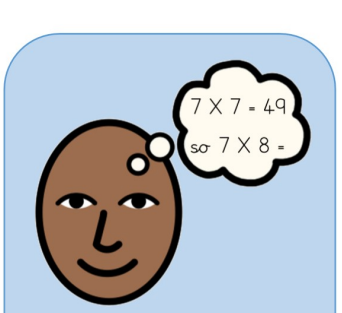
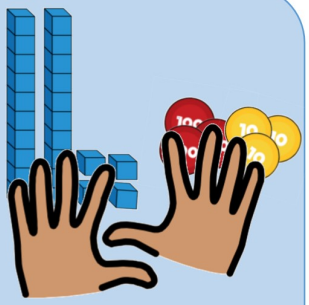
Tens frames Activities



Mathematicians know and use number facts

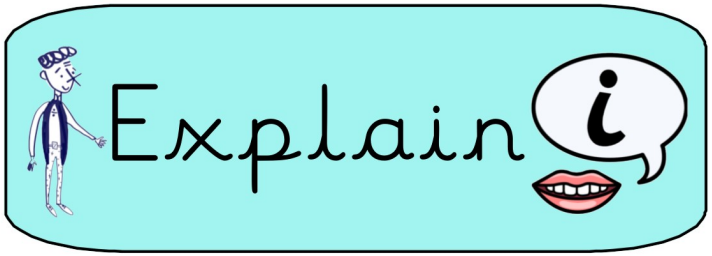


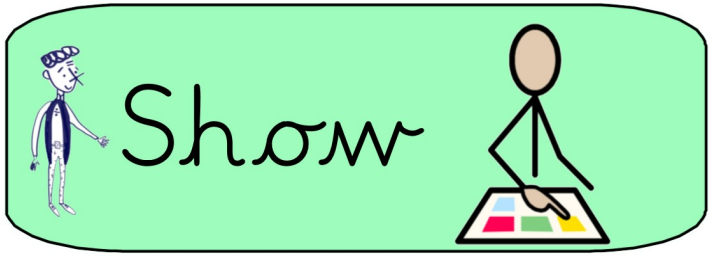
Mathematicians use representations

BRECKNOCK PRIMARY SCHOOL

TORRIANO PRIMARY SCHOOL

The Add'em Scale

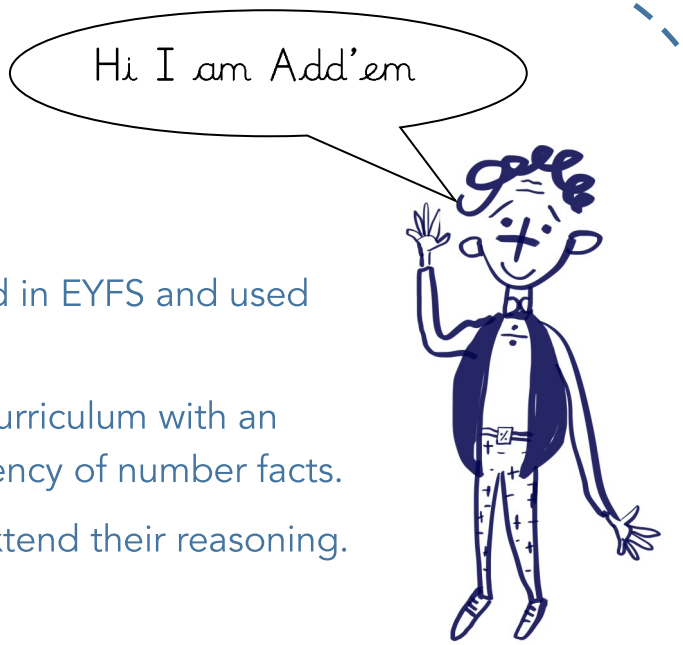




The Add'em Scale is introduced in EYFS and used throughout the school at.

At school we teach a mastery curriculum with an emphasis on reasoning and fluency of number facts.

The Add'em Scale is used to extend their reasoning.



Examples:

Describe: How do you know there are 2 left?

Show: Can you give me 6 marbles?

Explain: How do you know that is taller?

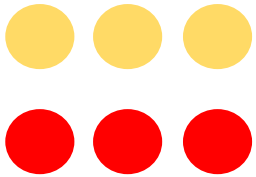
Nursery Key Maths Skills:

- Fast recognition of up to 3 objects, without having to count them individually.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.

Reception Key Maths Skills:

- Compose and make numbers to 10
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Count objects, actions and sounds.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Doubles

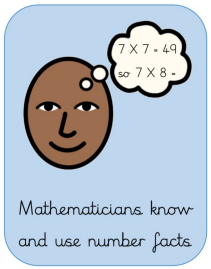


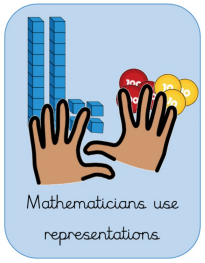
Resources:

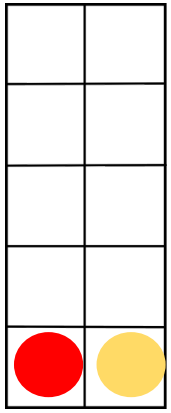
Tens frames

What to do?

1. Demonstrate doubling a number with tens frames
2. Start with double 2 and double to 4
3. Practise doubling 1, 2, 3, 4, 5

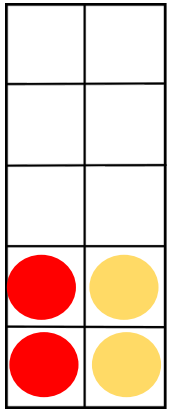






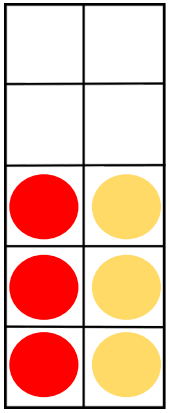
Double 1

is 2



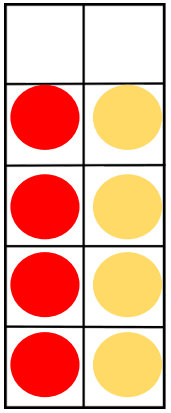
Double 2

is 4



Double 3

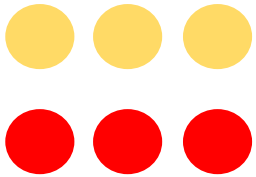
is ____



Double 4

is ___

Halving

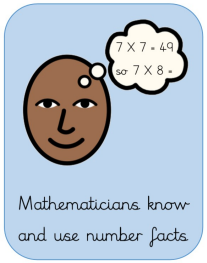


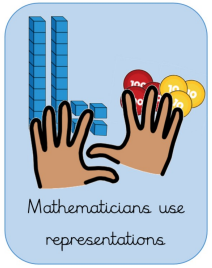
Resources:

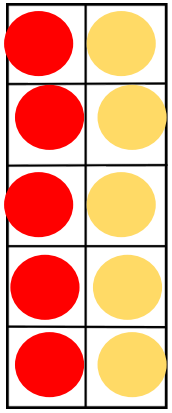
Tens frames

What to do?

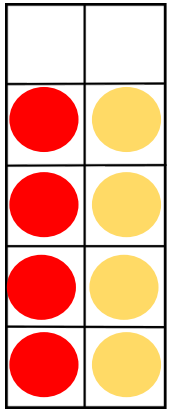
1. Demonstrate halving a number with tens frames
2. Start with 10 and halve to 5
3. Practise halving 10, 8, 6, 4, and 2 counters





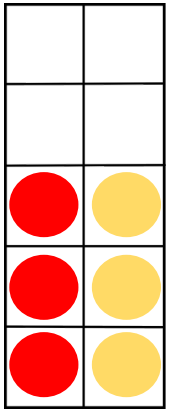


half 10 is 5



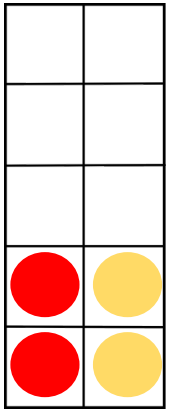
half 8

is ___



Double 6

is _____

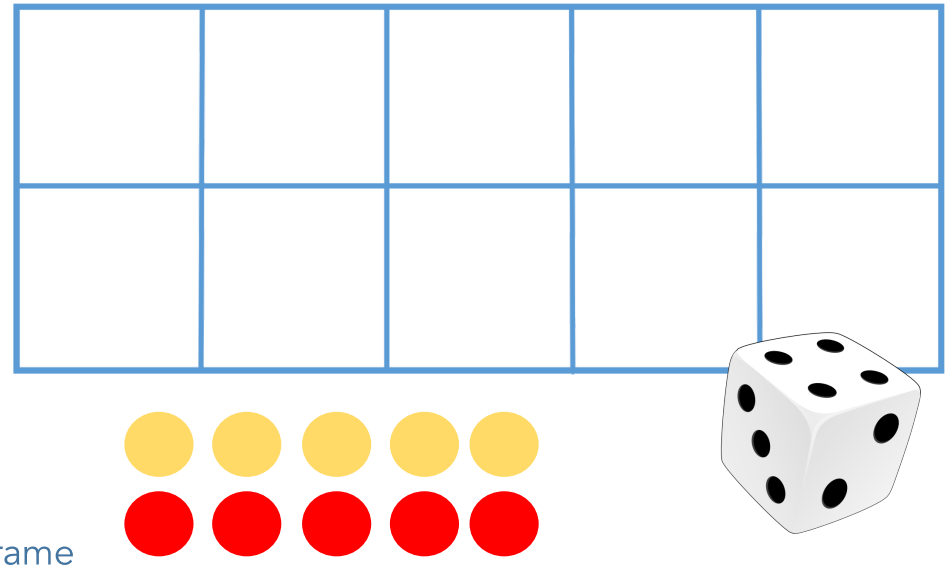


Double 4

is ___

First to ten

Learning: Adding to 10



Resources:

Tens frames, 1-3 dice

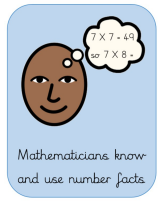
(draw on a 1-3 die with masking tape)

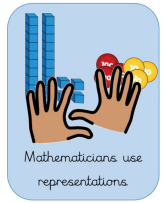
What to do?

1. Take an empty tens frame
2. Roll a 1-3 die and place that number onto the tens frame
3. Continue taking turns rolling and adding to the tens frames.
4. The first to ten wins.

Extension questions:

- Can we get exactly 10? What would you need to roll?



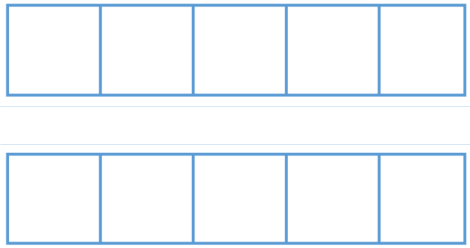


Five frames

Learning: Numbers 5—10

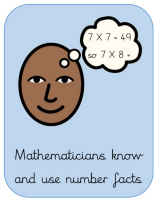
Resources:

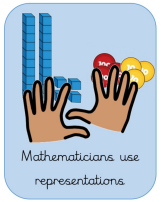
Two 5 frames



What to do?

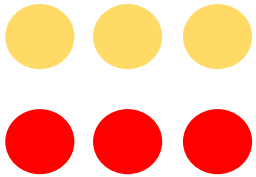
1. Fill in one fives frame with counters
2. Add 2.
3. How many altogether?
4. Practise adding different numbers (0-5)
5. Ask your child to write the numbers they see and to tell you how they know.





"5 and 2 are equal to 7"

Focus on addition

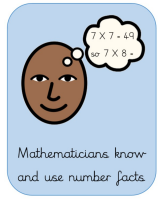


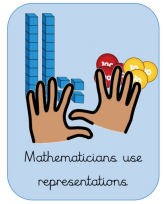
Resources:

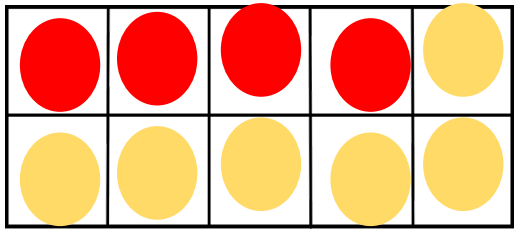
Tens frames

What to do?

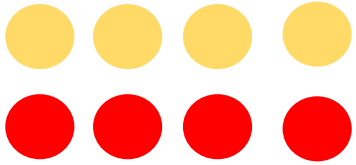
1. Hold up a ten frame (4 + 6) and ask “tell me the number pattern here?”
2. How many gaps are there?
3. State the number sentence ‘ 6 and 4 is equal to 10’
4. Record the number equation (6 + 4 = 10)
5. Repeat several times with different equations.







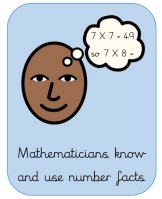
Focus on subtraction

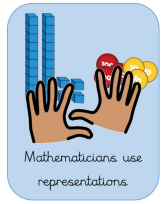


Resources:

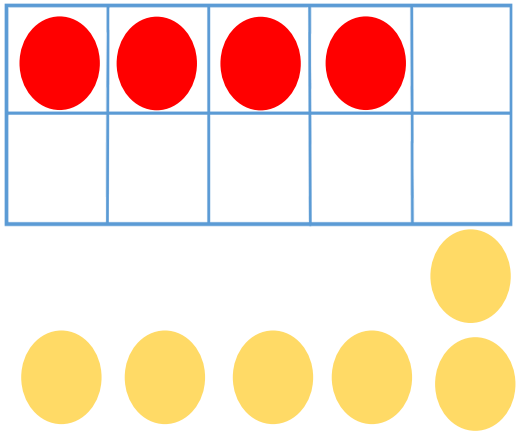
Tens frames

What to do?

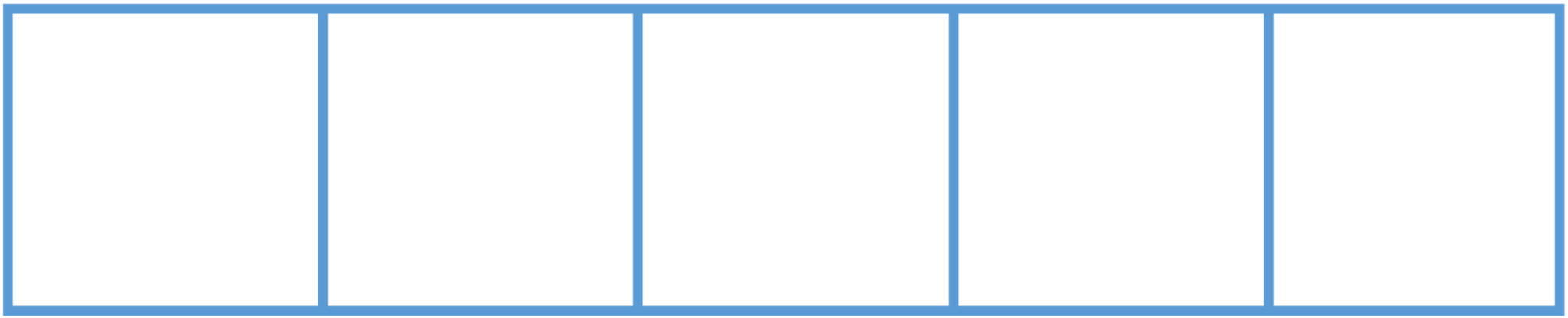


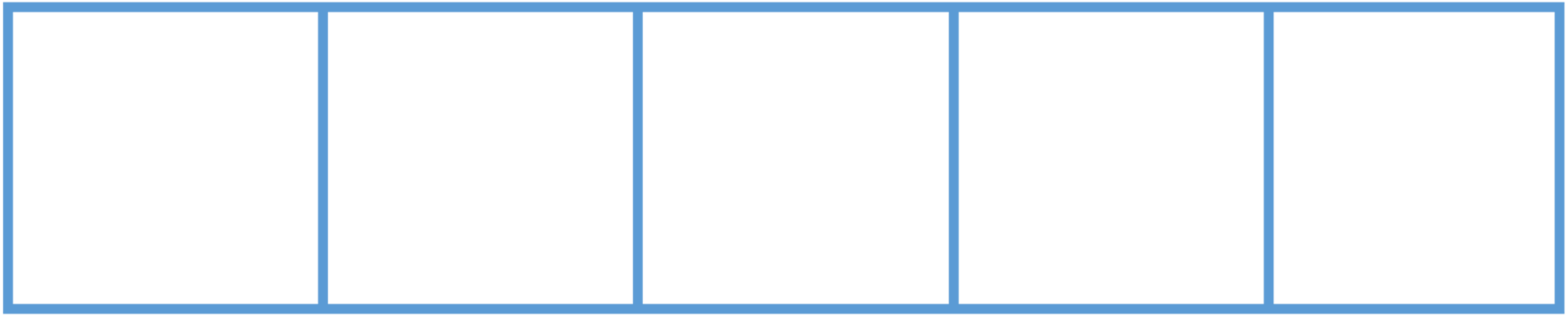


1. Explain that you are going to use tens frames to show task-away equations starting with 10.
2. Hold up a ten frame and ask how many dots could fit in the frame?
3. How many have gone?
4. How many are left?
5. Who can give me a number sentence?
6. “Ten take away **six** is equal to **four**”
7. Repeat with different examples.



Two 5 frames





If you don’t have counters use pasta, small toys, dried beans or coins

Tens frame

If you don’t have counters use pasta, small toys, dried beans or coins