

# RECEPTION/YEAR 1 CLASS

Recently we have been making class books about teen numbers. We have been incorporating mental computation strategies, such as counting on, doubles, near doubles, rainbow facts, and friendly numbers, about each number.

11

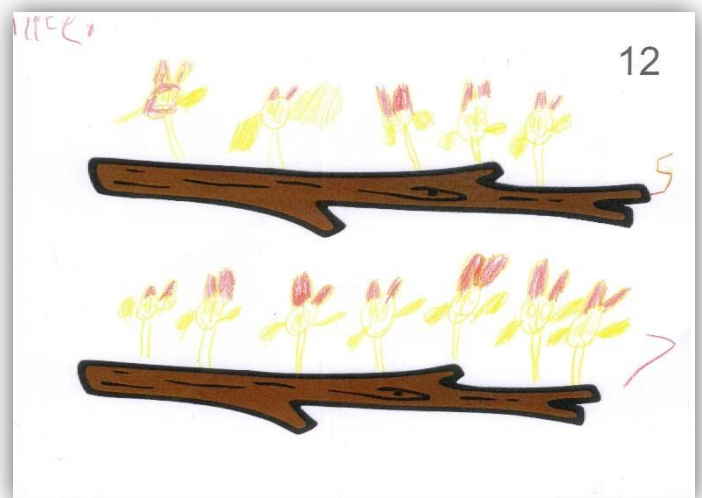
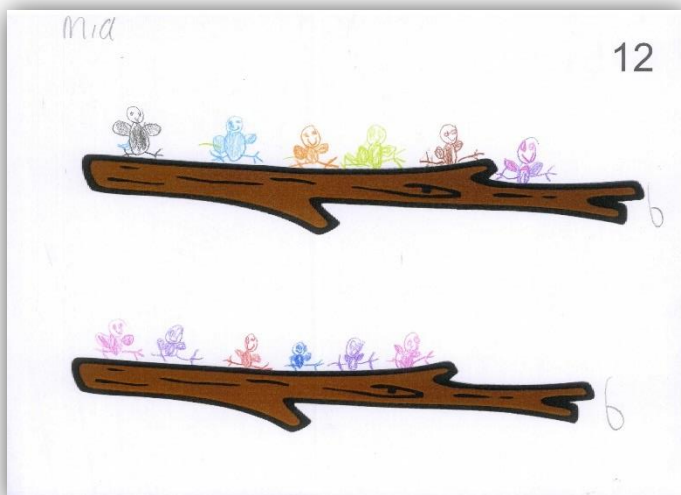
Jemima has made a lift-the-flap page about the number 11. The reader needs to work out how many flowers are under the flap if there is 11 flowers in total (first photo). Under the flap (second photo) Jemima has drawn the ten hidden flowers in a way that makes it easy to quickly see there are ten, as there are 5 and 5, which is a doubles fact, as well as a rainbow fact.



12

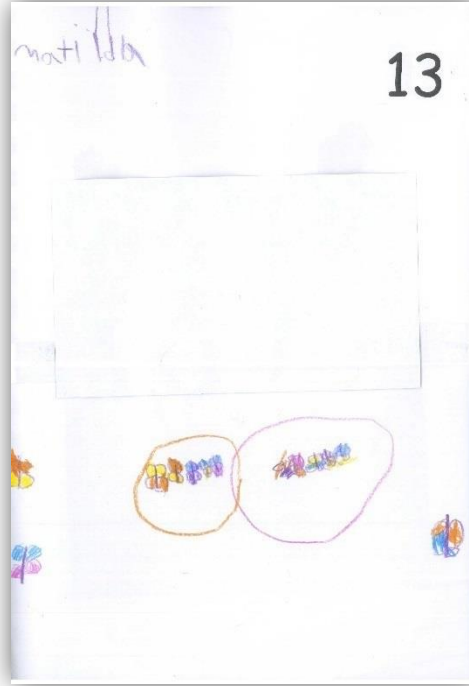
Mia has represented 12 birds as a doubles fact (double 6).

Alice has used the double fact of double 5, and she has counted on two more birds to make 12.



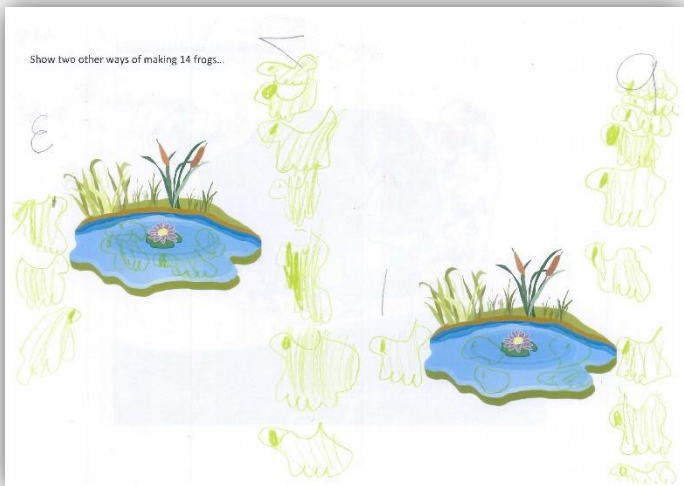
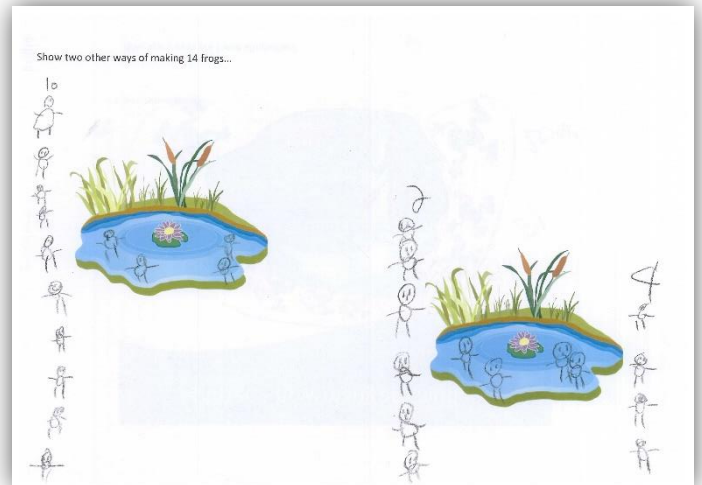
13

Matilda has made a lift-the-flap page about the number 13. The reader needs to work out how many butterflies are under the leaf if there are 13 altogether (first photo). Under the leaf (second photo) she has drawn the ten hidden butterflies in a way that makes it easy to quickly see there are ten, as there are 5 and 5, which is a doubles fact, as well as a rainbow fact.



14

Layla (right) has shown two ways of making 14 frogs. She has used the rainbow fact combinations of 10 and 0, and 6 and 4, to make 10. She knows that she should draw 4 frogs in the ponds to make the totals to 14, because 10 is a friendly number.



Sarah (left) has used different rainbow fact combinations to make 10. She has used 3 and 7, as well as 1 and 9.