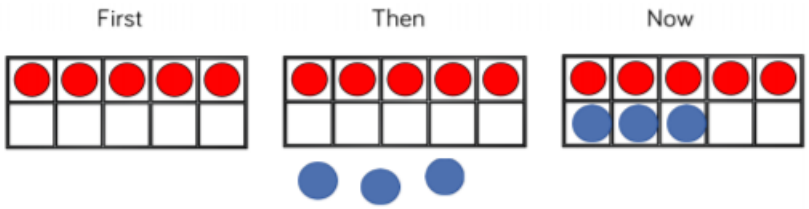
Tuesday: Red extension

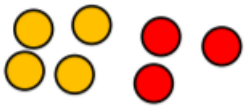
Use ten frames to complete the number story.

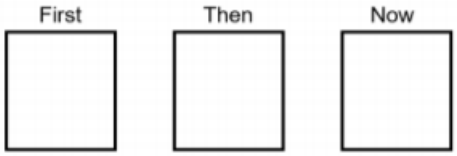


First there were ___ cars in the car park.
Then ___ more cars parked in the car park.
Now there are ___ cars in the car park.

Use the diagram and counters to tell your own number story for these calculations:

0 + 12 = ___
7 + 0 = ___
14 + ___ = 17





Mo and Jack are working out 11 + 7
Mo says,

11, 12, 13, 14, 15, 16, 17

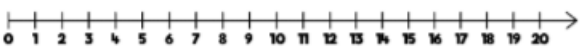
Jack says,

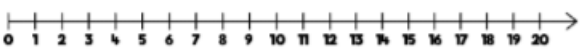
12, 13, 14, 15, 16, 17, 18

Use a number line to show who is correct.

Ron starts at 9 and adds on 5
Alex starts at 5 and adds on 9
Show their calculations on the number lines.
What do you notice? Does this always happen?

Which method do you like best? Why?





Wednesday: Red extension

Related Facts

Adult Guidance with Question Prompts

Children make links between addition and subtraction facts within 20. They use ten-frames and bar models to help them visualise the links between a related set of addition and subtraction number bonds. Children could use practical equipment to help with this activity.

If we have six red counters and seven blue counters, what is the total number of counters?

What did you do to work out the answer?

How does a ten-frame help you to work this out?

Can you complete a ten-frame to show 7 + 9?

What would be the other addition calculation for this ten-frame?

Which two subtraction calculations would go with this ten-frame?

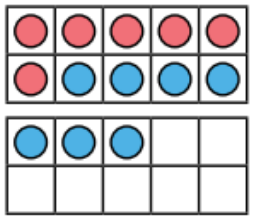
What do you notice about the two numbers we are adding together?

If 14 – 9 = 5, can we swap the first two numbers and write 9 – 14? Why not?

What is the relationship between addition and subtraction?

Can you draw your own bar model and write the calculations for 15, 9 and 6?

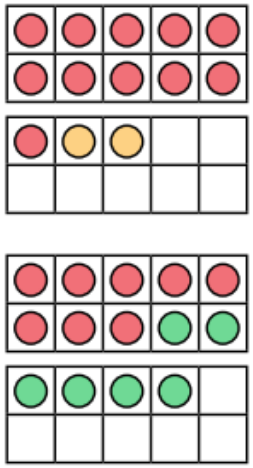
Related facts



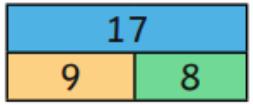
□ + 7 = 13 13 – 6 = □

□ + 6 = 13 □ – 7 = 6

Write 2 additions (+) and 2 subtractions (–) for these ten-frames.



Complete the calculations to match this bar model.



□ + □ = 17 □ + □ = 17

□ – 9 = □ □ – □ = □

Thursday: Red extension

Related Facts

Adult Guidance with Question Prompts

Children make links between addition and subtraction facts within 20. Children investigate whether any set of three numbers can be used to make two addition and two subtraction calculations. Children could use practical equipment to help with this activity.

Look at the calculations for 13, 5, 8, do you see a pattern? Can you explain it?

If 13 – 8 = 5, can we swap the 13 and 8 to make another subtraction calculation? Why not?

Which two numbers swap places in the subtraction calculations? Why?

Why can't you write two addition and two subtraction calculations for 18, 9 and 9?

Why can't you write any addition or subtraction calculations for 15, 5 and 6?

Is Tim's statement always. sometimes or never true? Explain your answer.

Related facts

13, 5, 8

5 + 8 = 13

8 + 5 = 13

13 – 8 = 5

13 – 5 = 8

Is this always, sometimes or never true?

Prove it using these sets of numbers:

17, 5, 12

18, 9, 9

11, 4, 7

15, 5, 6

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children read sentences about Bob and write a corresponding number bond to 10 or 20. They then look for number bonds that are related and explain how they are the same and how they are different. They could use counters of two colours and ten-frames to help them see these relationships.

What calculation can you write to represent Bob's items?

Could you write it two ways?

Why have you used the addition symbol?

Can you represent Bob's things with counters on a ten-frame?

Can you see any calculations that are similar?

How are they the same?

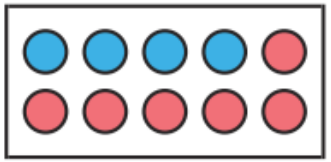
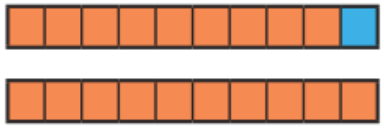
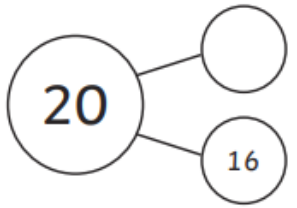
How are they different?

How might this help us?

Friday: Red extension

Find and Make Number Bonds

Write calculations to show these number bonds.

Bob has 20 bricks. 12 are red - the rest are yellow. 	
Bob has 10 pots of paint. 7 are black - the rest are white. 	
Bob has 10 buckets. 2 are black - the rest are yellow. 	

Can you see any number bonds that are similar? What's the same? What's different?