

Curriculum objectives

- To represent and use number bonds and related subtraction facts within 20.

You will need**1. Check****Oral and mental starter**

- L40** Add and subtract facts to 10

2. Assess

'Add and subtract (1)'

3. Further practice**Oral and mental starters**

- L41** Double facts to $5 + 5$
L42 Double facts to $10 + 10$
L43 Totals to 10

Photocopiable sheets

'Double facts to 12';
 'Number trios (1)'

Addition and subtraction facts to 10

Most children should be able to calculate addition facts to 10 and derive related subtraction facts to 10.

Some children will not have made such progress and will require further practice of addition and subtraction bonds to 5, before moving on to number bonds to 10.

1. Check

- L40** Add and subtract facts to 10

Keep the pace sharp and note which children answer confidently and which need further practice. Those who need further practice encourage them to use their fingers or provide a number line.

- *How did you work that out? Who did this another way?*
- *Tell me two numbers that total 8. Tell me two more numbers that total 8.*

2. Assess

Provide photocopiable sheet 'Add and subtract (1)' from page 125 and ask children to complete it individually. Ask individual children how they found the answers. Note who is using fingers for counting on or back. Provide further opportunities to practise using a mental number line approach to finding answers. Challenge the more confident to respond to questions such as: *If $4 + 5 = 9$, what is $9 - 5$?* Record the outcomes.

3. Further practice

The suggested oral and mental starters give practice in using specific mental skills. The photocopiables also help children to practise specific mental skills to help with rapid recall of these facts such as doubles and using an addition fact to derive a subtraction fact.

Curriculum objectives

- To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

You will need**1. Check****Oral and mental starter**

- L45** Days of the week

2. Assess

'My day'; scissors; glue sticks; paper

3. Further practice**Oral and mental starters**

- L46** Sequencing time vocabulary
L45 Days of the week

Sequencing time and events

Most children should be able to recite the days of the week in order and use sequencing time vocabulary.

Some children will not have made such progress and require practice of recognising the days of the week, and talking about their day, in order.

1. Check

- L45** Days of the week

Encourage the children to say the days of the week in order, and check who knows which day it is today, what tomorrow will be and what day it was yesterday. For those who are less confident provide regular practice of saying the days in order and answering questions about the days.

- *Which is the first day/last day of our school week?*
- *What day will it be tomorrow?*

2. Assess

Ask the children to complete photocopiable sheet 'My day' from page 126 individually. Ask the children questions about the day, such as: *What do you do next? What happens after you have breakfast...?* Challenge the more confident children to draw another picture to put into their sequence, of something else they do during the day. Record the outcomes.

3. Further practice

Use the suggested oral and mental starters to provide further opportunities for the children to use the vocabulary of time passing. Encourage them to talk in sentences, rather than a one word answer, about things they have done, and the order in which they did them.