



Part-whole model

Where is the whole?

Where are the parts?

Is the whole greater than the part? Is the whole always greater?

Can zero be a part?

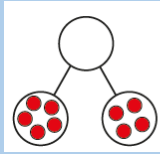
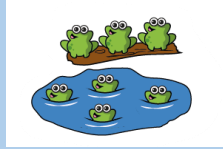
Can the parts be swapped around?

Have you still got ___?

What do you notice about the whole and the parts?

What happens when you put the parts back together?

How many different ways can you split the whole into two parts?



Fact families - addition facts

L.I. To recognise that discover that addition is commutative.

Which numbers are the parts / whole?

What is the same/different about the four addition sentences?

What happens when the parts are the same?

Can the parts change place? Can the whole change place? Why/why not?

Number bonds within 10

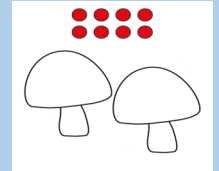
L.I. To explore number bonds within 10

What is the whole / parts?

Does the whole always stay the same?

How can you partition the whole?

Do the parts stay the same or change?



Addition - add together

How many are there in total?

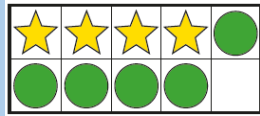
What are the parts?

What is the whole?

What is the addition sentence?

What is plus ?

First there were ___. Then ___ more were added.



Find a part

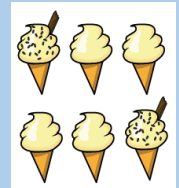
L.I. To use number bonds to find a missing part.

What is the whole? What is one of the parts? What is the other part?

How do you know?

How can you use number bonds to help you?

What is the addition sentence?



Subtraction - take away/cross out
(How many left?)

L.I. To develop the concept of subtraction as taking away.

How many are there? How many were taken away? How many are left?

How many were there at first? Then what happened? How many are there now?

How can you show this in a part-whole model?



Subtraction on a number line

L.I. To develop the concept of subtraction as counting back.

What number do you need to start from? How many jumps back do you need? What number do you land on? What does that tell you?

Why do you not say the number that you are starting on when you count?

