Our Maths Learning Journey

Key vocabulary:

1 more than

1 less than

Tens

Ones

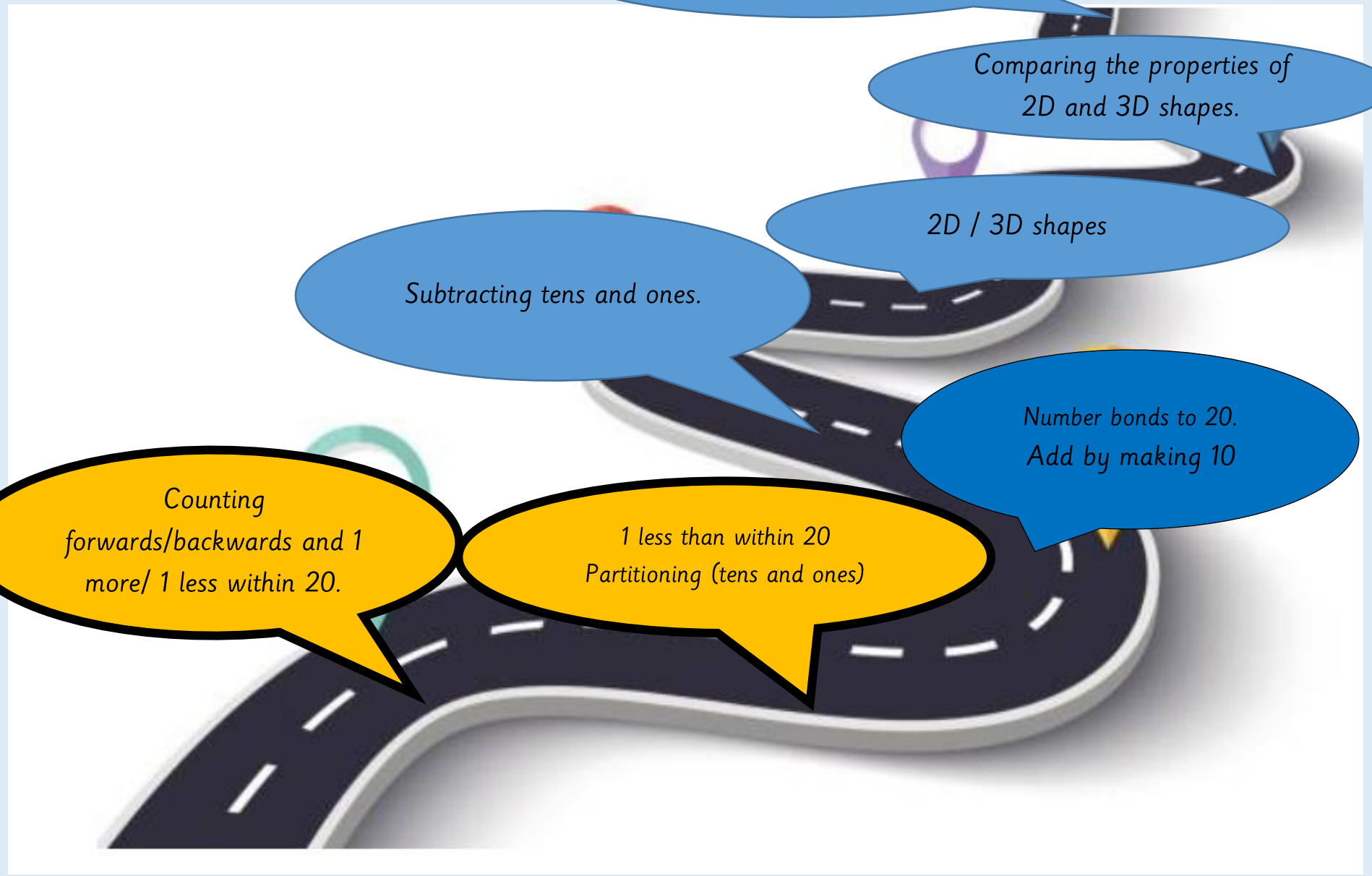
Subtracting

Addition

2D shapes

3D shapes

Comparing 2D and 3D shapes.



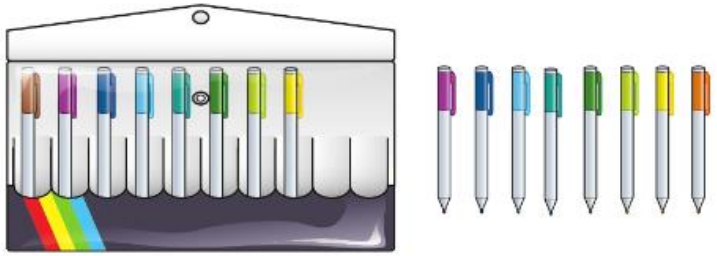
03.11.25 – Wow Day

04.11.25

3 How many  are there?

How many tens are there?

How many ones are there?



There are ☐  .

There is ☐ ten and ☐ ones.

There is one pack and 8 more.
I think there are 18  .
Am I right?

Is the pack full?

LQ: Can I say addition facts?

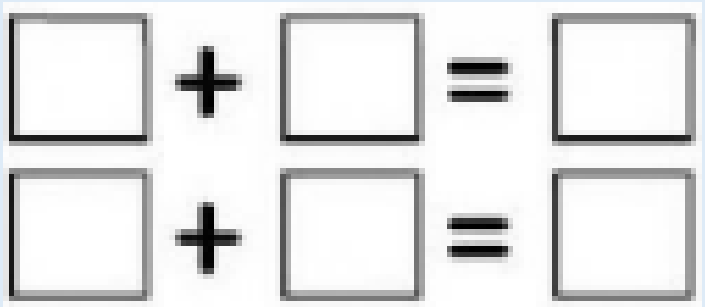
04.11.25

TP: When we add the number gets _____.

TP: We have to start with the _____.

TP: The parts are _____.

TP: The whole is_____.



04.11.25

LQ: Can I count 1 less than from 20 - 0?

Steps to success

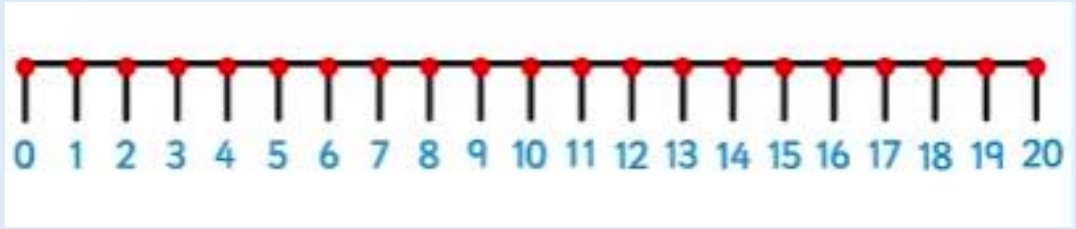
I can count backwards starting from the bigger number from 20 - 0.

I can understand the language of one less.

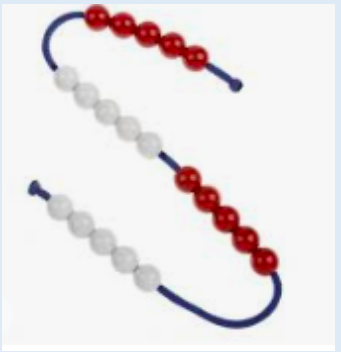
I can link it to subtraction.

Star words

number line

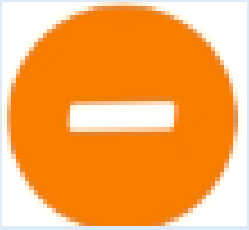


bead string



one less than

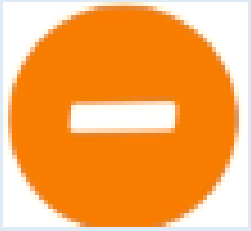
subtract



LQ: Can I count 1 less than from 20 - 0?

04.11.25

What symbol do we use when working out **1 less than**? Why?



Make the symbol using your arms!

TP: What happens to the total when we subtract 1?

TP: It gets ____.

https://www.youtube.com/watch?v=D3b-kcK3Eg8&t=1s

LQ: Can I count 1 less than from 20 - 0?

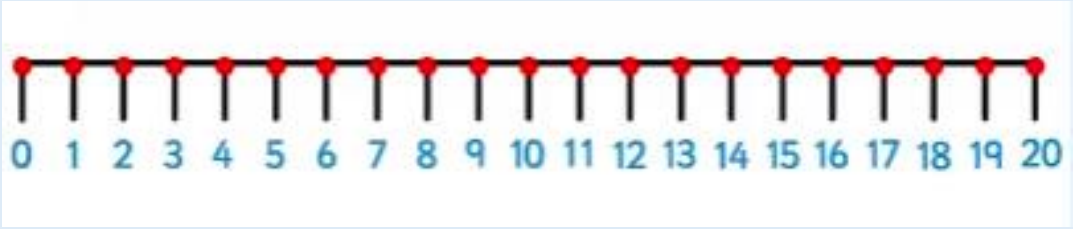
04.11.25

There are **13** children in the line.

1 child gets lunch and leaves.

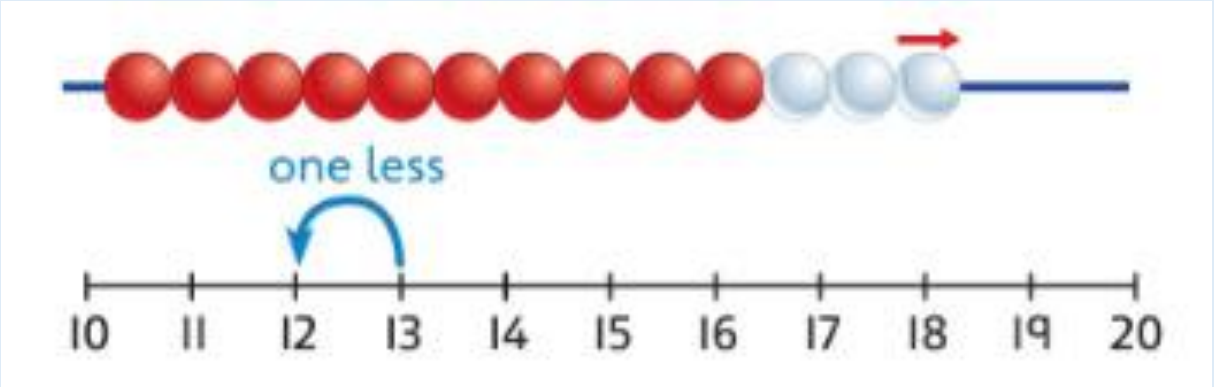
How many children are there now?

Challenge: How can we write it in a number sentence?



LQ: Can I count 1 less than from 20 - 0?

04.11.25



One child gets lunch and leaves.

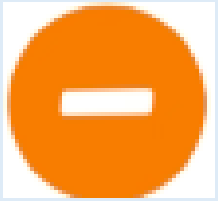
1 less than **13** is **12**.

There are **12** children waiting now.

Challenge:

How can we write it as a number sentence?

What symbol do you need to use?



$13 - 1 = 12$

LQ: Can I count 1 less than from 20 - 0?

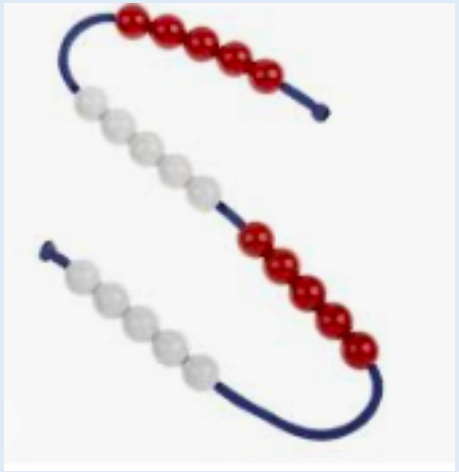
04.11.25

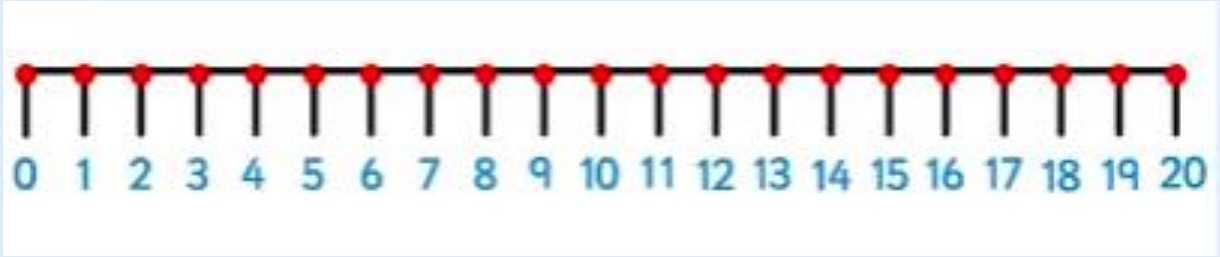
Let's practice a few on our bead string!

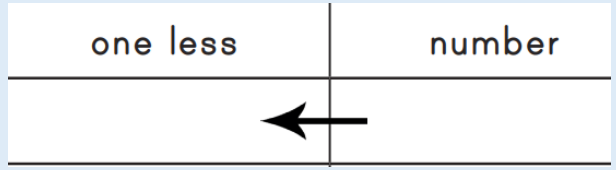
Teacher to recap how to use it by finding the number asked and then taking 1 bead away to find 1 less than.

Show me 1 less than 7.

Show me 1 less than 14.







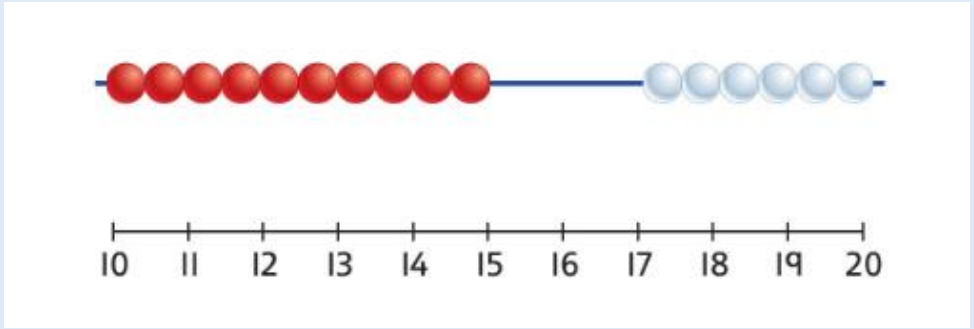
How can you show it as a number sentence?

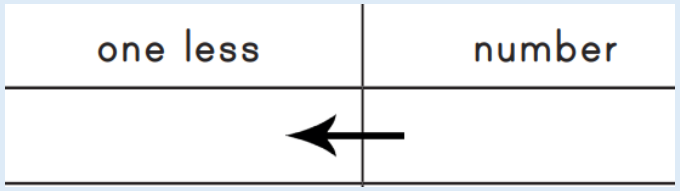
LQ: Can I count 1 less than from 20 - 0?

04.11.25

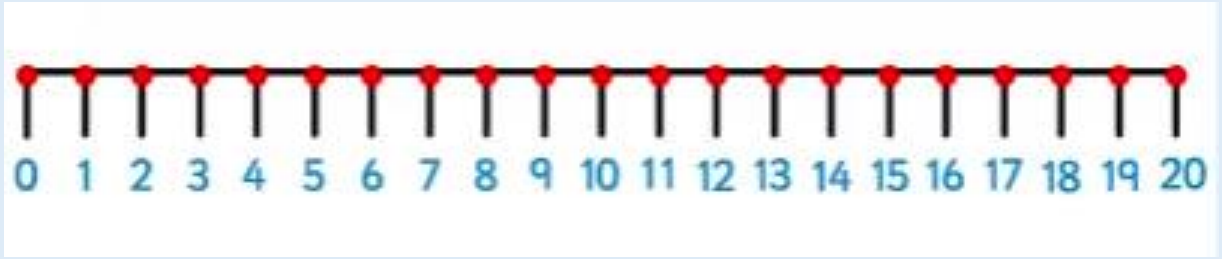
Let's practise together.

Show me **1 less** than **19**.





TP: **1 less** than **19** is _____.



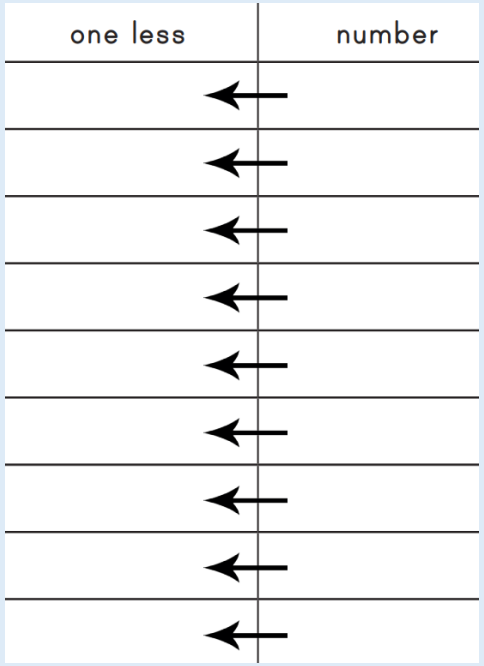
How can you show it as a number sentence?

LQ: Can I count 1 less than from 20 - 0?

04.11.25

Your task

Choose a number card and count out the beads to match your number. Find **1 less than** your number and count to check how many you have. Record your work on the sheet.

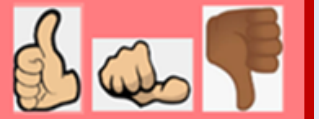


Challenge: Write it as a number sentence.

13 – 1 =12

Self assessment

Do you understand the task?



05.11.25

LQ: Can I count forwards and backwards to 20?

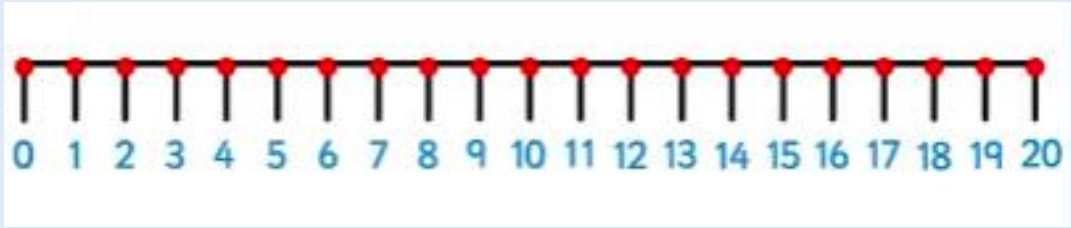
05.11.25

TP: What happens to the number when you count backwards?

9			12	13		15		17

		11				7	6	5

TP: What happens to the number when you count forwards?



05.11.25

LQ: Can I count 1 less than from 20 - 0?

Steps to success

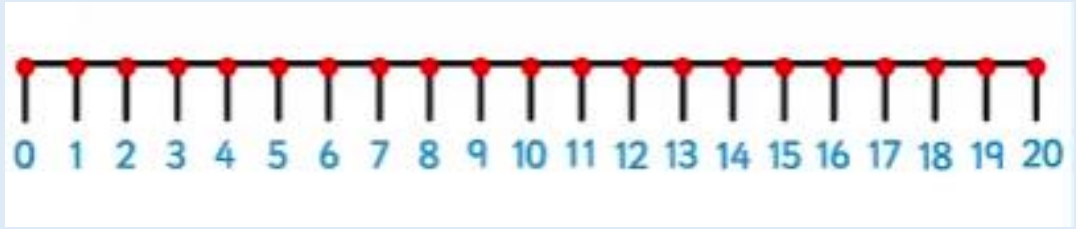
I can understand the language of one less.

I can link this with subtraction.

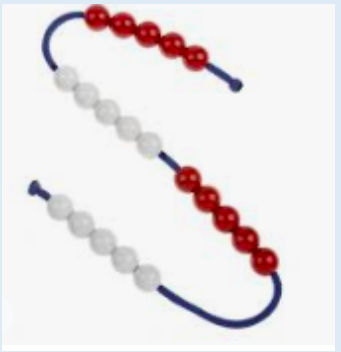
I can count backwards starting from the bigger number from 20 - 0.

Star words

number line

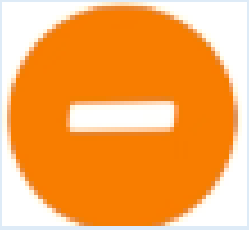


bead string



one less than

subtract



LQ: Can I count 1 less than from 20 - 0?

TP: What happens to the number when we count 1 less than?

https://www.youtube.com/watch?v=fS60rraBhz4

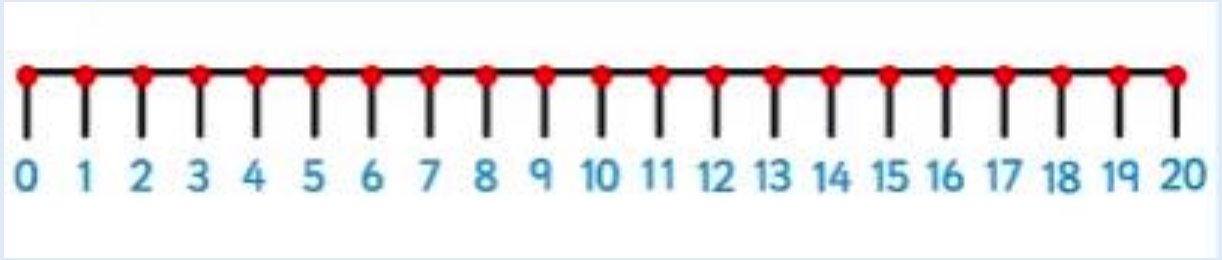
Show me the symbol for subtraction.

LQ: Can I count 1 less than from 20 - 0?

Linda has **18** rabbits.
She **gives 1** to her mum.
How many does she have now?

TP: 1 less than 18 is _____.

one less	number
←	



What number do we start at on the number line?

LQ: Can I count 1 less than from 20 - 0?

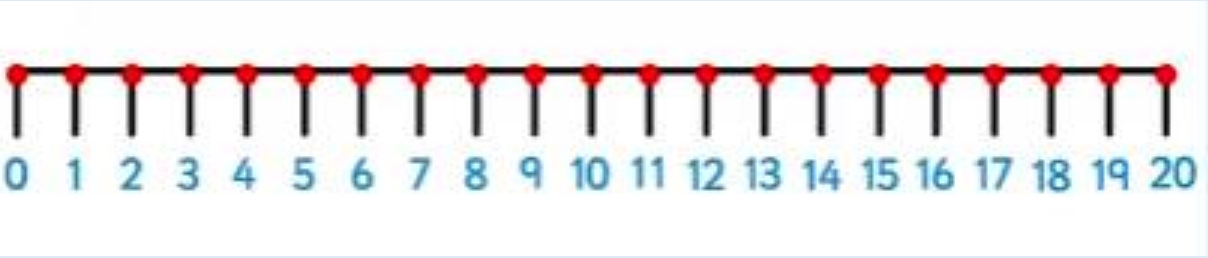
Let's work it out together.

I have **11** lollipops.

1 drops on the floor, now I have **1 less**.

How many lollipops do I have now?

What number do we start at on the number line?



TP: 1 less than 11 is _____.

LQ: Can I count 1 less than from 20 - 0?

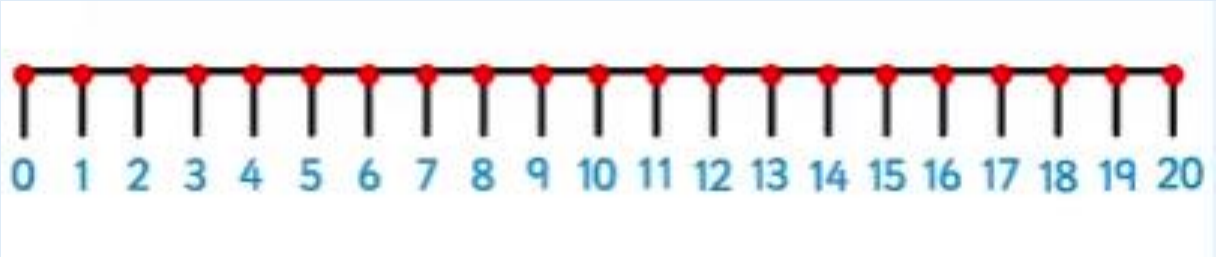
Let's practise together.

Finlay says 1 less than 18 is 19.

$$18 - 1 =$$

Do you agree? Why/Why not?

What number do we start at on the number line?

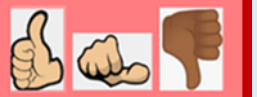


Yes, I agree because…

No, I disagree because…

Self assessment

Do you understand how to count forward and backwards?



LQ: Can I count 1 less from 20 - 0?

05.11.25

Your task

one less than, subtract, fewer, decrease, how many

1.	2.	3.
Find 1 less than 17 Find 1 less than 14 Find 1 less than 20 Find 1 less than 15 Now write the number sentence to match each statement. Sentence starter: _____ - _____ =	Hassan says, **1 less than 20 is 19** Do you agree or disagree? Sentence starter: I agree because… I disagree because…	Write the following statements as number sentences. 1 less than 16 1 less than 18 Sentence starter: _____ - _____ =

1 less than	number

_____ — _____ =

1 less than	number

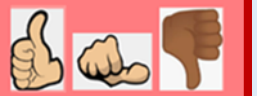
_____ — _____ =

Today we worked in a small group to find 1 less than from 1 to 20. We practised counting backwards from 20-1. Then the adult read a sentence stem 'one less than 15 is ___' and we used our cube tower to find 1 less than from the given numeral. We worked together to record the answers.

SEN/EAL – Take photos and annotate child's voice.

Self assessment

Do you understand the task?

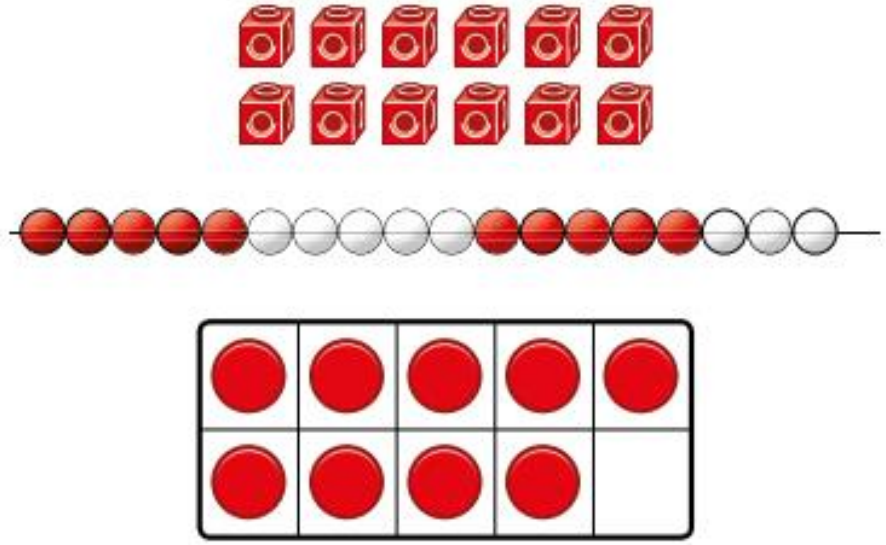


06.11.25

LQ: Can I work out the total?

Power Up

Work out which numbers are shown.



How else could you represent the numbers?

TP: There are _____ altogether.

Teacher to choose a child to come up and write the total.

06.11.25

LQ: Can I explore tens and ones?

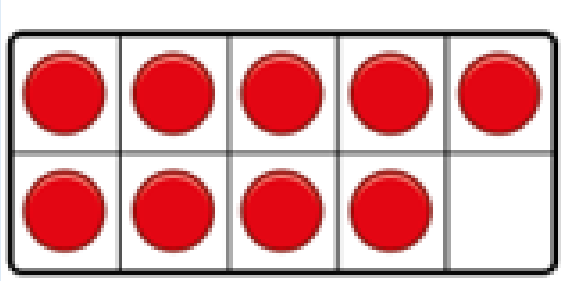
Steps to success

I can partition the numbers into tens and ones

I can show a number from 11 to 20 as tens and ones using concrete objects (e.g. 16 is made up of 1 ten and 6 ones).

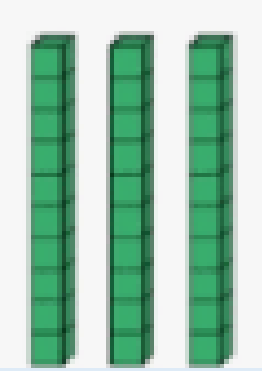
Star words

tens frame



dienes

tens



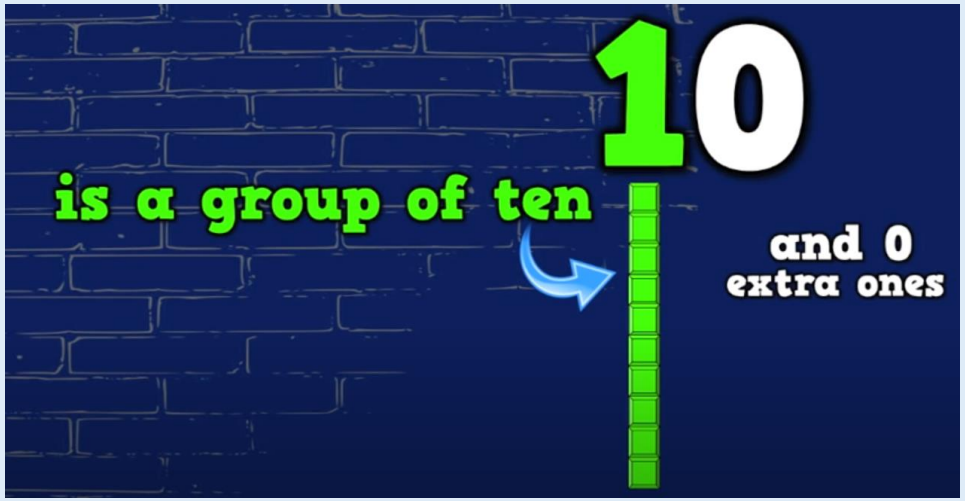
ones

partition

13

tens	ones
1	3

Let's practise together…



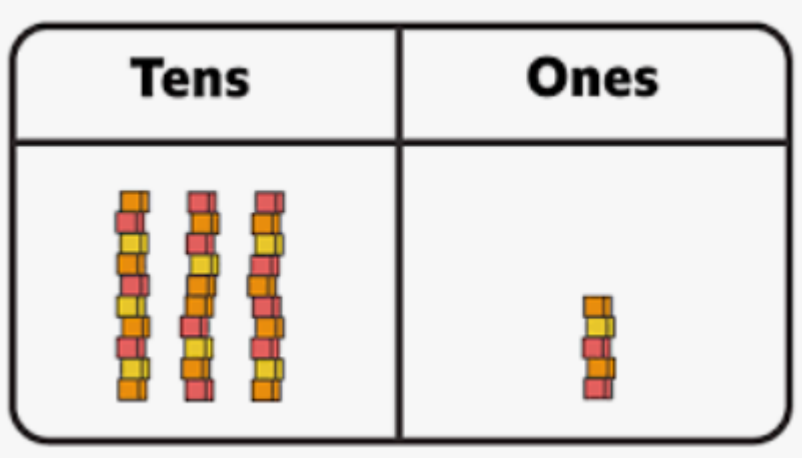
https://www.youtube.com/watch?v=uedvwH6Ay18

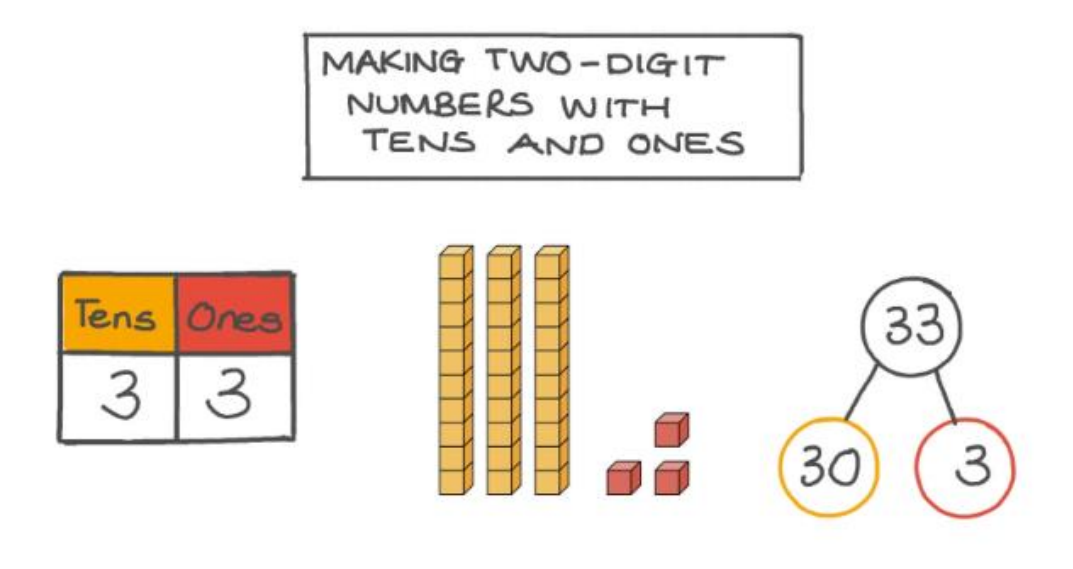
Today you are going to explore tens and ones.

You are going to partition the number into tens and ones.

Partitioning means to break up the numbers into smaller parts so they are easier to work with.

Number 33 is partitioned using different representations.





06.11.25

Let's look at the picture..

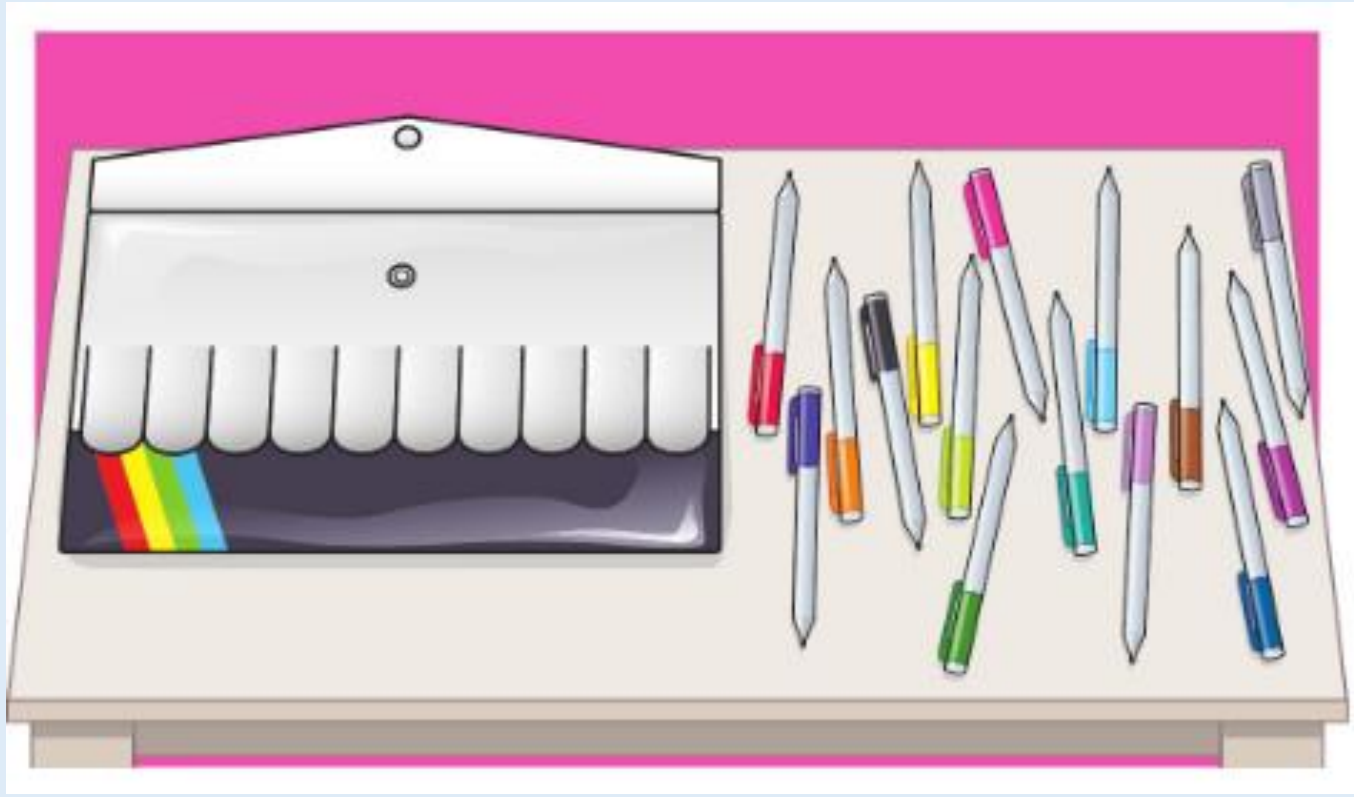
The packet can hold 10 pens.

How many pens are there?

How many pens fit in the pack?

TP: There is ____ ten.

TP: There are ____ ones.



Teacher to model. Crossing off the pens as the class counts.

Let's work it out together.

Share

a)

I counted the pencils one by one.

Use ◯ on a ▦ to show the pencils.

There are 15 pencils.

b)

I put some pencils in the pack. 10 pencils make one lot of ten.

1 ten

5 ones

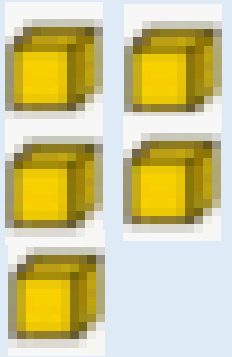
10 pencils fit in a pack.

There is 1 **ten** and 5 **ones**.

There are 15 pencils.

TP: There is 1 ten.

TP: There are 5 ones.

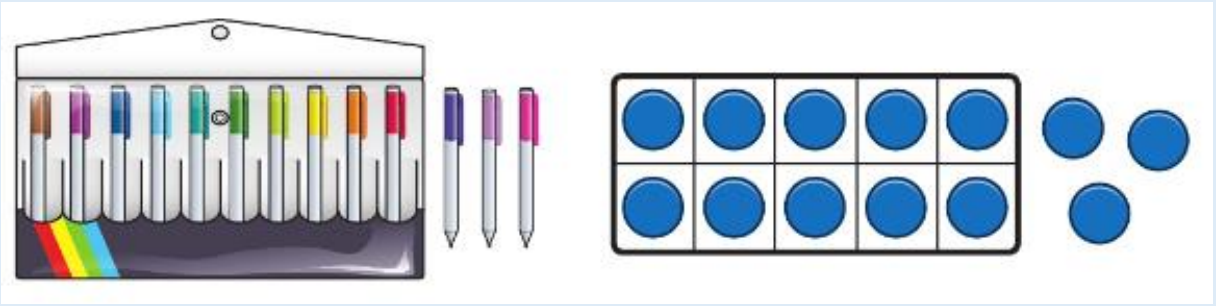


There are 15 pens altogether.

Let's practise together.

There is 1 pack of ten pens and 3 more.

How many pens are there altogether?

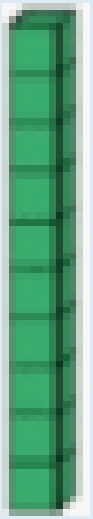


There are _____ pens.

How many tens?

How many ones?

TP: There is ____ ten.



TP: There are ____ ones.

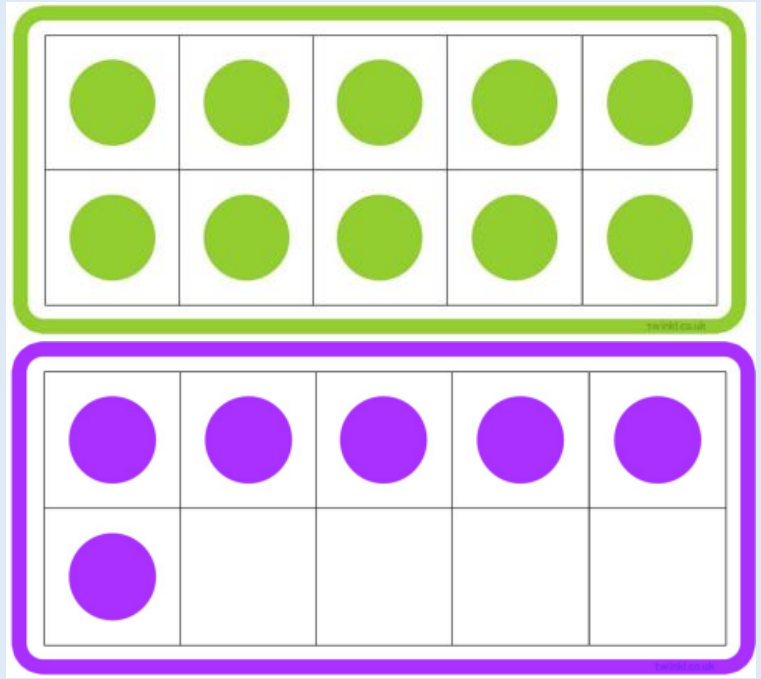
There are _____ altogether.

Let's practise together.

There are 16 counters.

How many tens?

How many ones?



TP: There is ____ ten.

TP: There are ____ ones.

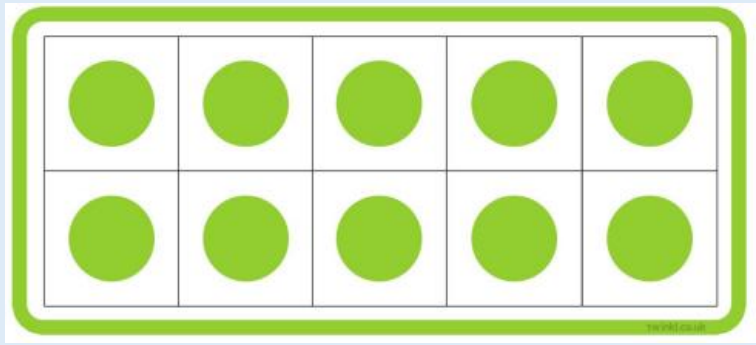
There are _____ altogether.

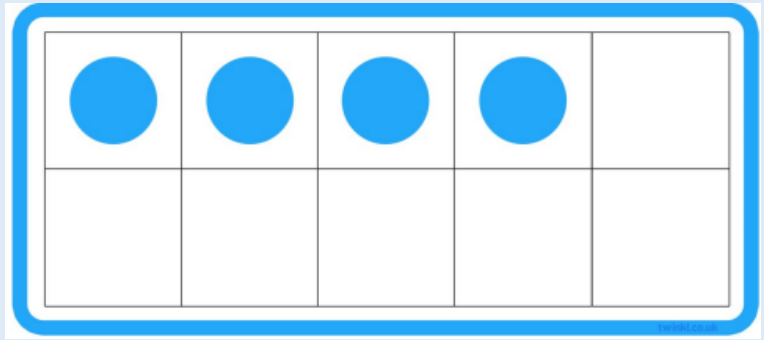
Let's practise together…

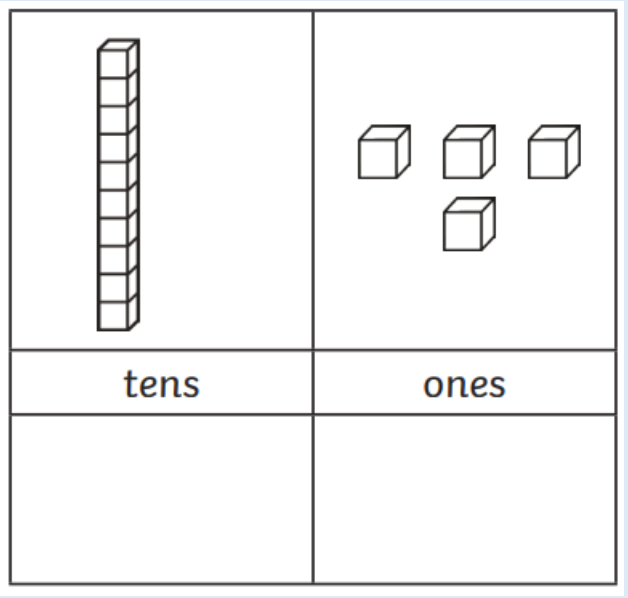
There are 14 counters.

How many tens?

How many ones?





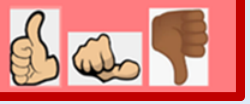


TP: There is ____ ten and ____ ones.

There are _____ altogether.

Self assessment

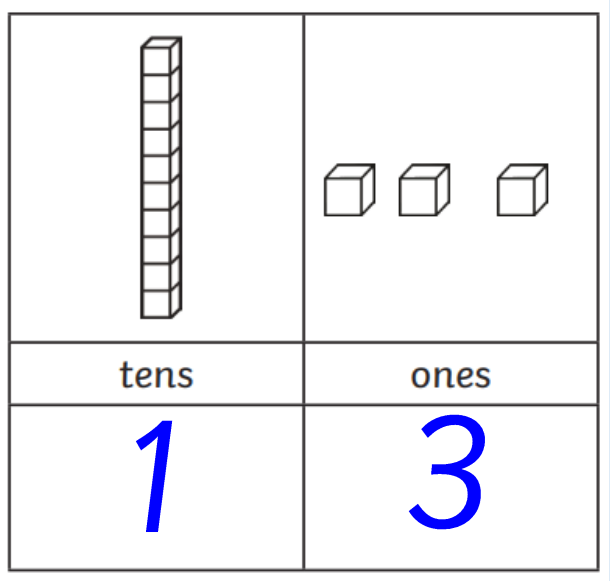
Do you understand how to work out tens and ones?



Let's partition these numbers into tens and ones using the dienes.

Number **13** is done for you.

13



tens	ones
1	3

17

tens	ones

11

tens	ones

Use the stem sentence to help you explain your work:

There is ____ ten and ____ ones.

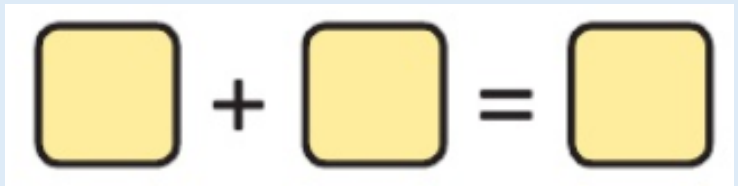
There are _____ altogether.

Your task

Practise partitioning these numbers into tens and ones using the dienes. Explain how many tens and how many ones there are for each numeral.

12 15 18 16 19 20

There is ____ ten and ____ ones.



tens	ones

Self assessment

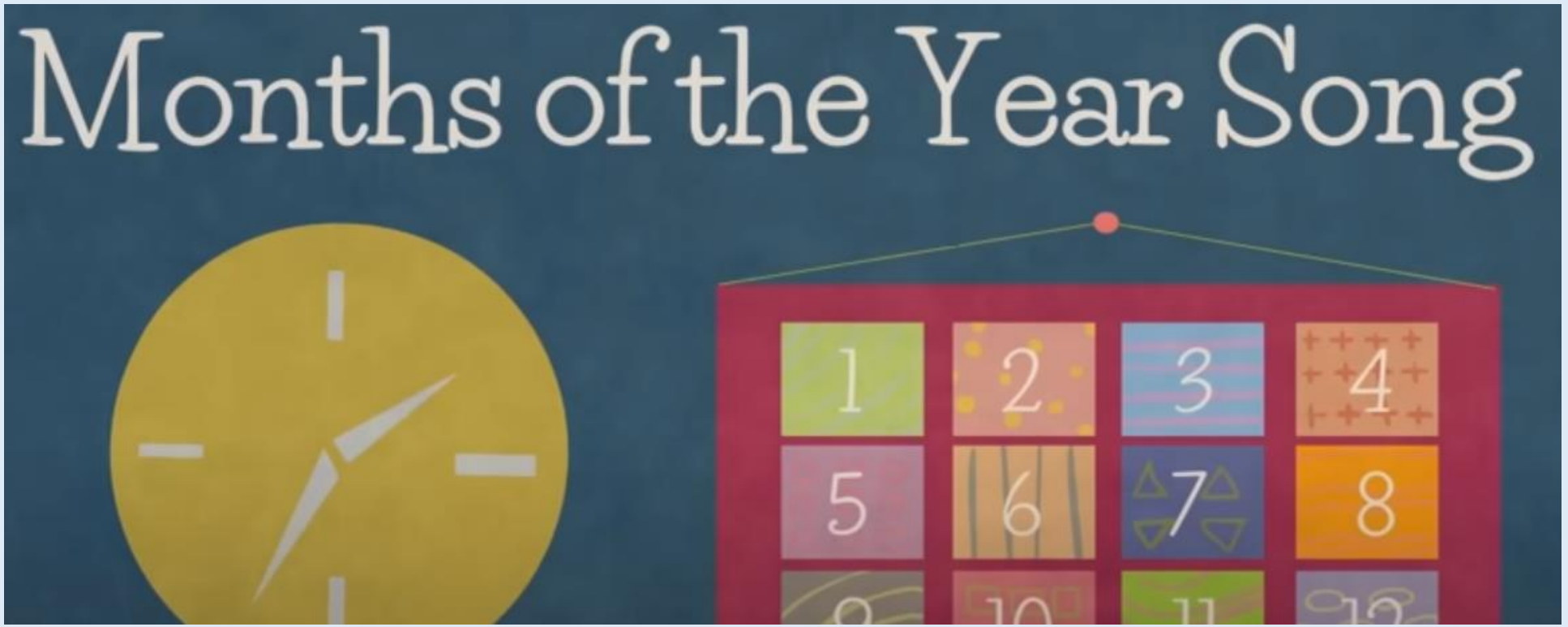
Do you understand the task

07.11.25

LQ: Can I write the days of the week?

07.11.25

Sing the months of year song.



Months of the Year Song | Song for Kids | The Singing Walrus

07.11.25

LQ: Can I explore tens and ones?

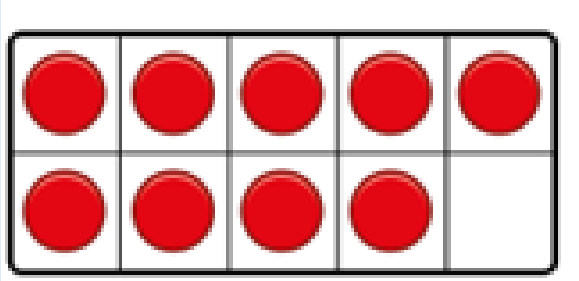
Steps to success

I can partition the numbers into tens and ones

I can show a number from 11 to 20 as tens and ones using concrete objects (e.g. 16 is made up of 1 ten and 6 ones).

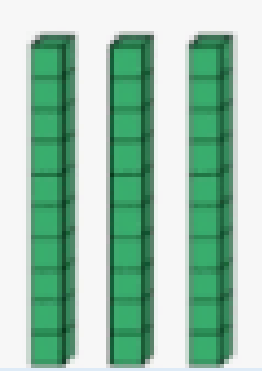
Star words

tens frame



dienes

tens



ones

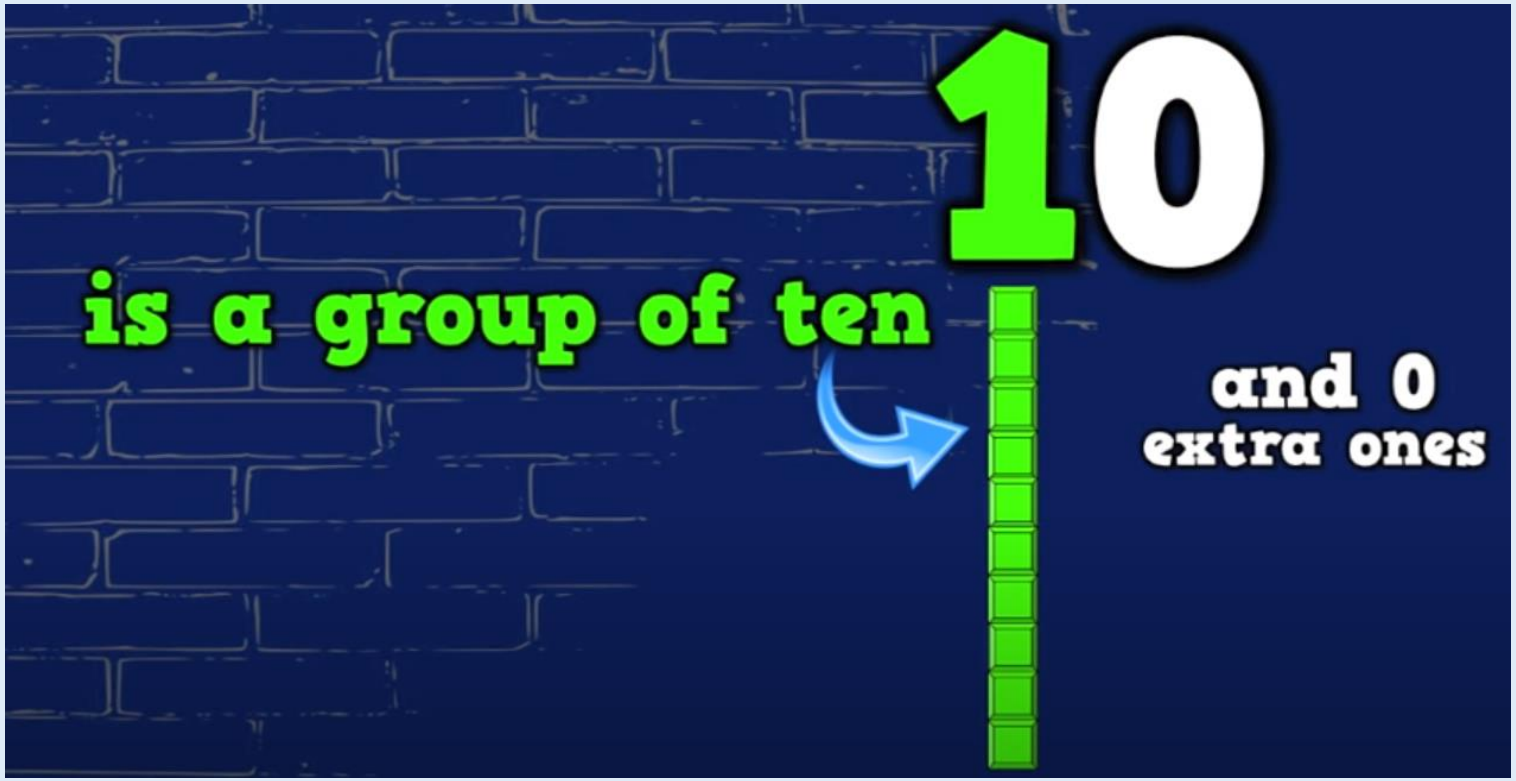
partition

13

tens	ones
1	3

LQ: Can I explore tens and ones?

07.11.25



https://www.youtube.com/watch?v=uedvwH6Ay18

LQ: Can I explore tens and ones?

07.11.25

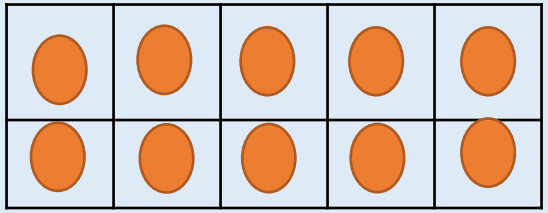
Let's look at the picture.

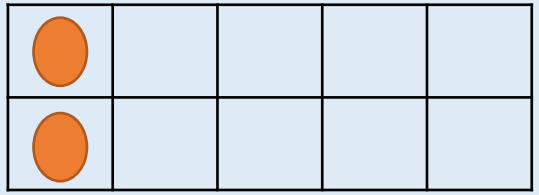
How many cartons of milk are there?

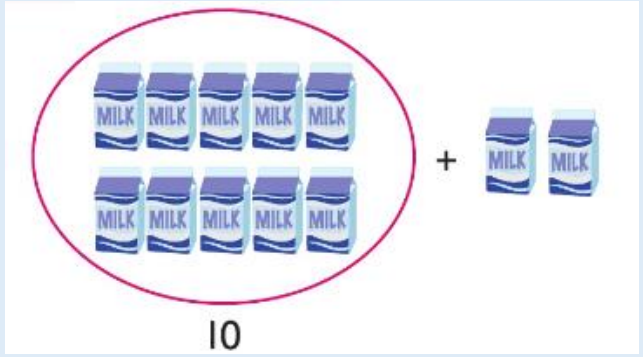
How many tens?

How many ones?

There is ____ ten and ____ ones.







LQ: Can I explore tens and ones?

07.11.25

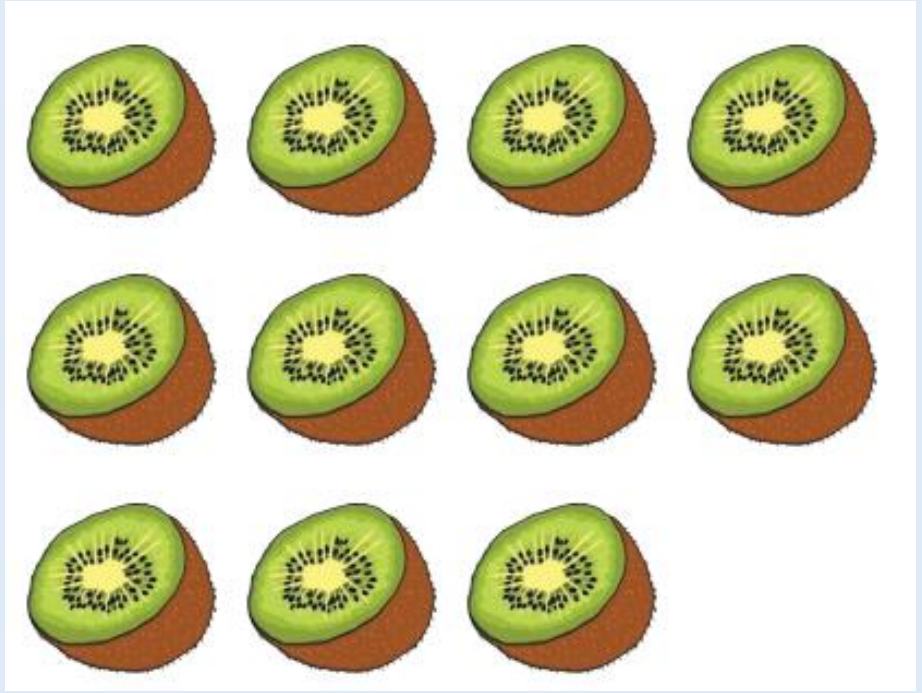
How many kiwi pieces are there?

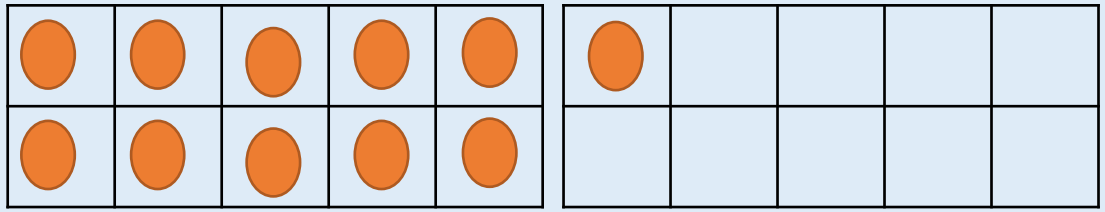
Teacher to model. Crossing off the kiwi as the class counts.

How many tens?

How many ones?

There is ____ ten and ____ ones.



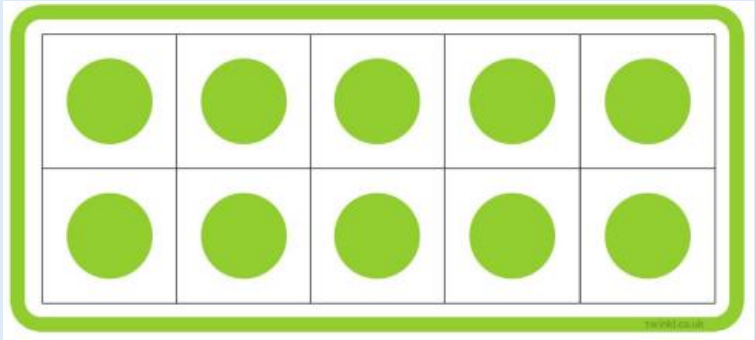


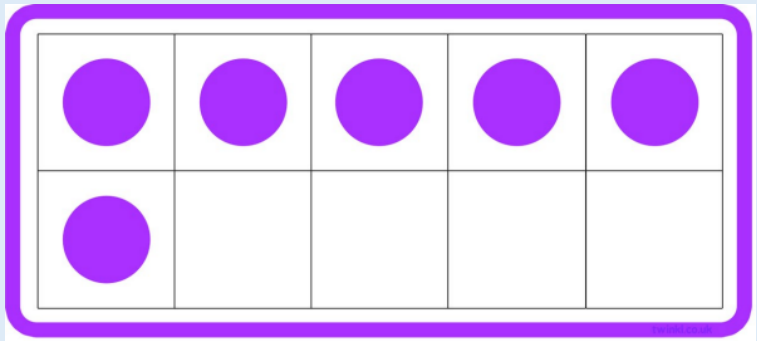
Let's practise together.

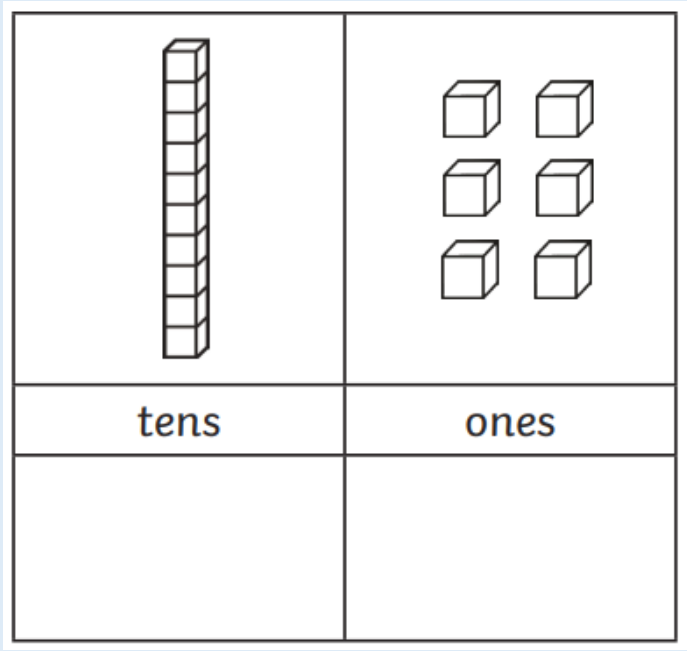
There are 16 counters.

How many tens?

How many ones?



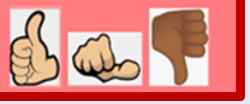




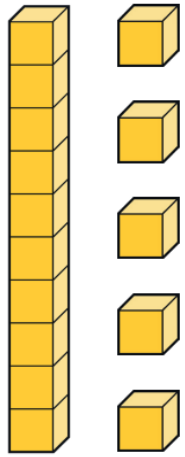
TP: There is ____ ten and ____ ones.

Self assessment

Do you understand how to work out tens and ones?



Imran says he has 1 ten and 3 ones.



Do you agree or disagree? Explain why?

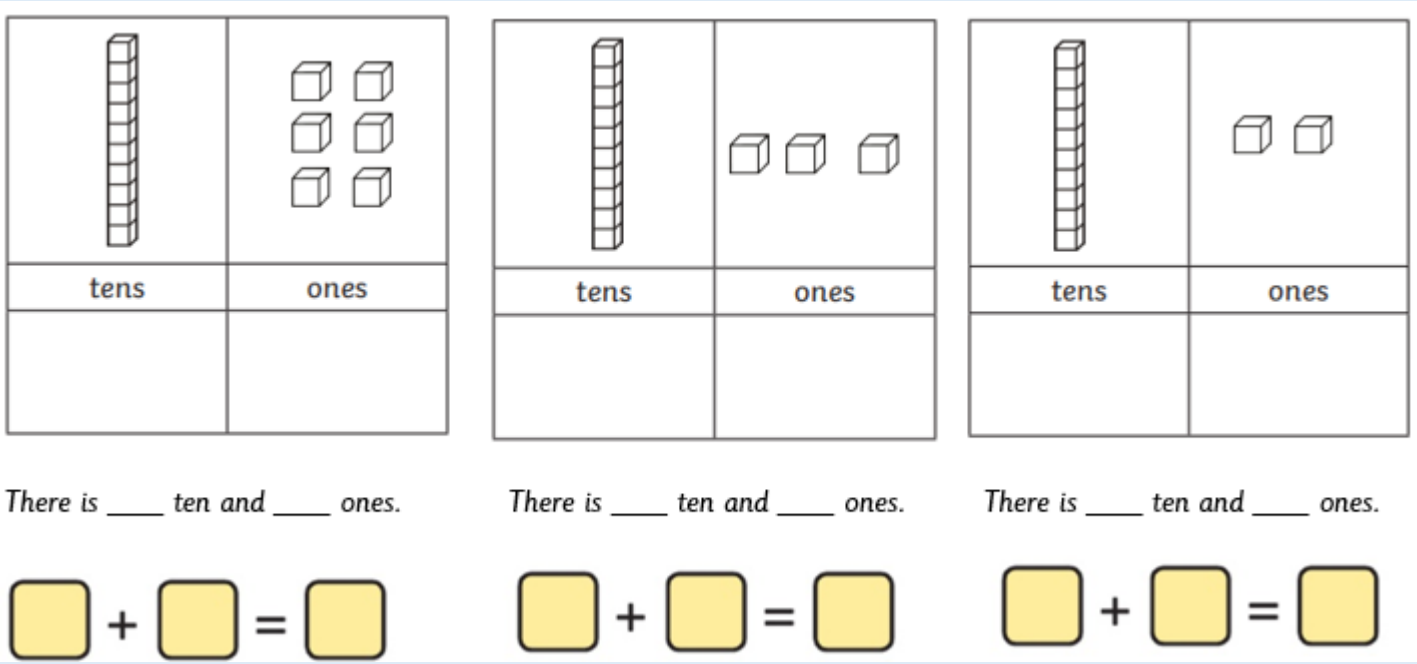
Yes, I agree because…

No, I disagree because…

Your task

Complete the place value grid and the statements for tens and ones.

Write the matching number sentences.



Self assessment

Do you understand how to work out tens and ones?