**17. Addition & 18. Numbers 14–16**

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| **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 |



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| **Linkage and**  **Integration** |
| **Algebra:** Patterns, Rules and Relationships |
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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**  Pupil book pages 44 - 49  *Maths My Way* Spring 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:** Sets and Operations | Recognise and understand what happens when quantities (sets) are partitioned and combined. | * Quantities (or sets) can be partitioned and combined. * Adding a natural number to a natural number makes the number (quantity) bigger. | add,  combine,  put together, ‘How many altogether?’,  plus,  equals,  makes,  same as,  ‘How many more?’ | 1. Combine sets to 10 using a 10 frame. |  | * Create addition stories using 10 frames and counters. * Practice adding numbers on a domino. * Create number stories by choosing two number cards from a deck. |
| 1. Use different strategies to solve addition problems to 10. |  |
| 1. Write addition stories to 10 with + and = signs. |  |
| 1. Solve addition word problems to 10. |  |
| **Week 2** | **Number:** Numeration and Counting | Develop an awareness that the purpose of counting is to quantify. Use a range of counting strategies for a range of purposes. Develop a sense of ten as the foundation for place value and counting. | * Quantities can be subitised and compared without needing to count or assign a numerical value. * There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction. The last number in the count indicates the quantity in a set. * There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. * Numbers can be distinguished according to their quantitative value. * The base of our number system is ten. The base-ten number system consists of 10 digits and is based on groups of ten. In a double-digit number, the digit to the left denotes the greater value. | numbers 1–16,  digit,  double digits,  after,  before,  count on,  tens,  ones,  ‘How many?’,  ‘How many tens/ones?’ | 1. Introduce 14, 15 and 16. |  | * Order number cards from 1–16. * Write and decorate numbers 14, 15, and 16. * Use cubes to make towers of different heights, up to 16 cubes. * Play Simon Says repeating actions 14, 15 and 16 times (e.g. hops, jumping jacks) |
| 1. Explore 14, 15 and 16. |  |
| 1. Introduce place value. |  |
| 1. Explore place value. |  |

**Overview**



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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Combine sets to 10 using a 10 frame. | Use different strategies to solve addition problems to 10. | Write addition stories to 10 with + and = signs. | | Solve addition word problems to 10. | Weekly review. |
| **Slides** | 17.1 | 17.2 | 17.3 | | 17.4 | 17.5 |
| **Book** |  |  | p.44 | |  | p.45 |
| **Concrete Resources** | 10 frames, different coloured counters, number tracks, dice | | | | | |
| **Digital Resources** | Bear’s Adventures: Maths Eyes Poster  17. Addition story quiz  17. Addition: Game  17. Addition: Printable  17. Planet Maths: Number Line | | | 17. Planet Maths: Add  17. Planet Maths: Number Line  17. Planet Maths: Number Line (2)  17. Planet Maths: Count to 6 | | |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Introduce 14, 15 and 16. | Explore 14, 15 and 16. | Introduce place value. | Explore place value. | Weekly review. |
| **Slides** | 18.1 | 18.2 | 18.3 | 18.4 | 18.5 |
| **Book** | p.46 | p.47 | p.48 | p.49 |  |
| **Concrete Resources** | 10 frames, counters, small countable manipulatives, Dienes blocks | | | | |
| **Digital Resources** | 18. Numbers 14–16: Game  18. Number 14–16: Printables | | | | |