

# Year R - Maths Development - Week 3

## Addition



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Useful websites:</b>	CBeebies <a href="#">Numberblocks</a> is a useful tool we have used in class. Click on the link for games and the TV show. <a href="#">Bugz</a> counting game – count the dots on the ladybird and click on the number to match (numbers 0-6)				
<b>Mental Maths</b>	Sing "5 Little Speckled Frogs"	Sing "5 Little Ducks"	Sing "5 Currant Buns"	Sing "5 Little Monkey's Swinging in a tree"	Sing "10 Green bottles"
<b>Problem/activity of the day</b>	<p>Look at the picture below. What can you see in the picture? How many big fish can you see? How many small fish? How many fish altogether? How many yellow shells? How many pink shells? How many shells altogether? I spy a group of 3 and a group of 2. What am I looking at?</p>	<p>Provide dot cards 0 -5 (see below)</p> <p>Arrange the 6 plates onto part-whole models so that they have:</p> <ul style="list-style-type: none"> <li>• A pair of plates with a total of 4 dots</li> <li>• A pair of plates with a total of 5 dots</li> <li>• A pair of plates with a total of 6 dots.</li> </ul> <p>Is there more than one way to solve the problem?</p>	<p>Pick a number to 9.</p> <p>For example 8.</p> <p>Find different ways of making 8 using 2 numbers.</p> <p>Can you repeat with different numbers?</p> <p>1?    2? 3?    4? 5?    6? 7?    9?</p>	<p>Look at the bus below.</p> <p>Place people on the bus. Use <b>first, then, now</b> to tell simple maths stories to practice adding more in real life contexts. e.g. <b>First</b> there were 2 people on the bus. <b>Then</b> 2 more people got on the bus. <b>Now</b> there are 4 people on the bus</p>	<p>How many different ways can you make 10 using two numbers?</p> <p>Using objects, your fingers, pictures or written addition find different ways of making 10.</p> <p>There is an example below.</p> <p><u>Challenge:</u> Can you use 3 numbers to make 10?</p>
<b>Resources you will need</b>	Ocean Picture (below)	Dot cards, objects	Objects to count. Pen and paper.	Optional: pen and paper, toys, small objects, bus picture	Pen and paper, 10s frame (optional) objects,
<b>Tips, clues or methods to help</b>	Use the part-whole model to add the groups of sea creatures and shells together.	Count the dots on the cards, use objects which can be moved when counting	Use the tens frame and two different types of objects. Use pegs on a hanger (see below)	You could also use your own toys to make up your own number stories.	Count out 10 objects. Place the objects into two different groups. Count how many you have in each group.
<b>Theme</b>	Addition	Addition	Addition	Addition stories	Number bonds to 10

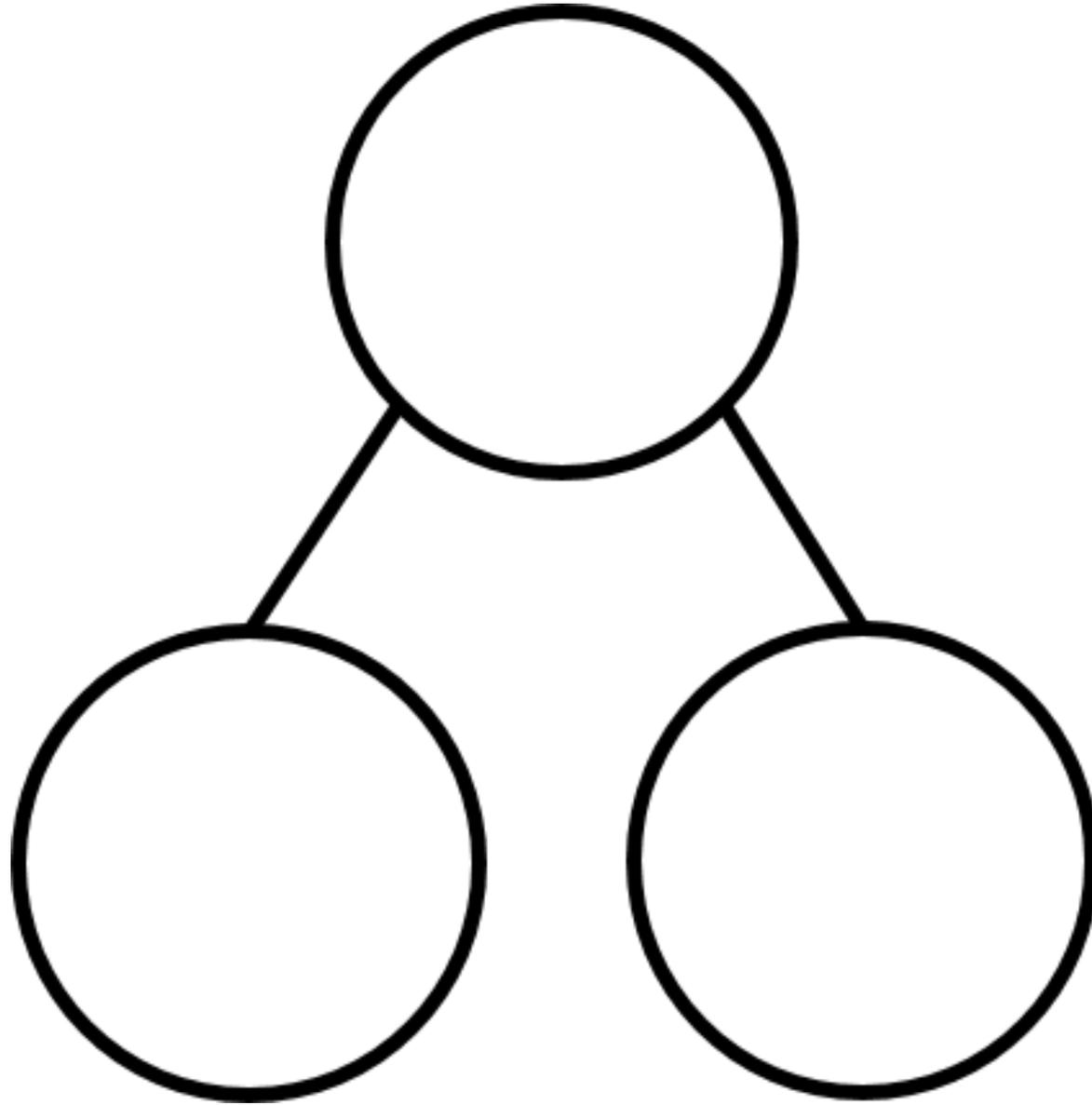
**See below for:** Tens Frame, Part-Whole Model, Ocean picture (day 1), Dot cards and part-whole models for 4, 5 and 6 (day 2), Hanger example (day 3), Bus outline (day 4), Examples of making 10 (day 5)

**Mental Maths:**

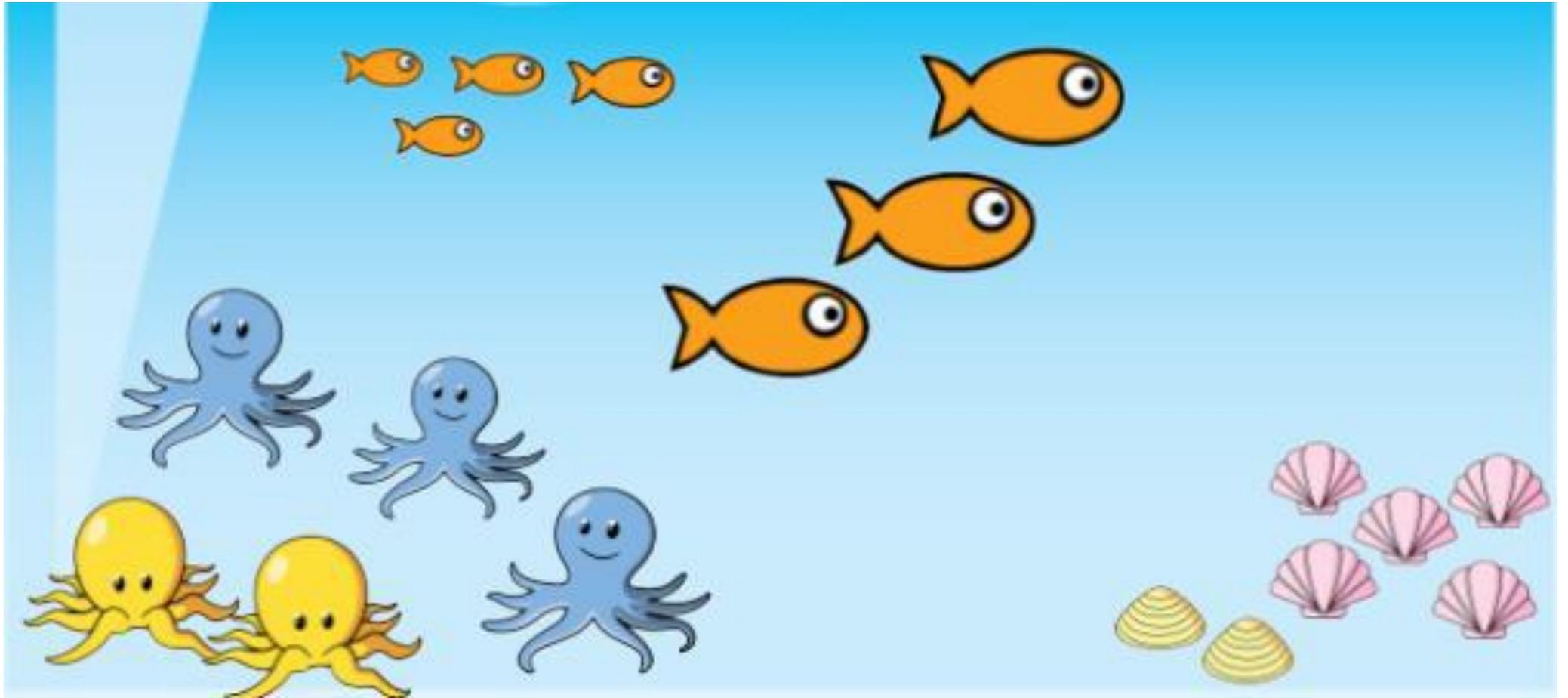
**Click on the song: "5 Little Speckled Frogs" "5 Little Ducks" "5 Currant Buns" "5 Little Monkeys" "10 Green Bottles"**

**Tens Frame**

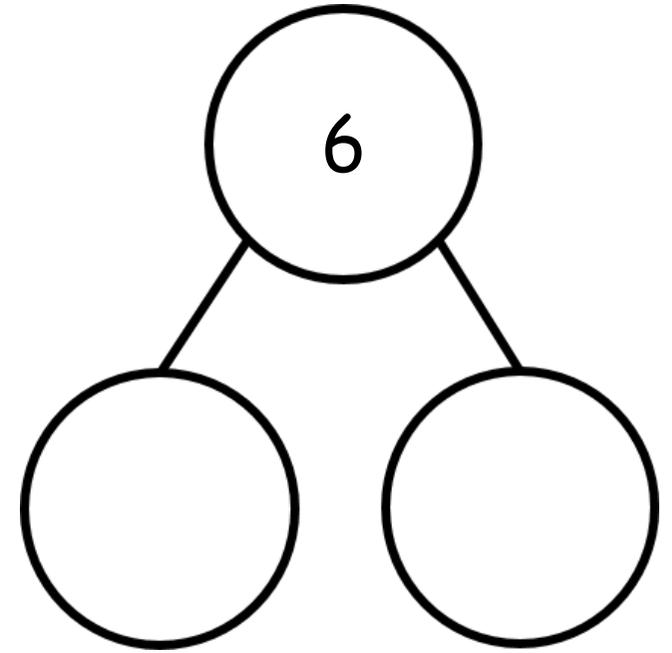
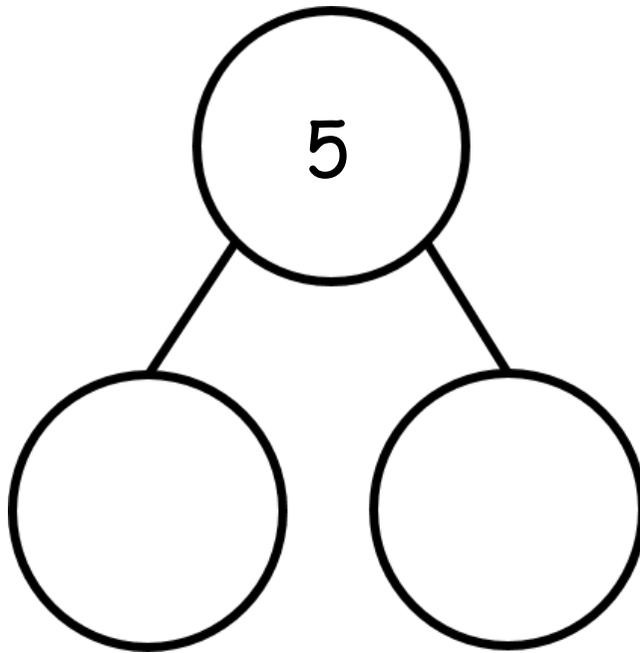
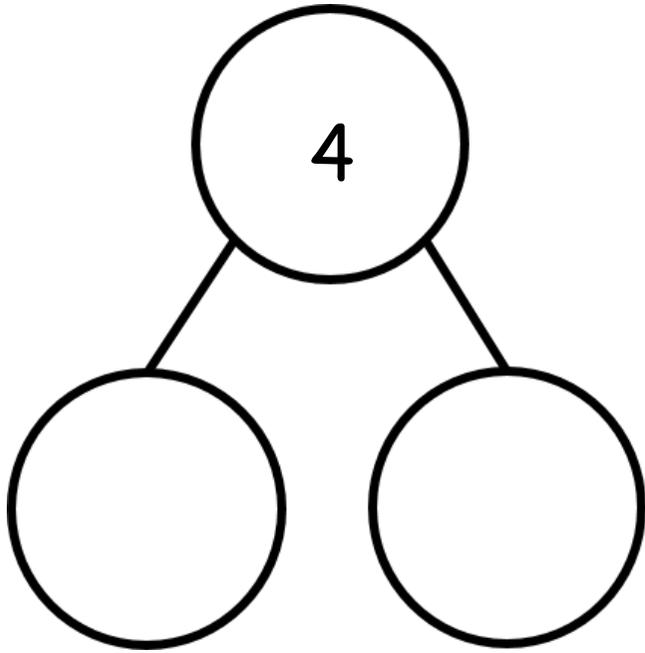
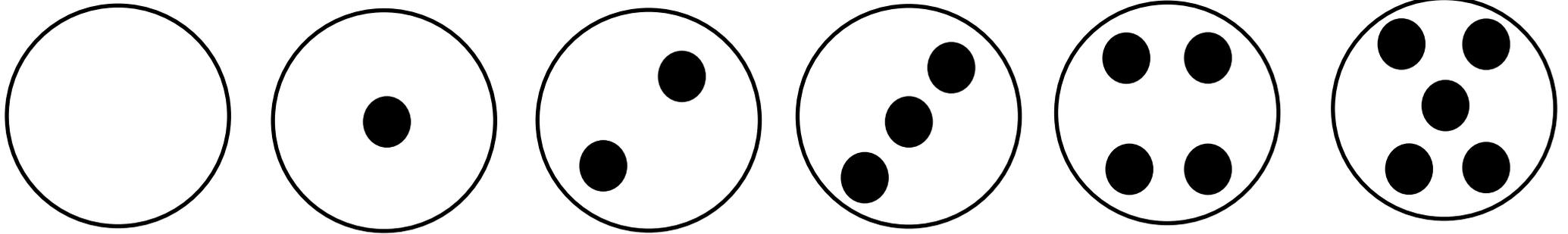

**Part-Whole Model**



**Day 1:**

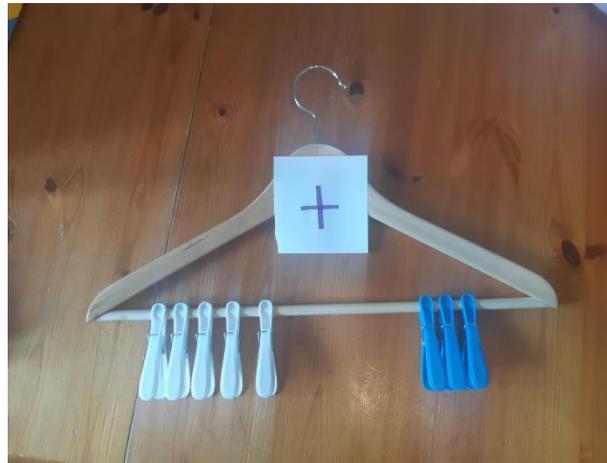
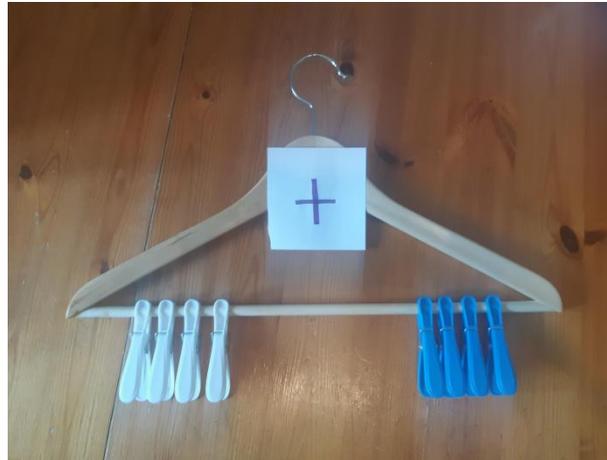
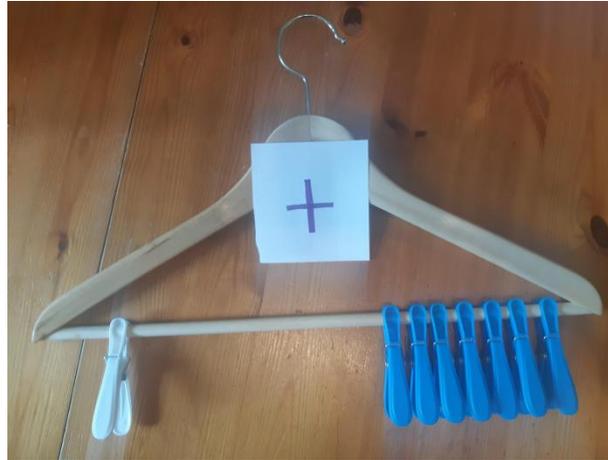


**Day 2:**

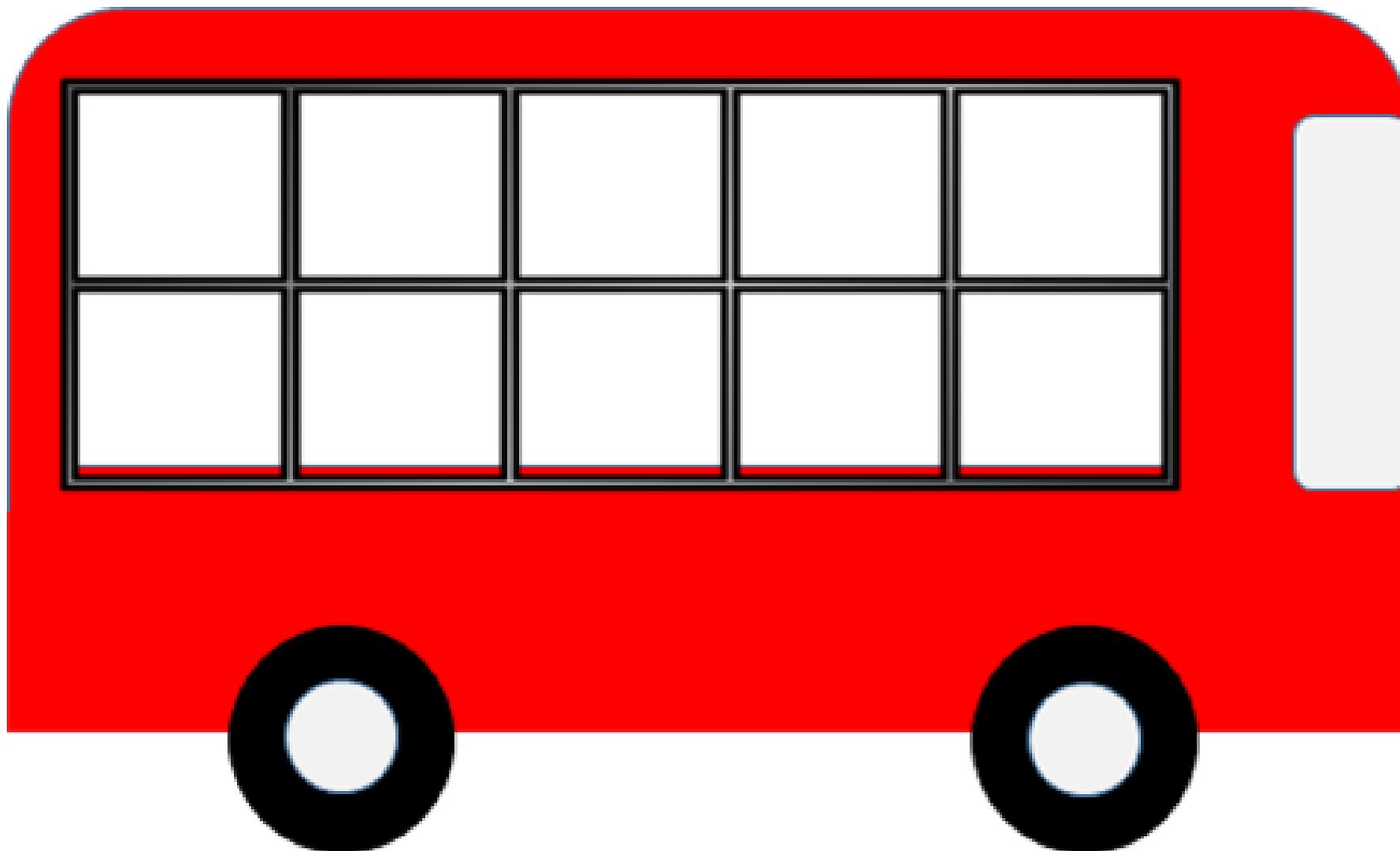


**Day 3:**

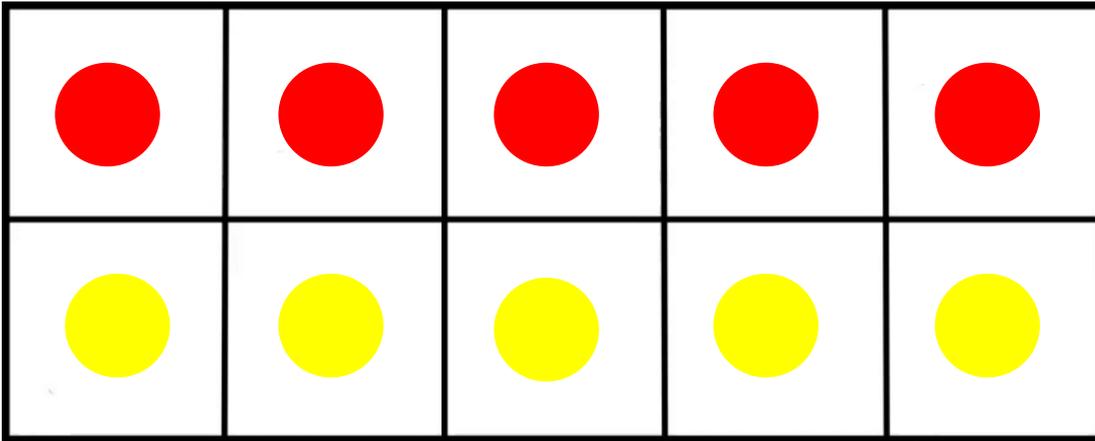
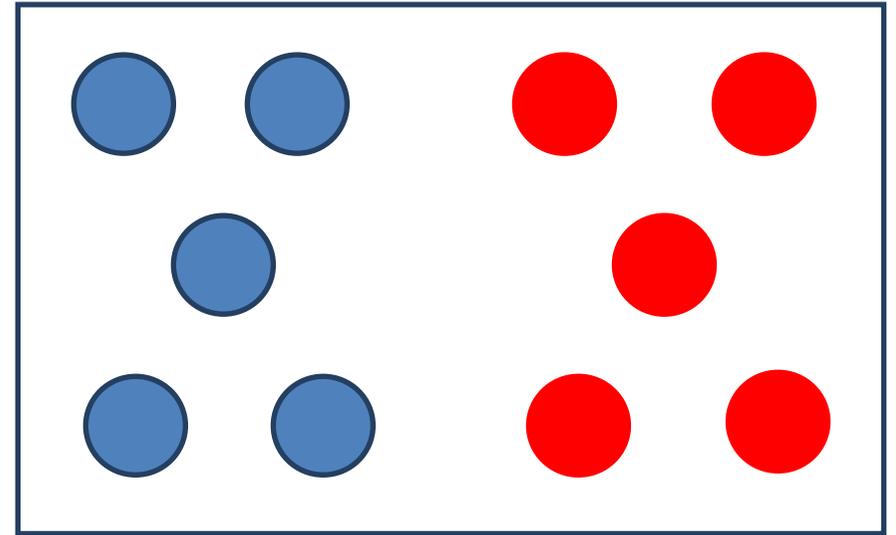
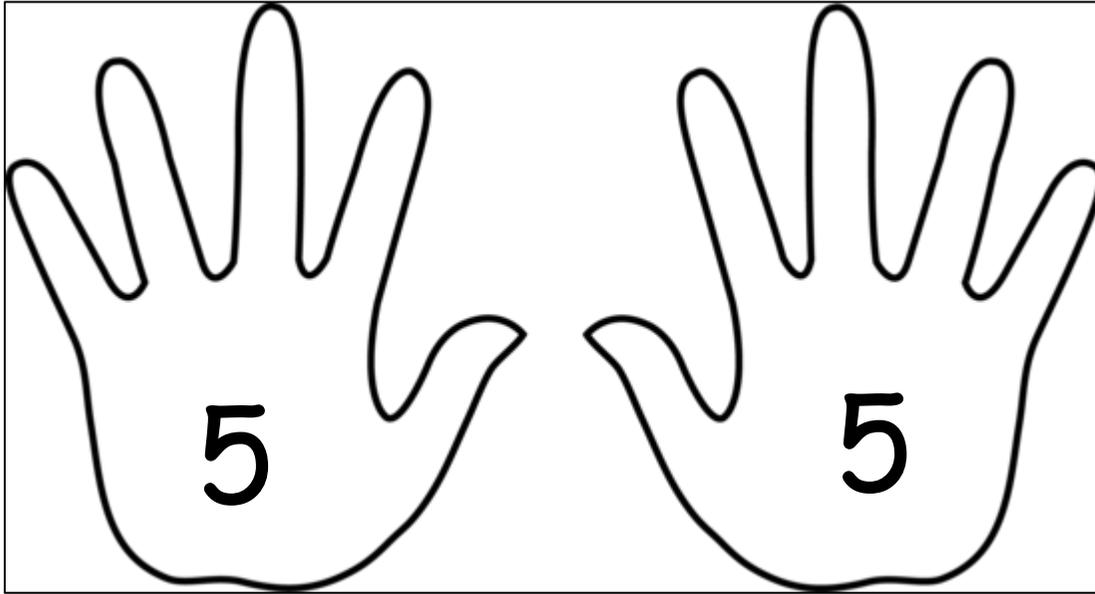
Examples of making 8 using pegs and a coat hanger



Day 4:



**Day 5:**



$$5 + 5 = 10$$