**Task:**

**Instructions**

**Pairs with TA or T Working towards ARE**

· Have each pair 10 cubes and a whiteboard each.

· Take turns to break the cubes into 2 parts and write the number bond in their whiteboards, e.g. 4 + 6 = 10.

· Check your additions and explain they should all make 10!

· Write all the additions on a large piece of paper.

· How do we know we have all the different combinations that make 10?

**Rubric**

|  |  |
| --- | --- |
| · I can split cubes of 10 in different ways and relate this to number bonds to 10. |  |
| · I can write the addition number sentence.  |  |

**Task:**

**Instructions**

**Pairs with TA or T Working at ARE**

· Have each pair 10 cubes and a whiteboard each.

· Take turns to break the cubes into 2 parts and write the number bond in their whiteboards, e.g. 4 + 6 = 10.

· Check your additions and explain they should all make 10!

· Write all the additions on a large piece of paper.

· How do we know we have all the different combinations that make 10?

 **Rubric**

|  |  |
| --- | --- |
| · I can split cubes of 10 in different ways and relate this to number bonds to 10. |  |
| · I can write the addition number sentence.  |  |

**Task:**

**Instructions**

**Pairs with TA or T Greater Depth**

· Have each pair 10 cubes and a whiteboard each.

· Take turns to break the cubes into 2 parts and write the number bond in their whiteboards, e.g. 4 + 6 = 10.

· Check your additions and explain they should all make 10!

· Write all the additions on a large piece of paper.

· How do we know we have all the different combinations that make 10?

*Greater Depth by challenging children to think how they can check that they have every pair (e.g. ordering them, 10 + 0, 9 + 1, …).They discuss this in their pairs rather than as a whole group. Can they work out how to do this systematically?*

**Rubric**

|  |  |
| --- | --- |
| · I can split cubes of 10 in different ways and relate this to number bonds to 10. |  |
| · I can write the addition number sentence.  |  |