from a Big Book or poster showing objects that can be counted; three boxes or paper; plates for each pair of children; interlocking cubes; a tambourine.

1999

- Know by heart all pairs of numbers with a total of 10 (eg 3 + 7), addition facts for all totals to at least 5, and the corresponding subtraction facts.
- Use mental strategies to solve simple problems set in 'real life', money or measurement contexts, using counting, addition, subtraction, halving or doubling.

Vocabulary

problem, answer, method, number sentence, sign, operation, explain, read, write, record, count, compare, order, estimate, predict, pattern, repeating pattern, sort, property, set, group, count to, count on/back to/from, count up to/from, the same number as, as many as, equal to, equals (=), sign, more, less, before, after, halfway, nearly, roughly, add, plus (+), makes, sum, total, altogether, subtract, minus (–), take away, leaves, difference, double, halve, half, how many?, how many more to make ___?, how many more is ___ than ___?, how much more is ___?, how many fewer is ___ than ___?, how much less is ___?, what is the difference between ___?

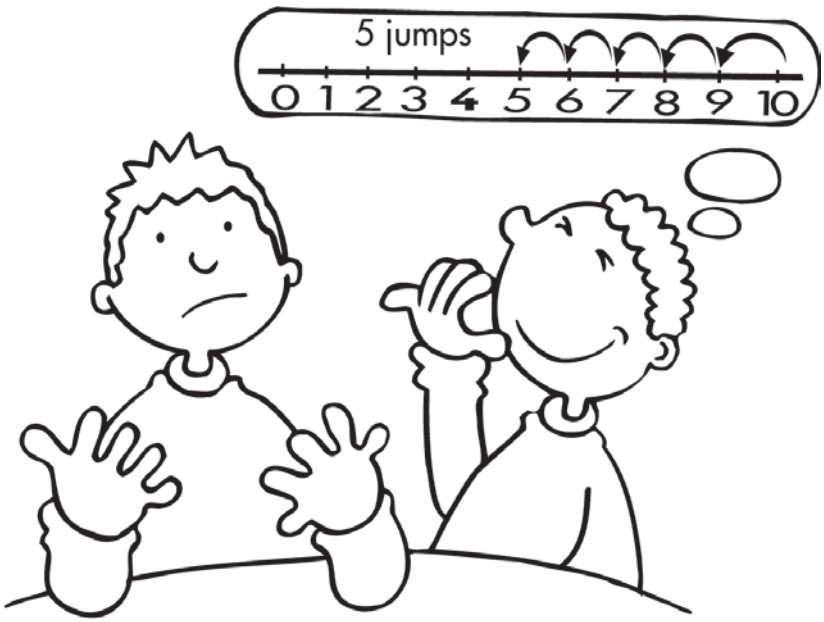
Lesson 11 (Review, teach and practise)

Starter

Recall and reason: Use the 'Complements of 10' cards and read each sentence without showing the card. Vary your vocabulary, saying *more than*, *difference* or *less than*. For example, □ + 4 = 10 could be read as: *What is the difference between 10 and 4? How many more is 10 than 4?* or *How many less is 4 than 10?*

Main teaching activities

Whole class: Review the 'more than', 'less than' and 'difference' vocabulary, using examples with a difference of up to 10 (such as 10 – 5 and 6 – 0). Write each example on the board as a number sentence, and say it together (using 'take away' or 'difference') when the children have supplied the answer.



Individual work: Ask the children to complete the 'Difference' photocopiable sheet.

Review

Review some of the questions, choosing from each of the photocopiable sheets used. Encourage the children to explain their answers by asking questions such as: *What strategy did you use? Who counted in ones, using their fingers to help them? Who can use a mental number track and count*

Differentiation

Less confident learners: Use the support version of 'Difference' with questions involving differences to 6.

More confident learners: Use the extension version with questions involving differences to 12.