

# 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.

Consolidation

Comparing the properties of  
2D and 3D shapes.

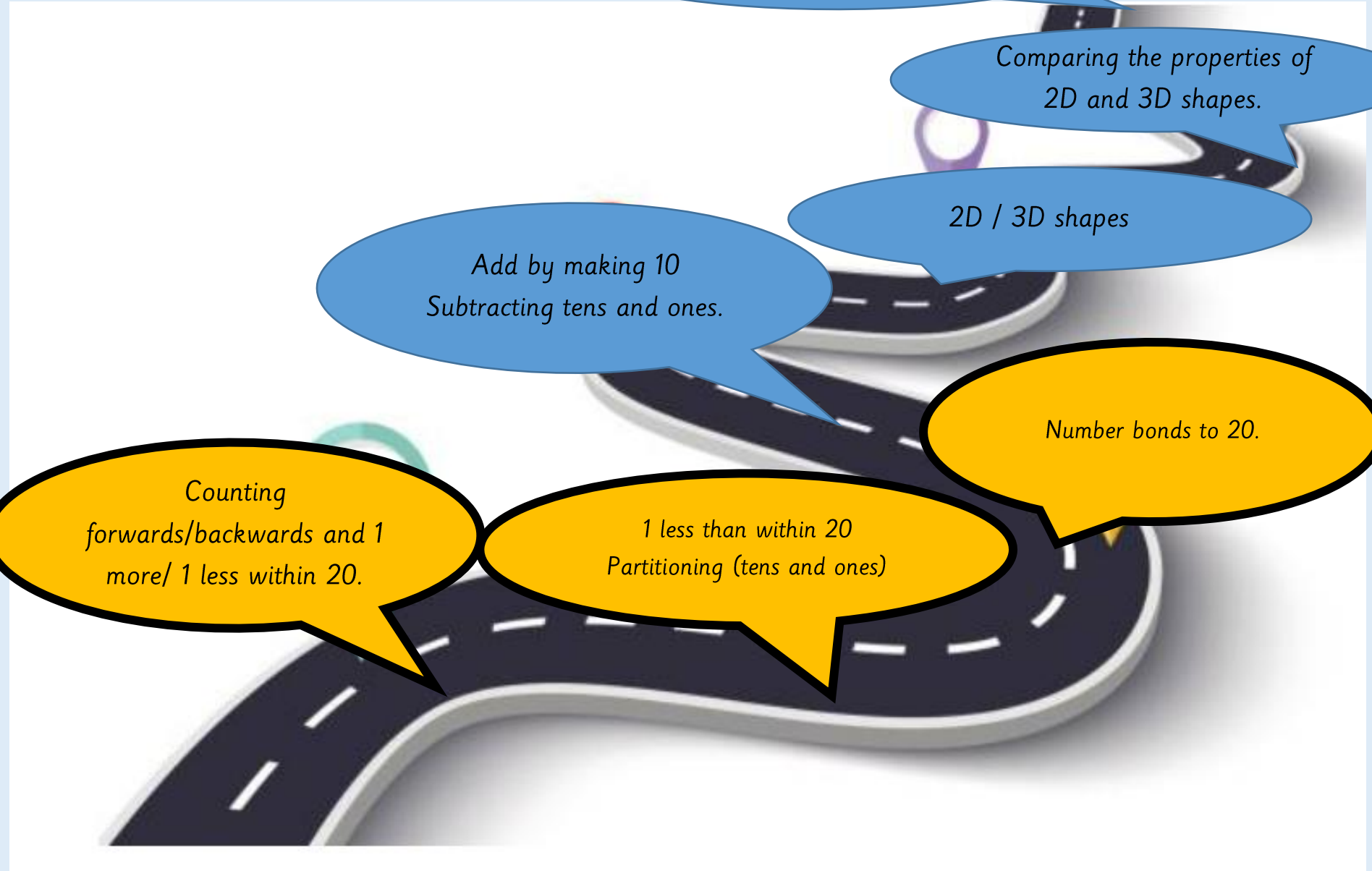
2D / 3D shapes

Add by making 10  
Subtracting tens and ones.

Number bonds to 20.

Counting  
forwards/backwards and 1  
more/ 1 less within 20.

1 less than within 20  
Partitioning (tens and ones)

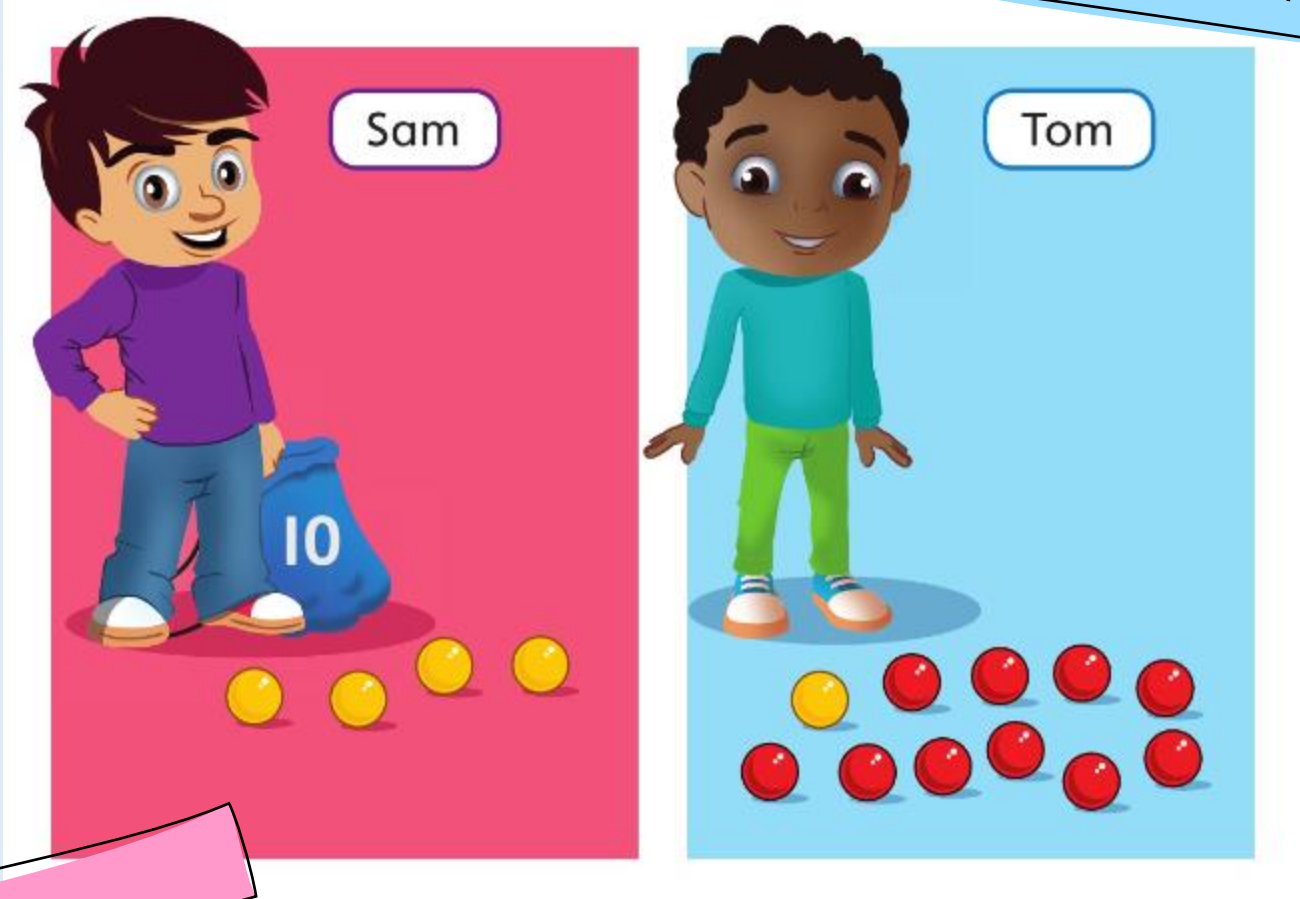


*Monday 10<sup>th</sup> November 2025-*  
*Science Day*

*Tuesday 11<sup>th</sup> November 2025*

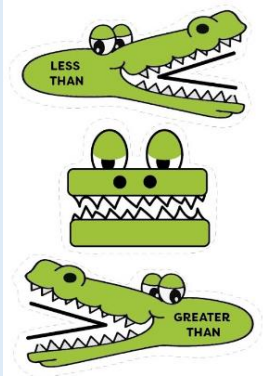
LQ: Can I compare groups of objects?

TP: Tom has \_\_\_\_\_.



TP: Sam has \_\_\_\_\_.

TP: \_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.





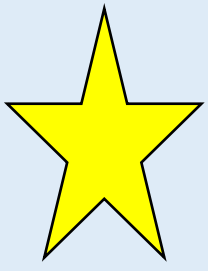
*LQ: Can I explore tens and ones?*

*Steps to success*



*I can partition the numbers into tens and ones*

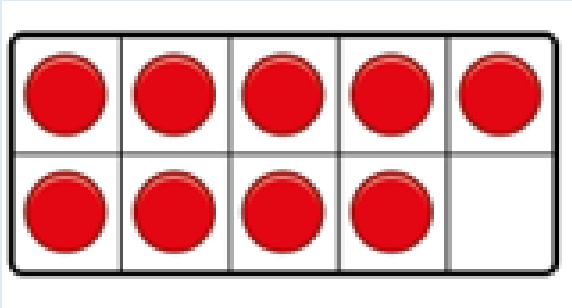
*I can show a number from 11 to 20 as tens and ones using concrete objects (e.g. 16 is made up of 1 ten and 6 ones).*



# Star words



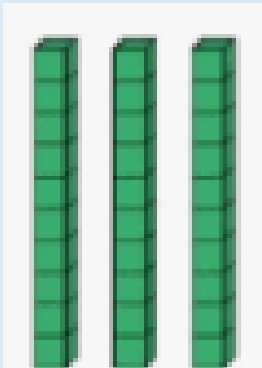
tens frame



dienes



tens





ones



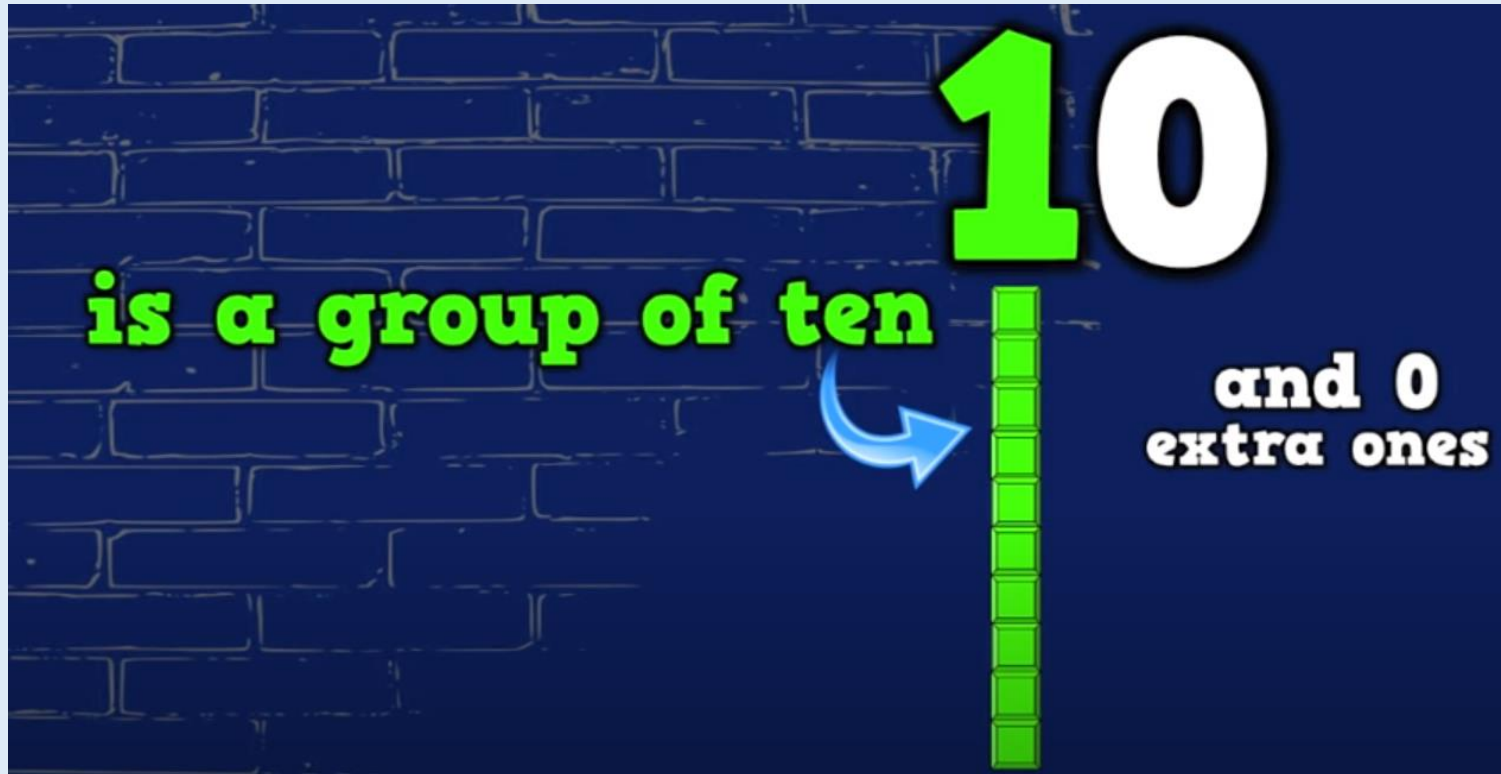
partition

13

	
tens	ones
1	3



*Today we are going to explore tens and ones.*



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

LQ: Can I explore tens and ones?

Let's work it out together.

<https://www.topmarks.co.uk/Flash.aspx?f=diennesandcoinsv3>

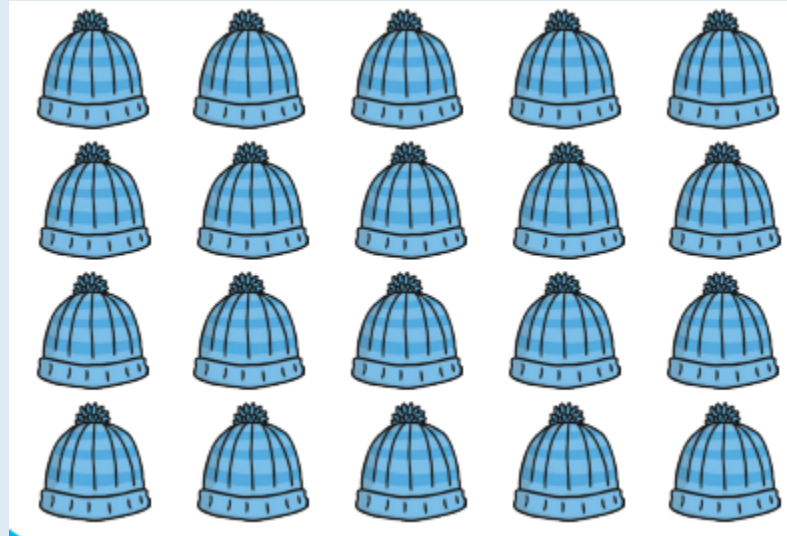
Stem sentence

There is \_\_\_\_ tens.

There is \_\_\_\_ ones.

Teacher to drag the tens and ones and children to say the sentence to match what is shown.

Let's look at the picture.

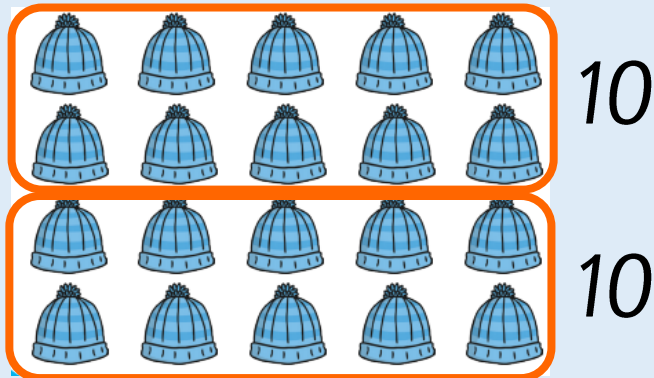
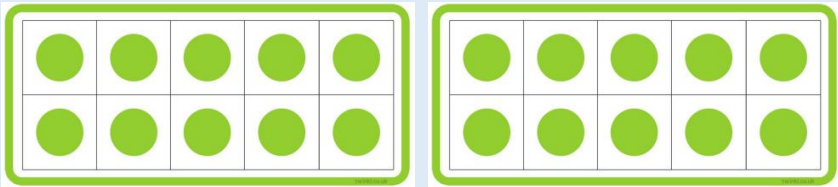


How many hats are there?

How many tens?

How many ones?

There are \_\_\_\_ tens and \_\_\_\_ ones.



$$\square + \square = \square$$

How many stars are there?

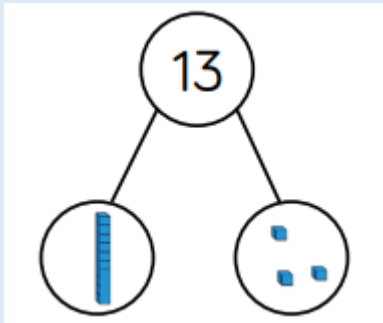
How many tens?

How many ones?



There is \_\_\_\_ ten and \_\_\_\_ ones.

$$\square + \square = \square$$



●	●	●	●	●	●	●			
●	●	●	●	●	●				

Joe says,

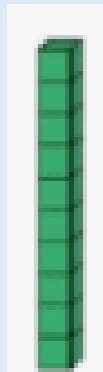
*“There is 1 ten and 2 ones in 20.”*

*Is he correct? Explain your answer?*

tens	ones

*Let's draw dienes on the place value grid to work it out.*

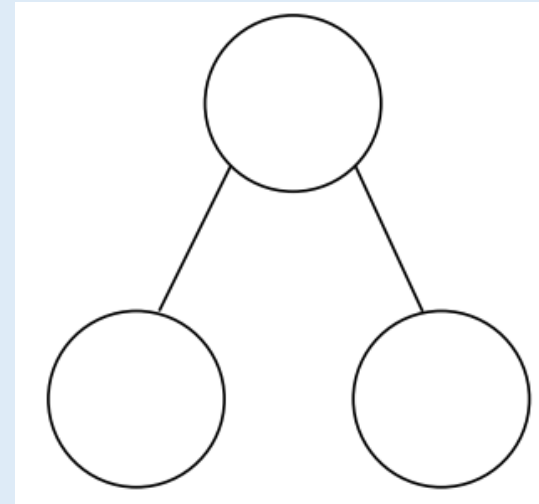
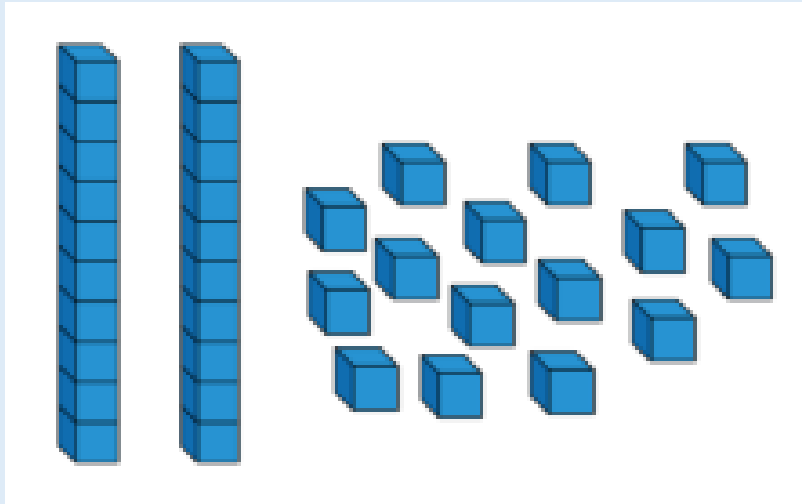
*TP: How many tens?*



*TP: How many ones?*



*Here are some dienes.*



*How many ways can you complete the part-whole model to show numbers up to 20, using the dienes? You do not have to use all the dienes.*

# Your task

★ number, tens, ones, partition, whole number, parts ★

1. Complete the place value grid and statements and write the addition number sentence to match.



There is \_\_\_ ten and \_\_\_ ones.

2. Alex makes a part whole model.



She says,

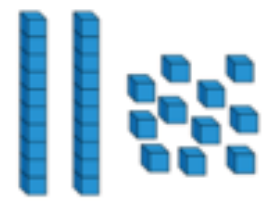


There are 8 tens and 1 one.

Explain her mistake. What is her number?

Sentence starter:  
Her mistake is...  
Her number is...

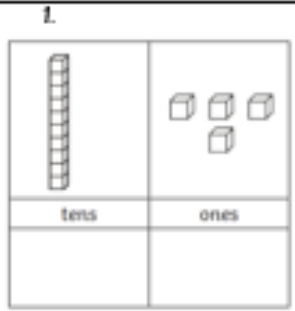
3. Draw the part-whole model to show numbers up to 20, using the dienes – you do not have to use it all.



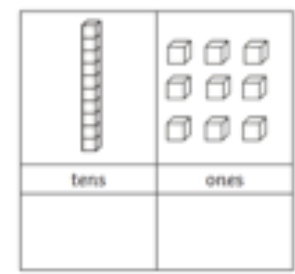
11.11.25	I	WS
LQ: Can I explore tens and ones?	1	2 3

Today we represented teen numerals using dienes and a place value grid. We worked in a small group to pick a number card and used the tens and ones to represent that number. As a challenge we represented numbers from 1-20, remembering to represent ones and tens correctly.

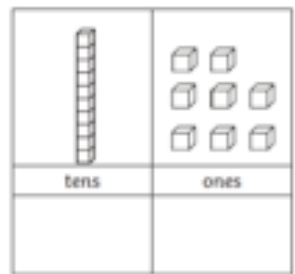
Photo and child's voice of activity.



There is \_\_\_ ten and \_\_\_ ones.



There is \_\_\_ ten and \_\_\_ ones.



There is \_\_\_ ten and \_\_\_ ones.

Self assessment

Do you understand the tasks?



*Wednesday 12<sup>th</sup> November 2025*



3 Complete the number bonds to 20.

$$1 + \square = 20$$

$$2 + \square = 20$$

$$3 + \square = 20$$

$$11 + \square = 20$$

$$12 + \square = 20$$

$$13 + \square = 20$$

$$\square + 9 = 20$$

$$\square + 19 = 20$$

How are the  
bonds linked?

Can you find  
any other  
bonds to 20?

CHALLENGE



# LQ. Can I compare numbers?

TP: \_\_\_\_\_ is greater than \_\_\_\_\_.

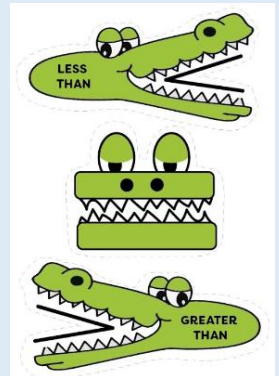
16      10

TP: \_\_\_\_\_ is equal to \_\_\_\_\_.

9      8

TP: \_\_\_\_\_ is less than \_\_\_\_\_.

20      20





*LQ. Can I explore number bonds to 20?*

*Steps to success*



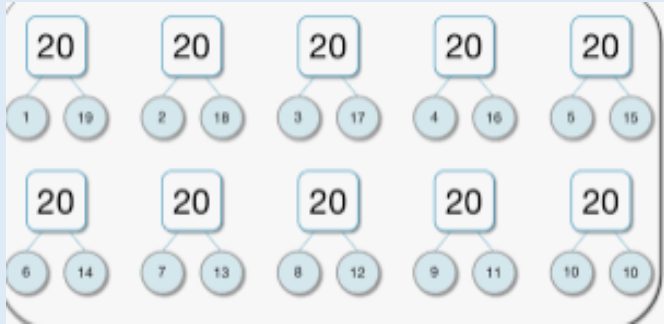
*I can say bonds to 20 using my knowledge of number bonds to 10.*

*I can recall common bonds to 20, such as  $10 + 10$ ,  $1 + 19$ ,  $5 + 15$ .*

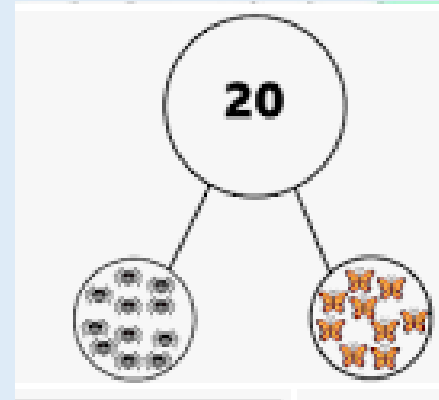
# Star words



*Number bonds*



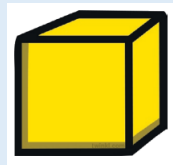
*Part whole*



*place value grid*

Tens	Ones

*ones*



*tens*

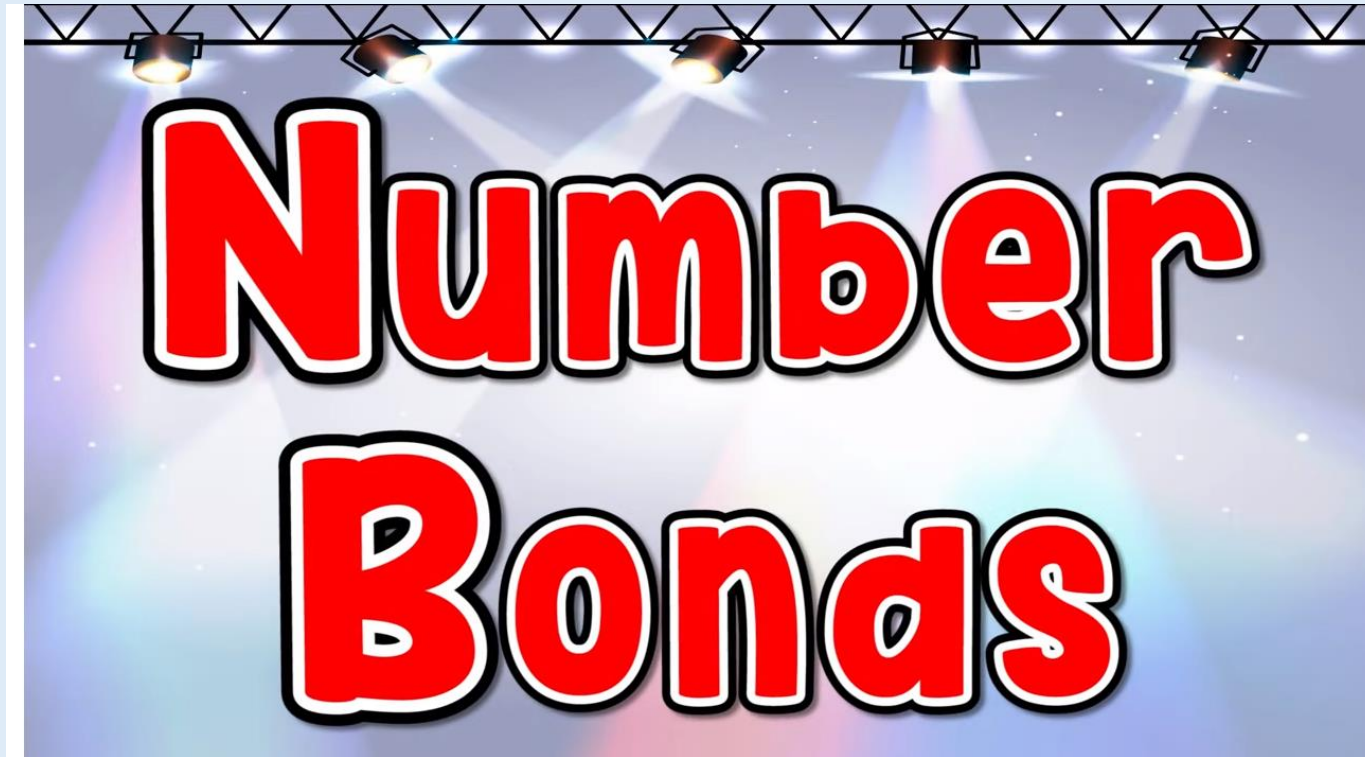


LQ. Can I explore number bonds to 10?

12.11.25

Revisit

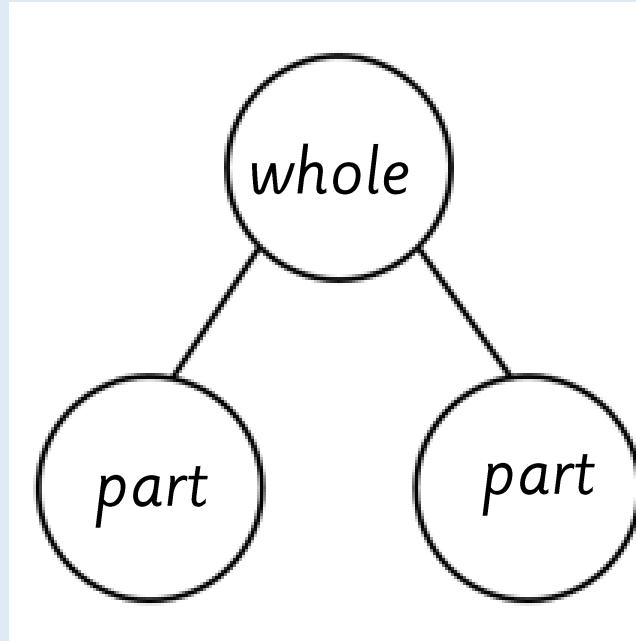
TP: \_\_\_\_ and \_\_\_\_ makes 10.



<https://www.youtube.com/watch?v=ID9tjBUiXs0>

Revisit

TPs: What is this model called?



This is a part whole model. It has two parts and one whole.  
The whole number is partitioned into two parts.

Let's work it out together.

To find number bonds to 20 you have to add 10 each time to the first numeral. We already know our number bonds to 10!

$$1 + 9 = 10$$

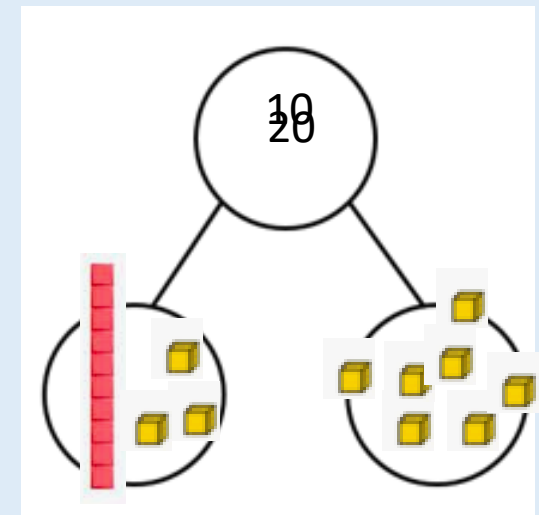
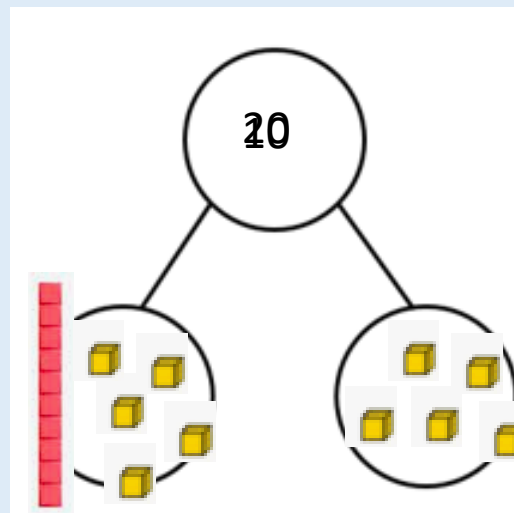
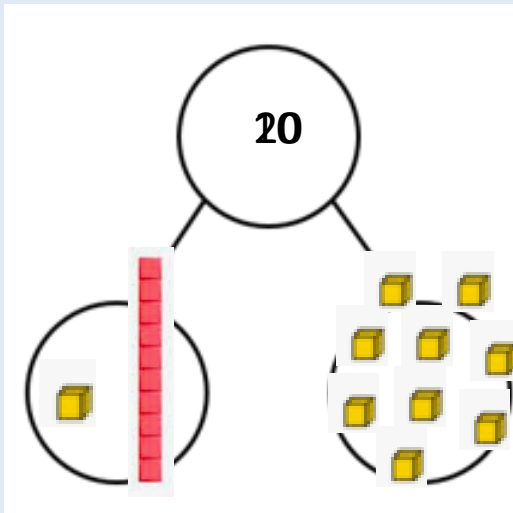
$$5 + 5 = 10$$

$$3 + 7 = 10$$

$$11 + 9 = 20$$

$$15 + 5 = 20$$

$$13 + 7 = 20$$



Let's work it out together.

Lets focus on the circled cartons.

Work out the 2 parts – then add the ten.

Teacher to model it in a part whole model on the flipchart.

TP: How many orange juices are there?

TP: How many apple juices are there?

TP: There are \_\_\_\_\_ altogether.

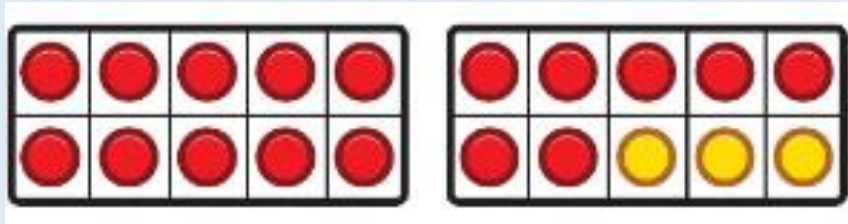


3 are apple juice.

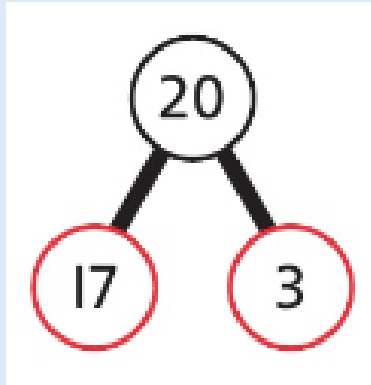
How many orange juice?



Let's share!



I can use a ten frame and counters to represent the juice in the trays.



There are 20 juice cartons in total.

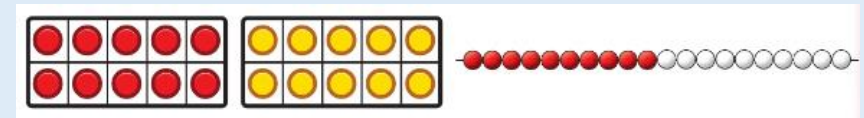
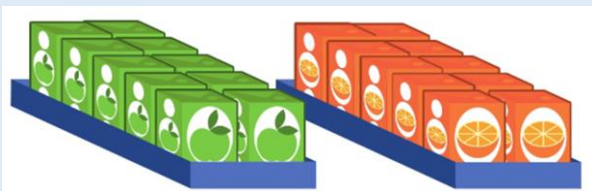
I know  $7+3=10$ , so

I know  $17+3=20$

10 cartons are apple juice.

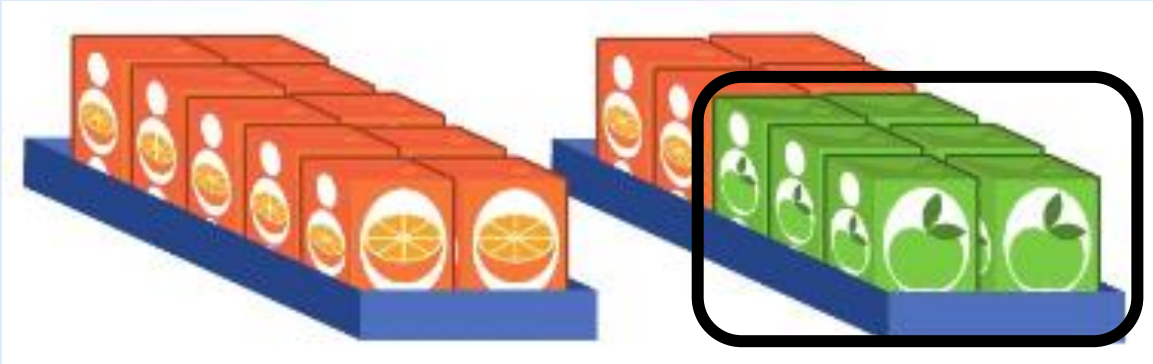
10 cartons are orange juice.

$10+10=20$



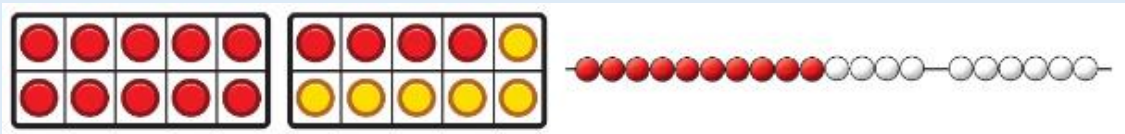
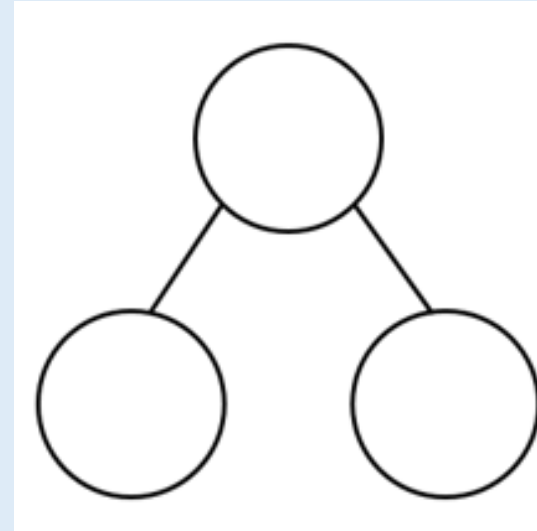
# Let's practise together!

Lets focus on the circled cartons.





6 are apple juice.

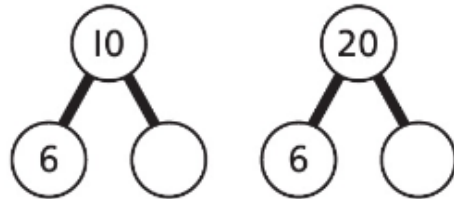
How many are orange juice?






$$6 + \square = 10$$

$$\text{So } 6 + \square = 20$$

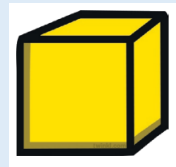
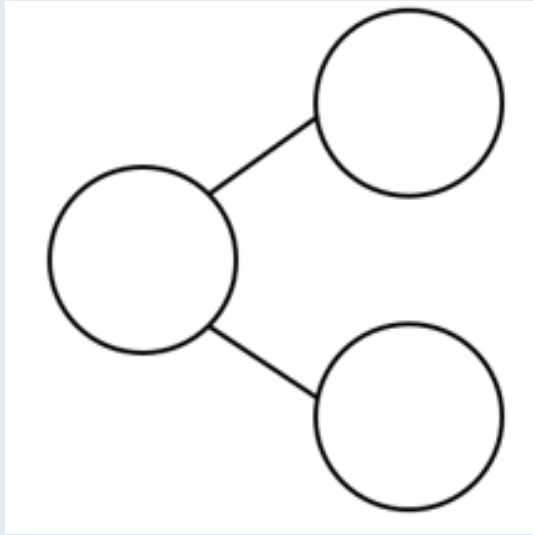
  are orange juice.



Self assessment  
Do you understand how to find number bonds to 20?

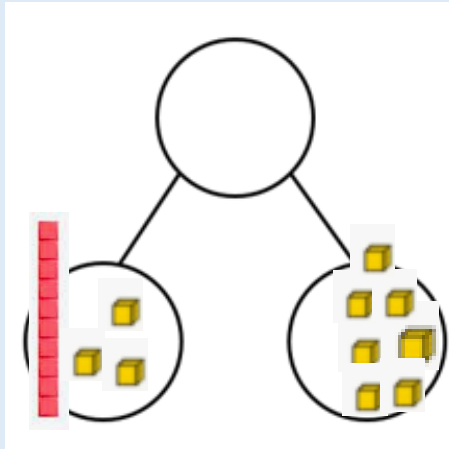


Let's use the dienes to make number bonds to 20 using the part whole model.

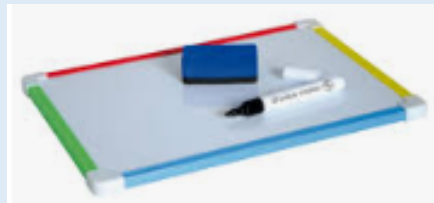


# Your task

Use the resources to practise making number bonds to 20.  
Remember to partition the numbers.



Challenge: Write the matching number sentence for each one.  
E.g.  $13+7=20$



Self assessment

Do you understand the task?



*Thursday 13<sup>th</sup> November 2025*

Let's look at the picture.

10 + 1

10 1

10 and 1 make 11

<https://www.youtube.com/watch?v=MmLMU8BqyKw>

Number bonds 11-19 song!

*LQ. Can I explore number bonds to 20?*



*Steps to success*

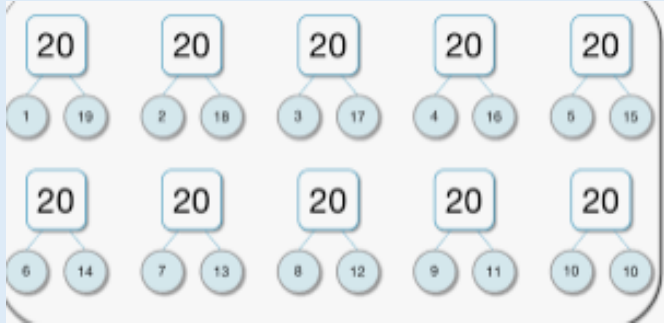


- I can say bonds to 20 using my knowledge of number bonds to 10.*
- I can recall common bonds to 20, such as  $10 + 10$ ,  $1 + 19$ ,  $5 + 15$ .*

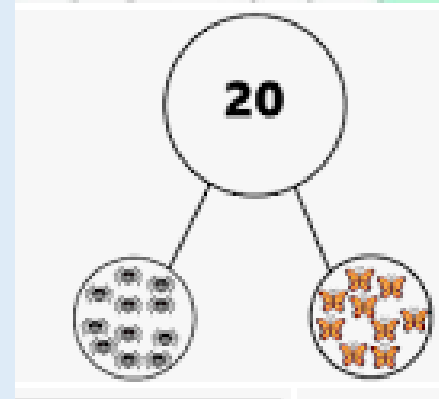
# Star words



Number bonds



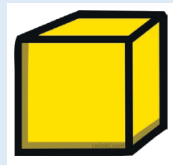
Part whole



place value grid

Tens	Ones

ones



tens



Let's look at the picture.

Lets recap how to make numbers bonds to 10  
which will help us to make bonds to 20.

$$2 + 8 = 10$$

$$12 + 8 = 20$$

$$4 + 6 = 10$$

$$14 + 6 = 20$$

$$3 + 7 = 10$$

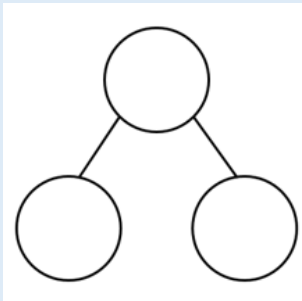
$$13 + 7 = 20$$

Self assessment

Do you understand how to add 10 to  
change the bond to 20?



Let's work it out together.



Use your whiteboard to draw  
part whole model and dienes  
to match the number  
sentences below.



$$12 + 8 = 20$$

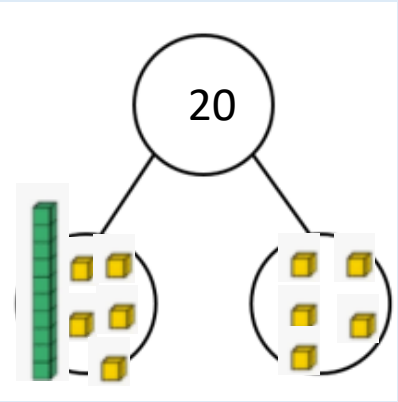
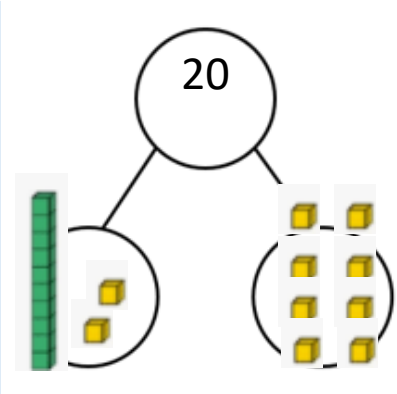
$$17 + 3 = 20$$

$$15 + 5 = 20$$

Let's check your work.

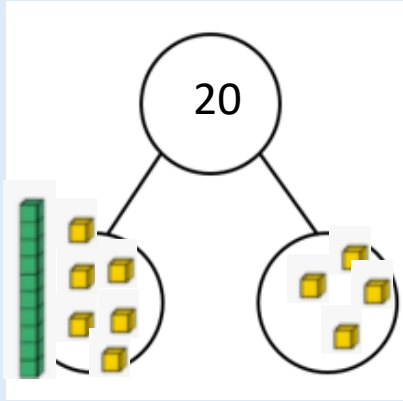


$$12 + 8 = 20$$



$$15 + 5 = 20$$

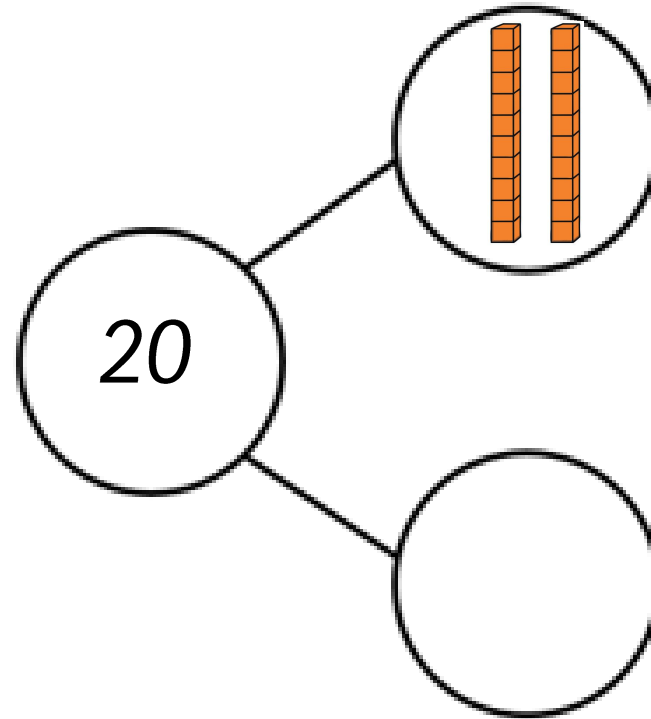
$$17 + 3 = 20$$



Let's practise together.

Jasmine says,

$20 + 0 = 20$  is the same as 2 tens.



TP: Yes, she is correct because\_\_\_\_\_.

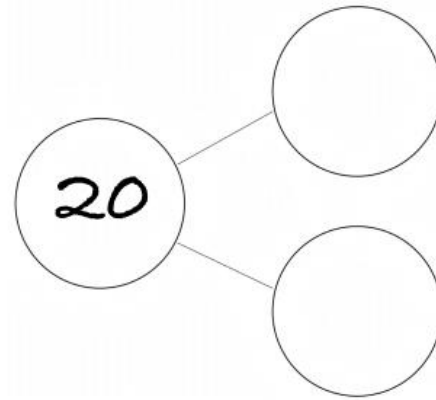
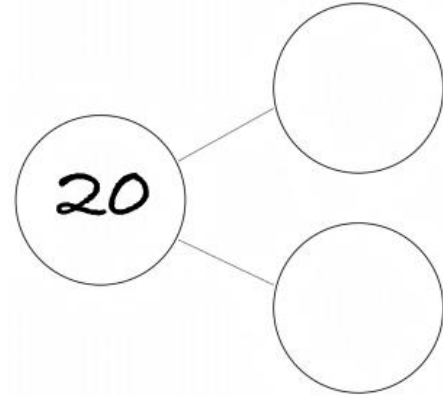
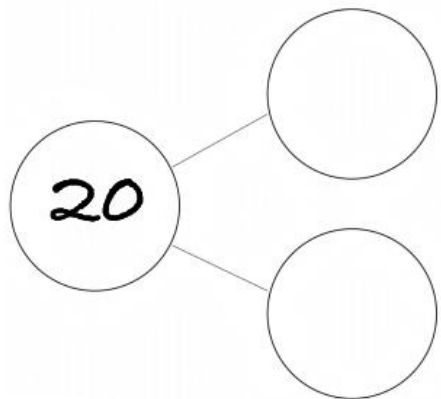
TP: No, she is incorrect because\_\_\_\_\_.

Is she correct? Explain why?

# Your task

Draw pictorial representations to make number bonds to 20 using the part whole model.

*Challenge: Write the number sentences to match each part whole model.*



$$\underline{\quad} + \underline{\quad} = 20$$

$$\underline{\quad} + \underline{\quad} = 20$$

$$\underline{\quad} + \underline{\quad} = 20$$

Self assessment

Do you understand the task?



*Friday 14<sup>th</sup> November 2025*

Read the numbers in words.

ten

fifteen

nineteen

twenty

five

two

thirteen

eleven

seventeen

nine



*LQ. Can I explore number bonds to 20?*

*Steps to success*

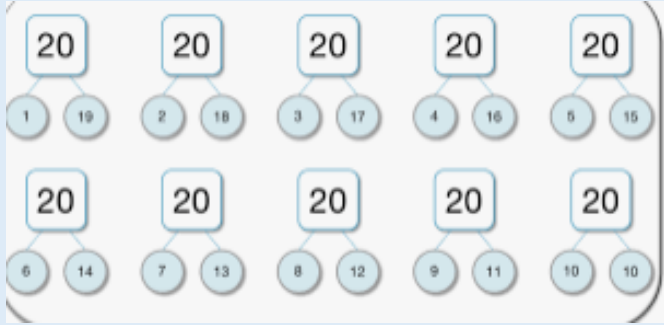


- I can say bonds to 20 using my knowledge of number bonds to 10.*
- I can recall common bonds to 20, such as  $10 + 10$ ,  $1 + 19$ ,  $5 + 15$ .*

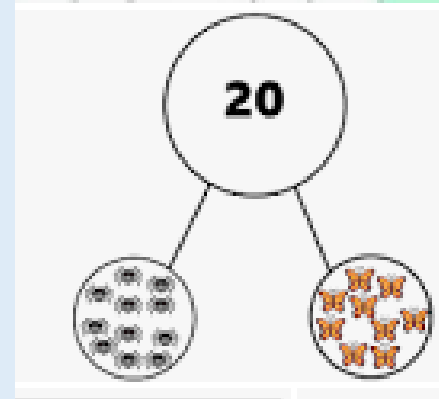
# Star words



Number bonds



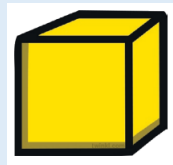
Part whole



place value grid

Tens	Ones

ones



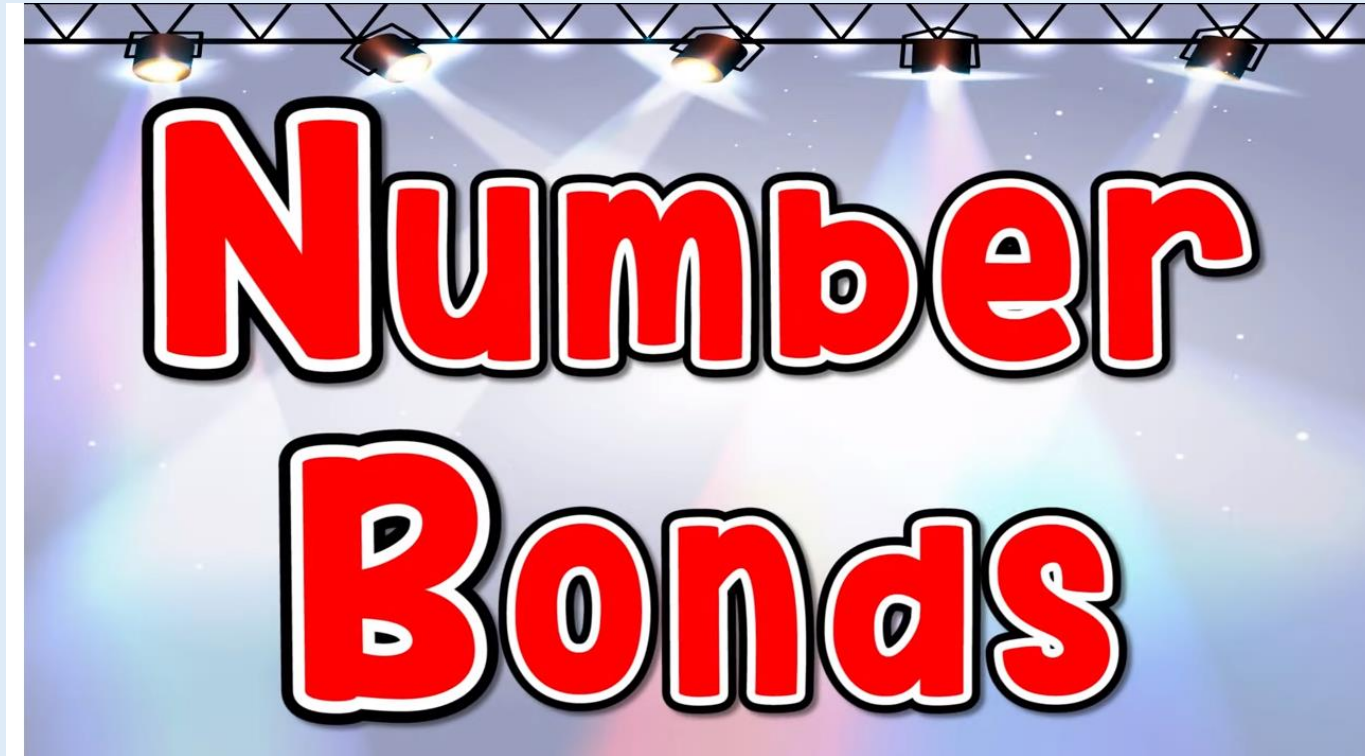
tens



LQ. Can I explore number bonds to 10?

Revisit

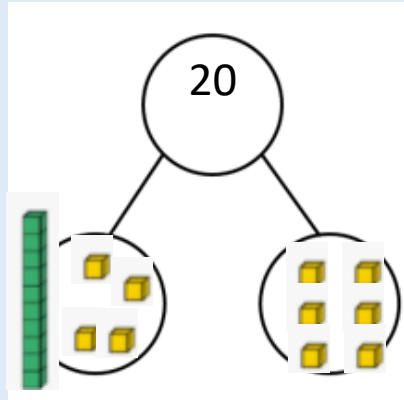
TP: \_\_\_\_ and \_\_\_\_ makes 10.



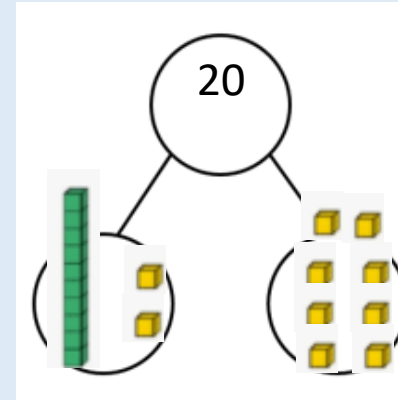
<https://www.youtube.com/watch?v=ID9tjBUiXs0>

Let's look at the picture.

Let's write the number sentence for these part whole model.



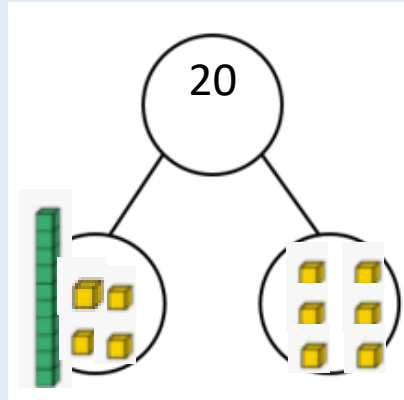
$$\square + \square = \square$$



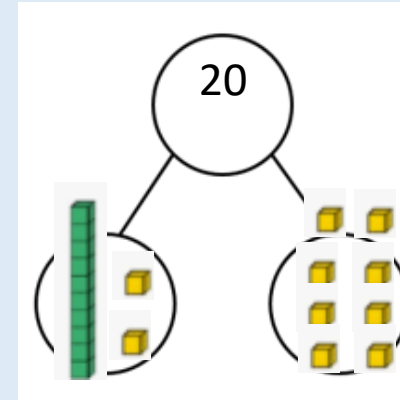
$$\square + \square = \square$$

Let's work it out together.

Does your part whole model look like this?



$$14 + 6 = 20$$



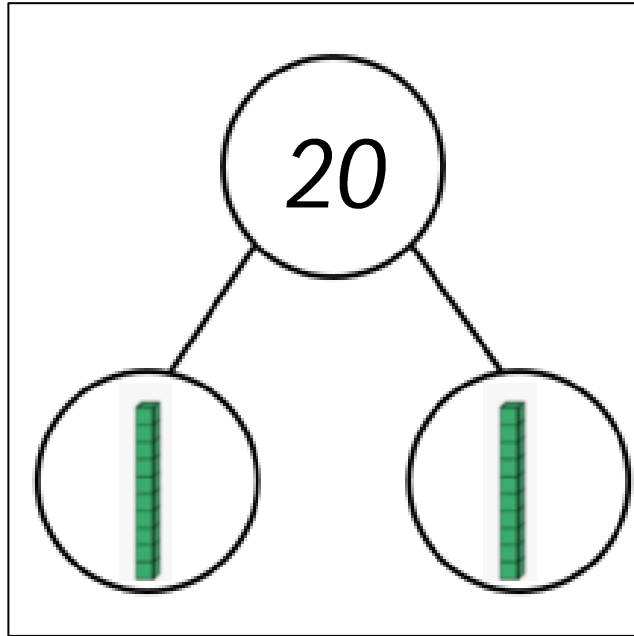
$$12 + 8 = 20$$

Self assessment

Do you understand how to find number bonds to 20?



Oliver completes his part whole model.



Is he correct?

How do you know?

TP: Yes, he is correct because\_\_\_\_\_.

TP: No, he is incorrect because\_\_\_\_\_.

Write a number sentence to match.

# Your task

Use the star words to help you explain your answers:



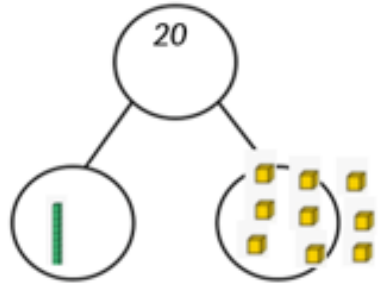
number bond, 20, ten frame, part-whole, ten, ones



1. Complete the number sentences to show the number bonds to 20.

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

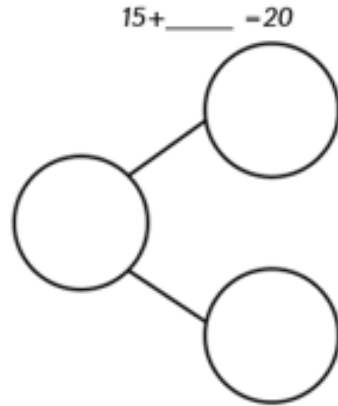
2. Fran shows a number bond to 20.



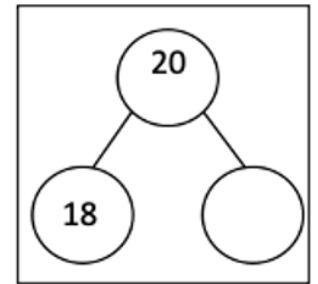
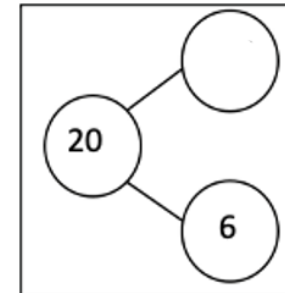
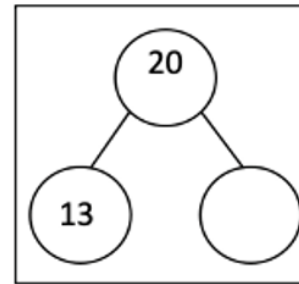
Is she correct? Explain your answer.

Sentence starter  
 Yes, she is correct because \_\_\_\_\_  
 No, she is incorrect because \_\_\_\_\_

3. Draw dienes in a part whole model to show:



Today we worked in a small group to explore number bonds to 20. We used concrete resources to help us find the tens and ones and wrote the other part in the part whole model.



1.

$$11 + \underline{\quad} = 20$$

$$16 + \underline{\quad} = 20$$

$$14 + \underline{\quad} = 20$$

$$15 + \underline{\quad} = 20$$

$$\underline{\quad} + 7 = 20$$

$$18 + \underline{\quad} = 20$$

Self assessment

Do you understand the task?

