

Number Facts up to 20 - Crossing 10

Adult Guidance with Question Prompts



Children recognise number facts from different images. They write the number fact as a calculation in two ways. They also write the calculation with the total at the beginning. Children should be able to use their number facts within ten to help them work out number facts within 20. They work systematically to find all the number facts for 14, using equipment to support them where necessary.

What can you see in the picture?

What is the total?

What are the parts?

Can you use number facts to ten to help you?

How will you write the calculation?

Are there two ways?

Can we write the total first in an addition calculation?

How will you find all the number facts to 14?

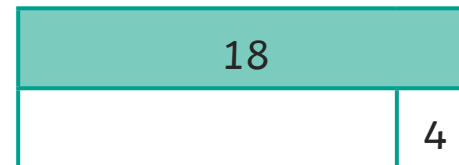
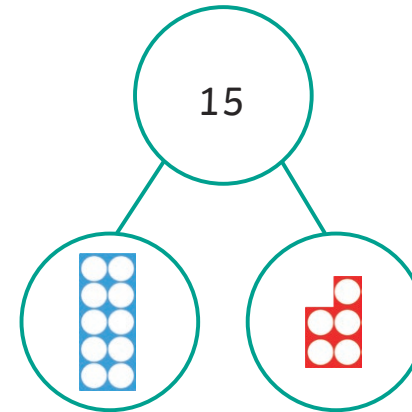
What strategy will you use?

How can you be sure you have found them all?

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What number facts are shown by the pictures?



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Work systematically to find all the number facts of 14.

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Children work systematically (following the pattern of the numbers) to find all the number facts to 20. They could use two ten-frames and counters of two colours to help them represent the number facts.

How could we check if Bob is correct?

Could we write a list of number facts?

Where should we start?

How can we make sure we don't forget any?

How can we make sure we don't write any twice?

What does systematically mean?

If we start with $0 + 20 = 20$, which number fact should we write next?

Can you show me with your equipment?

How many number facts have you found?

Has anyone found any different ones?

Was Bob correct?

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Bob

The number 20 has
20 number facts.



Is he correct?

Prove it using equipment.

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Children read sentences about Bob and write a corresponding number fact to 10 or 20. They then look for number facts that are related and explain how they are the same and how they are different. They could use counters of two colours and ten-frames to help them see these relationships.

What calculation can you write to represent Bob's items?

Could you write it two ways?

Why have you used the addition symbol?

Can you represent Bob's things with counters on a ten-frame?

Can you see any calculations that are similar?

How are they the same?

How are they different?

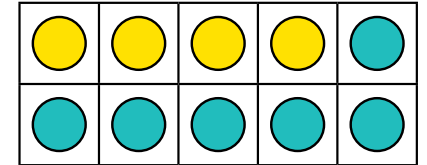
How might this help us?

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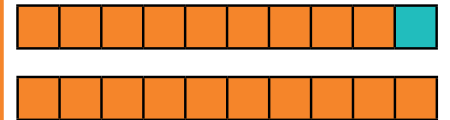


Write calculations to show these number facts.

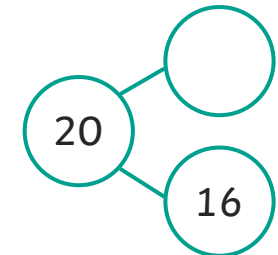
Bob has 20 bricks.
12 are red - the
rest are yellow.



Bob has 13 pots of paint.
7 are black - the
rest are white.



Bob has 10 buckets.
2 are black - the
rest are yellow.



Can you see any number facts that are similar?

What's the same?

What's different?

