Addition facts within ten and related facts

National Curriculum attainment targets

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

• Represent and use number bonds and related subtraction facts within 20

Lesson objectives

• Recall addition facts within ten

• Use known addition facts within ten to derive related facts

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:

• recall addition and subtraction facts within ten

• be able to record addition and subtraction facts within ten correctly, using the symbols +, − and =

**Vocabulary**

zero, one, two … ten, count back, how many?, more, less, take away, subtract, minus, equals, leaves, count, add, plus, more, makes, altogether, sign

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:

• accurately recall addition facts within ten

• use addition facts within ten to derive related subtraction facts within ten

• recall related addition and subtraction facts within ten 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

Resource 3: Addition facts within 5 cards or Resource 8: Addition facts within 6–10 cards   
(per child); beads in two colours e.g. 2 red, 3 yellow and a lace (per class); mini whiteboard,   
pen and eraser, or pen and paper (per child)

• Give each child one or more cards showing addition facts within 10 (from Resource 3 or   
Resource 8). Ensure that there is at least one addition fact for each number 1–10.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say: **If you have a card that shows an addition fact for three, hold it up.** (0 + 3, 1 + 2,   
2 + 1, 3 + 0)

• Collect children’s cards and write on the board one addition fact for three, including the   
answer, e.g. 2 + 1 = 3.

• Repeat until one addition fact for each number 1–10 is displayed.

• Say: **If you know an addition fact, then you also know a subtraction fact.**

• Point to one of the addition facts, e.g. 2 + 3 = 5.

• Write a corresponding subtraction fact on the board: 5 − 3 = 2.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask children what they notice. Discuss their responses.

• Say**: I have two beads** (thread two red beads onto a lace). I **thread on three beads**   
(thread three yellow beads onto the lace). **How many beads altogether?** (5) **Two and three   
more makes five. Two add three equals five** (point to the displayed addition fact: 2 + 3 = 5).

• Say: **I have five beads** (hold up the string of beads). **I take away three of the beads**   
(remove the three yellow beads). **How many beads do I have left?** (2) **Five take away three leaves two. Five minus three equals two** (point to the displayed subtraction fact: 5 − 3 = 2).

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:graph.jpg• Display: the Number Line tool showing the numbers 0–10.

• Use the number line to check both calculations with children.

• Write another addition fact on the board, e.g. 3 + 4 = 7.

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• Say: **Can you use this addition fact to find a subtraction fact?**

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:graph.jpg• Choose a child to answer, and write a corresponding subtraction fact, e.g. 7 – 4 = 3.

• Use the Number Line tool to check both calculations with children.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Invite pairs to choose another addition fact from those on display and use it to find a subtraction fact. Ask them to write down both facts.

• Share children’s addition and subtraction facts.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:graph.jpg• On the board, write one of the children’s subtraction facts next to their related addition fact, so that all children are able to compare them.

• Use the Number Line tool to check both facts with children.

• Repeat several times for pairs to choose different addition facts and find a related subtraction fact.

Individualised Learning

**Activity Book 1B** – Page 28: Football facts

Resource: coloured pencils or pens (per child)

**Progress Guide 1** – Extension, Year 1, Unit 7, Week 1, Lesson 3:

Calculation rescue

Refer to Activity 3 from the   
Learning activities on page 283.

Plenary

• Say: **Tell me an addition fact for six.**

• Choose a child to answer and write their suggestion, e.g. 4 + 2 = 6.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask: **Can anyone use this addition fact to tell me a subtraction fact?**

• Choose a child to answer, and write their suggestion next to the addition fact, e.g. 6 – 2 = 4.

• Repeat by writing further related addition and subtraction facts within ten.

• Remind children of the relationship between addition and subtraction: if they know an addition   
fact then they also know a subtraction fact that uses the same numbers.

Overcoming Barriers

* Children may have difficulty understanding how two facts involving different operations can be related. Continue to provide examples using objects and supported by a number track, initially for number facts within five. For example, thread one red bead onto a lace, then three blue beads. Establish that one bead add three more beads makes four beads altogether.   
  Then remove the three blue beads. Establish that four beads take away three beads leaves one bead.