

# USING THESE SLIDES.

Recall- 5 min activity to recall children's knowledge

Guided practice- work through together, teaching the new skills.

Intelligent practice- 10 minute independent fluency activity.

Dive deeper- These activities should take the longest. Children should think deeper and reason their answers. E.g. This is the answer because...  
They may also prove their answer using a drawing, diagram etc.

# RECALL

1)  $12 + \underline{\quad} = 20$

2)  $3 + 7 = 10$  so  $13 + 17 = 20$ . True or false

3)  $6 + 7 = \underline{\quad}$  so  $10 + \underline{\quad} = \underline{\quad}$

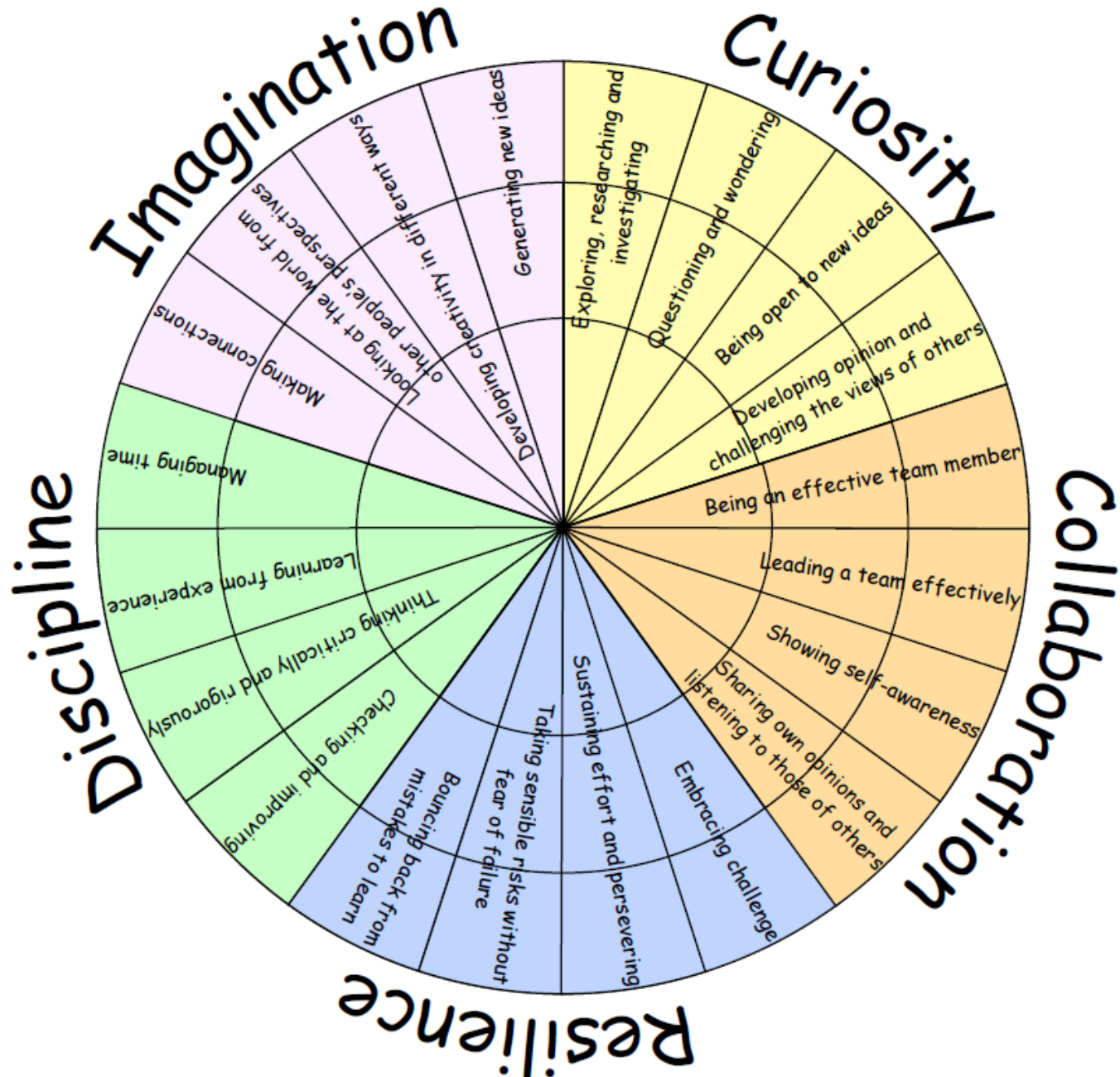



# I CAN ADD BY MAKING 10

ADDITION AND SUBTRACTION TO 20



# LEARNING HABITS?



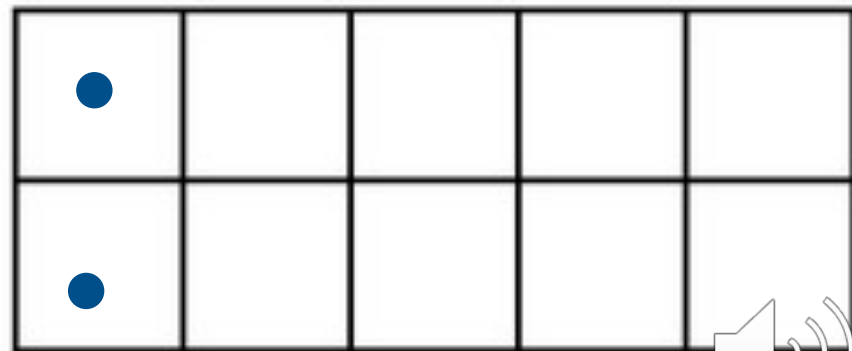
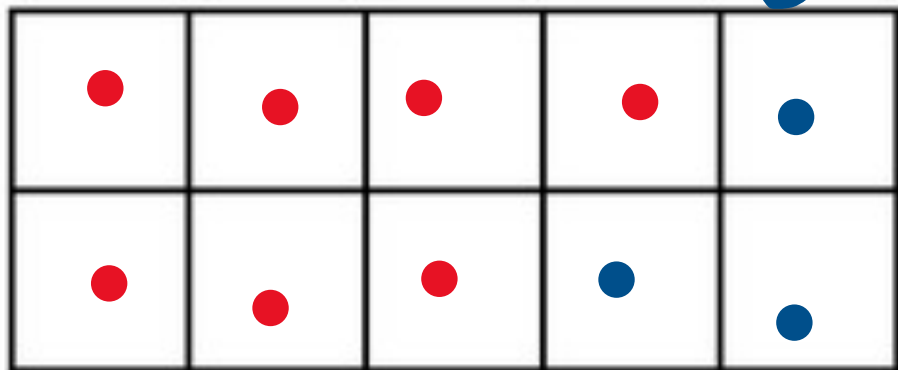
Guided Practice: recap

yesterday we used our number bonds to make 10.

We had to partition the second number.

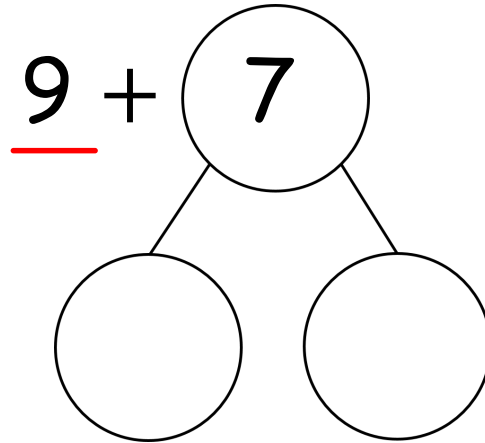
$$7 + 5 = 12$$

The number 5 in the equation is circled in blue. Two lines extend from the bottom of the circle to the numbers 3 and 2, which are also written in blue below the grid.



Guided Practice:

Making 10



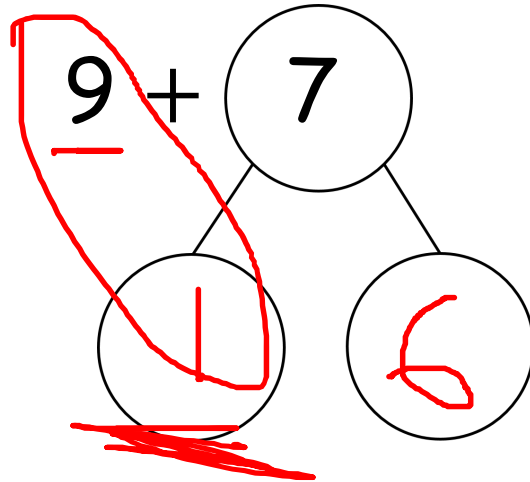
We need to partition the second number using our knowledge of number bonds.

Have a go first.



Guided Practice:

## Making 10



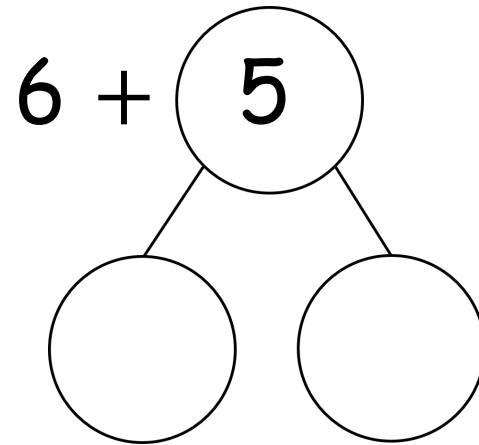
$$10 + 6 = 16$$

I know that  $9 + 1 = 10$ . I can use this knowledge to try and partition 7 into  $1 + \underline{6}$



Guided Practice:

# Making 10





# INTELLIGENT PRACTICE

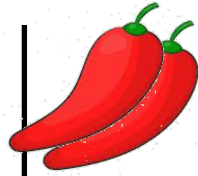


$$4 + 7 = \underline{\quad}$$

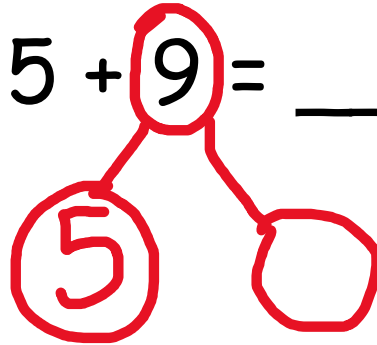


This is the same as

$$10 + \underline{\quad} = \underline{\quad}$$

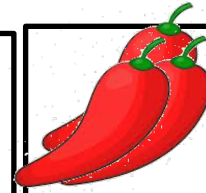


$$5 + 9 = \underline{\quad}$$

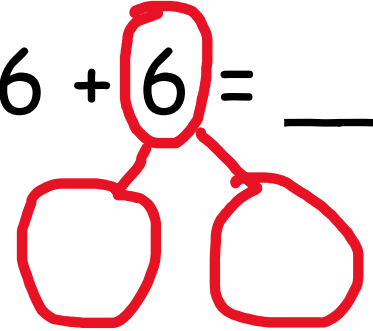


This is the same as

$$10 + \underline{\quad} = \underline{\quad}$$



$$6 + 6 = \underline{\quad}$$



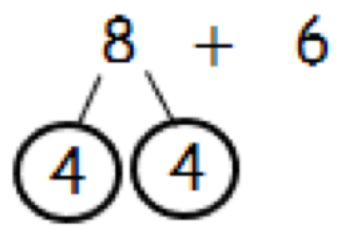
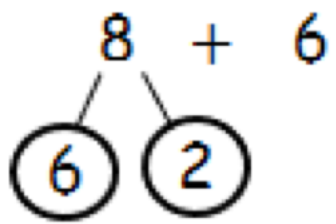
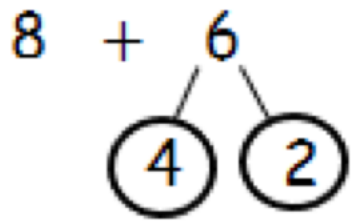
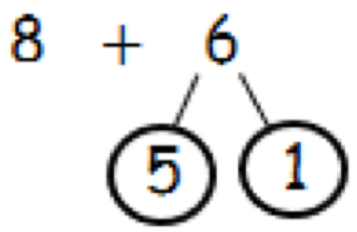
This is the same as

$$10 + \underline{\quad} = \underline{\quad}$$

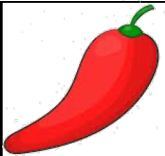


# DIVE DEEPER 1:

Annie is calculating  $8 + 6$   
Which of these methods is most helpful?  
Why?



# INTELLIGENT PRACTICE

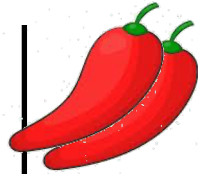


$$4 + 7 = \underline{\quad}$$

Diagram showing the decomposition of 7 into 6 and 1. A red line connects the 4 and the 6, forming a loop. The 1 is written below the 6.

This is the same as

$$10 + \underline{1} = \underline{11}$$

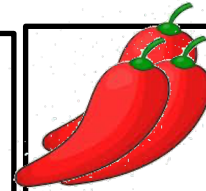


$$5 + 9 = \underline{\quad}$$

Diagram showing the decomposition of 9 into 5 and 4. A red line connects the 5 and the 5, forming a loop. The 4 is written below the 5.

This is the same as

$$10 + \underline{4} = \underline{14}$$



$$6 + 6 = \underline{\quad}$$

Diagram showing the decomposition of the second 6 into 4 and 2. A red line connects the 6 and the 4, forming a loop. The 2 is written below the 4.

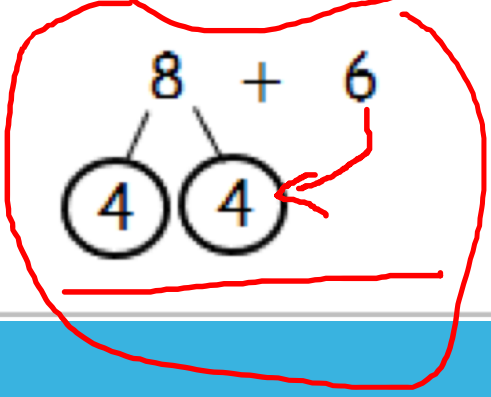
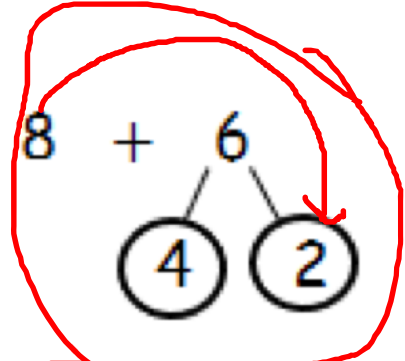
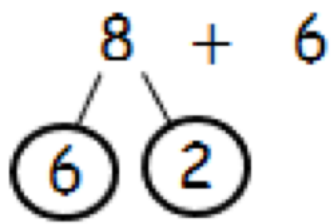
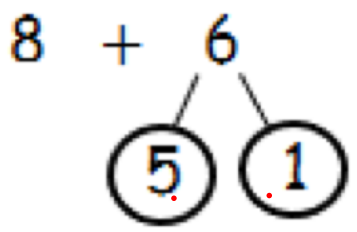
This is the same as

$$10 + \underline{2} = \underline{12}$$



# DIVE DEEPER 1:

Annie is calculating  $8 + 6$   
Which of these methods is most helpful?  
Why?



# SELF-ASSESSMENT

L.O. To add by making 10 12.01.2021

Some will even: Add by partitioning numbers

Some will: add by making 10

Most will: Use ten frames to add

All will: know number bonds to 10

