**Task:**

**Instructions**

**Group of 6 – with TA or T Working at ARE and adapted for children Working towards ARE**

· Write 10 + 2, 10 – 2, 15 – 2, 7 – 2, 9 + 2, 16 – 2 on flipchart.

· Take the first number sentence and locate the first number (10) on their beaded line.

· Count on/back 2 beads.

· Then label where they land.

· Finally draw a hop labelled + or – 2.

· Read this as take away 2, or subtract 2.

· Complete the rest of the number sentences on the flipchart with a partner.

· Discuss with the group the relationship between addition and subtraction, e.g. Find 13 and add 2. What if we took the 2 away again, where would we land?

**Rubric**

|  |  |
| --- | --- |
| · I can find 2 more/less than any number up to 20. |  |
| · I can work out addition and subtraction number sentences using a beaded line. |  |

**Task:**

**Instructions**

**Pairs – independent or with TA Greater Depth**

· Work in pairs to shuffle a pack of 1–20 cards.

· They take a card, e.g. 13 and label it on the 20-beaded line.

· Count on 2 more beads.

· Label where they land and label the hop + 2.

· Count back 2 beads from 13. · Label where they land, and label the hop – 2.

· Discuss and record the number sentence for each.

· Do this for at least 5 cards drawn at random from the pack.

· Look at each pair of answers starting with the first, e.g. at 15 and 11. How far apart are these?

· What do they notice about each pair of answers?

**Rubric**

|  |  |
| --- | --- |
| · I can record addition and subtraction number sentences. |  |
| · I can spot patterns and relationships between adding and subtracting. |  |

**Task:**

**Instructions**

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**Rubric**

|  |  |
| --- | --- |
| · I can find 2 more/less than any number up to 20. |  |
| · I can work out addition and subtraction number sentences using a beaded line. |  |