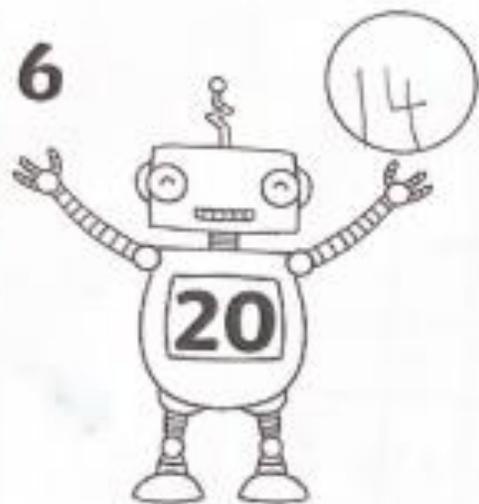
Sam has 4 sweets.

How many sweets does Ma have?

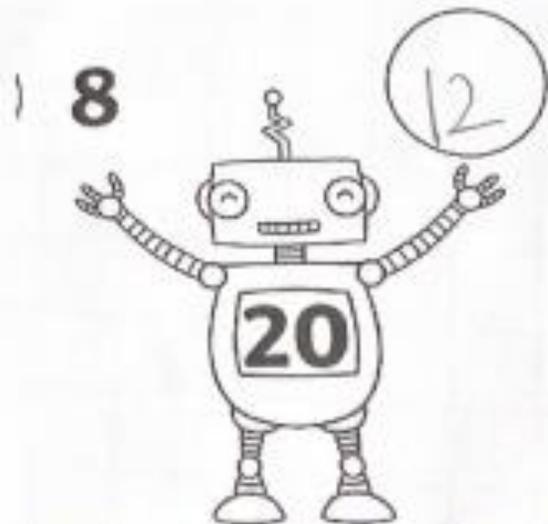
Ma has 6 sweets.

L.O: I am starting to / can recall my number bonds to 20.

6



8

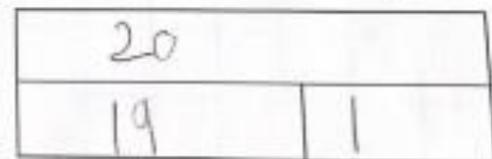
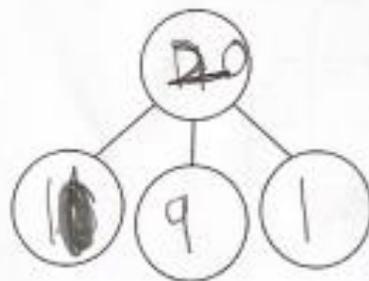


L.O: I can find and make number bonds



$1+9=10$

$11+9=19$



Add and subtract **one-digit**
numbers to 20, including zero

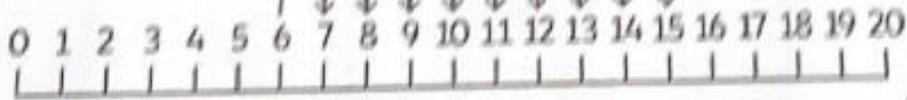
H is becoming more confident in this area and is now starting to problem solve using this knowledge.

H can use mental maths to answer questions during teacher brain warm up.



Farmer James is using a number line to count his 7 cows and 9 sheep.

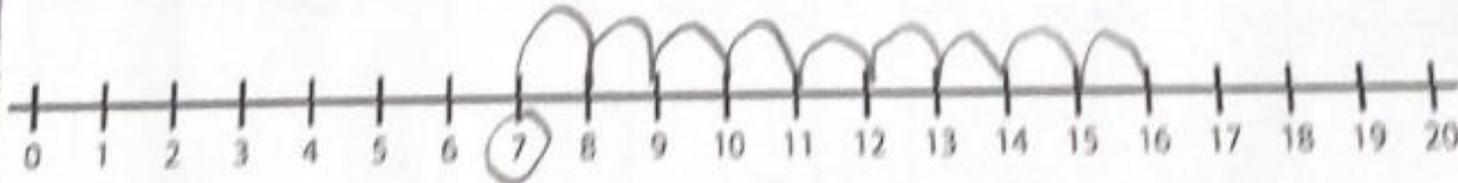
This number line represents the calculation $7 + 9$.



Is Farmer James correct? Explain your answer.

$$7 + 9 = 16$$

Show me how you would find the answer.



addition

Subtraction - Counting Back

Use the number lines to count back and find the answers.

$10 - 3 = 7$

0 1 2 3 4 5 6 7 8 9 10

$7 - 4 = 3$

0 1 2 3 4 5 6 7 8 9 10

Start from 8 and count back 5.

0 1 2 3 4 5 6 7 8 9 10

Start from 3 and count back 5.

0 1 2 3 4 5 6 7 8 9 10

Which two calculations have the same answer?
How do you know?

Subtraction - Not Crossing 10

I hung my socks on the line.
Some have blown away.

How many socks could be left? Find all the different possibilities using the number line.

Write in calculations for each case.

0 1 2 3 4 5 6 7 8 9 10

$8 - 5 = 3$



How many different subtraction calculations have you written?

Subtraction

Add and subtract two-digit numbers to 20, including zero

He does not always count on from the largest number. He will talk about commutative numbers and shows an understanding.

Subtraction – insufficient evidence.

Recovery curriculum is addressing this.

Addition to 20 with a number line

Example: $14 + 5 = 19$

$10 + 7 = 17$

$10 + 5 = 15$

$11 + 2 = 13$

$6 + 8 = 14$

$9 + 9 = 18$

$8 + 10 = 18$

$5 + 12 = 17$

$17 + 3 = 20$

twinkl