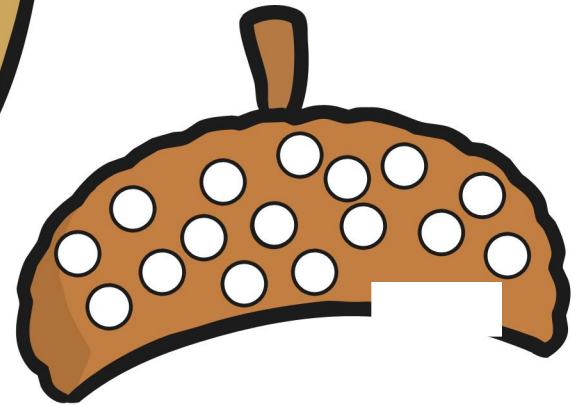
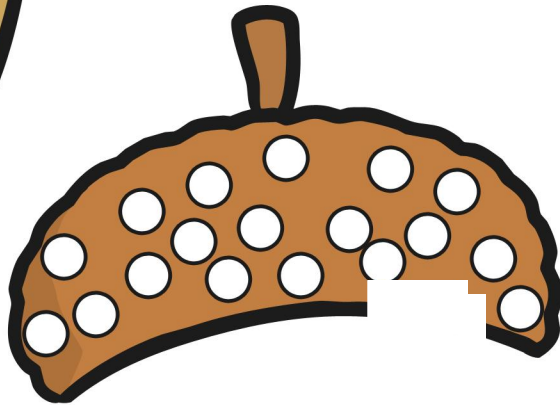
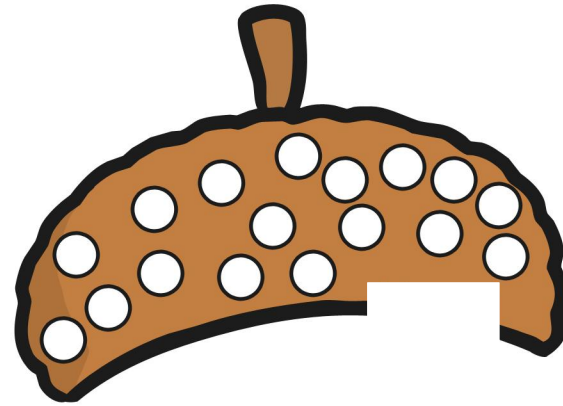
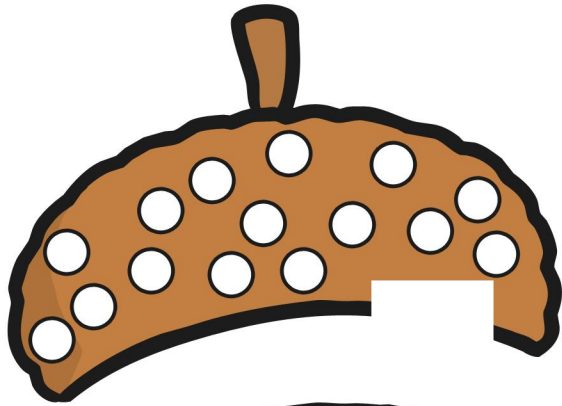


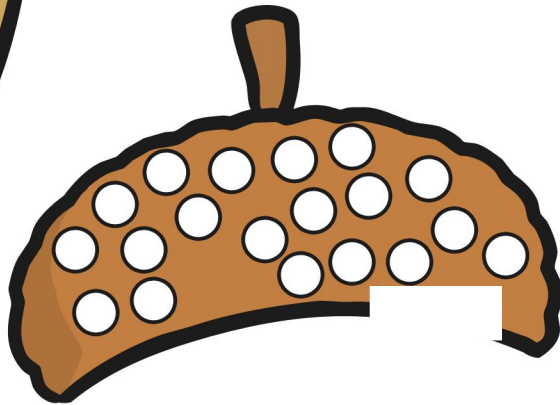
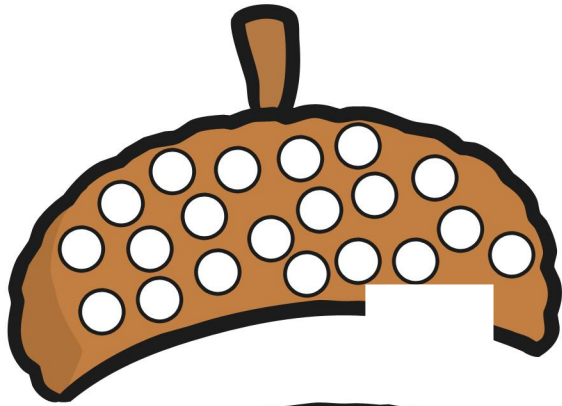
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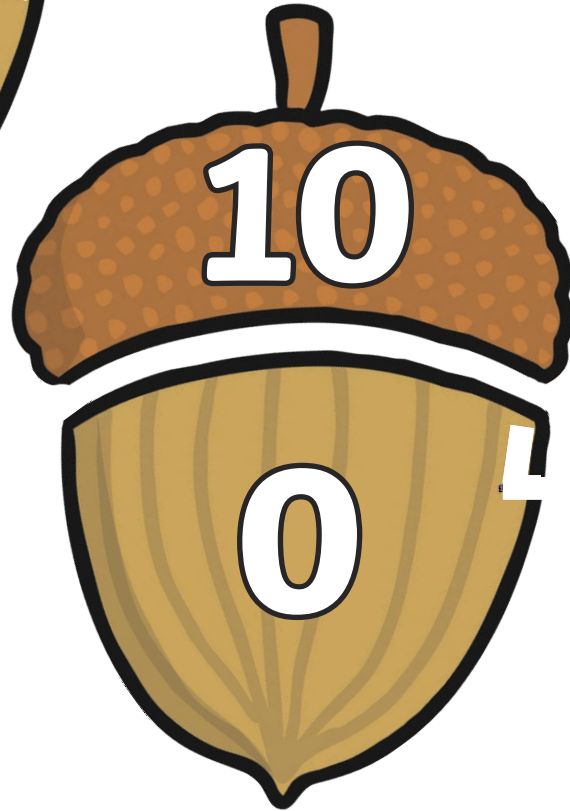
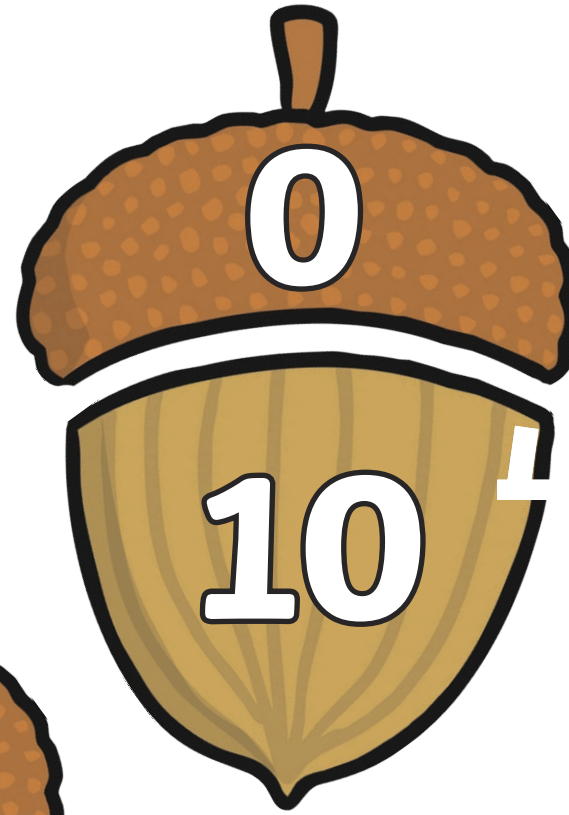
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EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: Acorn Addition
Date:	Organisation: Small group activity with 3-4 children, inside at the table.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: What number is on the card? Can you count out that many acorns? How many acorns does Nutty have? How many acorns does Scamper have? How many acorns in total? Can you show me that number on the number line? Can you say the number sentence?	Key Vocabulary: Addition, add, plus, equals, number, question, work out, check, count, together, total. Squirrel, nuts, acorns.
Resources: A4 Squirrel Cut-Outs or 2 toy squirrels, Acorn Cut-Outs or 20 acorns, Number of Nuts Number Cards , salt dough, 2 small trays, Numbers 0-30 on Acorns .	
Adult Role(s): Print, laminate and cut the Number of Nuts Number Cards and place face down on the table. Put the squirrels on a tray and stand up using salt dough. Place the acorns in the middle of the squirrels. Print 0-20 of the Numbers 0-30 on Acorns. <ul style="list-style-type: none"> Count to 20 using the Numbers 0-30 on Acorns. Talk to the children about the fact that many animals that collect food throughout the summer to store for the winter when it isn't as easy to find food. Show the children the 2 squirrels and ask them to name them, e.g. Nutty and Scamper. Explain that Nutty and Scamper are collecting nuts for the winter and their mum wants them to count how many they have collected. This means that they can make sure they have enough for the whole winter, but they need the children's help. Ask one child to turn over one of the Number of Nuts Number Cards and read the number. Then ask the same child to count out that many acorns to one of the squirrels. Ask another child to turn over a different card and to count out that many acorns to the other squirrel. Then, ask if anyone knows how many acorns there are in total. You could say, "So Nutty has 5 acorns and Scamper has 3 acorns, how many acorns are there in total?" Count all of the acorns to check. It might be helpful to move the acorns from the separate trays into the middle of the table as you count them. Once the children have worked out the answer, say the number sentence, e.g. "5 add 3 equals 8" and ask the children to repeat it. Put the 10 acorns back into the middle, shuffle the Number of Nuts Number Cards and repeat the activity. 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> You might want to start the activity with 5 acorns and then move up to 10 once the children are ready. You could have 20 acorns in total for the children to add together. This would be a good extension activity for children who are competent at adding numbers less than 10. 	
Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> Print these Autumn Acorn Number Bonds to 10 and add them to your classroom for the children to add together the numbers that make 10. For some children to practise matching number of objects and numerals, this Acorn Counting Game Up To 20 will be a great addition to your continuous provision. 	
Opportunities for Observation and Assessment:	

PS&ED: Managing Feelings and Behaviour

(30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
(30-50) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

C&L: Listening and Attention

(30-50) Is able to follow directions (if not intently focused on own choice of activity).
(40-60) Maintains attention, concentrates and sits quietly during appropriate activity.

C&L: Understanding

(40-60) Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.

C&L: Speaking

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

M: Numbers

(30-50) Knows that numbers identify how many objects are in a set.
(30-50) Beginning to represent numbers using fingers, marks on paper or pictures.
(30-50) Shows an interest in representing numbers.
(40-60) Counts objects to 10, and beginning to count beyond 10.
(40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
(40-60) Finds the total number of items in two groups by counting all of them.
(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

UtW: The World

(30-50) Can talk about some of the things they have observed such as plants, animals, natural and found objects.

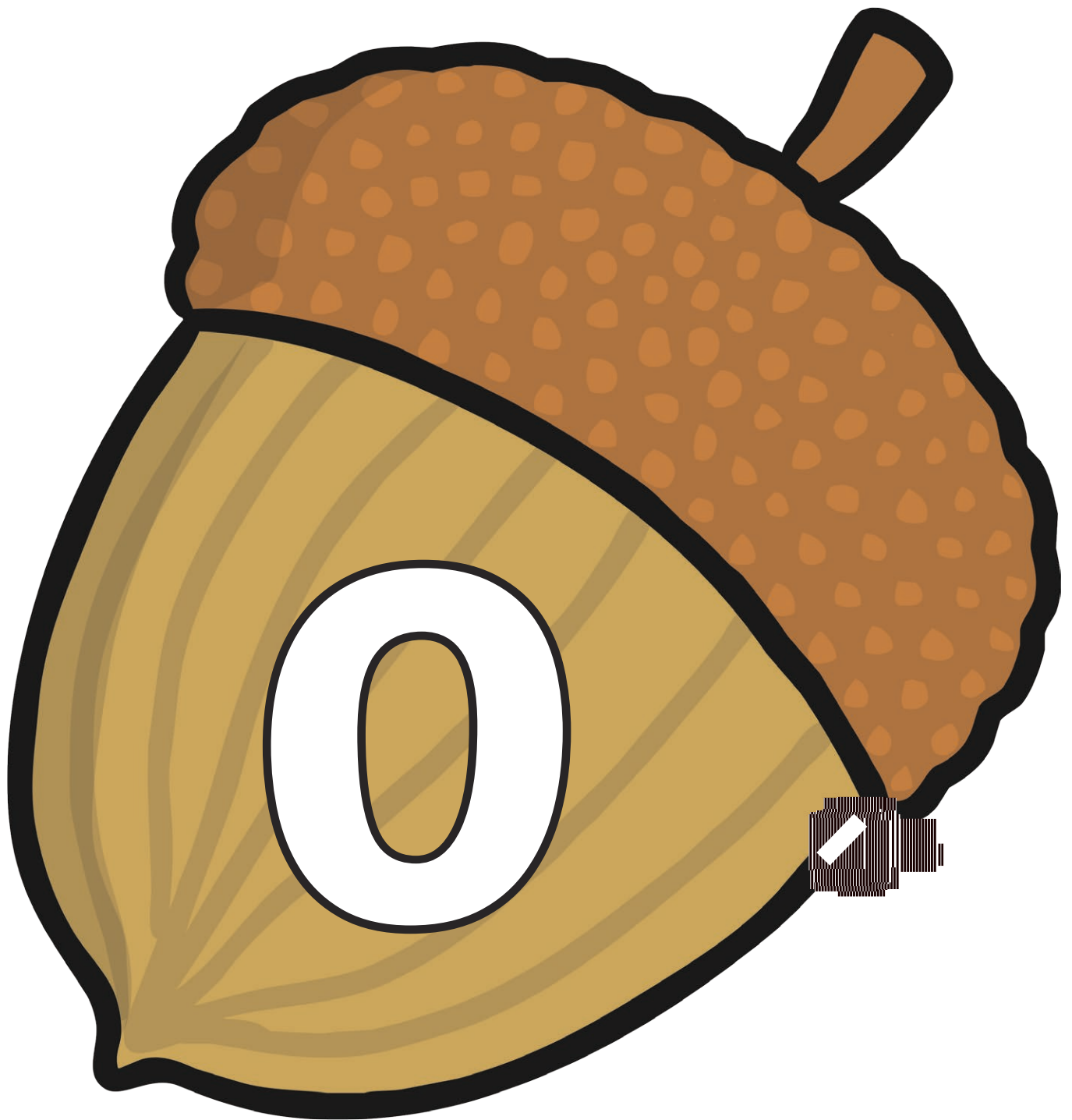
Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:



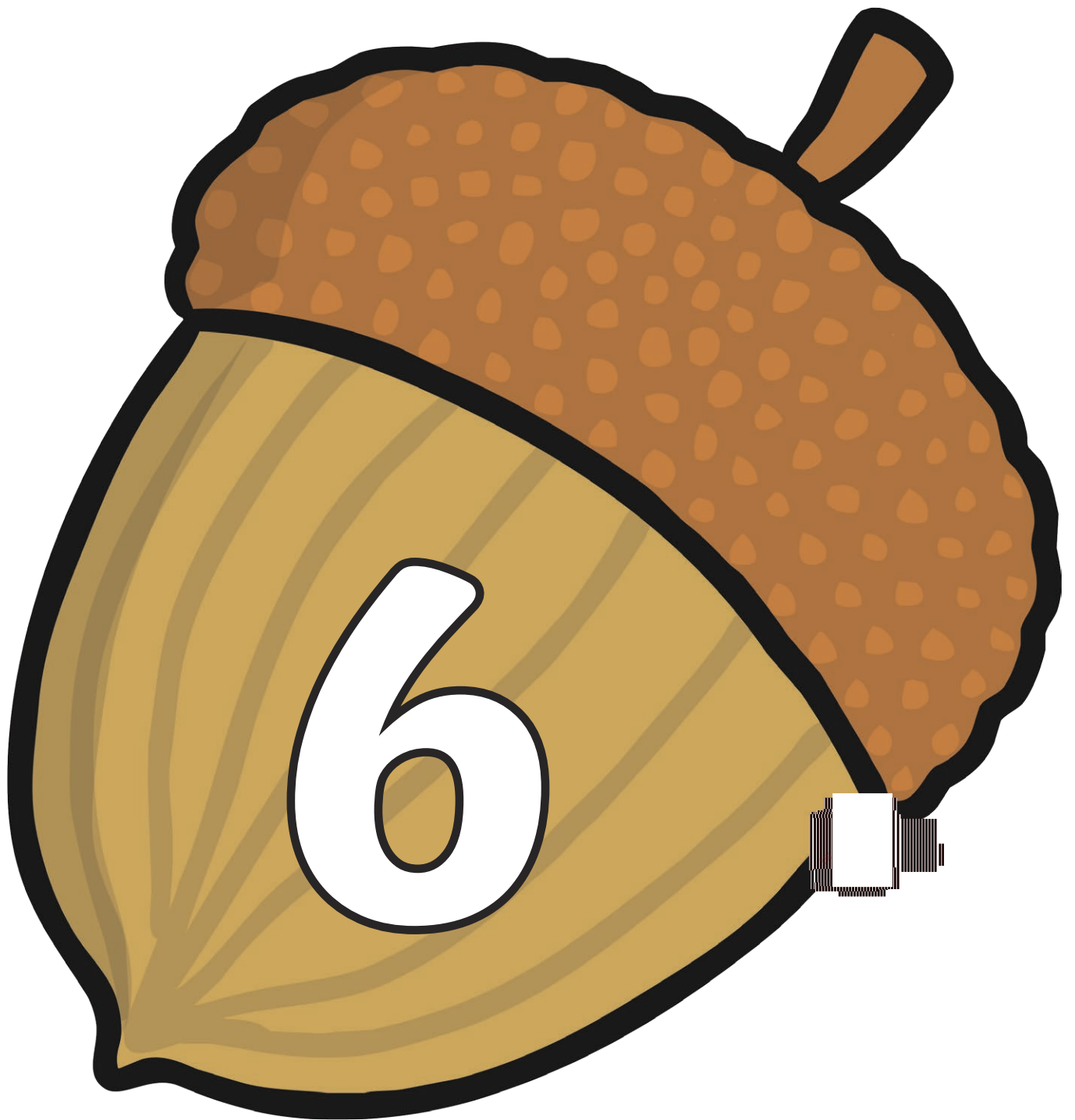








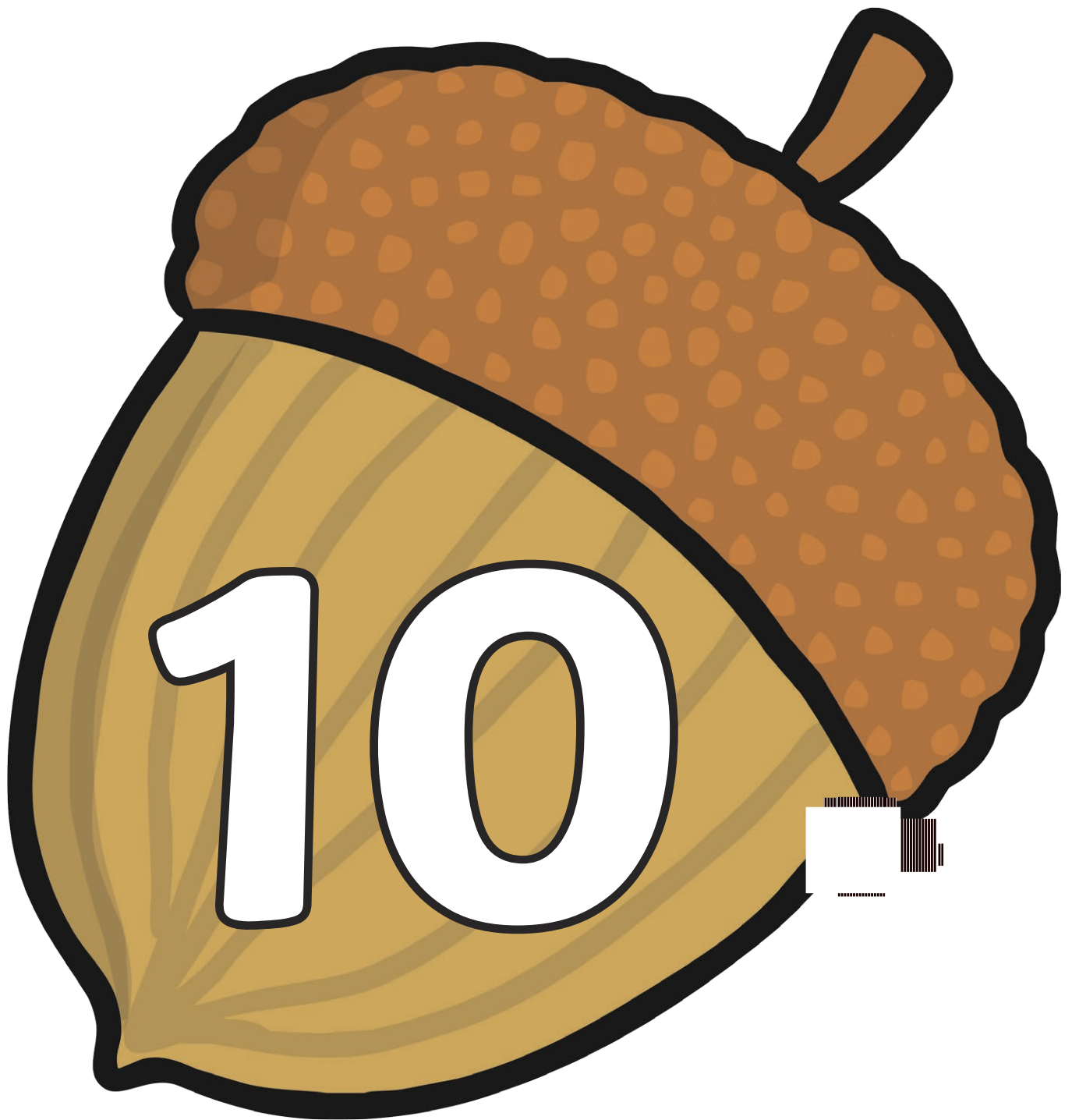














































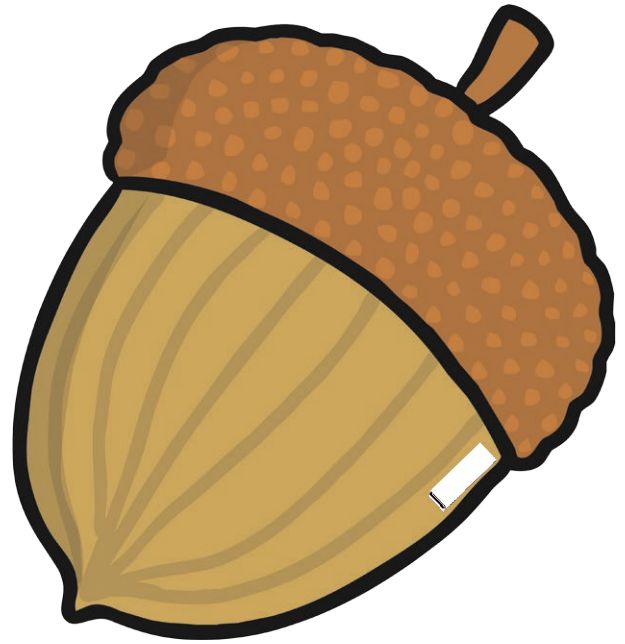


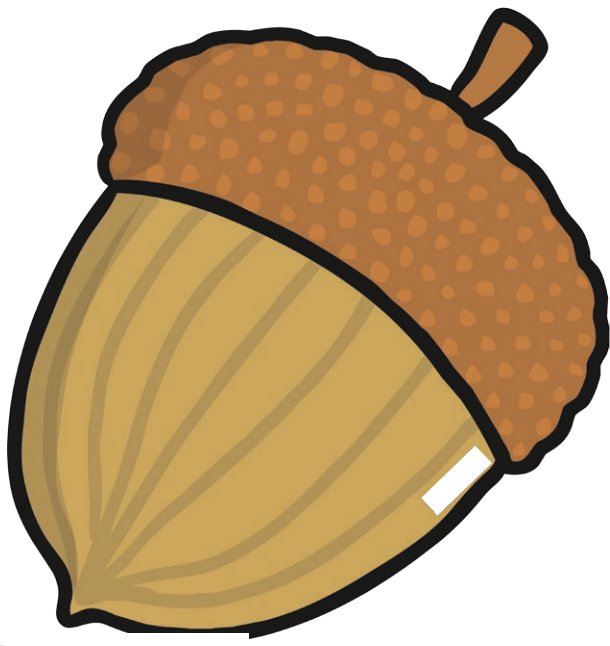
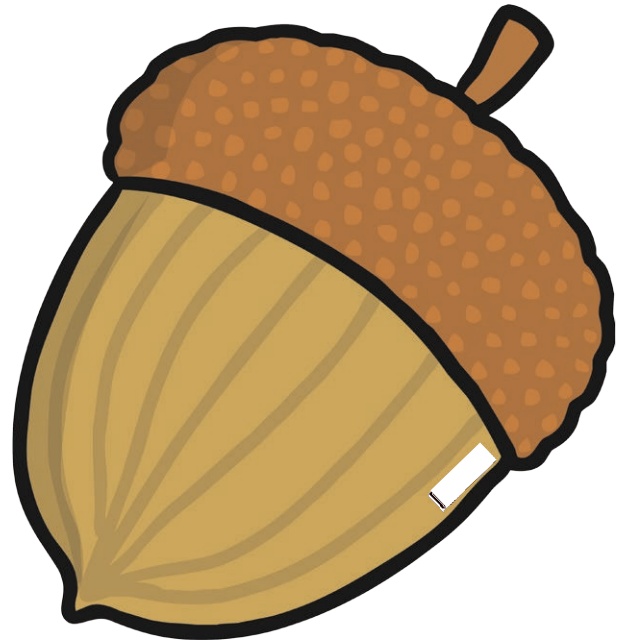


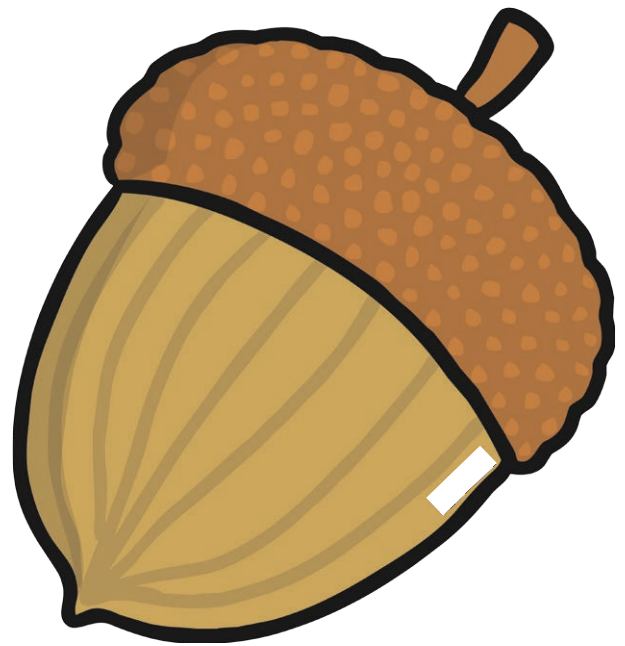
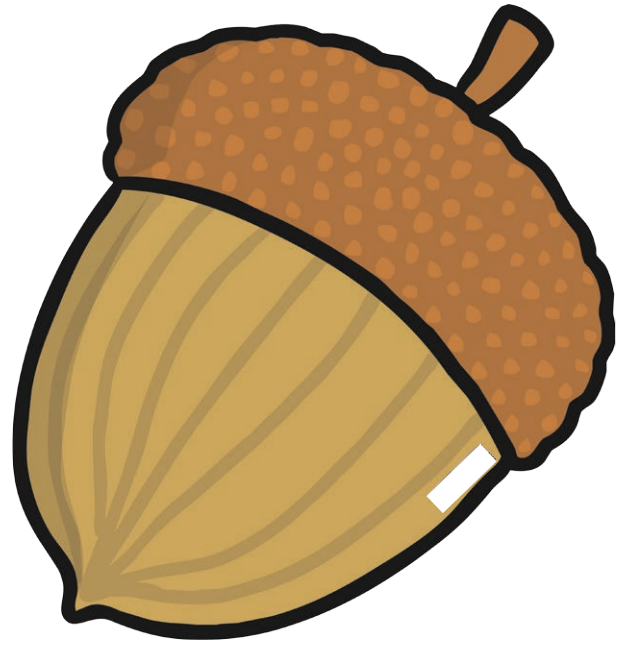
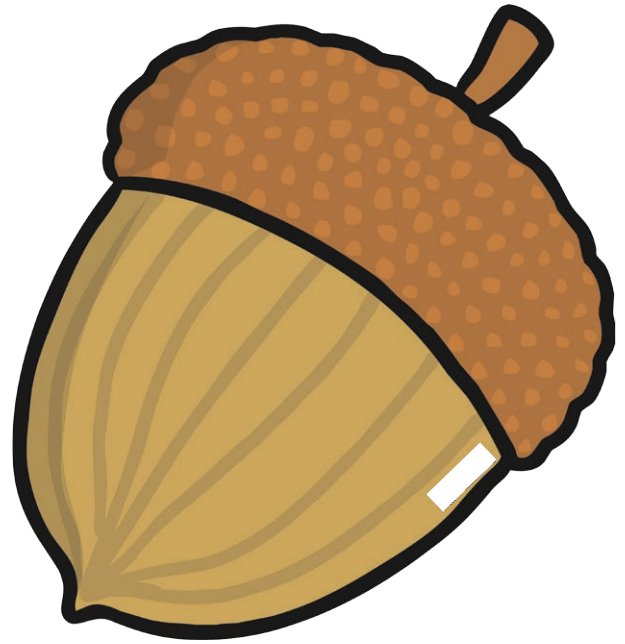




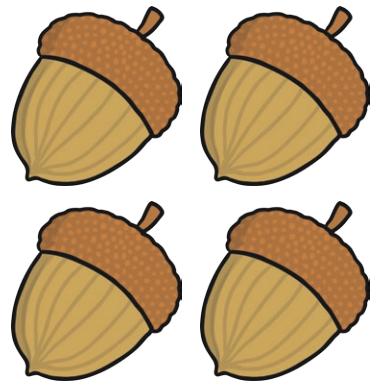
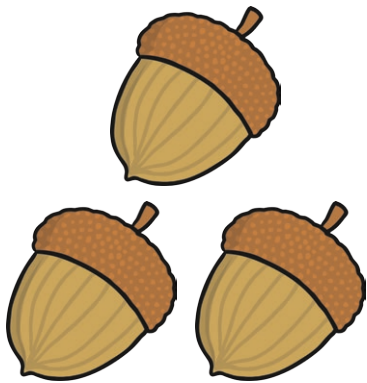
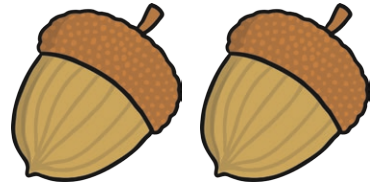


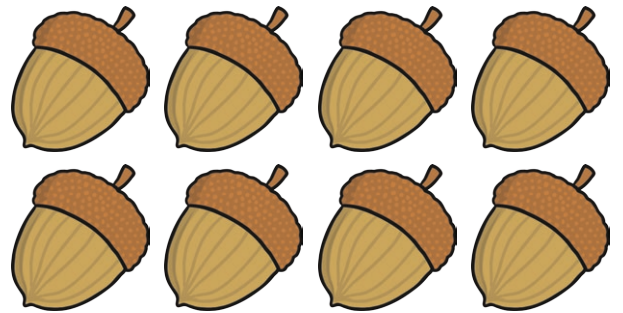
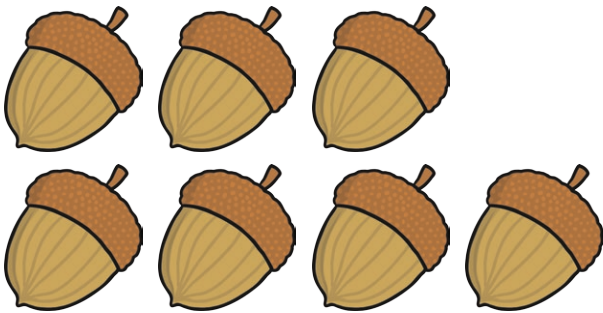
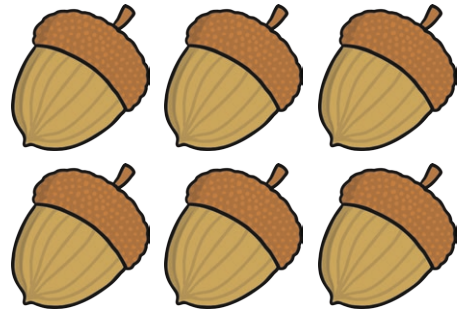
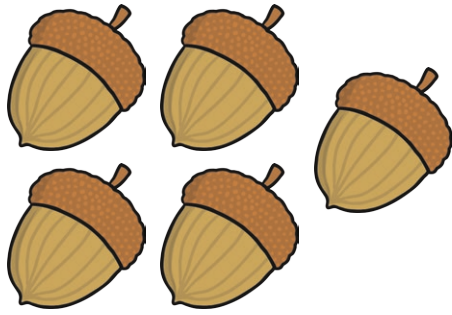


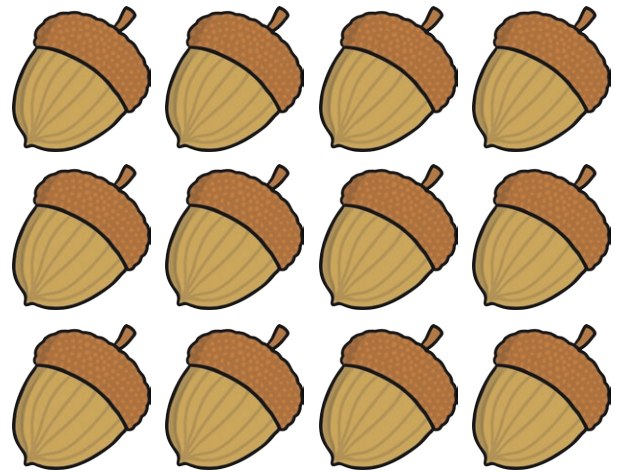
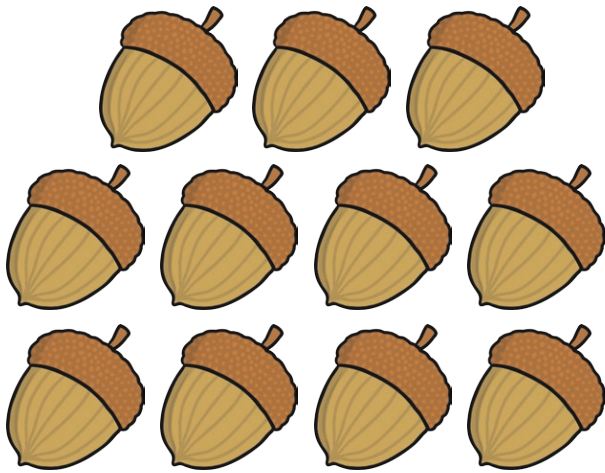
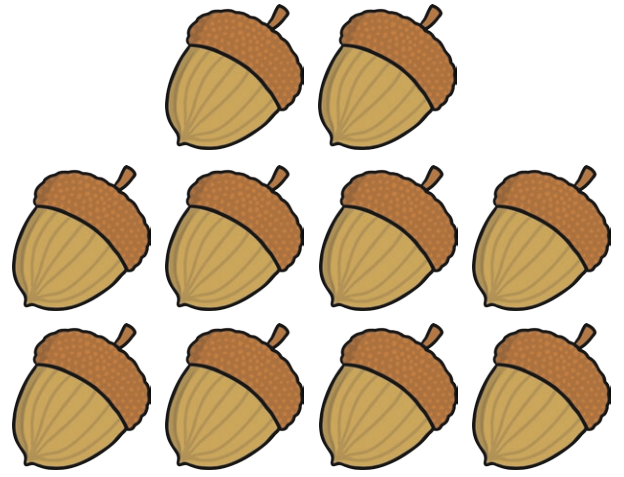
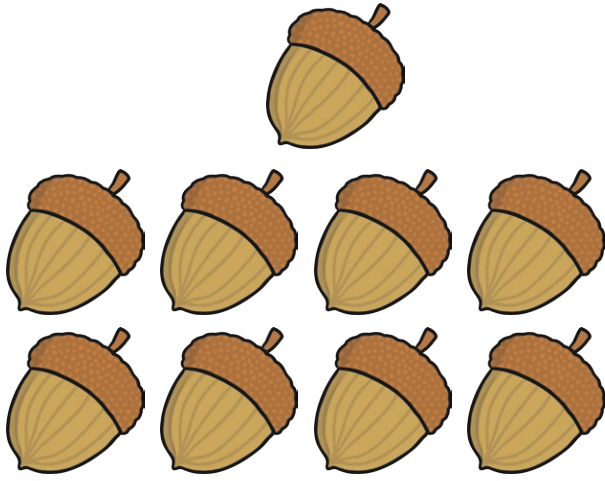






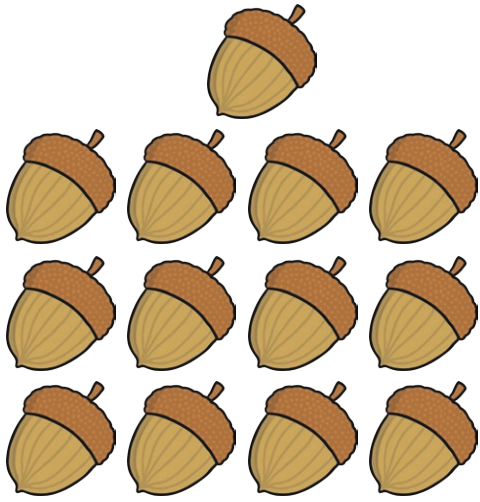




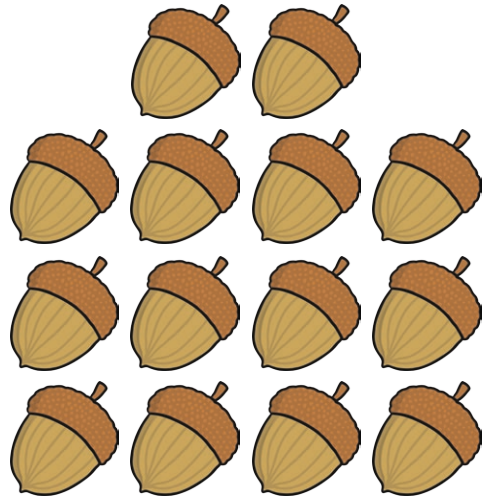


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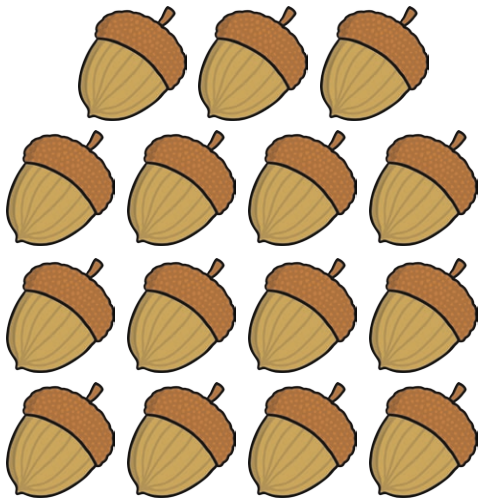
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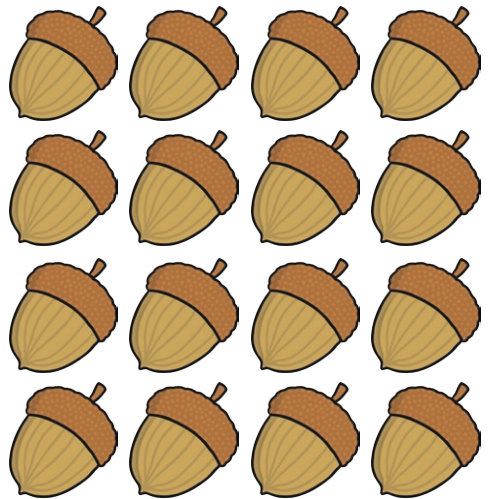
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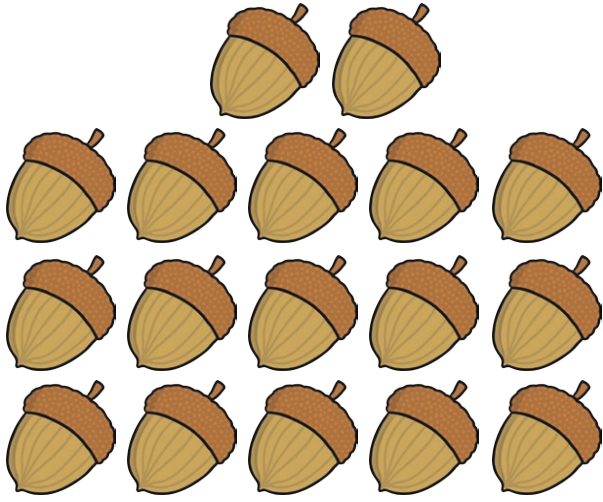
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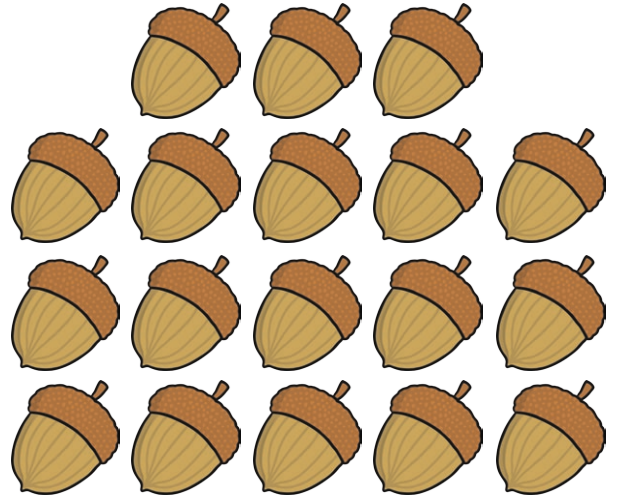
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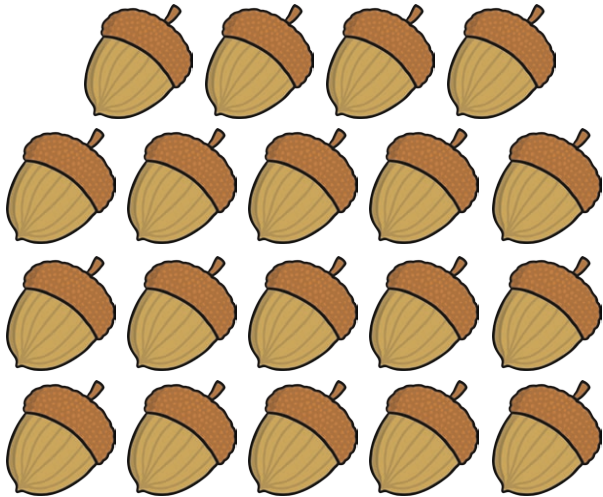
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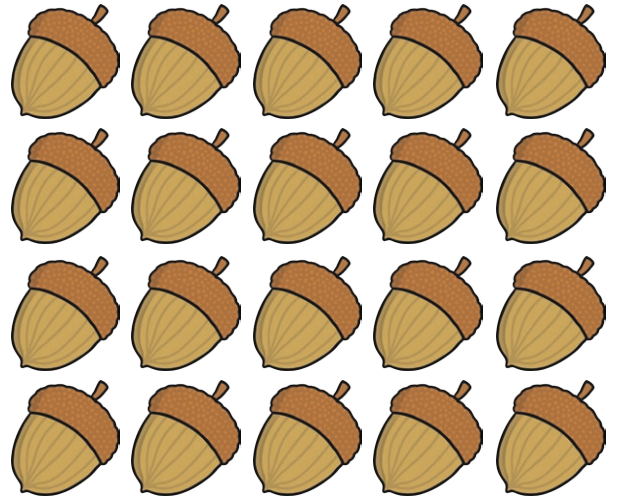
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Addition to 10

School Bus Ride



START



FINISH!



EYFS Adult Input Plan

Topic Theme: Transport	Activity Title: Addition to 10 Bus Board Game
Date:	Organisation: A small group of four to six children. An indoor table top activity.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer (M:N ELG)	
Key Questions: What number have you rolled? What does the number sentence ask you to do? What number do you need to start on? How many do you need to add? How many are there now? What is the total?	Key Vocabulary: Dice, roll, number names, add, plus, equals, number line, count on.
Resources: Addition to 10 Bus Board Game , Number Lines or objects to support the children with calculations.	
Adult Role(s): <ul style="list-style-type: none"> Tell the children that we are going to play a game and show them the game board. Explain that when they land on a space there will be a calculation that they need to solve. They may already know the answer or they can use their fingers/number line to help them find the answer by counting on. To decide who goes first, let each child roll the dice and whoever rolls the largest number goes first. They then take it in turns to roll the dice, count the number of spots and move the correct number of spaces. As they move round the board encourage the children to use the language of addition, for example, by saying aloud their number sentence e.g. "2 add 2 equals 4". Reinforce the use of a variety of mathematical vocabulary by repeating their number sentence using alternative vocabulary, for example, "Yes that's right, 2 plus 2 equals 4." The first person to get to the finish is the winner! 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> Use the blank game board to differentiate by adding your own calculations. Some children may benefit from the additional support of physical apparatus when finding the total. 	
Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> Make a large scale game board in the outdoor area using chunky chalks to draw the game board on the ground and the children can then be the counters that move around the board. If you don't have a large dice, use number cards to 6 to turn over and move the number of spaces shown on the card. 	
Opportunities for Observation and Assessment:	
PS&ED: Making Relationships (ELG) Children play co-operatively, taking turns with others.	
PS&ED: Managing Feelings and Behaviour (ELG) They work as part of a group or class, and understand and follow the rules.	
C&L: Listening and Attention (40-60) Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) Two-channelled attention – can listen and do for short span. (ELG) Children listen attentively in a range of situations.	
C&L: Understanding (40-60) Listens and responds to ideas expressed by others in conversation or discussion.	
M: Numbers (40-60) Finds the total number of items in two groups by counting all of them.	
Activity Adaption:	

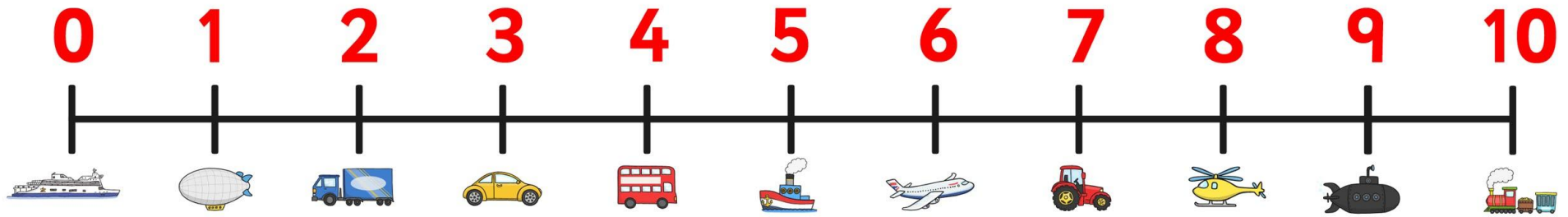
****Insert here how you will differentiate the activity to meet the specific needs of your children.****

Next Steps:

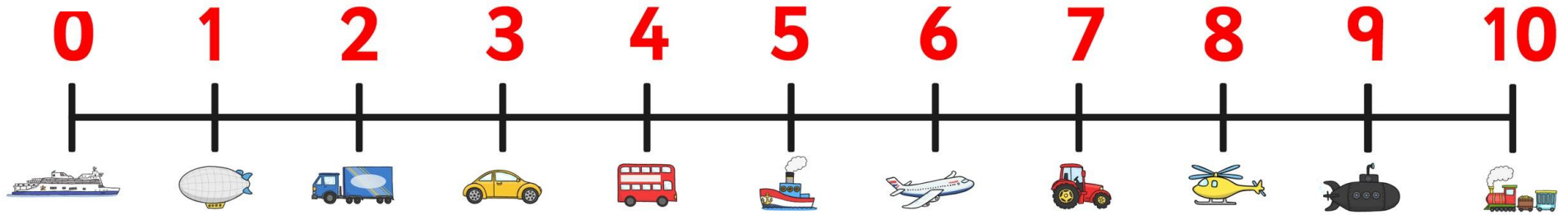
****Insert here details of next steps relevant to specific children****

Evaluation to inform Future Planning:

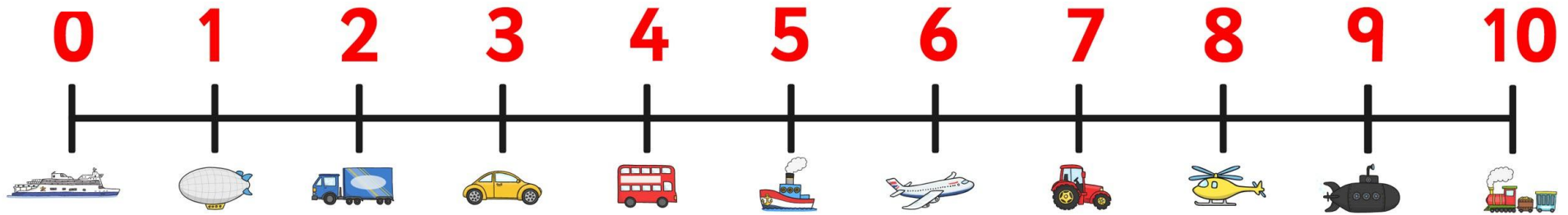
My 0 to 10 Number Line



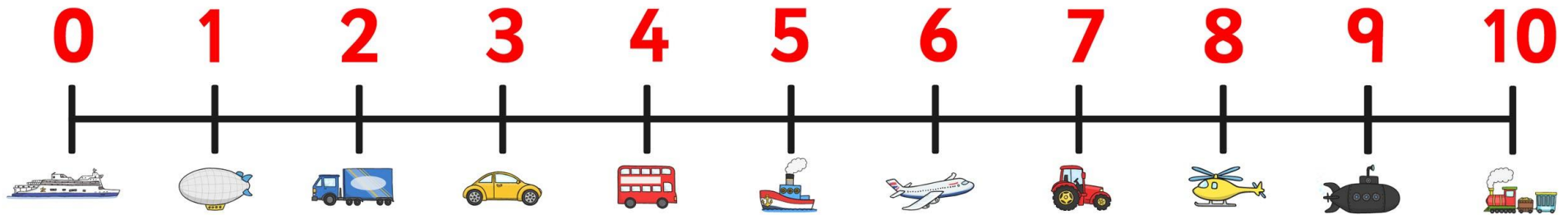
My 0 to 10 Number Line



My 0 to 10 Number Line



My 0 to 10 Number Line



EYFS Adult Input Plan

Topic Theme: Transport	Activity Title: Addition to 20 Bus Board Game
Date:	Organisation: A small group of four to six children. An indoor table top activity.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer (M: N ELG)	
Key Questions: What number have you rolled? What does the number sentence ask you to do? What number do you need to start on? How many do you need to add/take away? How many are there now? What is the total?	Key Vocabulary: Dice, roll, number names, add, plus, equals, number line, count on.
Resources: Addition to 20 Bus Board Game , Number Lines to support the children with calculations.	
Adult Role(s): <ul style="list-style-type: none"> Tell the children that we are going to play a game and show them the game board. Explain that when they land on a space there will be a number problem that they need to solve. They may already know the answer or they can use their fingers/number line to help them find the answer by counting on. To decide who goes first, let each child roll the dice and whoever rolls the largest number goes first. They then take it in turns to roll the dice, count the number of spots and move the correct number of spaces. As they move round the board encourage the children to use the language of addition, for example, by saying aloud their number sentence e.g. "12 add 2 equals 14". Reinforce the use of a variety of mathematical vocabulary by repeating their number sentence using alternative vocabulary, for example, "Yes that's right, 12 plus 2 equals 14." The first person to get to the finish is the winner! 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> Use the blank game board to differentiate by adding your own calculations. Some children may benefit from the additional support of physical apparatus when finding the total. 	
Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> Make a large scale game board in the outdoor area using chunky chinks to draw the game board on the ground so the children can then be the counters that move around the board. If you don't have a large dice, use number cards to 6 to turn over and move the number of spaces shown on the card. 	
Opportunities for Observation and Assessment:	
PS&ED: Making Relationships (ELG) Children play co-operatively, taking turns with others.	
PS&ED: Managing Feelings and Behaviour (ELG) They work as part of a group or class, and understand and follow the rules.	
C&L: Listening and Attention (40-60) Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) Two-channelled attention – can listen and do for short span. (ELG) Children listen attentively in a range of situations.	
C&L: Understanding (40-60) Listens and responds to ideas expressed by others in conversation or discussion.	
M: Numbers (40-60) Finds the total number of items in two groups by counting all of them.	

Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

Insert here details of next steps relevant to specific children

Evaluation to inform Future Planning:

Addition to 20

School Bus Ride



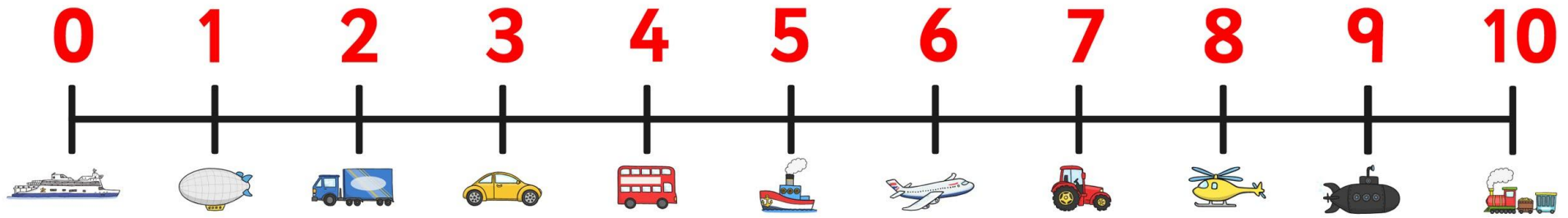
START



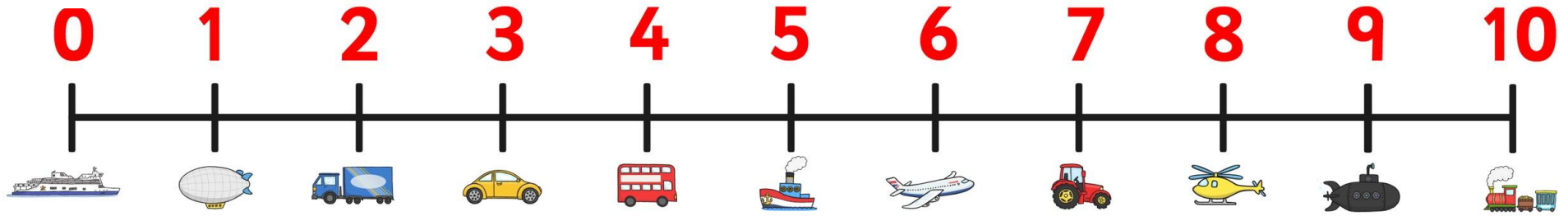
FINISH!



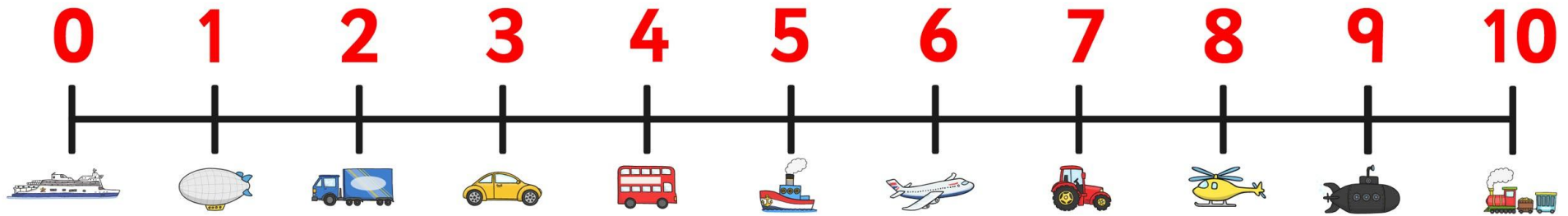
My 0 to 10 Number Line



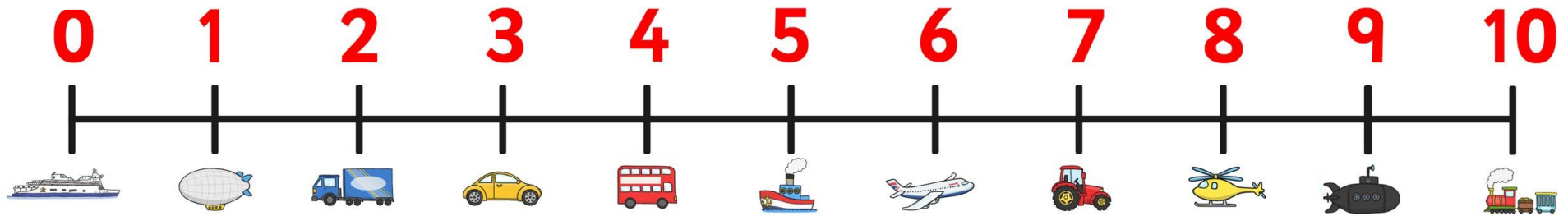
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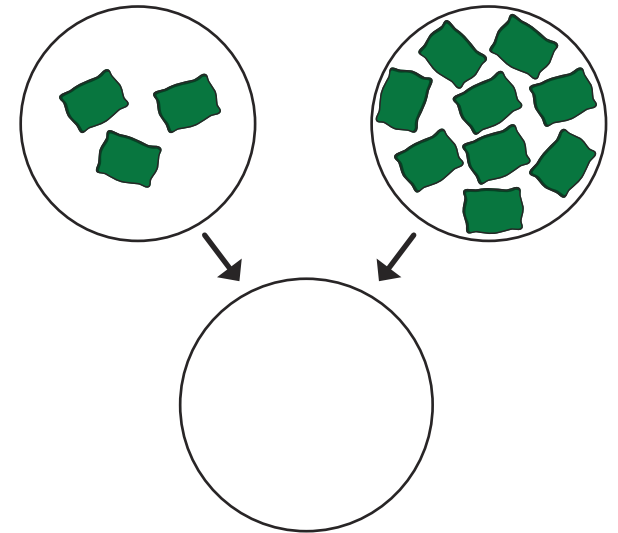
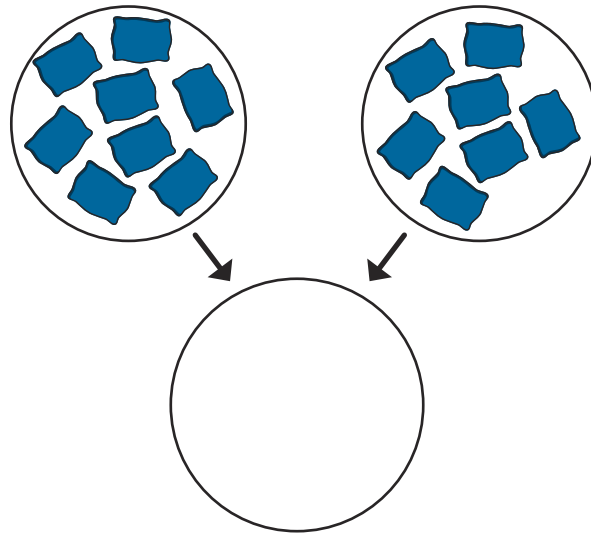
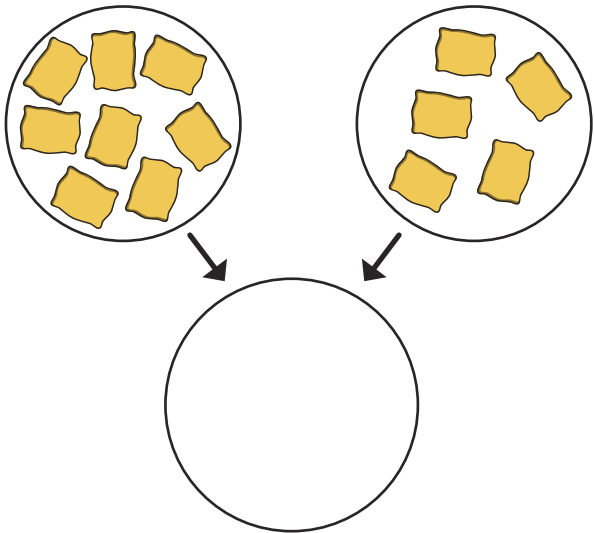
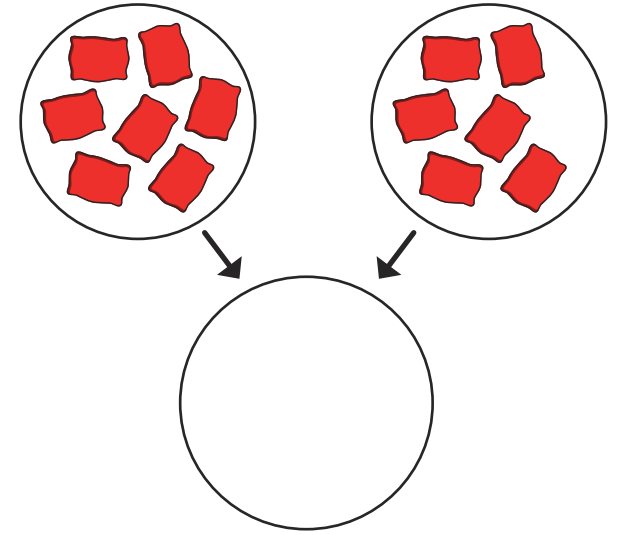
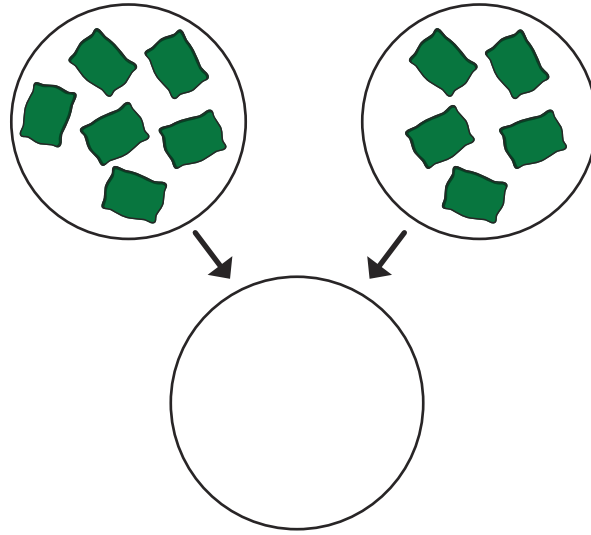
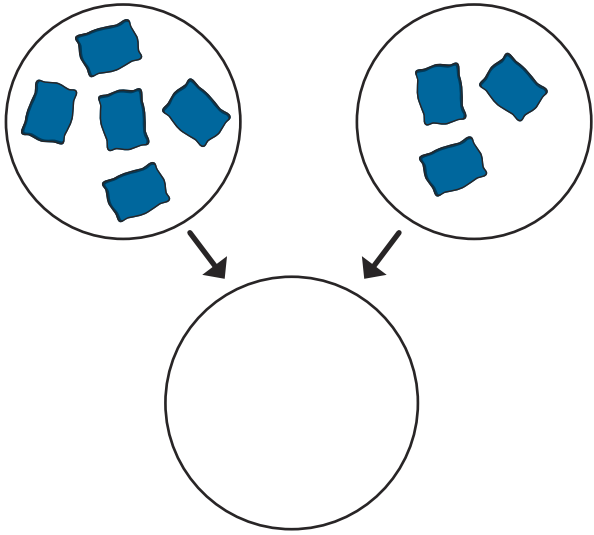
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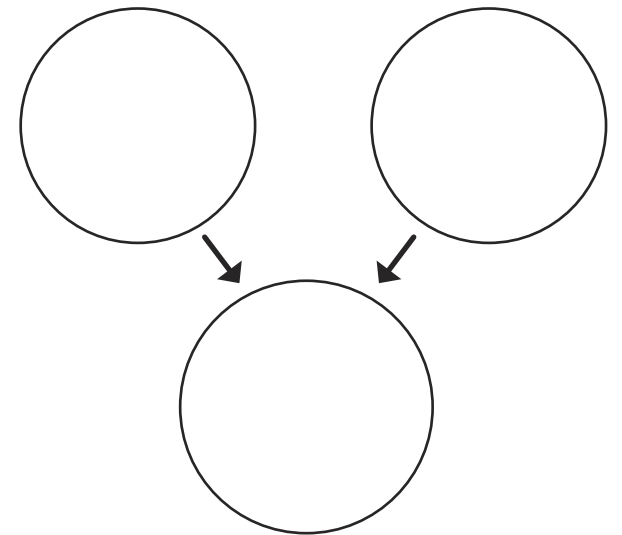
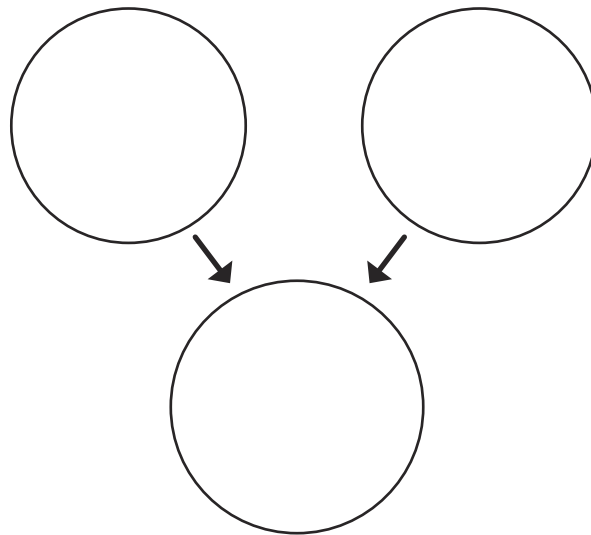
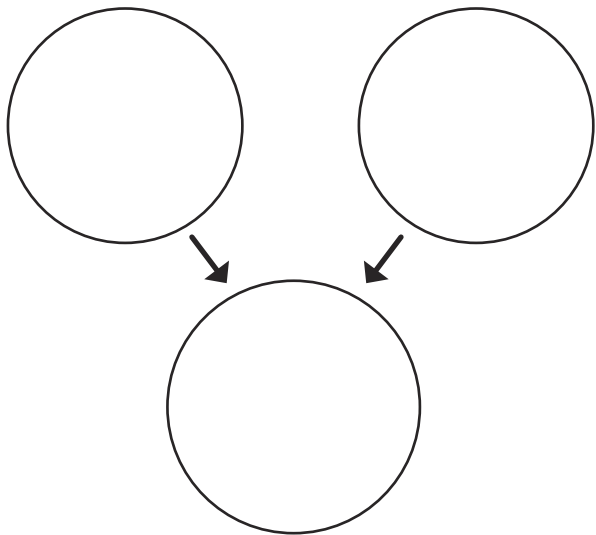
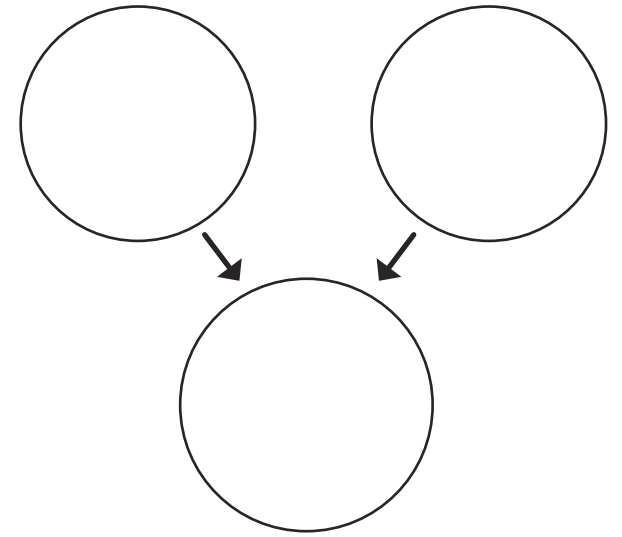
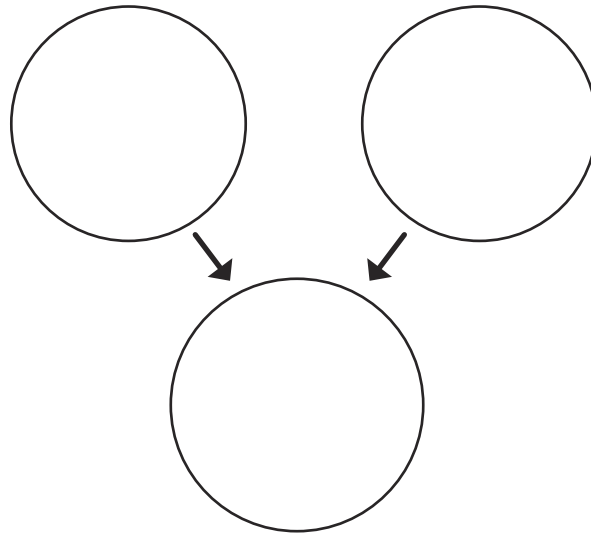
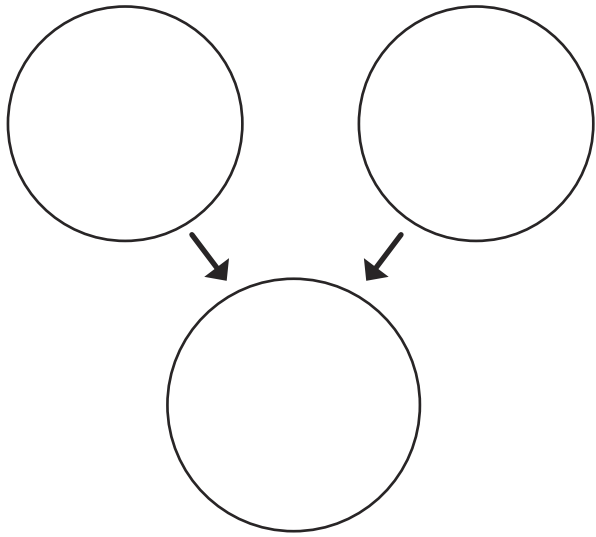
My 0 to 10 Number Line



Beanbag Addition



Beanbag Addition



Dice Addition Game

Instructions: Roll a pair of dice and place in the box. Add the numbers and write the answer in the box.

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EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: Beanbag Addition Races
Date:	Organisation: Large group or whole class, outside or in a large open space.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: How fast can you run to the hoop and back? Can you collect all 10 beanbags? How many have you got in your hoop? Can you count each one? Which team has more this time? How many have been collected altogether/in total? Can you say the number sentence? Can you fill in the numbers?	Key Vocabulary: Run, pick up, put down, beanbag, hoop. How many, count, check, number, more, less, together, add, plus, number sentence.
Resources: 20 bean bags, 2 large hoops, a timer, whistle, chalk.	
<p>Adult Role(s):</p> <p>Set up the 2 hoops at one end of the space, away from each other. Pile 10 beanbags at the other end of the space (in line with the hoops). The distance between the beanbags and the hoops will depend on the age and physical ability of your children.</p> <ul style="list-style-type: none"> Sort the children into 2 groups that are equal in number. Explain that each child has 30 seconds (half a minute), to collect as many beanbags as they can for their team's hoop. Once the whistle is blown, they can begin to run from their hoop to the pile of beanbags. They can only pick up one beanbag at a time, run back to the hoop and place it inside. Then they can run to collect another, and repeat until the time runs out. 1 person from each team runs at the same time. After half a minute, the time will run out and the children must stop running. If the beanbag is thrown and doesn't land in a hoop, it doesn't count. Once the children have stopped running, gather each team around their hoop and ask them to count how many beanbags there are. Encourage the children to take the beanbags out of their hoop as they count each one. Then ask the children to work out how many beanbags have been collected in total, in the 2 hoops. Confirm what the children say, modelling correct mathematical language, e.g. "Well done, 6 and 8 makes 14. We can say it in a number sentence like this, "6 add 8, equals 14." Then ask the children to repeat the number sentence. Write the number sentence on the floor using chalk to model what it looks like, explaining that the symbols represent 'add' and 'equals'. Return the beanbags to the pile and line the children up again in their groups, with the next person from each team ready to run. When the whistle blows, they can set off. Repeat each of the steps above for each of the children in the groups. 	
<p>Differentiation/Opportunities for Challenge:</p> <ul style="list-style-type: none"> For some groups of children, you could give each group 5 beanbags, so the total number is below 10. They may be able to move up to numbers below 20, after adding up to 10 first. You could ask some children to complete this Addition Activity Sheet after each child's turn. They need to fill in the number of beanbags in each hoop and then complete the number sentence underneath. 	
<p>Ideas for Extension into Continuous Provision:</p> <ul style="list-style-type: none"> Add this Dice Addition Game Template to your classroom for children to play in pairs or individually. You will need dice and pencils. You could put this Beanbag Addition Activity Sheet in the classroom for children to complete once they have completed the practical activity. You could add beanbags to support the children as they work out the answers. 	
Opportunities for Observation and Assessment:	

PS&ED: Managing Feelings and Behaviour

(30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

(40-60) Aware of the boundaries set, and of behavioural expectations in the setting.

C&L: Listening and Attention

(30-50) Focusing attention – still listen or do, but can shift own attention.

(30-50) Is able to follow directions (if not intently focused on own choice of activity).

C&L: Understanding

(ELG) Children follow instructions involving several ideas or actions.

C&L: Speaking

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

PD: Moving and Handling

(30-50) Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

(30-50) Holds pencil near point between first two fingers and thumb and uses it with good control.

(40-60) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

(40-60) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

(ELG) Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

M: Numbers

(30-50) Knows that numbers identify how many objects are in a set.

(30-50) Beginning to represent numbers using fingers, marks on paper or pictures.

(30-50) Shows an interest in representing numbers.

(40-60) Counts objects to 10, and beginning to count beyond 10.

(40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

(40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects.

(40-60) Finds the total number of items in two groups by counting all of them.

(40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

(40-60) Records, using marks that they can interpret and explain.

(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

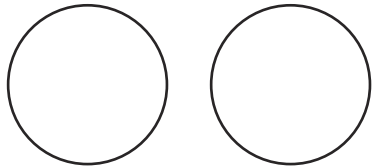
Next Steps:

Insert here details of next steps relevant to specific children.

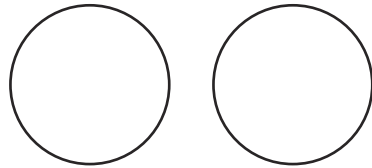
Evaluation to Inform Future Planning:

Beanbag Addition Races

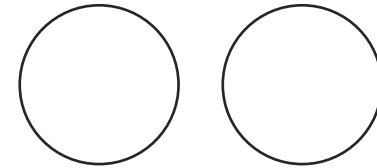
Write the number of beanbags that you have collected in each of your hoops, in the circles.
Then complete the number sentence.



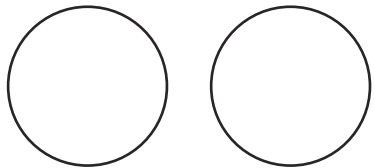
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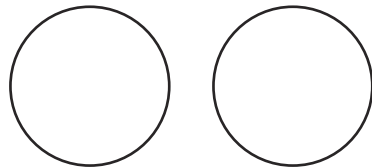
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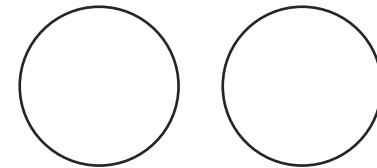
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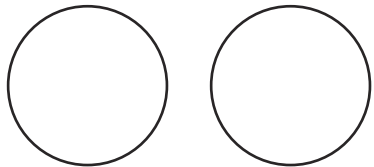
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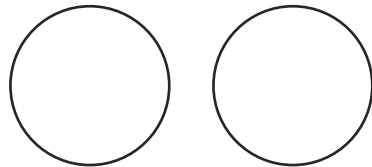
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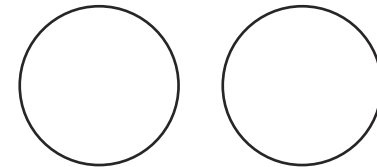
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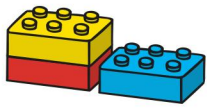
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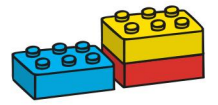
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Building Brick Addition and Subtraction Board Game



Add 3 bricks		Take away 2 bricks		Add 2 bricks		Take away 2 bricks		Take away 1 brick		Add 3 bricks		Add 1 brick		Take away 1 brick	
Take away 3 bricks		Take away 3 bricks		Add 3 bricks		Add 3 bricks		Take away 1 brick		Take away 1 brick		Add 2 bricks		Add 2 bricks	
Add 1 brick		Add 4 bricks		Add 1 brick		Take away 1 brick		Take away 4 bricks		Take away 1 brick		Take away 2 bricks		Take away 2 bricks	
Add 2 bricks		Take away 1 brick		Take away 1 brick		Take away 1 brick		Take away 1 brick		Take away 1 brick		Add 2 bricks		Add 2 bricks	
Add 3 bricks		Take away 2 bricks		Add 1 brick		Take away 2 bricks		Take away 2 bricks		Take away 2 bricks		Take away 1 brick		Take away 1 brick	
START		Take away 1 brick		Add 3 bricks		Add 2 bricks		Take away 1 brick		Take away 1 brick		Take away 1 brick		FINISH	

Building Brick Addition and Subtraction Board Game Instructions

You will need:

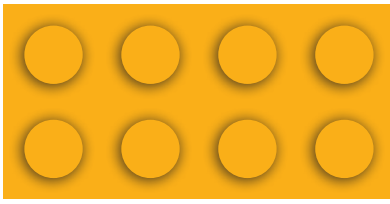
1. Building bricks
2. At least two players
3. One die

Instructions for play:

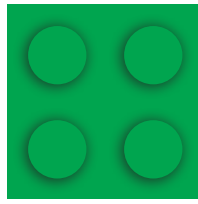
Ask each child to start with a tower that is 5 building bricks tall. Each child then takes it in turns to roll the die and move along the board. When they land on a square with an instruction, they must add or subtract that many bricks from their tower. The game ends when the first player crosses the finish line, and the winner is the child with the tallest tower.

Building Brick Subtraction

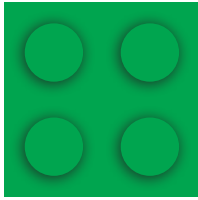
Can you subtract the bumps on the building bricks?



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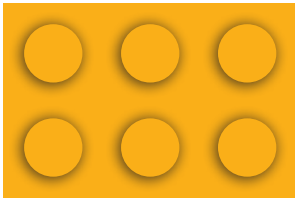
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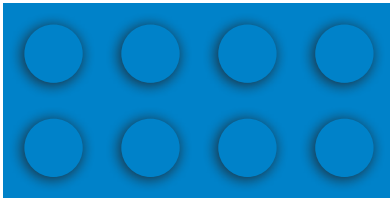
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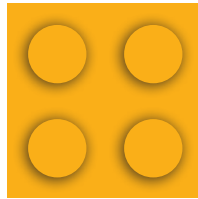
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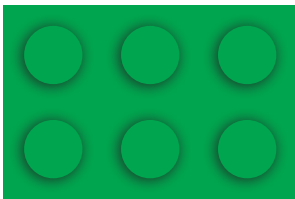
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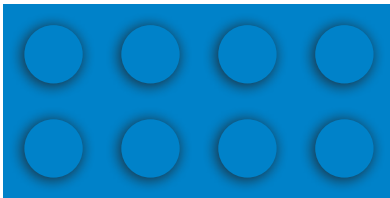
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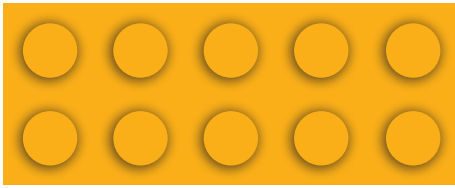
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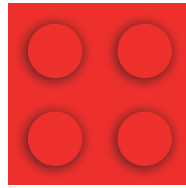
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Building Brick Subtraction

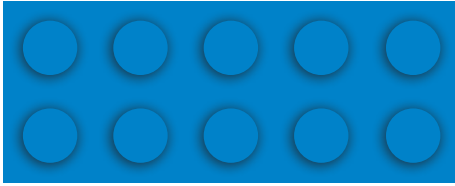
Can you subtract the bumps on the building bricks?



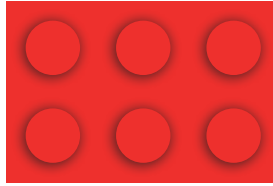
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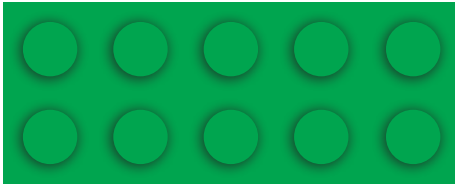
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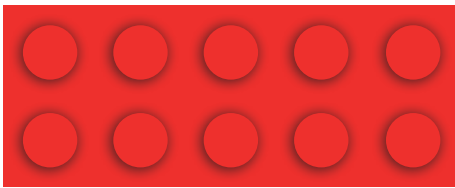
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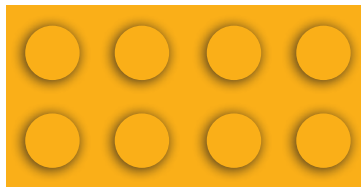
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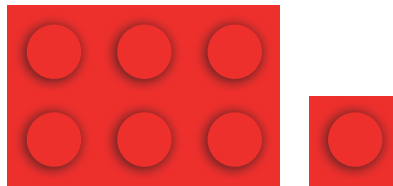
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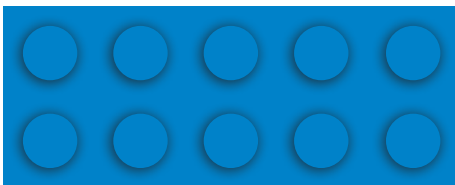
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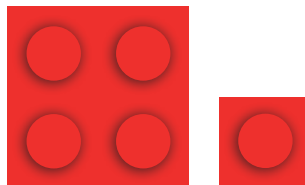
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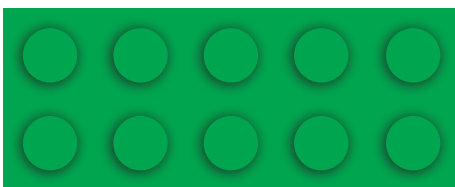
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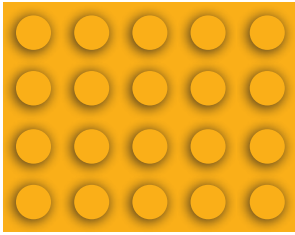
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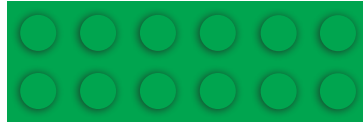
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Building Brick Subtraction

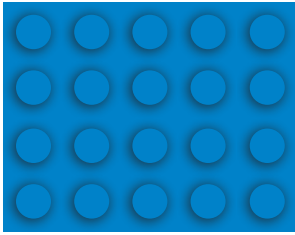
Can you subtract the bumps on the building bricks?



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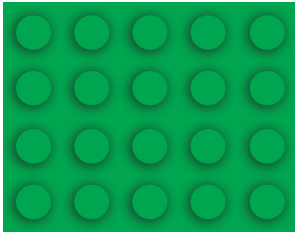
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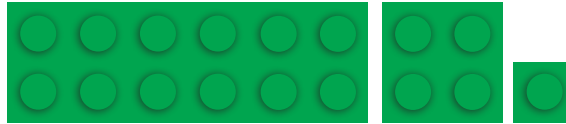
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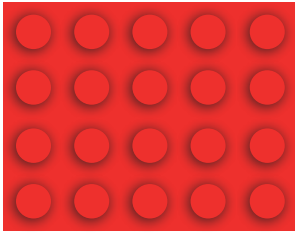
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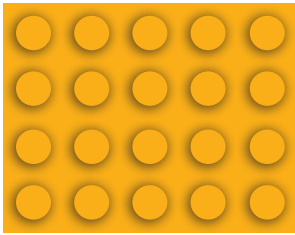
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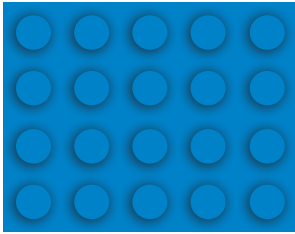
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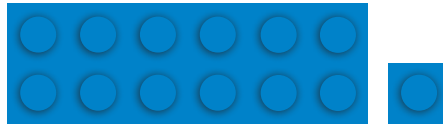
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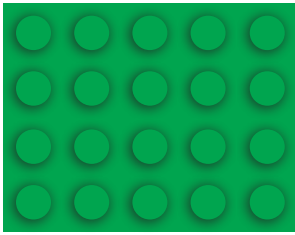
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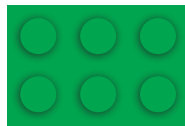
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EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: Brick Subtraction
Date:	Organisation: Small group activity, inside and on the carpet or at a table.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: Can you count with me to 20? How many bricks are in the tower? Can you count them? How many spots are on the dice? Can you count all the spots on both dice? Can you take that many bricks from the tower? How many bricks are left? Can you say the number sentence?	Key Vocabulary: Subtraction, take away, minus, equals, number sentence, how many, more, less, leaves, left, most, least, tower, number.
Resources: 20 small or large building bricks, 2 dice,	
Adult Role(s): Print 1-20 of the Build a Tower Numbers 1-30 and display on the wall or pegged onto a line. <ul style="list-style-type: none"> • Begin the session by counting up to 20 and back down to 1. You can either use real bricks or the Build a Tower Numbers to support the children. • Count each brick in a tower of 20 with the children, showing 1-to-1 correspondence. • Ask the children to roll one dice and count how many spots are on the top of it. • Then ask the same child to take away that many bricks from the tower. • With all of the children, count how many bricks are left in the tower. • Explain that taking away one amount of bricks, leaves you with a new amount left in the tower. • Say the subtraction number sentence to the group, e.g. "20 take away 6 leaves/equals 14". • Rebuild the tower of 20 and ask a child to roll two dice. • Ask the child to count and add together the spots on the top of both dice, then to take away that number of bricks from the tower. For example, if there were three spots on one dice and four on another, they would count seven spots and take away seven bricks. • Count how many are left, together with the children. • Say the subtraction number sentence again, e.g. "20 take away 11 leaves/equals 9." • Ask the children to repeat the number sentence with you. • Build the tower of 20 bricks again and repeat the activity with different children. 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> • You may want to start with a tower of ten bricks and one dice. • Once you have taken one amount of bricks from the tower of 20, you could take away the next amount without rebuilding the tower to 20. For example, if you took seven away from 20 and there were 13 bricks left, the next subtraction could be from the 13, e.g. '13 take away 6 leaves/equals 7'. This might be an activity to do as an extension to the main activity with some children. 	
Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> • Add these Building Brick Subtraction Activity Sheets into the classroom. There is a range of sheets for different abilities. • This EYFS Building Brick Addition and Subtraction Board Game would be helpful for an adult to play with a small group of children in continuous provision. 	
Opportunities for Observation and Assessment:	
PS&ED: Managing Feelings and Behaviour	
(30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from	

others.

(30-50) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

C&L: Understanding

(40-60) Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
(ELG) Children follow instructions involving several ideas or actions.

C&L: Speaking

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

M: Numbers

(22-36) Begins to make comparisons between quantities.
(22-36) Knows that a group of things changes in quantity when something is added or taken away.
(30-50) Beginning to represent numbers using fingers, marks on paper or pictures.
(30-50) Sometimes matches numeral and quantity correctly.
(30-50) Shows an interest in representing numbers.
(40-60) Counts objects to 10, and beginning to count beyond 10.
(40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
(40-60) Finds the total number of items in two groups by counting all of them.
(40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
(40-60) Records, using marks that they can interpret and explain.
(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

M: Shape, Space and Measure

(30-50) Shows an interest in shape and space by playing with shapes or making arrangements with objects.
(30-50) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Activity Adaption:

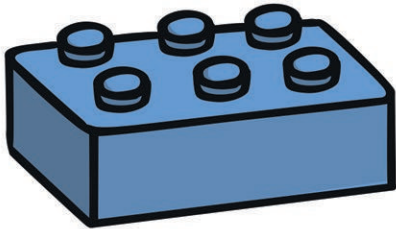
Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

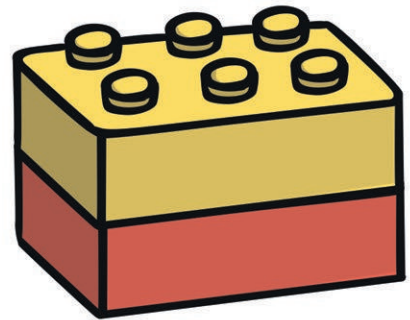
Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:

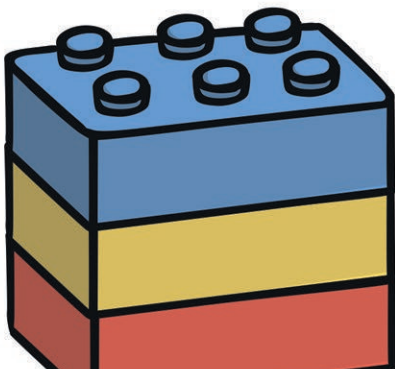
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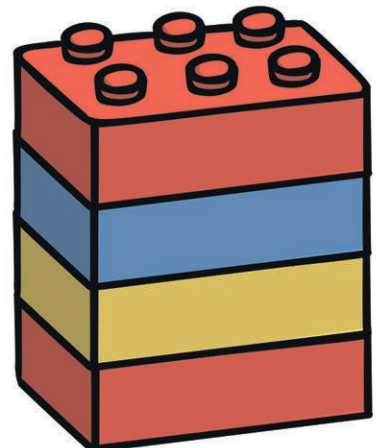
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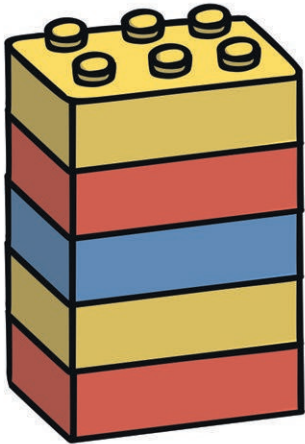
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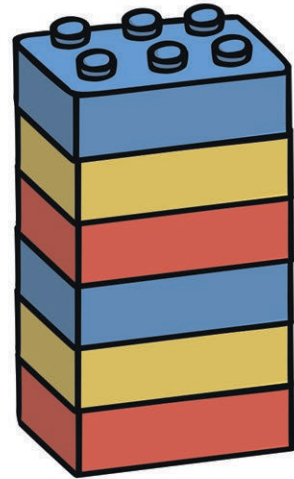
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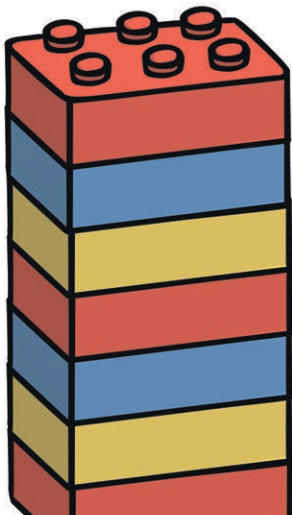
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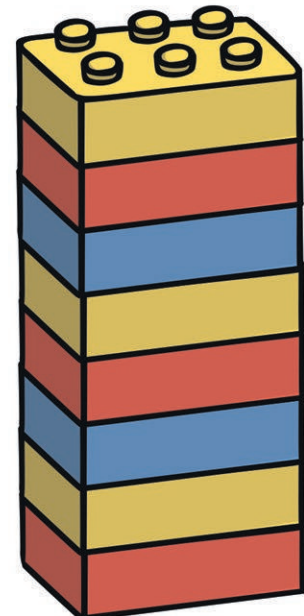
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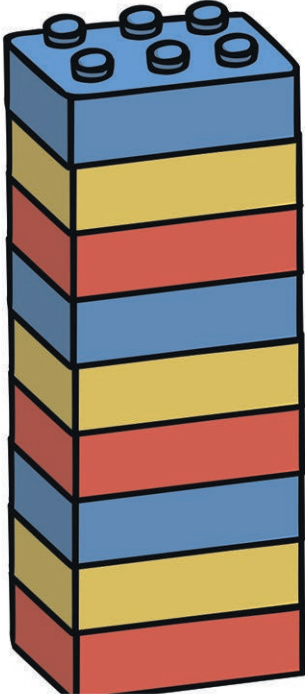
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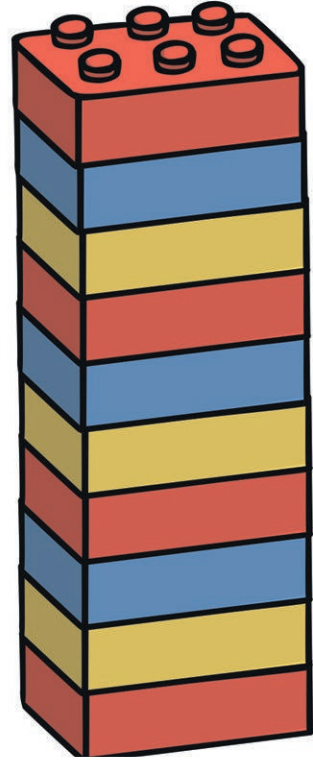
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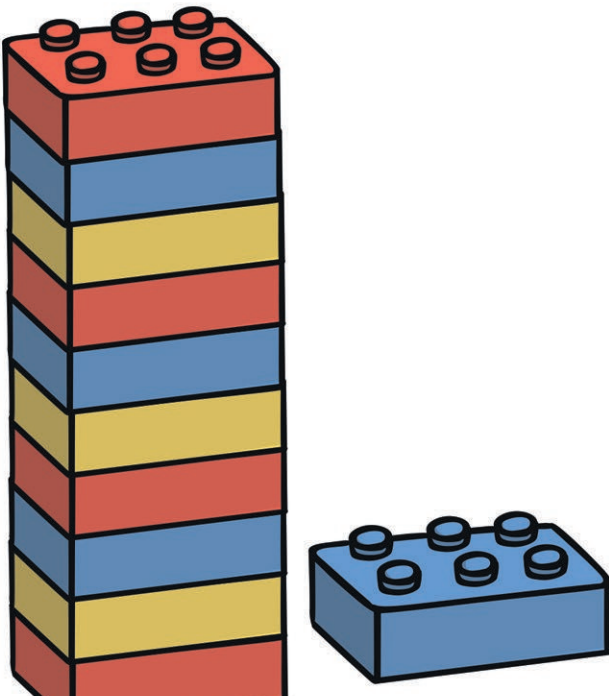
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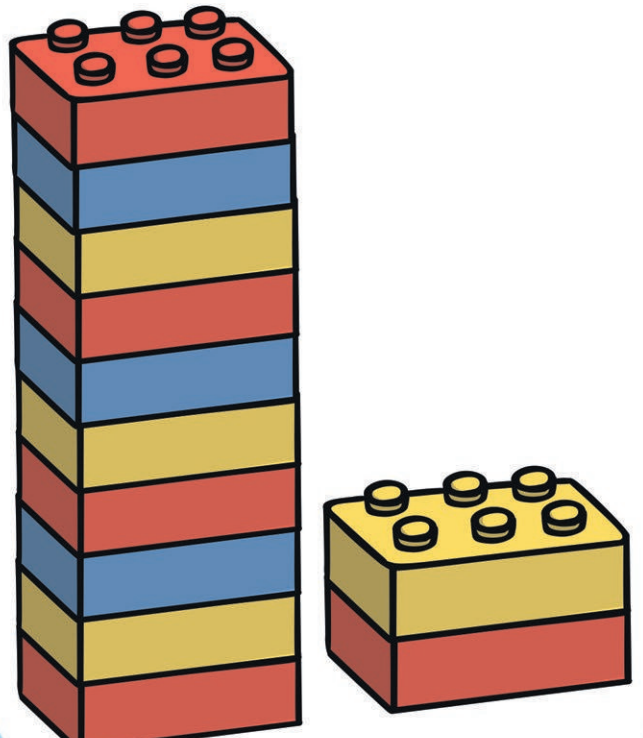
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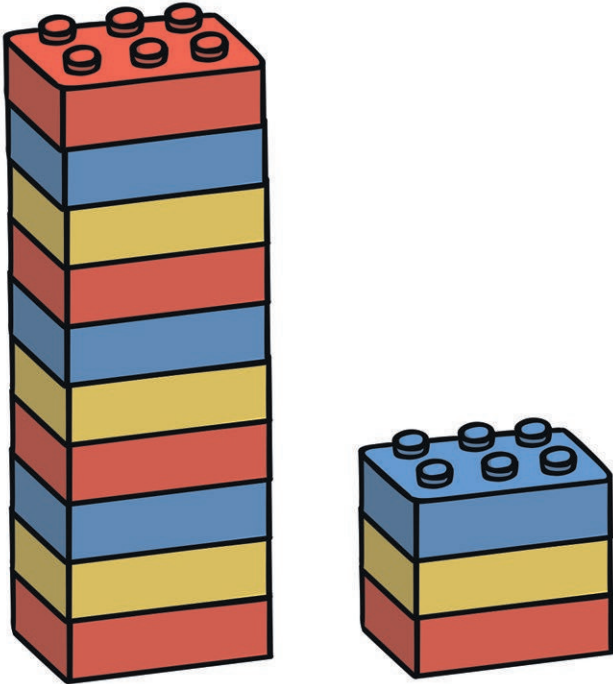
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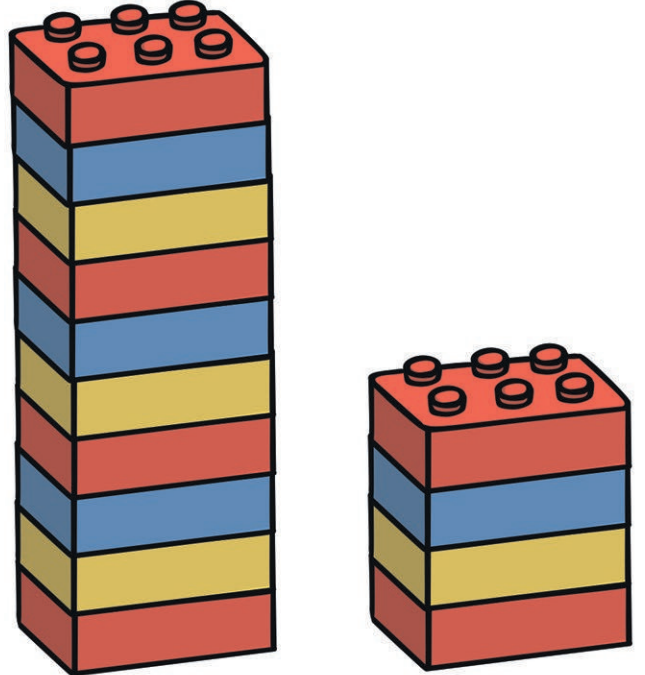
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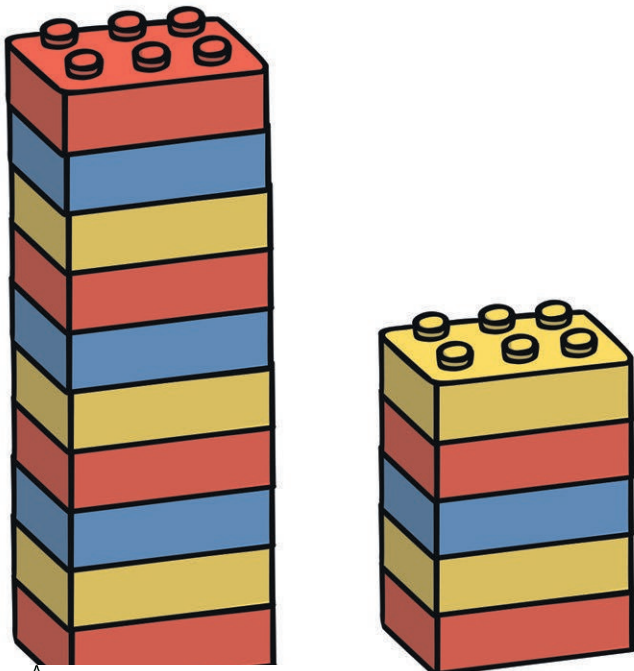
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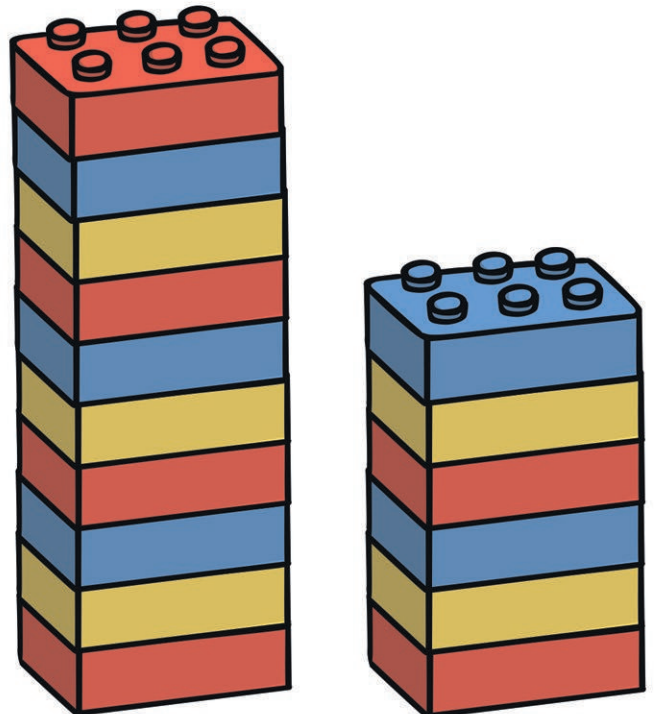
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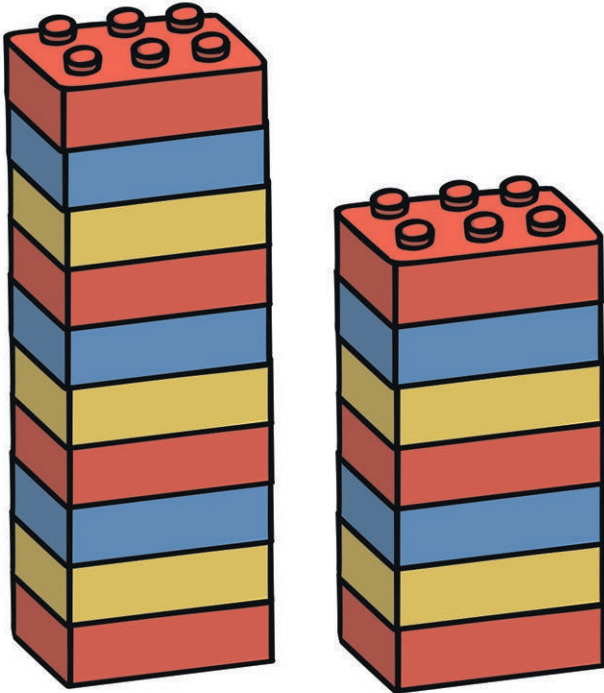
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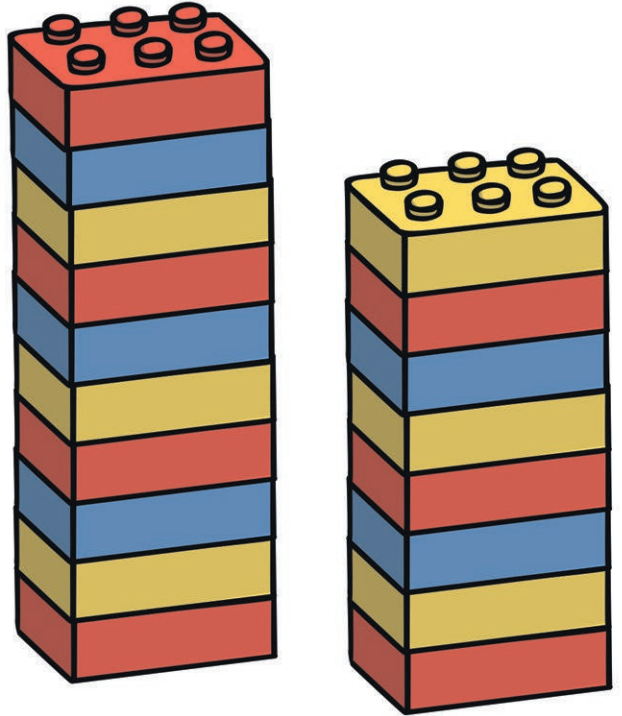
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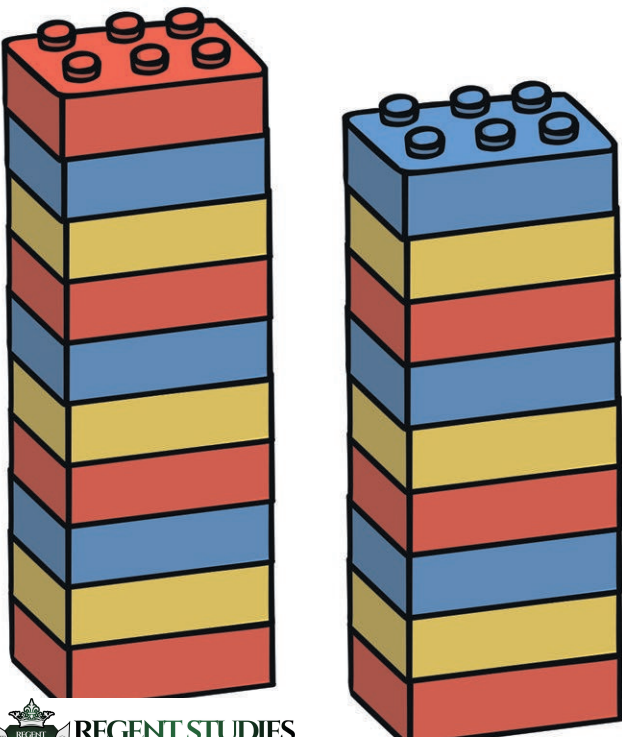
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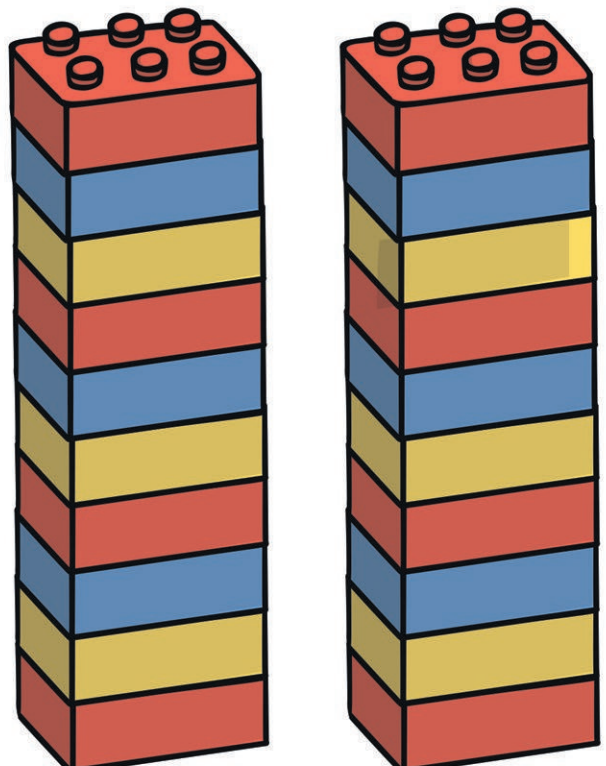
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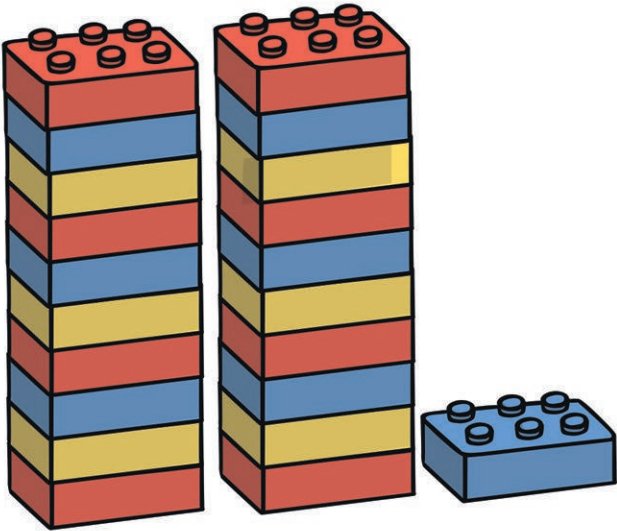
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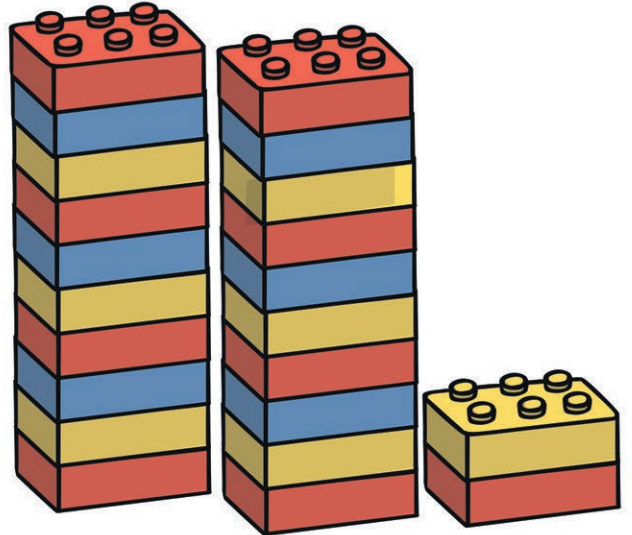
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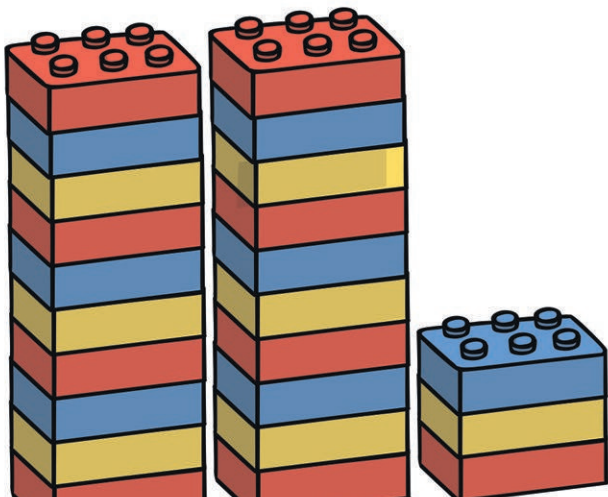
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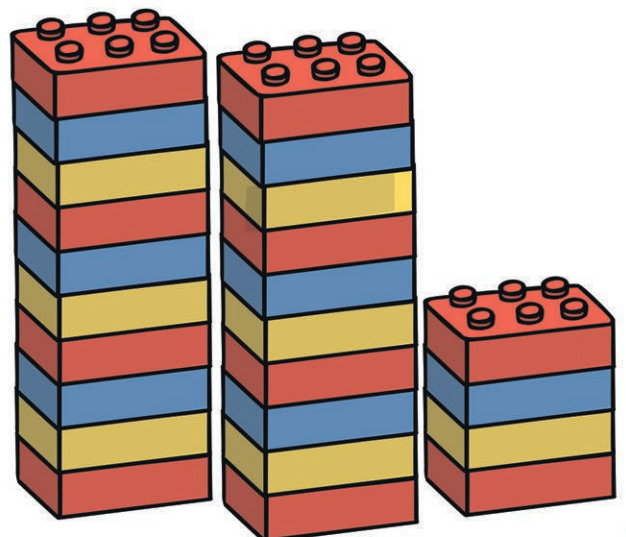
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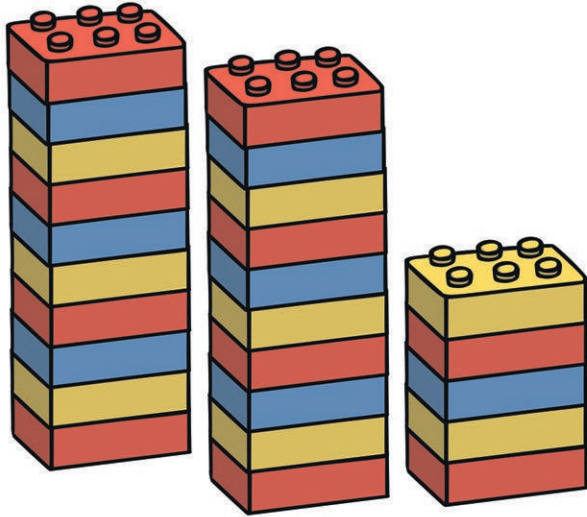
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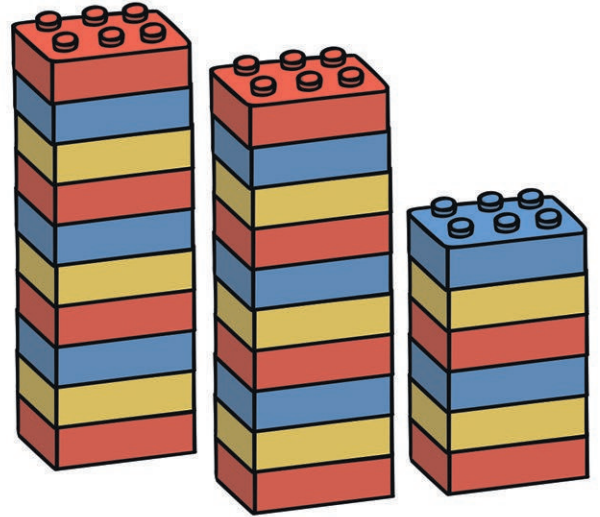
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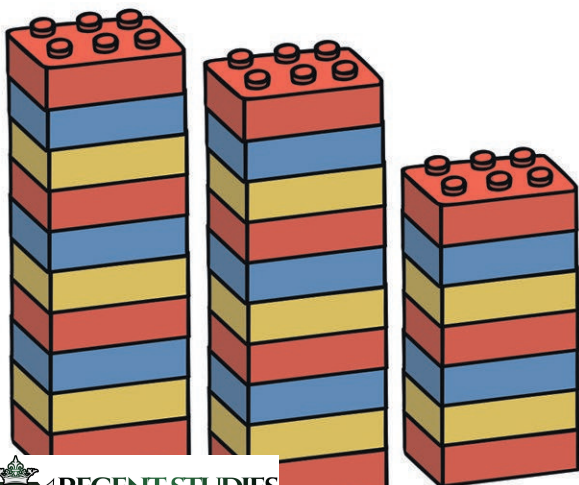
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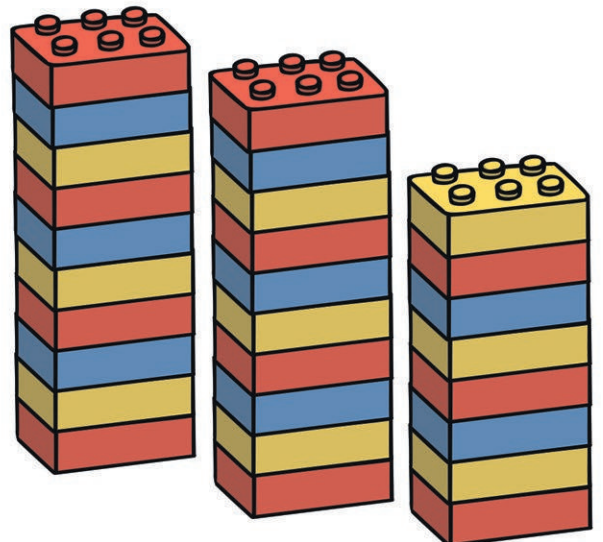
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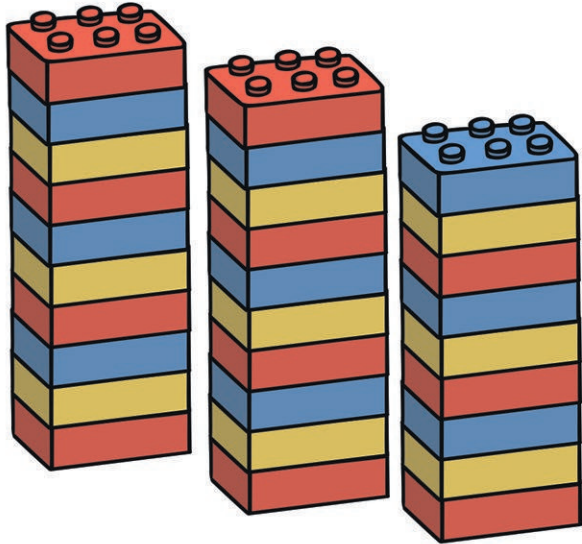
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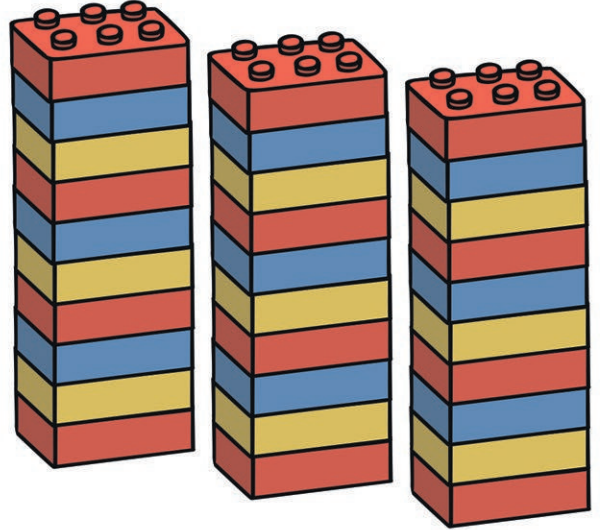
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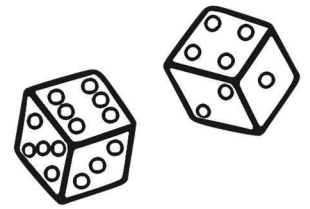
Dice Addition Game

Roll a pair of dice and write the numbers in the first 2 boxes. Add the numbers and write the answer in the final box.

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Directions:

- Roll the die and record the number in the middle column.
- In the left column write the number that is 1 less.
- In the right column write the number that is 1 more.



one less	number	one more
←		→
←		→
←		→
←		→
←		→
←		→
←		→
←		→
←		→
←		→
←		→



EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: Dice Addition
Date:	Organisation: Large group activity inside or outside.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: Can you count to 20 with me? Can you read this numeral? Can you tell me what this number is? Can you count how many spots there are? How many spots in total? Can you tell me the number sentence? Can you write the number sentence?	Key Vocabulary: Dice, roll, spots, count, how many, more, less, most, least, check, add, together, plus, total, number, numeral, throw.
Resources: 2 large dice, pointer, large tray, Numbers 0 to 20 on Dice , Create Your Own Addition Number Sentence .	
Adult Role(s): Before you begin the session, print, laminate and display the Numbers 0 to 20 on Dice on the wall or peg onto a line. <ul style="list-style-type: none"> • Begin the session by counting from 0 to 20 and back again, using the Numbers 0 to 20 on Dice as a prompt. • Use the pointer to highlight a numeral on the number line and ask all of the children to say the number back to you. • You could ask individual children to say different numbers along the line, either in order or randomly. • Show the group of children the large dice, pointing to each face from 1-6 and asking the children to count or tell you how many spots they can see. • Explain that one person is going to roll one dice and everyone will count the number of spots on the top of it. • Next, a second person will roll the other dice and all the children will count the number of spots on the top of that. • Once both dice have been rolled, the children need to add the two numbers together to find the total. • Say the number sentence you have created out loud to the children, e.g. "4 and 6 makes 10". • Then explain that we use mathematical terms for 'and' and 'makes', so we can say "4 add 6 equals 10." • Ask the children to repeat the number sentence with you. • Some children might be ready to be introduced to the written addition. You could use Create Your Own Addition Number Sentence for children to fill in the numbers, or for you to model writing the number sentence. • Repeat the steps above, so each child has a turn at adding together both numbers (or until you think the children have all understood the concept). 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> • For some children, the next stage might be to add together higher numbers. You could use these Adding Dice to 18 Nets, for children to add together numbers up to 18 using two dice. • Some children might find it helpful to make the number sentence using their bodies; when you say 'add', cross your forearms over one another to make an + sign, then when you say 'equals', hold your arms across your chest and parallel to each other making an = sign. 	
Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> • Put this Dice Addition Game Template into continuous provision for children to complete in pairs or individually. • Some children may need to begin addition and subtraction by adding or taking away one from a number. This One More One Less Dice Activity Sheet could be used for small group work with an adult or individual work. 	
Opportunities for Observation and Assessment:	
C&L: Listening and Attention (30-50) Is able to follow directions (if not intently focused on own choice of activity). (ELG) Children listen attentively in a range of situations.	
C&L: Understanding (40-60) Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	

C&L: Speaking

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

PD: Moving and Handling

(40-60) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

(ELG) Children show good control and co-ordination in large and small movements.

M: Numbers

(22-36) Begins to make comparisons between quantities.

(22-36) Knows that a group of things changes in quantity when something is added or taken away.

(30-50) Beginning to represent numbers using fingers, marks on paper or pictures.

(30-50) Sometimes matches numeral and quantity correctly.

(30-50) Shows an interest in representing numbers.

(40-60) Counts objects to 10, and beginning to count beyond 10.

(40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

(40-60) Finds the total number of items in two groups by counting all of them.

(40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

(40-60) Records, using marks that they can interpret and explain.

(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

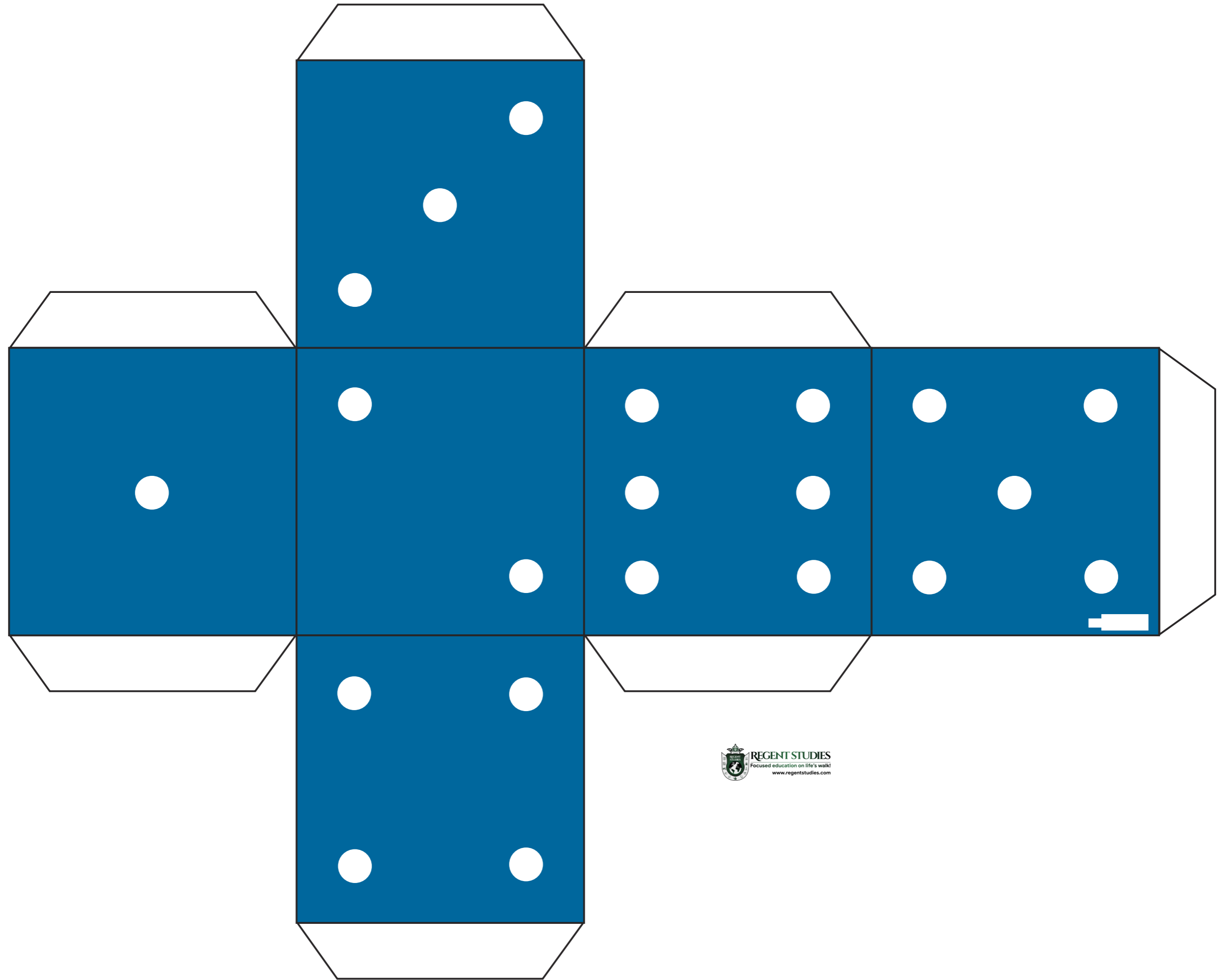
Activity Adaption:

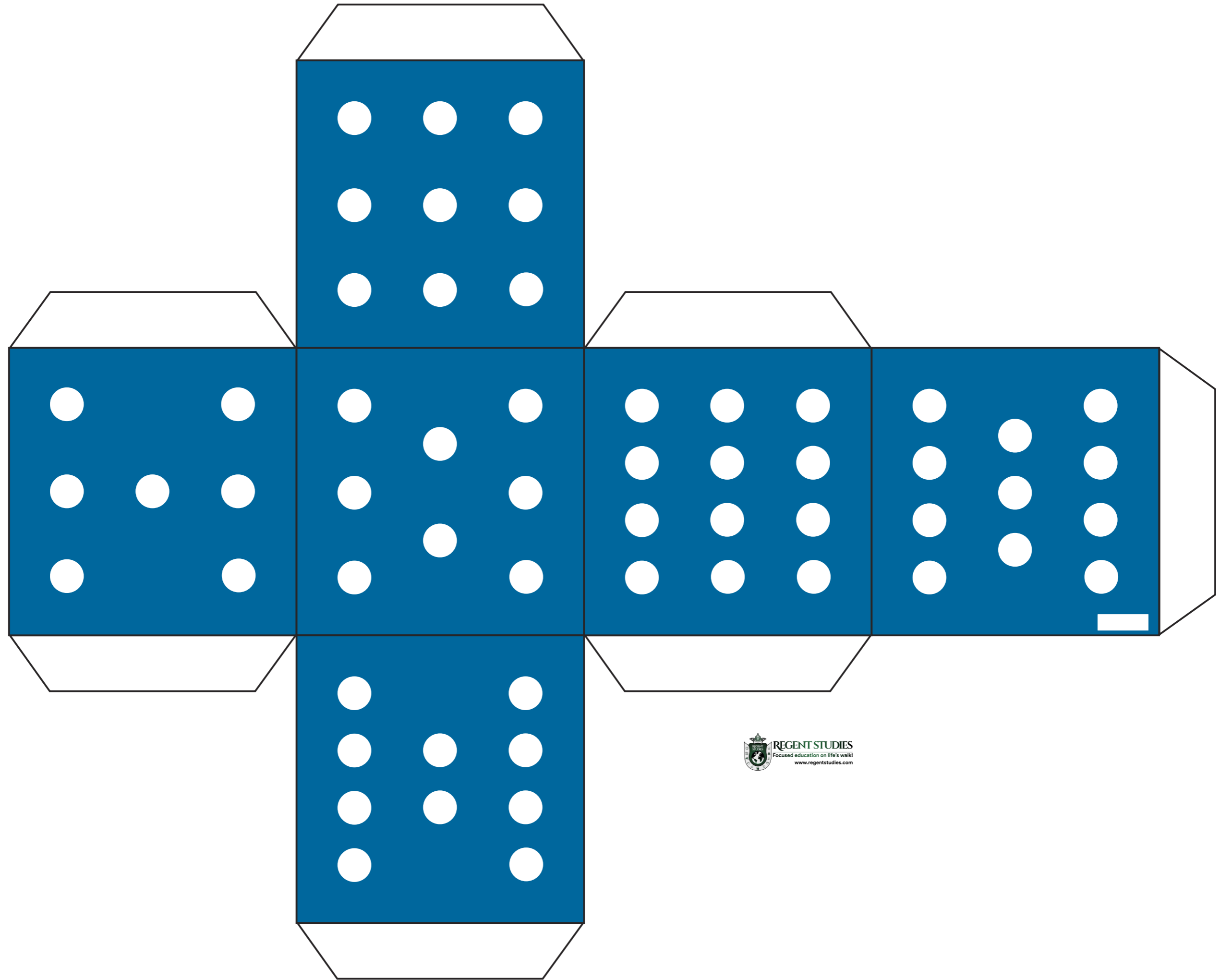
Insert here how you will differentiate the activity to meet the specific needs of your children.

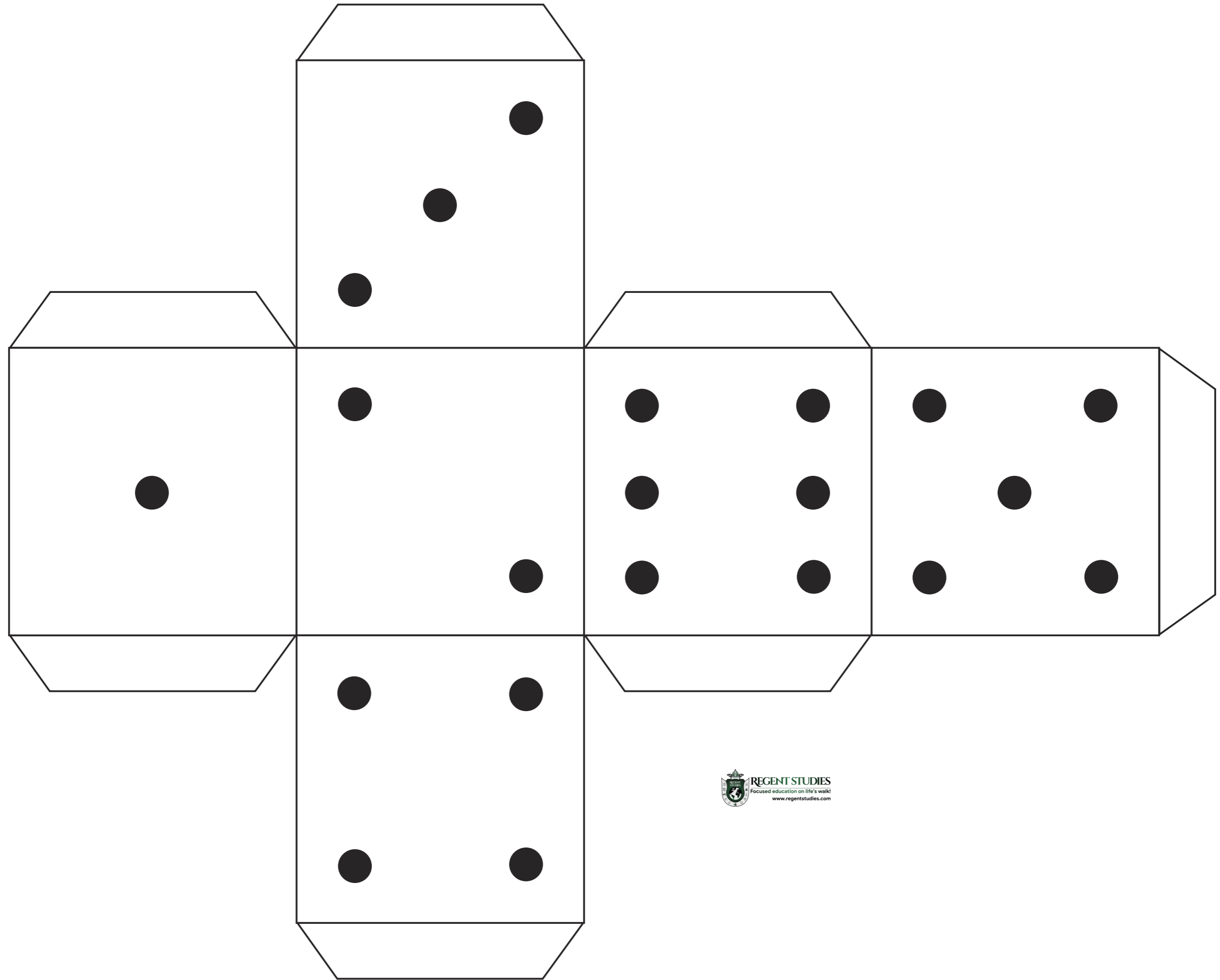
Next Steps:

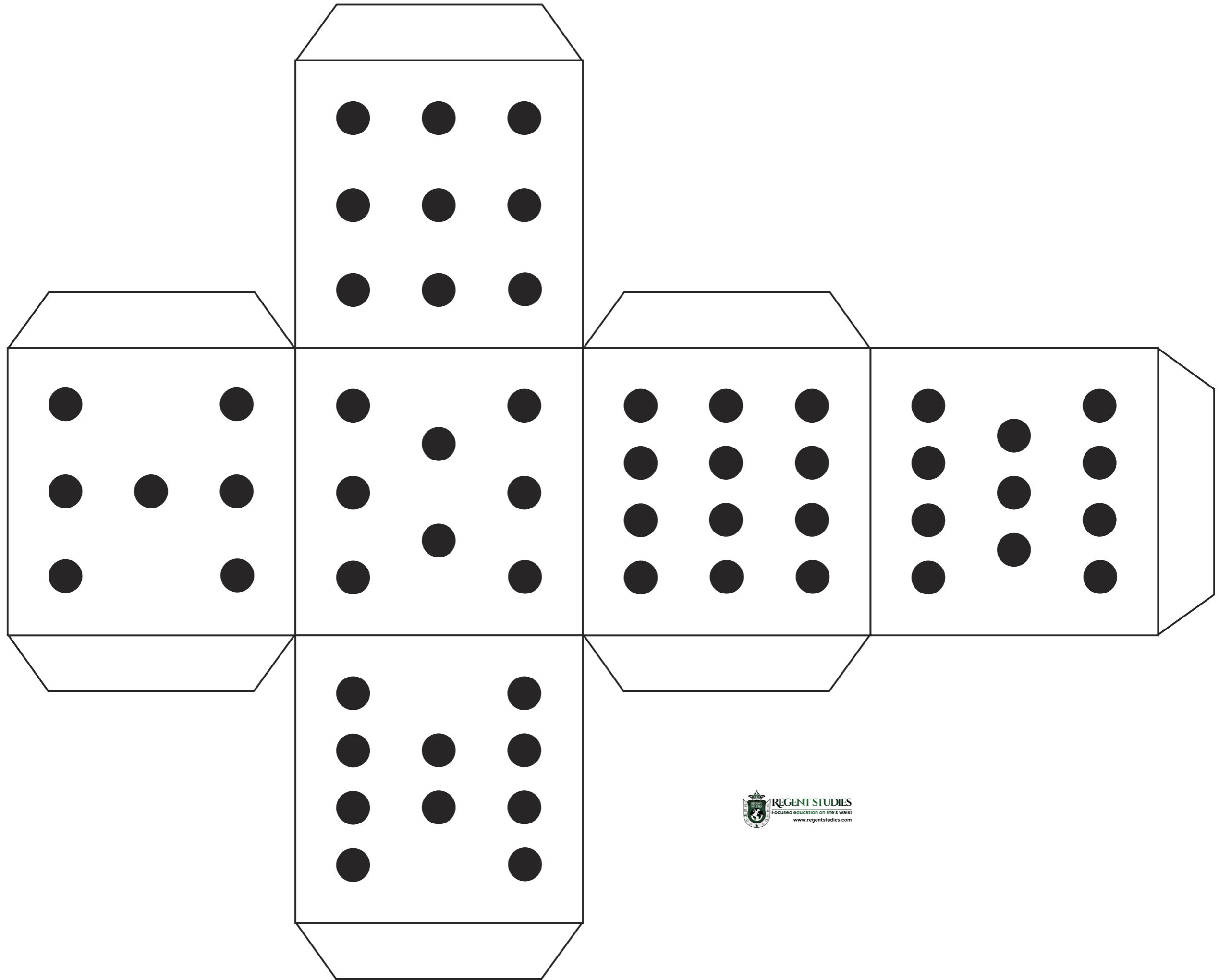
Insert here details of next steps relevant to specific children.

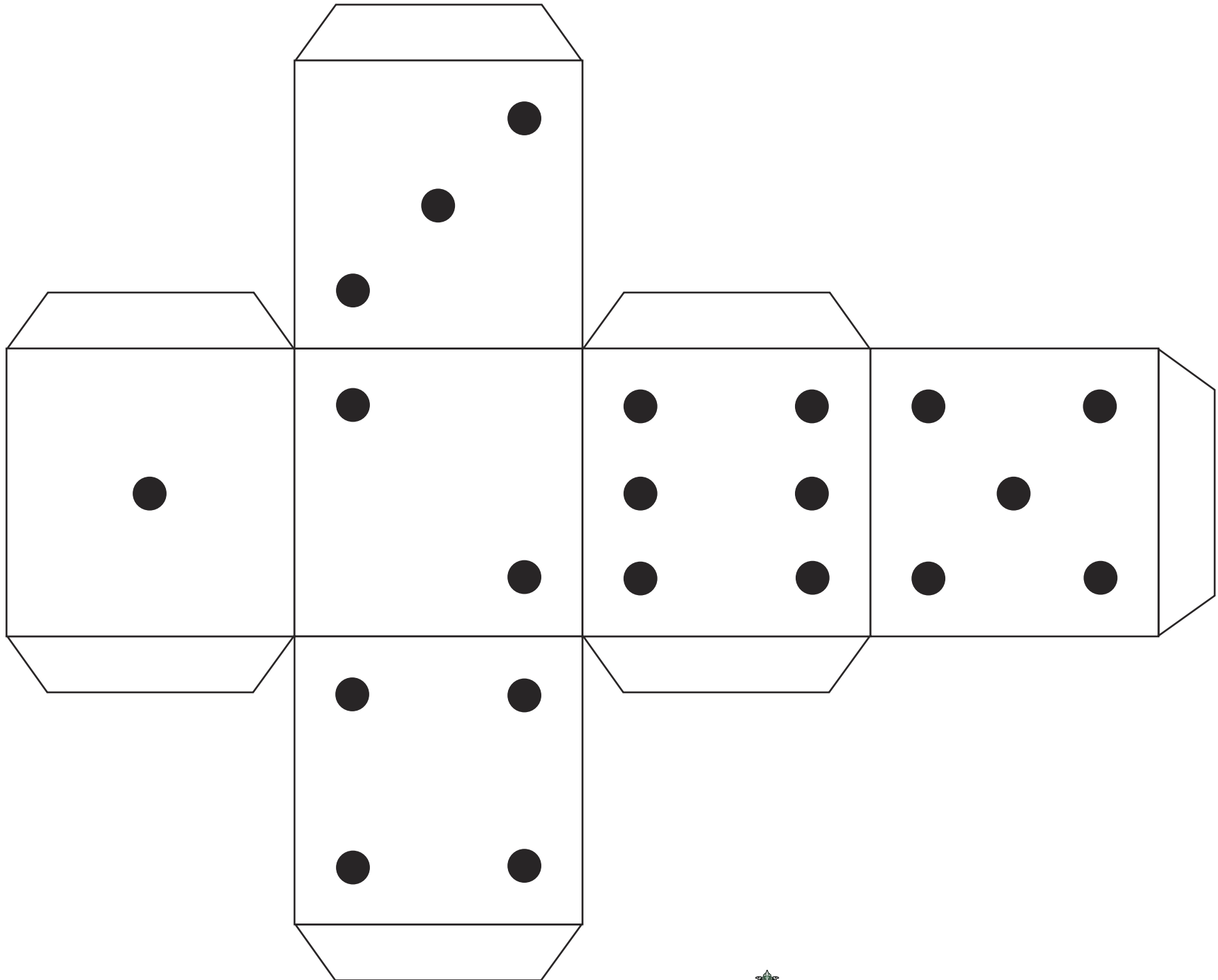
Evaluation to Inform Future Planning:

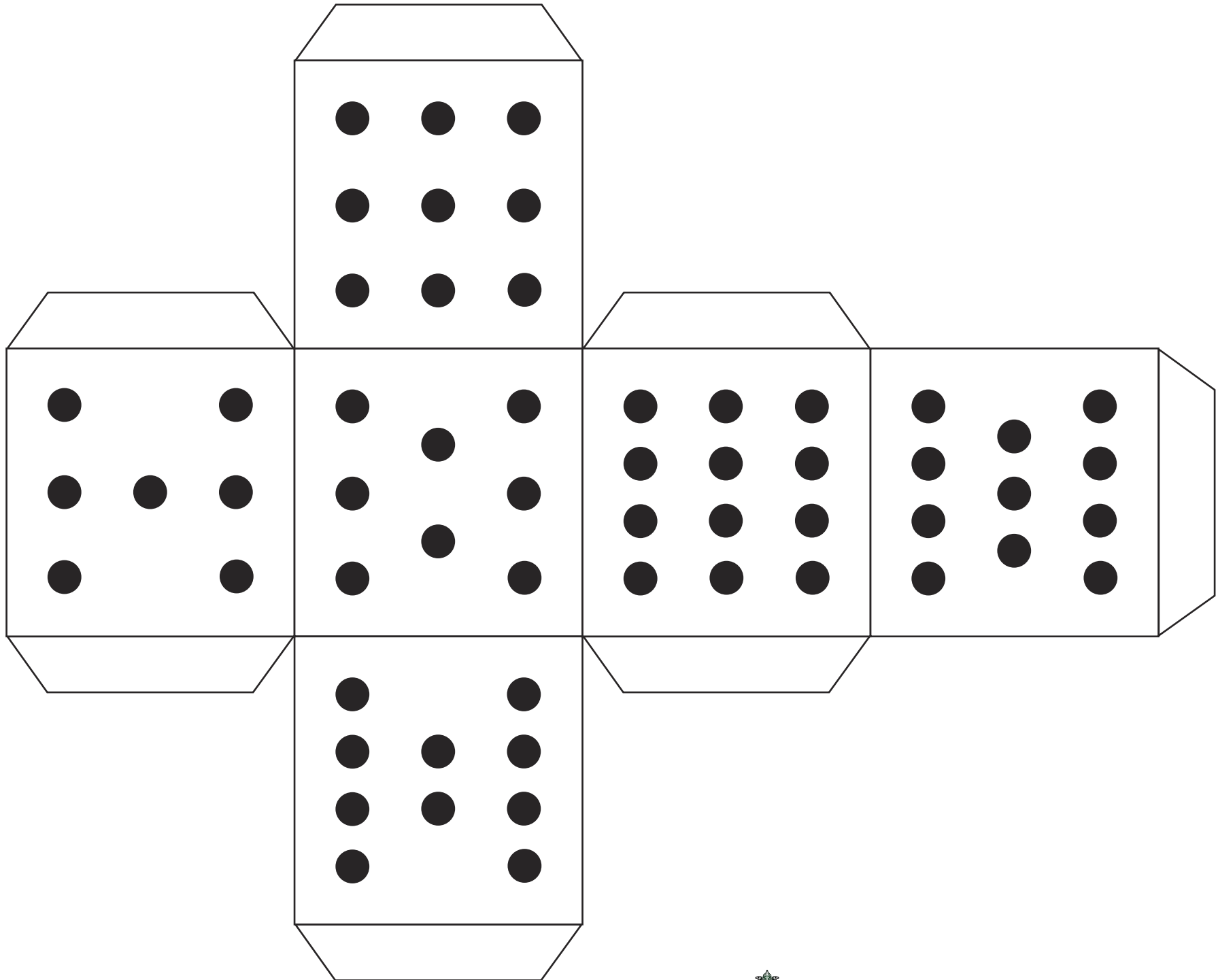


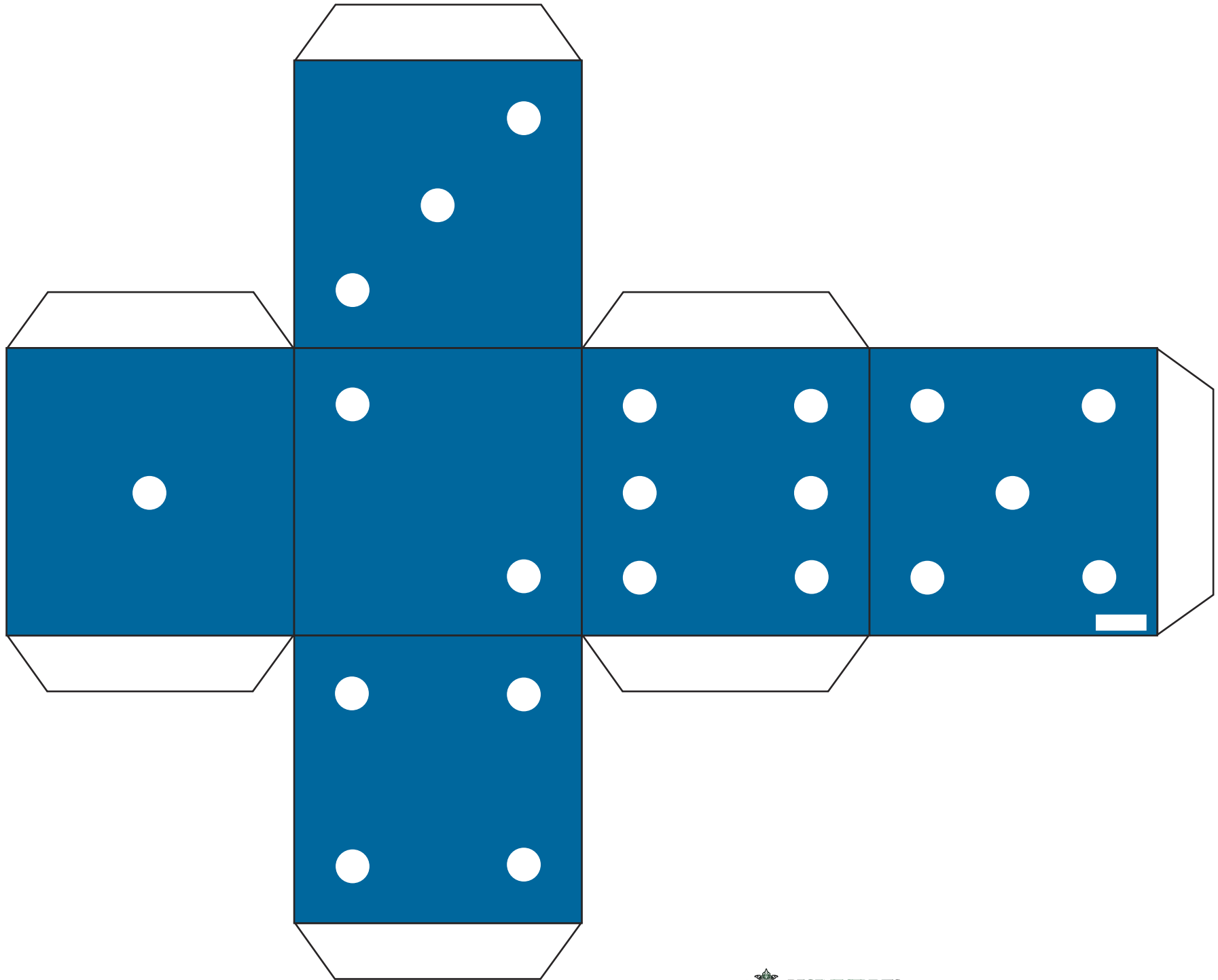


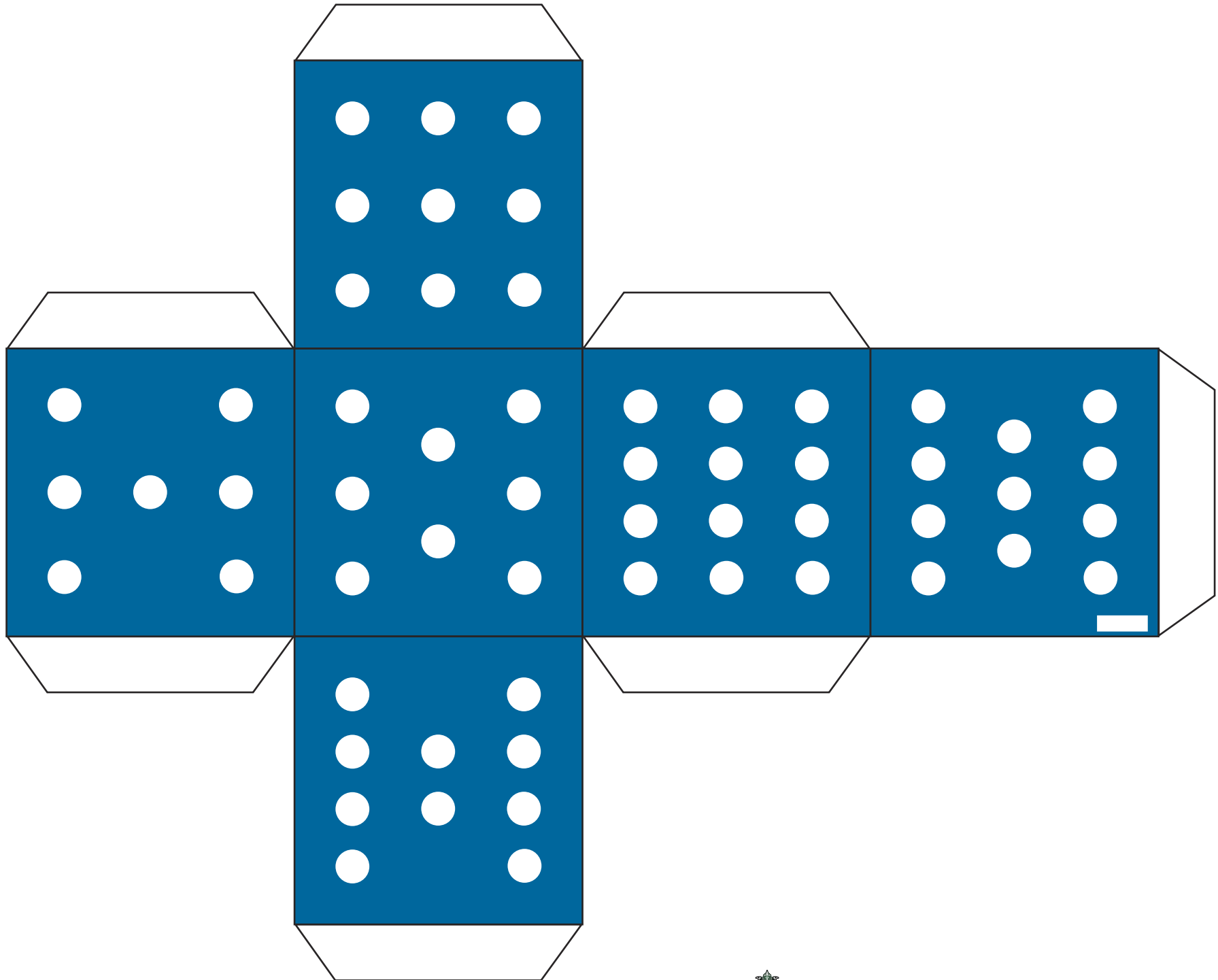




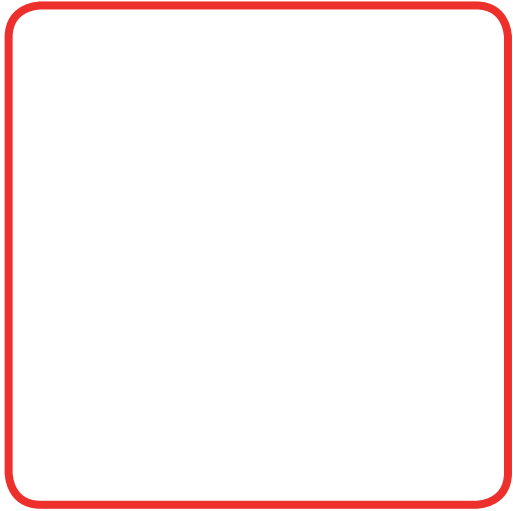








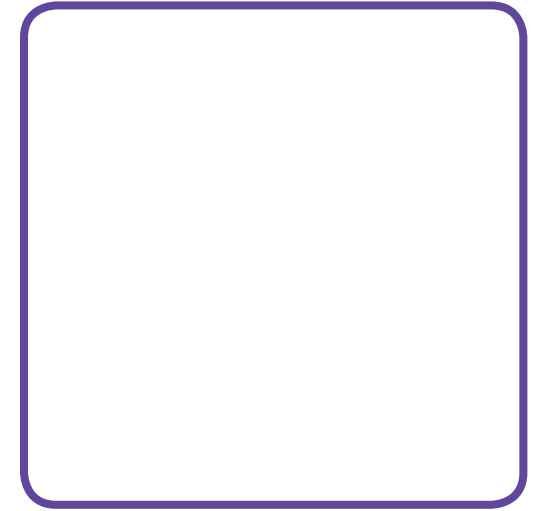
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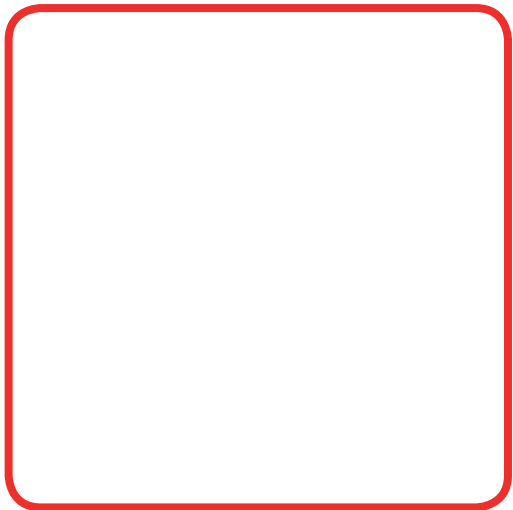
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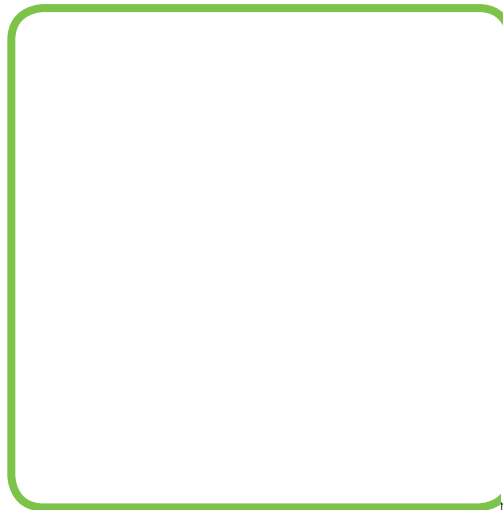
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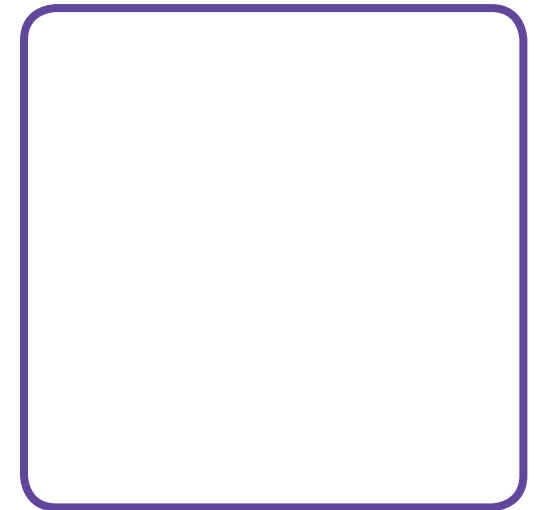
¹₂ ³ Create Your Own Addition Number Sentence ³₂ ¹

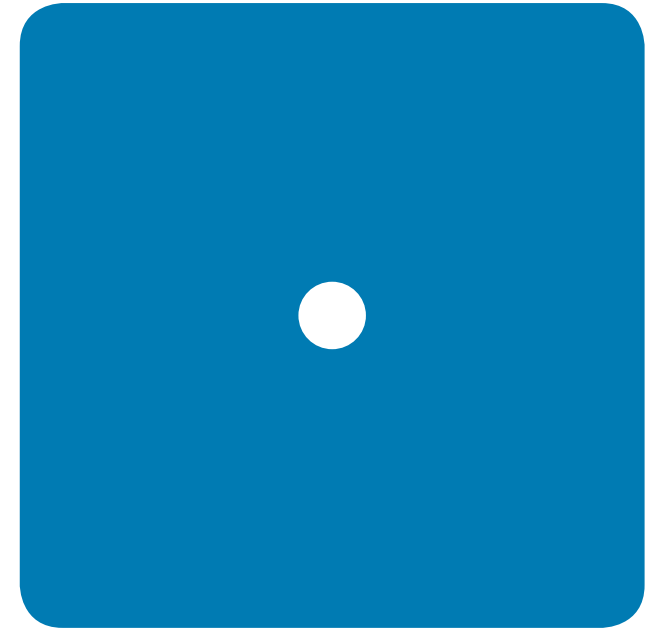


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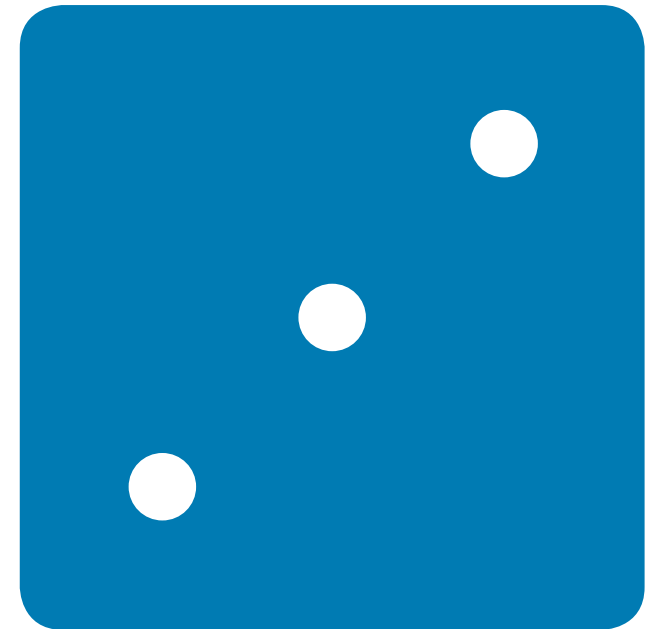
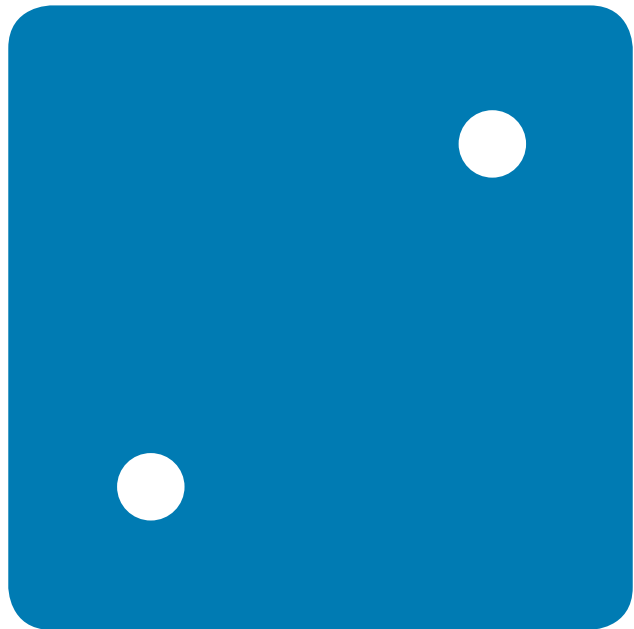


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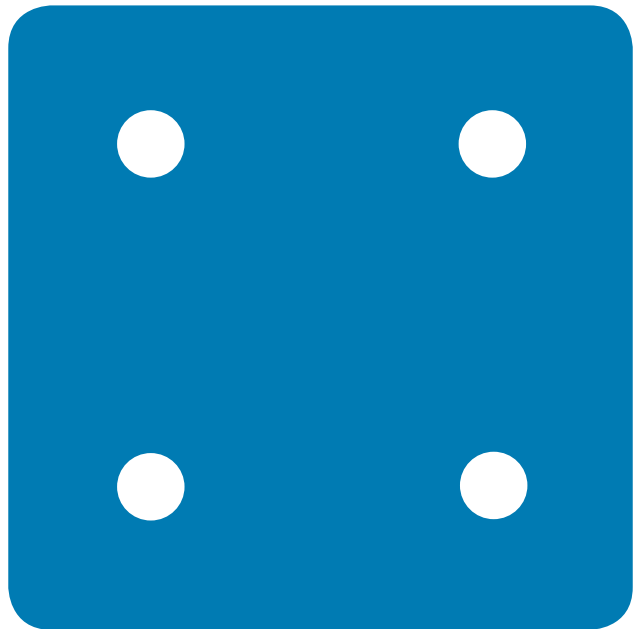




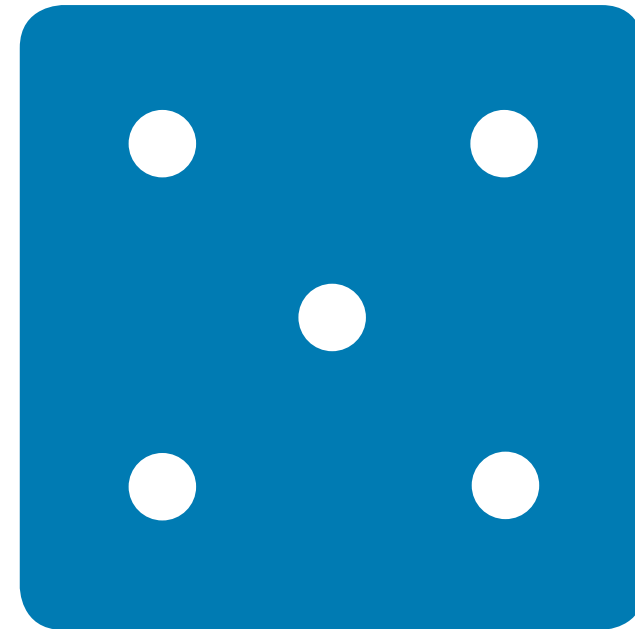
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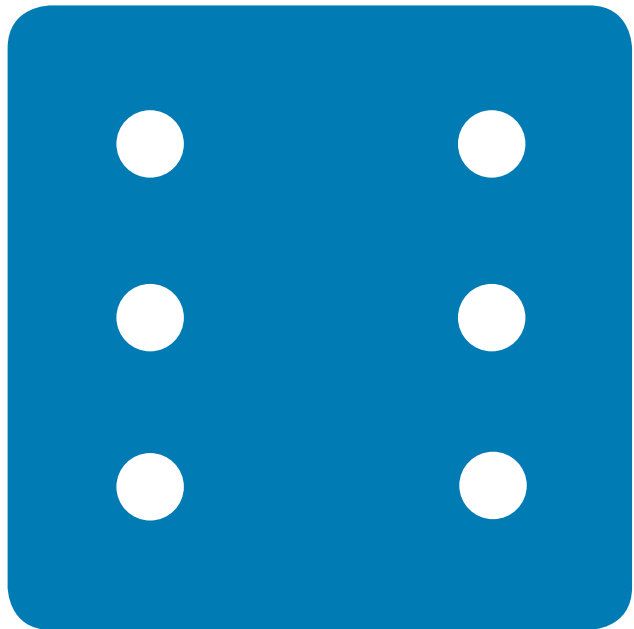
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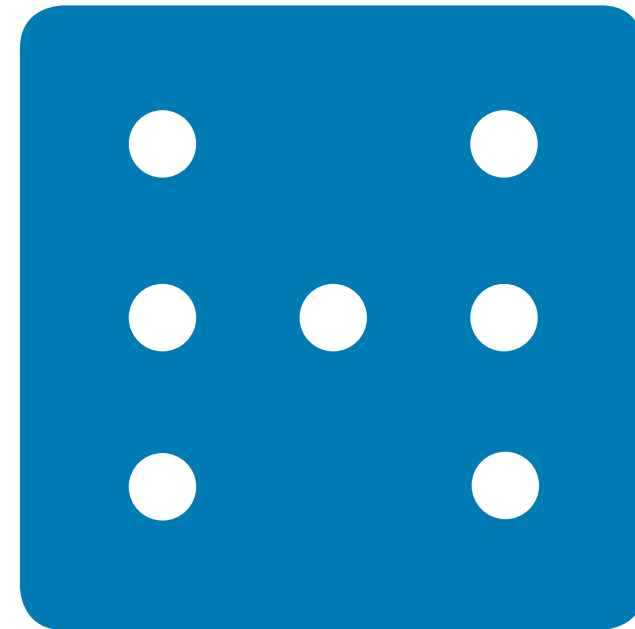
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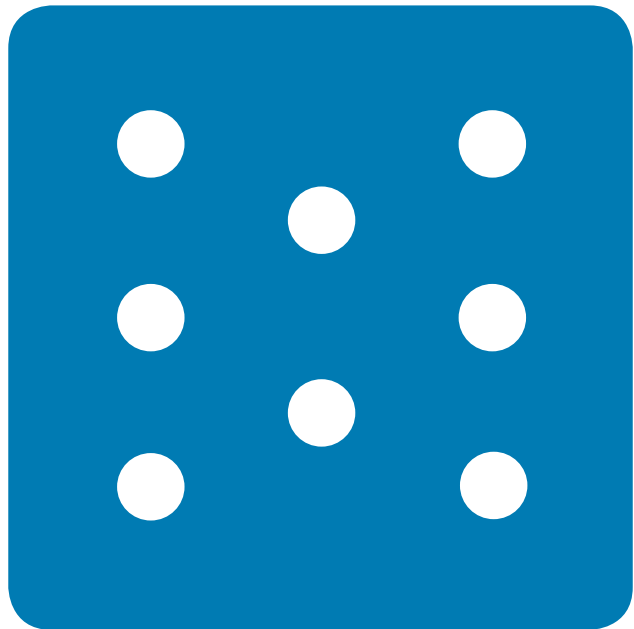
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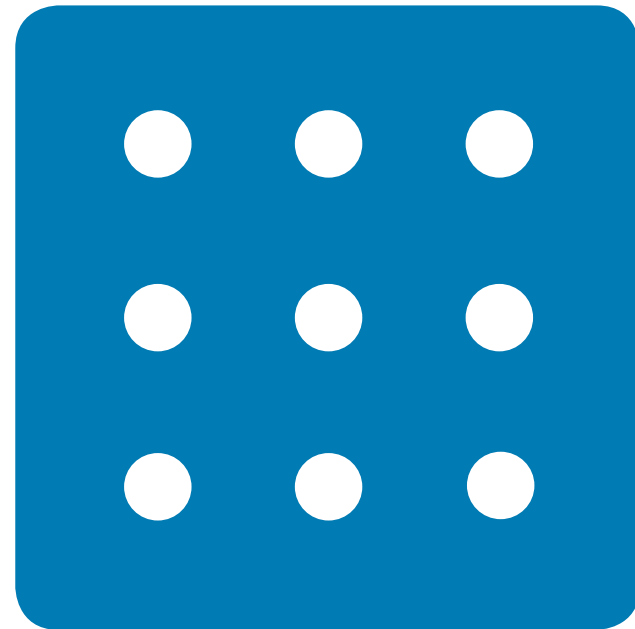
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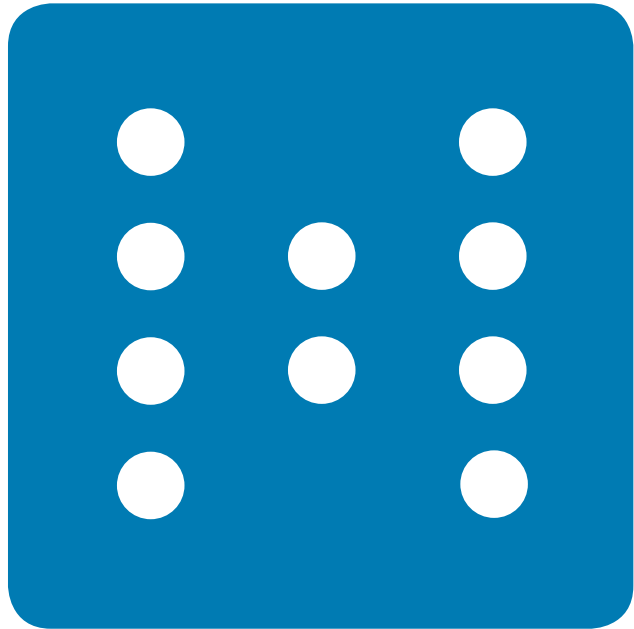
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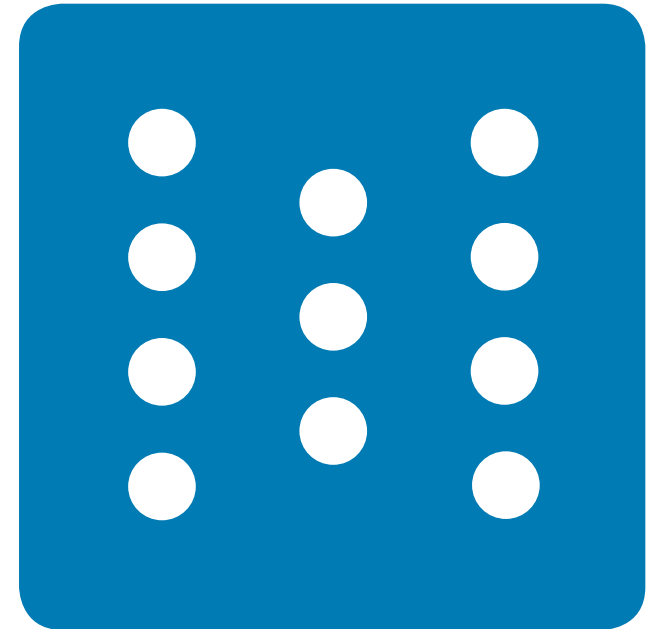
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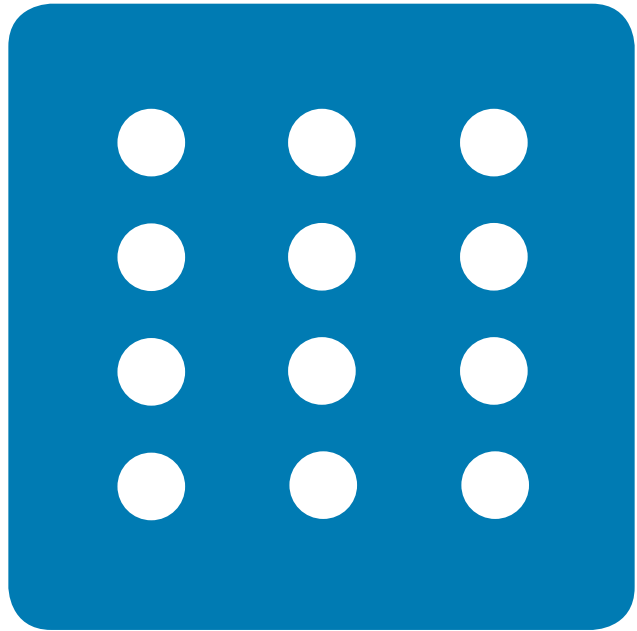
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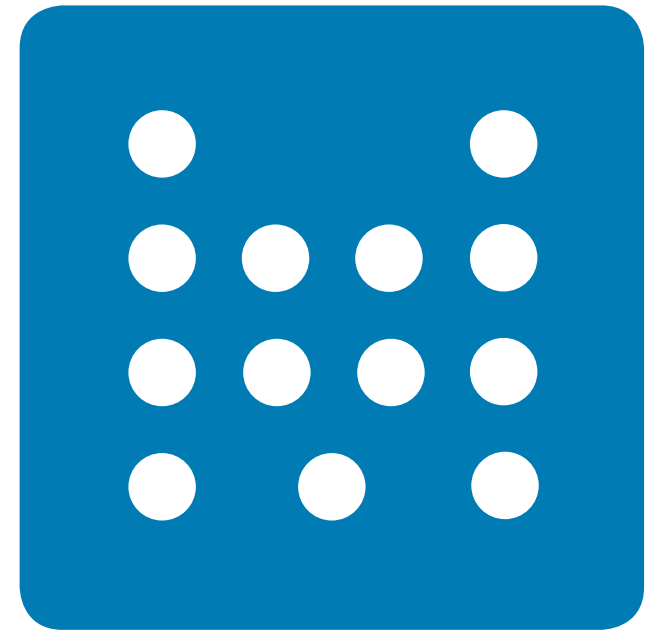
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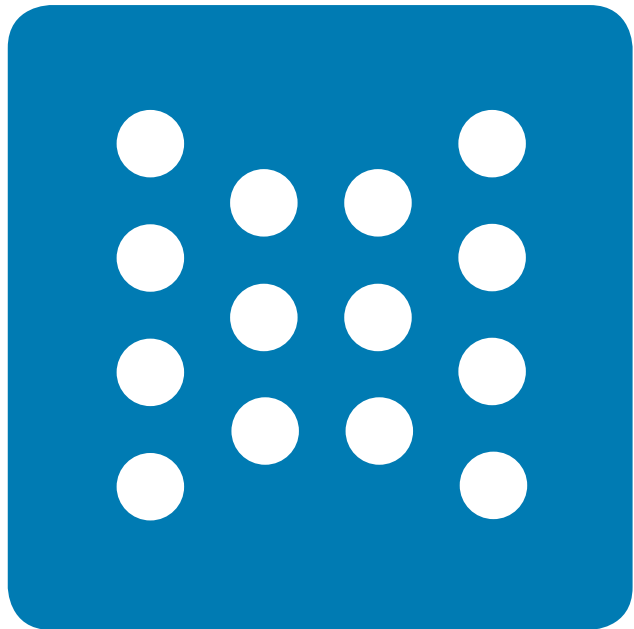
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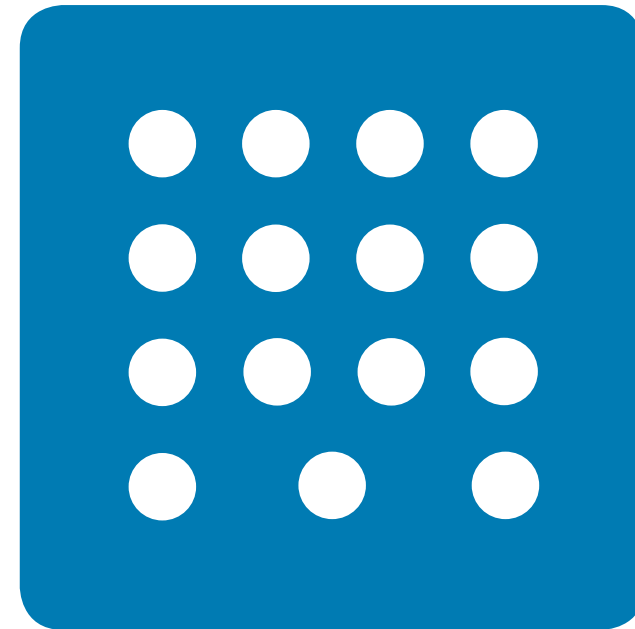
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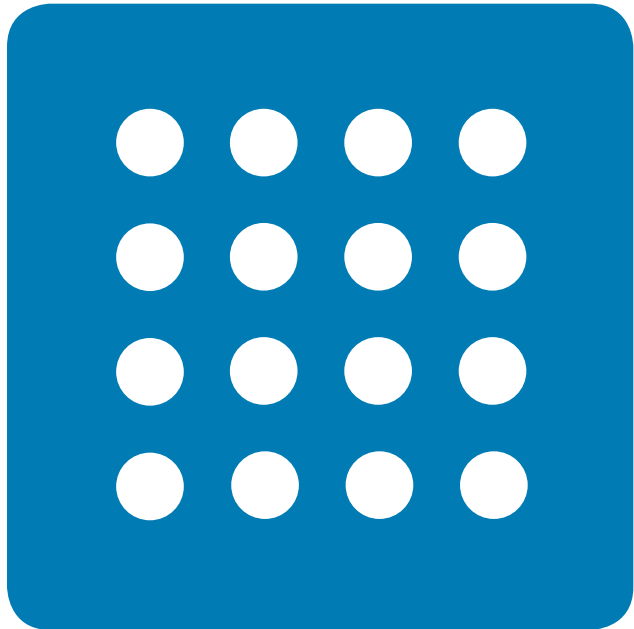
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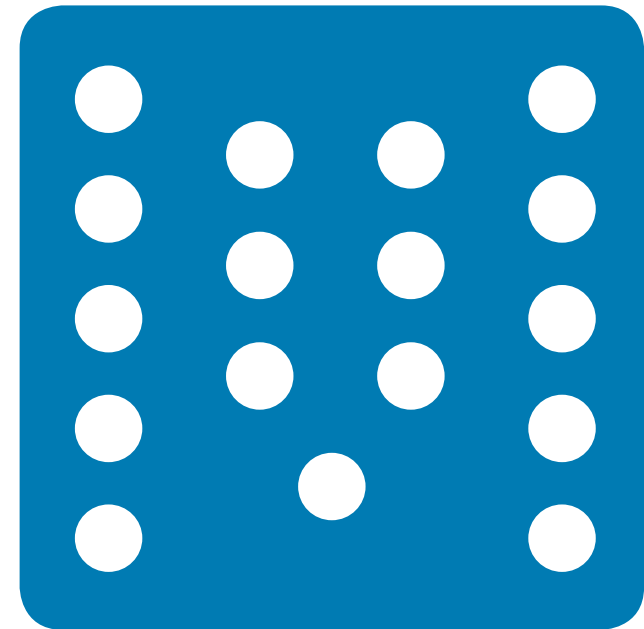
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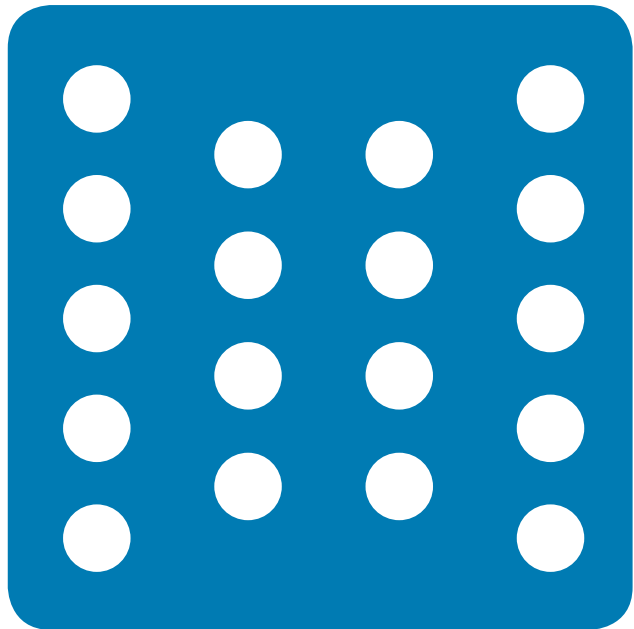
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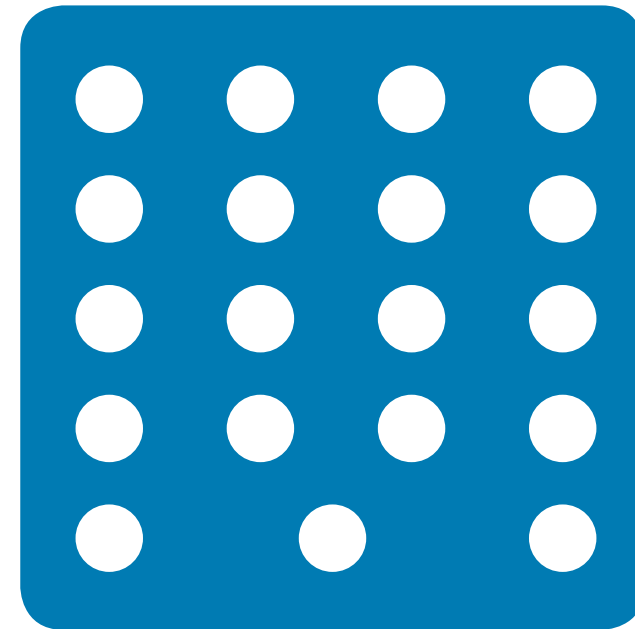
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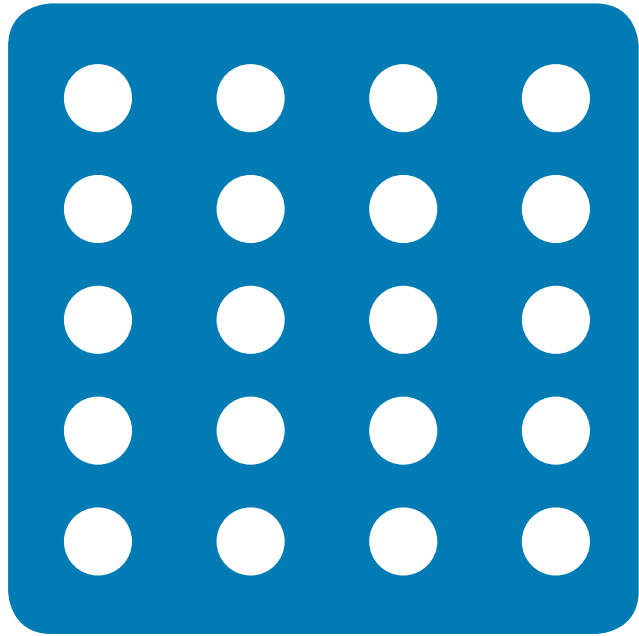
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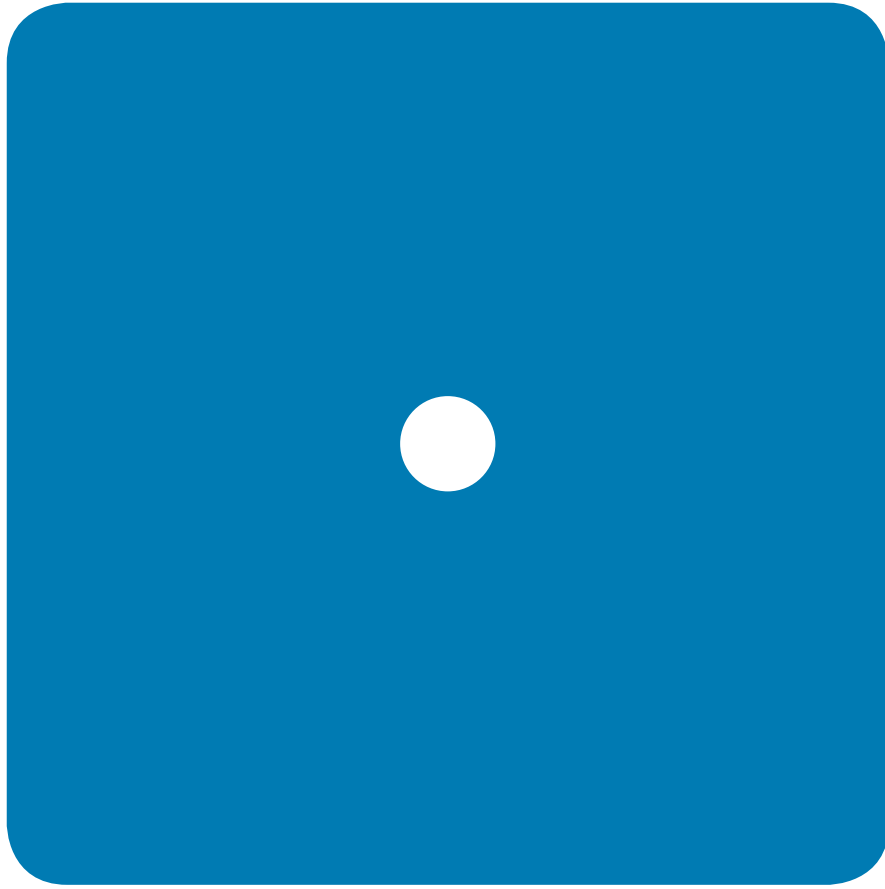


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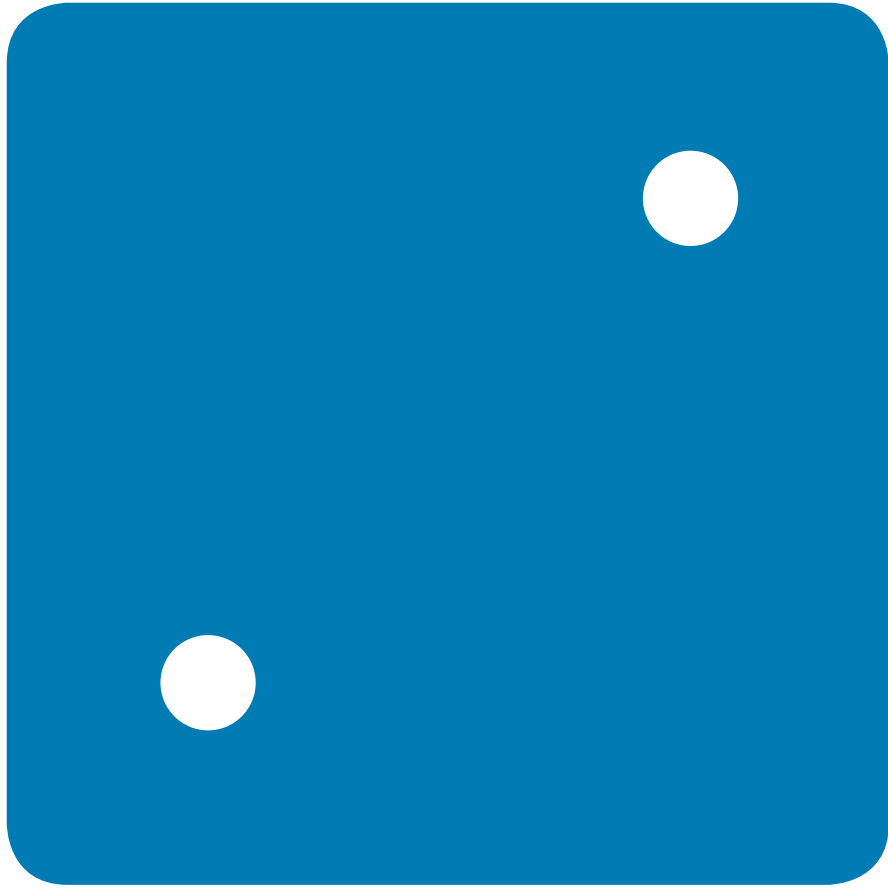
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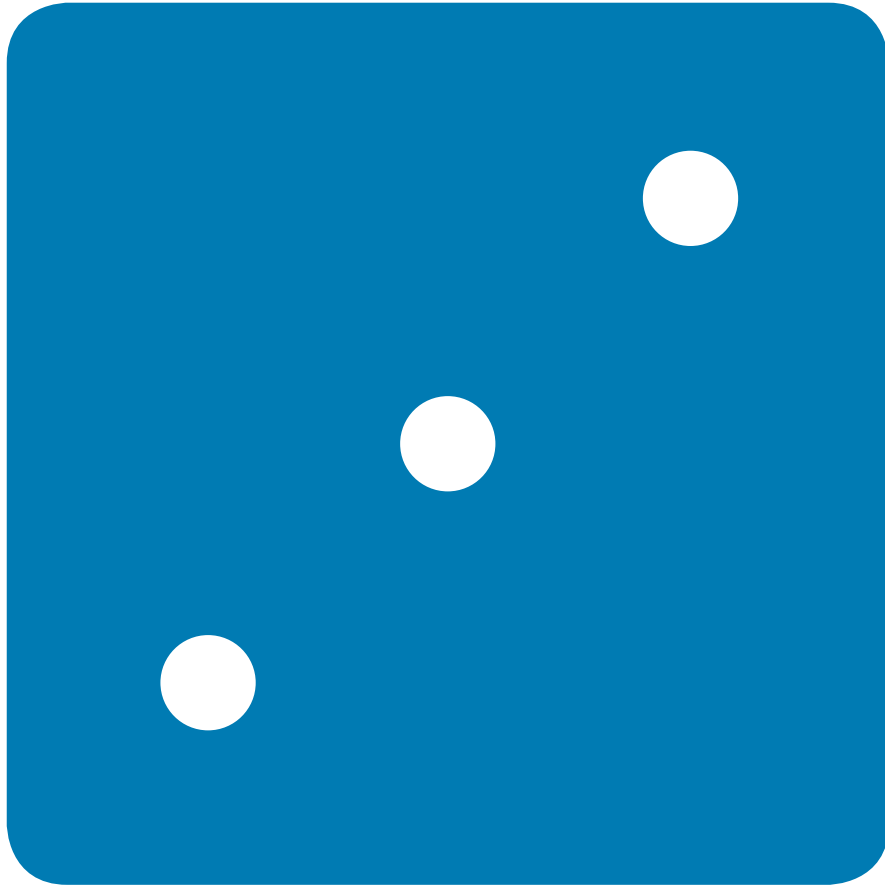
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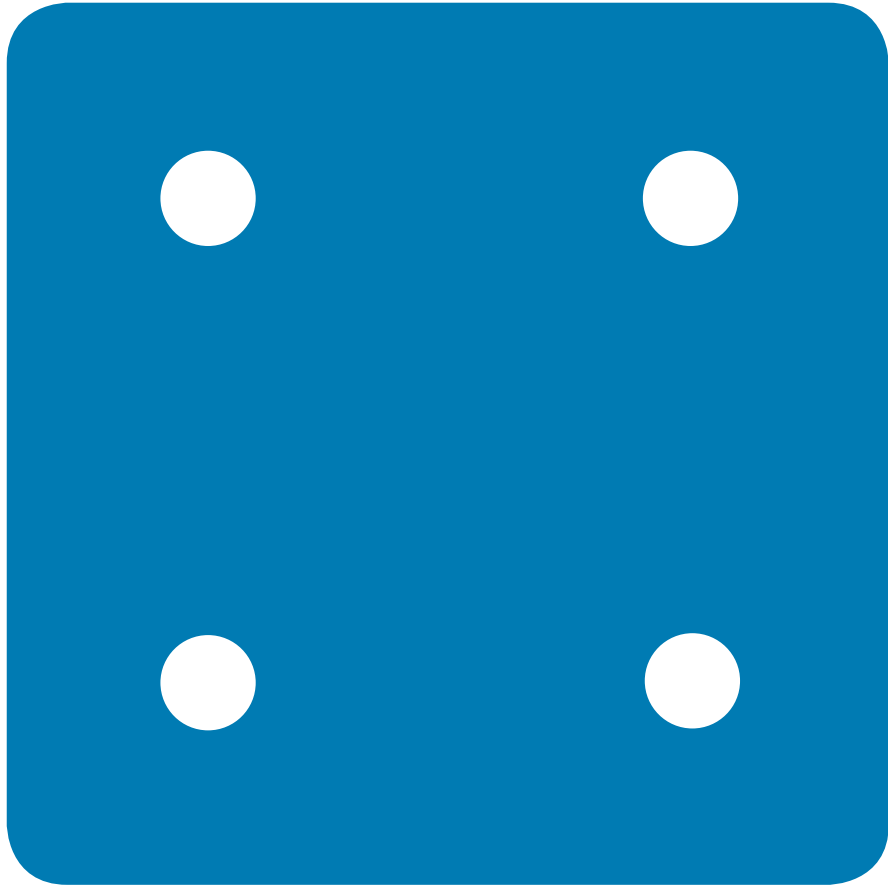
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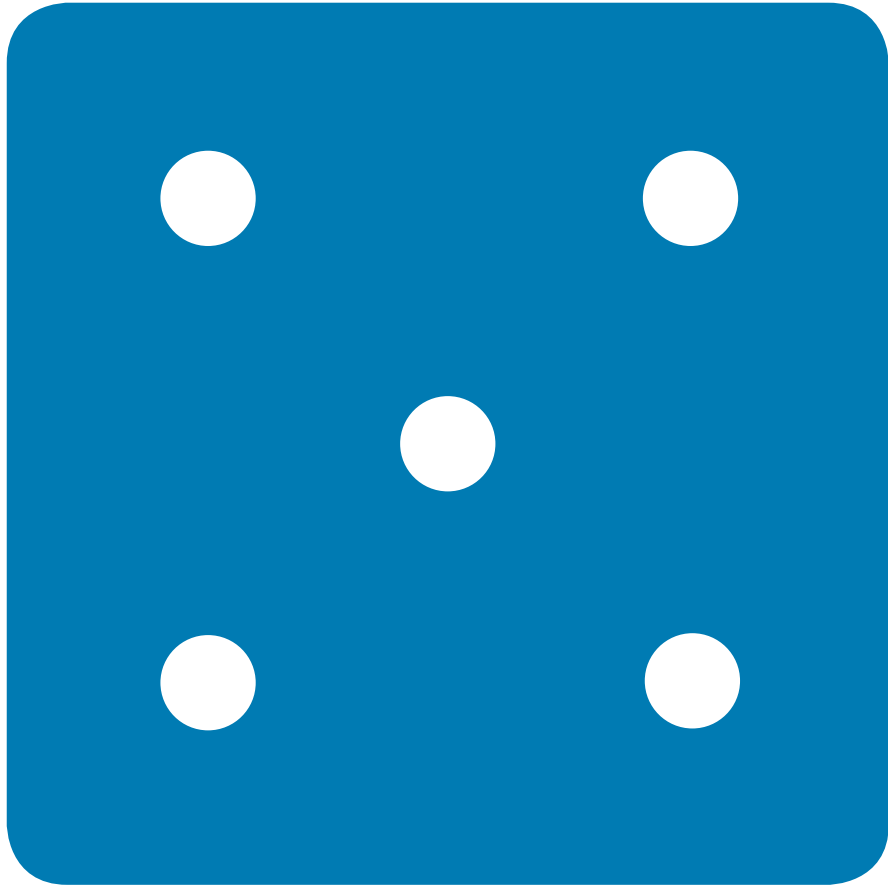
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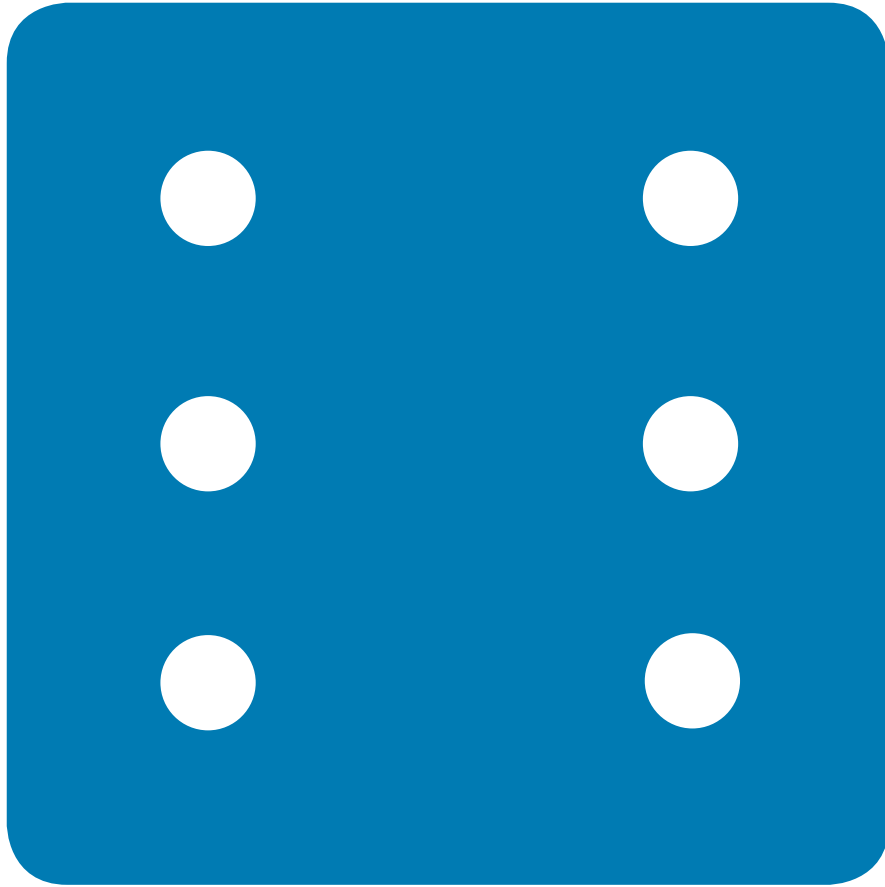
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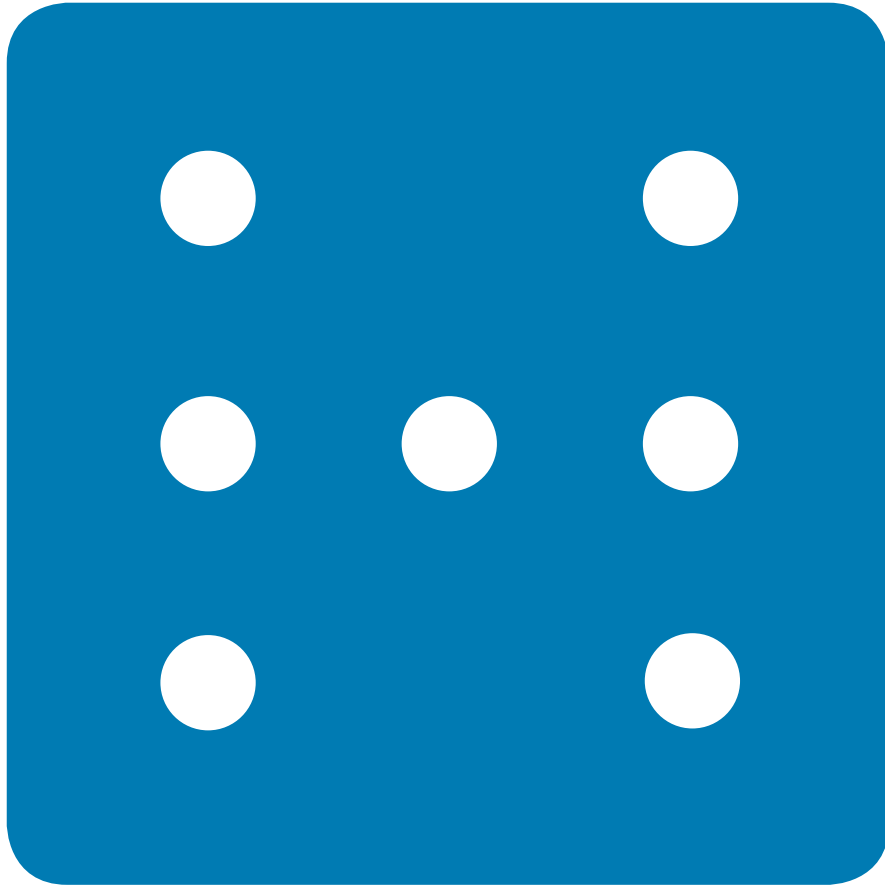
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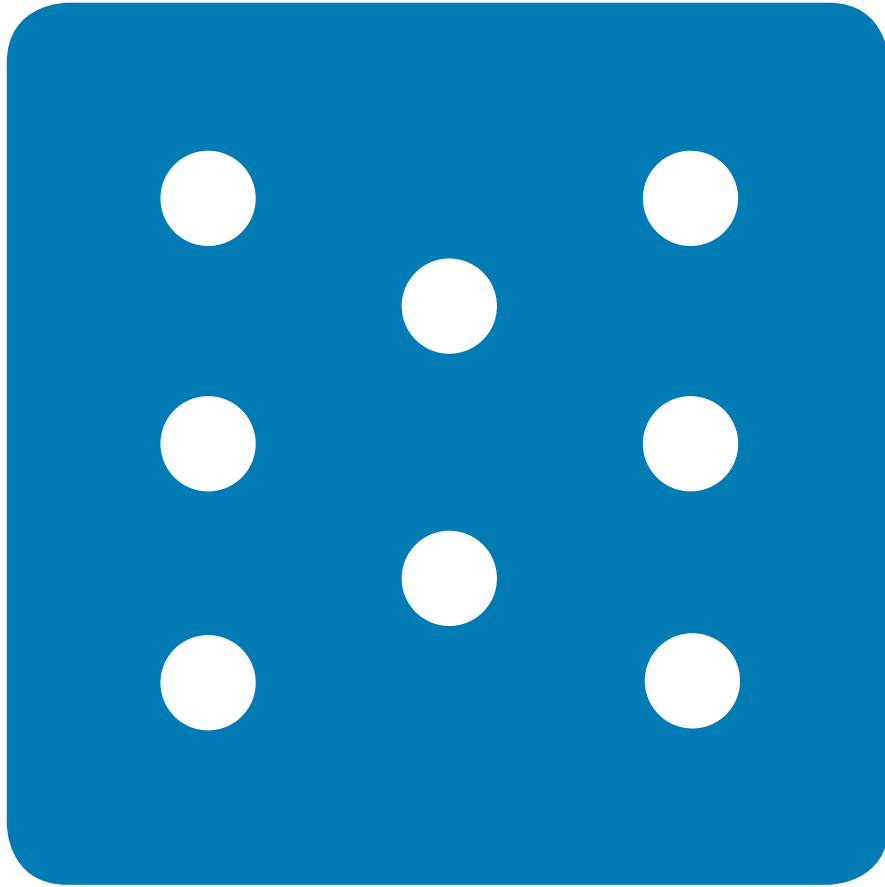


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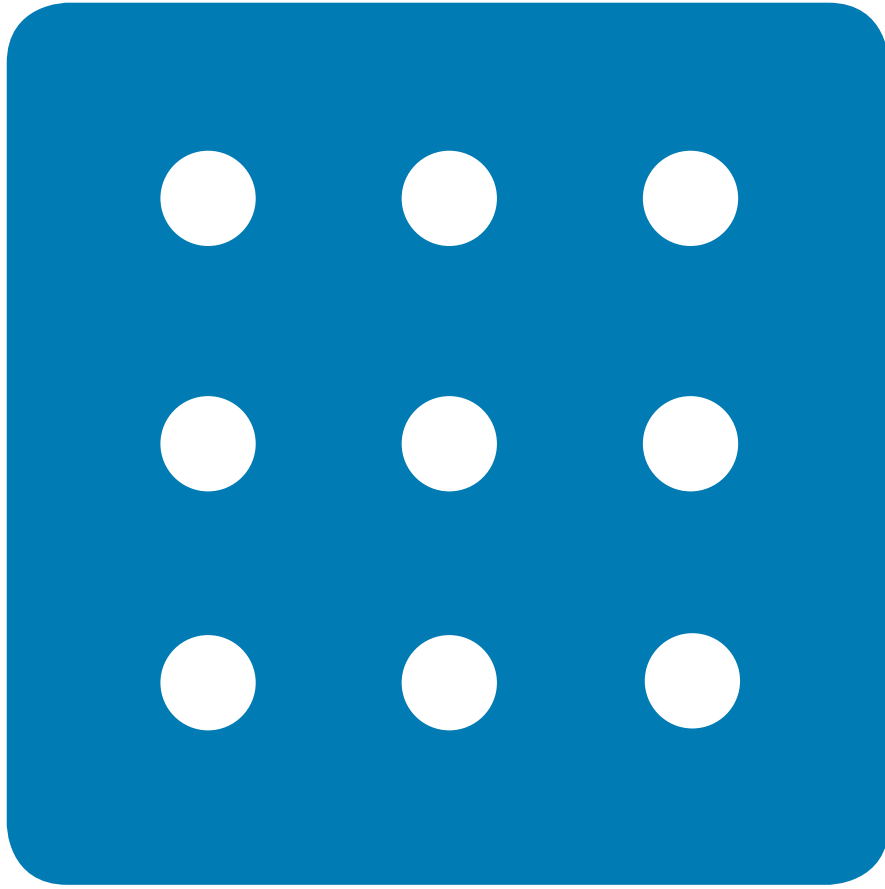


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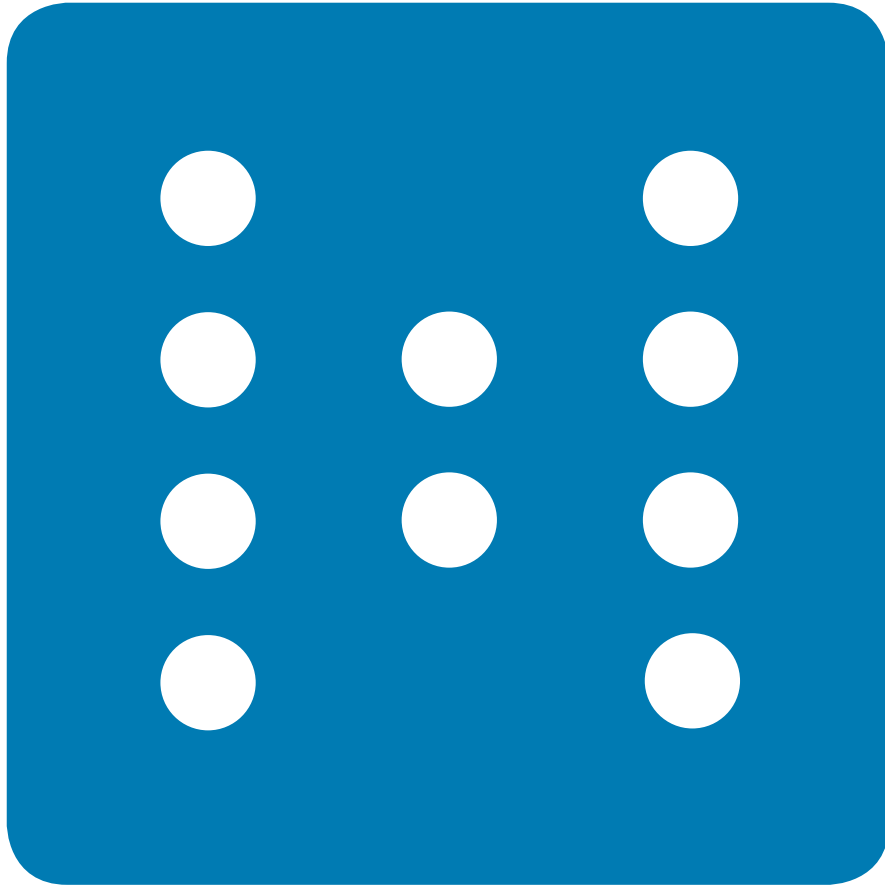
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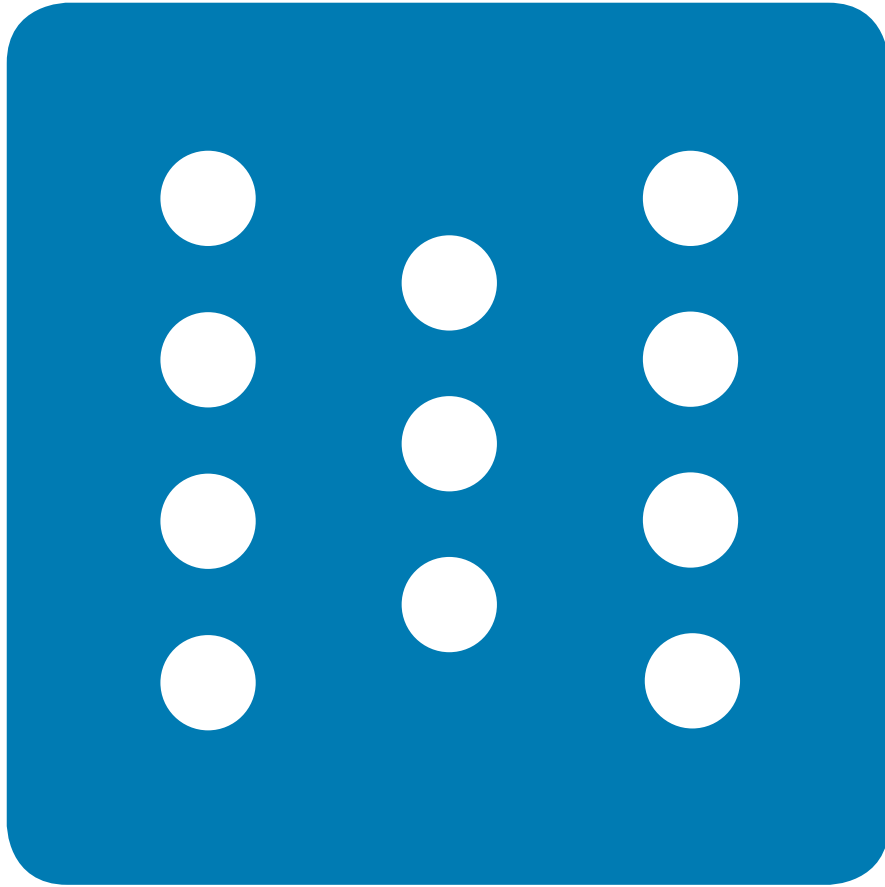
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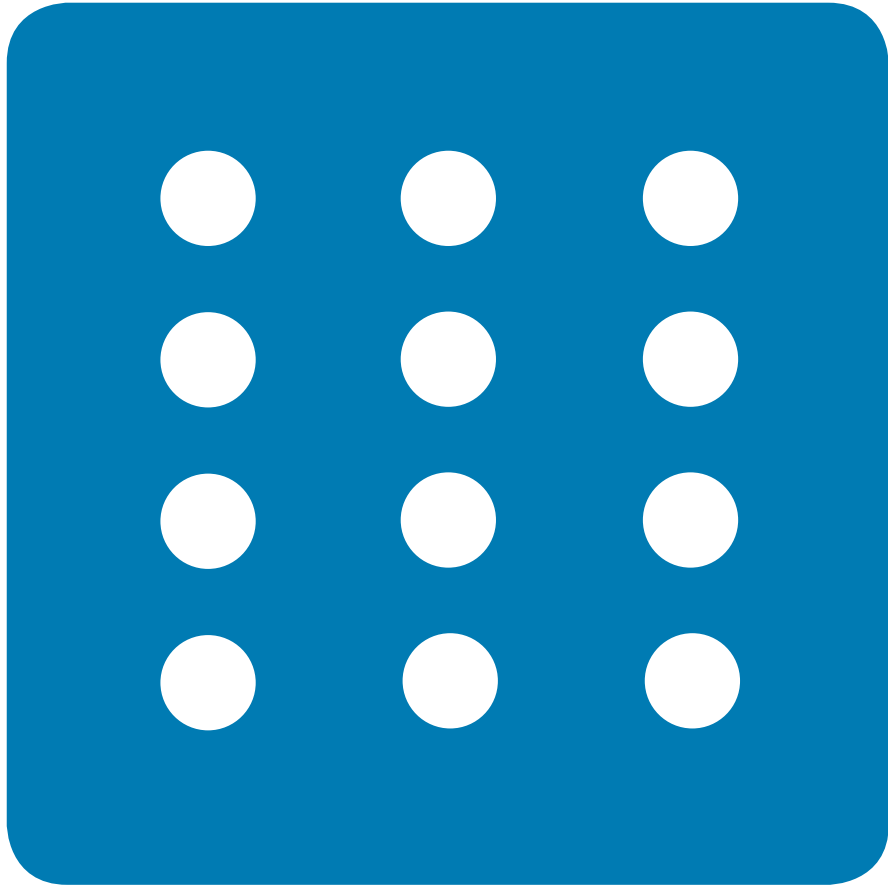
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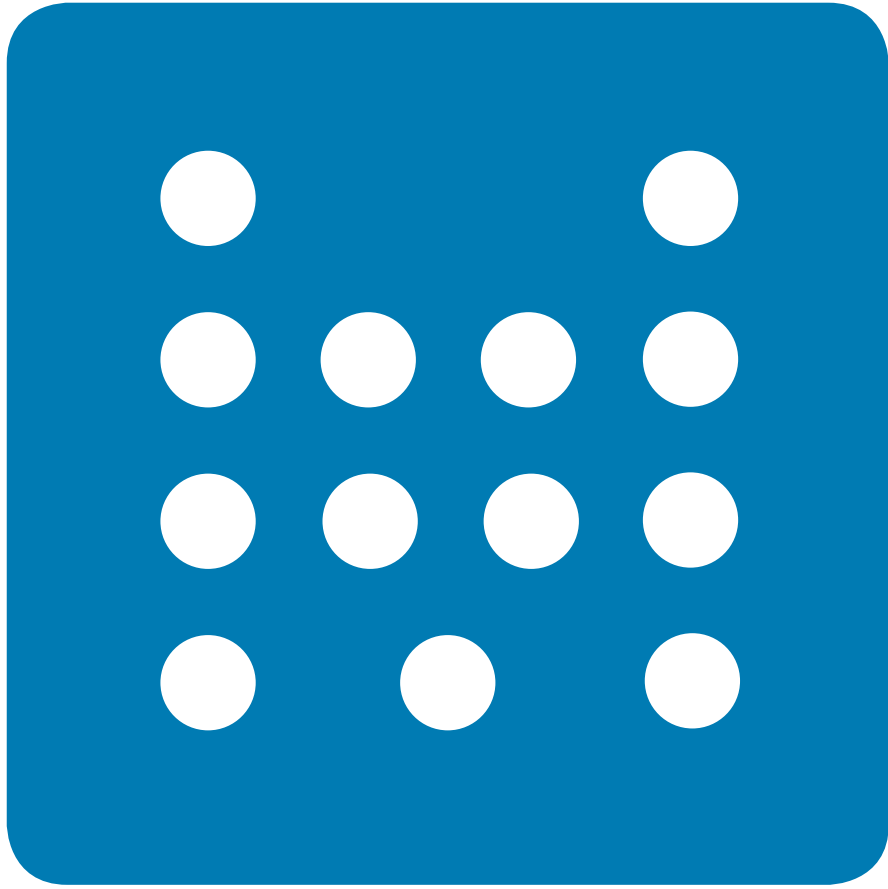
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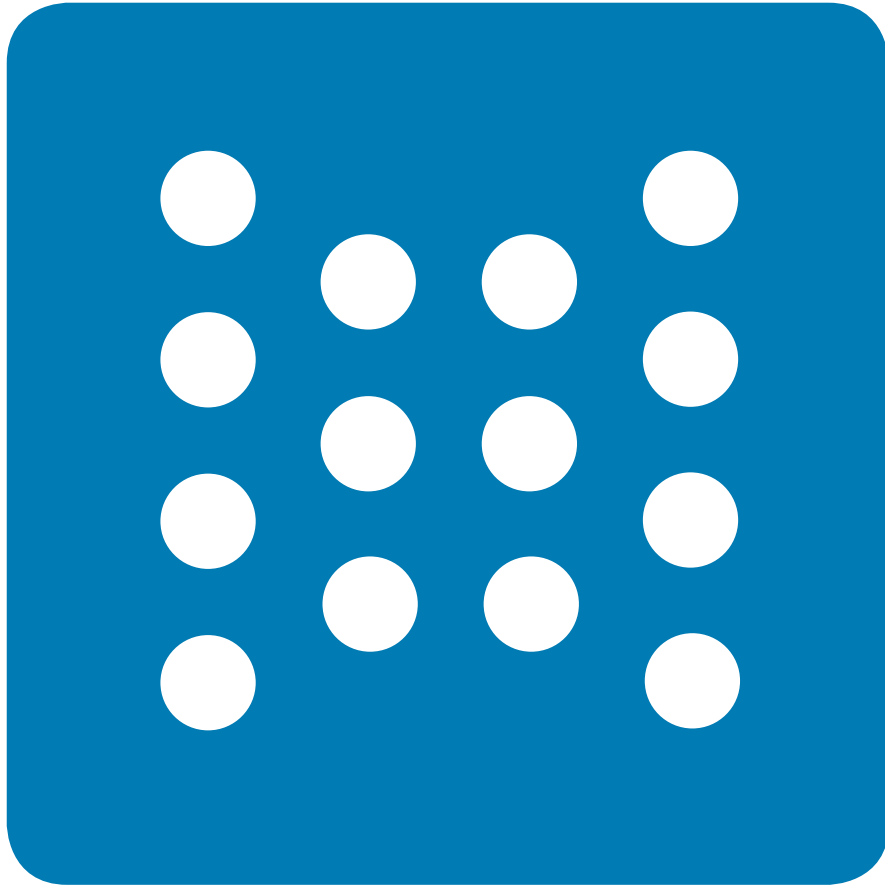
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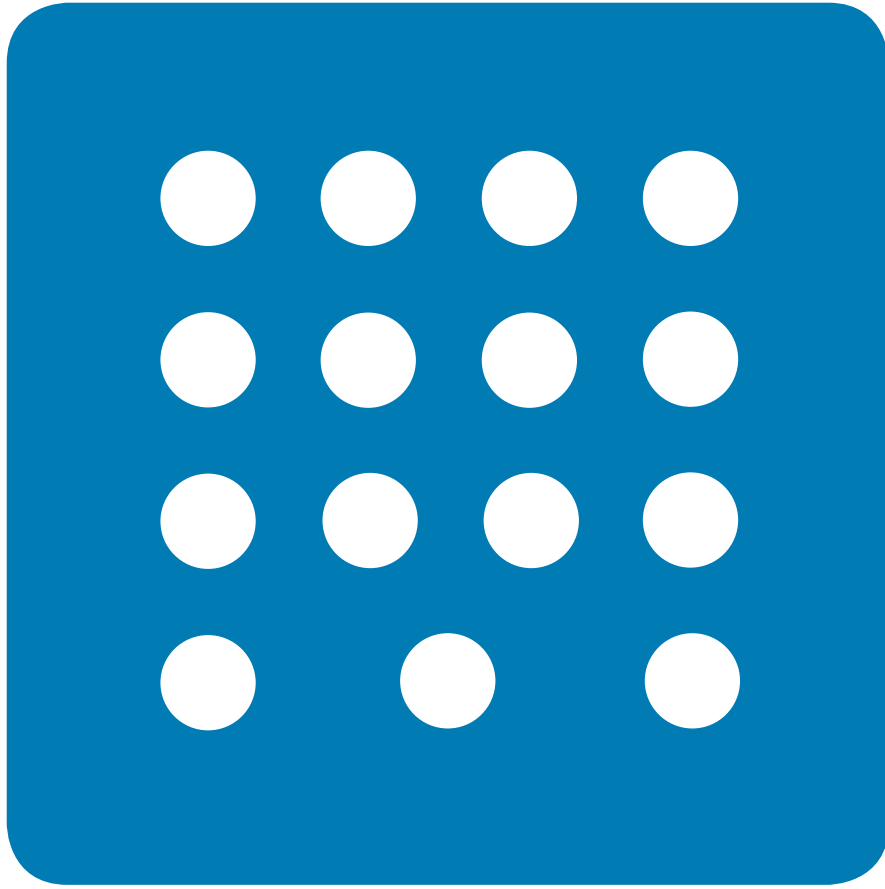
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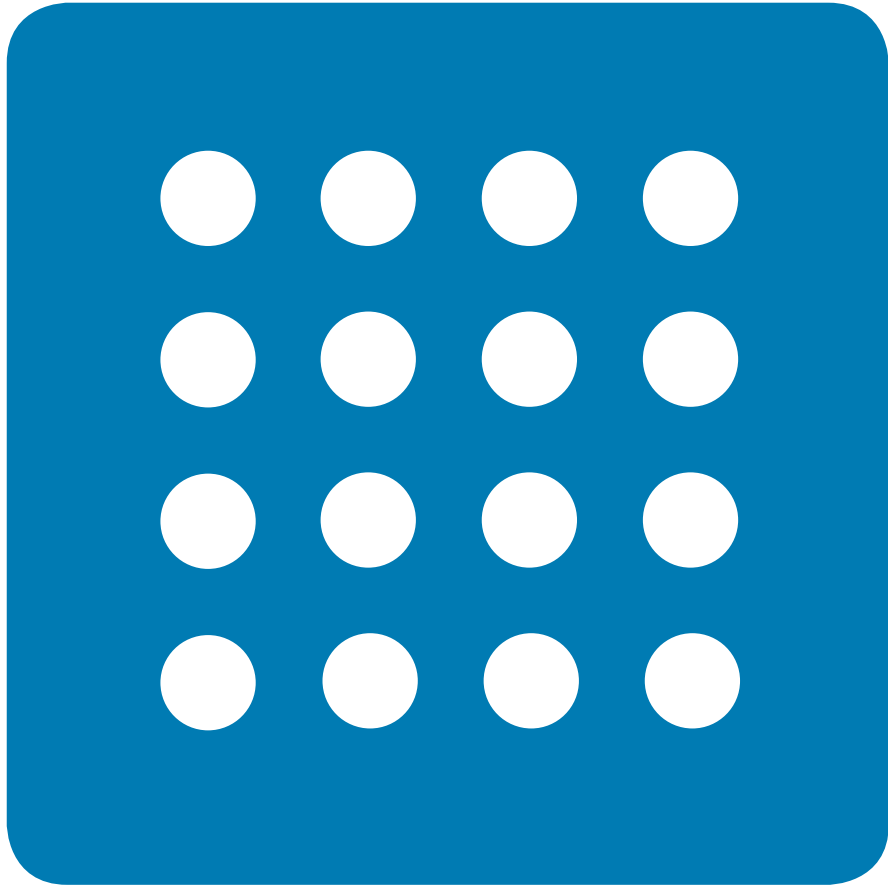
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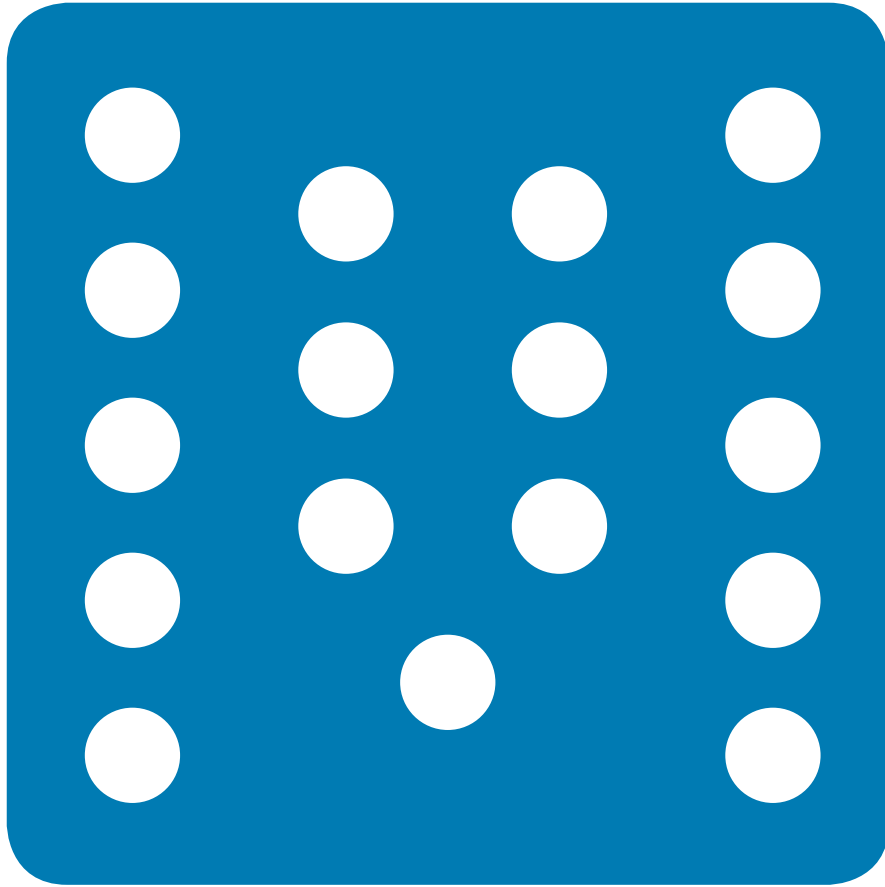
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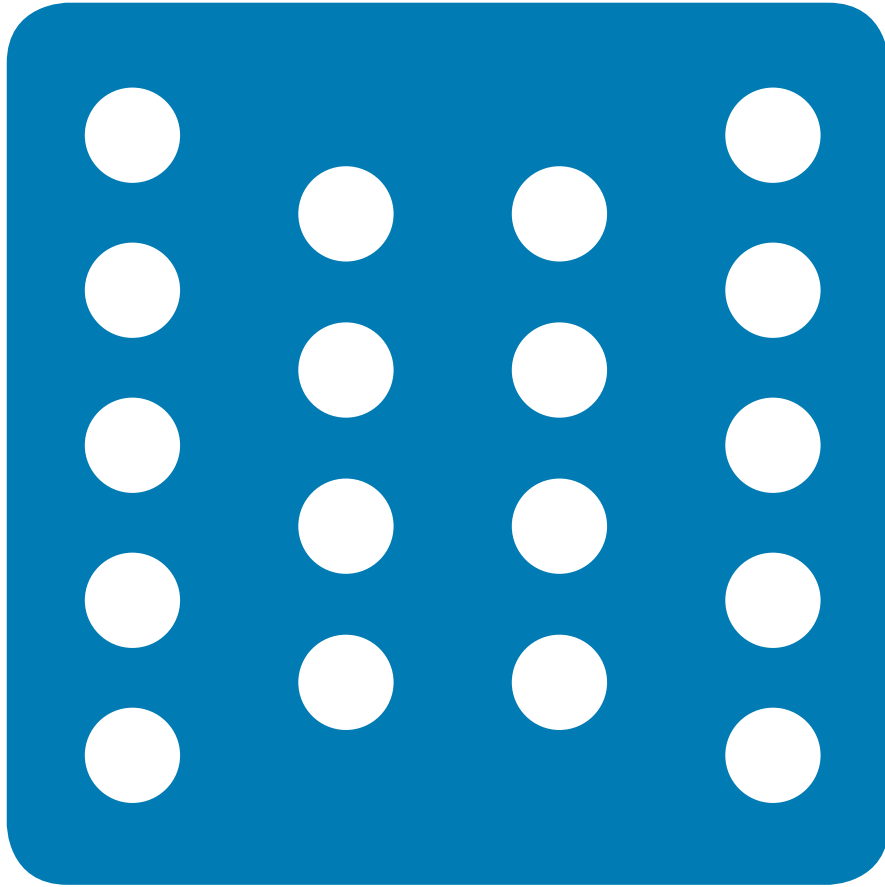
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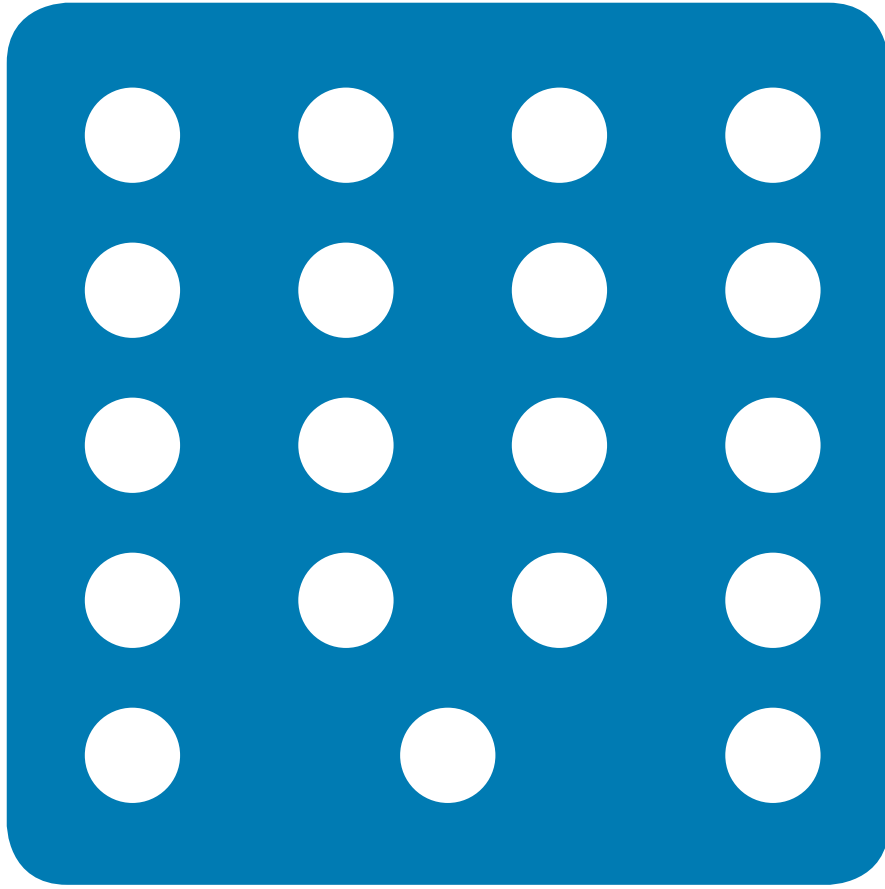
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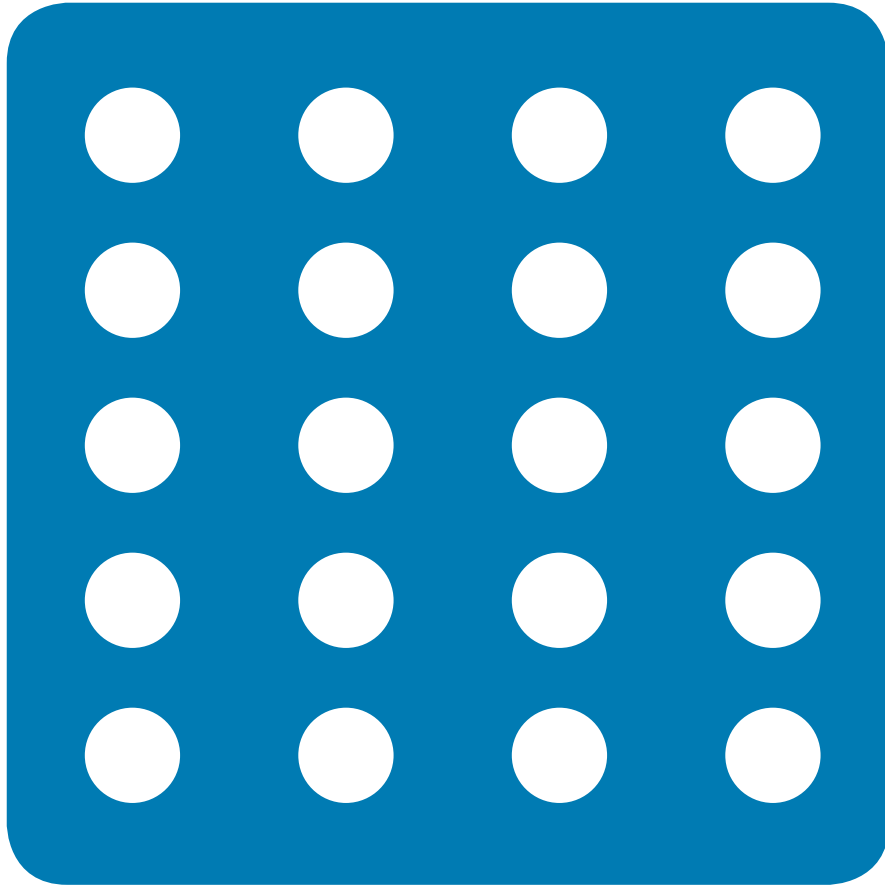
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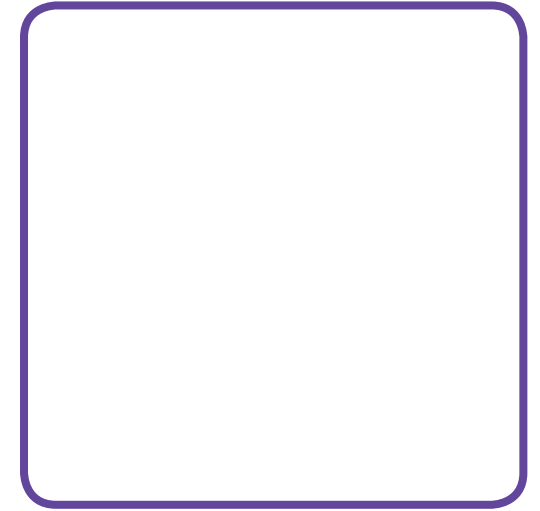
¹₂³ Create Your Own Subtraction Number Sentence ³₂¹



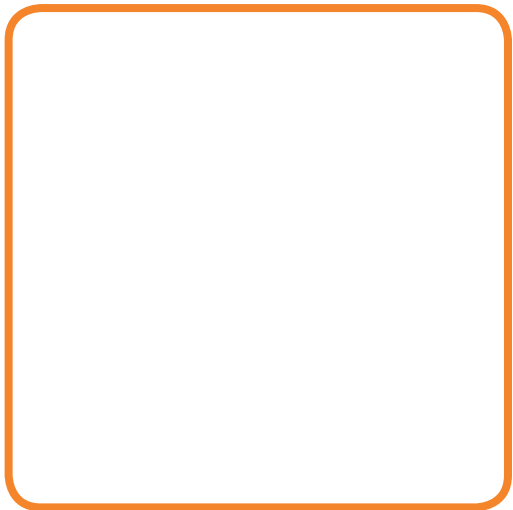
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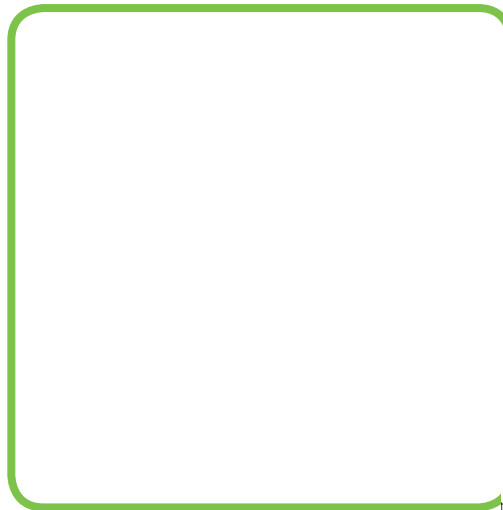
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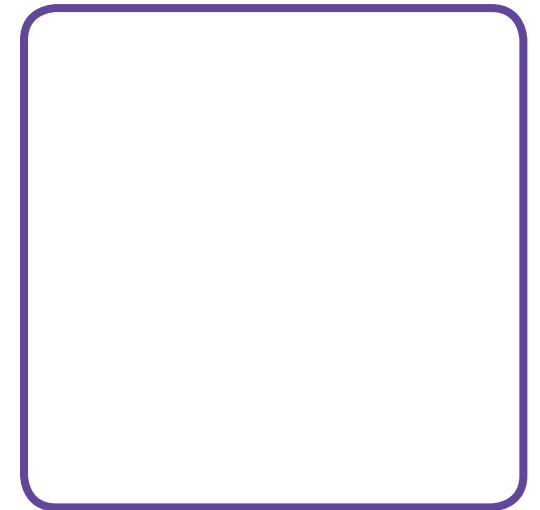
¹₂³ Create Your Own Subtraction Number Sentence ³₂¹



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EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: How Many Bears?
Date:	Organisation: A small group, maximum 6 children, on a table top or the carpet.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: Can you count to 5/10/20? How many bears are in the game? Can you take away that many bears? How many bears are left in the game? Can you explain what has happened? Can you say it in a sentence? Can you say the rhyme? How many bears do you need to take away?	Key Vocabulary: Subtraction, take away, how many, before, now, left. Teddy, bear, tray, plate, game, play. Check, look, listen, work out, guess, explain.
Resources: 0-20 on Teddy Bears , 0-10 Teddy Bear Number Line , a tray or plate and 10 sorting bears or How Many Bears? Game .	
<p>Adult Role(s):</p> <p>Print out the 0-20 on Teddy Bears. Only print the numbers you'll need for your group, e.g. 0-10 or 0-5. If you do not have the tray of bears, print and laminate the resources available in the How Many Bears? Game.</p> <ul style="list-style-type: none"> • Begin the session by using the 0-20 on Teddy Bears to count to 5, 10 or 20. • Set up the tray and the bears. • Explain to the children that the bears are playing games but some of them have to leave for their dinner time/bath time/bedtime. The children have to work out how many bears will be left in the game. • Place 5 bears on the tray and say: "There are 5 bears in the game, Just look and you will see. If 2 bears leave the game, How many will there be?" • Ask one of the children to take away 2 bears and ask everyone to count how many are left. • Reiterate what the children have learnt by saying, "That's right, 5 bears take away 2 bears, leaves us with 3 bears." • Put 5 bears back on the tray and say: "There are 5 bears in the game, Just look and you will see. If 4 bears leave the game, How many will there be?" • Ask one of the children to take away 4 bears and all the children to count how many are left. • Ask the children to explain it in a sentence, e.g. "5 bears take away 4 bears, leaves 1 bear." • Repeat this with different numbers of bears starting on the tray, up to 10. 	
<p>Differentiation/Opportunities for Challenge:</p> <ul style="list-style-type: none"> • If children need more support with this, you could use the How Many Bears? Game for an adult to play with a child, one-to-one, when you have a spare 10 minutes during the day. • Depending on the ability of the children, you could start with 5 bears and subtracting from 5, then move up to 10, or you could start with 10 and move up beyond 10 if the children are confident enough. • If your children need to be extended in their learning, you could add more mathematical language, e.g. "5 bears subtract 2 bears equals 3 bears". You could also ask some children to fill in this Create Your Own Subtraction Number Sentence Activity Sheet, once they have practically completed the number sentence. 	
<p>Ideas for Extension into Continuous Provision:</p> <ul style="list-style-type: none"> • The children could play the How Many Bears? Game in the classroom, in groups or independently. 	

- You could include this [EYFS Building Brick Addition and Subtraction Board Game](#). There is an alternative version, which includes the symbols for addition and subtraction so children can play without an adult.

Opportunities for Observation and Assessment:

PS&ED: Managing Feelings and Behaviour

- (30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- (30-50) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- (40-60) Aware of the boundaries set, and of behavioural expectations in the setting.

C&L: Listening and Attention

- (30-50) Is able to follow directions (if not intently focused on own choice of activity).

C&L: Understanding

- (30-50) Responds to simple instructions, e.g. to get or put away an object.
- (ELG) Children follow instructions involving several ideas or actions.

C&L: Speaking

- (30-50) Builds up vocabulary that reflects the breadth of their experiences.
- (40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

L: Writing

- (40-60) Writes own name and other things such as labels, captions.

M: Numbers

- (22-36) Creates and experiments with symbols and marks representing ideas of number.
- (30-50) Knows that numbers identify how many objects are in a set.
- (30-50) Beginning to represent numbers using fingers, marks on paper or pictures.
- (30-50) Sometimes matches numeral and quantity correctly.
- (30-50) Shows an interest in number problems.
- (30-50) Shows an interest in representing numbers.
- (40-60) Counts objects to 10, and beginning to count beyond 10.
- (40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- (40-60) Records, using marks that they can interpret and explain.
- (ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:

































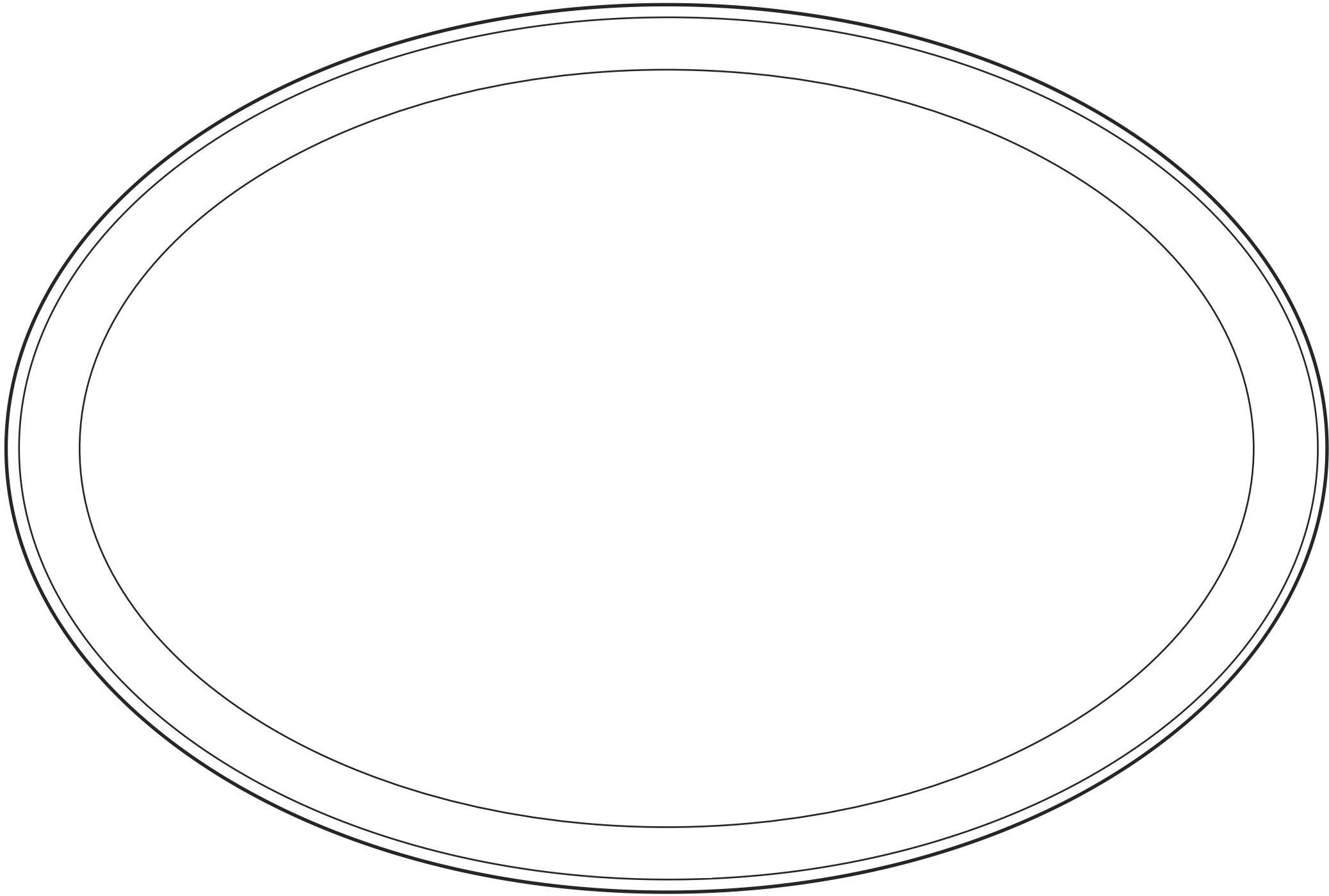










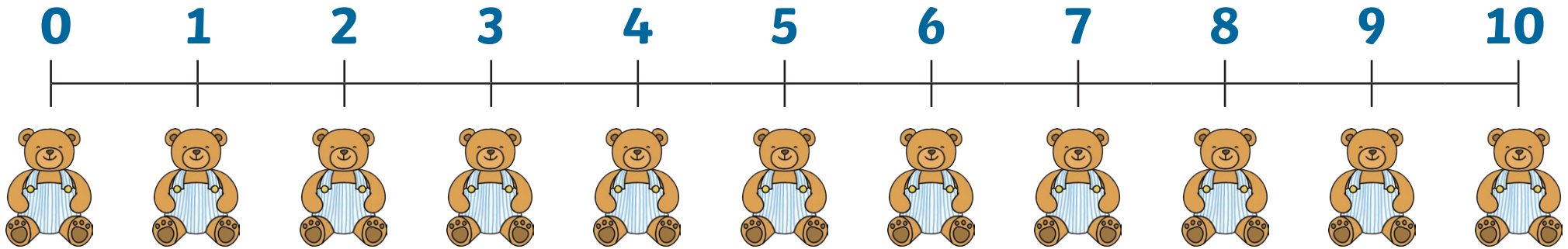




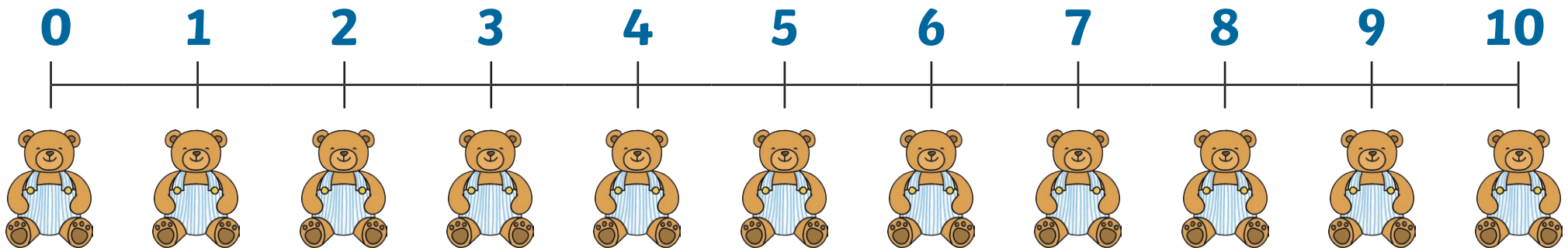
There are bears in the game,
Just look and you will see.

If bears leave the game,
How many will there be?

0-10 Teddy Bear Number Line



0-10 Teddy Bear Number Line



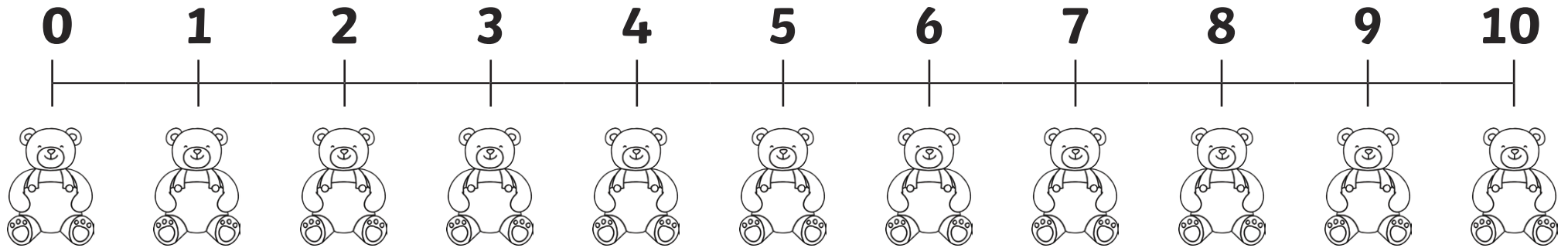
Create Your Own Subtraction

$$\boxed{\text{bears}} - \boxed{\text{bears}} = \boxed{\text{bears}}$$

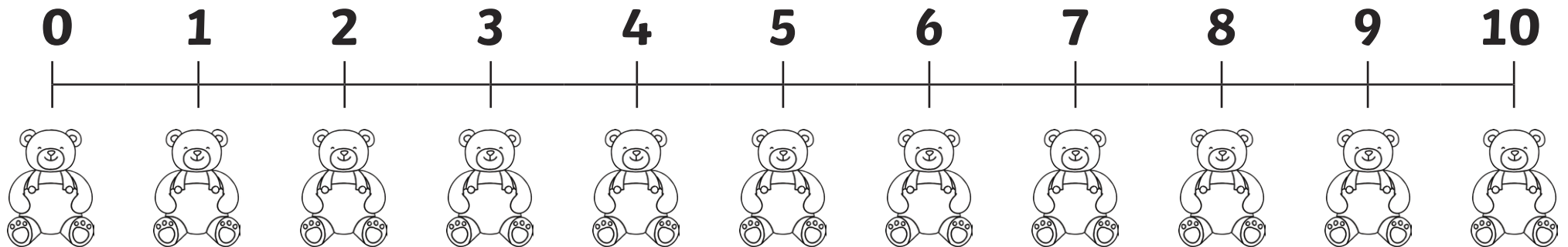
Create Your Own Subtraction

$$\boxed{\text{bears}} - \boxed{\text{bears}} = \boxed{\text{bears}}$$

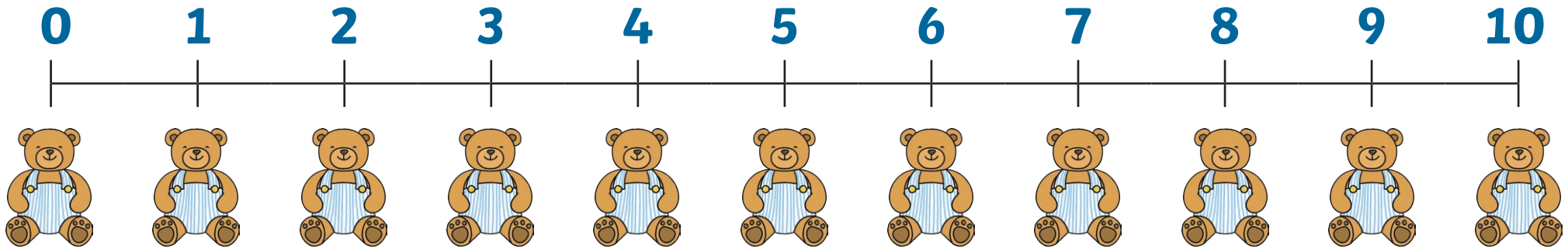
0-10 Teddy Bear Number Line



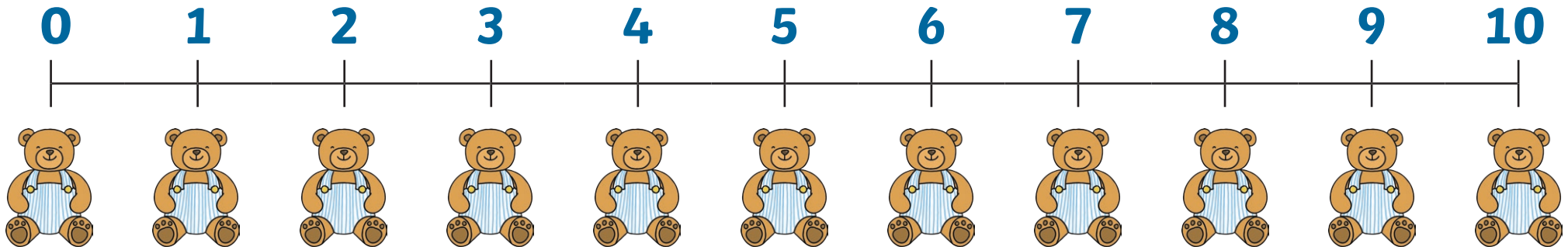
0-10 Teddy Bear Number Line



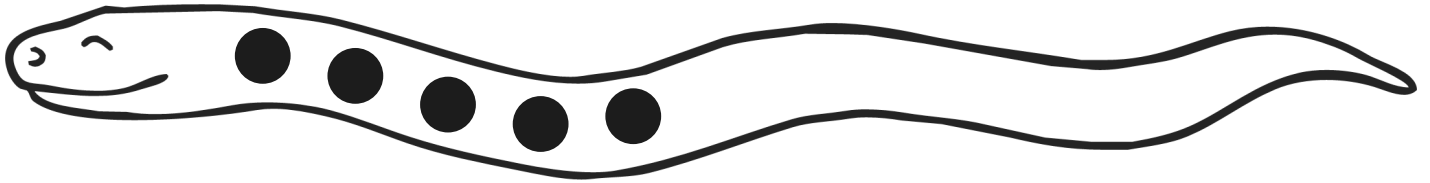
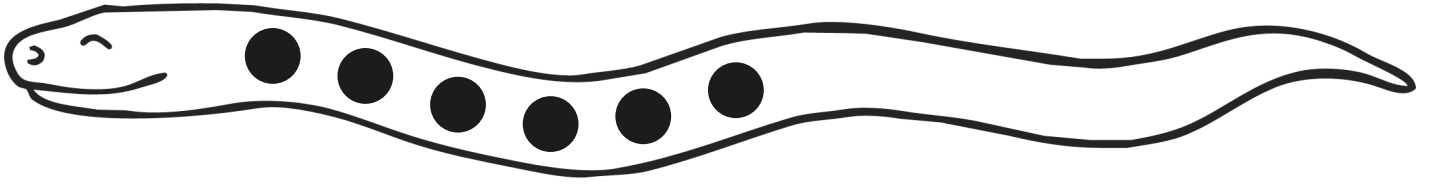
0-10 Teddy Bear Number Line



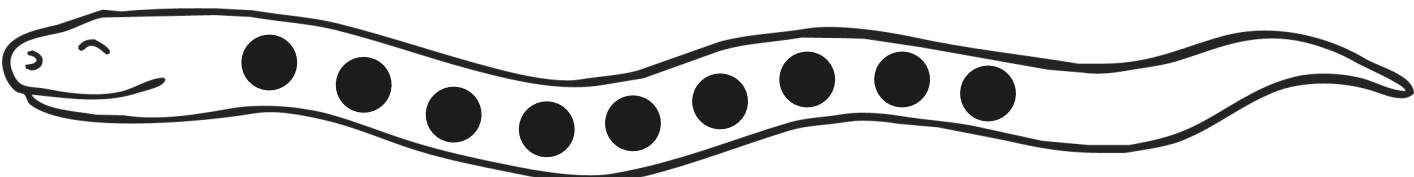
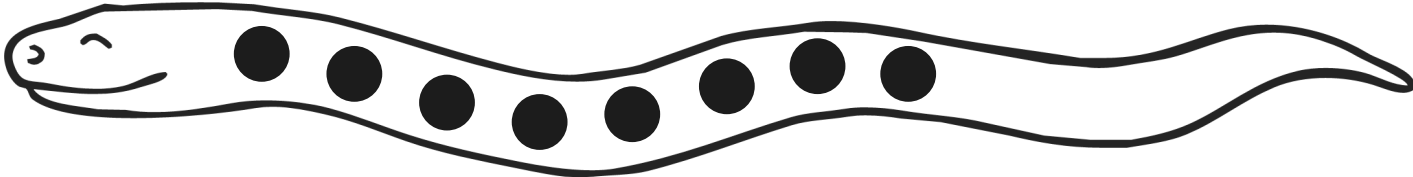
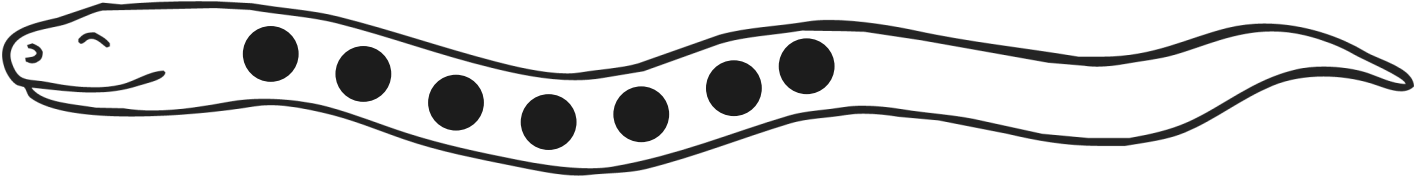
0-10 Teddy Bear Number Line



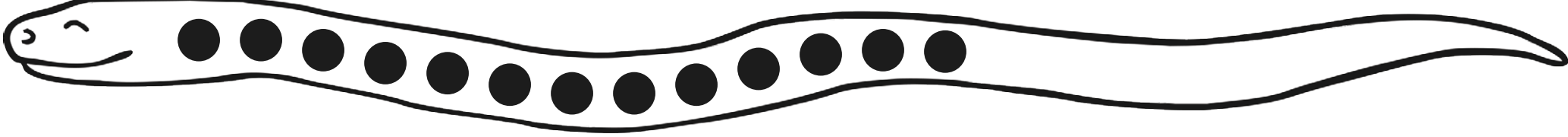
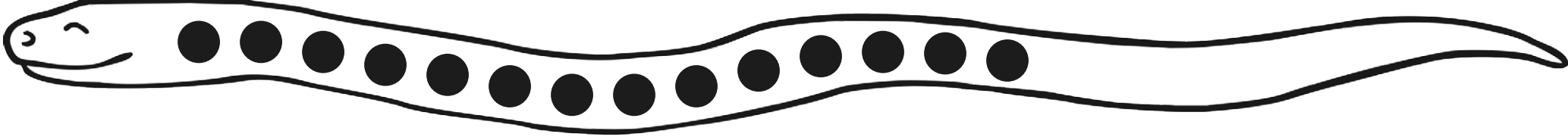
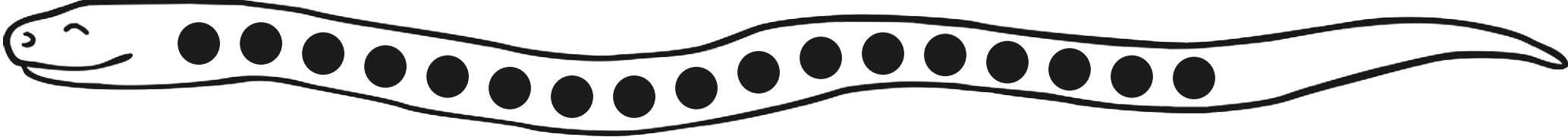
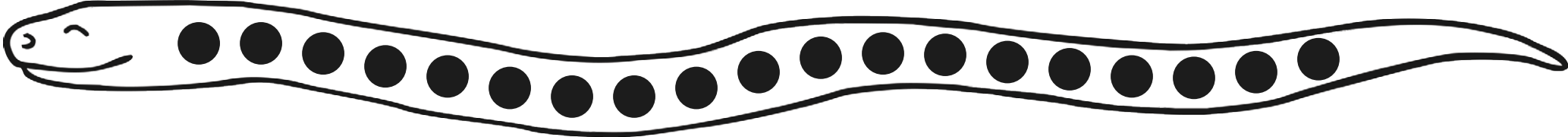
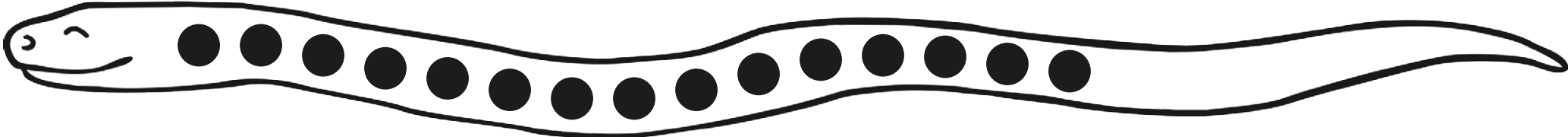
Make 10



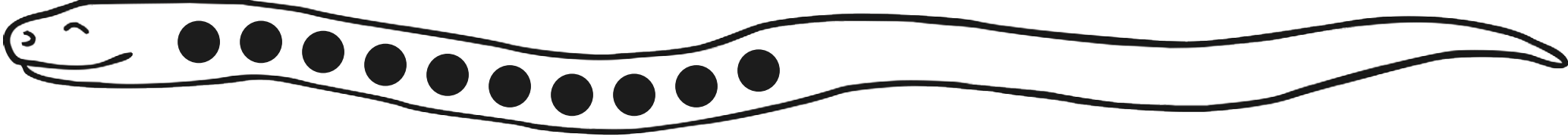
Make 10





Make 20





Make 20



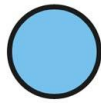
Snakes and Ladders Game

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81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
 1 START	2	3	4	5	6	7	8	9	10

Snakes and Ladders Game

 1 START	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	 100 FINISH

Counters



EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: How Many More to Make...?
Date:	Organisation: Small or large group, outside.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: What number has it landed on? Can you jump to that number? Can we all count as they jump? How many more to get to that number? What must be added to ____, to get ____? So how many more than ____, is ____? Can you count how many more you need to add to ____, to get to ____?	Key Vocabulary: Add, addition, added, plus, more, how many, makes, equals, number, count, check.
Resources: Chalk, beanbags.	
Adult Role(s): If you have a 100 square on your playground, you could use that for this activity. If not, draw a number line from 0-20 using chalk. <ul style="list-style-type: none"> • Begin by counting up to 20 with the children and back again to 0. • Throw a beanbag onto a number, e.g. 4, then ask the children to read the number. • Ask one of the children to jump to that number, with everybody counting together as they jump, "1, 2, 3, 4". • Next, place a beanbag on a different number, higher up the number line, e.g. 7. • You could choose one of the other children in the group to read this number. • Ask the child who is jumping on the number line, how many more they need to jump in order to get to the bigger number, 7. • It is important that you use language like, "How many more...?" or "What must be added to...?" to ensure that the children grasp the understanding that subtraction is the inverse of addition. • Once the child has worked out that 3 more need to be added to 4 to make 7, ask them to jump the spaces to check. • Count along as the child jumps. • Ask the child to read the number they landed on. • Confirm the maths that they have just completed by saying, "You have found out that you need to add 3 more to the number 4, to make 7. That means that 7 is 3 more than 4." • Repeat the activity with different children and different numbers. Keep emphasising 'how many more' the children need and how many more one number is than another. 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> • You could use numbers to 10 for some children. • Use higher numbers and bigger gaps to challenge some children. 	
Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> • The children could play this Snakes and Ladders Game and talk about how many more they will need to move to get to given points, e.g. the next ladder or snake. Children may need some adult support to play this game. • You could add this Snake Fingerprint How Many More to Make 10 Activity Sheet or this Snake Finger Print How Many More to Make 20 Activity Sheet to continuous provision. 	
Opportunities for Observation and Assessment:	
PS&ED: Managing Feelings and Behaviour	
(30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	
(30-50) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	

C&L: Listening and Attention

(30-50) Is able to follow directions (if not intently focused on own choice of activity).
(40-60) Maintains attention, concentrates and sits quietly during appropriate activity.
(40-60) Two-channelled attention – can listen and do for short span.
(ELG) Children listen attentively in a range of situations.

C&L: Speaking

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
(40-60) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
(ELG) Children express themselves effectively, showing awareness of listeners' needs.

PD: Moving and Handling

(30-50) Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
(40-60) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
(40-60) Uses simple tools to effect changes to materials.
(ELG) Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

M: Numbers

(30-50) Recites numbers in order to 10.
(30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps.
(40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
(40-60) Records, using marks that they can interpret and explain.
(ELG) Children count reliably with numbers from one to 20. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:

EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: Skittles Subtraction
Date:	Organisation: Small group activity with maximum 6 children.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: How many skittles do we start with? Can you throw the ball at the skittles? How many have been knocked down? How many are left? Can you tell me the number sentence? Who has knocked down the most? Which is the highest number?	Key Vocabulary: Subtraction, take away, left, how many, number, count, check, skittles, write, mark, record, compare, more, less, most, highest, turn.
Resources: 10 skittles or plastic bottles filled with water, a small ball, Skittles Subtraction Score Sheet, clipboard per child, pencil per child.	
<p>Adult Role(s):</p> <p>Ensure that the skittles you use are heavy enough that they won't fall down on their own before being hit with the ball. Set up the skittles/bottles starting with 1 at the front, 2 behind, 3 behind that and 4 at the back. Print one Skittles Subtraction Score Sheet per child, and attach to clipboards.</p> <ul style="list-style-type: none"> • Start the activity by counting the skittles with the children, saying one number as you point to each skittle. • Ask the children to watch as you throw the ball at the skittles and then gather the children around to see how many you knocked down. • When the children have counted the skittles that have been knocked down, ask them to count how many are left. • Confirm what they have said, e.g. "So 10 skittles, take away 4 skittles, leaves 6 skittles." Ask the children to repeat it after you. • Ask the children to check their counting by holding up 10 fingers, putting 4 down and looking at how many are left. • Next, ask one of the children to start their turn. Ask them to throw the ball at the skittles and then gather the children around, to count. • Count how many have been knocked down and then ask the children to write that number onto their Skittles Subtraction Score Sheet. • Ask the children to count how many are left and then write down that number on their Skittles Subtraction Score Sheet. • Ask the children to read out their number sentence and then use their fingers to check the maths is correct. • Continue this until each child has had a turn. • You could print off multiple Skittles Subtraction Score Sheets for the children to have more than one turn. • You could ask the children to work out who has knocked down the most skittles in their turn, by finding the highest number knocked down. 	
<p>Differentiation/Opportunities for Challenge:</p> <ul style="list-style-type: none"> • Some children might not be ready to write down the equations. After each throw, you could encourage them to say it, e.g. "10 - 4 = 6." • Some children could write the equation down on blank paper rather than with the Skittle Subtraction Score Sheet, so they are encouraged to write the mathematical signs for 'subtract' and 'equals'. • For some children, you might need to begin the game with 5 skittles for the children to knock down, then move up to 10 when they are ready. 	
<p>Ideas for Extension into Continuous Provision:</p> <ul style="list-style-type: none"> • Leave the skittles and the Skittle Subtraction Score Sheets out for children to play independently. • Add this Skittles Subtraction from 10 Activity Sheet into the classroom for children to complete independently. You 	

could provide counters for children to practically complete the subtractions.

Opportunities for Observation and Assessment:

PS&ED: Managing Feelings and Behaviour

(30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

(30-50) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

C&L: Listening and Attention

(30-50) Is able to follow directions (if not intently focused on own choice of activity).

(40-60) Maintains attention, concentrates and sits quietly during appropriate activity.

C&L: Understanding

(40-60) Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.

C&L: Speaking

(30-50) Builds up vocabulary that reflects the breadth of their experiences.

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

PD: Moving and Handling

(40-60) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

(ELG) Children show good control and co-ordination in large and small movements.

M: Numbers

(30-50) Recites numbers in order to 10.

(30-50) Knows that numbers identify how many objects are in a set.

(30-50) Beginning to represent numbers using fingers, marks on paper or pictures.

(30-50) Shows an interest in representing numbers.

(40-60) Counts objects to 10, and beginning to count beyond 10.

(40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

(40-60) Records, using marks that they can interpret and explain.

(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Activity Adaption:

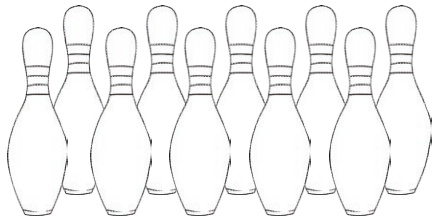
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Next Steps:

Insert here details of next steps relevant to specific children.

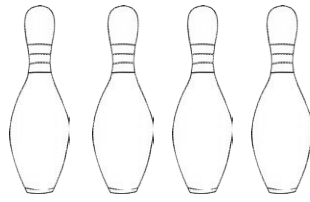
Evaluation to Inform Future Planning:

Skittles Subtraction From 10



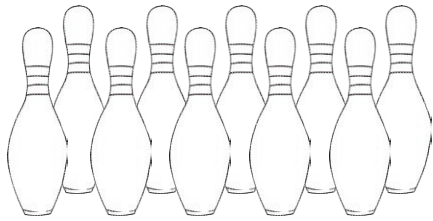
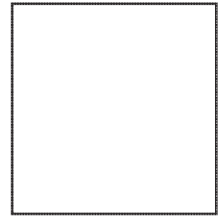
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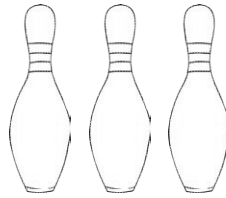
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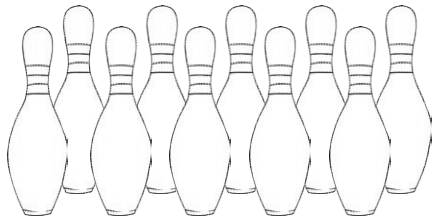
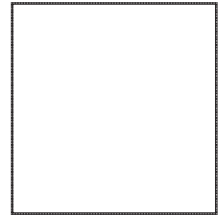
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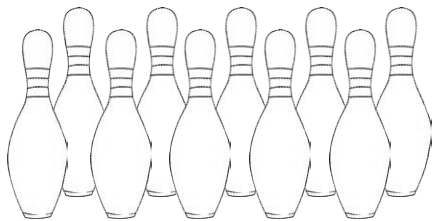
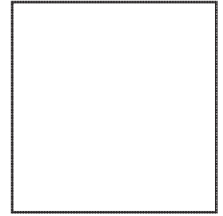
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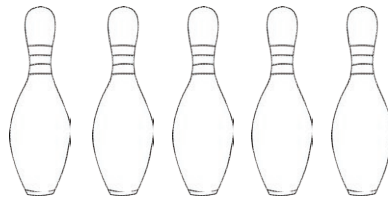
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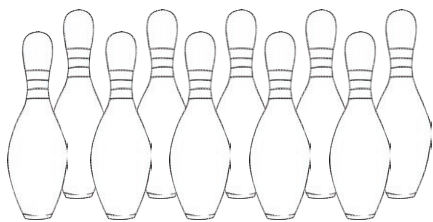
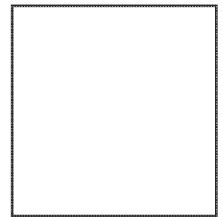
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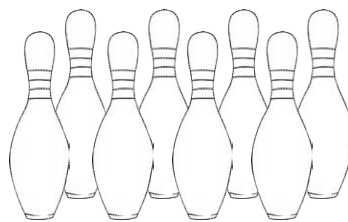
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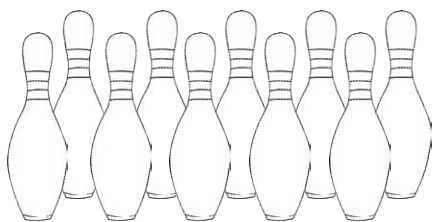
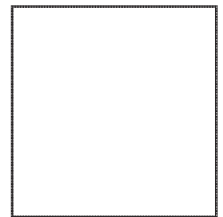
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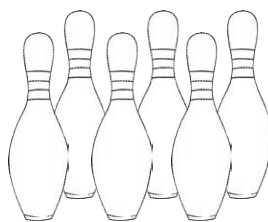
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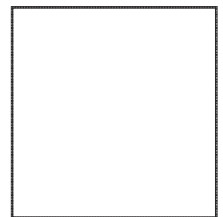
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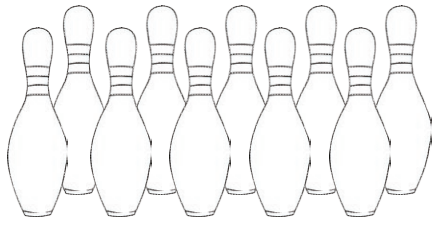
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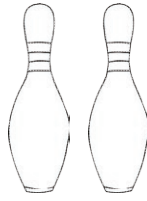
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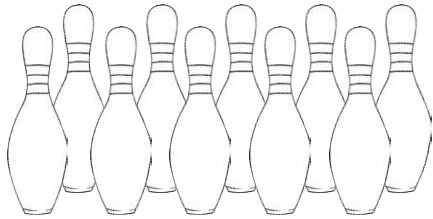
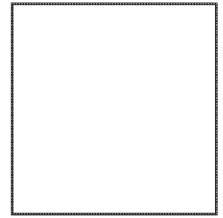
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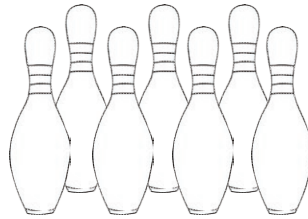
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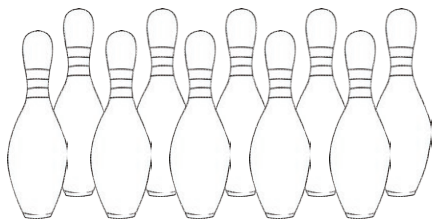
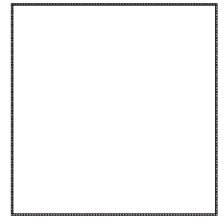
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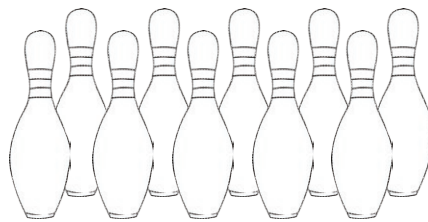
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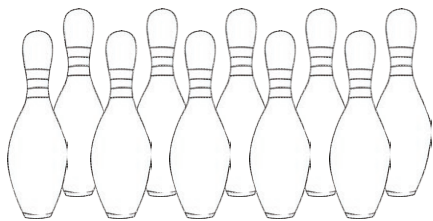
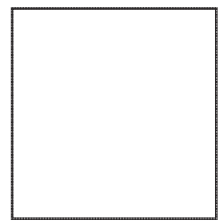
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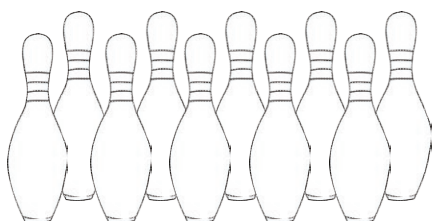
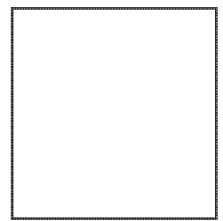


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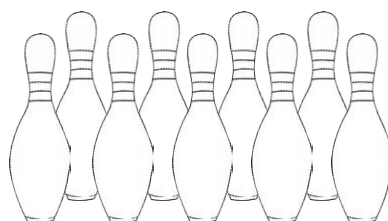
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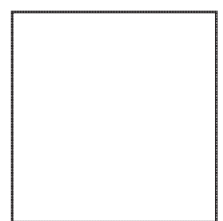
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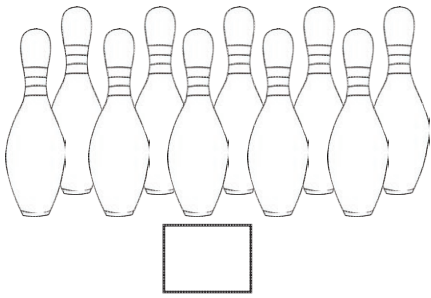


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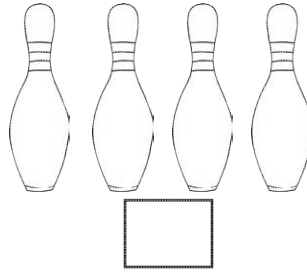
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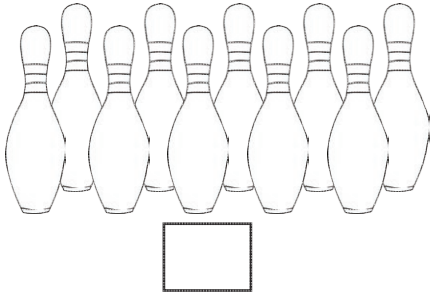
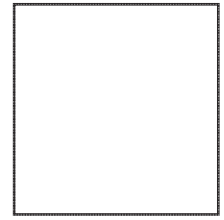
Skittles Subtraction From 10



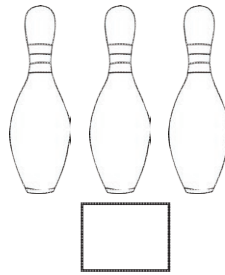
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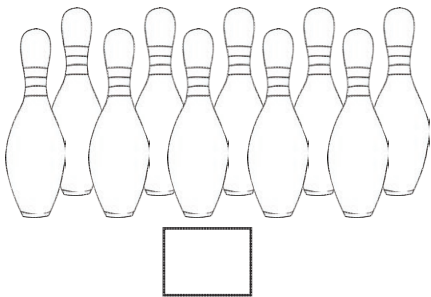
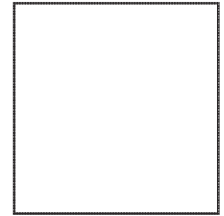
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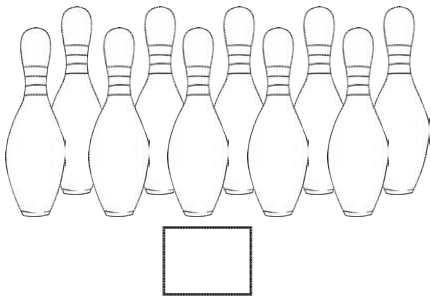
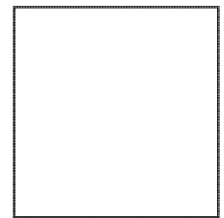
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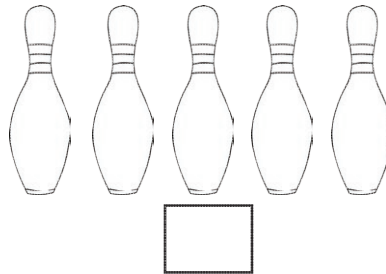
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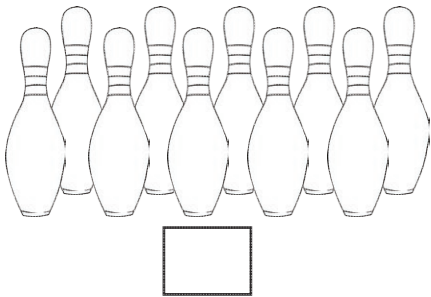
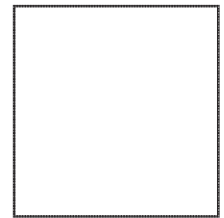
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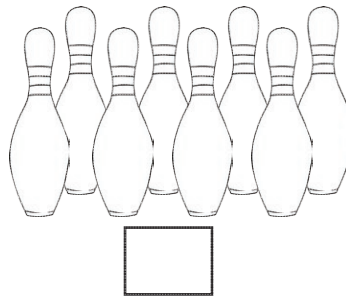
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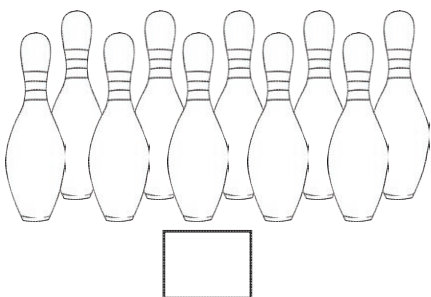
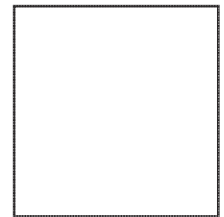
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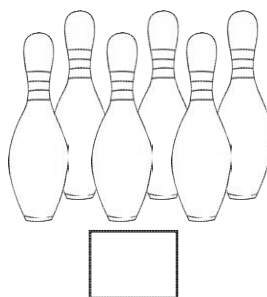
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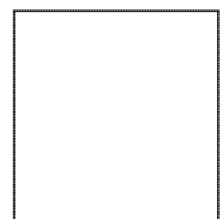
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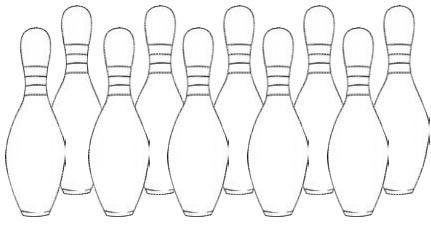


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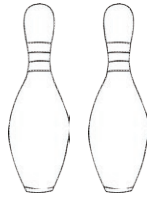


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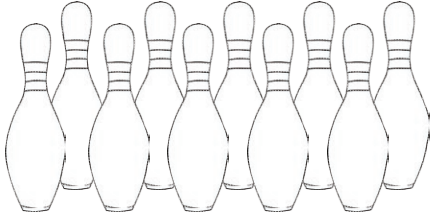




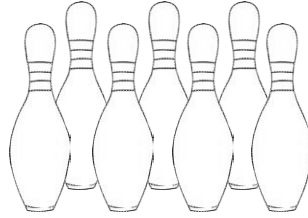
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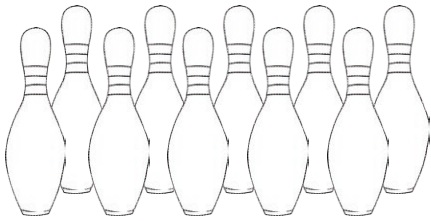
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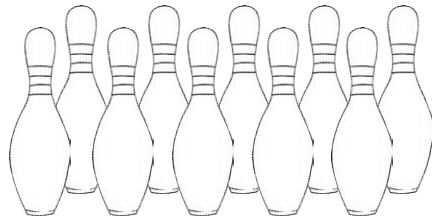
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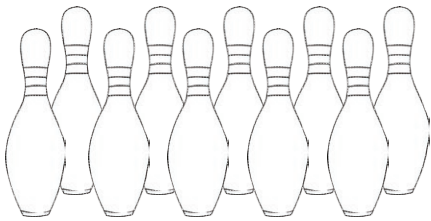
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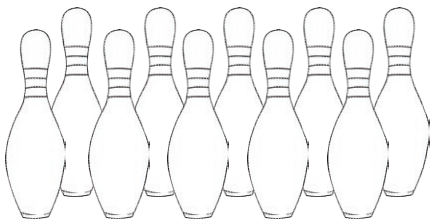
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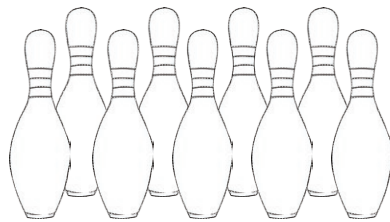
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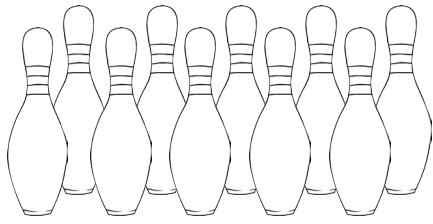


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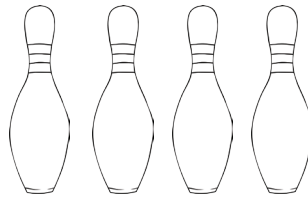
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Skittles Subtraction From 10



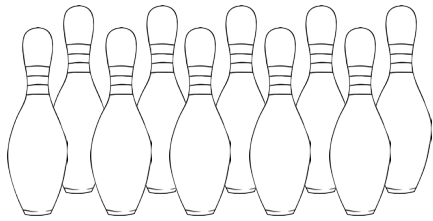
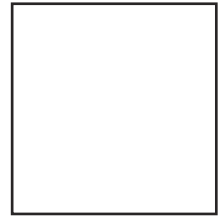
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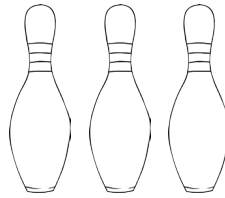
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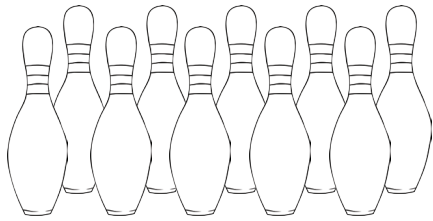
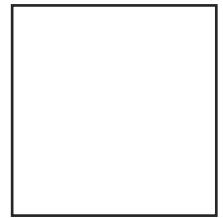
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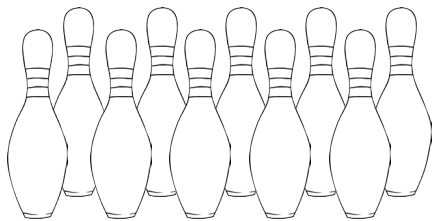
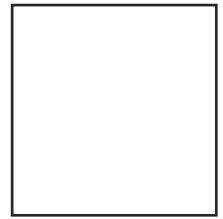
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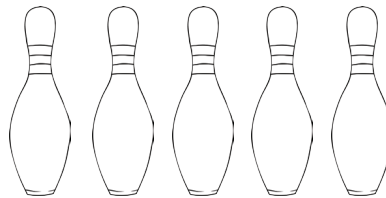
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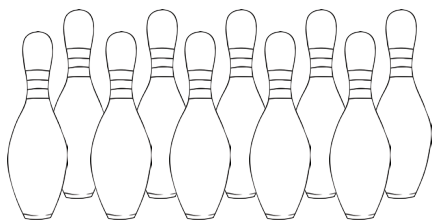
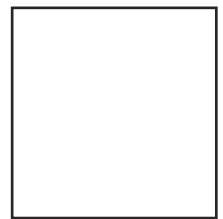
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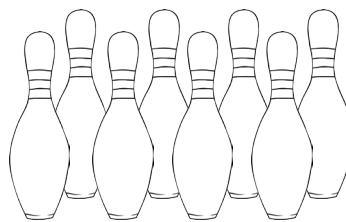
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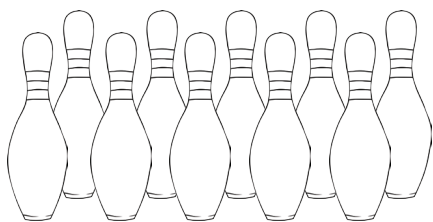
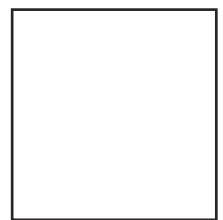
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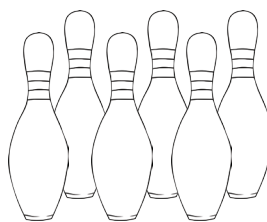
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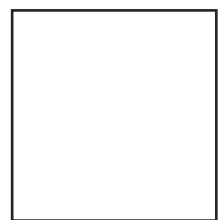
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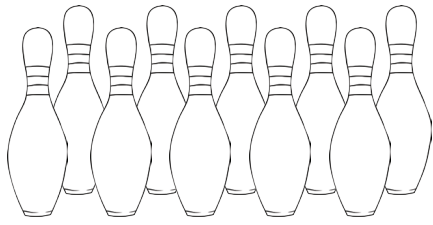
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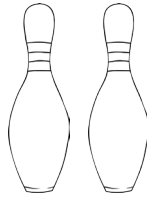
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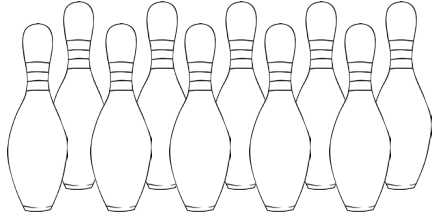
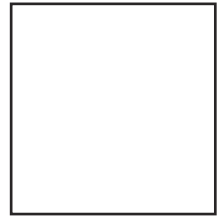
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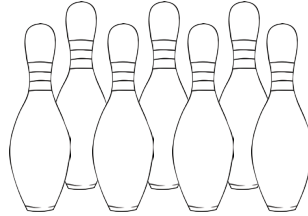
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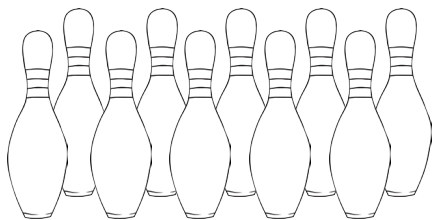
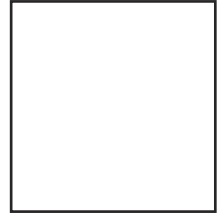
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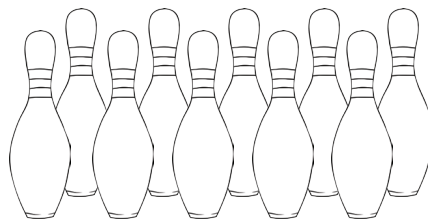
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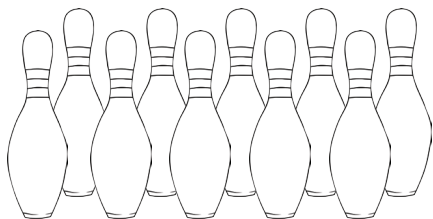
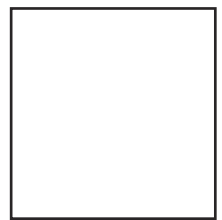
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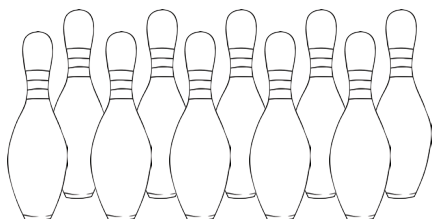
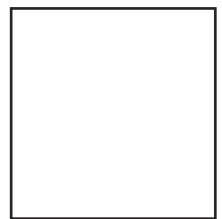


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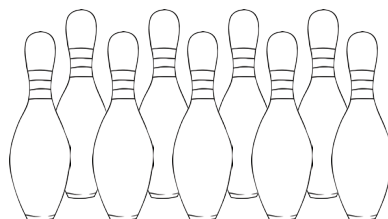
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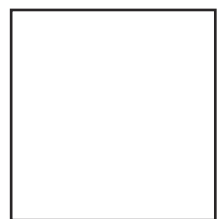
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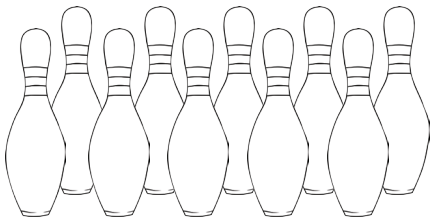
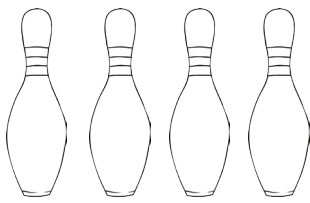


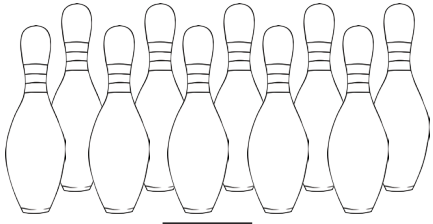
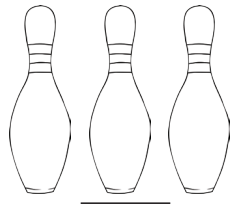
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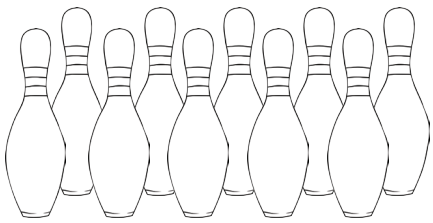

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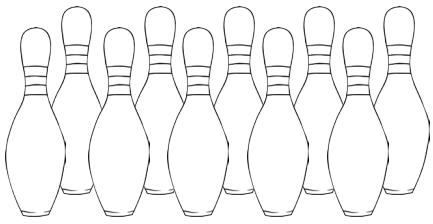
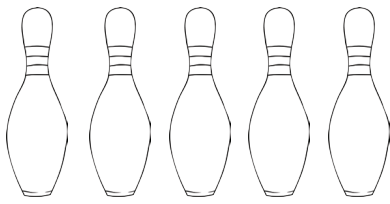


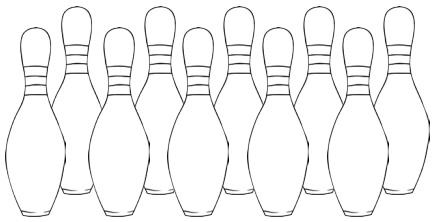
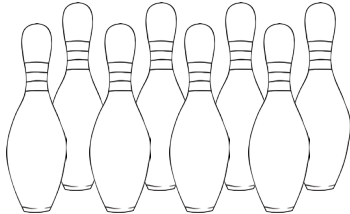
Skittles Subtraction From 10

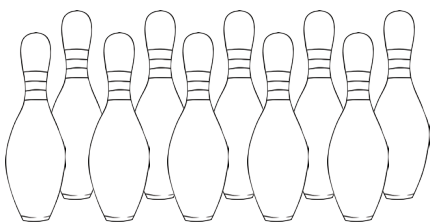
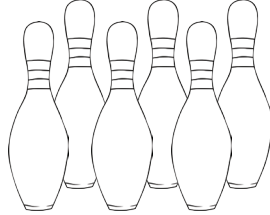
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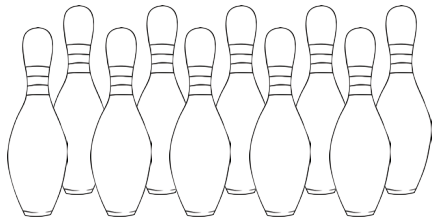
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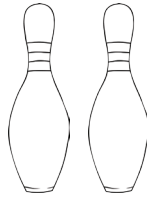
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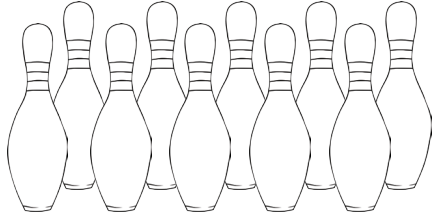
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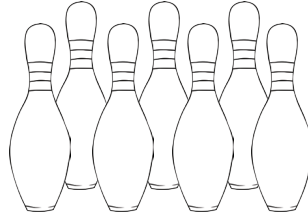
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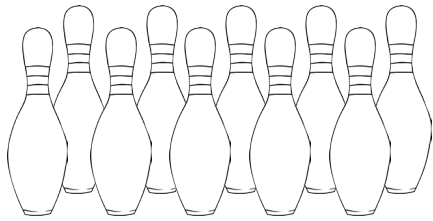
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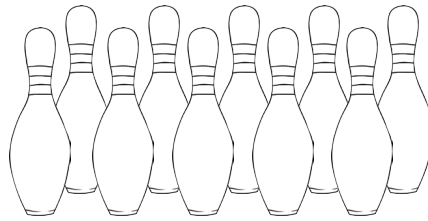
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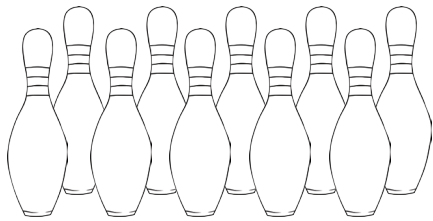
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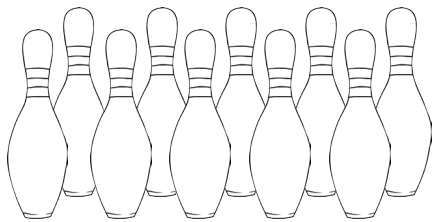
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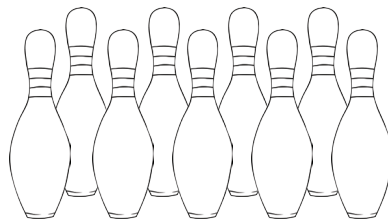
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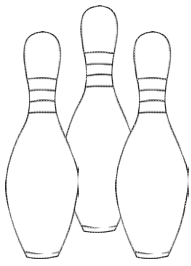
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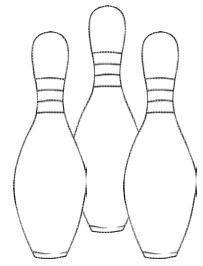
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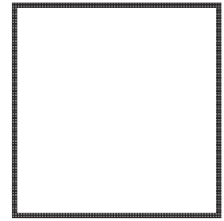
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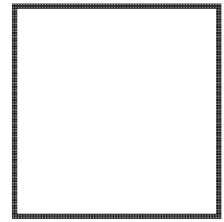
Skittles Subtraction Score Sheet



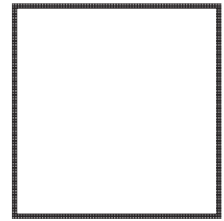
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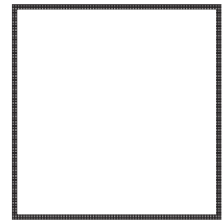
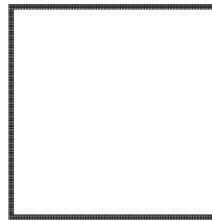
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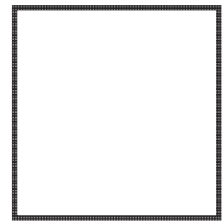
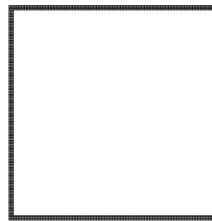
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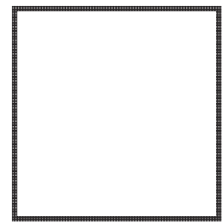
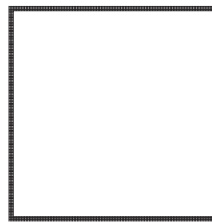
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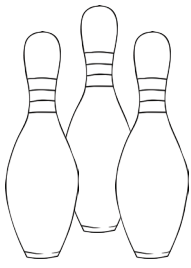


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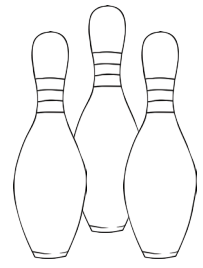


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Skittles Subtraction Score Sheet



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10

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Maths Challenge

Maths Challenge

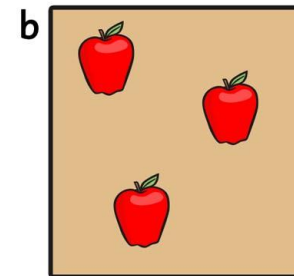
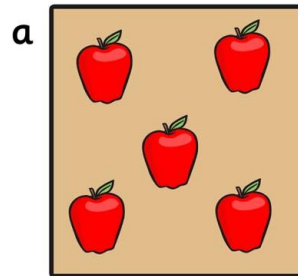
1

How many flowers are there?



2

Which box has more apples in it?



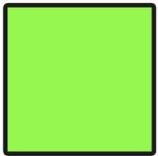
Maths Challenge

Maths Challenge

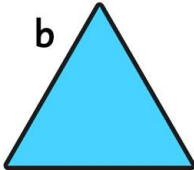
3

Which shape is a square?

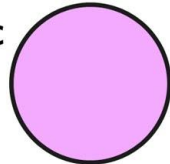
a



b



c



4

Look at this shape:



Which of these is the same?

a



b



c



d



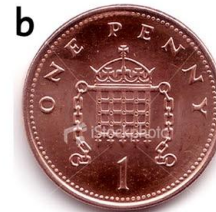
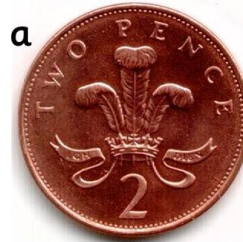
Maths Challenge

Maths Challenge

5 Which worm is the longest?



6 Which coin is worth 5p?

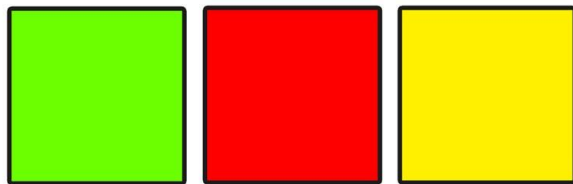


Maths Challenge

Maths Challenge

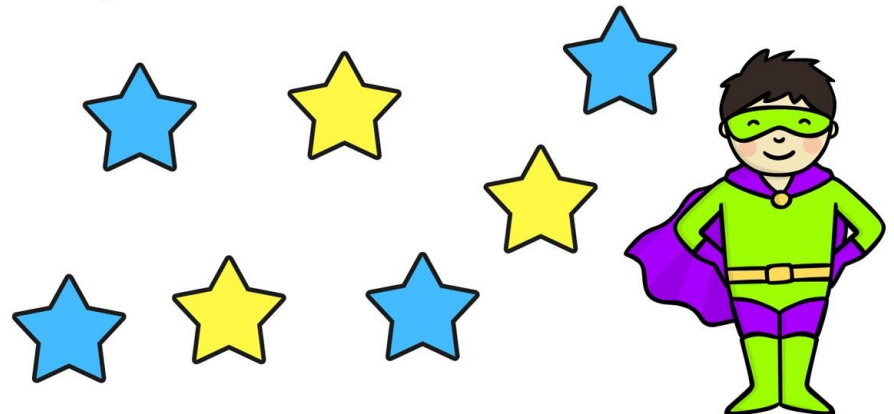
7

What colour square is in the middle?



8

Are there fewer yellow stars or blue stars?



Maths Challenge

Maths Challenge

9

Which row shows 11 stars?

a 

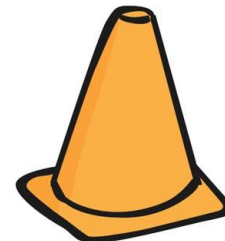
b 

c 



10

Is the ball to the left or the right of the cone?

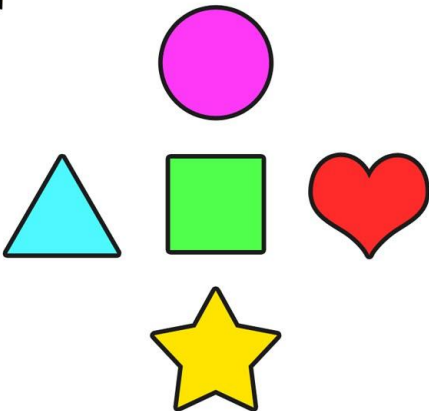


Maths Challenge

Maths Challenge

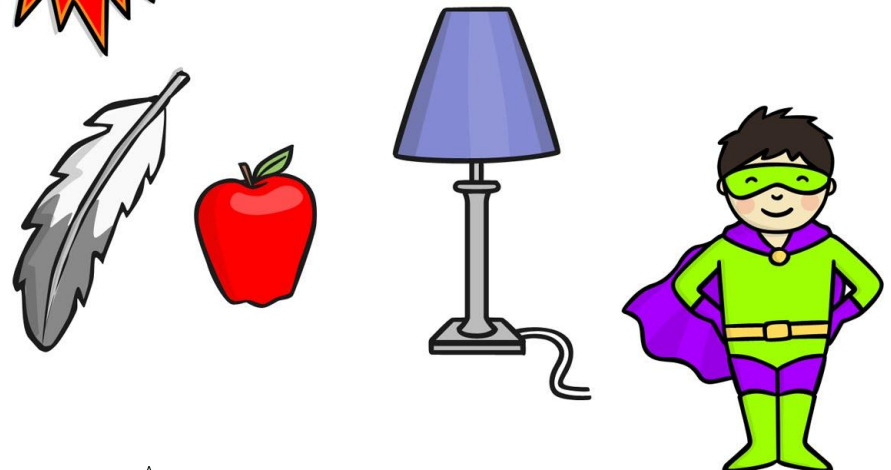
11

Which shape is below the square?



12

Which is the lightest?



Subtraction From 10

$$2 - 1 = \square$$



Subtraction From 10

$$3 - 2 = \square$$



Subtraction From 10

$$4 - 1 = \square$$



Subtraction From 10

$$5 - 3 = \square$$



Subtraction From 10

$$6 - 2 = \square$$



Subtraction From 10

$$6 - 6 = \square$$



Subtraction From 10

$$8 - 7 = \square$$



Subtraction From 10

$$7 - 1 = \square$$



Subtraction From 10

$$8 - 2 = \square$$



Subtraction From 10

$$9 - 6 = \square$$



Subtraction From 10

$$10 - 4 = \square$$



Subtraction From 10

$$2 - 2 = \square$$



Subtraction From 10

$$3 - 0 = \square$$



Subtraction From 10

$$9 - 1 = \square$$



Subtraction From 10

$$10 - 2 = \square$$



Subtraction From 10

$$10 - 5 = \square$$



Subtraction From 10

$$5 - 4 = \square$$



Subtraction From 10

$$2 - 0 = \square$$



Subtraction From 10

$$10 - 9 = \square$$



Subtraction From 10

$$10 - 8 = \square$$



EYFS Adult Input Plan

Topic Theme: Mathematics	Activity Title: Superhero Subtraction From 10.
Date:	Organisation: Small group work, inside on the carpet or at a table.
Learning Intention: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (M: N ELG)	
Key Questions: Can you count how many superheroes there are? Can you sing the song with me? Can you count how many are left? Can you take away <i>this many</i> ? Can you say the number sentence? Can you work out how many there would be left if we took away <i>this many</i> ?	Key Vocabulary: Subtraction, take away, equals, number, 1 2 3 4 5 6 7 8 9 10. How many, superhero, flies away, count, check, left, look, sing, say, number sentence, less.
Resources: Cute Superhero Character Cut-Outs , lolly sticks, sticky tape, 10 Superheroes Subtraction Song, salt dough, tray.	
Adult Role(s): Before the session, cut out the Cute Superhero Character Cut-Outs and attach lolly sticks on the back of them. Stick each of the superheroes in a small lump of salt dough to stand them up on the lolly stick, so it appears that they are flying. Stand them up in the tray. <ul style="list-style-type: none"> Count the superheroes 1-10. Explain to the children that the 10 superheroes are flying around the world looking for people who need help and that you are going to sing a song to help everybody to learn about taking numbers away from 10. Sing the following song to the children, using the tune of '5 Little Men in a Flying Saucer'. '10 superheroes who were saving people, flew round the world one day, they looked left and right, and they saw quite a fright, so one superhero flew away.' Ask the children how many superheroes are now left to help people in danger, after one has flown away. Count the superheroes with the children, using one-to-one correspondence. Continue singing the song, taking one away from each number, until there are no superheroes left. Suggest to the children that some incidents may need more than one superhero, so they are going to take more than one superhero away from 10 this time. Sing the following song, inserting in a different number below 10 each time. "10 superheroes who were saving people, flew round the world one day, they looked left and right, and they saw quite a fright, so 3 superheroes flew away." Ask the children to take 3 superheroes away and count how many are left. Say the number sentence created, e.g. "10 take away 3, equals 7," then ask the children to repeat it. You could then sing "7 Superheroes who were saving people, flew round the world one day, they looked left and right, and they saw quite a fright, so 2 superheroes flew away." Then ask the children to take 2 away and say the number sentence, "7 take away 2, equals 5." Continue this until you get to zero and then put 10 superheroes back and repeat with different numbers. 	
Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> You may want to begin with 5 superheroes and take different numbers away, before moving to 10. Some children may need to practise taking different numbers away from 10 before they take away from the number left over. You might want to keep putting 10 superheroes back into the tray and singing to take away from 10 each time. It may be appropriate for children to learn the written subtraction, e.g. "10 - 6 = 4". You could write this on a whiteboard or use the Superhero Subtraction Number Sentence. 	
Ideas for Extension into Continuous Provision:	

- Add these Superhero-themed [Subtraction From 10 Cards](#) into the classroom for children to try independently.
- These [Reception Maths Challenge Cards](#) would be useful for children to access independently and continue applying knowledge they have been taught in adult led activities.

Opportunities for Observation and Assessment:

C&L: Listening and Attention

(30-50) Is able to follow directions (if not intently focused on own choice of activity).
 (40-60) Two-channelled attention – can listen and do for short span.
 (ELG) Children listen attentively in a range of situations.

C&L: Speaking

(40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 (40-60) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

M: Numbers

(22-36) Uses some language of quantities, such as 'more' and 'a lot'.
 (30-50) Knows that numbers identify how many objects are in a set.
 (30-50) Shows an interest in representing numbers.
 (40-60) Counts objects to 10, and beginning to count beyond 10.
 (40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 (40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
 (40-60) Records, using marks that they can interpret and explain.
 (ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

EA&D: Exploring and Using Media and Materials

(30-50) Sings a few familiar songs.
 (ELG) Children sing songs, make music and dance, and experiment with ways of changing them.

Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:



10 Superheroes Subtraction Song

(Sing to the tune of 'Five Little Men in a Flying Saucer'.)

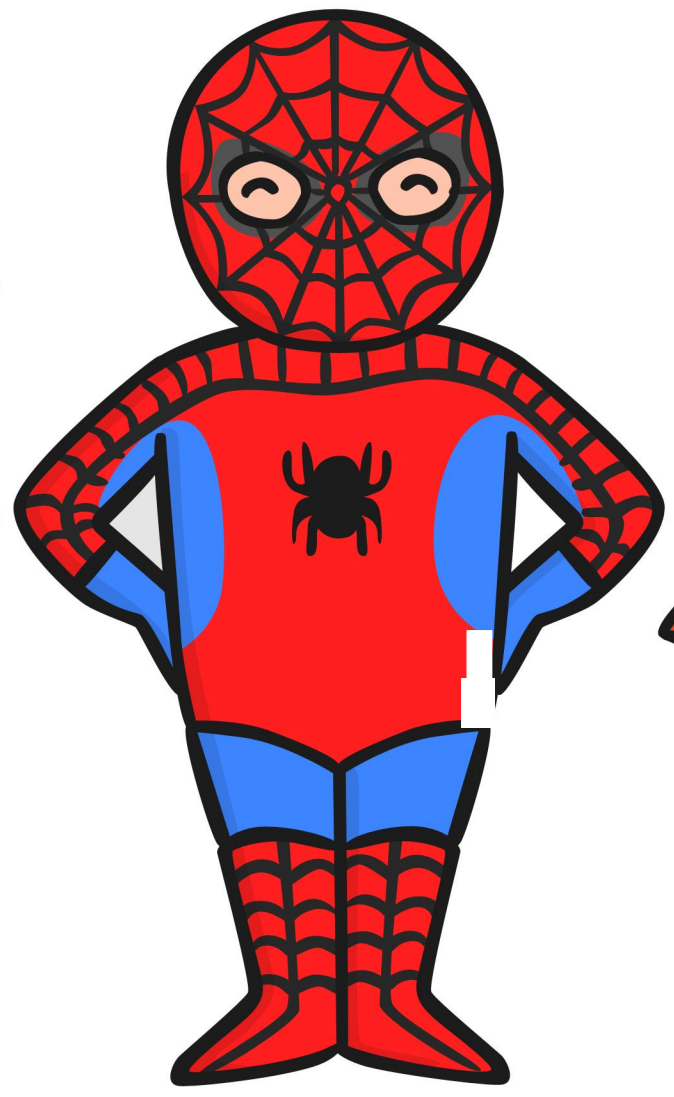
10 superheroes who were saving people,
Flew round the world one day.

They looked left and right,
And they saw quite a fright,
So one superhero flew away.

10 superheroes who were saving people,
Flew round the world one day.

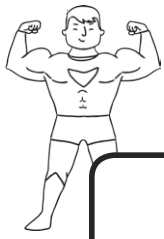
They looked left and right,
And they saw quite a fright,
So ___ superheroes flew away.







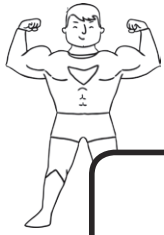
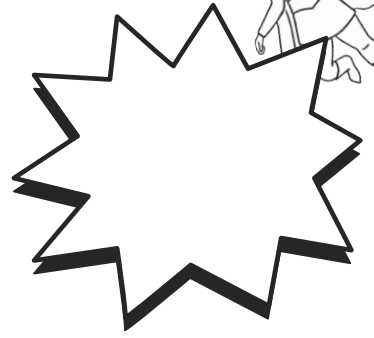




Superhero Subtraction Number Sentence

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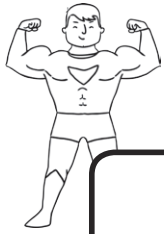
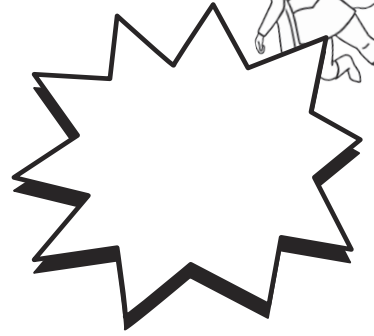
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Superhero Subtraction Number Sentence

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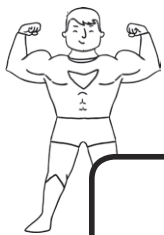
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Superhero Subtraction Number Sentence

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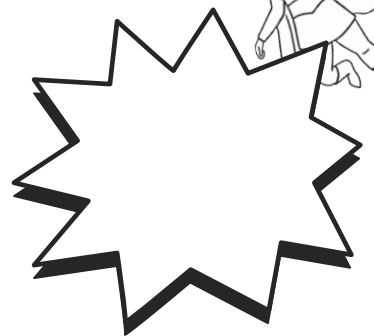
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Superhero Subtraction Number Sentence

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Superhero Subtraction Number Sentence

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Superhero Subtraction Number Sentence

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Superhero Subtraction Number Sentence

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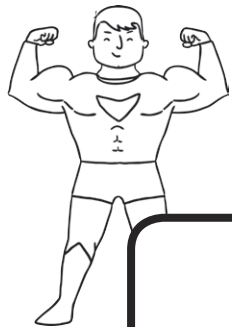


Superhero Subtraction Number Sentence

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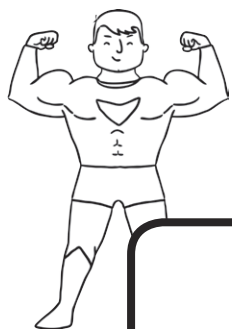
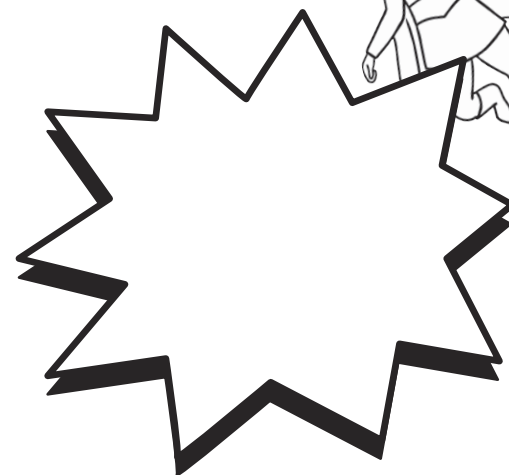




Superhero Subtraction Number Sentence

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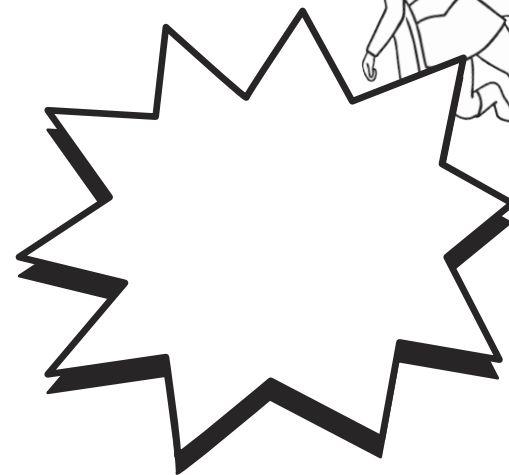
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Superhero Subtraction Number Sentence

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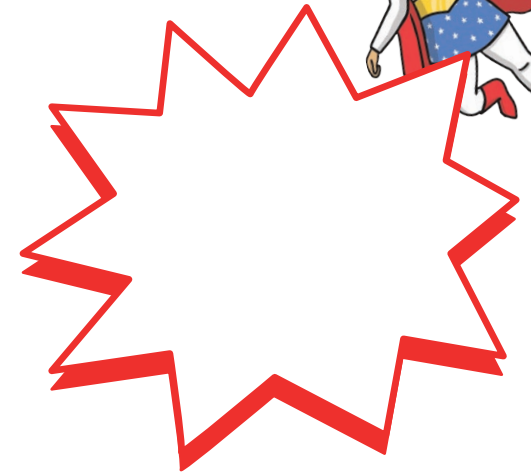




Superhero Subtraction Number Sentence

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Superhero Subtraction Number Sentence

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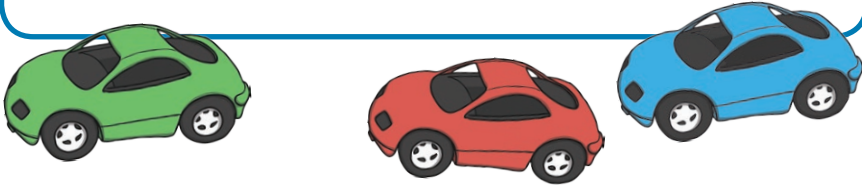
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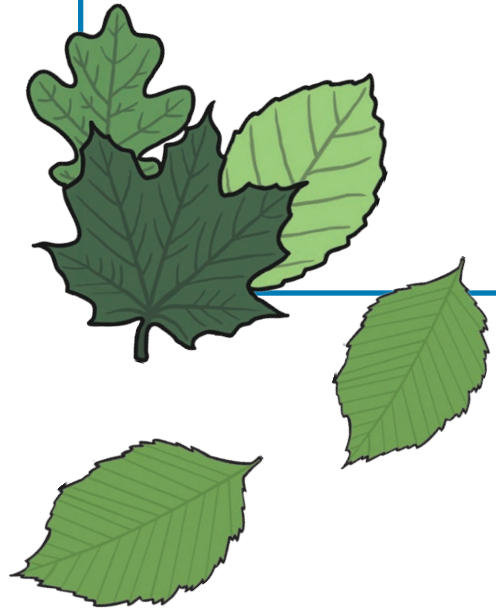
Using Objects to Add and Subtract

Home Learning Challenges

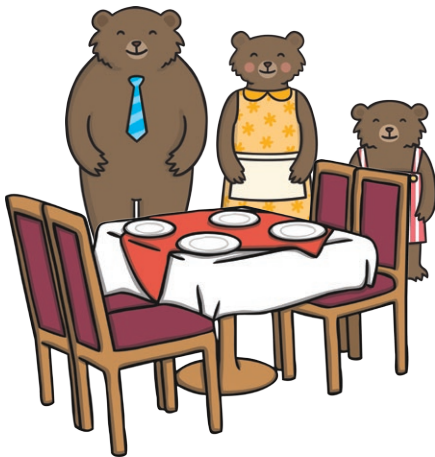
Set up 6 toy cars. Drive 2 cars away. How many cars are there now?



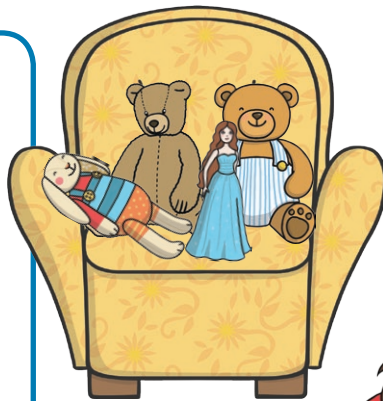
Collect 5 leaves from outside. Find 4 more. How many do you have in total?



Set out 3 plates for The Three Bears. Then add 3 more for the Three Little Pigs. How many do you have altogether?



Choose 4 of your favourite toys to read a story to. Each toy brings a friend, so that is 4 more toys. How many toys do you have in total?



Build a tower with 7 bricks. If you take 3 bricks away, how many bricks would be left in the tower?



There are 10 superheroes and 6 fly off to rescue people. How many are left? You could draw the superheroes to help you.

