Addition facts for 10

National Curriculum attainment targets

• Read, write and interpret mathematical statements involving addition (+) and equals (=) signs

• Represent and use number bonds within 20

Lesson objective

• Recall addition facts for ten

Previous related lessons

Unit 1, Week 2, Lessons 1 and 2; Unit 2, Week 1, Lessons 1,

3 and 4; Unit 2, Week 2, Lessons 1, 3 and 4; Unit 4, Week 1,

Lessons 1, 3 and 4; Unit 5, Week 2, Lessons 1–4

Prerequisites for learning

Pupils need to:

• be able to record addition facts within 10, using numbers
0–10 and symbols + and =

• understand addition within 10

• recall addition facts within 10

**Vocabulary**

zero, one, two, three … ten, how many?, count, add, plus,
more, makes, equals, altogether, sign, how many more to
make ten?

Future related lessons

Unit 7, Week 1, Lessons 2 and 3; Unit 7, Week 2, Lessons 1, 3
and 4; Unit 9, Week 2, Lessons 1–4; Unit 11, Week 1, Lessons
1–3; Unit 11, Week 2, Lessons 1, 2 and 4

Success criteria

Pupils can:

• understand and record addition facts for 10, using the
symbols + and =

• recall addition facts for 10 with increasing confidence
and accuracy



Getting Started

• Choose an activity from Number – Addition and subtraction.

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2* – Addition and subtraction.

**Year 1, Unit 7, Week 1**

Teach

Resources

paper strip (per child)

• Display: the Number Line tool showing the numbers 0–10.

• Point to 1 on the number line.

• Say: **I am on the number one and I** want **to end up on the number ten. How many jumps do
I need to make to reach ten?**

• Write on the board: 1 + □ = 10.

• With children, count the jumps along the number line from one to reach ten.

• Ask: **How many jumps did I make from one to ten?** (9)

• Complete the calculation: 1 + 9 = 10.

• Now point to two on the number line.

• Say: **I am on two. How many jumps do I need to make this time, so that I land on ten?**

• Write on the board: 2 + □ = 10.

• With children, count the jumps along the number line from two to reach ten.

• Ask: **How many jumps did I make from two to ten?** (8)

• Complete the calculation: 2 + 8 = 10.

• Ask: **With your partner, can you find two more ways of making a total of ten?**

• Ask each partner to write one addition fact for ten on their paper.

• Share children’s suggestions.

• Say (for example): **Theo found four add six makes ten.** (4 + 6 = 10) **Hold up your paper if you
also found this fact.**

.

0 + 10 6 + 4

1 + 9 7 + 3

2 + 8 8 + 2

3 + 7 9 + 1

4 + 6 10 + 0

5 + 5

• Write on the board: 4 + 6 = 10, and show this addition fact for ten on the number line, counting
on with children from four to ten, to check.

• Repeat, until all addition facts for ten are displayed.

• Arrange the addition facts in sequence, one under the other.

• Say: **Each of these pairs of numbers adds up to ten. They are all *addition facts for ten*.**

• Encourage children to notice the patterns in the addition facts.

.

This is the

commutative law.

• Remind them that numbers can be added in any order and give the same result. Show that 4 + 6
is the same as 6 + 4. Can they find any other pairs of addition facts for ten like this?

Individualised Learning

**Pupil Book 1B** – Page 26: Scooter route 10s

Resources: coloured pencils (per child)

**Progress Guide 1** – Support, Year 1, Unit 7, Week 1, Lesson 1:
Storeys of 10

Refer to Activity 1 from the
Learning activities on page 282.

Plenary

• Display: the Number Line tool showing the numbers 0–10.

• Say: **Tell me an addition calculation that makes ten.**

• Write children’s answers on the board. Continue until all addition facts for 10 are displayed.

• Ask children to close their eyes, and remove one number fact.

• Invite children to identify the missing calculation.

• Repeat several times.

• Write the numbers 0–10 in random order on the board.

• Point to each number, in any order, for children to call out the number that, when added to it, makes ten.

Overcoming Barriers

• Children may find it difficult to understand that changing the order in which numbers are added does not change the result,
e.g. they may see the written calculation 7 + 3 and not accept that the answer to 3 + 7 will be the same. Continue to provide
plenty of concrete representations, explaining each stage of the calculation.