Maths Planning and Ideas

If any of these tasks are too challenging, please continue to practise making number bonds to 10, and practise some addition and subtraction using small numbers to consolidate learning.

Monday	Tuesday	Wednesday	Thursday	Friday
LC: Can you make number bonds to 10 and 20?	LC: Can you find related number facts using addition and subtraction?	LC: Can you add together to find a missing part?	LC: Can you add more and count on?	CHALLENGE FRIDAY
Starter: **Hit the Button** - Practise Number bonds to 10 in preparation for today's lesson https://www.topmarks.co.uk/maths-games/hit-the-button **Main:** Children are familiar with the Part-Whole model, where the 2 smaller parts of a calculation (shown here as 7 and 3) are added to make the whole, 10. This can also be shown using a Bar Model, with the parts at the bottom, and the whole being the big bar across the top. It is important to note that the two smaller bars are 'equal' to the	**Starter:** **Place Value Basketball** - Practise numbers up to 49 or 99 and shoot some hoops. https://www.topmarks.co.uk/learning-to-count/place-value-basketball **Main:** Using the part-whole and bar models again, children will explore addition and subtraction facts using 3 numbers to make a 'fact family' **Video Tutorial:** vimeo.com/413584108	**Starter:** **Paint the Squares** - Practise counting forwards and backwards in twos (up to 20), fives (up to 50) and tens (up to 100). https://www.topmarks.co.uk/learning-to-count/paint-the-squares **Main:** Using the part-whole model, children will learn how to find a missing part.	**Starter:** **Coconut Odd and Even** - Children have learned that even numbers all end with a 2,4,6,8, or 0. https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even **Main:** Today's focus is addition. Children can count practically, or they can begin to use a number line. Number line - children are taught to circle the number they are starting with, 'jump' along the number line the required number of steps, then circle the number they finish on (whole number). *Don't start counting until they have completed the first jump, this is a very common mistake.*	**Starter:** **Daily 10** Mental maths practise. Try to get quicker each week. https://www.topmarks.co.uk/maths-games/daily10 **Main:** Using your counting on skills, can you help solve Farmer James' problem? *Use the questions next to the problem as a guide for discussion. You could use practical equipment to help solve and represent this problem, then ask children to create their own problem.*

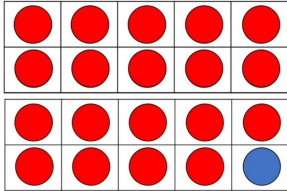|			
whole number, just like a number sentence. eg. 8 + 12 = 20 Today they will practise using bonds to 10 to make 20. If we know: **9 + 1 = 10** Then to make 20, we need 10 more: **10 + 9 + 1 = 20** or, **19 + 1 = 20**	Children should notice that: <u>Addition</u> always **adds both parts** to make a larger number. <u>Subtraction</u> always **begins with the whole** and we take away a part to make it smaller.	They can do this by counting on from 6 until they get to 7. They could show this as an addition sentence: 6 + 1 = 7 *Doing this practically will help develop understanding. Use counters, toys, dried pasta, sweets etc. to help visualise what is missing.*	They should also use their knowledge of 'fact families' from Tuesday to know that it is quicker to start with the largest part, then count on with the smaller part. This means they do less jumps and are less likely to miscount or forget where they were. eg. 3 + 7 = 10 7 + 3 = 10 It is quicker to start from 7 and count on 3.

$9 + 1 = 10$
$10 + 9 + 1 = 20$
$19 + 1 = 20$

Video Tutorial:
vimeo.com/413495165

Once children see this relationship, they will be able to calculate to 20 more quickly and efficiently. Anything practical you can use to help make and show this visually will help.

It is important that children have a good grasp of number bonds to 10 before moving on to 20.

Independent Work:
See Monday resources - There are practical ideas for making number bonds and worksheets for further challenge.

Key Questions:
What is the same and what is different?
Which numbers are the parts? The whole?
Which number do we begin with when subtracting? Why?

Independent Work:
See Tuesday resources and Tuesday Challenge.

If your child is finding today's work a bit challenging, please continue to practise making Number Bonds.

This also could be done using the practical ideas from Monday. How many more to make the egg box full? How many more beanbags to make 6? If there are 5 pieces of Lego, and 3 are in my hand, how many are in the cup? etc.

Video Tutorial:
vimeo.com/413495458

Key Questions:
Which is the part?
Which is the whole?
Where are we counting on from?
Where are we counting to?
What number sentence would show this?

Independent Work:
See Wednesday resources.

Video Tutorial:
vimeo.com/413495632

Key Questions:
What number do you start with?
How many are you counting on?
What do you have now?
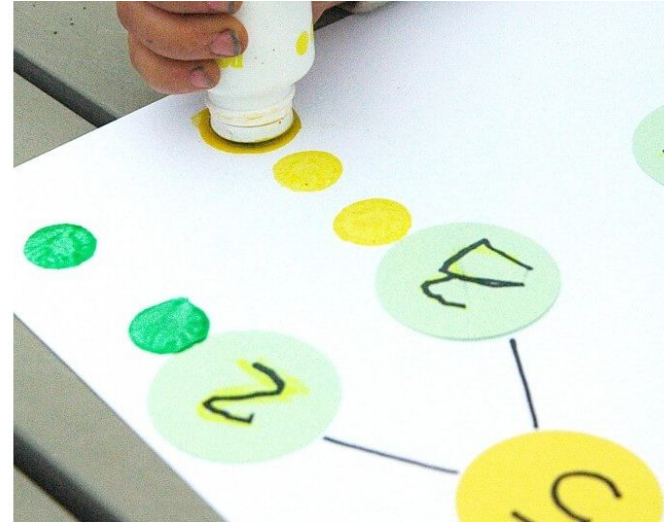*Could you count on a quicker way?*

Independent Work:
See Thursday resources.

Monday Resources - Number Bonds

Using Lego to make number bonds.

Using paint to make number bonds.

Using beanbags and hoops.

Using egg boxes

(make sure you cut down to 10 to avoid any confusion)

1 Complete the additions to match the ten frames.

a)

 □ + □ = □

 □ + □ = □

b)

 □ + □ = □

 □ + □ = □

c) What do you notice?

2 Complete the number bonds.

a) $4 + 6 = $ □

$4 + 16 = $ □

b) $5 + 5 = $ □

$5 + 15 = $ □

c) $10 = $ □ $+ 1$

$20 = $ □ $+ 1$

d) $10 = 3 + $ □

$20 = $ □ $+ 13$

3 Complete the bar models.

a)
| 20 |
| 8 | |

b)
| 20 |
| 17 | |

c)
| 4 | |
| 20 |

d)
| | |
| 20 |
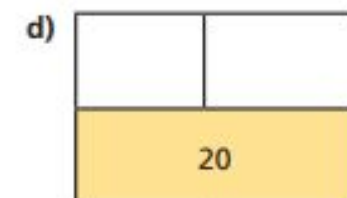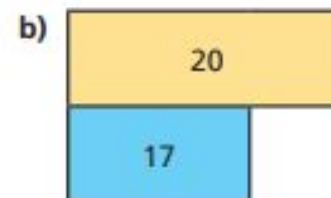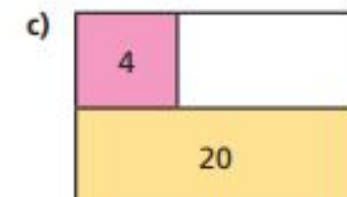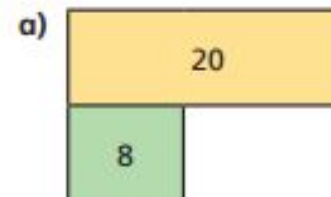
1 Look at the picture.
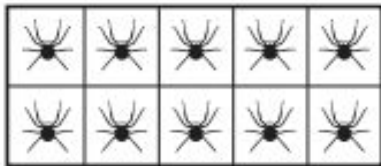
Complete the part-whole model and fact family.

18

[ ] + [ ] = 18

[ ] + [ ] = 18

18 − [ ] = [ ]

18 − [ ] = [ ]
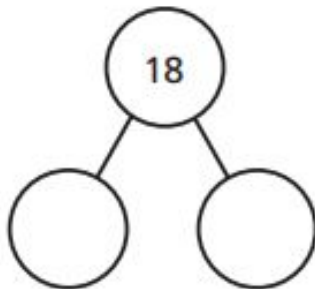
2 Complete the fact family for each bar model.

a)

18	
11	7

[ ] + [ ] = [ ]

[ ] + [ ] = [ ]

[ ] − [ ] = [ ]

[ ] − [ ] = [ ]

b)

4	15

[ ] = [ ] + [ ]

[ ] = [ ] + [ ]

[ ] = [ ] − [ ]

[ ] = [ ] − [ ]
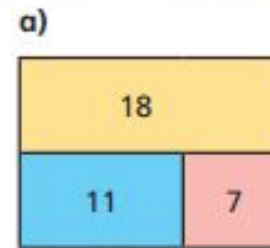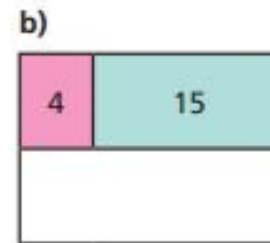
c) Draw your own bar models.

Ask a partner to write the fact family to match.

Use the cards to write as many addition and subtraction sentences as you can.

nine

ten

nineteen

add
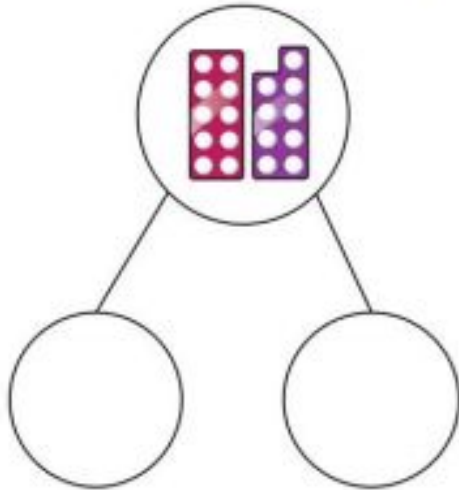
subtract

is equal to

Teddy has 5 counters in his hand and some in a cup.

Tommy has 3 counters in his hand and some in a cup.
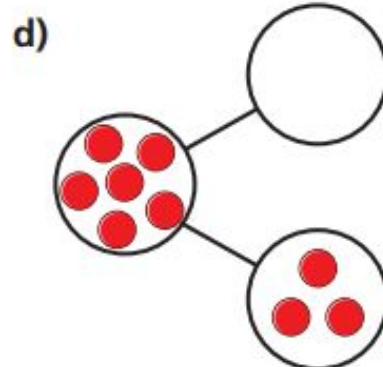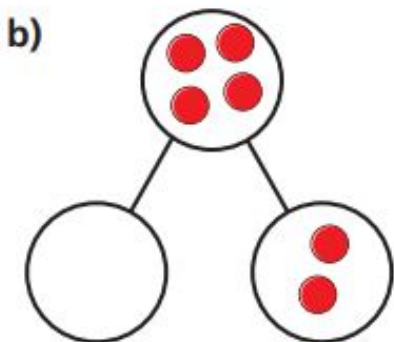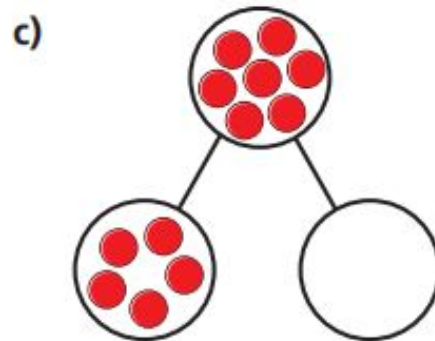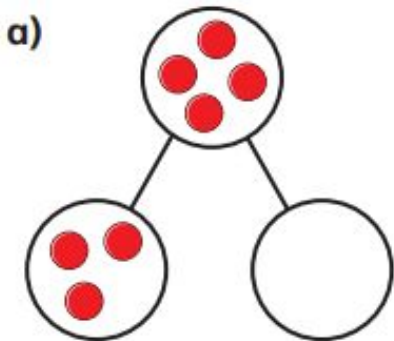
They each have the same number of counters in total.

They each have less than 10 counters.

How many counters could be in Teddy's cup?
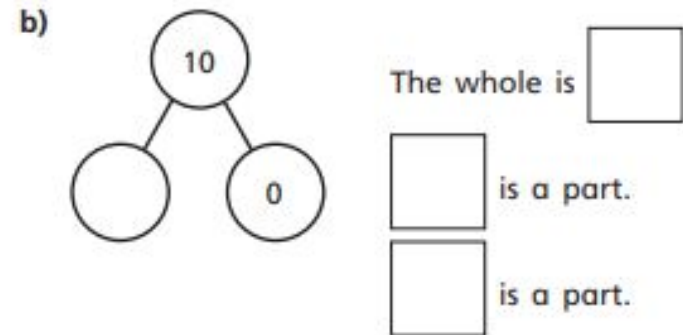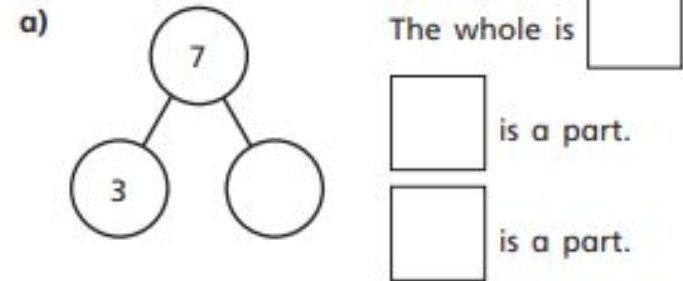
How many counters could be in Tommy's cup?

Wednesday Resources - Finding a missing part

1 Draw counters to complete the part-whole models.

a)

c)

b)

d)

2 Complete the part-whole models.
Complete the sentences.

a)

7

3

The whole is [ ]

[ ] is a part.

[ ] is a part.
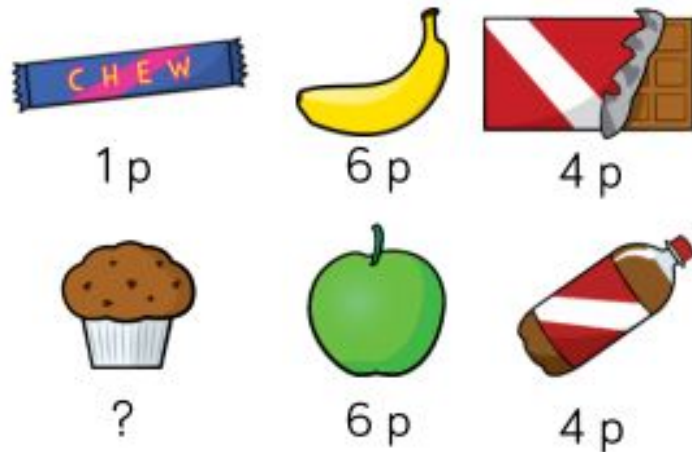
b)

10

0

The whole is [ ]

[ ] is a part.

[ ] is a part.

3 There are 6 apples in total.

2 apples are green.

The rest are red.

Colour the apples.

Complete the number sentence. 2 + [ ] = 6

CHEW
1 p

6 p

4 p

?

6 p

4 p

Eva spends 10p on a chocolate bar and something else. What else could she have bought? Explain how you know.

Jack spent 9p on a banana and a muffin. How much is a muffin? Explain how you know.
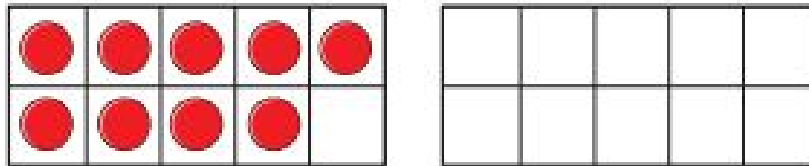
Rosie spent 6p on a chocolate bar and something for her brother. What did she buy for her brother? Explain how you know.

1) There are 9 children on the bus.

5 more children get on the bus.
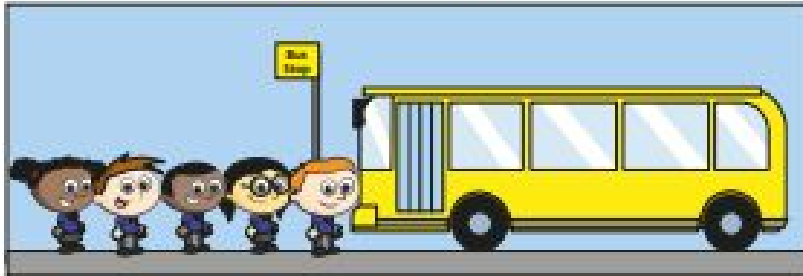
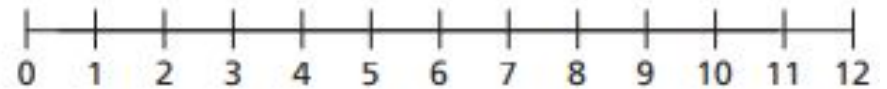How many children are on the bus now?

Complete the ten frames and the sentences.

$\boxed{}$ + $\boxed{}$ = $\boxed{}$

There are $\boxed{}$ children on the bus now.

2) Eva has 4 coins.

Jack gives her 7 more coins.

How many coins does Eva have now?

Draw on the number line and complete the sentences.

```
0  1  2  3  4  5  6  7  8  9  10  11  12
```

$\boxed{}$ + $\boxed{}$ = $\boxed{}$

Eva has $\boxed{}$ coins now.

3 Ron and Mo are working out 3 + 11 on a number line.

Ron's method
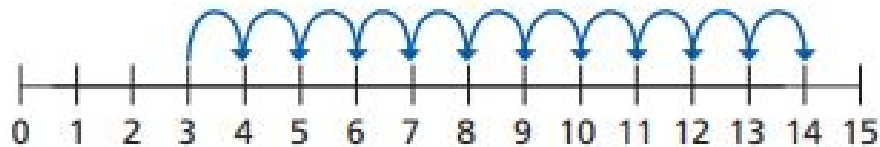
Mo's method
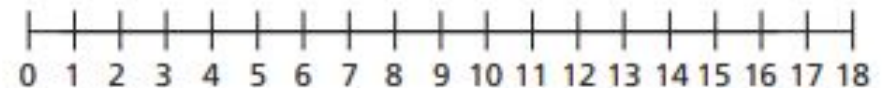

What is the same and what is different?

Use the number lines to work out the additions.

a) 2 + 13 =

b) 4 + 9 =

c) 1 + 17 =

Friday Challenge - Counting On

Add by Counting On

Farmer James is counting his sacks of animal feed.
He has 4 sacks in the barn.

Altogether he has 16 sacks.

How many were outside the barn?
Ring the answer.

15   14

16   13   12

Write the number sentence.

Can you make up your own problem for Farmer
James that involves counting on?

How many sacks were in the barn?

How many did Farmer James have altogether?

Can you show me on the number line/ten-frame?

How many more sacks did he have outside the barn?

Does your answer match a number in the box?

Can you write it as a number sentence?

Can you think of your own problem that involves counting on?

Where can I complete further work?

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White Rose Maths – Free Maths home learning resources for all ages. Watch the videos and try the questions.

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BBC Bitesize Primary – Free learning resources available for KS1 and KS2 across all subjects.

I See Maths – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

Top Marks – Free educational resources and games for English and Maths.

ICT Games – Free educational resources and games for English and Maths.