

*Monday 13<sup>th</sup> October 2025*

# Challenge of the week



3 What numbers could go in each box?

$$6 + \square > 6 + 8$$

$$10 - 3 < \square - 3$$

What are the smallest whole numbers that work?

CHALLENGE

I am going to try any numbers.



I think there is a better method.



*What numbers can go in each box?*

*What method have you used?*

13.10.25

# Mental Maths

*Write the numbers in 20s.*





*LQ: Can I find bonds to 20?*

*Steps to Success:*



*I know number bonds to 20.*

*I can record number bonds to 20.*

*I can work systematically.*

*I can identify a pattern when writing bonds to 20.*

# ★ Star Words ★

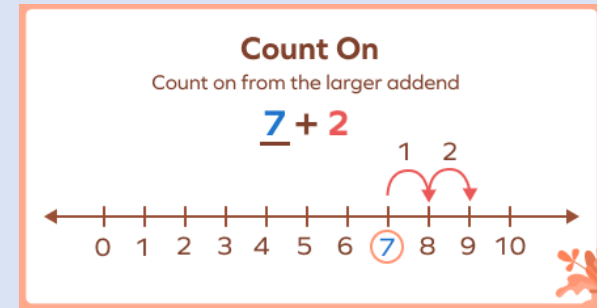
*addition/add/plus*



*amount*



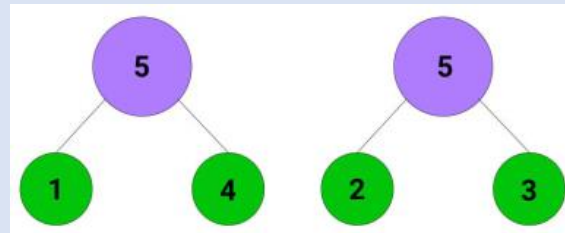
*Counting on*



*more/increase*



*number bonds*



*total/equal*



13.10.25

LQ: Can I find bonds to 20?

Today we are going to find number bonds to 20.

TP- What is the most efficient way to record bonds to 20?

Did you notice any patterns?

$0 + 20 = 20$

$1 + 19 = 20$

$2 + 18 = 20$

$3 + 17 = 20$

$4 + 16 = 20$

$5 + 15 = 20$

$6 + 14 = 20$

$7 + 13 = 20$

$8 + 12 = 20$

$9 + 11 = 20$

$10 + 10 = 20$

$11 + 9 = 20$

$12 + 8 = 20$

$13 + 7 = 20$

$14 + 6 = 20$

$15 + 5 = 20$

$16 + 4 = 20$

$17 + 3 = 20$

$18 + 2 = 20$

$19 + 1 = 20$

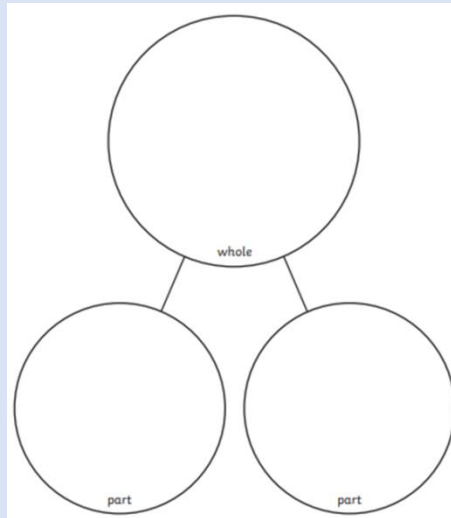
13.10.25

LQ: Can I find bonds to 20?

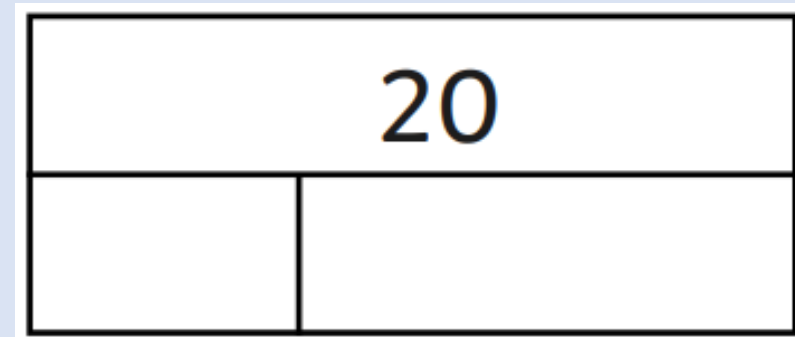
You can find bonds for any number.

This is number: **20**

*Part whole model*



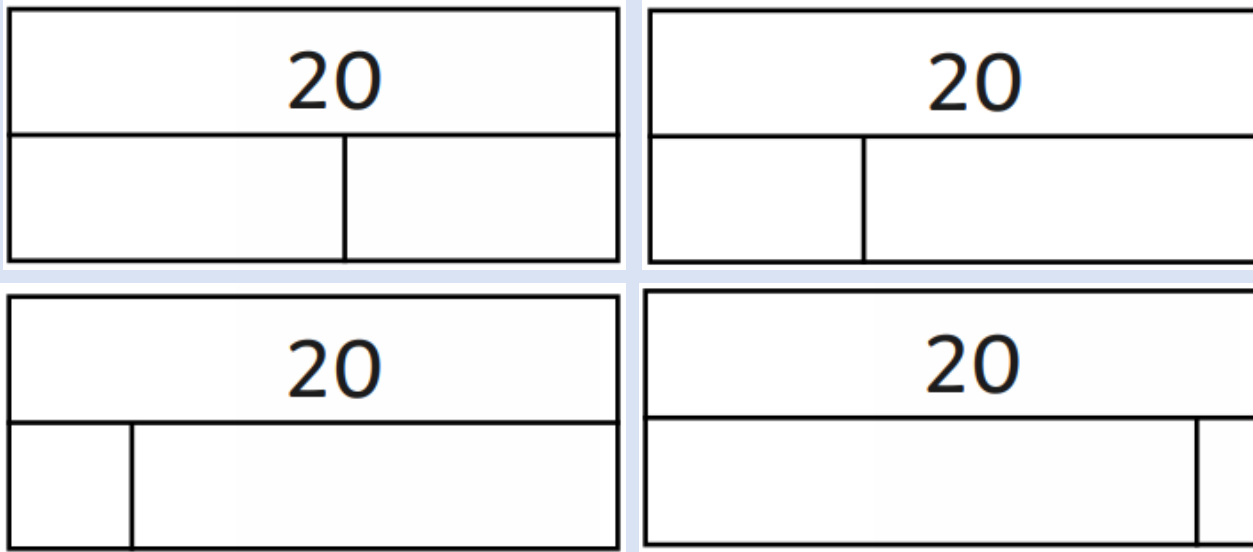
*Bar model*



*TP- What resources will be the most efficient to use to make bonds to 20?*

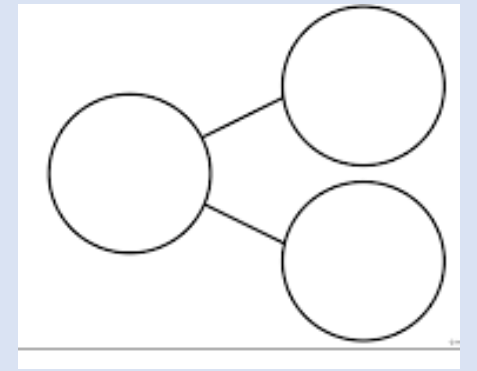
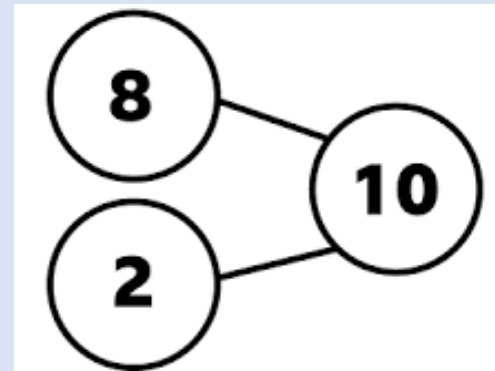
*What model is easier to understand?*

Why are the bars at the bottom different sizes?



The top bar is the \_\_\_\_\_ number.  
The bottom bars the \_\_\_\_\_.

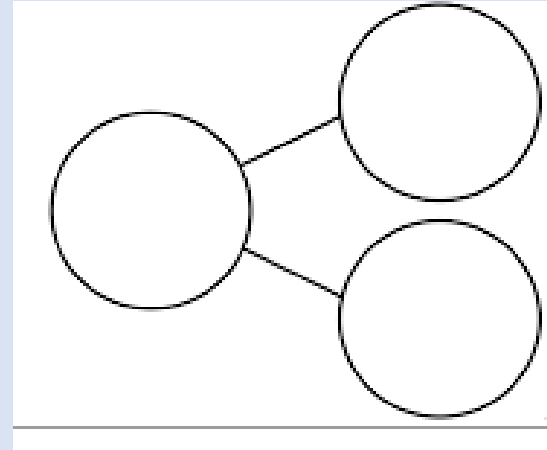
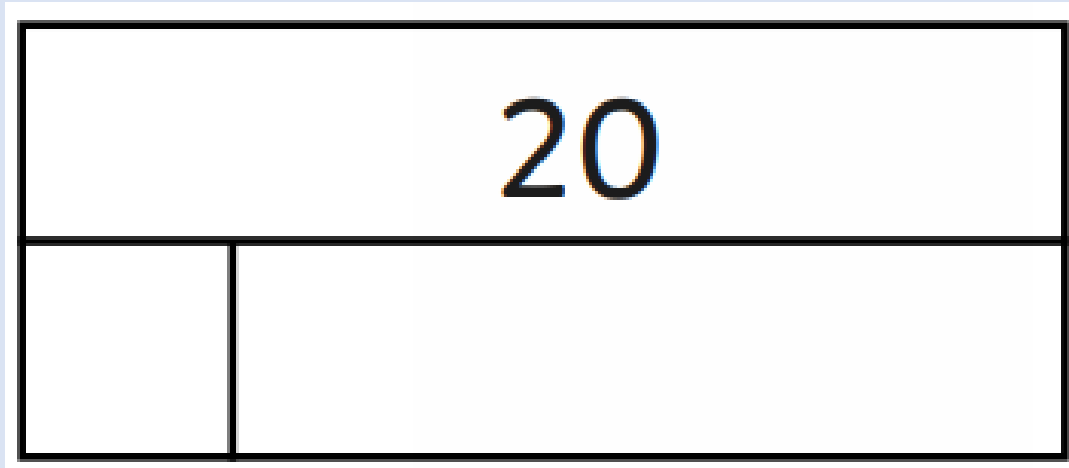
Sometimes the orientation of a part-whole model can look different but it doesn't matter as long as the whole number is in the correct circle.



13.10.25

LQ: Can I find bonds to 20?

Let's draw part-whole model and bar model to find different combinations to make bonds to 20.



I am going to work systematically so we can identify a pattern.

13.10.25

# Tasks

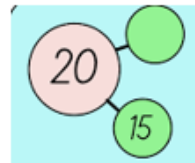
## LQ: Can I find bonds to 20?



add, 2-digit, 1-digit, equals, total, bonds



1.  
Write all the combinations for number bonds to 20. Draw four different combinations on a part whole model or bar model.



2.  
Alex says,  
“If I know  $9+1=10$ , I can work out  $90+ \underline{\quad} = 100$ .”

Alex says,



If I know  $9 + 1 = 10$ , I can work out  $90 + \underline{\quad} = 100$

Find the missing number and explain how Alex knows.

Alex knows this because...

3.  
What can you see?



How do you know?

Write a number sentence to show what you can see. Explain your strategy to a friend.

I can see...

I know this because...

SEN-NTE Take photos of children's work and stick in book. Adult to scribe child's voice.

Today I worked with a partner and we made all the combinations for number bonds to 20. We used ten frames and placed 2 different colour counters to make the two parts of a number bond to 20. We explained our work orally '12 plus 8 equals 20' and then we recorded our findings as number sentences.

Self assessment

Do you understand the tasks?



*Tuesday 14<sup>th</sup> October 2025*

14.10.25

## Mental Maths

*Copy the numbers and draw the correct signs to compare these numbers.*

34\_\_\_\_56    78\_\_\_\_45    27\_\_\_\_62    44\_\_\_\_44



*LQ: Can I find bonds to 100?*

*Steps to Success:*



*I know that a number bond is a pair of numbers that totals a given number.*

*I can work out and record number bonds to 100.*

*I can use resources to double check.*

# ★ Star Words ★

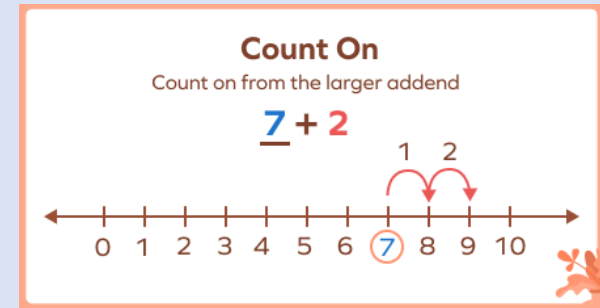
*addition/add/plus*



*amount*



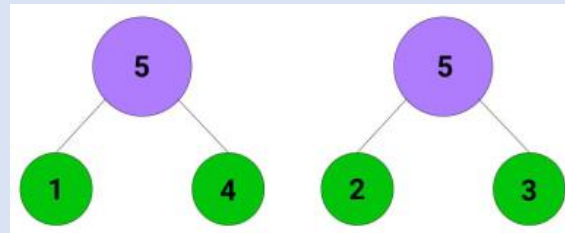
*Counting on*



*more/increase*



*number bonds*



*total/equal*

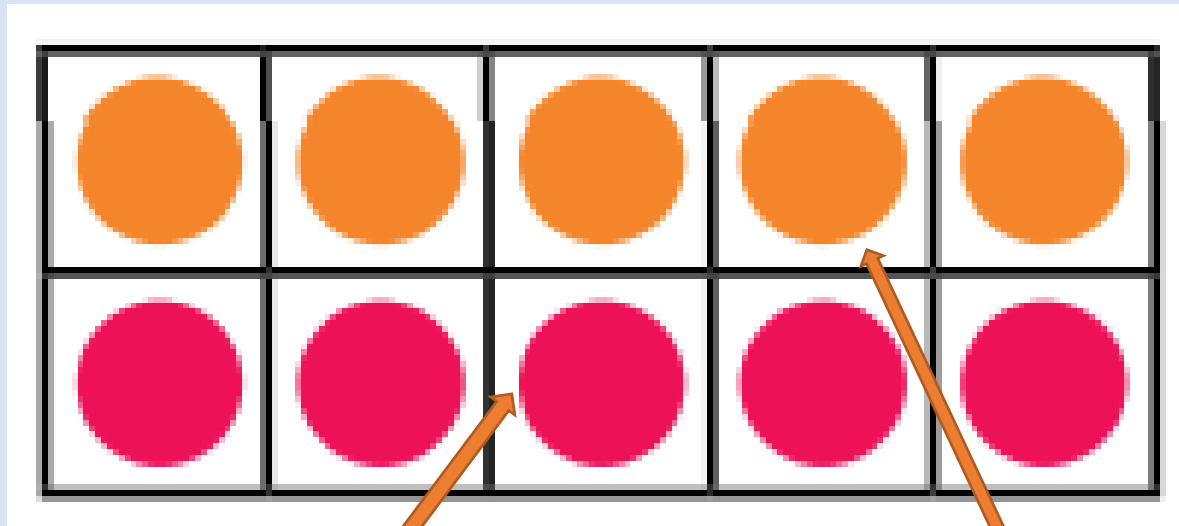


14.10.25

LQ: Can I find bonds to 100?

Today are going to find number bonds to 100.

Ten frame



Cora has put out some resources.

What resource is she using?

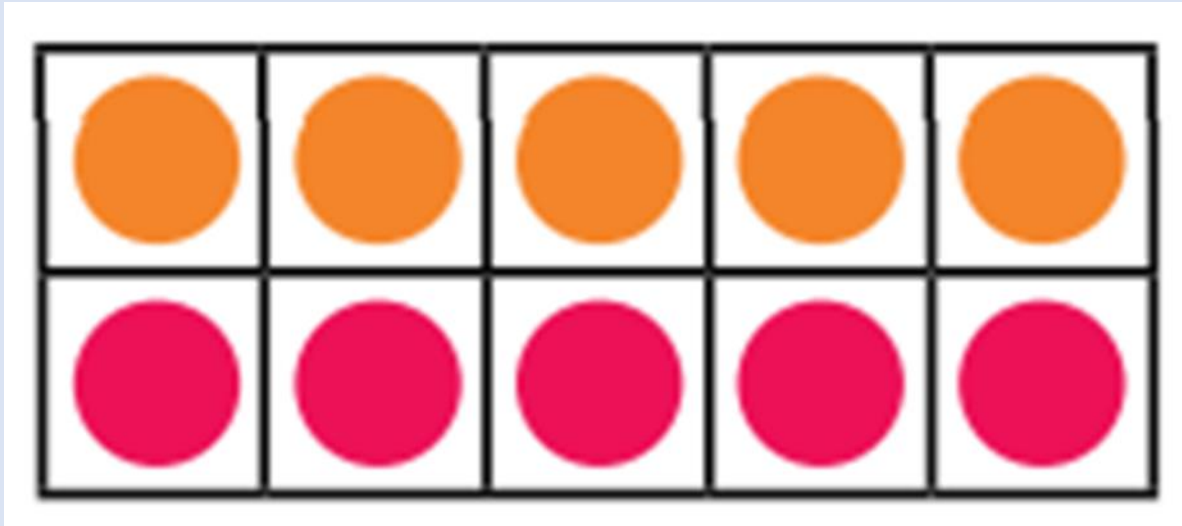
Each counter represents a ten.

Let's count to check how many orange and how many pink counters there are.

14.10.25

LQ: Can I find bonds to 100?

There are 50 orange counters and 50 pink counters.



What should the number sentence look like?

$$50+50=100$$

This is one way of representing the numbers.

Is there a different way to represent the two parts?

14.10.25

LQ: Can I find bonds to 100?

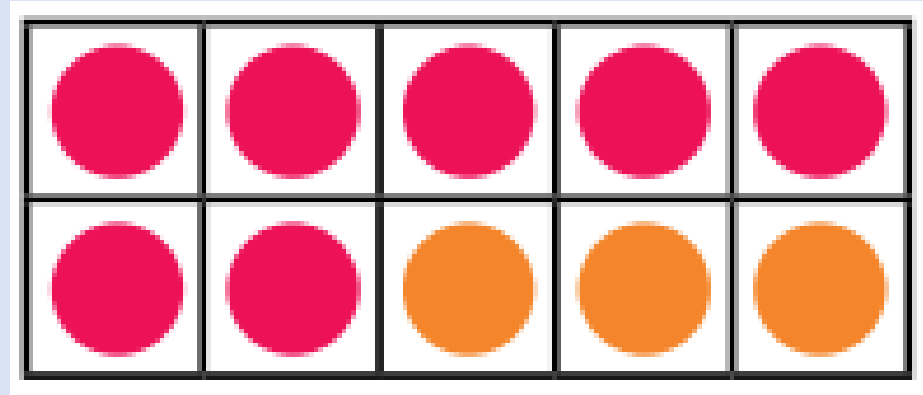
*I'm going to represent this on a part-whole and a bar model on the board.*

*Copy my representation on your board.*

*Now let's practise again with this ten frame.*

*How many pink counters?*

*What amount do they represent?*



*How many orange counters?*

*What amount do they represent?*

# 14.10.25

## Tasks

### LQ: Can I find bonds to 100?

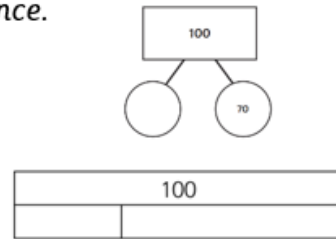


add, 2-digit, 1-digit, equals, total, bonds



1. Draw the part-whole and bar model to find number bonds to 100.

Write the completed number sentence.

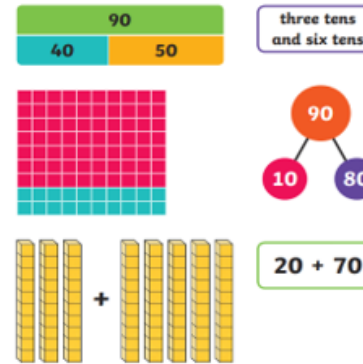


$$30 + 70 = 100$$

Find 6 different combinations to make 100.

2. Find the odd one out.

Which one **does not** represent bond to 90?



Explain your answer.

The \_\_\_\_\_ does not represent 90 because there is \_\_\_\_\_.

3. Complete the pattern.

$$20 + 80 = 100$$

$$30 + 70 = 100$$

$$\_\_ + 60 = 100$$

$$50 + \_\_ = 100$$

$$60 + \_\_ = 100$$

Can you explain the pattern?

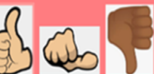
The pattern is...

SEN-NTE Take photos of children's work and stick in book. Adult to scribe child's voice.

Today I made number bonds to 100 using ten frames and 2 different colour counters. Each counter represented ten. I found as many different combinations, practised writing the number sentences to match on a whiteboard and orally explained my work.

Self assessment

Do you understand the tasks?



*Wednesday 15<sup>th</sup> October 2025*

15.10.25

# Mental Maths

Let's count in 3s.



[https://www.youtube.com/watch?v=I\\_cn87hOCDM](https://www.youtube.com/watch?v=I_cn87hOCDM)



*LQ: Can I understand that addition is commutative?*

*Steps to Success:*



*I can show that addition is commutative.*

*I understand if the addition numbers are swapped the total stays the same.*

*I can record addition fact families.*

# ★ Star Words ★

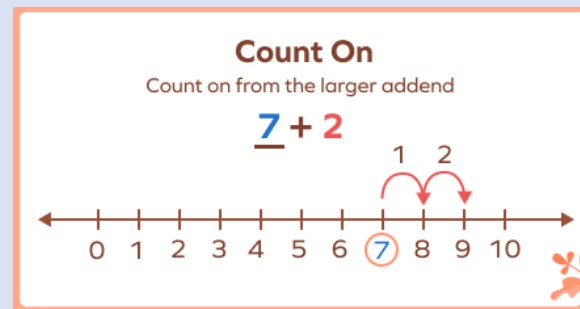
*addition/add/plus*



*amount*



*Counting on*



*more/increase*



*Fact families*

*number bonds*

$$30 + 70 = 100$$

$$40 + 60 = 100$$

$$50 + 50 = 100$$

*commutative*

$$3 + 4 = 7$$

$$4 + 3 = 7$$

*total/equal*



15.10.25

LQ: Can I understand that addition is commutative?

Today we are going to revisit what commutative addition means.

**Discover**

What do you notice about the apples?



15.10.25

LQ: Can I understand that addition is commutative?

Some apples are hanging on the tree and some apples have fallen to the ground.

I am going to use counters to represent the apples.



First we need to count both parts and record the numbers before we can work out the whole number.

How many apples are hanging from the tree?

How many apples are on the ground?

15.10.25

LQ: *Can I understand that addition is commutative?*

*Let's draw a part whole model and write the numbers in the correct parts.*

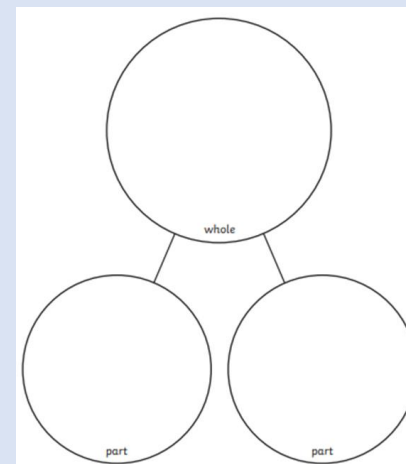
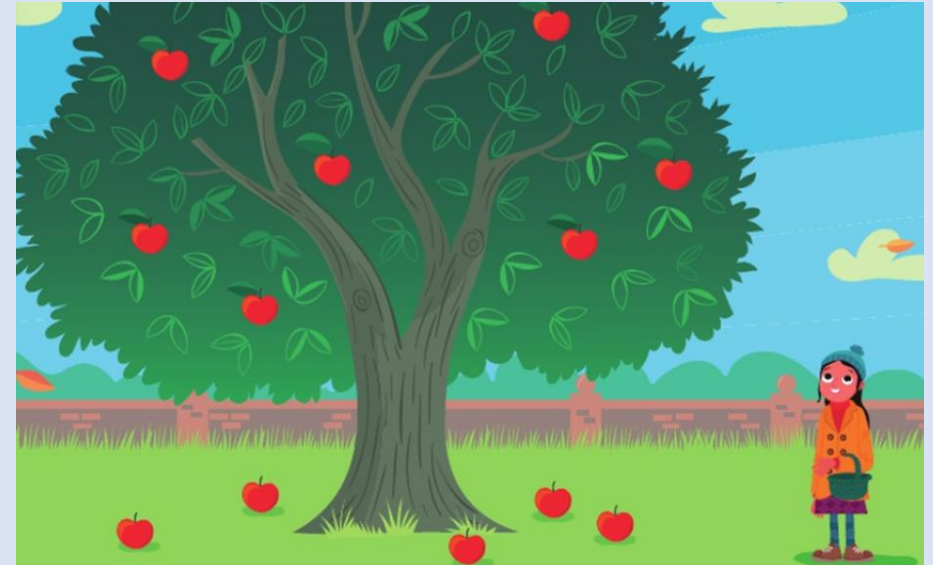
*What numbers go in the two parts?*

*What is the whole number?*

*Let's record this as an addition number sentence.*

*TP- Does it matter if the two parts are not written in the correct circles? Why?*

*Why not?*



15.10.25

LQ: *Can I understand that addition is commutative?*

*With addition we can swap the first and the middle numbers around and the total will remain the same. This is called **commutative**.*

*Our number sentence is:  $7+5=12$*

*We can also record this as:  $5+7=12$*

*Both number sentences tells us how many apple there are altogether.*

*Tell your TP what you notice. Use the stem sentence to explain your thinking.*

*I notice the numbers...*

*Self assessment*

*Do you understand the tasks?*

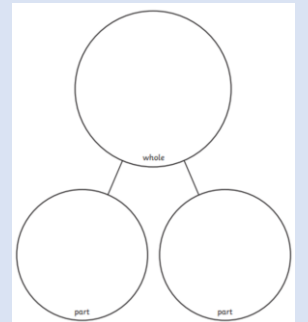
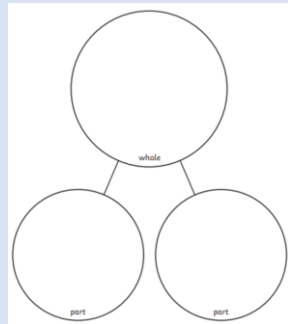


15.10.25

LQ: Can I understand that addition is commutative?

Sometimes the numbers for addition are represented using pictures.

Let's practise drawing a part-whole model and writing the commutative number sentences for these pictures.



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

$$\underline{\quad\quad}$$

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

$$\underline{\quad\quad}$$

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

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

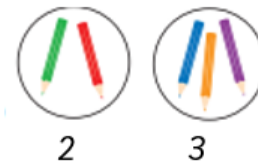
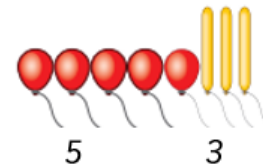
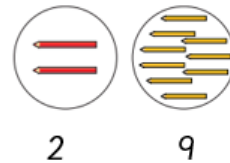
15.10.25

# Tasks

## LQ: Can I understand that addition is commutative?

★ add, 2-digit, 1-digit, equals, total, commutative ★

1. Use the pictures to help you draw part-whole models to add these numbers. Then record as commutative addition number sentences.



2. True or False?

$$1 + 4 + 2 \qquad 4 + 2 + 1$$

$$2 + 4 + 1 \qquad 4 + 1 + 2$$

These four calculations have the same answers.

It is true because...

It is false because...

3. Ben makes a pattern:

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

Continue the pattern. Then he writes a related pattern. Continue this pattern.

$$10 + 90 = 100$$

$$20 + 80 = 100$$

$$30 + 70 = 100$$

How are they the same?

How are they different?

They are the same because...

They are different because...

SEN-NTE Children to write both addition number sentences for each set of numbers in their book.

Adult to scribe what children say.

Today I used concrete resources to add two amounts together and recorded my work as an addition number sentence. Then I swapped the amounts around and recorded the second number sentence to match the two groups of objects. I identified that the first digit and the second digit can be swapped and the total will remain the same. I learnt this is called commutative addition.

Self assessment

Do you understand the tasks?



*Thursday 16<sup>th</sup> October 2025*

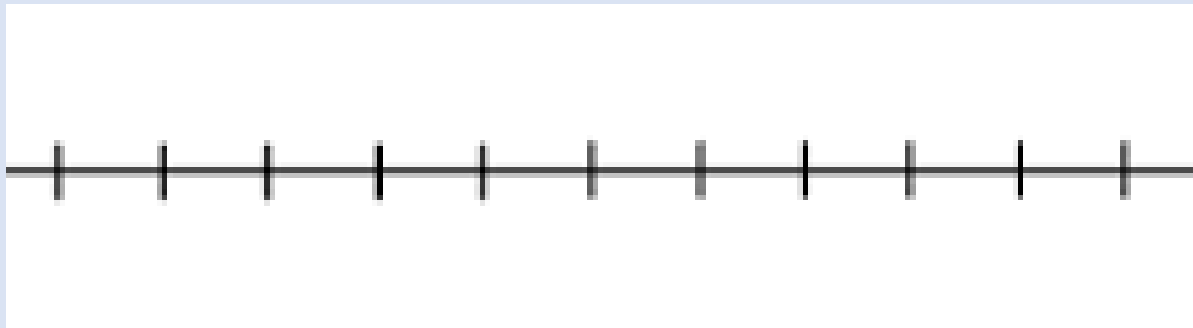
16.10.25

## *Mental Maths*

*Add these numbers on a number line.*

$$23 + 4 =$$

$$18 + 7 =$$





*LQ: Can I compare number sentences?*

*Steps to Success:*



*I can compare numbers when adding.*

*I can use the correct symbol to compare numbers.*

*I can explain what is less or greater than.*

# ★ Star Words ★

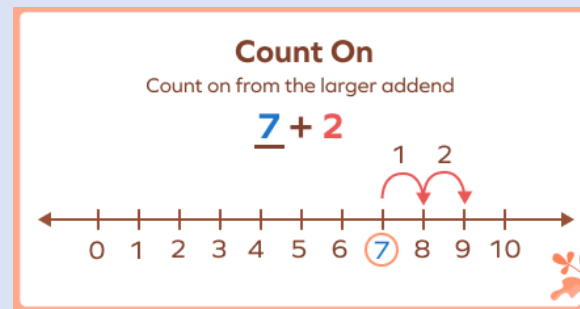
addition/add/plus



amount



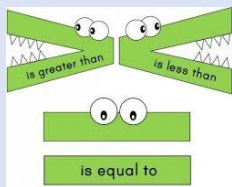
Counting on



more/increase



greater than



less than

equals to

number bonds

$$30 + 70 = 100$$

$$40 + 60 = 100$$

$$50 + 50 = 100$$

commutative

$$3 + 4 = 7$$

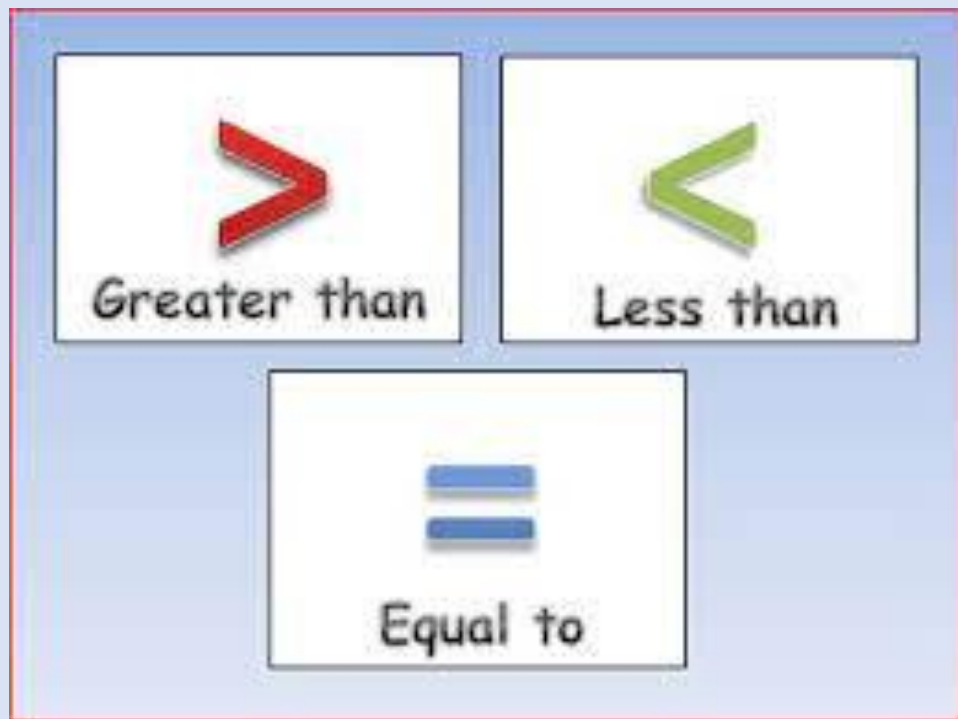
$$4 + 3 = 7$$

total/equal



Today we are going to learn how to compare number sentences.

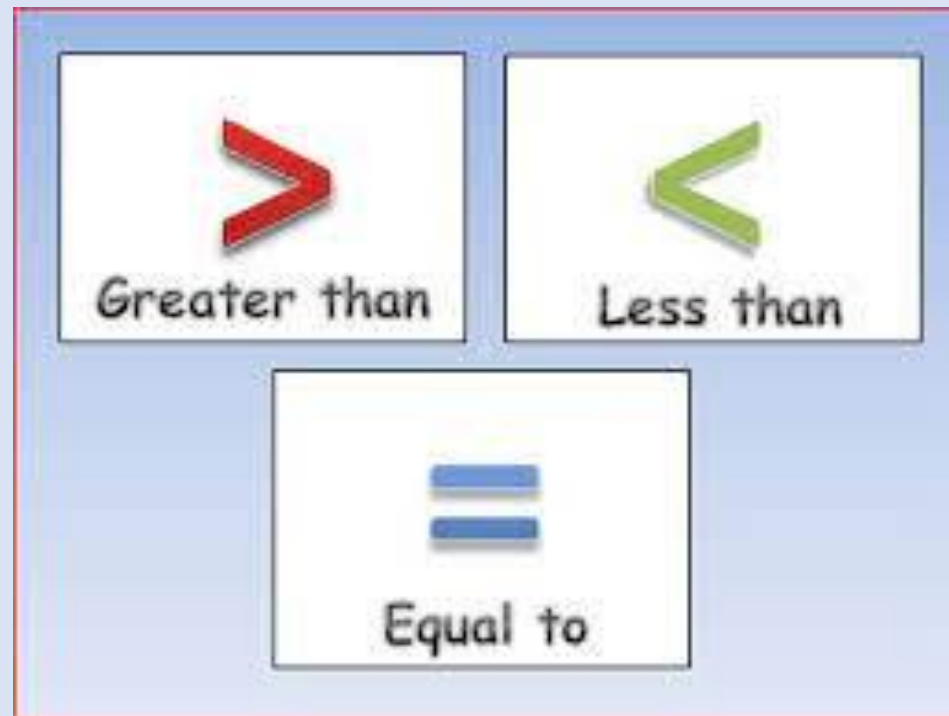
Let's recap what these symbols mean.



TP- What does compare mean?

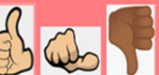
What does the  $<$ ,  $>$  and  $=$  symbols mean?

To compare number sentences, first we have to solve the calculation to find the value on each side, then use the greater than ( $>$ ) or less than ( $<$ ) symbols to show which number is bigger or smaller.



Self assessment

Do you understand the tasks?



16.10.25

LQ: Can I compare number sentences?



*TP - What is the same and what is different about the three children's trays of cookies?*

*Let's count how many cookies each character has.*

16.10.25

LQ: Can I compare number sentences?



*TP- Did Ola or Ben bake more cookies?*

*Did Abbie or Ola bake more cookies?*

*Can you find a way to compare the number of cookies without working out the calculations?*

16.10.25

LQ: Can I compare number sentences?

One of Ola's tray has  
7 cookies.



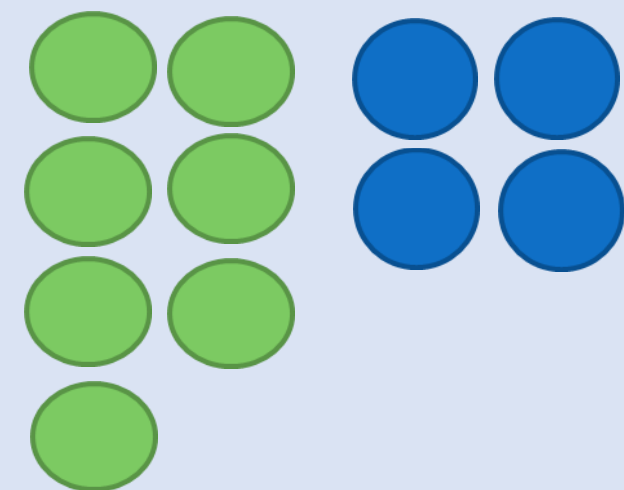
One of Abbie's tray  
Also has 7 cookies.

First we have to work out how many cookies Ola has on each of her trays.  
Then we have to work out how many cookies Abbie has on each of her trays.

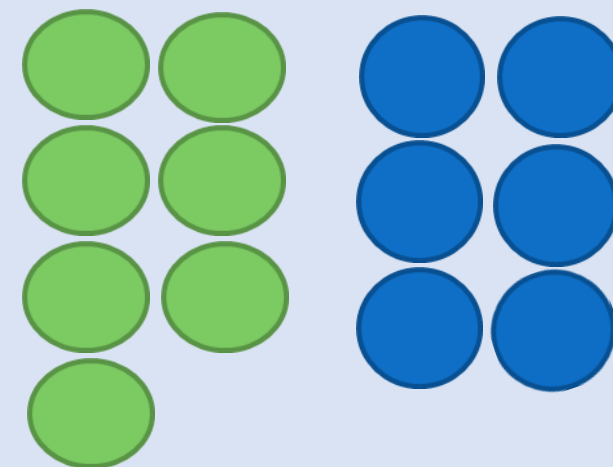
16.10.25

LQ: Can I compare number sentences?

Let's use two different coloured counters to represent Ola's and Abbie's cookies.



$$7 + 4 = 11$$

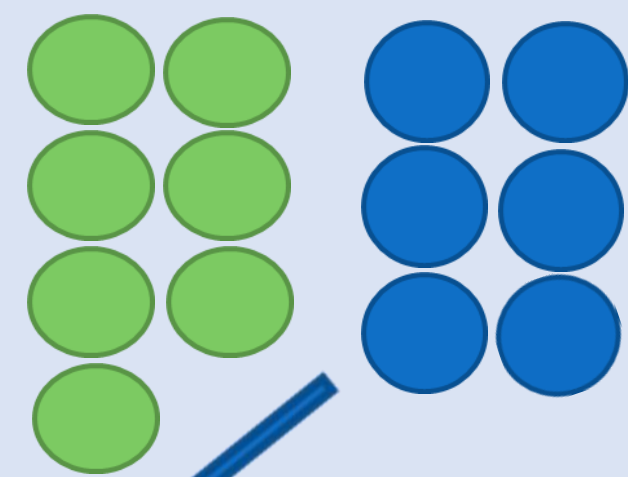
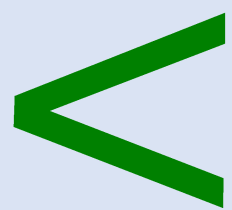
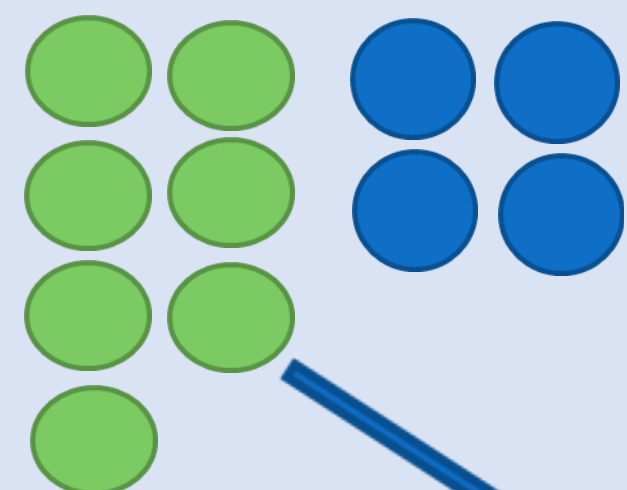


$$7 + 6 = 13$$

TP - What number is greater, 4 or 6?

*TP - What amount is greater than and what amount is less than?*

*What symbol do I need to use to compare the number sentences?*



**$7 + 4 = 11$**

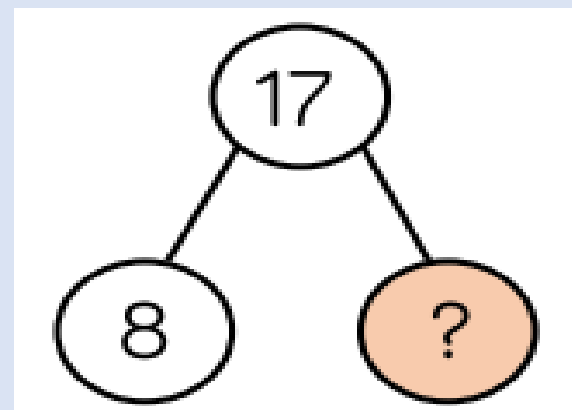
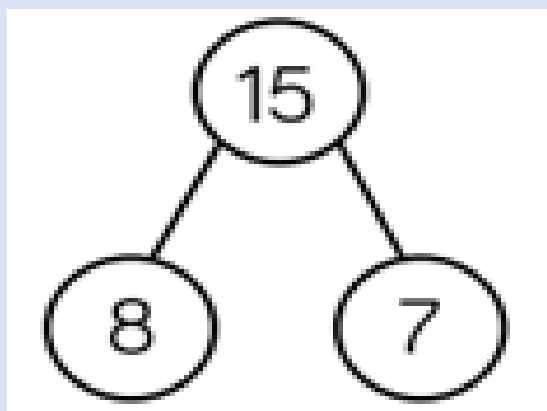


**$7 + 6 = 13$**

16.10.25

LQ: Can I compare number sentences?

*Rosie thinks she knows the missing number without calculating the answer. She says the missing part is greater than 7.*



*Can you explain her thinking?*

16.10.25

# Tasks

LQ: Can I compare number sentences?

Use the counters to add up the two sets of numbers and write the number sentences for each set. Then write the compare sign to compare the number sentences.

$7+5 = \underline{\quad} \quad \underline{\quad} \quad 8+5 = \underline{\quad}$

$6+7 = \underline{\quad} \quad \underline{\quad} \quad 9+8 = \underline{\quad}$

$10+3 = \underline{\quad} \quad \underline{\quad} \quad 9+6 = \underline{\quad}$

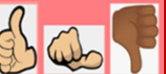
$5+6 = \underline{\quad} \quad \underline{\quad} \quad 6+4 = \underline{\quad}$

Example:

$7+4=11 < 6+6=12$

Self assessment

Do you understand how to  
compare number sentences?



*Friday 17<sup>th</sup> October 2025*

17.10.25

## Mental Maths

*Work out all the combination to make number bonds to 10.*

*Record it in order (systematically)*





*LQ: Can I compare number sentences?*

*Steps to Success:*



*I can compare numbers when adding.*

*I can use the correct symbol to compare numbers.*

*I can explain what is less or greater than.*

# ★ Star Words ★

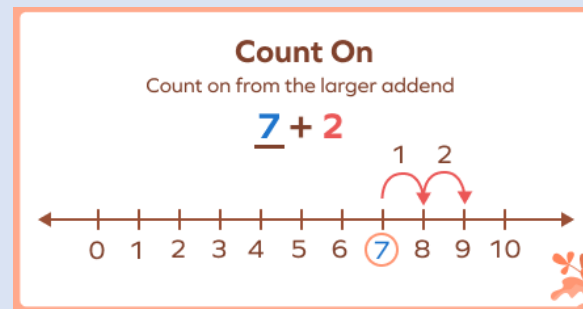
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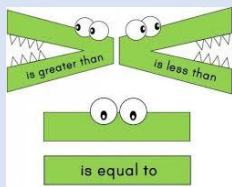
Counting on



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number bonds

$$30 + 70 = 100$$

$$40 + 60 = 100$$

$$50 + 50 = 100$$

commutative

$$3 + 4 = 7$$

$$4 + 3 = 7$$

total/equal



17.10.25

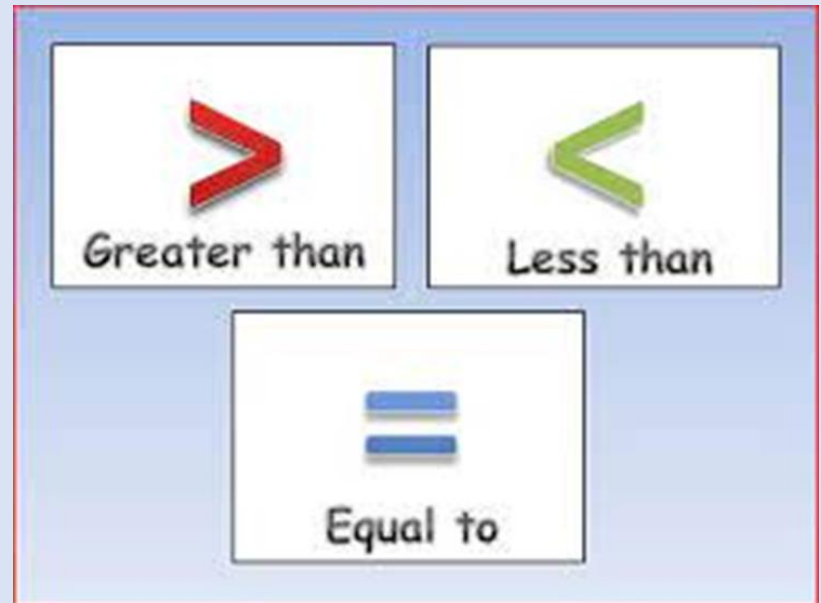
LQ: Can I compare number sentences?

Yesterday we practised comparing number sentences.

TP- What does comparing number sentences mean?

To compare number sentences, first we have to solve the calculation to find the value on each side, then use the greater than ( $>$ ) or less than ( $<$ ) symbols to show which number is bigger or smaller.

What did we have to do first before we could use the symbols for comparing?

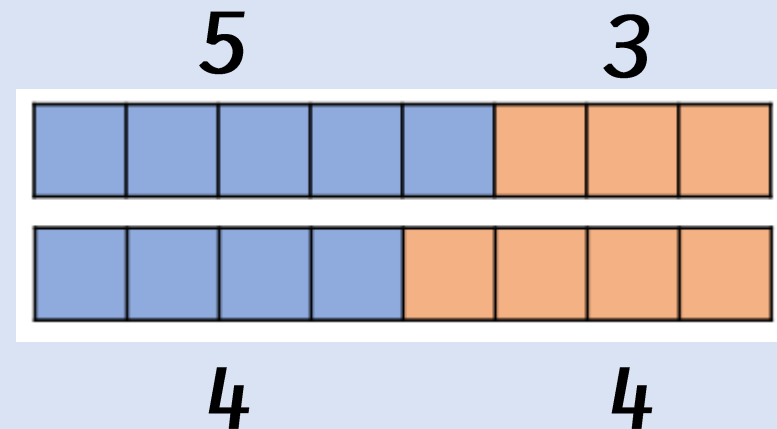


17.10.25

LQ: Can I compare number sentences?

Today's we are going to continue with comparing number sentences.

TP- How can we use the following representation to prove that  $5+3=4+4$ ?



The representation on both bars look different but the total is the same.

$$5+3=8 = 4+4=8$$

17.10.25

LQ: Can I compare number sentences?

Look at these addition number sentences and compare them.

$$5 + 2 = \square \quad \_ \quad 6 + 1 = \square$$

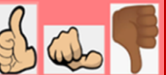
TPs: What symbol will go in the middle?

How do you know?

Let's work out the totals for both number sentences before we use the symbols to compare.

Self assessment

Do you understand how to compare number sentences?



17.10.25

LQ: Can I compare number sentences?

*What symbol will go in the middle to make these statements correct?*

$$7 + 3 = \underline{\quad\quad} \quad \underline{\quad\quad} \quad 8 + 3 = \underline{\quad\quad}$$

$$4 + 5 = \underline{\quad\quad} \quad \underline{\quad\quad} \quad 3 + 2 = \underline{\quad\quad}$$

*Let's work together to find the totals first for each number sentence.*

17.10.25

LQ: Can I compare number sentences?

Mr Radford says the missing numbers are 5 and 3.

Complete the sentences to work it out.

$$7+1\_\_ = 4+4\_\_ = 6+2\_\_ = \_\_ + \_\_$$

TPs: *Is he correct or incorrect?*

Yes, he is correct because....

No, he is incorrect because...

# 17.10.25

# Tasks

## LQ: Can I compare number sentences?

Today I used concrete resources to complete the addition number sentences and compared the number sentences by explaining which was greater than  $>$ , less than  $<$  and equal to  $=$ . Then I drew a symbol in each box to make the statements correct.

|         |  |         |
|---------|--|---------|
| $5+1=$  |  | $5+3=$  |
| $6+4=$  |  | $8+2=$  |
| $9+5=$  |  | $7+2=$  |
| $13+4=$ |  | $11+3=$ |
| $3+2=$  |  | $3+3=$  |

★ add, plus, greater than, less than, equal to, total, compare ★

1. Copy the number sentences and fill in the symbol in the middle to make these statements correct.

|        |  |        |
|--------|--|--------|
| $5+1$  |  | $5+3$  |
| $6+4$  |  | $8+2$  |
| $9+5$  |  | $7+2$  |
| $13+4$ |  | $11+3$ |
| $3+2$  |  | $3+3$  |

2. Mina thinks about this statement:

$$8+1=7+2 = 6+3= \_ + \_$$



She thinks the missing numbers are 5 and 4.

Is she right or wrong?  
How do you know?

Mina is \_\_\_\_\_ because the missing numbers are \_\_ and \_\_.

3. Use these four cards to complete the statements correctly in as many different ways as you can.

You can only use each card once.

$$\_ + \_ < \_ + \_$$



Self assessment

Do you understand the tasks?

