

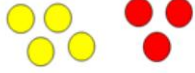
In addition to the maths tasks we always give the children a reasoning activity (Twist It) and a problem solving (Solve It) each day. Please have a go if you have time.

Year 1 Monday

Twist It

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

$0 + 12 = \underline{\quad}$
 $7 + 0 = \underline{\quad}$
 $14 + \underline{\quad} = 17$

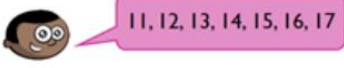


First Then Now


Solve It

Mo and Jack are working out $11 + 7$

Mo says,



Jack says,




Use a number line to show who is correct

Year 1 Tuesday

Twist It

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?



Solve It

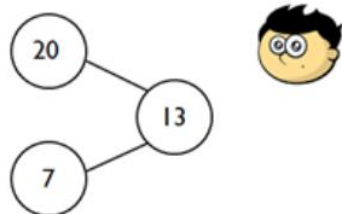
Use objects to count to represent these calculations.
 What is the same?
 What is different?
 Explain your thinking.

$7 + 3 = 10$
 $17 + 3 = 20$
 $20 = 7 + 13$

Year 1 Wednesday

Twist It

Jack represents a number bond to 20 in the part-whole model.



Can you spot his mistake?

Solve It

True or False?
 There are double the amount of number bonds to 20 than there are to 10.
 Prove it! Start with 0 and count 1 more each time.

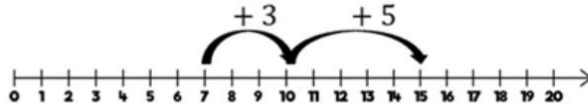
Year 1 Thursday

Solve It

Twist It

Teddy and Eva are adding together 7 and 8 using a number line.

Teddy shows it this way:



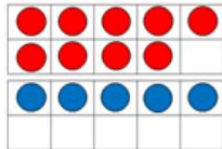
Eva shows it this way:



Who is correct? Explain your answer.

Solve It

Dexter uses ten frames to calculate eight plus six.



He says,



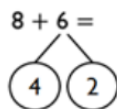
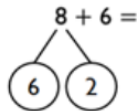
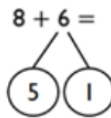
$$8 + 6 = 16$$

Do you agree? Explain why.

Year 1 Friday

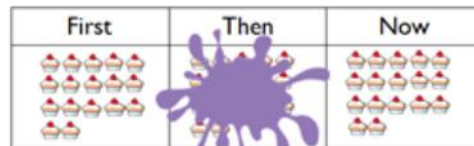
Twist It

Annie is calculating $8 + 6$
Which of these methods is most helpful?
Why?



Solve It

Annie, Tommy and Alex are working out which calculation is represented below.



$$17 - 0 = 17$$

$$0 - 17 = 17$$

$$17 - 17 = 0$$



Can you work out who is correct? Explain why.