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| **NPC2 Calculating 2 Adding 3 or more one-digit numbers**  Date: Name: | | | | | |
| **Key mathematical ideas**  Adding, Pattern, Mathematical thinking and reasoning | | | | | |
| Educational context  This activity group gives children opportunities to consider different ways of adding three or more 1‑digit numbers and strategies that might be helpful. The strategies involve mental recall of number bonds, particularly adding facts for numbers to 10 and double facts. They give opportunities for children to adjust numbers and be flexible when adding. The activities in this group include looking at the commutative property of adding and, in particular, calculations involving more than three numbers. Some of the activities provide the opportunity to be systematic in finding all possibilities within a situation.  **Learning opportunities**  • To add more than two numbers together without counting in ones.  • To experience situations when it is useful to use adding facts for numbers to 10 and double facts.  • To use a wide range of strategies when adding at least three numbers that total 20 or less.  • To know that numbers can be added in any order and the total remains the same.  • To write a list of numbers in columns and show understanding of the importance of keeping the tens and units in the correct columns. | | **Words and terms for use in conversation**  combine, add/adding, plus, total, equals, number/adding facts, pattern, combination, adjust, score, possibilities, order, whole ten, double  **Assessment opportunities**  Look and listen for children who:  • Use the words and terms for use in conversation effectively in discussion.  • Have recall of number facts to 10 and who know when to use these to help with adding problems.  • Have recall of doubles of numbers 1−10 and know when to use these to help with adding problems.  • Explain that numbers can be added in any order and the total remains the same.  • Choose strategically which pair of numbers to add first.  • Calculate rather than count in ones to find a total.  • Understand that the tens and units must be in the correct columns when writing column additions. | | **Explorer Progress Book 2c, pp. 6–7**  After completing work on this activity group, give small focus groups of children their Explorer Progress Books and ask them to work through the challenges on the pages. As children complete the pages, assess what progress they are making with the central ideas from the activity group. Refer to the assessment opportunities for assistance.  **Explore More Copymaster 26: Adding ‘T’**  After completing work on Activity 1, give children Explore More Copymaster 26: Adding ‘T’ to take home.  Focus activities  1. Adding three 1‑digit numbers  2. Using a tens and units frame for adding  3. Finding three Numicon Shapes or number rods for a given total and using the commutative property of adding  4. Using adding facts to 10 to add without counting  5. Shopping with 20 p  6. Finding totals with money  7. More totals with money  8. Finding totals with five or more Numicon Shapes or number rods  9. Scoring 20 | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Resources | Shapes, rods, numeral cards, Explore More printed | Shapes , rods, till receipt, tens and ones frame. |  |  |  |
| Maintenance | Review and play Bridging through multiples of ten and Geometry -shapes | | | | |
| Focus Activities | 1. Adding three 1‑digit numbers | .2.Using a tens and ones frame for adding  3. Finding three Numicon Shapes or number rods for a given total and using the commutative property of adding | Using adding facts to 10 to add without counting  5. Shopping with 20 p  6. Finding totals with money | 8. Finding totals with five or more Numicon Shapes or number rods | 9. Scoring 20 |
| Independent Activities | AB, C, D | EF, G | H, I J | K |  |
| Explore More  Explorer Progress  Pupil Books (3, 4, 5, 6) | Copymaster 26 |  |  |  | Pages Book 2 pages 6, 7 |
| Organisation  Groups  Individual children |  |  |  |  |  |
| Reflection  What went well?  (Teaching practice and management)  What changes do you recommend?  (Future planning)  What did you learn from the children?  (Personal learning)  What did you observe about their learning?  (Student focus and assessment) |  | | | | |
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