

Give me five

Activity 1

Focus of activity: Partitioning 5; Selecting and reading the matching additions.

Working together: conceptual understanding

- Show children two paper plates and five items of food, e.g. five wrapped biscuits. *We're going to split these five biscuits between the two plates.*
- Ask a child to put some on one plate and the rest on the other plate. Ask children how many are on each plate, e.g. 3 and 2. Write the matching addition $3 + 2 = 5$ on a card. *We have three biscuits on this plate and two on this plate, that's five altogether. Three add two equals five.*
- Swap the two plates around to show 2 and 3. *We've still got the same number of biscuits, just the other way around.* Write the matching addition: $2 + 3 = 5$. *This is the same sum, just written the other way around.*
- Remove the biscuits and ask a child to split them in a different way. Write the matching addition, e.g. $4 + 1 = 5$ on a separate card. Swap the two plates so you have the addition the other way around.
- Continue until you have all the possible additions, including all five biscuits on one plate to give $5 + 0 = 5$ and $0 + 5 = 5$.
- Put all the cards in order, e.g.

$$5 + 0 = 5$$

$$4 + 1 = 5$$

$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$1 + 4 = 5$$

$$0 + 5 = 5$$

- Can children see any patterns?

Up for a challenge?

Ask children to close their eyes. Put three biscuits on one plate and two on the other. Cover one of the plates with a cloth. Children open their eyes. *How many biscuits do you think are under the cloth? How do you know?* Ask children to put up three fingers on one hand. *This is the number of biscuits you can see. There are five biscuits altogether, so how many are hidden?*

Now it's the children's turn:

- In advance, spray one side of some dried beans red, e.g. haricot beans. Give each pair five beans. They take it in turns to shake the beans and then drop them on the table. *How many are in each colour?* They choose the addition card to match. They repeat until they have used all the addition cards.
- Go round the group and check their additions as they select them. Encourage them to read the additions.

S-t-r-e-t-c-h:

If children cope well, ask them to take it in turns to cover one of the first two numbers in an addition. The other child works out what number is hidden. They can use the beans to help.

Things to remember

Remember that this sign (+) means add. We are adding two numbers together to make 5. How many pairs to 5 can children remember?

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources	Outcomes
<ul style="list-style-type: none">• Two paper plates and five items of food, e.g. five wrapped biscuits• Cloth• Blank cards• Five dried beans (e.g. haricot beans) for each pair, with one side sprayed red• Addition cards (see child instructions)	<ol style="list-style-type: none">1. Children can partition 5 into two groups and select the matching addition.2. Children begin to know a few pairs to 5 by heart.

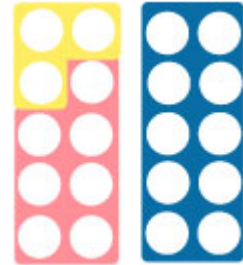
Stick sums

Activity 2

Focus of activity: Finding pairs which make 10; Selecting and reading the matching additions.

Working together: conceptual understanding

- Give each pair of children two sets of number shapes or the sheet of cut out shapes (see child instructions)*.
- Ask each pair to find a 10 shape, and then find two shapes to place on top of the 10 shape. They must cover the 10 shape exactly, but not overlap. Challenge each pair of children to find a different pair of shapes to their neighbours.
- As a group, look at each pair's shapes in turn. Write the addition which goes with their pair of shapes, e.g. $5 + 5 = 10$, on a strip of card.
- When you have each pair's additions, arrange the strips of card, so the first number in each addition is biggest, e.g. $9 + 1 = 10$, $8 + 2 = 10$...
- Are there any pairs to 10 still missing? Use the number shapes to make these and write the missing additions on strips of card, including $10 + 0 = 10$. Point out how $9 + 1$ and $1 + 9$ are the same pair just in a different order! Take a pair of number shapes and turn them round to show this.



*Alternatively, use cubes to make sticks of 1, 2, 3, 4, 5...10 cubes, each stick in a different colour.

Up for a challenge?

Ask children to hold up a number of fingers, e.g. 6. *How many more are needed to make 10? Look at the fingers still folded down.* Repeat for other numbers of fingers.

Now it's the children's turn:

- Children make sticks of 1, 2, 3, 4 and 5 cubes in one colour and sticks of 5, 6, 7, 8 and 9 cubes in a different colour. They put pairs of sticks together to make as many different pairs to 10 as they can. They find the matching addition for each.
- Go round the group and check their additions as they match them. Encourage them to read the additions.

S-t-r-e-t-c-h:

If children cope well, ask them to find ALL the pairs to 10.

Things to remember

Remember that if we know 6 and 4 make 10, we also know that 4 and 6 make 10! Use one of the pair's sticks of 10 to show this, turning it to show both additions. Repeat with 9 and 1, 8 and 2, and 7 and 3.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.


Resources	Outcomes
<ul style="list-style-type: none">• Number shapes, e.g. Numicon®, or cut out shapes (see child instructions)• Interconnecting cubes in different colours	<ol style="list-style-type: none">1. Children can find some pairs of numbers which make 10.2. Children begin to find ALL pairs which make 10.


Stick sums

Activity 2


$$10 + 0 = 10$$

$$9 + 1 = 10$$


$$8 + 2 = 10$$


$$1 + 9 = 10$$


$$0 + 10 = 10$$


Stick sums

Activity 2

