

KS5 Maths

Properties of number including addition, subtraction and early algebra skills

Subject curriculum intent:	<p>This half term, pupils will develop their core number skills through counting, partitioning, adding and subtracting. Mathematic lessons will that where the pupil is at; building on knowledge and skills gained in KS4. Throughout the academic year, they will continue to develop, use and apply their number skills in all other mathematical topics. For example, money skills (including budgeting), measuring (such as weighing ingredients) and time skills. There will always be a key link to number skills.</p> <p>In addition to this, pupils will also be using and applying their number skills in other areas of the curriculum but also in their day to day lives as functional maths skills. In KS5, pupils are embedding their core number skills to support them for when leave at 19 years old as a young adult. The links will be made clear to pupils so that they understand how to apply skills 'outside of the classroom'.</p> <p>Pupils:</p> <ol style="list-style-type: none">1. develop fluency in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to calculate number problems including mental methods, underpinned by mathematical concepts2. can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios3. can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. <p>In all math lessons, teachers plan engaging lessons with the aim that pupils:</p> <ul style="list-style-type: none">• master skills in maths which they are then able to apply to a range of contexts within the school and home context• embed their new skills and understanding to a range of contexts; thus supporting application and progress in learning• acquire core mathematical skills to support their independence as they progress through the school• are able to apply their understanding; supporting them in other areas of the curriculum	
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
Pupils will revisit number skills from the previous year. They will use identified strategies that utilise concrete and pictorial representation to be able to master these skills. Pupils will be introduced to conceptual and procedural variation to support them in using and applying their number skills in different ways.	Pupils will revisit their number skills from the previous year, ensuring they have maintained skills. Pupils will revisit the topics within number at higher 'levels' where the knowledge and skills related to the number topic are more complex. Pupils will also be using and applying their number skills in other areas of the vocational curriculum such as in café baking.	Pupils will use and apply their number skills in functional ways, ready for adulthood as they are approaching the end of their time at North Ridge. For example, pupils will be calculating stock needed in the café, shop and manufacturing as well as calculating the number of items needed when shopping for items in the super market.

Intent for this topic:	We want our pupils to develop functional number skills throughout their time at North Ridge. Whatever the ability of the pupil, we want them to be able to use and apply their core number skills in a range of ways to support them in being as independent as possible. This may be being able to count required items in a shopping list, pack items of clothing for a trip away, setting the table and so on.
Key vocabulary taught within this topic:	Number, count, more than, less than, how many?, quantity, add, addition, subtract, subtraction, minus, plus, equal, number sentence, partition, tens, ones, hundreds, thousands, sum, total, altogether + - = < >
Links to other subjects:	-Food technology -P.E -Travel training -Working at the '2nd hand made' shop -Working at the 'Cup & Cake' school run café Note: number skills are built on throughout the school day, including being in every-day routines.

Number: number and place value

	<u>B2 P 5</u>	<u>B2 P 6-8</u>	<u>B2step 1c-1b</u>	<u>B2Step 1b-2c</u>	<u>B2Step 2c-2a</u>	<u>B2Step 2a-3a</u>
<u>Subject specific knowledge</u>	<u>To know</u> numbers to 5 inc. their name and shape	<u>To know</u> numbers to 10 inc. their name and shape (then numbers to 20 - PS8)	<u>To know</u> the order of numbers 1-20	<u>To know</u> numbers 1-100 including their name and shape	<u>To know</u> 3s, 4s and 6s times tables; counting on and their corresponding multiplication number sentence..	<u>To know</u> 7, 8, 50 and 100 times tables.
What do pupils need to know?	<u>To know</u> the order of numbers to 5 <u>To know</u> to only touch each object once as they count <u>To know</u> re-arranging objects does not change the quantity <u>To know</u> the last number counted	<u>To know</u> the order of numbers to 10 (then numbers to 20 - PS8) <u>To know</u> one more and one less of a given number 1-20 <u>To know</u> ordinal numbers 1 st 2 nd and 3 rd	<u>To know</u> key words 'more' and 'less' <u>To know</u> one more and one less of a given number 1-20 <u>To know</u> which direction to move along the number line to find one more and one less of a number	<u>To know</u> 2s, 5s and 10s times tables; counting on and knowing their corresponding multiplication number sentences <u>To know</u> and use the language 'equal to, more than and less	<u>To know</u> how many tens and ones a 2-digit number has. <u>To know</u> comparative symbols: < = and >	<u>To know</u> 10 or 100 more and less than a given number; knowing to use partitioning method or times tables <u>To know</u> and identify any 3 digit/4-digit number.

	represents the total number of objects			than (fewer) correctly		<p><u>To know</u> how many hundreds tens and ones are needed for a 3-digit number HTO</p> <p><u>To know</u> how many thousands, hundreds, tens and ones are needed for a 4-digit number ThHTO</p>
<p><u>Subject specific skills</u></p> <p>What do pupils need to be able to do?</p>	<p><u>Is able to rote count to 5 fluently</u></p> <p><u>Is able to count given quantities to 5</u></p> <p><u>Is able to count out a quantity asked for to 5</u></p> <p><u>Is able to find numbers to 5</u></p> <p><u>Is able to represent numbers to 5 using objects or fingers</u></p> <p><u>Is able to write numbers to 5</u></p>	<p><u>Is able to count to 10 fluently (then to 20)</u></p> <p><u>Is able to identify any mistakes when counting or recognise a missing number</u></p> <p><u>Is able to order a full set of numbers to 10 (then 20)</u></p> <p><u>Is able to order a random set of numbers to 10 e.g. 2-6-10 (then to 20)</u></p> <p><u>Is able to state the order of objects in a range of scenarios e.g. I came 1st in the race</u></p>	<p><u>Is able to read and write numerals to 20</u></p> <p><u>Is able to represent numbers using quantity of objects</u></p> <p><u>Is able to move forwards and backwards along a number line</u></p>	<p><u>Is able to count to 100</u></p> <p><u>Is able to count forwards and backwards from any given number</u></p> <p><u>Is able to read and write any numeral 1-100</u></p> <p><u>Is able to count in multiples of 2s, 5s, and 10s</u></p>	<p>Is able to count in 3s, 4s and 6s; starting from 0.</p> <p><u>Is able to partition tens and ones in a 2 digit number.</u> TO</p> <p><u>Is able to count forwards and backwards in 10s from any number</u></p> <p><u>Is able to compare and order numbers 0-100 using: < > = symbols</u></p>	<p><u>Is able to count 7, 8, 50 and 100 times tables.</u></p> <p><u>Is able to count 10 or 100 more and less than a given number.</u></p> <p><u>Is able to read and write numbers to 1000 (including words)</u></p> <p><u>Is able to compare and order 3-4 digit numbers using words and mathematical symbols</u></p>

<p><u>Suggested teaching activities / resources</u></p>	<p>Counting out plates / cups etc for the table (café) Statistics - sorting and counting information (taking orders) Counting stock (café / shop)</p> <p>Numicon Counters Number songs</p>	<p>Numicon number lines Ordering number cards Collecting correct number of items Counting out plates / cups etc for the table (café) Statistics - sorting and counting information (taking orders) Counting stock (café / shop)</p> <p>Numicon Counters Number songs</p>	<p>Numicon number lines Ordering number cards Collecting correct number of items Counting out plates / cups etc for the table (café) Statistics - sorting and counting information (taking orders) Counting stock (café / shop) Taking orders in the shop/cafe</p> <p>Numicon Counters Number songs</p>	<p>Number square - find the number game Count on using fingers (large number in head and count on small number using fingers) Timetable songs/stories Counting wheels on number of bikes (x2) representing times tables visually Give a colour / shape a specific number e.g. 2 = green ... Count up in 2s for number of green balls found - link to multiples Statistics - sorting and counting information (taking orders) Counting stock (café / shop) Taking orders in the shop/cafe</p> <p>Numicon Counters Jottings</p>	<p>Counting wheels on bike (x2) lights on traffic light (x3) or wheels on car (x4) - visual representation of timetables Number squares to count on and backwards in 10s and find patterns Overlapping partition cards ITP partitioning (google) Crocodile teeth for < and > symbols Count crop from two different patches/bushes/plants. Decide which has more/less using '<' and '>' symbols Count down timer in 10s from given number to find object in the room - competition</p> <p>Numicon Counters Cuisenaire Tallies</p>	<p>Place value counters Cuisenaire Jottings</p>
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Number: addition and subtraction

	<u>B2 P 5</u>	<u>B2 P 6-8</u>	<u>B2step 1c-1b</u>	<u>B2Step 1b-2c</u>	<u>B2Step 2c-2a</u>	<u>B2Step 2a-3a</u>
<p><u>Subject specific knowledge</u></p> <p>What do pupils need to know?</p>	<p><u>To know</u> and be familiar with the word 'add'</p> <p><u>To know</u> 'add' means the same as 'more'</p> <p><u>To know</u> and be familiar with the word 'take'</p> <p><u>To know</u> and be familiar with the word 'subtract'</p> <p><u>To know</u> 'subtract/take' means the same as 'less'</p> <p><u>To be familiar</u> with appearance of symbols + and -</p>	<p><u>To know</u> symbols: +, - & =,</p> <p><u>To know to</u> count altogether / how many left after a calculation using concrete resources</p> <p><u>To know to</u> count on from first number being added (not starting from the beginning)</p> <p><u>To know to</u> count on from the largest number being added (for efficiency)</p>	<p><u>To know</u> what a number bond is</p> <p><u>To know</u> and recall all number bonds to 10</p> <p><u>To know</u> what strategy to use to calculate a missing number bond. e.g. $7 + ? = 10$</p>	<p><u>To know</u> and recall all number bonds to 20</p> <p><u>To know</u> how to use the counting on method (for either addition or subtraction) e.g. $11 + 7 = 12, 13, 14, 15, 16, 17, 18$</p> <p>Or $21 - 19 = 20, 21 (=2)$</p> <p><u>To know</u> how to use the counting backwards method for subtraction</p> <p><u>To know</u> which strategy to use to calculate an addition or subtraction number sentence and which is the most efficient.</p>	<p><u>To know</u> addition of numbers can be done in any order</p> <p><u>To know</u> the inverse of addition is subtraction and vice versa</p>	<p><u>To know</u> how to use formal written methods for addition and subtraction of 3 or 4 digit numbers ThHTO (right to left)</p>
<p><u>Subject specific skills</u></p> <p>What do pupils need to be able to do?</p>	<p><u>Is able to</u> connect (add) cubes to a tower</p> <p><u>Is able to</u> take off (subtract) cubes from a tower</p>	<p><u>Is able to</u> use concrete resources, to add two single digit numbers</p> <p><u>Is able to</u> use language: add, subtract, more, less, altogether</p>	<p><u>Is able to</u> read and write number sentence using the correct symbols (+, - and =)</p> <p><u>Is able to</u> represent number bonds to 10</p>	<p><u>Is able to</u> represent number bonds to 20</p> <p><u>Is able to</u> add and subtract 1-2 digit numbers from 1-2 digit numbers to 20 including 0</p>	<p><u>Is able to</u> add and subtract: - 1digit from 2digit or 2digit from 2digit e.g.: $63 - 9 = 75 + 21 =$</p>	<p><u>Is able to</u> use mental arithmetic to add and subtract: 3/4-digit numbers and ones, 3-digit number and tens, 3/4-digit number and hundreds</p>

	<p><u>Is able to place more items onto a pile</u></p> <p><u>Is able to remove items from a pile</u></p> <p><u>Is able to pick up numerous objects when asked for 2 (understanding it is more than one)</u></p>	<p><u>Is able to count on to calculate addition of two single digits</u></p> <p><u>Is able to remove an and objects and count how many now to 10</u></p> <p><u>Is able to read an addition / subtraction number sentence</u></p> <p><u>Is able to represent a calculation using a simple addition/subtraction number sentence. (P8-1C)</u></p>	<p>using a variety of concrete resources.</p> <p><u>Is able to add and subtract one digits numbers from 1-2 digit number to 20</u></p>	<p><u>Is able to solve one step problems in number sentences e.g. $7 = 9 - ?$</u></p> <p><u>Is able to solve one step worded problems</u></p>	<p><u>Is able to solve simple problems using mental arithmetic</u></p> <p><u>Is able to solve addition and subtraction problems using pictorial / jotting methods independently</u></p> <p><u>Is able to use knowledge inverse of addition and subtraction to find missing numbers in a number sentence</u></p>	<p>e.g. $514 + 200$</p> <p><u>Is able to use formal written methods for addition and subtraction of 3 digit numbers</u> ThHTO</p> <p><u>Is able to estimate calculations</u></p> <p><u>Is able to use inverse operations to check answers</u></p> <p><u>Is able to solve problems including: missing number, number facts and place value</u></p>
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<p><u>Suggested teaching activities</u></p>	<p>Adding items into a group</p> <p>Adding items into a pile based on similar criteria e.g. forks together, spoons together (cafe) or t-shirts together, pants together (shop)</p>	<p>Adding 'more' items to a pile on request in the shop/café/food shopping/manufacturing etc</p> <p>Counting items ordered within the businesses</p> <p>General counting of objects using a C-P-A approach including conceptual variation</p>	<p>Numicon pieces to represent number bonds to 10 (photocopy 10 piece for underneath)</p> <p>Bead strings for number bonds - can make bead string using large seeds</p> <p>Subtract objects jumps backwards on numberline</p> <p>Create number sentences with shape blocks</p> <p>Statistics - combining information / comparing information from the café/shop/food shopping</p>	<p>Numicon pieces to represent number bonds to 20 (photocopy 20 piece for underneath)</p> <p>Bead strings for number bonds - can make bead string using large seeds</p> <p>Subtract objects jumps backwards on numberline</p> <p>Create number sentences with shape blocks</p> <p>Statistics - combining information / comparing information from the café/shop/food shopping</p>	<p>Place value counters</p> <p>Cuisenaire</p> <p>Early algebra - calculating how many more of an item they need to collect for selling or making during the manufacturing process.</p>	<p>Place value counters</p> <p>Cuisenaire</p> <p>Early algebra - calculating how many more of an item they need to collect for selling or making during the manufacturing process.</p>
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