

Ten and A Bit Facts Covered

1. Addition Grid Facts Covered

	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

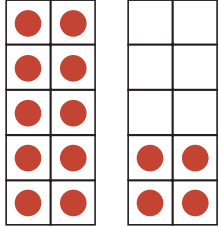
2. Subtraction Grid Facts Covered

11	11-1	11-2	11-3	11-4	11-5	11-6	11-7	11-8	11-9	11-10
12		12-2	12-3	12-4	12-5	12-6	12-7	12-8	12-9	12-10
13			13-3	13-4	13-5	13-6	13-7	13-8	13-9	13-10
14				14-4	14-5	14-6	14-7	14-8	14-9	14-10
15					15-5	15-6	15-7	15-8	15-9	15-10
16						16-6	16-7	16-8	16-9	16-10
17							17-7	17-8	17-9	17-10
18								18-8	18-9	18-10
19									19-9	19-10
20										20-10

Ten and A Bit Teaching Points

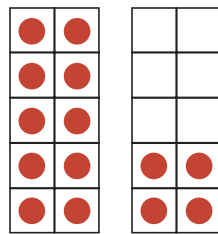
Teaching Point 1

Just as children need to spend time visualising and recognising the numbers 1 – 10, the same is true for the numbers 11 – 20. The “Ten and A Bit” numbers (11 – 19) are all made up of one group of 10 and some additional ones. 20 is made up of two groups of 10. For example, 14

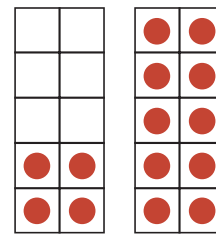
Number	Tens Frame	Place Value Table				
14 Fourteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>4</td> </tr> </table>	Tens	Ones	1	4
Tens	Ones					
1	4					

Teaching Point 2

Children must be able to recognise the ‘Ten and A Bit’ numbers on tens frames when both the left hand tens frame is full, and when the right hand tens frame is full. For example, both the images below represent 14.



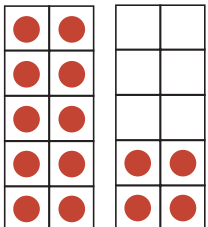
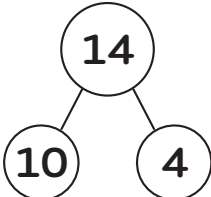
14



14

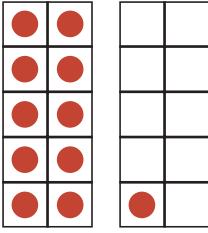
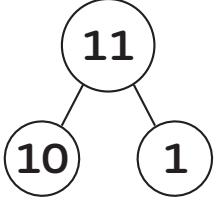
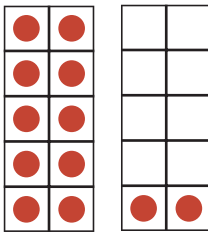
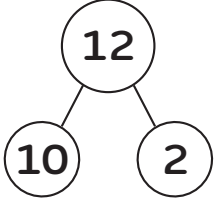
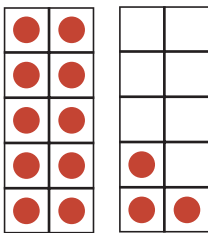
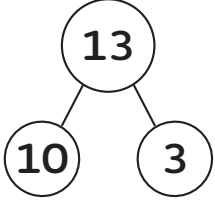
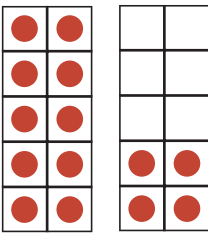
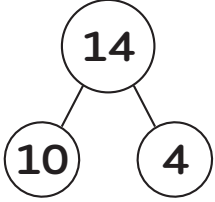
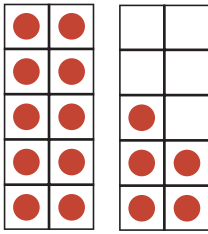
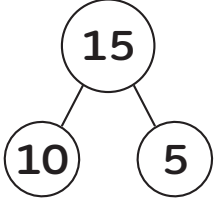
Teaching Point 3

With the visual and structural understanding of the ‘Ten and A Bit’ numbers secure, children can then start to work with the addition and subtraction equations relating to these numbers. Without explicit teaching of this, some children will continue to use counting forwards and backwards in ones to solve equations like the ones shown here.

Tens Frame	Part Part Whole	Related Equation
		$10 + 4 = 14$ $4 + 10 = 14$ $14 - 10 = 4$ $14 - 4 = 10$

Ten and A Bit Reference Sheet

Numbers 11 - 15

Number	Tens Frame	Place Value Table	Part Part Whole	Related Equation				
11 Eleven		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>1</td> </tr> </table>	Tens	Ones	1	1		$10 + 1 = 11$ $1 + 10 = 11$ $11 - 10 = 1$ $11 - 1 = 10$
Tens	Ones							
1	1							
12 Twelve		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>2</td> </tr> </table>	Tens	Ones	1	2		$10 + 2 = 12$ $2 + 10 = 12$ $12 - 10 = 2$ $12 - 2 = 10$
Tens	Ones							
1	2							
13 Thirteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>3</td> </tr> </table>	Tens	Ones	1	3		$10 + 3 = 13$ $3 + 10 = 13$ $13 - 10 = 3$ $13 - 3 = 10$
Tens	Ones							
1	3							
14 Fourteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>4</td> </tr> </table>	Tens	Ones	1	4		$10 + 4 = 14$ $4 + 10 = 14$ $14 - 10 = 4$ $14 - 4 = 10$
Tens	Ones							
1	4							
15 Fifteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>5</td> </tr> </table>	Tens	Ones	1	5		$10 + 5 = 15$ $5 + 10 = 15$ $15 - 10 = 5$ $15 - 5 = 10$
Tens	Ones							
1	5							

Ten and A Bit Reference Sheet

Numbers 16 - 20

Number	Tens Frame	Place Value Table	Part Part Whole	Related Equation				
16 Sixteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>6</td> </tr> </table>	Tens	Ones	1	6		$10 + 6 = 16$ $6 + 10 = 16$ $16 - 10 = 6$ $16 - 6 = 10$
Tens	Ones							
1	6							
17 Seventeen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>7</td> </tr> </table>	Tens	Ones	1	7		$10 + 7 = 17$ $7 + 10 = 17$ $17 - 10 = 7$ $17 - 7 = 10$
Tens	Ones							
1	7							
18 Eighteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>8</td> </tr> </table>	Tens	Ones	1	8		$10 + 8 = 18$ $8 + 10 = 18$ $18 - 10 = 8$ $18 - 8 = 10$
Tens	Ones							
1	8							
19 Nineteen		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>9</td> </tr> </table>	Tens	Ones	1	9		$10 + 9 = 19$ $9 + 10 = 19$ $19 - 10 = 9$ $19 - 9 = 10$
Tens	Ones							
1	9							
20 Twenty		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>2</td> <td>0</td> </tr> </table>	Tens	Ones	2	0		$10 + 10 = 20$ $20 - 10 = 10$
Tens	Ones							
2	0							

Ten and A Bit

Small Group Classroom Activities

What's in the name?

You will need 2 tens frames, and 20 small items (such as unifix cubes which are easier to manipulate when counting than counters). Put out a number of items between 11 and 20 and then ask a child to put each item in turn on the tens frames, counting as they go. Fill one tens frame first, then the bit. Highlight to the children the link between the number they have counted to (e.g., 14) and the layout of the counters (10 and 4 more), e.g., “Yes, that’s 14. It’s ONE ten and FOUR more.” Repeat for other numbers between 11 and 20. Once the children can do this with the tens frame on the left filled, fill the tens frame on the right first saying things like, “So, 14 can be 4 and 10 more, as well as 10 and 4 more.”

Count and count again

Any time you are counting over ten with the children, alternate counting in two different ways. Sometimes count in the usual way using number names (“...eight, nine, ten, eleven, twelve” etc) but other times do ‘Ten and A Bit’ counting (counting like this “...eight, nine, ten, ten and one, ten and two, ten and three” etc). This will help the children link the number names (such as eleven) to the ten and a bit structure (ten and one).

Count how many, see how many

This game is played in two teams. Both teams are given between 11 and 20 items. For one team these items are in a group to count. For the other team, these are shown already laid out on a tens frame in a ‘Ten and A Bit’ structure (don’t let the children see as you get them ready!). On the count of 3, both teams start working out how many they have. The quickest team to enumerate their items (work out how many they have) gets a point. The children will start to realise that once you understand the ten and bit structure, seeing how many (with the items given on tens frames) is a lot quicker than counting how many. Discuss with the children why this is. When the children are seeing how many, don’t forget to ask them to explain how they know how many there are. You can swap which team has to count and which team is given the tens frames after each turn. You could also play adult against children, with the children having the tens frames and you counting. You can pretend to get increasingly frustrated as they beat you!

Make an estimate

Before starting this game, spend time looking at visual benchmarks: lay out 10 items and ask the children to try to remember in their minds what 10 looks like, and then do the same for 20 items. Then lay out between 11 and 20 small items on the table (not arranged into a Ten and A Bit structure). Ask the children to estimate how many there are, encouraging them to think about the visual benchmarks. Are there a little bit more than 10, or a lot more than 10 (and so nearer 20). Instead of counting to check move them onto the tens frames in a ‘Ten and A Bit’ structure to show how many there actually are. Was their estimate close? Remember we are not expecting exact estimates. Anything within 2 or 3 of the actual number is a great estimate so celebrate it!

Out to play

Give each child a ‘Ten and A Bit’ challenge as they go out to play. Either you say a number between 11 and 19 and they tell you the ‘Ten and A Bit’, (for example you say, “Twelve”, and they say, “Ten and two”), or you do it the other way, so you say the ‘Ten and A Bit structure’ (e.g. “Ten and five”) and they say the total number (in this case “Fifteen”). As you meet calculations, you can ask them “What is 5 plus 10?” or “What is 17 minus 7?”

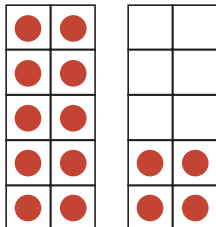
Animations

Watch the ‘Ten and A Bit’ animations, which help develop fluency in the facts.

Ten and a Bit Activities for Home

Dear Families

At school we are learning about the numbers 11 to 20. We call these 'Ten and A Bit' numbers to help the children learn that these numbers are always made up of 1 ten, and some additional ones (and that 20 is made up for 2 tens). We are learning to link this to addition and subtraction facts, as you can see here:

Number	Tens Frame	Related Equation
14 Fourteen		$10 + 4 = 14$ $4 + 10 = 14$ $14 - 10 = 4$ $14 - 4 = 10$

Here are some activities you can do with your child to support their learning:

Look and see

Start by spending some time looking through the tens frame activity cards with your child to see which numbers they already recognise and which they don't yet recognise. Where they don't recognise a number yet, count the dots, counting on from 10. For example, "We have 10 here. Let's count the rest. 11, 12, 13, 14. There are 14. 10 and 4 more is 14."

Show me the number

Say a number between 11 and 20. Show your child either 10 fingers, OR fingers for all of the ones (so if you say "16" you show either 10 fingers or 6 fingers). Ask your child to show you the other part which is needed to make the total on their fingers. Do the same but showing a number card rather than saying the number so they start to relate the digits to the two parts. Repeat with other numbers between 11 and 20. Emphasise the parts and the whole in your language saying, "Yes, 16 is 10 and 6 more". As your child grows in confidence encourage them to join in saying this with you, or to say it on their own.

Compare the pairs

This is a game for you and your child to play against each other. Cut and mix up all the activity cards (both numeral cards and tens frame cards mixed up together) and share them between the two of you. Each person turns their top card over. The person with the larger number keeps the pair. If the two cards match, the first person to shout 'snap' keeps the pair. Who will end up with more cards? Sometimes you will be comparing two tens frames cards, sometimes two numeral cards, and sometimes one of each. This is all great practice for your child.

Matching pairs

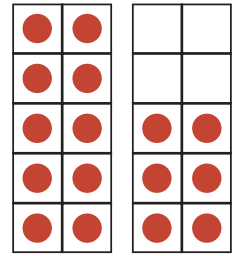
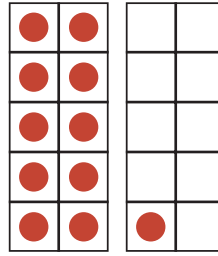
Take the numeral and tens frames activity cards and lay them out face down. Turn over two cards. If they are they a matching pair keep them and have another turn. If not it is the other person's turn. Try to remember where the cards are as they are turned over! You may well want to start this game with just 4 or 5 pairs of matching numeral/tens frame cards to make it easier for your children to remember where the cards are.

Ten and A Bit Activity Cards



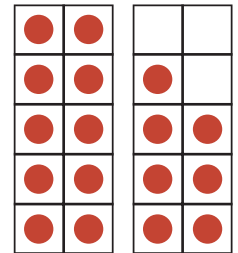
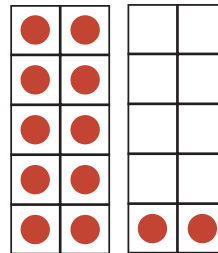
11

16



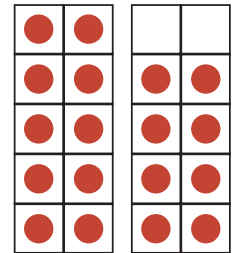
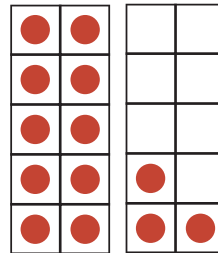
12

17



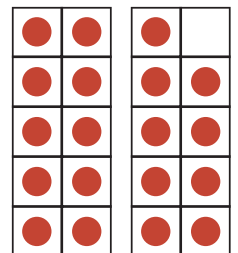
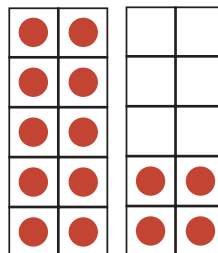
13

18



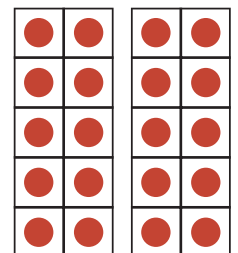
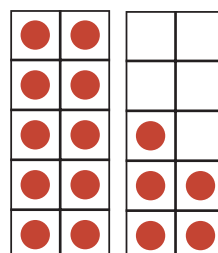
14

19

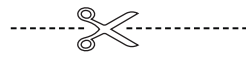


15

20



Ten and A Bit Fact Cards



1 + 10 5 + 10 9 + 10 10 + 7

2 + 10 6 + 10 10 + 10 10 + 6

3 + 10 7 + 10 10 + 9 10 + 5

4 + 10 8 + 10 10 + 8 10 + 4

Ten and A Bit Fact Cards



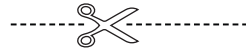
10 + 3 12 - 2 16 - 6 20 - 10

10 + 2 13 - 3 17 - 7 19 - 10

10 + 1 14 - 4 18 - 8 18 - 10

11 - 1 15 - 5 19 - 9 17 - 10

Ten and A Bit Fact Cards



16 - 10 **12 - 10**

15 - 10 **11 - 10**

14 - 10

13 - 10