

# Welcome to Year 1 Maths

The lesson will begin at 10:35 am

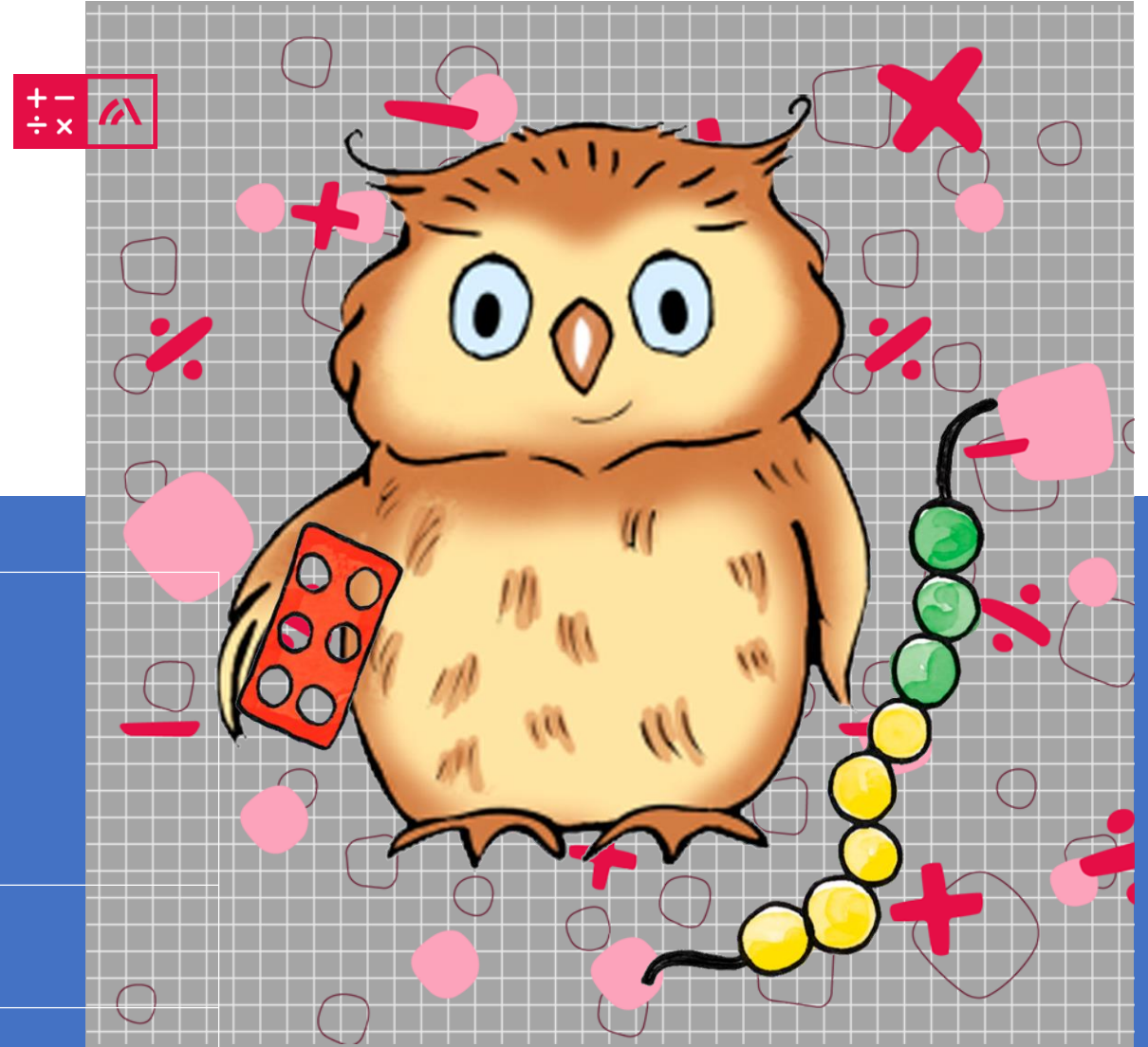


Turn your camera and microphone off please

# Year 1 Unit 7: Exploring calculation strategies within 20

## Lesson 5: Choosing calculation strategies

Mathematics  
**Mastery**



# Teacher's choice



Do Now





Let's do now...

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



5 minutes...

**Key learning:** To choose an addition strategy based on the numbers in the calculation



**strategy**



**efficient**



**addition**



Star Words



# Choosing addition strategies

Which addition strategies do you know?



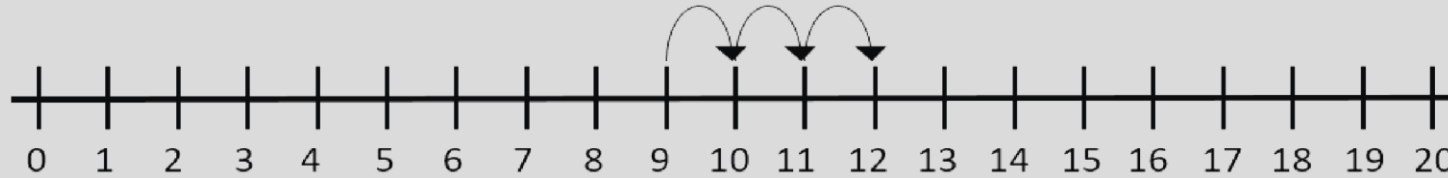
New Learning



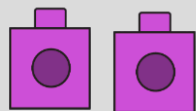
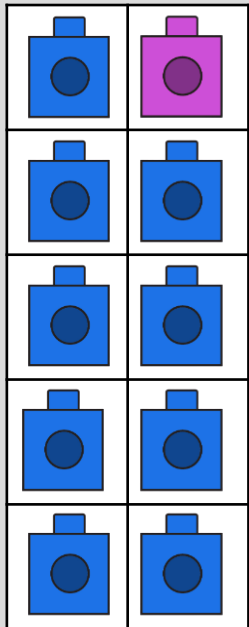


# Choosing addition strategies

How would you calculate  $3 + 9$ ?



I counted on. I started at 9 and made 3 jumps. I finished at 12.



I used 'Make ten'. I partitioned the 3 into 1 and 2, added the 1 to the 9 to make 10, and then added 2 more to make 12.



# Considering addition strategies



**$7 + 8$**   
I'll use the near doubles strategy.

They've used the near doubles strategy to add seven and eight. I'd do the same because eight is one more than seven and I know double seven is 14. That must mean seven plus eight is one more, so 15.




I'd choose a different strategy. I'd use 'Make ten', because I know I need to add three to seven to make ten (shows on ten frame), and I can partition eight into three and five. So that makes 15. Seven plus eight is equal to 15.








# Considering addition strategies



  $7 + 8$   
I'll use the near doubles strategy.

$8 + 4$   
I'll count on four from eight. 

$5 + 7$   
I'll use 'Make ten'. 

$12 + 6$   
I'll use the number bond  $2 + 6 = 8$ . 



Talk Task

# Discussing addition strategies



$5 + 7$   
I'll use 'Make ten'.

Who agreed with this boy? Why?

Who would have used a different strategy?



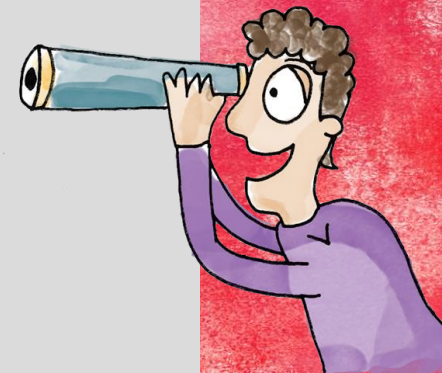
# Discussing addition strategies

$8 + 4$   
I'll count on four from eight.



Who agreed with this girl? Why?

Who would have used a different strategy?



**Key learning:** To choose an addition strategy based on the numbers in the calculation

Sort the cards into four groups to show which calculation strategy you would use to solve them. Remember to explain why you would use that strategy!

**'Make ten'**

**Near doubles**

**Known facts**

**Count on**



Independent Task







$8 + 4$	$7 + 5$
$9 + 6$	$5 + 8$
$5 + 6$	$4 + 5$
$4 + 3$	$3 + 2$
$18 + 1$	$16 + 2$
$14 + 3$	$2 + 1$
$11 + 6$	$12 + 8$
$4 + 14$	$5 + 13$

Independent  
task

Remember to  
use objects to  
help





# Celebrating success and identifying misconceptions

Were there any calculations where everyone chose the same strategy?

Why was that?

Were there any where you used a different strategy to your partner?

Why was that?



		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>		