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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Elements** | * Understanding and Connecting | * Communicating | * Reasoning | * Applying and Problem-Solving |  |
| **Pedagogical Practices** | * Using cognitively challenging tasks | * Promoting maths talk | * Fostering productive disposition | * Encouraging playfulness | * Emphasising mathematical modeling |

|  |
| --- |
| **Linkage and**  **Integration** |
| **Number:** Numeration and Counting  **Measures:** Money |
|
| **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. |
|
|
|

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |
| 1. Exchange ten ones for one ten. |  |
| 1. Exchange one ten for ten ones. |  |
| 1. Round numbers to the nearest 10, within 100. |  |
| **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. |
| 1. Choose efficient strategies to solve addition problems, with renaming. |  |
| 1. Use column addition to solve addition problems with renaming. |  |
| 1. Continue to explore column addition to solve addition problems. |  |

**Overview**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 frames counters Dienes blocks | Dienes blocks | Dienes blocks | whiteboard digit cards printables |  |
| **Digital Resources** | 9. Place Value 1: Game  Maths Eyes: Lego | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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-square  Dienes blocks: tens and ones | 100-square  Dienes blocks: tens and ones | 100-square  Dienes blocks: tens and ones | 100-square  Dienes blocks: tens and ones | 100-square  Dienes blocks: tens and ones |
| **Digital Resources** | 10. Addition 2: Video  10. Addition 2: Game  Maths Eyes: Lego | | | | |