Maths – Quick Addition Using Tens and Ones

1. Learning Objective: To count in tens from any starting number
Look at the hundred square. Choose a number on the top row and practise counting forwards in tens by moving down the column (e.g. 7, 17, 27, 37 etc). You can write these in your book if you want to. Think about the patterns – which part of the number changes and which stays the same? Practise until you are confident at doing this without looking at the hundred square.

You could make it harder by starting with numbers on other rows (e.g. start on 28), choosing a large number and counting *backwards* in tens, or going on past 100!

Key Learning
- Only the tens part of the number changes, the ones stay the same.
- When you have counted 10 tens, you move into the hundreds and then the same pattern will repeat itself with a hundred in front of it (e.g. 7, 17, 27 becomes 107, 117, 127).

2. Learning Objective: To find ten more or ten less mentally
Use the hundred square to answer ten more or ten less questions on the Chopper Squad game https://www.topmarks.co.uk/learning-to-count/chopper-squad. If you want to challenge yourself, close your eyes when the question is read out and imagine the hundred square in your head to work it out!

Key Learning
- For ten more, the tens part of the number will be one higher. It's just like jumping down to the next row on the hundred square.
- For ten less, the tens part of the number will be one lower. It's just like jumping up to the row before on the hundred square.
- This video explains it quite well if you're stuck.
https://www.youtube.com/watch?v=9NRdxc0XjOg

3. Learning Objective: To add 9 and 11 quickly using tens
Copy these number sentences into your book and solve them with no fingers! Add the ten in your head like the last activity, then just go one less for 9, or one more for 11. Choose red, amber or green

questions – whichever you are confident with. *If you are stuck, look at the hundred square to help you.*

Key Learning
- Adding 11 is the same as adding 10 then adding 1, because 11 is just one more than 10.
- Adding 9 is just the same as adding 10 and then taking away 1, because 9 is just one less than 10.
- Children may initially find it tricky to rapidly switch from working in tens to working in ones (e.g. may add 10, then add another 10). Lots of quickfire practice together will help make this more natural!
- Big numbers aren't scary, it's exactly the same for 3-digit numbers! Follow the same method and ignore the hundreds digit of the number, just work with the tens and the ones digits (we don't cross into new hundreds until children are secure).

4. Learning Objective: To add multiples of ten by counting on in tens
Solve these number sentences by counting forwards in tens from the starting number (just like the first activity this week). For example, if you are working out + 40, you are adding 4 tens so you need to count on in tens 4 times. Choose red, amber or green. I*f you're stuck, use the hundred square, but if you're confident, do it by imagining the hundred square in your head.*

Key Learning
- Label the number you're adding with a T and O if you're finding it tricky to work out how many tens to add.
- If you're stuck, use the hundred square, but if you're confident, do it by imagining the hundred our fingers can help if you're doing it in your head. If you're adding 4 tens, use 4 fingers to count forwards in tens from your starting number (e.g. for 35 + 40, start on 35 then use 4 fingers to count on 45, 55, 65, 75). square in your head.
- Again, we won't form new hundreds today, so big numbers aren't scary – just forget the hundred digit is there!