Planning Guide
Advanced Counting to Early Additive

Addition and Subtraction

E	CA	AC	EA	AA	AM	AP

Strategy	Numeracy Book reference	Unit in this book	pages
Solve simple addition (joining, change or comparing) problems to 100 by counting on in their heads in ones.	*Teaching Addition and Subtraction (Book 5)* **Number Tiles**	**1 – Number tile addition** *We are learning to add by counting on when the larger number is given first*	**16 - 23**
Solve simple subtraction (separating, change or comparing) problems to 100 by counting back in their heads in ones.	*Teaching Addition and Subtraction (Book 5)* **Counting Back**	**2 – Number tile subtraction** *We are learning to count down to solve subtraction problems.*	**24 - 29**
Identify all of the numbers in the range 0 – 100 at least. (Number Identification)	*No specific Numeracy Book reference*	**3 – Understanding place value up to 100** *We are learning to understand place value up to 100.*	**30 - 41**
Identify all of the numbers in the range 0 – 100 at least. (Number Identification)	*No specific Numeracy Book reference*	**4 – Understanding place value beyond 100** *We are learning to understand place value beyond 100.*	**42 - 49**
Solve simple addition (joining, change or comparing) problems to 100 by counting on in their heads in ones.	*Teaching Addition and Subtraction (Book 5)* **The Number Strip**	**5 – Adding and subtracting with number strips** *We are learning to add and subtract by counting on or back when the larger number is given first.*	**50 - 59**
Solve simple subtraction (separating, change or comparing) problems to 100 by counting back in their heads in ones.	**The Bears' Picnic**	**6 – Adding and subtracting** *We are learning to add and subtract by counting on or back when the larger number is given first.*	**60 - 67**

Strategy	Numeracy Book reference	Unit in this book	pages
Solve simple addition (joining, change, or comparing) problems to 100 by counting on in their heads in ones.	*Teaching Addition and Subtraction (Book 5)* **The Bigger Number First**	**7 – Bigger first** *We are learning to count on from the larger number even when the smaller number is given first.*	**68 - 75**
		8 – Find the changes	**76 - 83**
	Change Unknown	*We are learning to count on or back to solve problems such as* $4 + \square = 7$ *or* $11 - \square = 8$	
Solve simple subtraction (separating, change or comparing) problems to 100 by counting back in their heads in ones.		**9 – Adding and subtracting more than five**	**84 - 91**
	Frog Jumps	*We are learning to add and subtract by counting on and back when the larger number is given first.*	
Solve addition and subtraction problems with groups of ten, using place value materials e.g. 30 + 20 = 50, 63 – 30 = 33, 64 – 32 = 32	*Teaching Addition and Subtraction (Book 5)*	**10 – Adding and subtracting tens**	**92 - 97**
	Adding Tens **Subtracting Tens**	*We are learning to add and subtract tens.*	
		11 – Adding on tens	**98 - 105**
	Adding Tens	*We are learning to add tens to any number by counting on in tens or adding tens together.*	
		12 – Subtracting tens	**106 - 115**
	Subtracting Tens	*We are learning to subtract tens from any number by counting back in tens or subtracting the tens first.*	
Solve simple addition and subtraction problems to 100 by counting on or back in their heads in ones.	*Teaching Addition and Subtraction (Book 5)* **All of the lessons covered in units 1 to 12.**	**13 – Adding and subtracting practice** *We are learning to add and subtract by counting on or back and using our number knowledge.* *Note: This unit revises all of the addition and subtraction strategies covered in units 1 to 12.*	**116 - 125**

Multiplication and Division

Strategy	Numeracy Book reference	Unit in this book	pages
Solve multiplication problems using skip counting in twos, fives and tens.	*Teaching Multiplication and Division (Book 6)* **Introduction** **Number Strips**	**14 – Multiplying by skip counting** *We are learning to multiply using skip counting.*	**126 - 135**

Ratios and Proportions

Strategy	Numeracy Book reference	Unit in this book	pages
Find simple fractions of shapes and lengths starting with halves and quarters, then moving to thirds, fifths and tenths.	*Teaching Fractions, Decimals and Percentages (Book 7)* **Fair Shares**	**15 – Fractions of shapes** *We are learning to find halves, quarters and other fractions of shapes.*	**136 - 151**

Number Knowledge

Knowledge being developed	Numeracy Book reference	Number Knowledge unit in this book	pages
Identify all of the numbers in the range 1 – 100 at least. (Number Identification)	*Teaching Number knowledge (Book 4)* **Number Mat and Lily Pads** **Tens Frames** **Teen and Ty Numbers** **Pipe Cleaner Numbers** **Number Fans**	**Number Knowledge unit A** *Reading and writing whole numbers up to 100 and beyond*	**152 - 153**
Recall the number of tens in decades. (Grouping/Place Value)	*Teaching Number knowledge (Book 4)* **Slavonic Abacus**	**Number Knowledge unit B** *How many tens and ones?*	**154 - 157**
Recall groupings of twos that are in numbers up to 20. (Grouping/Place Value)	*Teaching Number knowledge (Book 4)* **Counting** **Beep**	**Number Knowledge unit C** *Groups of two*	**158 - 159**

Knowledge being developed	Numeracy Book reference	Number Knowledge unit in this book	pages
Recall groupings of fives that are in numbers up to 100. (Grouping/Place Value)	*Teaching Number knowledge (Book 4)* Counting Beep Fabulous Fives	Number Knowledge unit D *Groups of five*	160 - 161
Order whole numbers in the range 0 – 100, at least. (Number Sequence and Order)	*Teaching Number knowledge (Book 4)* Counting Card Ordering Arrow Cards Number Line Flips. Rocket- Where Will It Fit? Squeeze- Guess My Number Bead Strings	Number Knowledge unit E *Ordering numbers up to 100 and beyond*	162 - 169
Say the forwards and backwards number word sequences in the range 0 – 100, at least, connecting that the result of adding or taking away one more/less object to a set is given by the next/previous counting number. (Number Sequence and Order)	*Teaching Number knowledge (Book 4)* Number Fans Counting Lucky Dip Using Calculators Hundreds Boards and Thousands Book	Number Knowledge unit F *Counting backwards and forwards*	170 - 171
Say the number before and after a given number in the range 0 – 100. (Number Sequence and Order)	*Teaching Number knowledge (Book 4)* Counting Lucky Dip Hundreds Boards and Thousands Book	Number Knowledge unit G *What comes 1 before or after me?*	172 - 173
Say the number before and after a given number in the range 0 – 100. (Number Sequence and Order)	*Teaching Number knowledge (Book 4)* Counting Nudge Lucky Dip Hundreds Boards and Thousands Book	Number Knowledge unit H *Rolling over the ten*	174 - 175

Knowledge being developed	Numeracy Book reference	Number Knowledge unit in this book	pages
Say the number 10 before and after a given number in the range 0 – 1000. (Number Sequence and Order)	*Teaching Number knowledge (Book 4)* **Counting** **Nudge** **Lucky Dip** **Hundreds Boards and Thousands Book**	**Number Knowledge unit I** *What comes 10 before or after me?*	**176 - 177**
Say the forwards and backwards skip counting sequences in the range 0 to 100 for twos, fives and tens. (Number Sequence and Order)	*Teaching Number knowledge (Book 4)* **Counting** **Skip-counting on the Number Line** **Beep** **Using Calculators**	**Number Knowledge unit J** *Skip counting in twos, fives and tens*	**178 - 187**
Recall the addition facts to ten e.g. 3 + 7 = 10, 10 – 6 = 4. (Grouping/Place Value and Basic Facts)	*Teaching Number knowledge (Book 4)* **Up to Ten** **Tens Frames Again** **Patterns to 10** **Bridges** **Bowl a Fact** **Addition Flash Cards**	**Number Knowledge unit K** *Addition facts to 10*	**188 - 195**
Recall the "ten and" facts e.g, 10 + 4 = 14, 7 + 10 = 17. (Grouping/Place Value and Basic Facts)	*Teaching Number knowledge (Book 4)* **Up to Ten** **Tens Frames Again** **Patterns to 10** **Bridges** **Bowl a Fact** **Addition Flash Cards**	**Number Knowledge unit L** *Ten and ...*	**196 - 197**
Recall groupings within 20 e.g. 12 and 8, 6 and 14. (Grouping/Place Value and Basic facts)	*Teaching Number knowledge (Book 4)* **Bridges**	**Number Knowledge unit M** *Groups that make 20*	**198 - 203**

Knowledge being developed	Numeracy Book reference	Number Knowledge unit in this book	pages
Recall the doubles to 20 and corresponding halves e.g. 7 + 7 = 14, ½ of 14 = 7 (Basic Facts)	*Teaching Number knowledge (Book 4)* **Double Trouble**	**Number Knowledge unit N** *Doubles and halves*	**204 - 207**
Recall the addition facts to 20. (Basic Facts)	*Teaching Number knowledge (Book 4)* **Bridges**	**Number Knowledge unit O** *Adding to 20*	**208 - 221**
Recall the decades that add to 100 e.g. 60 + 40 = 100 (Grouping/Place Value and Basic Facts)	*Teaching Number knowledge (Book 4)* **Addition Flash Cards**	**Number knowledge unit P** *Adding to a hundred with tens*	**222 - 225**
Developing common vocabulary for fractions, particularly halves, quarters, thirds, fifths. **Identifies the symbols for halves, quarters, thirds and fifths. (Number Identification)**	*Teaching Number knowledge (Book 4)* **Fraction Pieces**	**Number knowledge unit Q** *Fractions*	**226 - 231**