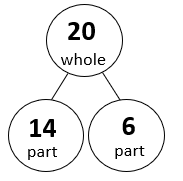
Notes for parents:

Some children will find this learning more tricky than others. It is fine to work practically without recording anything until your child is comfortable. The challenge questions are not for everyone - you should ensure your child is challenging themselves at an appropriate level.

There are 2 Numberblocks episodes you can watch to support the language and processes in this learning <https://www.bbc.co.uk/iplayer/episode/b08dr1l3/numberblocks-series-1-the-whole-of-me> and <https://www.youtube.com/watch?v=g9FTIXyo28o> (clip only).

Warm up

Practise your number bonds to 10 – use your fingers and objects to prove it!

Part 1

Find 20 small objects - count and double check.

Roll a dice and write that number in one of the parts.

Take that number of objects away from your group.

Count the remaining objects and write that in the other part.

Add the two groups of objects back together again and check you still have 20.

Discuss what is happening.

Repeat this until your child is confident.

Part 2

Repeat as above but also write a number sentence to represent what you have done eg. 20 – 6 = 14

Too tricky?

If your child struggles, start by doing the same activity but with 10 objects as the total.

Challenge

Can you write the inverse number sentence? Eg. 20 – 6 = 14 so 14 + 6 = 20

Need another challenge?

Ask you child to explain what they notice about the calculations. Can they reason about what is happening? Can they see any connection to their number bonds to 10? What do you notice about the ones digit in the calculations?

**Key Language**

We are *partitioning* 20 into two numbers. 14 is a *part*, 6 is a *part* and 20 is the *whole*. 20 is the *total.* We are *subtracting, taking away, adding* and finding the *inverse*. The symbol = means is *the same as* or *equals.*

OLI: to represent number bonds to 20 using a part part whole model

