**9. Place Value 1 & 10. Addition 2**

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| **Elements** | * Understanding and Connecting
 | * Communicating
 | * Reasoning
 | * Applying and Problem-Solving
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| **Pedagogical Practices** | * Using cognitively challenging tasks
 | * Promoting maths talk
 | * Fostering productive disposition
 | * Encouraging playfulness
 | * Emphasising mathematical modeling
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| **Linkage and****Integration** |
| **Number:** Numeration and Counting**Measures:** Money |
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| **Differentiation** |
| Alter pace as required.Use low-threshold high-ceiling tasks and parallel tasks.Provide concrete resources.Use the Extension Activities to provide extra challenge. |
| **Assessment** |
| **Intuitive Assessment**Use maths talk, key questions and observation to assess children as they engage in learning experiences.**Planned Interactions**Use key questions to discuss children’s work with them as they engage in learning experiences.**Assessment Events**Use the end of unit Practice Pages (pp. 58–59 and pp. 64–65) and the *Maths My Way* Winter Assessment. |
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| **Strand and Strand Unit** | **Learning****Outcome(s)** | **Mathematical****Concept(s)** | **Mathematical****Language** | **Focus of****New Learning** | ✓ | **Learning****Experiences** |
| **Week 1** | **Number:** Place Value and Base Ten | Understand that digits have different values depending on their place or position in a number.Use estimation to quickly determine number values and number calculations. | * The value of a digit in a number depends on its place. The position of a digit denotes a value ten times that of the digit to its right.
* When ten place value units (e.g., ones, tens) are grouped, a new place value unit (e.g., ten, hundred) is formed.
* 0 can be used as a placeholder, allowing us to record a number accurately.
* Numbers can be rounded or approximated to provide estimations of value.
 | tens, ones, partition, round up, round down, multiple of 10, less than, greater than | 1. Identify and represent numbers up to 100.
 |  | * Represent numbers in different ways (cubes, 10 frames, tally marks, etc.)
* Represent numbers under 100 in tens and ones.
* Round numbers up and down to the nearest 10 from different starting points.
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| 1. Exchange ten ones for one ten.
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| 1. Exchange one ten for ten ones.
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| 1. Round numbers to the nearest 10, within 100.
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| **Week 2** | **Number:** Sets and Operations | Select, make use of and represent a range of addition and subtraction strategies. | * Numbers and symbols are used to construct and express number sentences. These can help to solve problems or are used to express contexts mathematically.
* When combining or partitioning numbers, we sometimes need to exchange tens to units, or hundreds to tens where necessary.
 | number, most, fewest, pair, together, more than, less than, number sentence, addition sentence, addition problem, method, column addition, partition, combine, ones, tens | 1. Choose efficient strategies to solve addition problems, without renaming.
 |  | * Solve addition problem by using friendly numbers.
* Solve money problems by estimating and then checking using different methods.
* Complete column additions.
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| 1. Choose efficient strategies to solve addition problems, with renaming.
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| 1. Use column addition to solve addition problems with renaming.
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| 1. Continue to explore column addition to solve addition problems.
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**Overview**

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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Identify and represent numbers up to 100. | Exchange ten ones for one ten. | Exchange one ten for ten ones. | Round numbers to the nearest 10, within 100. | Consolidate learning. |
| **Slides** | 9.1 | 9.2 | 9.3 | 9.4 |  |
| **Book** | p. 54 | p. 55 | p. 56 | p. 57 | pp. 58–59 |
| **Concrete Resources** | 10 framescountersDienes blocks | Dienes blocks | Dienes blocks | whiteboarddigit cardsprintables |  |
| **Digital Resources** | 9. Place Value 1: Game Maths Eyes: Lego |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Choose efficient strategies to solve addition problems, without renaming. | Choose efficient strategies to solve addition problems, with renaming. | Use column addition to solve addition problems with renaming.  | Continue to explore column addition to solve addition problems. | Consolidate learning. |
| **Slides** | 10.1 | 10.2 | 10.3 | 10.4 |  |
| **Book** | p. 60 | p. 61 | p. 62 | p. 62 | pp. 64–65 |
| **Concrete Resources** | 100-squareDienes blocks: tens and ones | 100-squareDienes blocks: tens and ones | 100-squareDienes blocks: tens and ones | 100-squareDienes blocks: tens and ones | 100-squareDienes blocks: tens and ones |
| **Digital Resources** | 10. Addition 2: Video 10. Addition 2: Game Maths Eyes: Lego |