

# Welcome to Year 1 Maths

The lesson will begin at 10:35 am

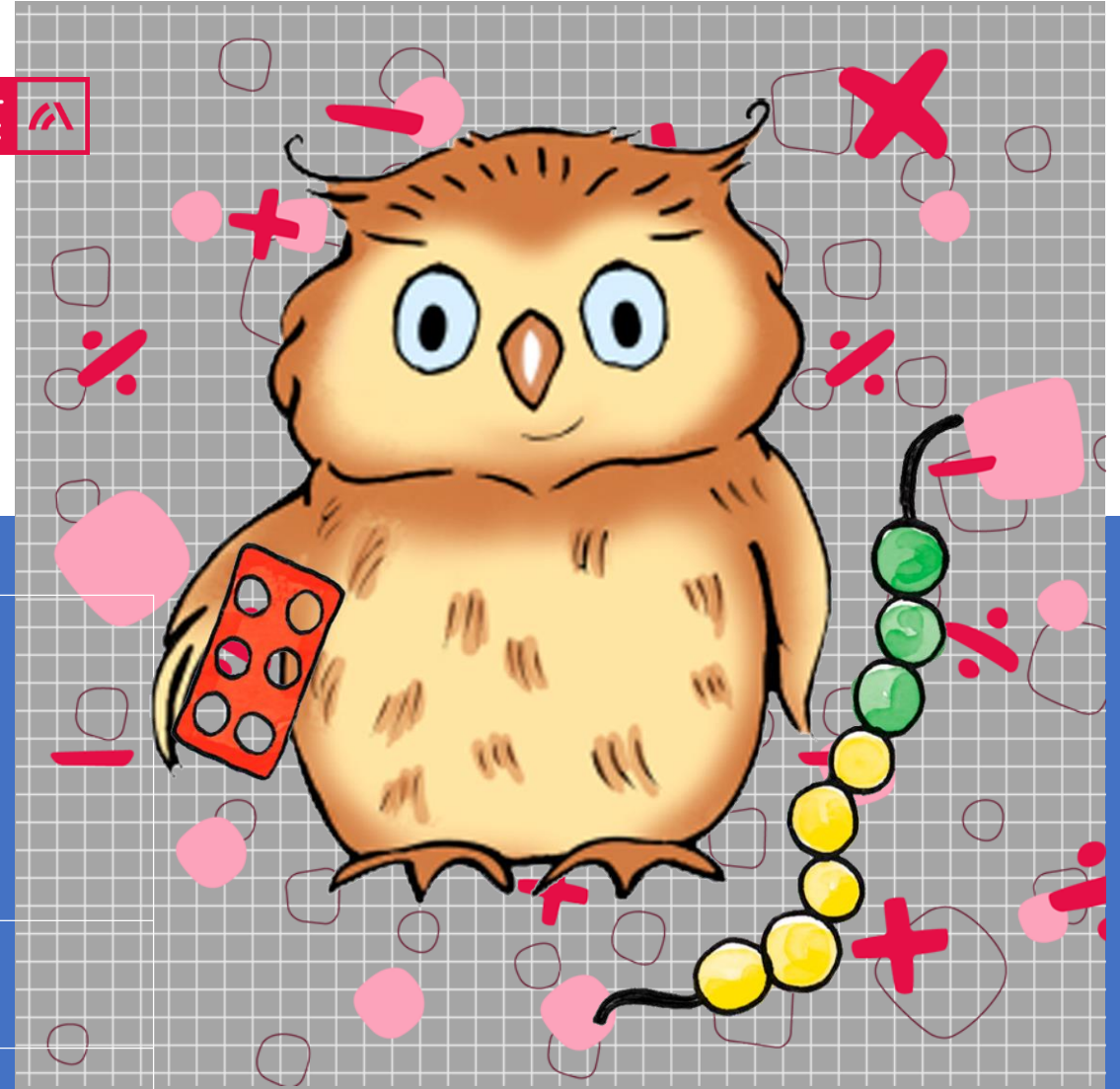


Turn your camera and microphone off please

# Year 1 Unit 7: Exploring calculation strategies within 20

## Lesson 3: 'Make ten'

Mathematics  
**Mastery**





Let's do now...



5 minutes...

# Using reasoning

Less than 10	Equal to 10	Greater than 10

$$5 + 6$$

$$3 + 9$$

$$2 + 6$$

$$4 + 5$$

$$9 + 4$$

$$8 + 2$$



Do Now



**Key learning:** To use the bead string to represent the 'make ten' strategy



**'make ten' whole**

**partition**

**addition**



**part**

**subtraction**

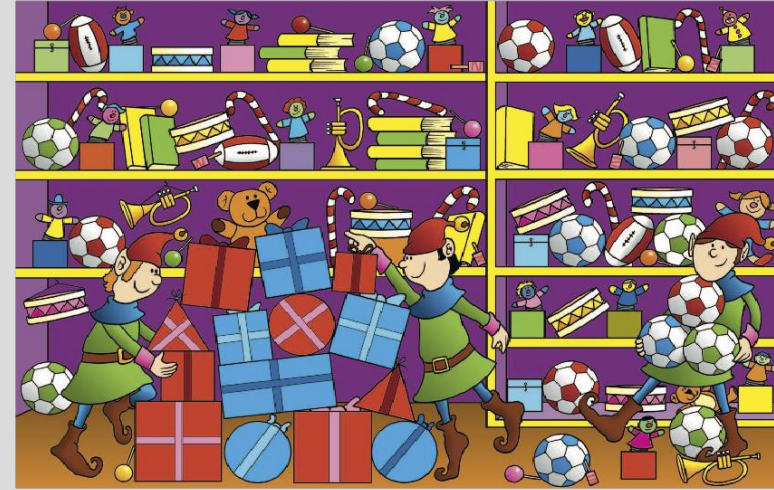
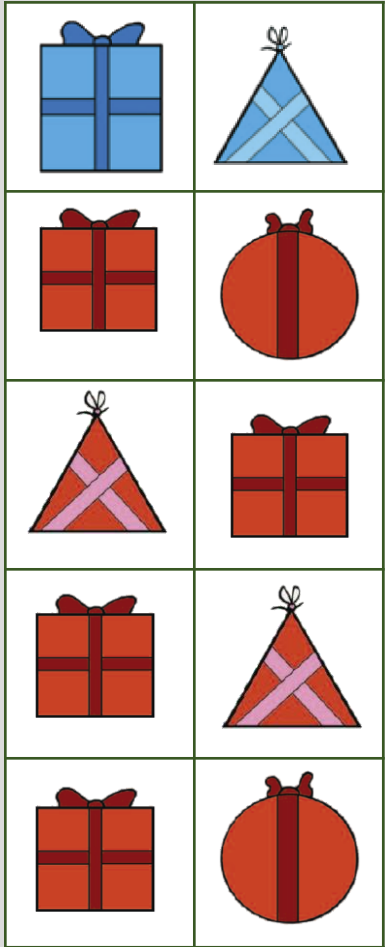


Star Words



# Representing addition using 'Make ten' on a bead string

$$8 + 6$$



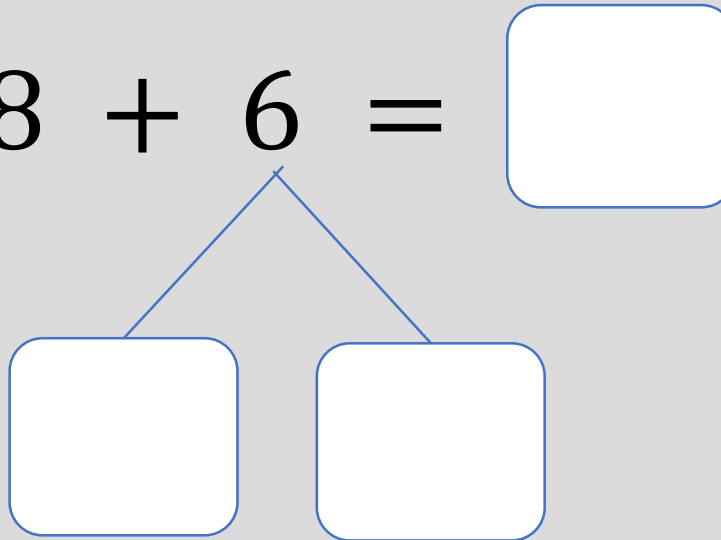
# Representing addition using 'Make ten' on a bead string



How many beads do I need to add to 8 to make 10?



$$8 + 6 = \square$$



# Addition 'Make ten' on a bead string

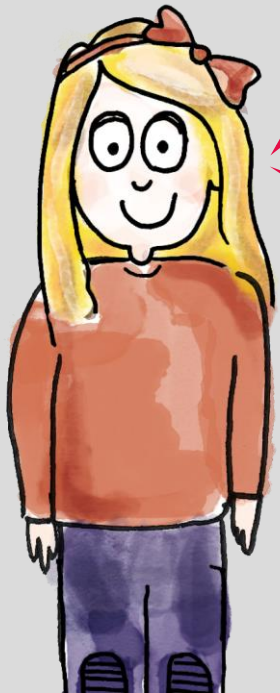


## Talk Task

I pick eight plus five. I know I can use 'Make ten' because eight plus two is equal to ten so eight plus five is greater than ten.

I'll make eight on the bead string first. One, two, three, four, five, six, seven, eight. Then add five. I can see I need two more beads to make ten. Then I'll need three more because five is made of two and three. (Slides two beads and then three beads.)

That's thirteen in total. Eight plus five is equal to thirteen.





Talk task...

You will need a piece of paper, a pencil and some objects



5 minutes...



$$8 + 5$$

$$4 + 7$$

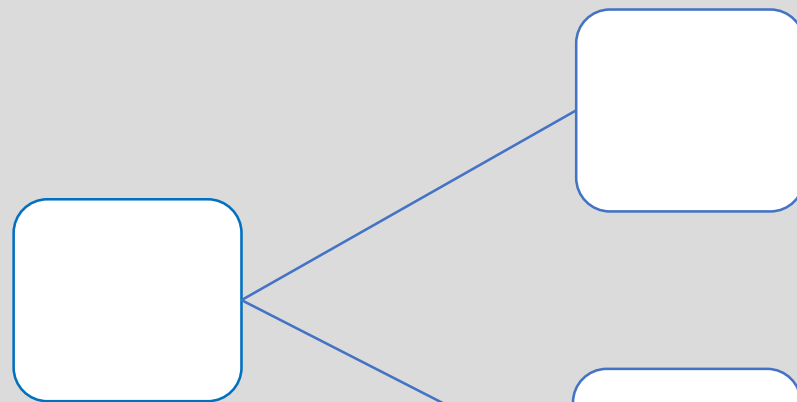
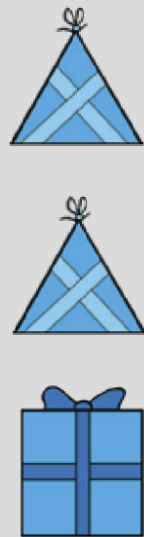
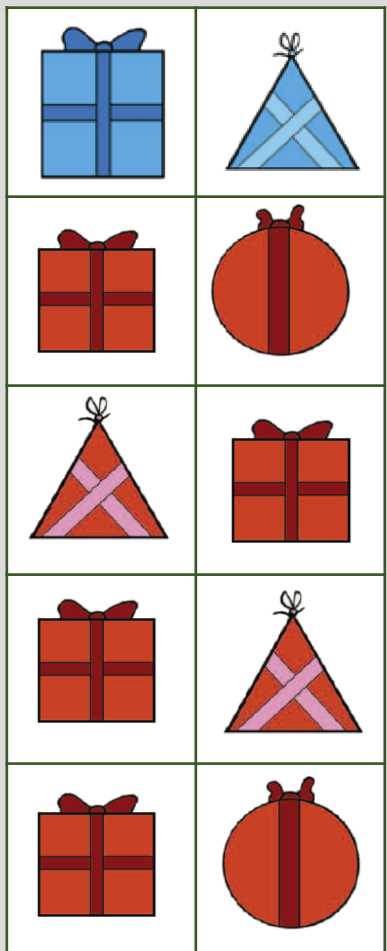
$$6 + 8$$

$$5 + 6$$

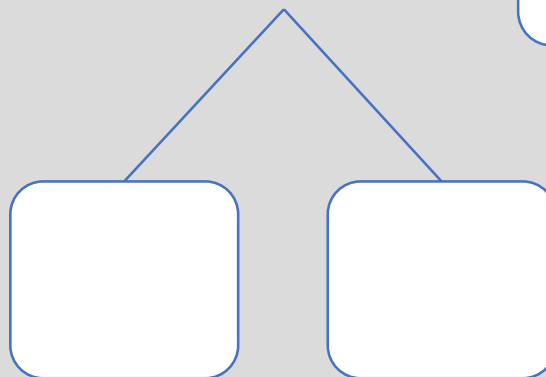
$$9 + 4$$

$$8 + 7$$

# Representing subtraction using 'Make ten' on a bead string



$$13 - 5 =$$

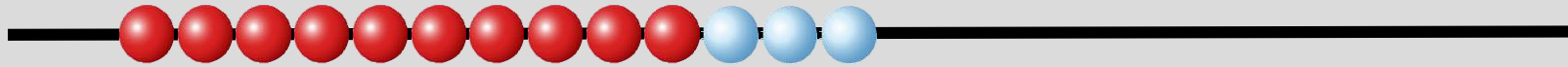


Develop Learning

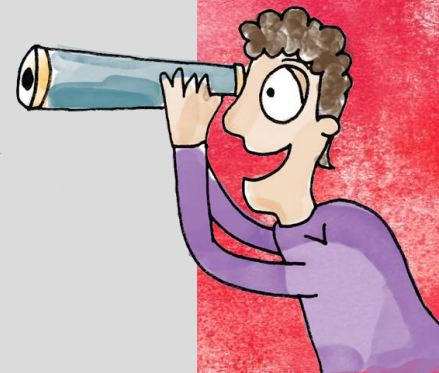
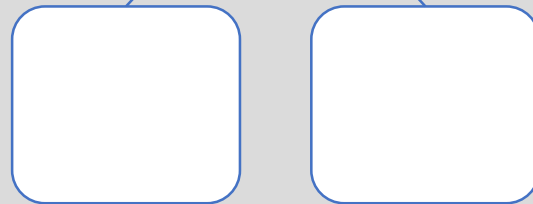


# Representing subtraction using 'Make ten' on a bead string

How many beads do I need to subtract from 13 to make 10?

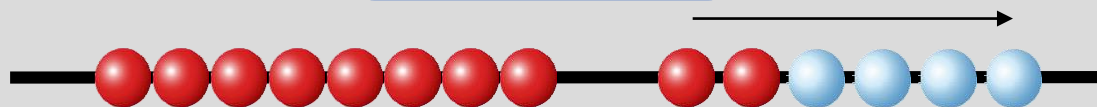


$$13 - 5 = \square$$

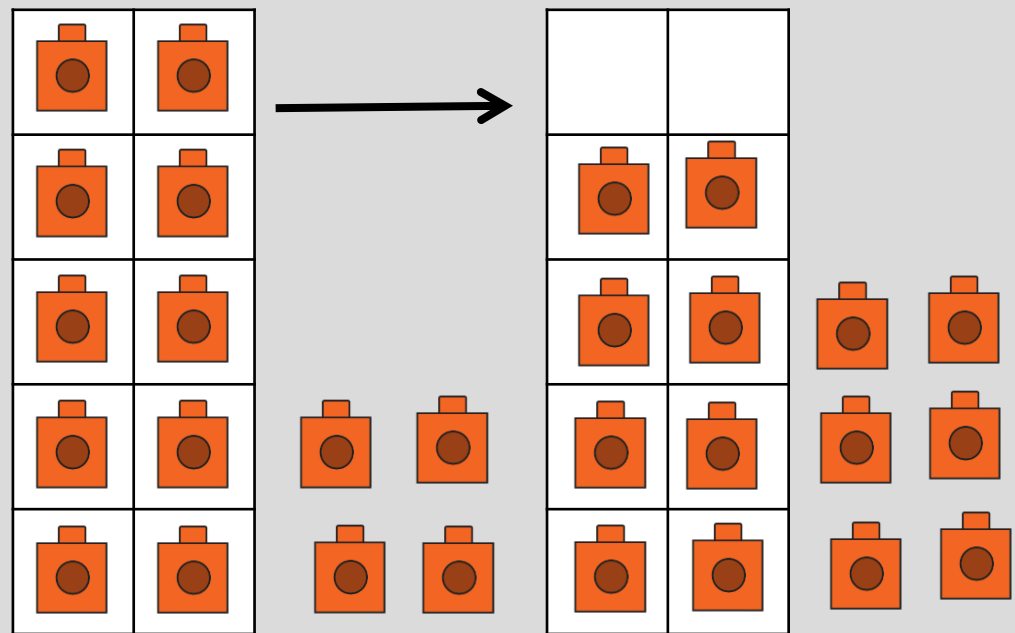


**Key learning:** To use the bead string to represent the 'Make ten' strategy

$$14 - 6$$



I've shown 'Make ten' on a bead string. To make 10, I subtracted four beads first, then another two, because six can be partitioned into four and two. There are eight beads left.



I've shown 'Make ten' on a ten frame. I took away the four ones first, then needed to subtract two more, because six can be partitioned into four and two. I was left with eight.



Independent Task



$$14 - 6$$

$$12 - 3$$

Independent  
task

$$15 - 8$$

$$13 - 4$$

Use objects to  
make ten first  
then take away  
what's left.

$$16 - 7$$

$$14 - 8$$



If you have a number line try  
to count back on it!

# 'Making ten' strategy

Do you prefer representing the 'Make ten' strategy on a ten frame or a bead string?

Why?



		9.05 – 9.30	09.30 – 10.00	10.00 – 10.20	10.20 – 10.35	10.35 – 11.45	11.45 – 12.45	12.45 – 2.00	2.05 -2.20	2.20 - 2.40	2.40 – 2.55		
Monday	Self-directed and movement activity	PE (Go noodle/Jo e Wickes)	Whole School Assembly <b>LIVE</b>	Spelling and Grammar <b>LIVE</b>	Break	Maths - <b>LIVE</b>	Lunch	ART and MUSIC <b>LIVE</b>	Handwriting - <b>LIVE</b>	Phonics <b>LIVE</b>	Story time - <b>LIVE</b>		
Tuesday	Self-directed and movement activity	ART (Recorded/Video on Teams)	Phonics - <b>LIVE</b>			Maths - <b>LIVE</b>		Science <b>LIVE</b>	Handwriting - <b>LIVE</b>	Phonics <b>LIVE</b>	Story time - <b>LIVE</b>		
Wednesday	Self-directed and movement activity	MyOn/Times table Rock stars	Phonics - <b>LIVE</b>			Maths - <b>LIVE</b>		Votes for Schools <b>LIVE</b>	PSCHE <b>LIVE</b>	Handwriting - <b>LIVE</b>	Phonics <b>LIVE</b>	Story time - <b>LIVE</b>	
Thursday	Self-directed and movement activity	PE (Go noodle/Jo e Wickes)	Phonics - <b>LIVE</b>			Maths - <b>LIVE</b>		Languages (Teams Assignment)	Religious Education <b>LIVE</b>	Computing <b>LIVE</b>	Singing Assembly 2:30 – 3:00 <b>LIVE</b>		
Friday	Self-directed and movement activity	MyOn/Times table Rock stars	Phonics - <b>LIVE</b>			Maths- <b>LIVE</b>		Geography/History <b>LIVE</b>	Handwriting - <b>LIVE</b>	Story time - <b>LIVE</b>	KS1 Celebration Assembly 2:30 2:55 <b>LIVE</b>		