Reception maths - week beginning: 4.5.20					
Theme	**Addition**	**Addition**	**Addition**	**Addition**	**Addition**
Factual fluency (to aid fluency)	Write your numbers 1-20.Time yourself, did you beat your time last week?	Have a go at writing your numbers starting at 20, all the way down to 1.	Play this game to practice your counting.	Choose a number and count on up to 20.	Choose a number and count on up to 20.
Problem/ activity of the day	**(Lesson 1 resources below)** **MAKING LINKS:** last week you practiced counting and adding two numbers together. What happened to your numbers when you add? **THINK:** Can you help me with this problem? Tom and Fred have been estimating - making a sensible guess (***see resources below***). Which estimate do you think is closer? Why? Make your own estimate and write it down. **SEE: (model below)** Did you make a sensible guess? Check the amount by counting how many objects there are in total. Was your estimate bigger or smaller than the total? Use a number line, counting objects or cards to help you find out how far away your estimate was. **DO:** Pick up a handful of sweets/pasta/Lego, and drop them into a bowl. Estimate how many. Write your number down. Count the objects to find your total. Using a number line/counting objects or card, to find out how far away your estimate is.	**(Lesson 2 resources below)** **MAKING LINKS:** yesterday we began estimating. What is an estimate? **THINK: (support below)** Can you help me with this problem? Fred and Tom have some sweets (***see below***), can you estimate (make a sensible guess) how many they have in total? **SEE: (See below)** Once you have had your sensible guess, count how many there are in total. Were you close to the total? Was your estimate bigger/more or smaller/less than the total? **DO:** Using objects around your home (Lego, counters or pasta). Choose one amount, choose the second amount and estimate how many you have in total. After, check your estimate by counting. Was your estimate more or less?	**(Lesson 3 resources below)** **MAKING LINKS:** think back to last week. How many different words can you think of that mean '+'? **THINK:** Can you help me with this problem? Tom has been in his garden and seen lots of ladybirds. He wants to know how many spots they have in total. But it is taking him a long time to count them all. What could he do to make adding quicker? **SEE: (model below)** We know how many are on the first ladybird, do we need to count them again? Instead of counting from the beginning we can count on from the first number. (***see below***) **DO :(support below)** Look at the questions below, practice counting on to find the total number of spots on each pair of ladybirds.	**(Lesson 4 resources below)** **MAKING LINKS:** If I want to find out how many spots there are altogether on two ladybirds. How can yesterday's counting on help us? **THINK: (support below)** Can you help me with this problem? I have chosen a number card and rolled a dice. I want to find the total. What is the best method to find the total? **SEE: (model below)** Count the first number, keep the number in your head, and continue counting on to find the total. **DO:** Pick two numbers by rolling a dice, using the online dice or the number cards. Count or say the biggest number first, continue counting on to find the total.	**(Lesson 5 resources below)** **MAKING LINKS:** Yesterday we learnt to count on. Today we will use this method to solve problems. **THINK: (support below)** Can you help me solve the problem? There are 10 pieces of pasta, but I need 15 in total. How many more do I need to add to make 15? **SEE: (model below)** Look at the first number card. Count up to that number and keep it in your head. Continue counting on to the second number. How many did you have to count on? Use counting numbers, objects, pasta, Lego or a number line to help you. **DO :(support below)** Use what you have learnt this week to solve the questions below.
Methods, tips & clues	Estimate is a sensible guess. Use a number line, counting objects or number cards to help you to count.	Touch each object as you count it. Estimate is a sensible guess	Start with the biggest number. Count the first number and carry on counting to the second number.	Count the first number, keep the number in your head, count on to the next number. Use counting objects (pasta, Lego) to help you.	Say the biggest number then, count on to the next number. Use counting objects (pasta, Lego) to help you.
Time to check	Count to check.	Count to check.	Answers: 11,17,16	Count to check.	Answers: 4, 5,7

See below for resources to support you to THINK-SEE-DO

DAY 1 RESOURCES:

THINK:

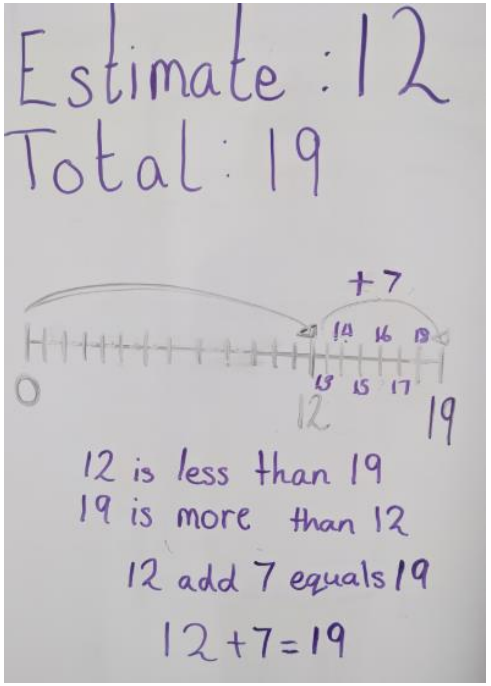
Fred

Tom

SEE:

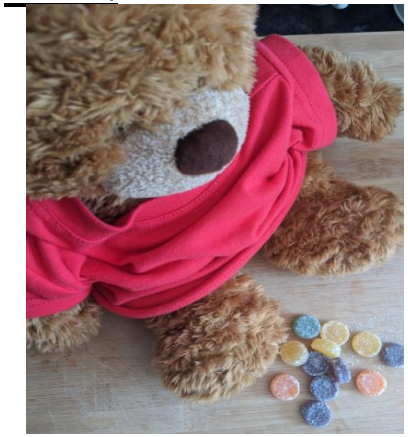
Think of a sensible estimate and write it down.

Count the objects. Touch each one as you count them. There are 19 objects in total.



DAY 2 RESOURCES:

THINK:

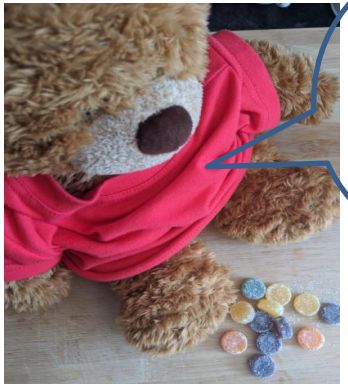


An estimate is a sensible guess

How many do you estimate Fred has?

Is 50 a sensible estimate? Why?

SEE:



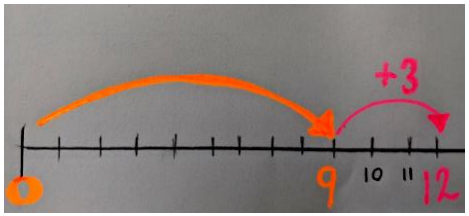
Fred has made a sensible estimate

There are 12 sweets in total.

How far away was Fred's estimate?

Fred's estimate was less than the total. 9 is smaller than 12

9 add 3 more is 12



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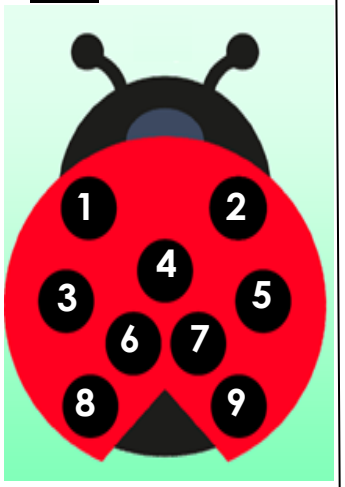
DAY 3 RESOURCES:

THINK:

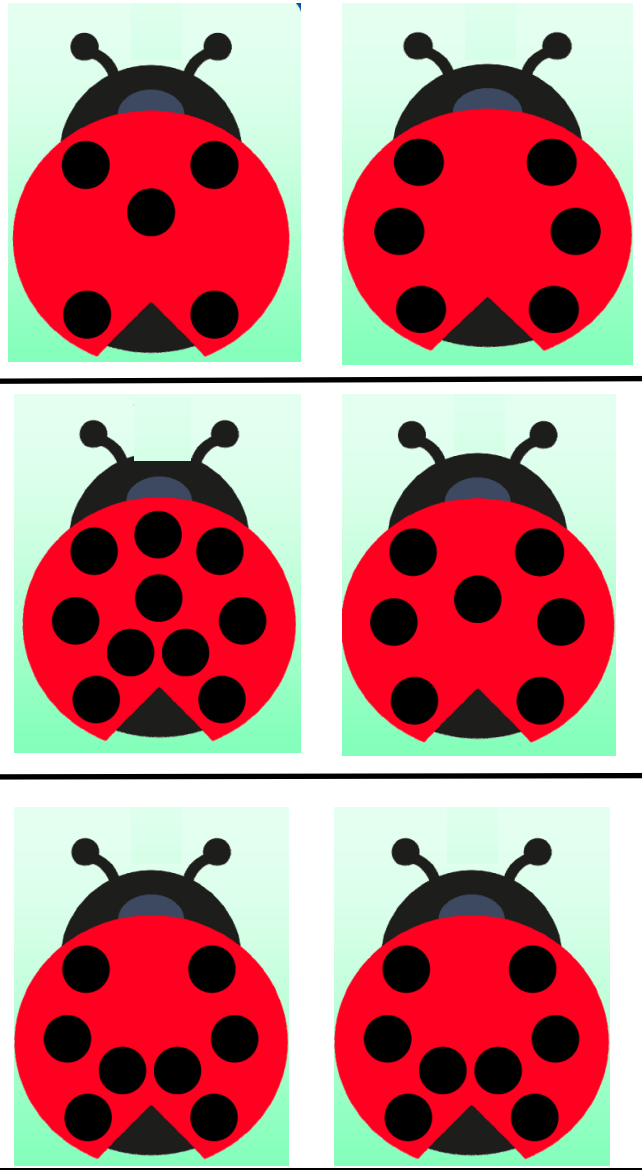
SEE:



Count the dots carefully.

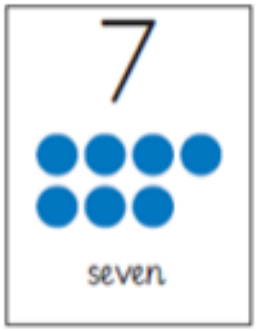
Keep the number in your head and continue counting.
There are 16 spots altogether.

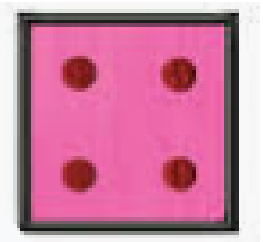
DO:



DAY 4 RESOURCES:

THINK:

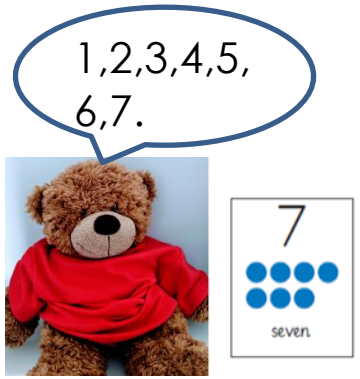




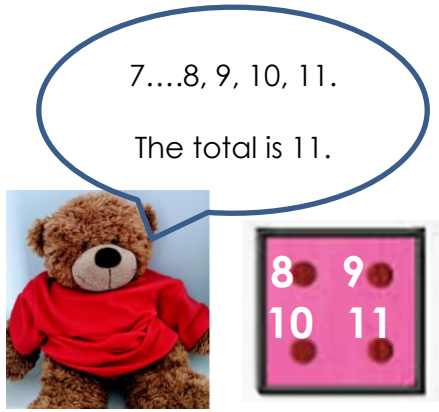
SEE:

Start with the biggest number.

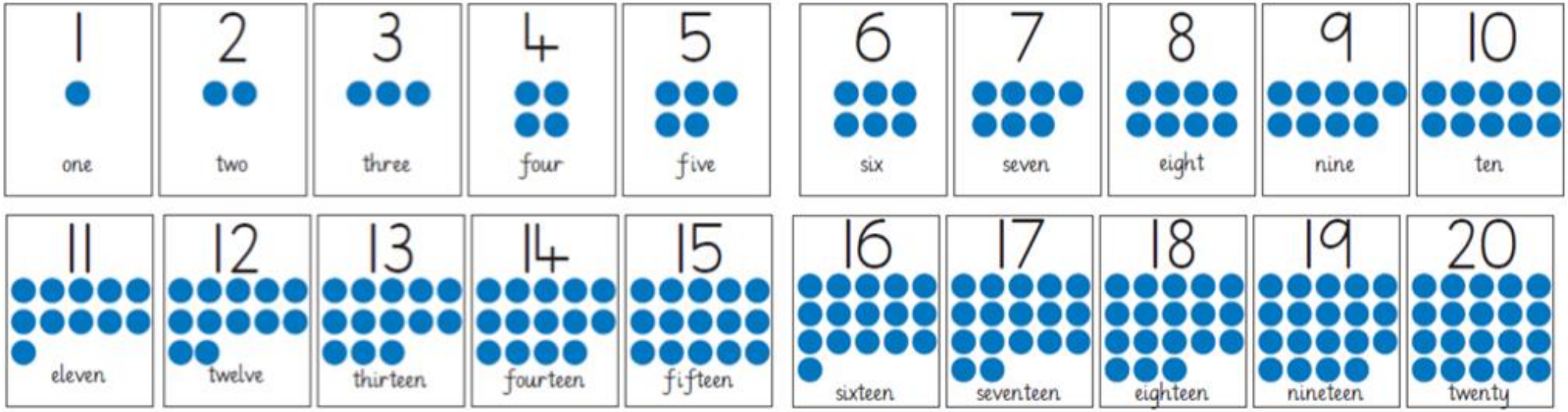
Count to 7 if you need to.



Keep the first number in your head and continue counting.

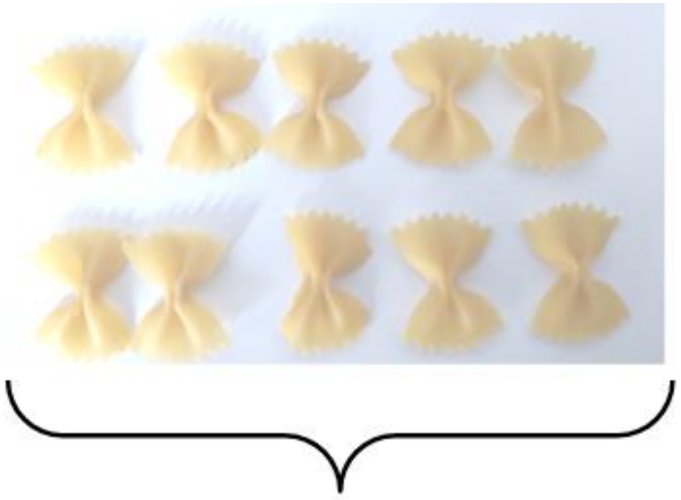


Number cards to 20



DAY 5 RESOURCES:

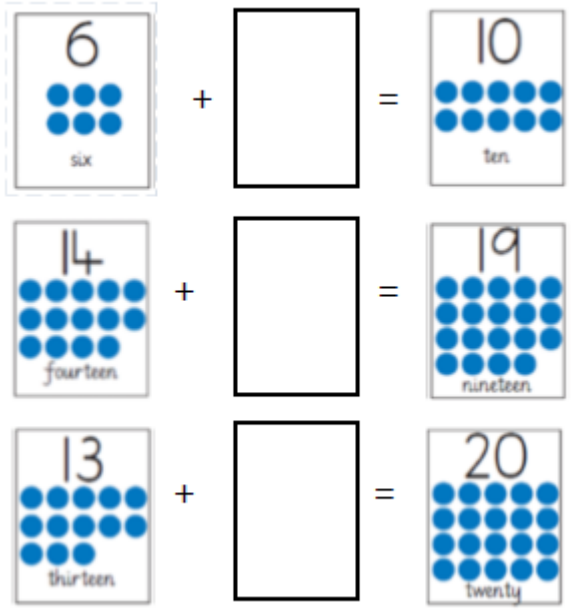
THINK:



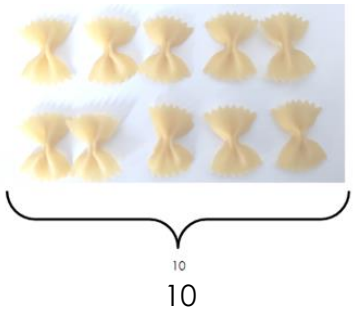
There are 10 pieces of pasta

How many more do I need to make 15?

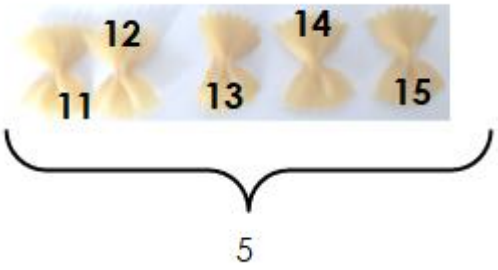
DO:



SEE:



Count on until you reach the number 15!



10 and 5 more makes 15

10 + 5 = 15