

# Welcome to Year 1 Maths

The lesson will begin at 10:35 am

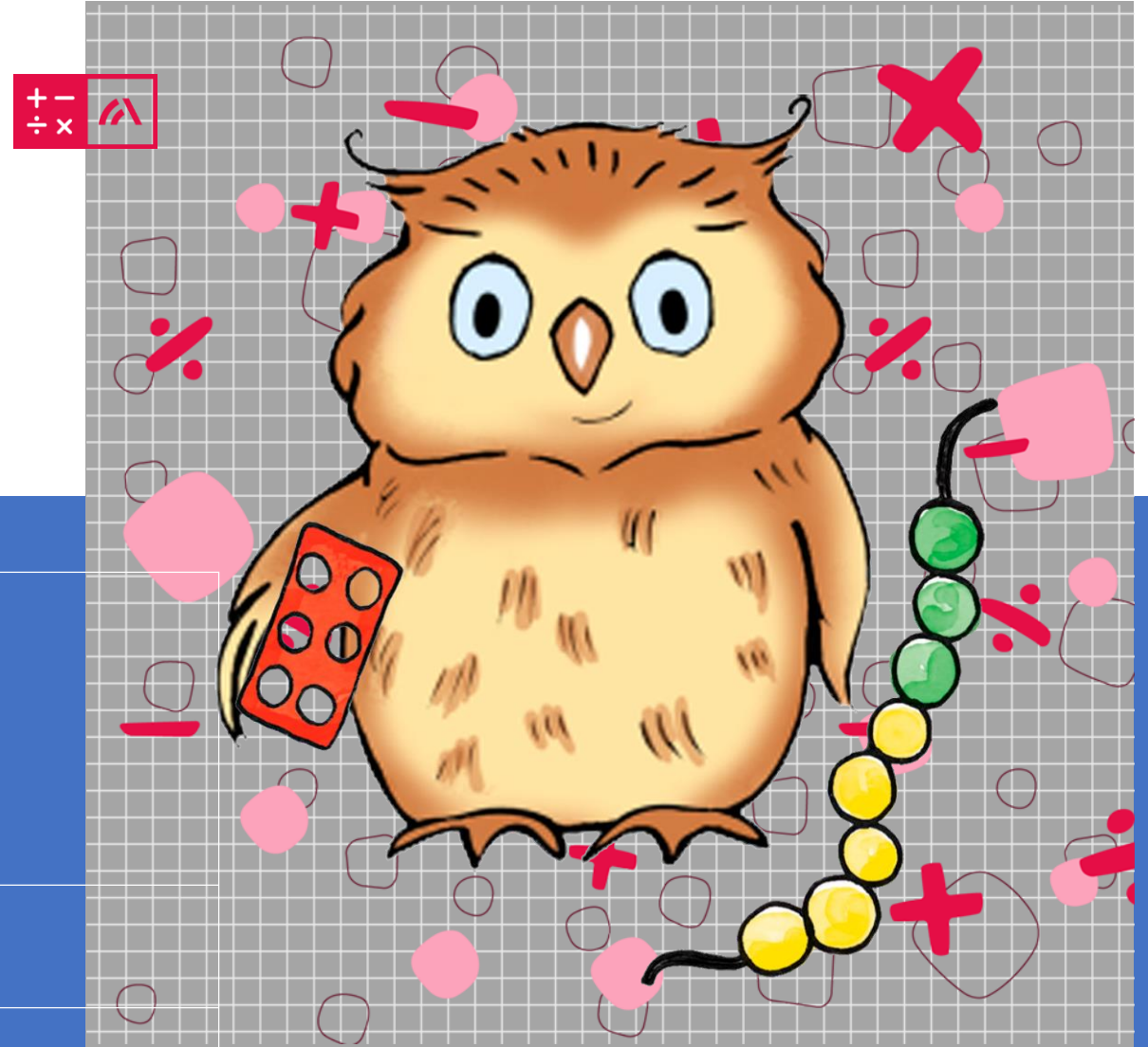


Turn your camera and microphone off please

# Year 1 Unit 7: Exploring calculation strategies within 20

## Lesson 4: The = symbol

Mathematics  
**Mastery**





Let's do now...

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

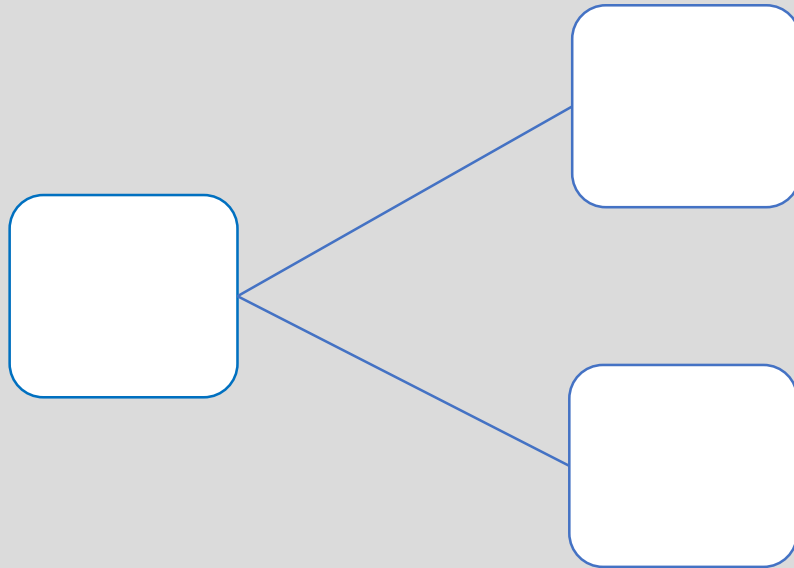


5 minutes...

# Number composition

If \_ is the whole, what could the parts be?

Can you show it on a bead string?



Do Now



**Key learning:** To understand the = symbol represents equivalence



**equal**

**part**



**is equal to**

**whole**



**equation**

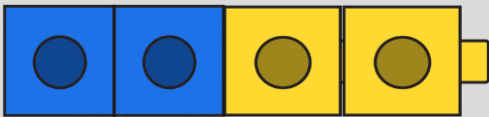
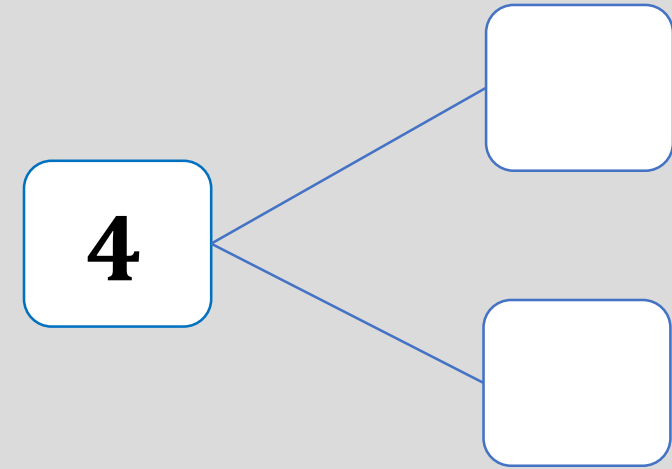
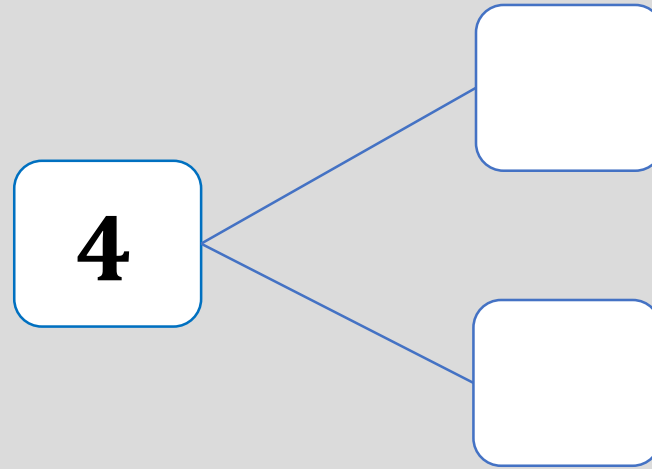
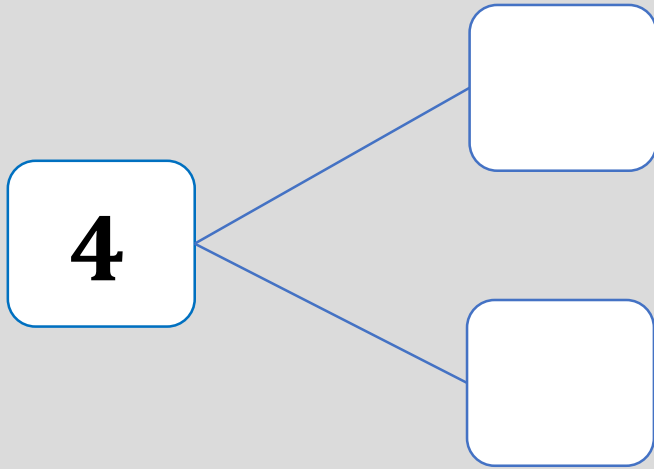
**plus**



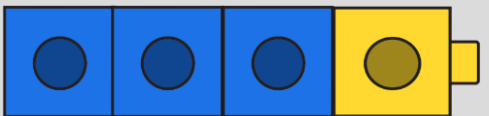
**Star Words**



# Equivalent part-whole relationships



=



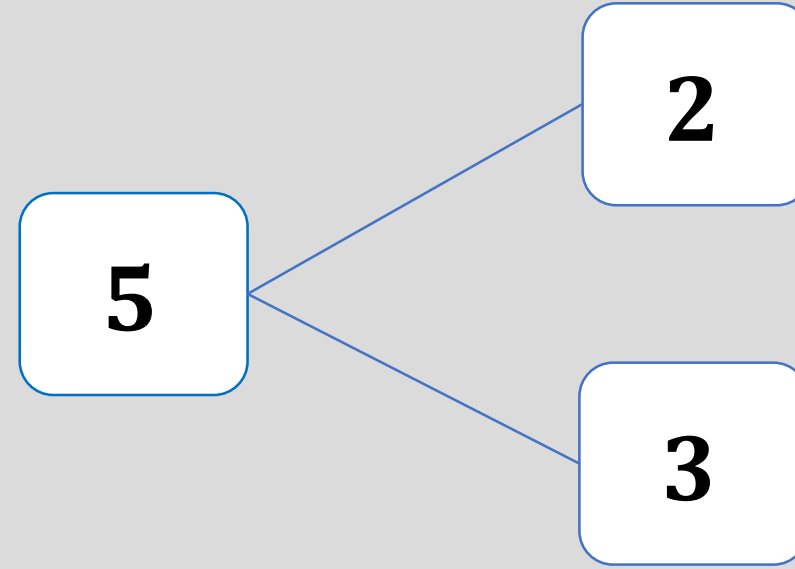
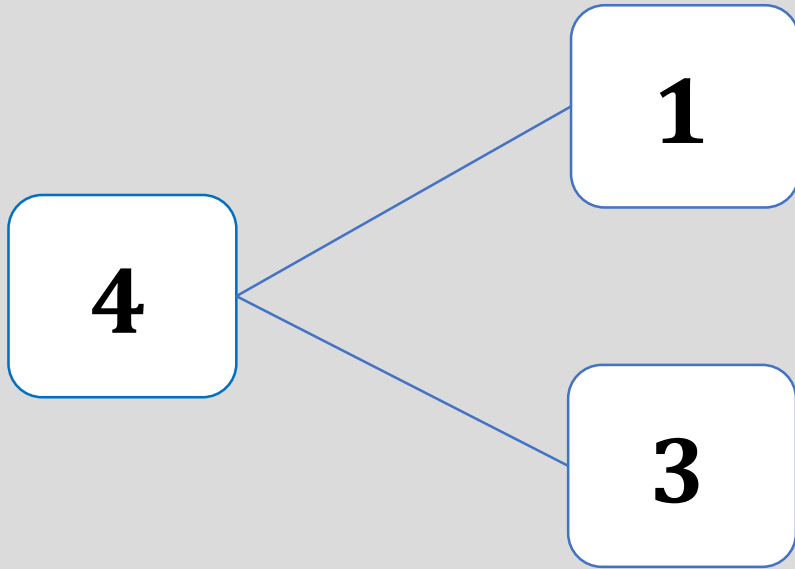
$$2 + \quad = 3 + 1$$

Which other equations could you write?

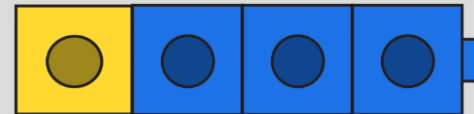




# Equivalent part-whole relationships



1 + 3 is not equal to 2 + 3





Talk task...

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



10 minutes...

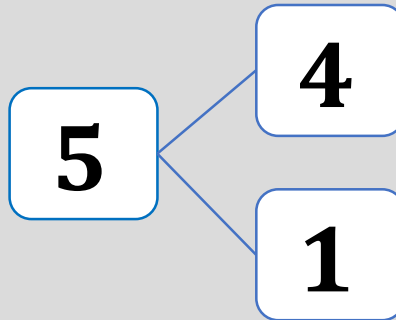
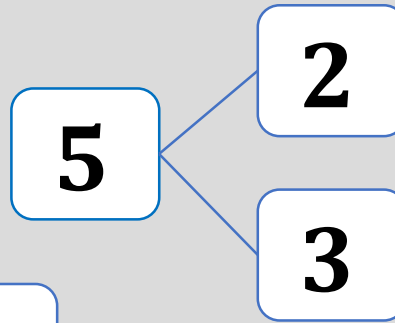


# Reasoning about equivalent part-whole relationships



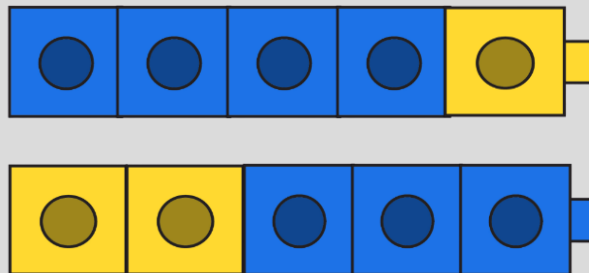
## Talk Task

I choose this part-whole model with two and three.



I choose this one with four and one. Let's see if our cube trains are the same length.

They are! So two plus three is equal to four plus one.



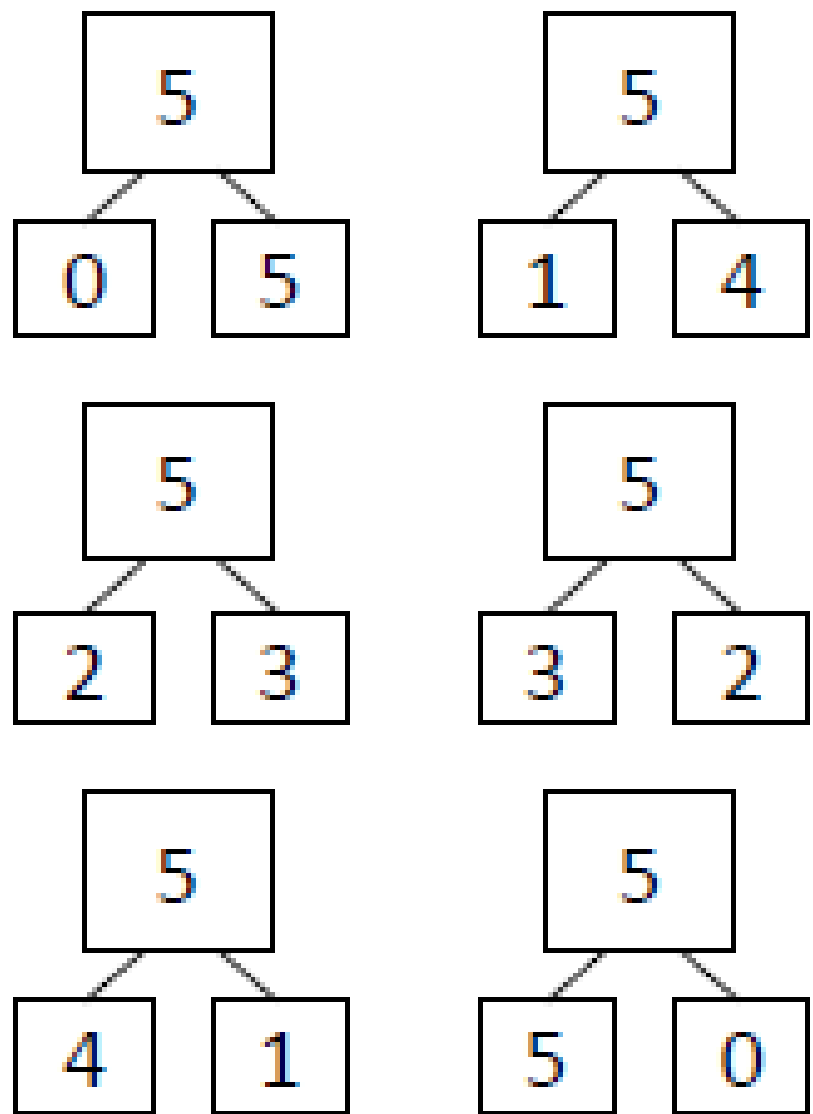
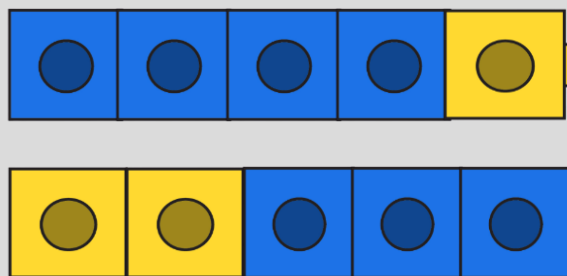
And four plus one is equal to two plus three.



# Reasoning about equivalent part-whole relationships

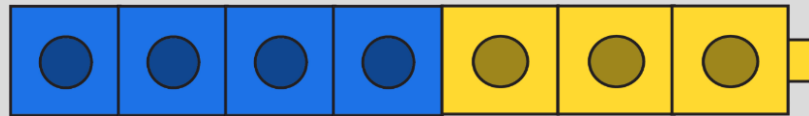


Talk Task

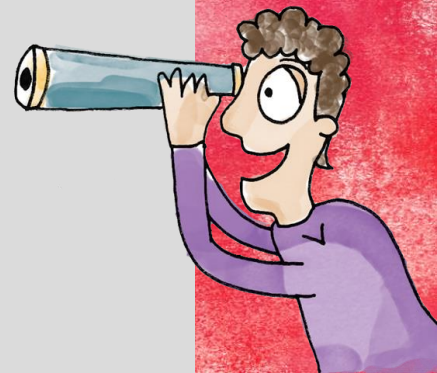
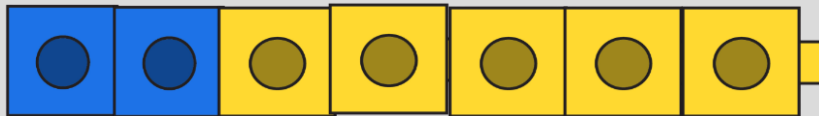


# Balancing equations to solve empty box problems

$$4 + 3 = \square + 5$$



=





# Independent task

Using the blank clocks fill in o'clock times.

Remember the minute hand always goes on the 12 to show o'clock





**Key learning:** To understand the = symbol represents equivalence

$$3 + 2 = 1 + \square$$

$$\square + 5 = 2 + 4$$

$$2 + 2 = \square + 4$$

$$6 + \square = 4 + 5$$

$$1 + 2 = 2 + \square$$

Use cubes to work out the missing numbers in the equations.

Make sure both sides balance!



Independent Task



True or false?

$$4 + 2 = 6 + 1$$

$$3 + 6 = 2 + 7$$

How do you know?



Plenary





		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>		