# 10 Build towards ten

## Aim

Use a five-and-some structure if ready.

## Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

## Model - make the thinking visible

Fill the top five-frame, then add one below: five and one is six. Remain within five if needed.

## Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

## Suggested answers / success criteria

1. 5+1.
2. 5+2.
3. 5+3.
4. 5+4.
5. 10.

## If pupils struggle

Repeat part-whole work within five; record adapted range, not scores as equivalent.

## Next challenge

Explain how 8 and 9 relate to ten.

## Classroom link

Teacher keeps the same five-frame representation available.

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Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

**1. Make 6 as five and some more.**

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**2. Make 7 as five and some more.**

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**3. Make 8 as five and some more.**

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**4. Make 9 as five and some more.**

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**5. Fill a ten-frame. How many?**

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Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____