

Monday

# MATHS WEEK 4

Year 1



## **Maths Support- Addition and Subtraction Concepts: Augmenting and reducing Year 1**

**Week four: 27/04/2020**

**Monday -** To explore the inverse relationship between augmenting and reducing

### **Why?**

The concept of augmenting and reducing are inverse operations and therefore it is important that children have the opportunity to compare and explore these concepts together.

### **Key questions**

#### **Language to be used**

Add on, take away, how many altogether and how many left.

### **Resources**

Interlocking cubes or other coloured countable objects (objects from around the house). Cuisenaire rods online -

<https://www.mathplayground.com/mathbars.html>.

### **Begin with - How?**

- Place five red cubes and five yellow cubes on the table
- Select three red cubes and create a tower, ensure pupils recognise that there are three red cubes.
- Add two yellow cubes to the tower and ensure pupils recognise that you added two yellow cubes and that there are five cubes altogether.
- Highlight that there are five cubes altogether.
- Take away the two yellow cubes and discuss how many are left.
- Discuss the relationship between adding on to and taking away from a set of objects.

**If you do not have cubes you can always draw this for your child as you discuss it.**

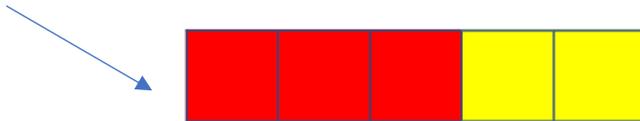
## Independent work



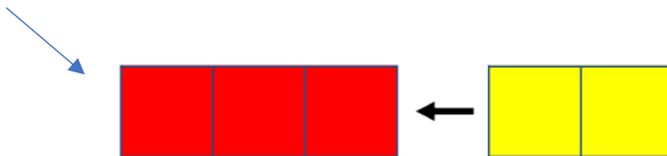
Complete the task below

Provide your child with three red cubes and two yellow cubes.

Ask pupils to explore the relationship between adding on and taking away from a set of objects.



For example, "there were three cubes. I added two cubes. There are now five cubes altogether."



For example, "There were five cubes. I took away two cubes. There are now three cubes left."



★ ★ Complete the task below

Provide your child with three red cubes and two yellow cubes (feel free to use a trickier number with your child after they have done the first example).

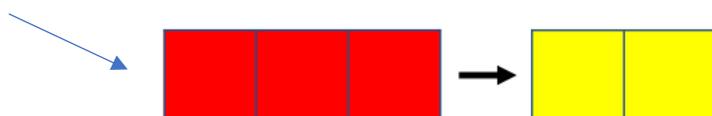
Ask pupils to explore the relationship between adding on and taking away from a set of objects.



For example, "there were three cubes. I added two cubes. There are now five cubes altogether."



For example, "There were five cubes. I took away two cubes. There are now three cubes left."



Ask your child to make their own example and explain it in the same way. Make more of your own examples using the online [Cuisenaire link](#).

 Complete the task below

Provide pupils with ten red cubes and ten yellow cubes (or ten yellow objects and ten red objects).

Ask pupils to explore the relationship between adding on and taking away from a set of objects. Feel free to challenge them with larger numbers but for the purpose of the example we will use three and two.

I.e.

- Add two yellow cubes to three red cubes and find out how many there are altogether.
- Take away two yellow cubes from five cubes and find out how many there are left.
- Add three red cubes to two yellow cubes and find out how many there are altogether.
- Take away three red cubes from five cubes and find out how many there are left.

Do an array of examples together until they are secure in their learning and understanding.