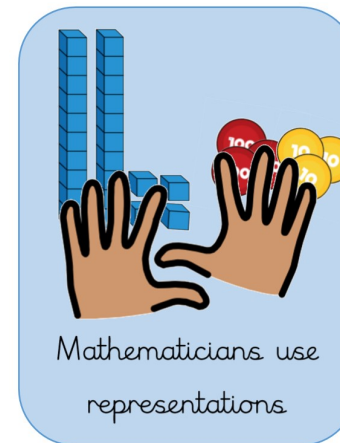
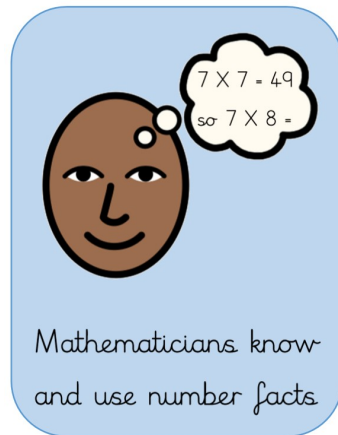


## Tens frames Activities

## The Add'em Scale



The Add'em Scale is introduced in EYFS and used throughout the school at.

At school we teach a mastery curriculum with an emphasis on reasoning and fluency of number facts.

The Add'em Scale is used to extend their reasoning.

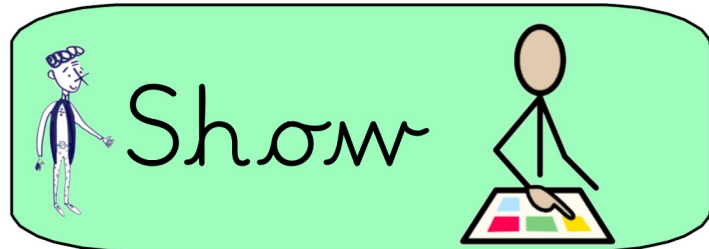


Examples:

Describe: How do you know there are 2 left?

Show: Can you give me 6 marbles?

Explain: How do you know that is taller?



Hi I am Add'em



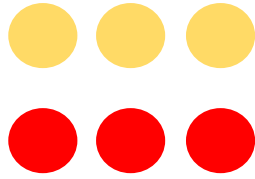
### Nursery Key Maths Skills:

- Fast recognition of up to 3 objects, without having to count them individually.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.

### Reception Key Maths Skills:

- Compose and make numbers to 10
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Count objects, actions and sounds.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## Doubles

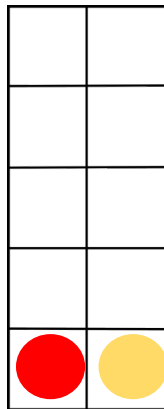
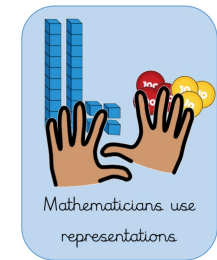
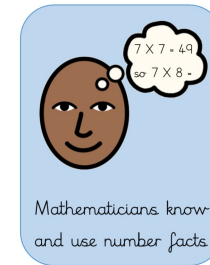
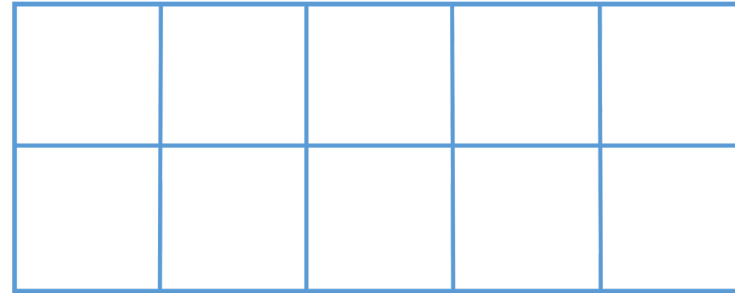


### Resources:

Tens frames

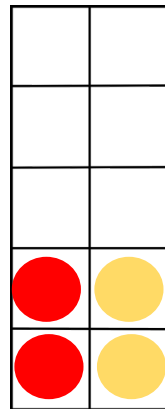
### What to do?

1. Demonstrate doubling a number with tens frames
2. Start with double 2 and double to 4
3. Practise doubling 1, 2, 3, 4, 5



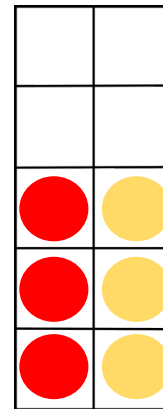
Double **1**

is 2



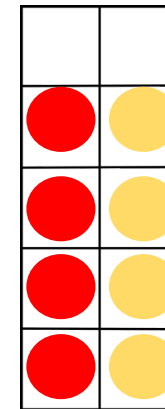
Double **2**

is 4



Double **3**

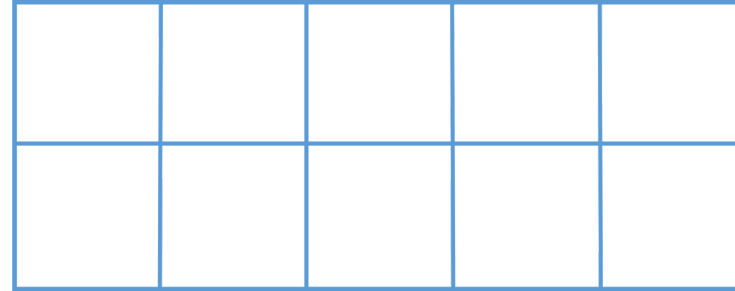
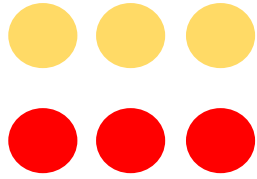
is \_\_\_\_



Double **4**

is \_\_\_\_

## Halving

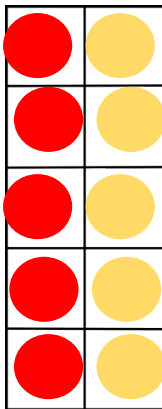
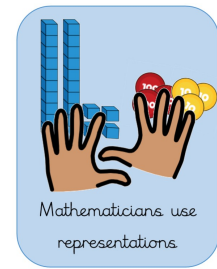
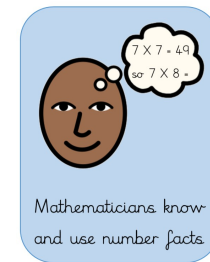


## Resources:

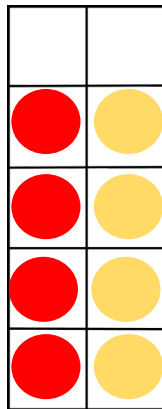
Tens frames

## What to do?

1. Demonstrate halving a number with tens frames
2. Start with 10 and halve to 5
3. Practise halving 10, 8, 6, 4, and 2 counters

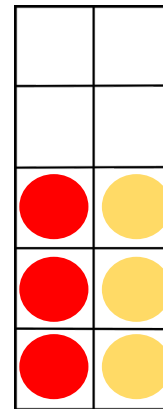


half 10 is 5



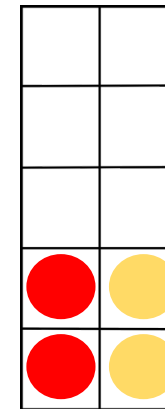
half 8

is \_\_\_\_



Double 6

is \_\_\_\_



Double 4

is \_\_\_\_

## First to ten

Learning: Adding to 10

## Resources:

Tens frames, 1-3 dice

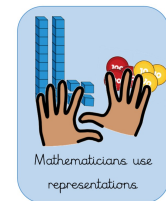
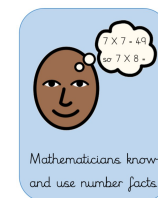
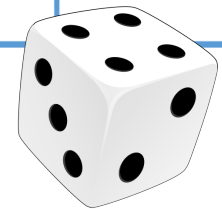
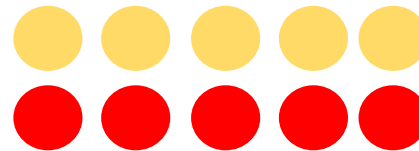
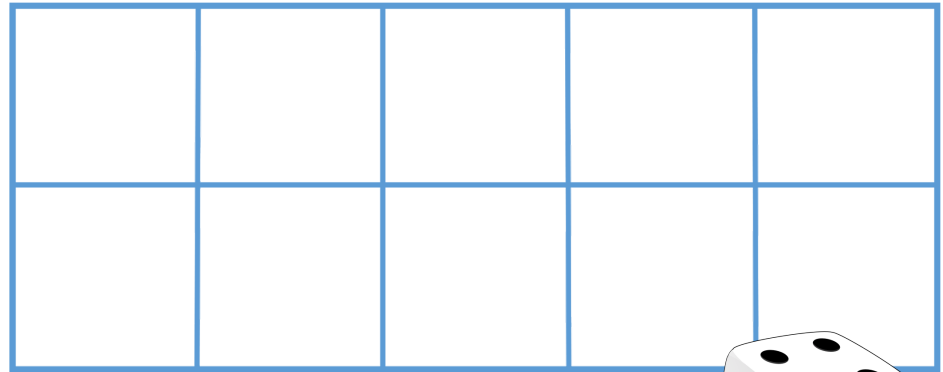
(draw on a 1-3 die with masking tape)

## What to do?

1. Take an empty tens frame
2. Roll a 1-3 die and place that number onto the tens frame
3. Continue taking turns rolling and adding to the tens frames.
4. The first to ten wins.

## Extension questions:

- Can we get exactly 10? What would you need to roll?

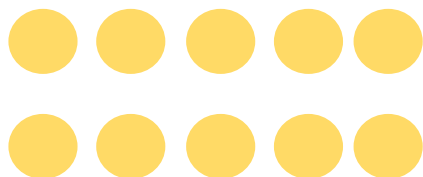


## Five frames

Learning: Numbers 5—10

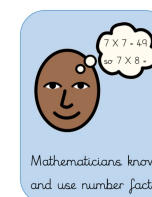
## Resources:

Two 5 frames



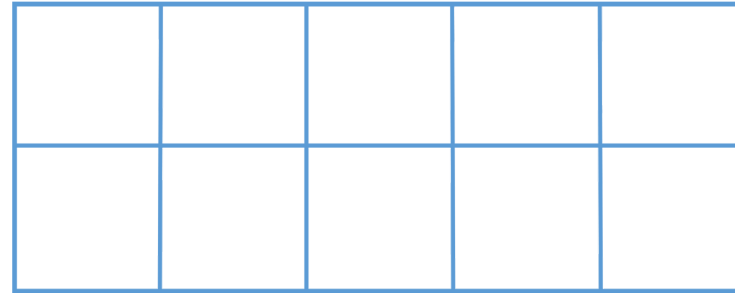
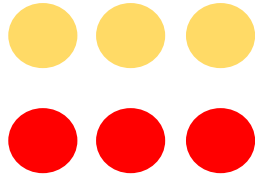
## What to do?

1. Fill in one fives frame with counters
2. Add 2.
3. How many altogether?
4. Practise adding different numbers ( 0-5 )
5. Ask your child to write the numbers they see and to tell you how they know.



“5 and 2 are equal to 7”

Focus on addition

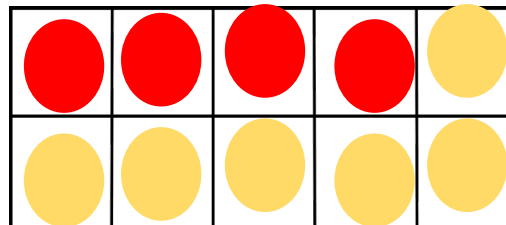
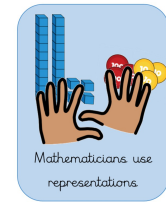
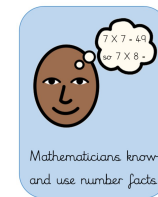


Resources:

Tens frames

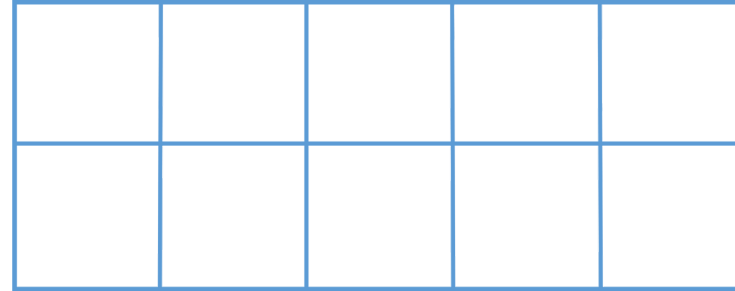
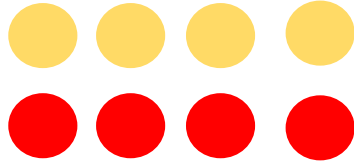
What to do?

1. Hold up a ten frame (  $4 + 6$  ) and ask "tell me the number pattern here?"
2. How many gaps are there?
3. State the number sentence ' 6 and 4 is equal to 10 '
4. Record the number equation (  $6 + 4 = 10$  )
5. Repeat several times with different equations.





## Focus on subtraction

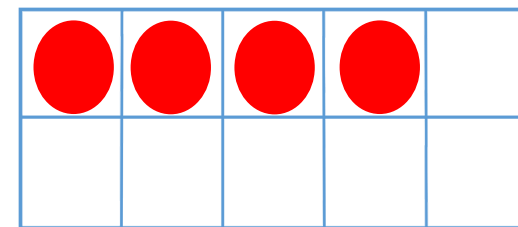
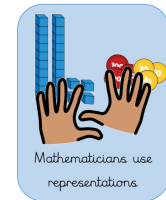
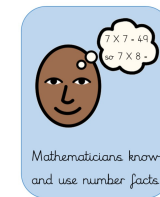


## Resources:

Tens frames

## What to do?

1. Explain that you are going to use tens frames to show task-away equations starting with 10.
2. Hold up a ten frame and ask how many dots could fit in the frame?
3. How many have gone?
4. How many are left?
5. Who can give me a number sentence?
6. “Ten take away **six** is equal to **four**”
7. Repeat with different examples.



Two 5 frames

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If you don't have counters use pasta, small toys, dried beans or coins

Tens frame


If you don't have counters use pasta, small toys, dried beans or coins