


Monday 29th September 2025

Count backwards from 10 to 0?



[Count Back from 10 with the Count Back Cat! - YouTube](#)

Count backwards from  to 0.





LQ: Can I use a number line?

Steps to success



I can identify and represent numbers.

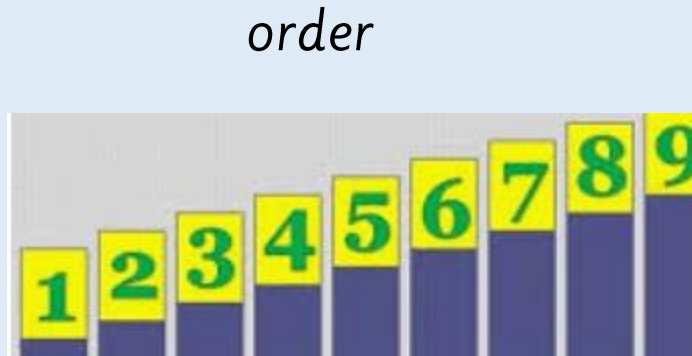
I can use a number line to help them answer questions.

I can explain how a number line works.

Star words



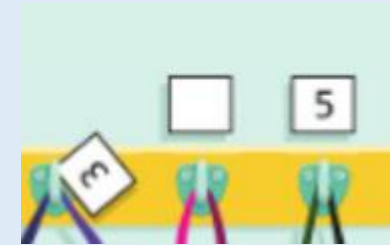
one more



one less



missing number



number line



Do you remember what this is?

<https://www.youtube.com/watch?v= OS0wzijcxg>

Number line

What is the *biggest* number?

What is the *smallest* number?



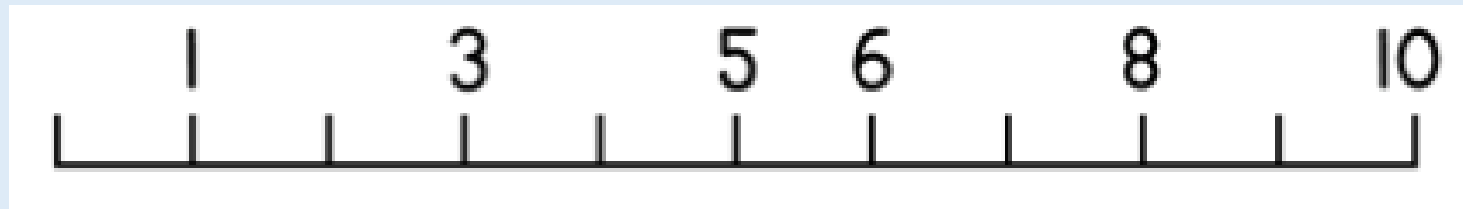
What numbers are missing?

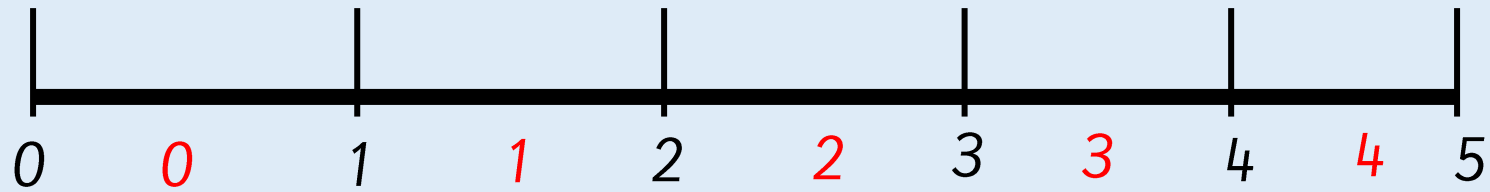
What else is wrong?



TP: Number ____ is missing.

What's the missing numbers?








TP: It is correct because_____.

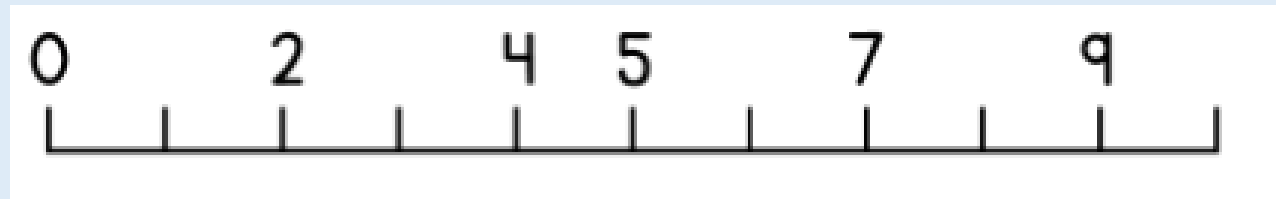
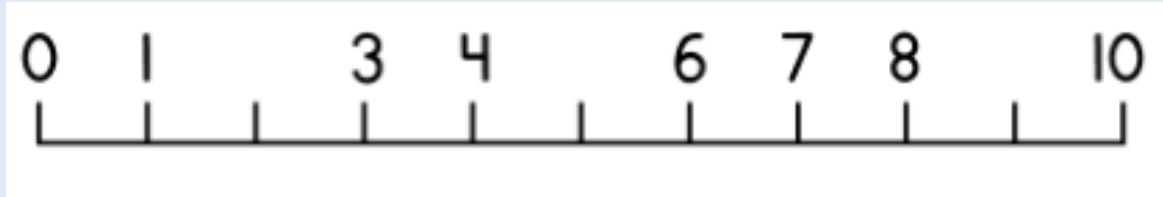


TP: It is incorrect because_____.



Self Assessment
Do you understand use a number line?
  

Your task



Missing Numbers on a Number Line to 10
The number lines below are not quite complete. See if you can use a hundred square or your knowledge of the number system and fill in the missing numbers.

1. 1 2 4 6 7 10
2. 1 3 5 8 10
3. 2 5 6 8 9
4. 1 3 5 7 10
5. 1 4 5 6 9
6. 3 4 7

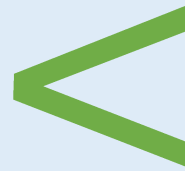
Challenge - Can you create a number line for the rest of numbers after 10?

ink saving Eco

Self Assessment
Do you understand the task?

Tuesday 30th September 2025



Use the correct symbol to compare these marbles.



<https://www.youtube.com/watch?v=xGvrG6049wE>



LQ: Can I use a number line?

Steps to success



I can identify and represent numbers.

I can use a number line to help them answer questions.

I can explain how a number line works.

Star words



one more



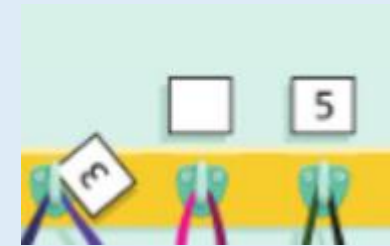
order



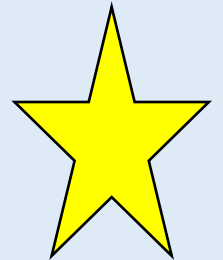
one less

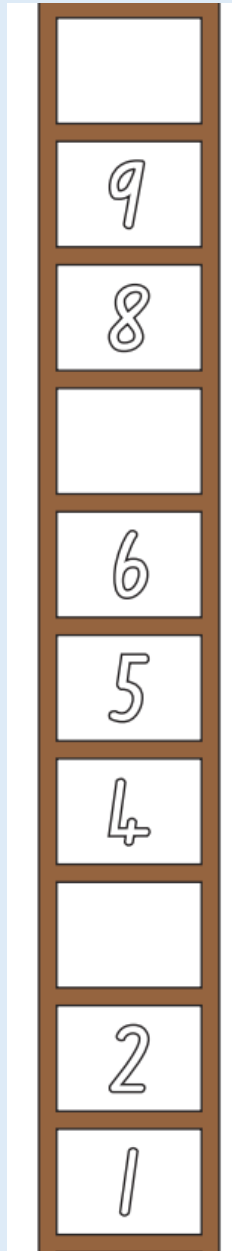


missing number



number line





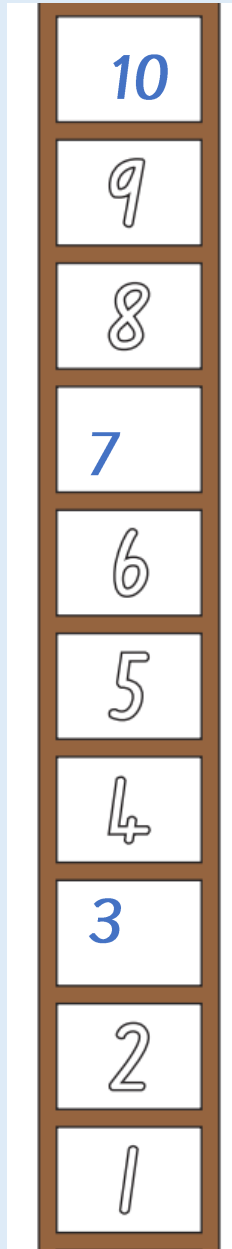
Lets fill out the missing numbers
on the ladder!

TP: 1 **more** than _____ is _____.

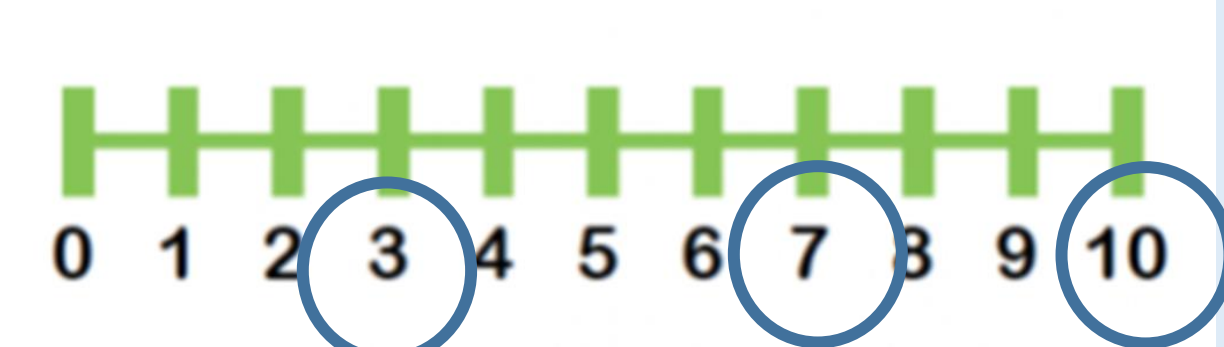
TP: 1 **less** than _____ is _____.

Use the number line to help you.

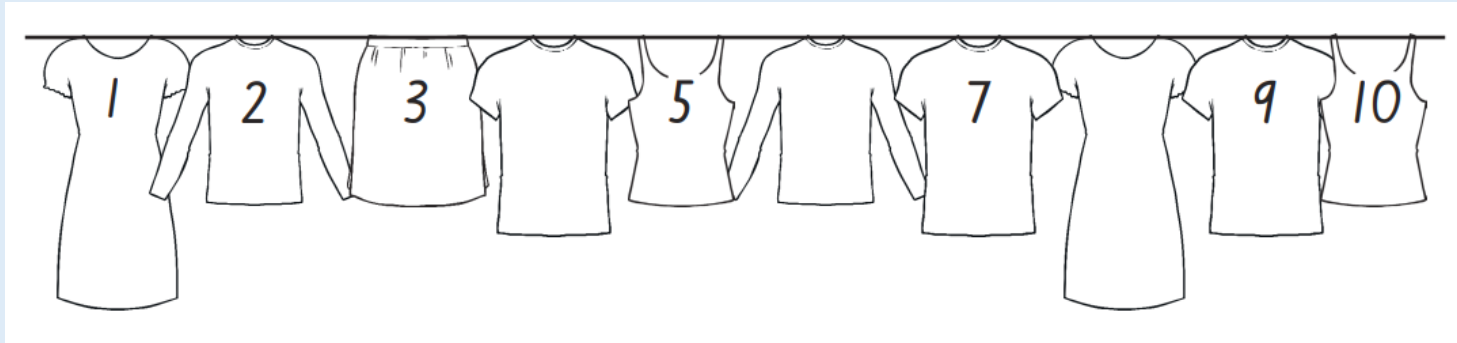




Use the number line to help you.

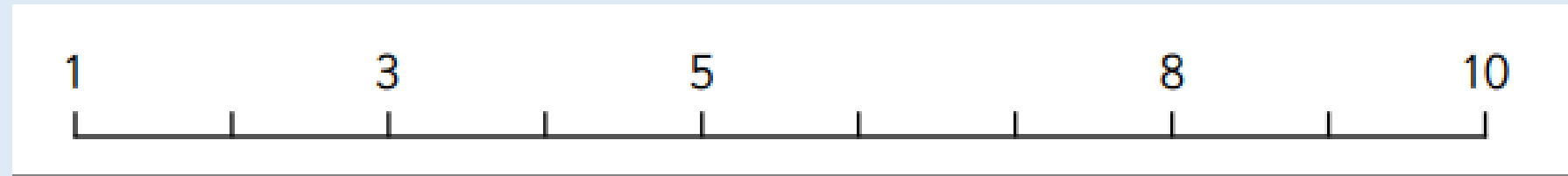


Lets work out the missing numbers!



TP: 1 **more** than _____ is _____.

TP: 1 **less** than _____ is _____.



Use the number line to help you.



Self Assessment

Do you understand use a number line?





Number line, numbers, one more, one less, counting forward, counting backwards



1. complete the number line. Fill in the missing numbers.



2. Nicole says the arrow is pointing to the missing number 5. Is she correct?



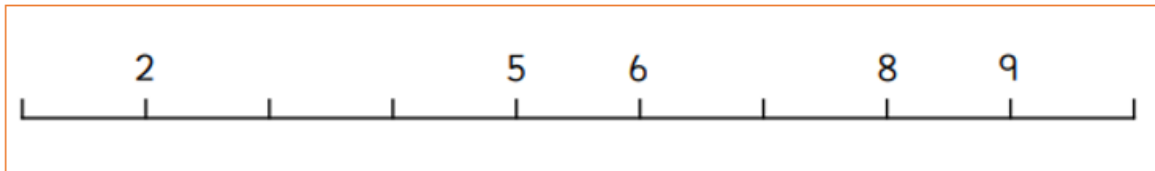
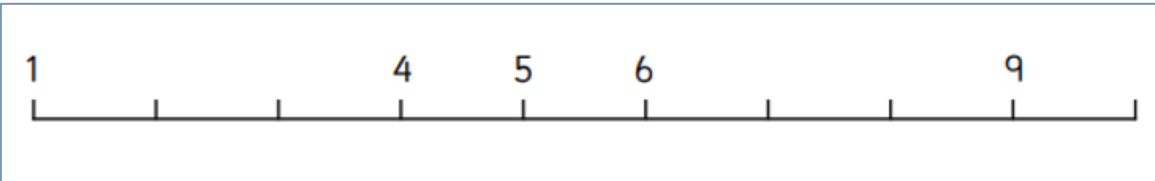
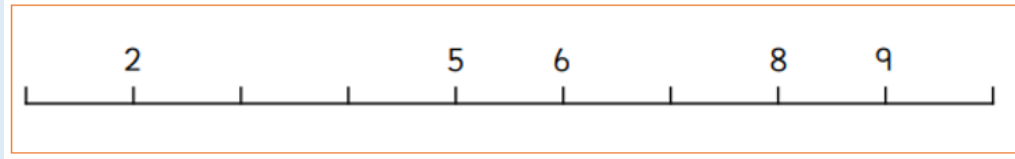
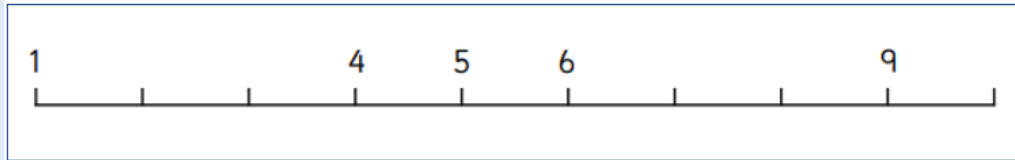
Yes, she is correct because _____.

No, she is not correct because _____.

3. Count **backwards** on the number line to fill in the missing spaces.



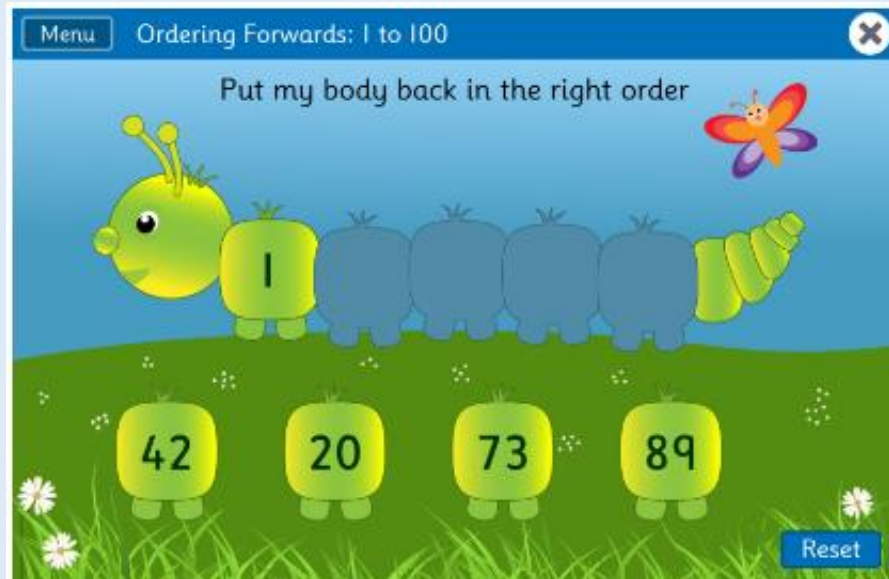
Today worked in a small group to fill in missing numbers on a number line. We used a completed number line to help us. As a challenge we recognised one more and one less on the number line.



Self Assessment
Do you understand the task?

Wednesday 1st October 2025

Let's sequence numbers



<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>



LQ: Can I partition a number?

Steps to success



I can count an amount from a larger group.

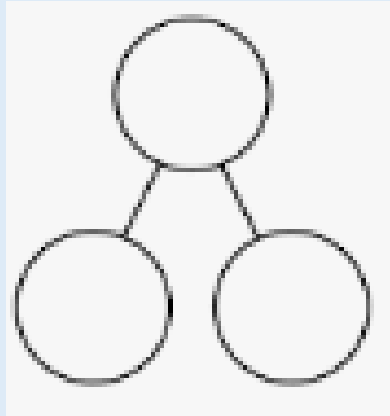
I can represent an amount using counters.

I can count using 1:1 correspondence.

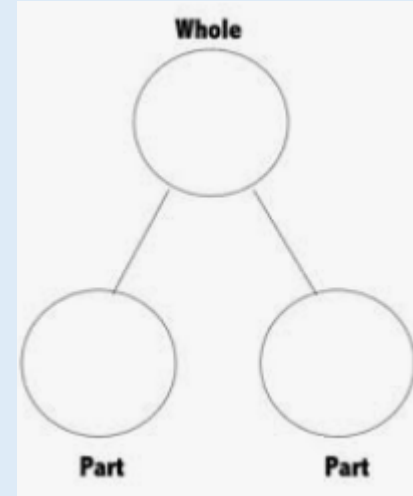
Star words



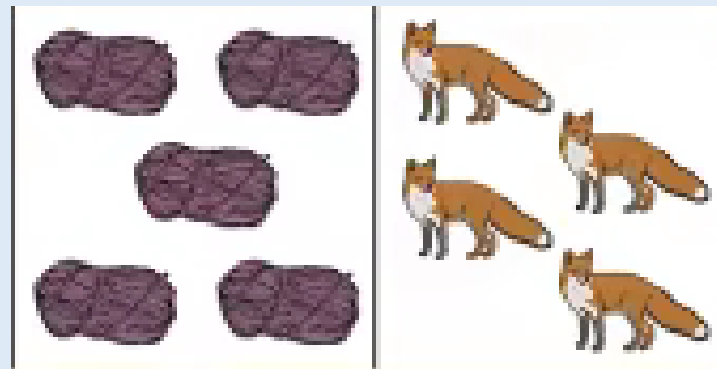
part- whole model



whole



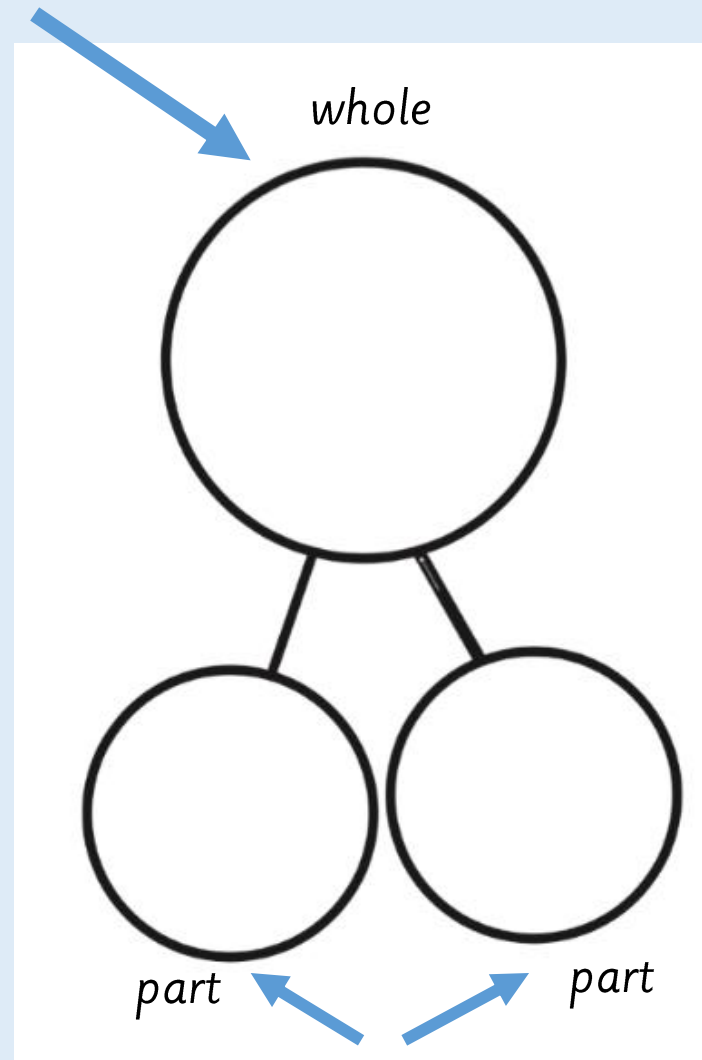
group



part



The whole is the biggest number and is the total of the parts.



The two parts add together to make the whole.

It is important the numbers are in the correct place otherwise it does not make sense.

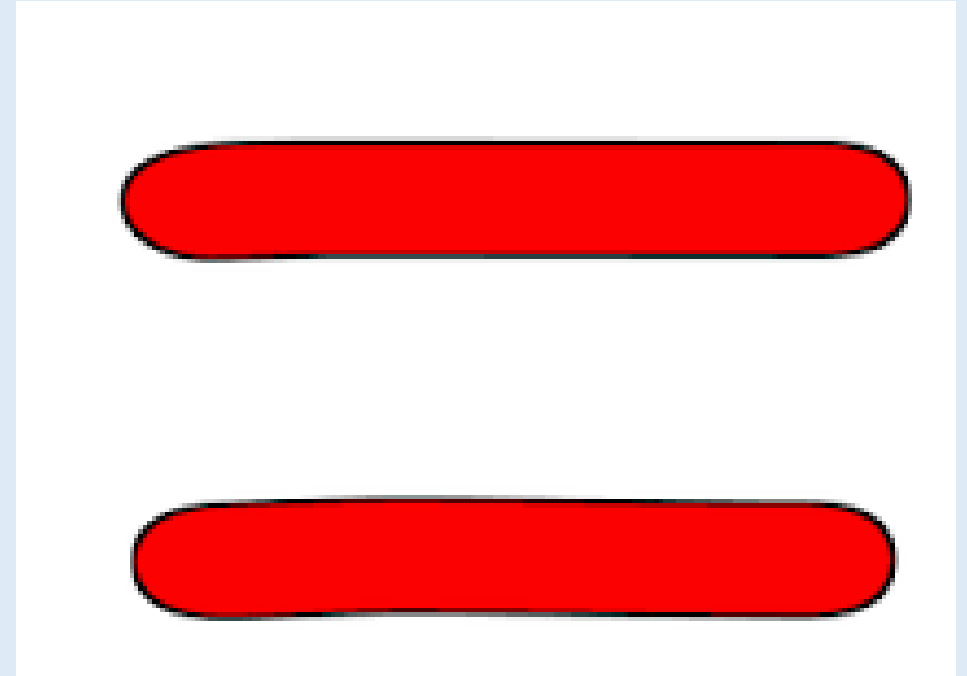
Have you seen these two signs before?

What do they mean?



When you combine two or more numbers together.

$$1 + 1$$



The end values totaled together.

$$1+1 \text{ together} = 2$$



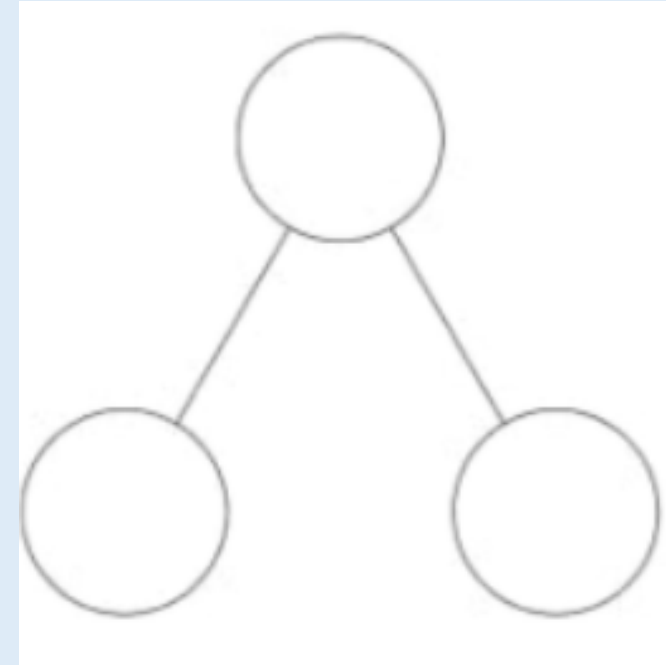
How many pencils on the desk?

How many pencils in the pot?

TP: One part is _____

TP: One part is _____

TP: The whole is _____



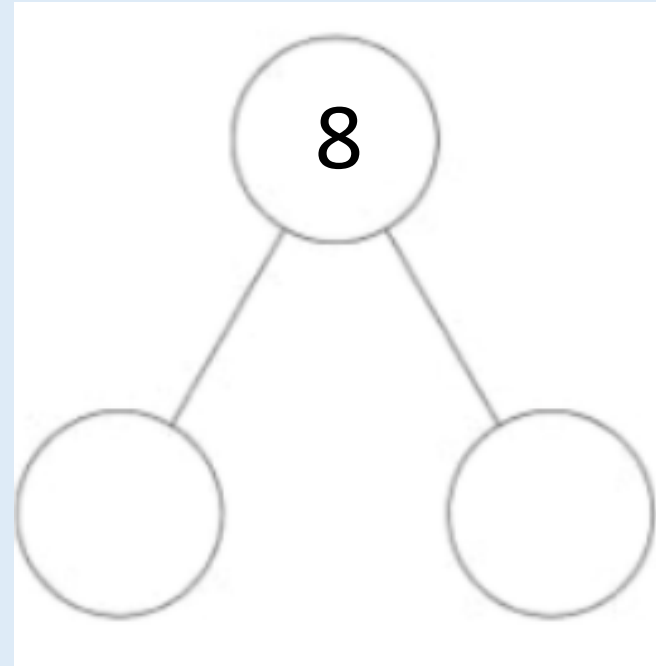
Can you write the number sentence?

$$\square + \square = 7$$

TP: One part is _____.

TP: The other part is _____.

TP: The whole is _____.



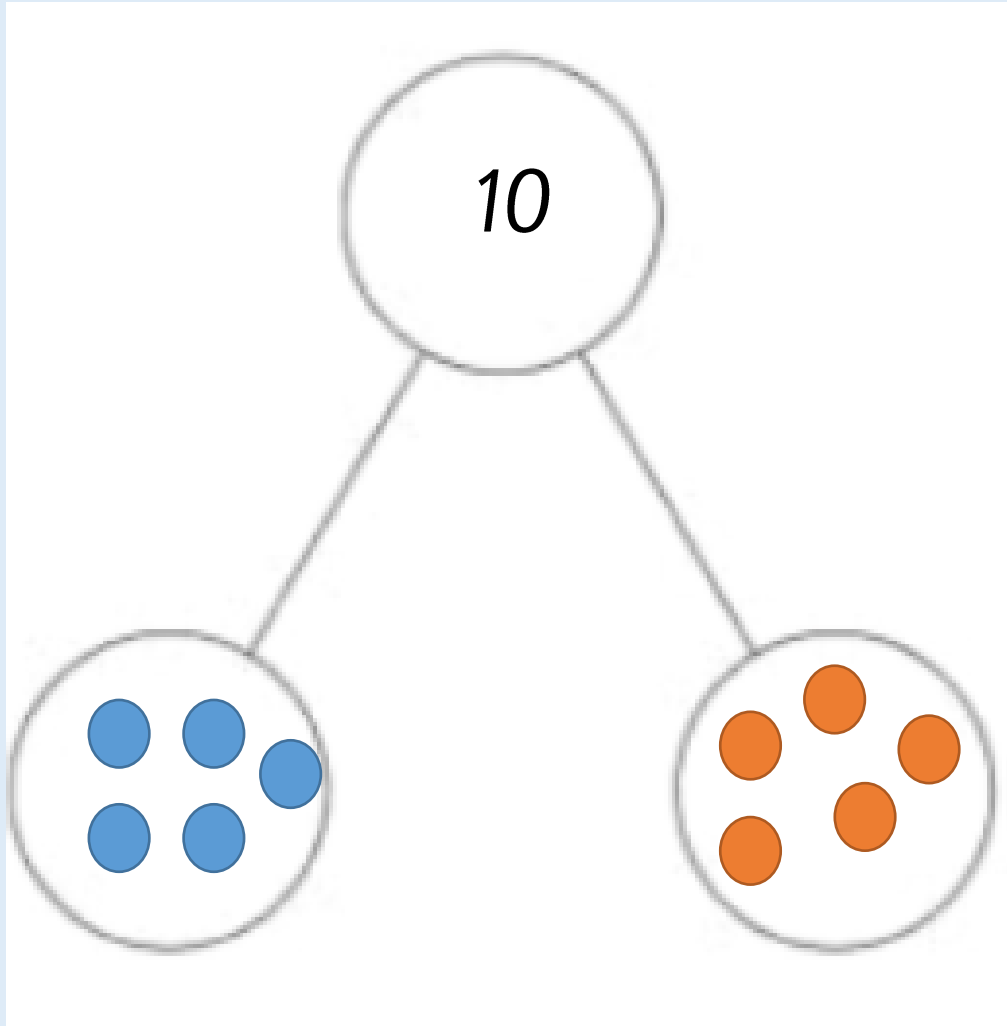
Can you write the number sentence?

$$5 + 3 = 8$$

$$3 + 5 = 8$$

What do we need to find? The part or the whole?

How do you know?

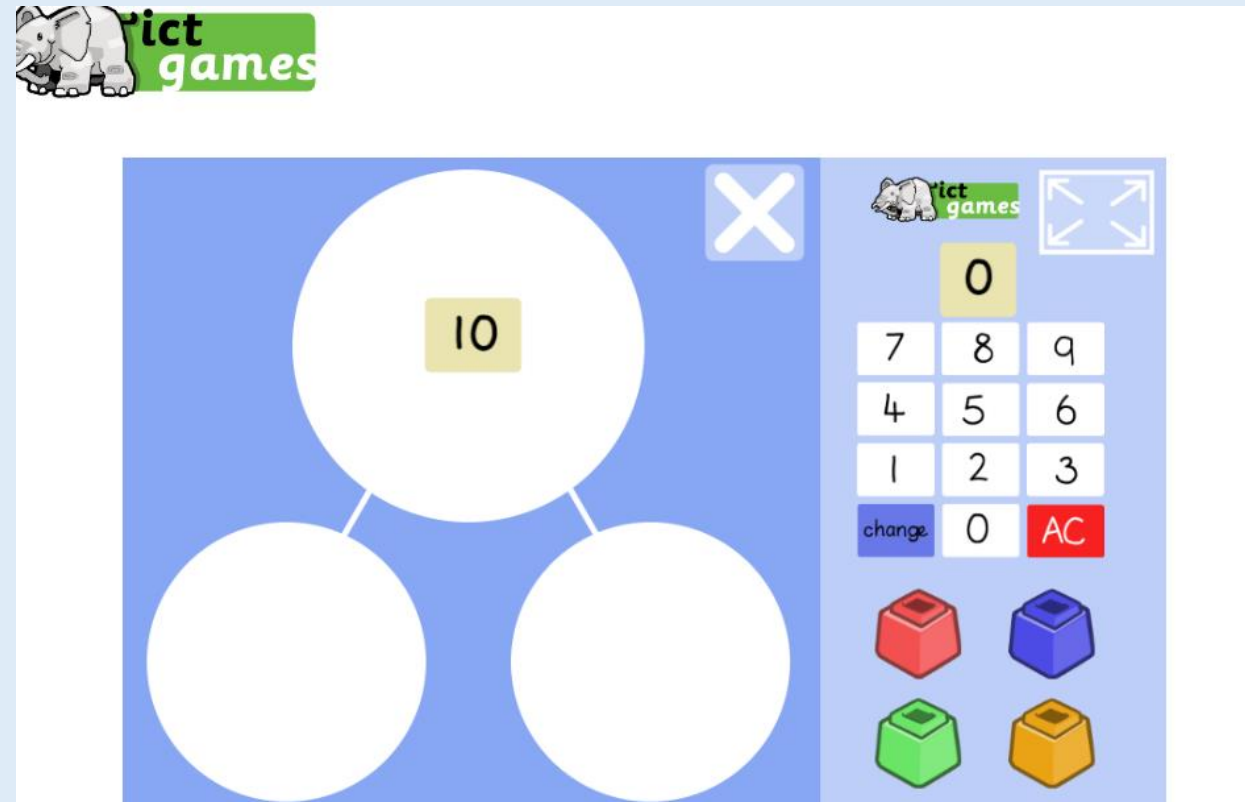


What is the whole?
How do we work it out?

Can you write the number sentence?

$$\underline{5} + \underline{5} = \underline{10}$$

Let's use this interactive part whole model to explore different ways of making 10!



<https://ictgames.com/mobilePage/partPartWhole/index.html>

Self Assessment

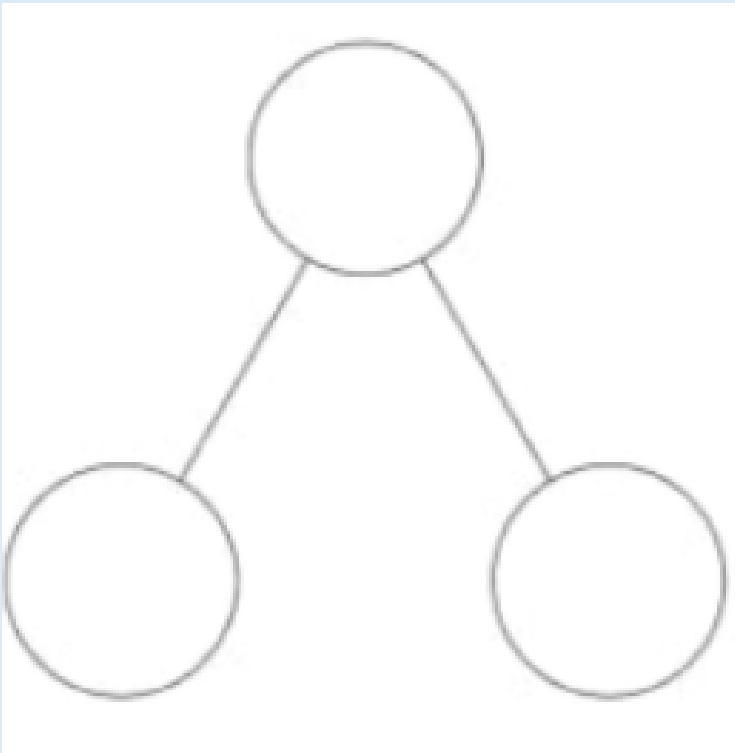
Do you understand how to partition a number?



Your task



Today we will use a part whole model to partition numbers to 10. We counted out 10 cubes and partitioned them into 2 parts, then counted the whole.



Oral stem:

One part is _____. The other part is _____. The whole is _____.

Self Assessment

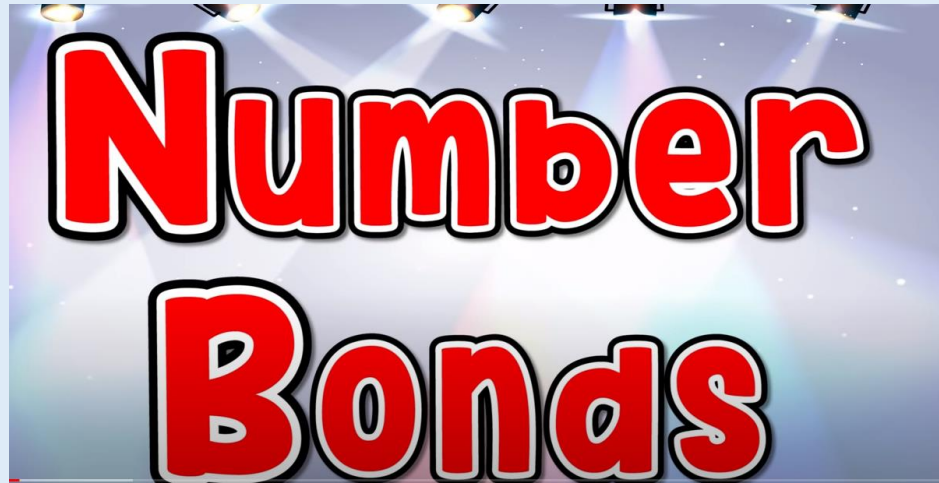
Do you understand the task?



Thursday 2nd October 2025

Number bonds to 10.

TP: ___ and ___ makes 10.



[I Know My Number Bonds 10](#) [Number Bonds to 10](#) [Addition Song for Kids](#) [Jack Hartmann](#) - YouTube



LQ: Can I partition a number?

Steps to success



I can count an amount from a larger group.

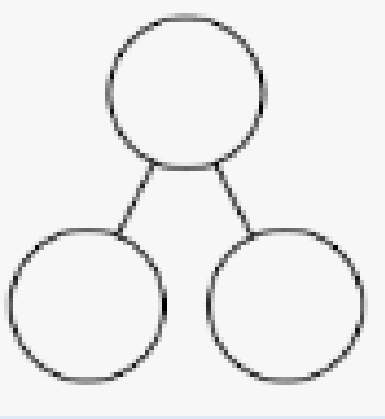
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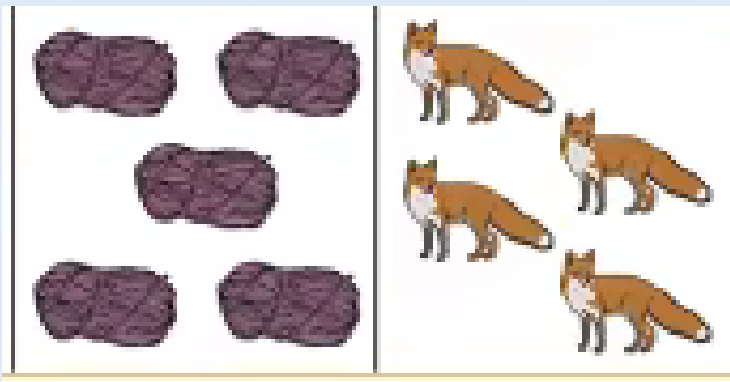
Star words



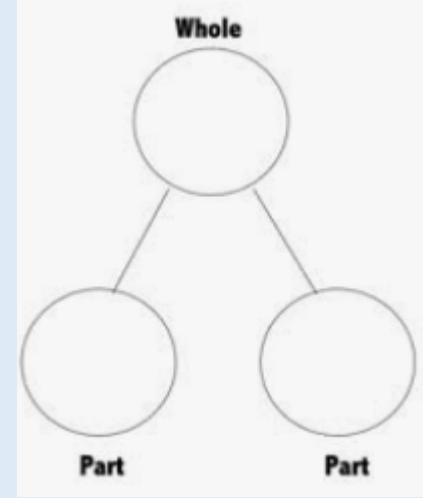
part- whole model



group



whole

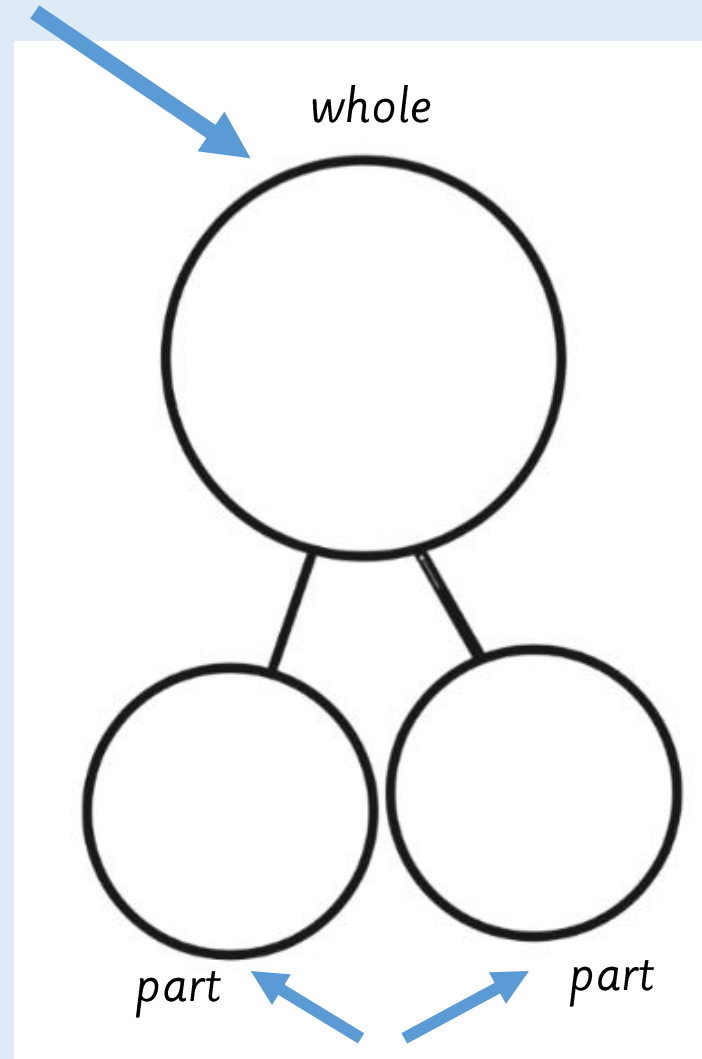


part



What is this called?

The whole is the biggest number and is the total of the parts.



The two parts add together to make the whole.

It is important the numbers are in the correct place otherwise it does not make sense.

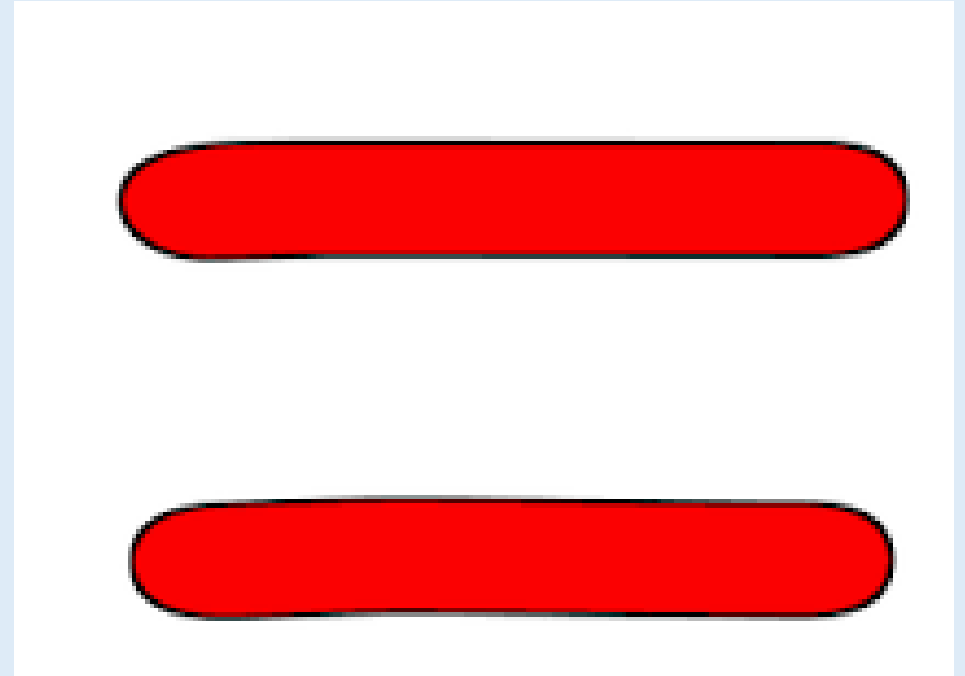
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$$1 + 1$$



The end values totaled together.

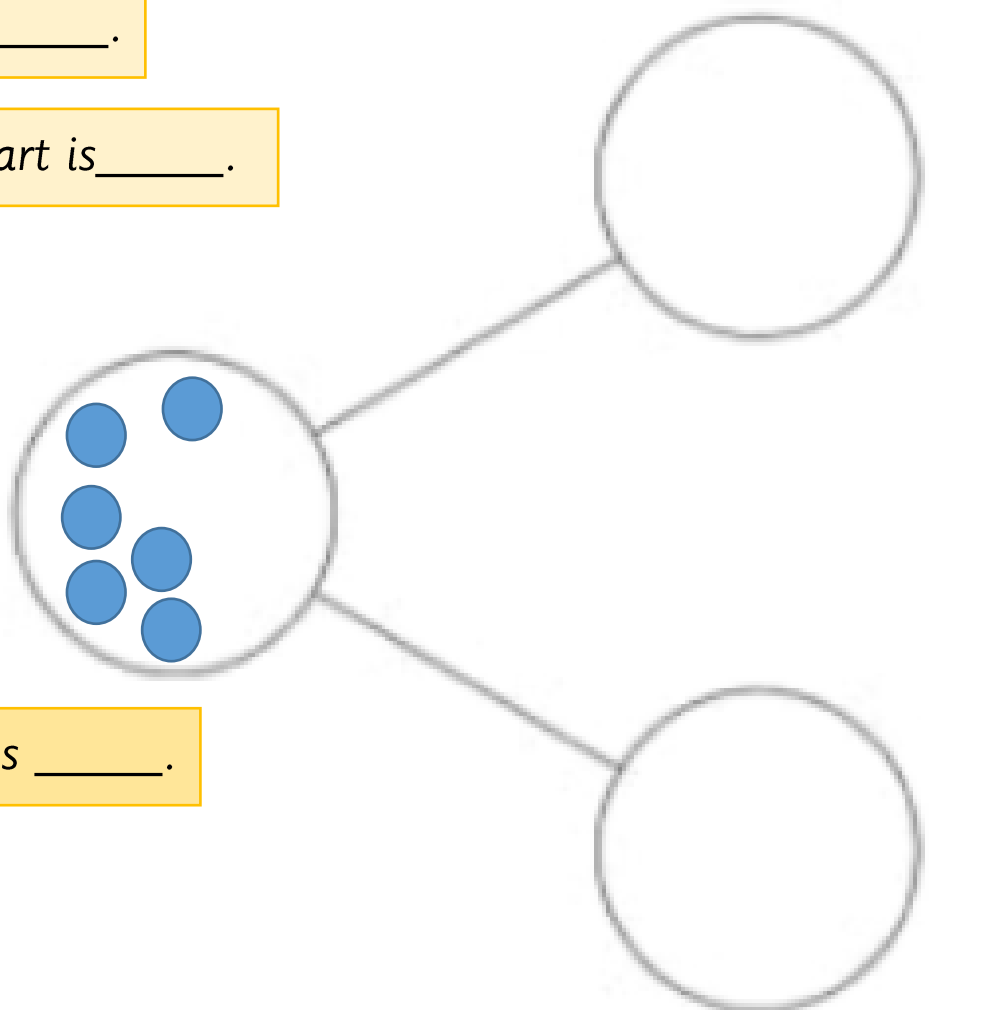
$$1+1 \text{ together} = 2$$

What do we need to find? The parts or the whole?

How do you know?

TP: One part is _____.

TP: The other part is _____.



TP: The whole is _____.

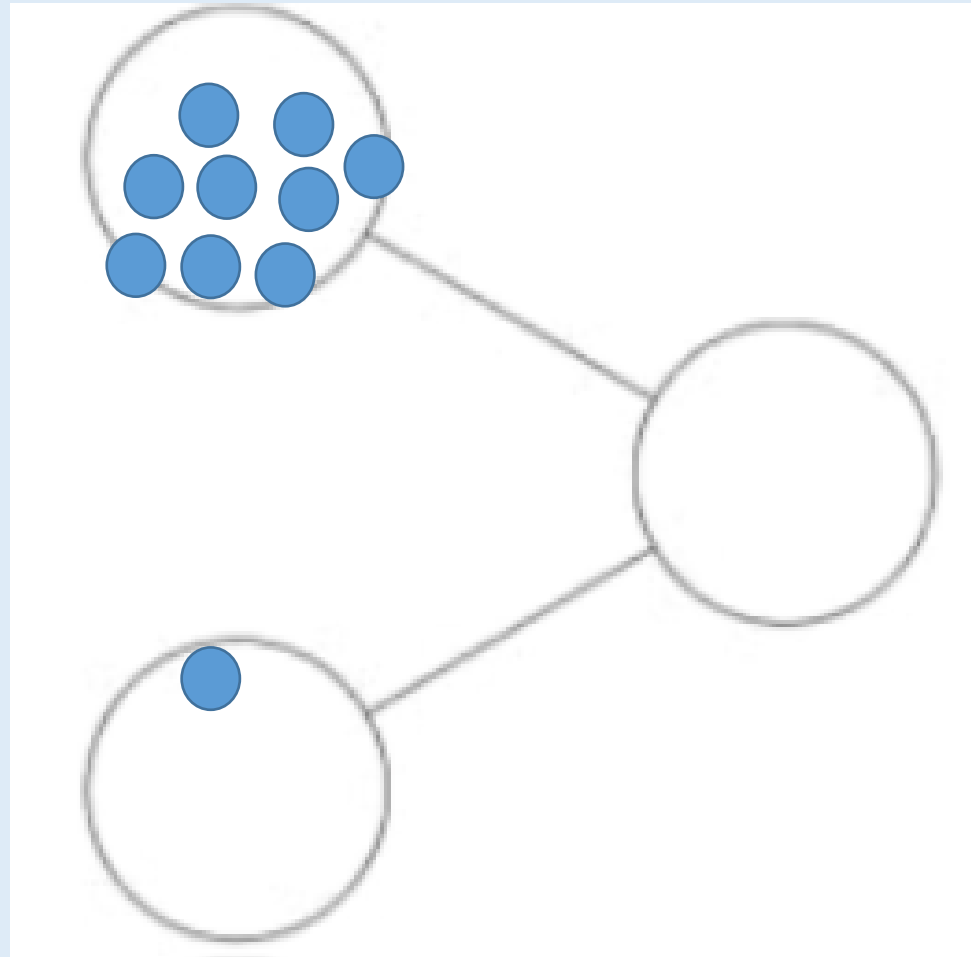
Can you write the number sentence?

$$\underline{\quad} + \underline{\quad} = 6$$

$$\underline{\quad} + \underline{\quad} = 6$$

What do we need to find? The parts or the whole?

How do you know?



TP: One part is ____.

TP: One part is ____.

TP: The whole is ____.

Self Assessment

Do you understand how to partition a number?

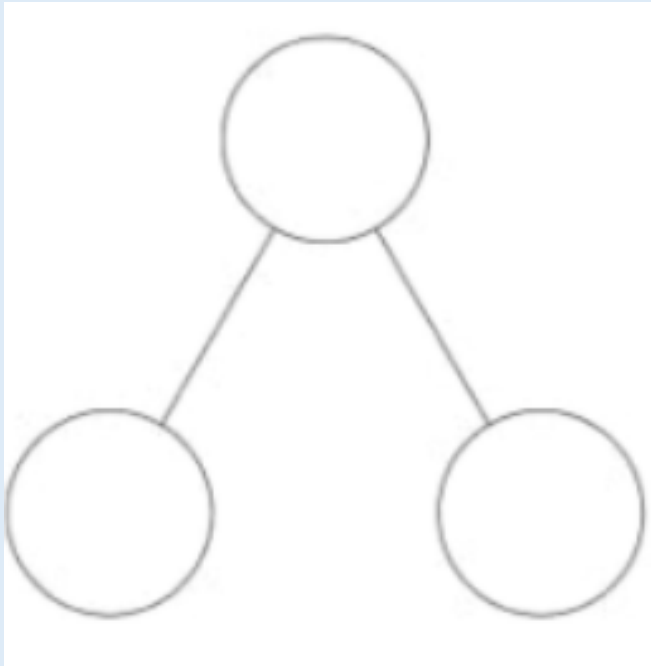


LQ: Can I partition a number?

Your task



Today we will use a part whole model to partition numbers to 10. We counted out 10 cubes and partitioned them into 2 parts, then counted the whole.



Stem:

One part is _____. The other part is _____. The whole is _____.

Write the stem sentence on your whiteboard.

Self Assessment

Do you understand the task?

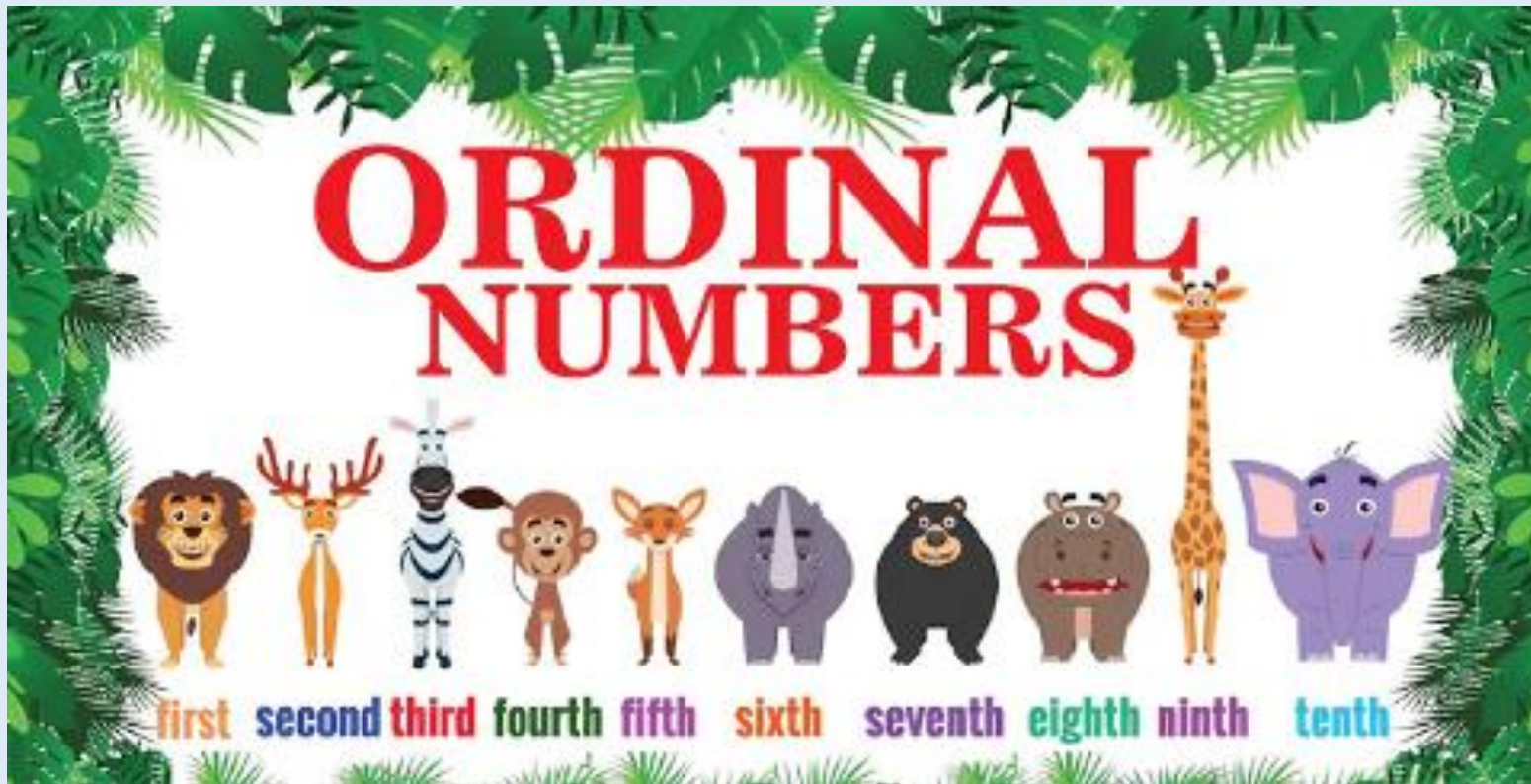


Friday 3rd October 2025

Number bonds to 10.

What position is the money in?

What position is the lion in?



What position is the elephant in?



LQ: Can I partition a number?

Steps to success



I can count an amount from a larger group.

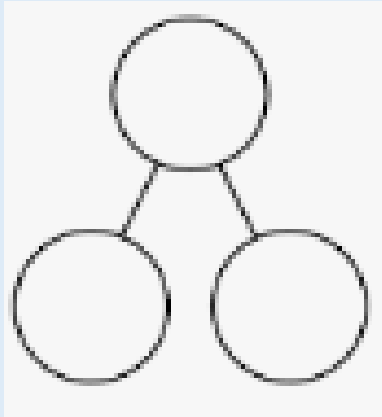
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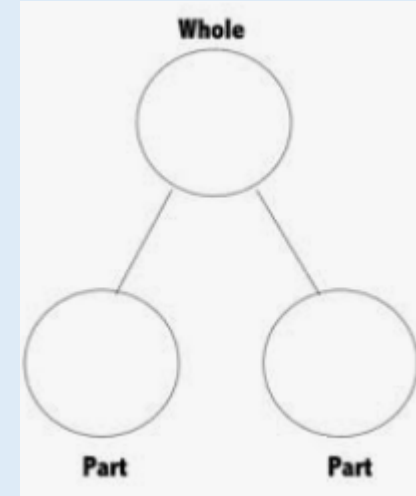
Star words



part-whole model

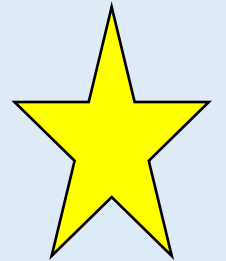
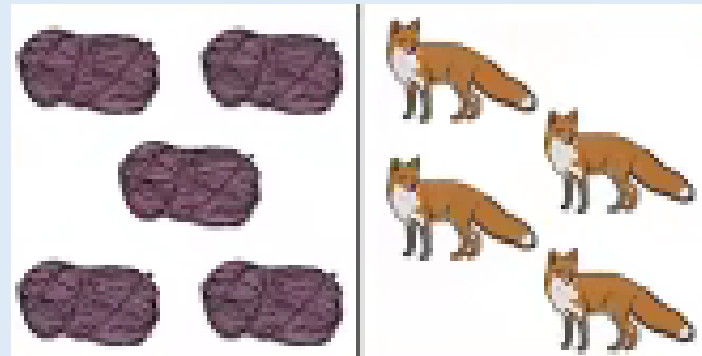


whole



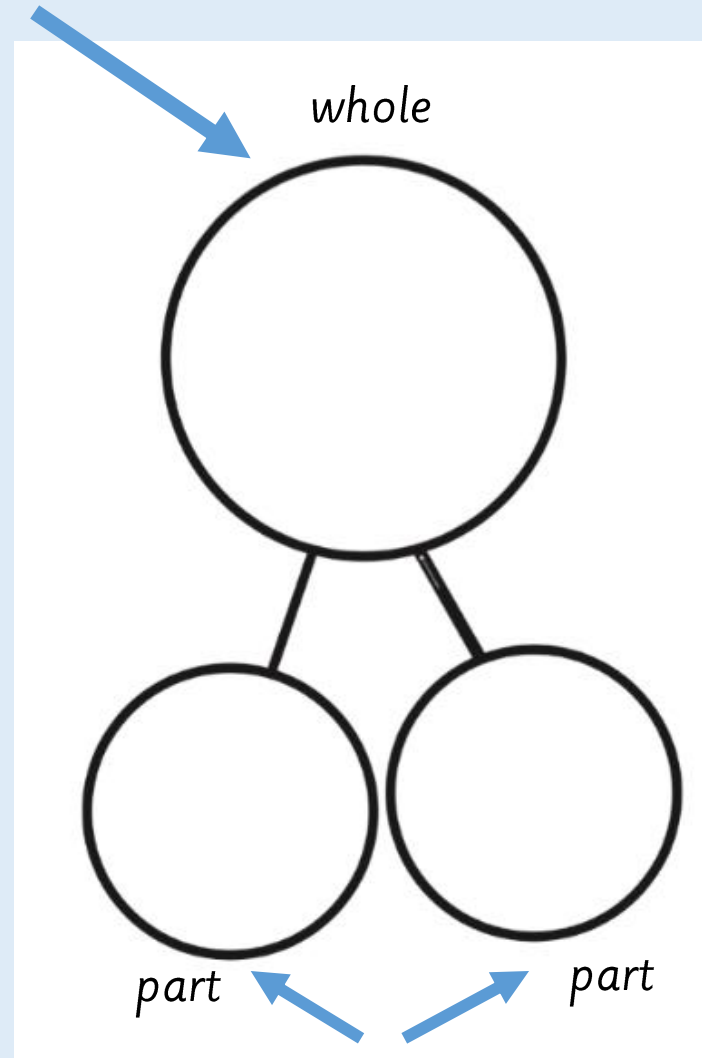
part

group



What is this called?

The whole is the biggest number and is the total of the parts.



The two parts add together to make the whole.

It is important the numbers are in the correct place otherwise it does not make sense.

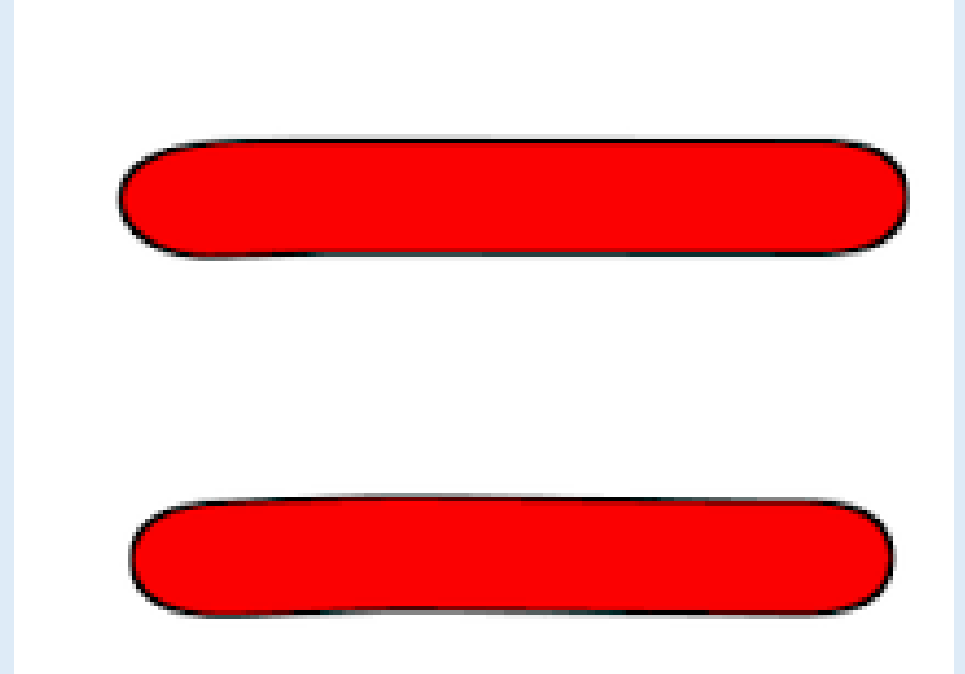
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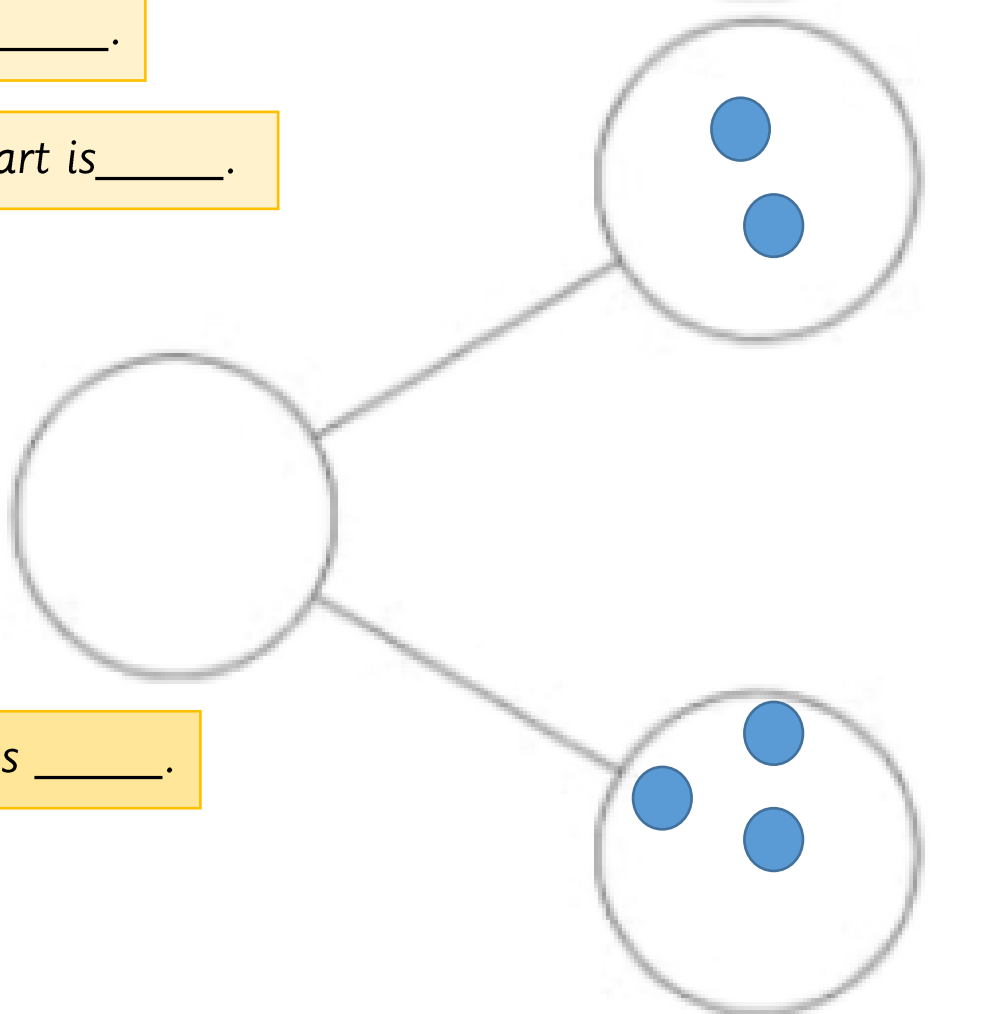
LQ: Can I partition a number?

What do we need to find? The parts or the whole?

How do you know?

TP: One part is _____.

TP: The other part is _____.



TP: The whole is _____.

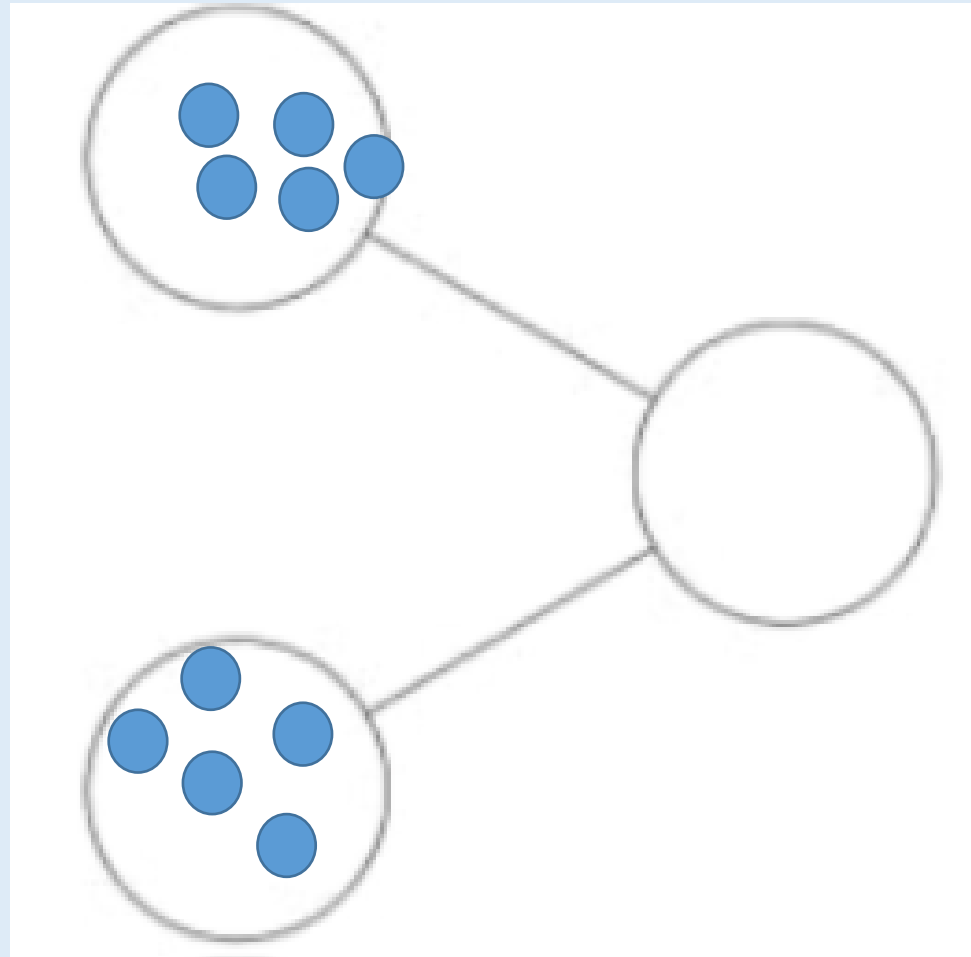
Can you write the number sentence?

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

What do we need to find? The parts or the whole?

How do you know?



TP: One part is ____.

TP: One part is ____.

TP: The whole is ____.

Self Assessment

Do you understand how to partition a number?

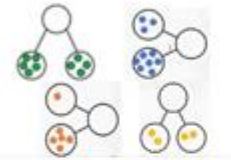
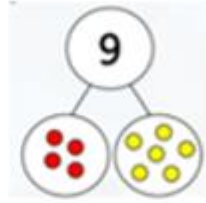
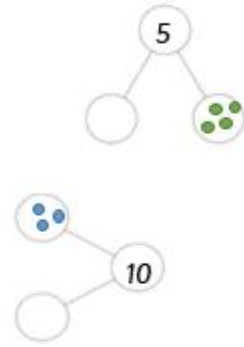


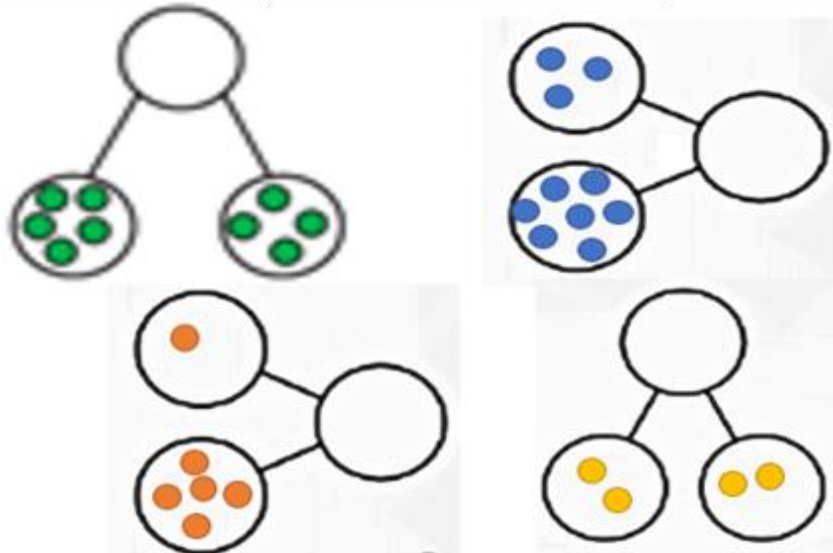
Your task



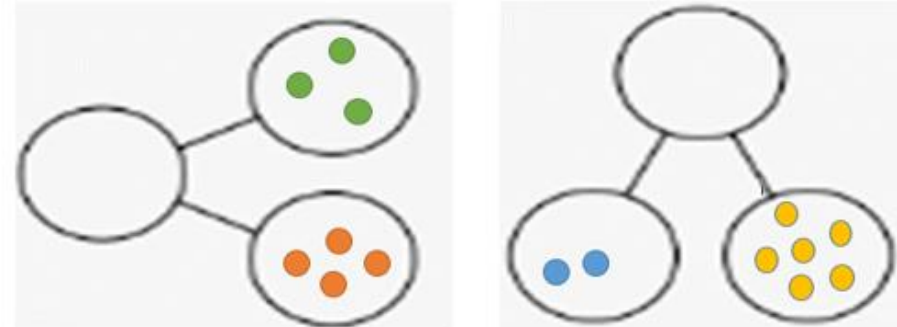
Part, whole, partition, equal to, add, groups



<p>1. complete the part-whole models by writing the whole.</p> 	<p>2. Reb completes a part-whole model. Is he correct?</p>  <p>Yes, he is correct because _____.</p> <p>No, he is not correct because _____.</p>	<p>3. Fill in the missing parts.</p> 
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Today worked in a small group complete a part whole model. We counted 2 parts to find the total. We then wrote the whole number in our book.



Self Assessment

Do you understand the task?

