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| **Unit 2: Partitioning numbers 1 to 6 into two sets: 5 = 2 + 3, 1 + 4 etc.** | |
| **Activity 2:** **Five Funny Fingers** | |
| **Aims:** To partition 5 (or 4 or 6) into two sets  To recognise how many are missing if the total should be 5 (or 4 or 6) | **You will need:**  1-5 number cards, whiteboards, pens |
| **Pedagogy:** A large group of 10+ children | |
| **Preparation:** Cut up cards from paper or cardboard to write the number sentences on. | |
| **What to do**   * Children work in pairs. Ask each pair to show you 5 fingers altogether, e.g. one child might show 4 the other 1. Now ask them to show 5 in another way e.g. 3 and 2. * Write the different combinations as number sentences on cards e.g. 5+0=5, 0+5= 5, 4+1=5, 1+4=5 etc. and choose pairs to show each. Point out that children who have 4 and 1 and 1 and 4 have the same numbers but have presented them in a different order. * Now hold up 3 fingers. *How many more fingers would make 5?* Show this as 3+ [ ] = *5.* Emphasise that 2 and 3 makes 5 and so 2 more fingers are needed to make 5*.* * Now look at 6 fingers. *What pairs of fingers make six?* Then hold up six fingers, fold down 2, *how many now?* Show this as 2+[] =6*, so I need 4 more fingers to make 6.*   Support children who struggle by using number cards 1-5 so they only use one hand.  Challenge children by completing the activities above, then in pairs they show a number of fingers and their partner writes down the matching number on a whiteboard. | |
| **Outcomes:** I understand that five can be partitioned into two sets.  I can record statements such as 3 + 2 = 5.  I recognise how many are missing in a statement like 3 + [ ] = 5. | |

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| **Unit 2: Partitioning numbers 1 to 6 into two sets: 5 = 2 + 3, 1 + 4 etc.** | |
| **Activity 3:** **Cats and Dogs** | |
| **Aims:** To partition 5 and 6; to show that if 3 + 2 is 5, then a set of 3 requires 2 more to be 5. | **You will need:** toy cats & dogs, preferably soft toys (5 of each) |
| **Pedagogy:** A large group of 10+ children | |
| **Preparation:** Have the soft toys at front of the class for children to pick from | |
| **What to do:**   * Tell children that the Joy family have 5 pets and some of these are cats and some are dogs. *How many dogs might be living there and how many cats?* * *Let’s try and find different combinations!* Choose 5 children and each child picks up either a cat or a dog toy. * Discuss how many dogs and how many cats are in this group of 5 and write the matching number sentence, e.g. 4 cats and 1 dog becomes 4 + 1 = 5. * Repeat with other groups of 5 children, encouraging them to choose different combinations of cats and dogs. Each time match the visual cats and dogs with a number sentence.   Support children by writing down a number sentence e.g. 3+2=5 and saying *3 cats and 2 dogs makes 5 animals.* Children make the number sentence using cat and dog toys.  Challenge children working as above, then pick 2 cat toys and ask them to work out how many dogs there would be. Show them this as a number sentence 2+[]=5. Repeat. | |
| **Outcomes:** I understand that five can be partitioned into two sets.  I can record statements such as 3 + 2 = 5. | |

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| **Activity 4:** **Pegs on a Hanger** | |
| **Aims:** To partition 5; to show that if 4 + 1 is 5, then a set of 4 requires 1 more to be 5. | **You will need:** trouser hanger, same coloured pegs, cloth, cubes. |
| **Pedagogy:** A group of 4-5 children | |
| **Preparation:** Create a hanger with 5 or 6 pegs attached | |
| **What to do**   * Show the children 5 pegs on a coat hanger. Partition the pegs into 4 and 1. * Turn the coat hanger around to show that 4 and 1 makes 5 and that 1 and 4 also make 5. Show this as two number sentences e.g. 4 + 1 = 5 and 1 + 4 = 5. Repeat for 2 and 3 and record as 2 + 3 = 5 and 3 + 2 = 5. * Ask children to close their eyes whilst you hide 3 pegs with a cloth. *Show me 5 fingers. Now show me how many pegs you can see on the coat hanger.* Record this as 3+[]=5. *How many fingers are folded down? That’s how many are hiding!* Complete the number sentence to show this e.g. 3+2=5. Remove the cloth to check. Repeat hiding different amounts of pegs and then move on to 6 pegs.   Support children who struggle by giving them 5 cubes. Partition the pegs and ask them to create the same partition using their cubes e.g. 4 and 1. Scribe each as a number sentence.  Challenge Use 6 pegs: Start with *4. How many more to make 6? Write it as a number sentence.* | |
| **Outcomes:** I understand that 5 and 6 can be partitioned into 2 sets.  I recognise that addition can be done in any order and will have the same total. | |

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| **Unit 2: Partitioning numbers 1 to 6 into two sets** | | | | |
| **Play Activity 1:** **Farms and Zoos** | | | | |
| **Aims:**  To partition 3, 4, 5 and 6 into two sets | **You will need:**  Selection of animals; lolly sticks; bricks | | | |
| **Preparation:** Make 2 pens for each child and give them a basket of animals | | | | |
| **What children do…**  Provide children with a selection of farm animals and pens made from lolly sticks or bricks. Keep the number the same, e.g. 5 animals and 2 pens. *How can we partition 5 cows/sheep/bears into 2 pens?* Let children try different ways with different animals e.g. 3 sheep in one pen and 2 in another. Differentiate the numbers. | | | |  |
| **Talking points**   * *There are 3 in the pen. How many more must come so that we have 5?* * *Four and how many more make six?* | | Evidence of learning:  Take pictures of the different ways the children have sorted the animals. More able children can record as a number sentence. | | |
| **Outcomes:** I can arrange 3, 4, 5 or 6 animals in two sets  I can say how many in each set make a given total, e.g. 2 and 3 make 5. | | | | |
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| **Unit 2: Partitioning numbers 1 to 6 into two sets** | | | | |
| **Play Activity 2:** **Construction** | | | | |
| **Aims:** To partition 5 (or 4 or 6) into two sets | **You will need:** lots of same-sized Lego bricks; mini people/ figures | | | |
| **Preparation:** Place two number cards and a number of Lego bricks on coloured pieces of card around the table. | | | | |
| **What children do**  Provide either 4, 5 or 6 Lego/ wooden bricks and two people for each child. They use the 5 bricks and build a tower for each person. *How many does this man have? (2) How many does this lady have?* (3) Challenge children to build as many different combinations of towers as they can for the 2 people – same total number of bricks each time. | | | |  |
| **Talking points**   * *Which person has the most bricks in their tower?* * *If she has 3 bricks, how many does he have?* * *How many is 1 and 4?* | | | Evidence of learning:  Take pictures of the different towers and the people.  Some children might write the numbers of bricks in each tower. | |
| **Outcomes:**  I can arrange 4, 5 or 6 Lego bricks into two sets  I can say how many in each set make a given total, e.g. 2 and 3 make 5. | | | | |

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| **Unit 2: Partitioning numbers 1 to 6 into two sets** | |
| **Activity 4:** **COOKING Topping treats** | |
| **Aims:** To partition 5 (or 4 or 6) into two sets | **You will need:**  Rich Tea finger biscuits, raisins, dried cranberries. |
| **Preparation:** Give each child a Rich Tea finger or a sponge finger with 6 cranberries and 6 raisins or other dried fruit. | |
| **What children do**  Provide children with a sponge finger or Rich Tea finger biscuit and a target number e.g. 6. They choose a combination of raisins or cranberries to create that total and line them up under one another on the sponge finger e.g. 3 raisins, 3 cranberries. |  |
| **Talking points**   * *Can you find another way of making 6?* * *If you have 5 raisins on your biscuit, how many cranberries will you need to make 6 altogether?* |
| Evidence of learning: Take photos of children’s different combinations. |
| **Outcomes:** I can select two toppings to make a given total.  I can say how many of each topping make a given total, e.g. 2 and 3 make 5. | |