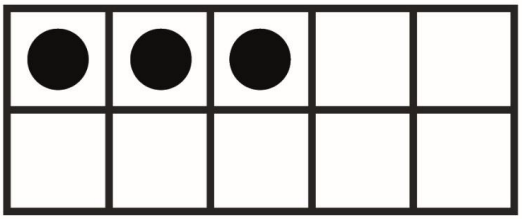
Maths Tasks

Day 1

**Benchmarks of 0, 5 and 10 and their relationship to the numbers 1-10**
Show a blank tens frame. Recap that an empty tens frame represents zero. Count to ten filling the tens frame, from left to right, top row first, with a counter for each number.
Pause at 5 and check pupils notice that the top row is full and the bottom row is empty. Pause again at 10 to check they understand that if the frame is full it must be 10.
Highlight to pupils that 0, 5 and 10 are very useful benchmarks to help subitise numbers and to calculate.

Flash up a tens frames card (Day 1 – Tens frame resource). Chn say the number and say the relationship to each of the benchmark numbers.

**This is 3.**
**It is 3 more than 0.**
**It is 2 fewer than 5.**
**There are 7 more until 10.**



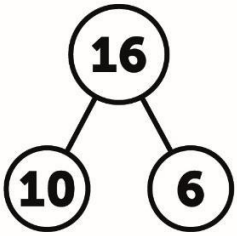
Chn pick a tens frame card and using speakingframe explain the number's relationship to the benchmarks 0, 5 and 10.

Day 2

**Making greater than 10**
Using two tens frames, fill the first one and agree this is ten. Count on from 10 to 20 filling the second frame.
Pause at 15 and note that there is now one full frame and the top row is full on the second.
When both frames are full, note that 20 is the same as two tens. This can be seen as two full frames.

Chn pick a number between 11 and 20 and make it with the tens frames cards Ask chn to explain how they see the number including how many more than 10 the number is.
This could be recorded as a part whole model or as a number sentence. For example:

**14 = 10 + 4**

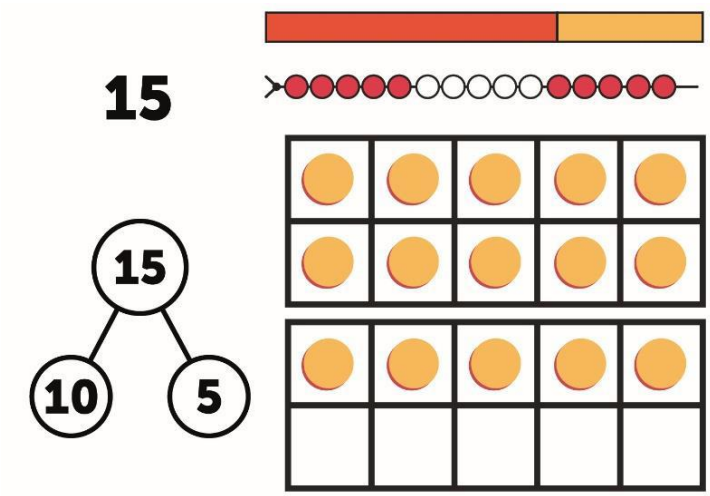



**13 is 10 and 3 more**

Day 3

Slides 7-8

Choose number cards between 11-20 and represent it in as many ways possible e.g.




Continue with other numbers.

Slides 9-10

Day 4

Display the numbers 10 to 19 in digits. Discuss what is the same about all of the numbers.
Clarify that they all start with a 1 digit and this 1 digit is ten and the second digit tells you how many more than ten.
Show the number names ten to twenty (resources).

Explain that these are the trickiest numbers and are sometimes known as the 'demon decade!' This is because the 'ten and some more' is hidden completely in the number labels eleven and twelve, and in thirteen to nineteen.
The '…teen' gives a clue to 'ten' but it is expressed at the end of the label in contrast to the rest of the number system.

Provide chn with resource 'Day 4 – write make draw'
This is a similar task to that in step 3 but this time pupils also include the number name.
Pupils could make the number in a variety of ways. They could make it using counters on two tens frame, or towers of multilink – a tower of ten and ☐ more. It is essential that, however they make it, the representation shows the **ten** and ☐ more.

Day 5

Try these interactive games with numbers up to 20.

https://pbskids.org/curiousgeorge/busyday/apples/

https://www.topmarks.co.uk/learning-to-count/helicopter-rescue

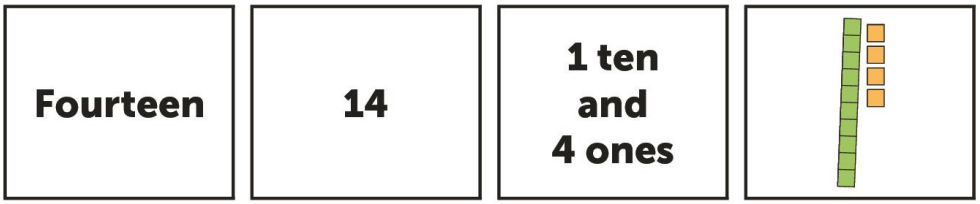
Day 6

Show the place value chart with embedded tens frame (Day 6 - Tens).
Introduce the language of tens and ones.
Place thirteen, base-10 ones cubes in the place value chart. Make links back to the other representations of thirteen used in previous steps. Identify the 'ten and 3 more'. Regroup the ten ones for one ten, modelling the fact that ten of the ones cubes are the same as one ten rod. (PowerPoint)

Pupils select a number between 11 and 19. They make it on the place value chart in ones and then regroup ten ones for a ten. Use handout 'speaking frame' to support reasoning.

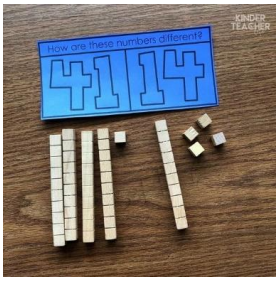
Day 7

Using resource from day 7 - cut up into cards, chn match up the number name, the number in digits, the number described in tens and ones and the base-10 image.
This will rehearse the relationship between these representations.
For example:




Day 8

Powerpoint – Slide 16. Can you make your own bigger than 20? e.g. below



Day 9

Make your own roll and build!

Day 10

http://www.ictgames.com/sharkNumbers/mobile/