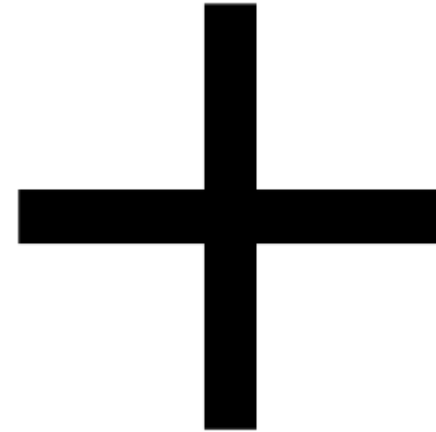


# Parent Information: Addition

The learning this week is Addition. It is important to help your child focus on the key learning, being able to identify that the numbers have been added together to create a bigger number.

The LO stands for the learning objectives. These are what we want the children to be able to say by the end of the lesson.

Resources-



# Day 1: What do you remember?

Last Week...

What does subtraction  
mean?

LO: To count to 20

Can you shout these words out?

add

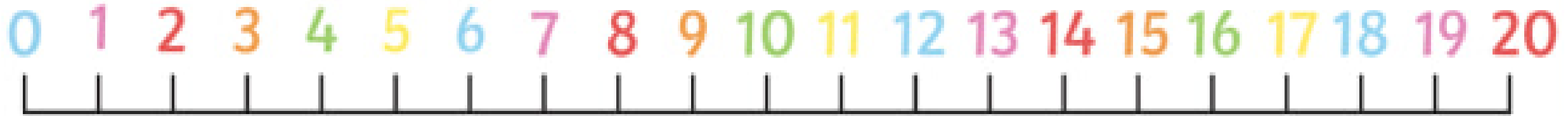
more

bigger

combine

total

*Warm up: Let's count up to 20....*



*Can you guess  
what comes  
next?*



*What would 3 more  
than 14 be?*

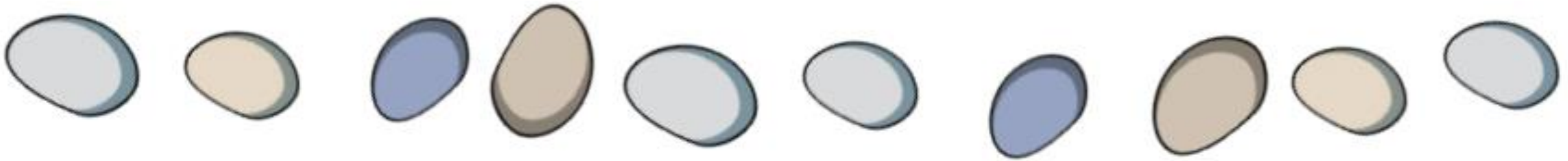
# The Pebble Game!

## Rules of the game

Have 11/21 pebbles on the board.  
Teacher and children take it in turns to  
add 1, 2 or 3 pebbles at a time.  
The winner is the player who avoids  
adding the last pebble!



How many are  
left to be added  
on?



Can you decide  
who will have  
their turn first?



If I added 6 more  
pebbles, how  
many would  
there be?

# Counting on with everyday objects!



I have 10 lego bricks and I want to get to 16.

Count on from 10 to 16.

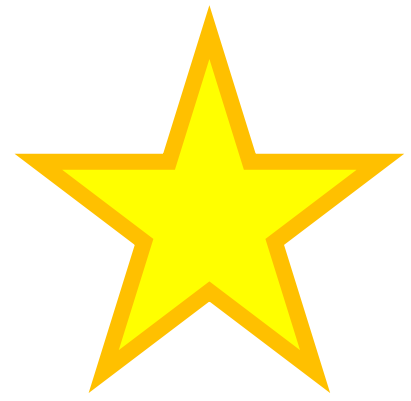
How many bricks did I add to get to 16?

$10 + \dots = 16$  Can you say the number sentence?





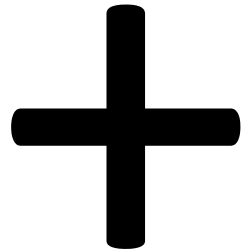
# *Activity*



*Can you create your own number line  
and count all the way to 20 using it?*

# TUESDAY : You will need...

**Lesson:** Children will need their cubes/counters and whiteboards.



# *What do you remember?*

Last Term...

Odd numbers

Last Week..

$9 - 4 = 6$ . True or False?

Yesterday...

Count on from 10 to 20!

# LQ: Can I practice simple addition?

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



*Important words to use:  
Whisper the words*

*addition*

*more*

*counting on*

*bigger*

*Warm up: I'm thinking of a number...*



*It's one more than....but one  
less than....*



*You have 1 minute to think  
of your own...quick tell  
your friend!*

9

Can you write all the  
numbers that are more  
than 9 all the way to 15!

# Counters/cubes



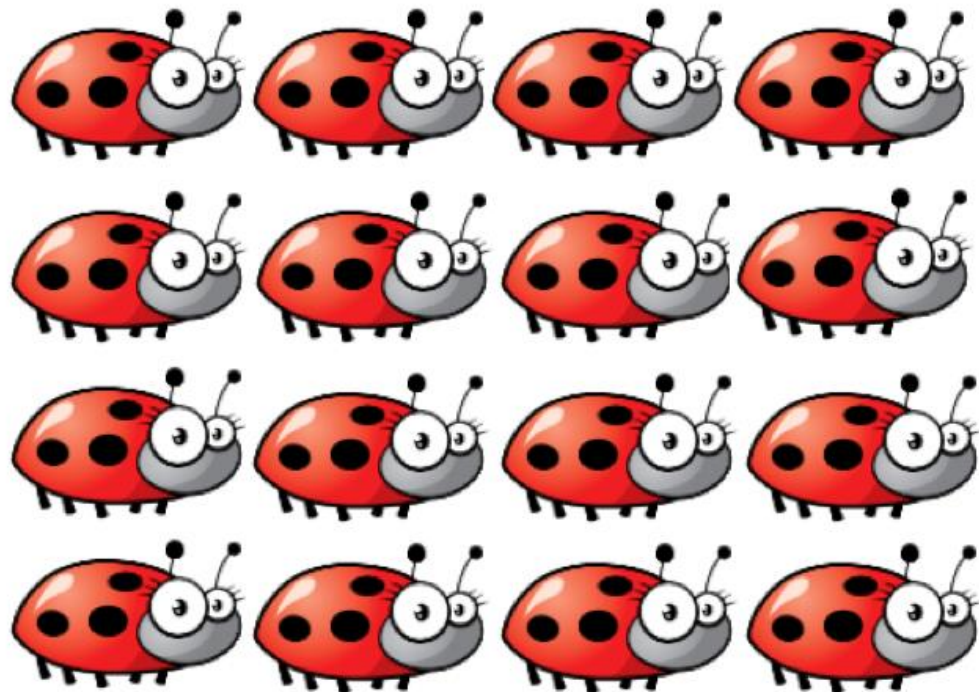
1. Count out 9.

Can you add 5  
counters? How many  
counters do you have  
now?

Can you say the  
full number  
sentence? Can you  
show your own  
addition sentence  
using the cubes?



I have 16 ladybirds...



Can you find  
16 on your  
class  
number line?



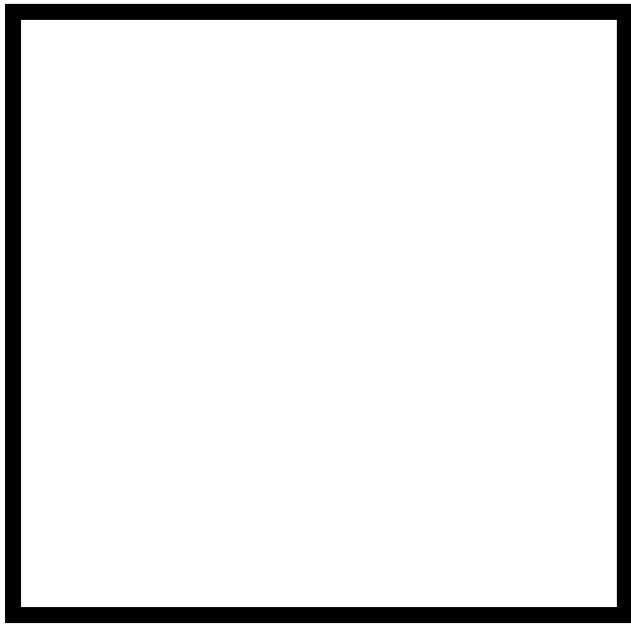
I want to  
add 5!

How many will  
there be?

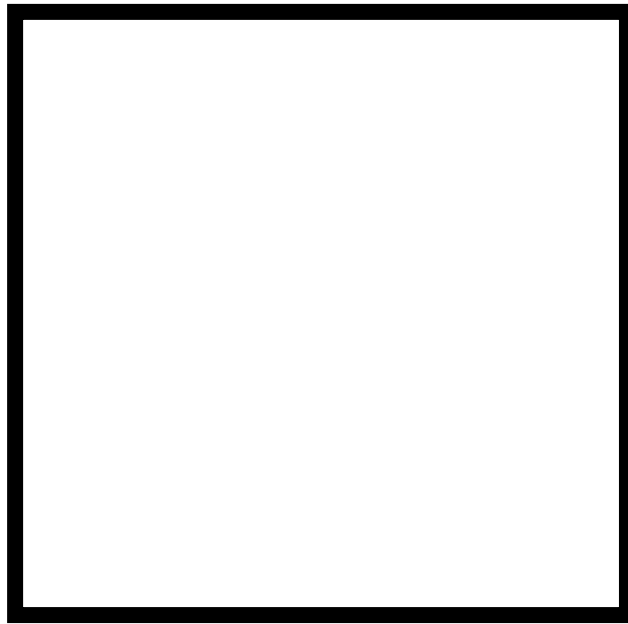


**We jump forwards!**

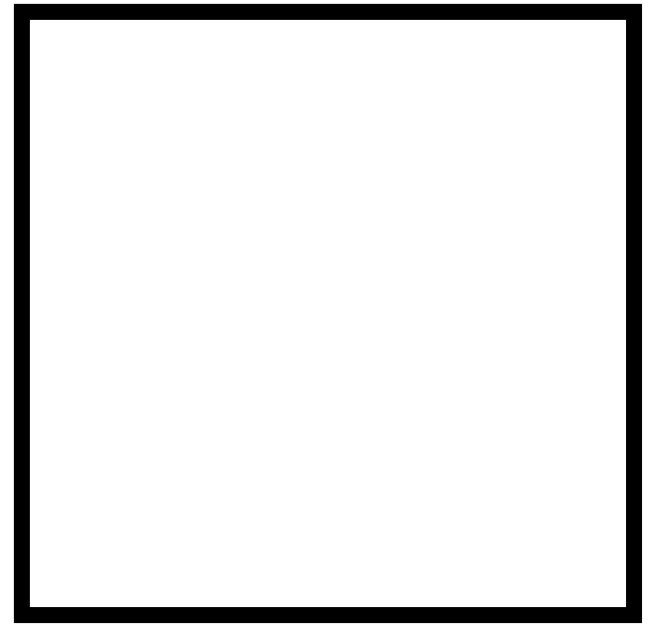
Can you draw/write this as a number sentence?



+



=





# *Activity*

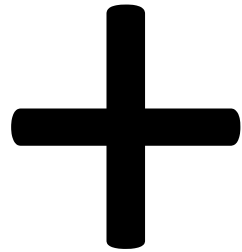


*Can you write which numbers are one more than  
17, 23, 31?*



# WEDNESDAY : You will need...

Lesson:



# *What do you remember?*

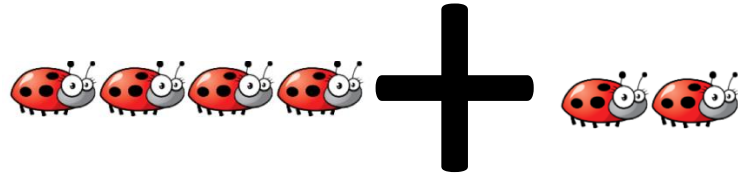
Last Term...

Tell me something about  
a cube.

Last Week..



Yesterday...



# LO: How can I work out an addition sentence?

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



*Important words to use:*  
*MTQ/T*

*addition*

*more*

*counting on*

*number*

*Warm up: What is more than this number?*

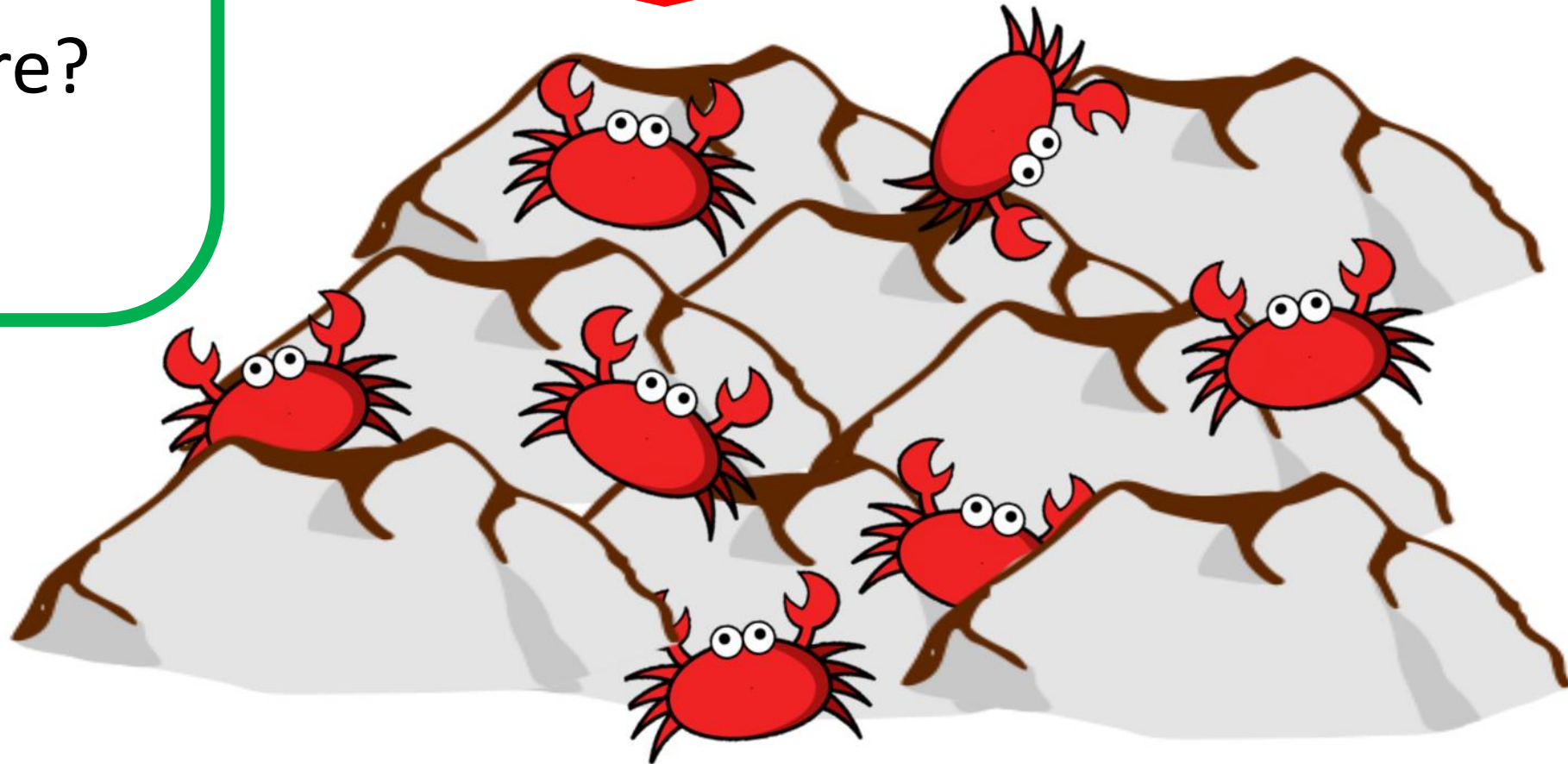
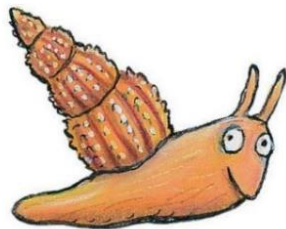
19





Living on the rock  
are some crabs. How  
many are there?

2 more decide to join with. How  
many will there be now?



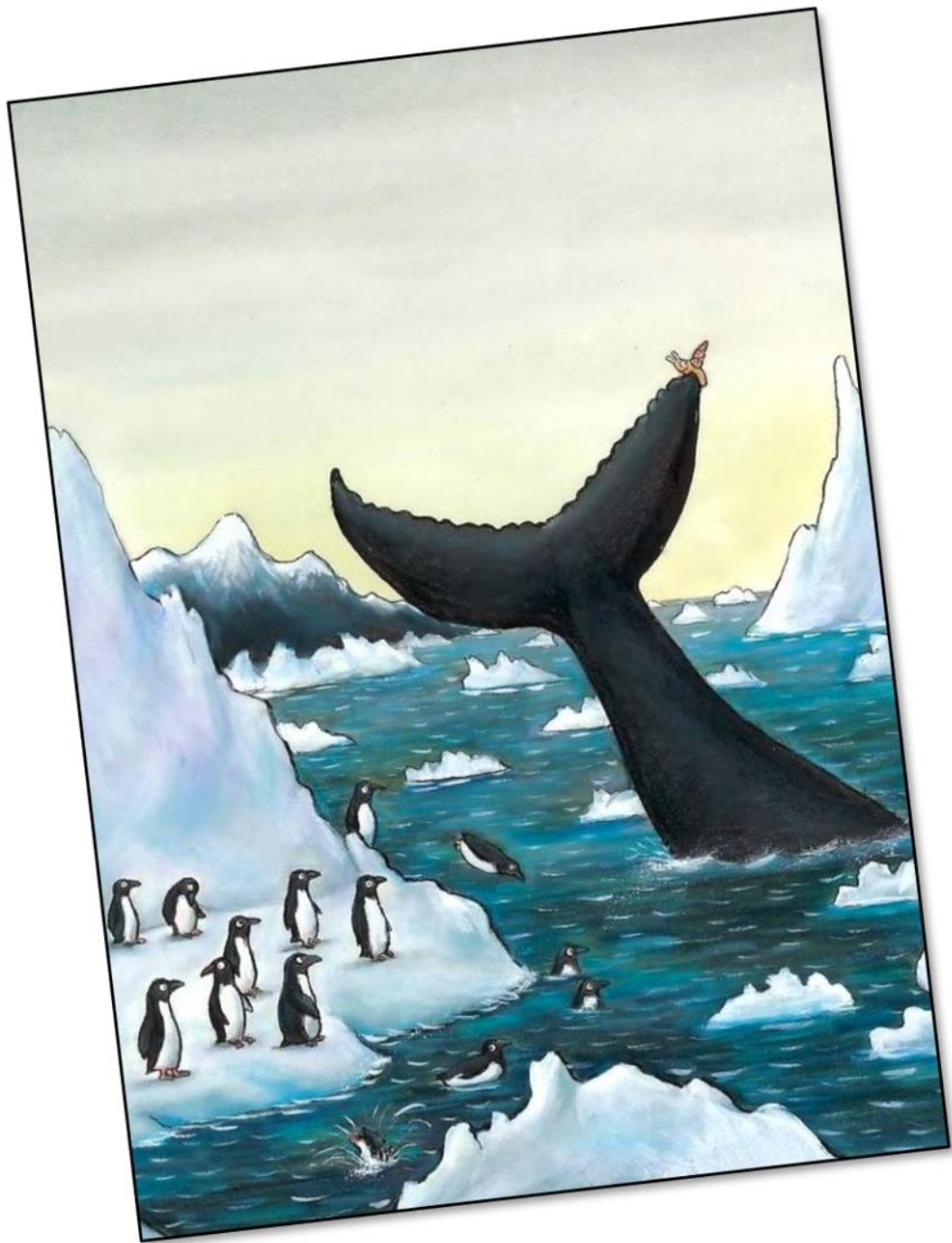
How would we write this as a number sentence?

$$\square + \square = \square$$

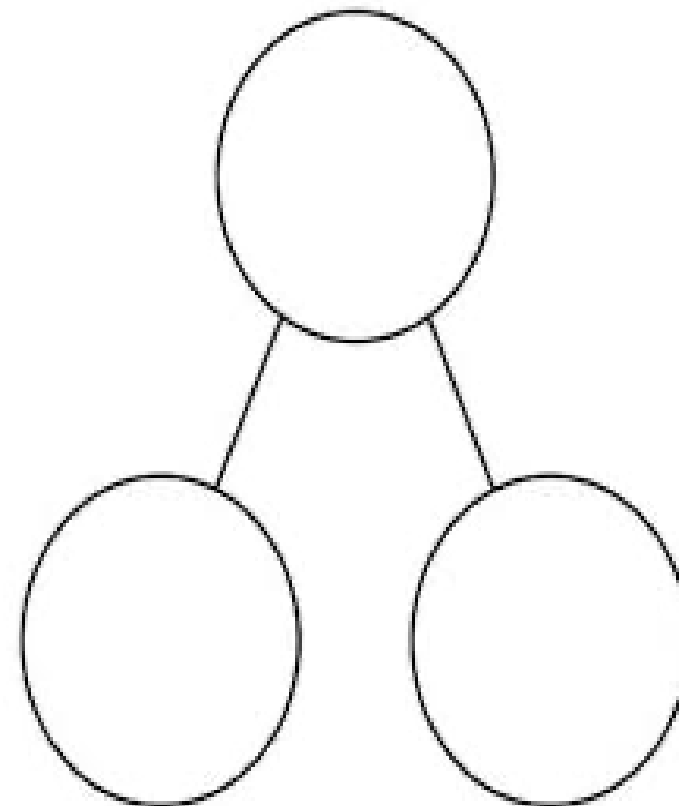


Living on the  
rock are how  
many snails?

4 more decide to join! How many  
are left?



If I add 3 more penguins how  
many penguins would there  
be?





# *Activity*



*Can you choose your favourite story character and draw your own subtraction problem?*



*What do you remember?*

Last Week..

$$10 - 3 =$$

Yesterday...

$$4 + 2 =$$



# LO: How can I work out addition problems?

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



*Important words to use:*  
*MTQ/T*

*addition*

*sentence*

*counting on*

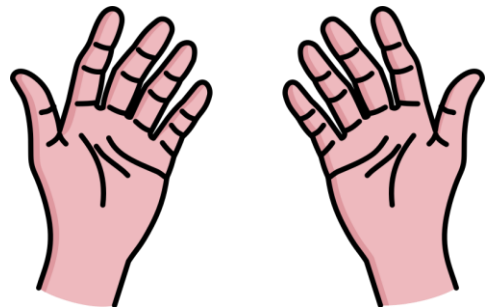
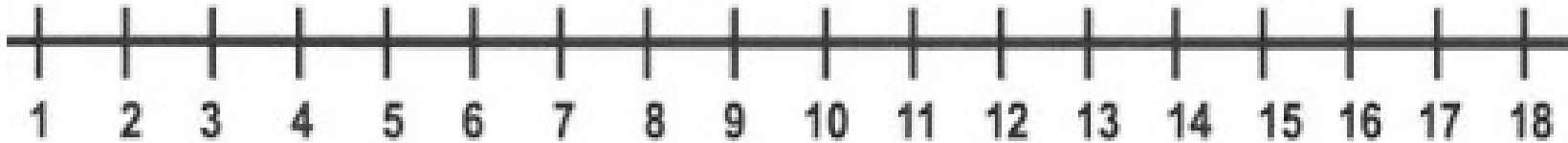
*word problem*



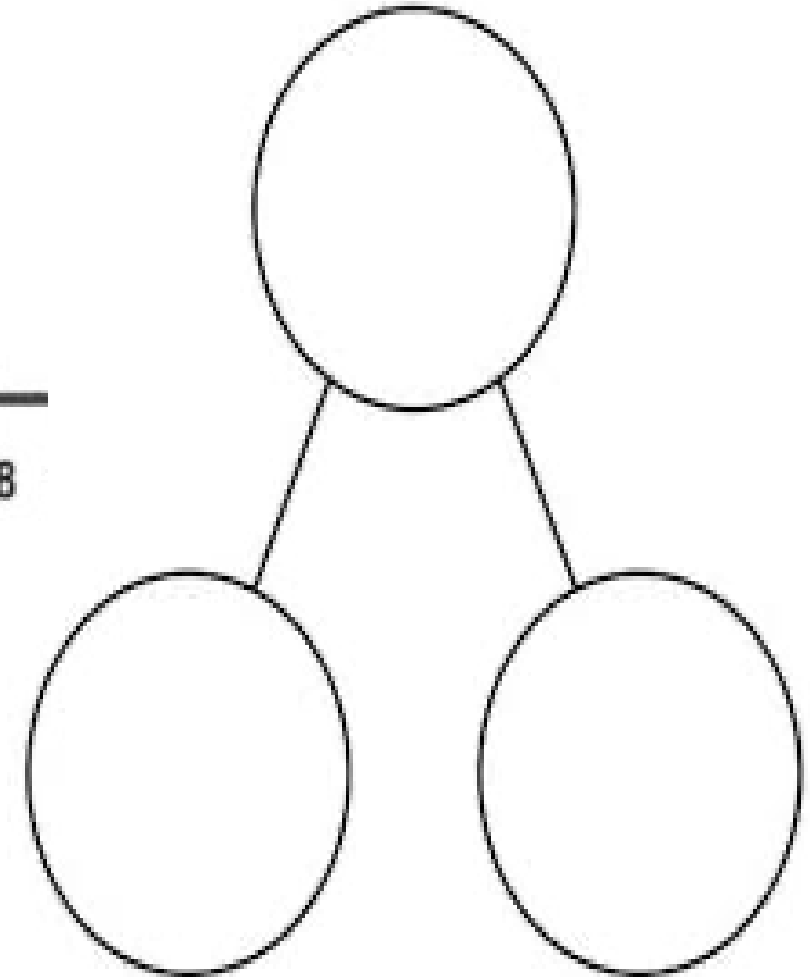
*Warm up: What is one more than*

185

Connor has 4 flowers and Chris gives him 6 more. How many does Connor have now?





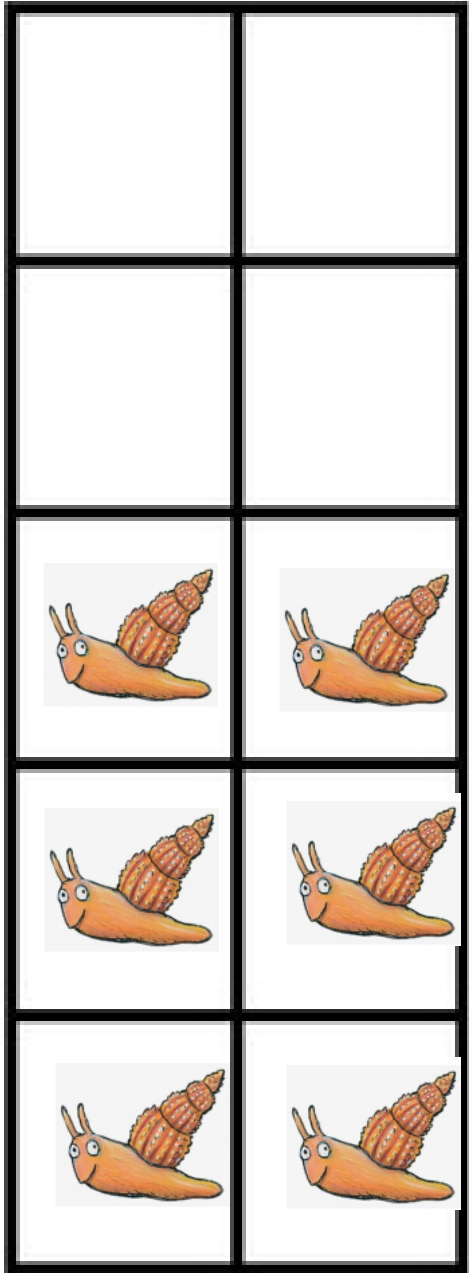
How could we use our fingers to help us?



# missing numbers

Connor has 2 apples and Chris gives him 5 more. How many will he have?



I have 6 snails and I add 3 more. How many would I have?

**a. 7**

**b. 8**

**c. 9**

If I added 2 more, how many would be?

# Challenge Question

What would need to  
go here to make the  
number sentence  
work?

$$\boxed{6} + \boxed{\phantom{00}} = \boxed{9}$$



# *Activity*



*Can you come up with your own addition sentences to ask your friends?*