

## INTERVENTION

Addition and Subtraction of  
 Single-digit Numbers Bridging  
 Any Decade



Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Add and Subtract a Single-digit Number Bridging Any Decade ..... [page 2 - 3](#)

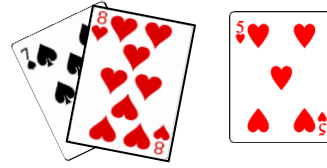
Progress Sheet ..... [page 4](#)

# Add Single-digit Numbers Bridging Any Decade

(Addition and Subtraction 9)

RESOURCES: playing cards, pencil, paper / Maths book

Select a two-digit number and a single-digit number that add over the next tens number.



Record your number sentence.  $78 + 5 =$

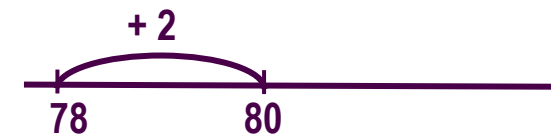
Place the two-digit number of a number line.



Place the next tens number on the number line.



Use your friends of 10 to work out how many you need to add to make the next tens number.

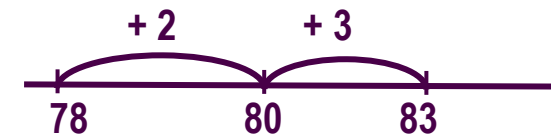


Record a jump and how many you added to make the next tens number.

Record how you partitioned the number you are adding.

$$\begin{array}{c} 78 + 5 \\ \swarrow \searrow \\ 2 + 3 \end{array}$$

Add the remaining part using friends of any decade.



Reflection: How can we add single-digit numbers bridging to any decade?

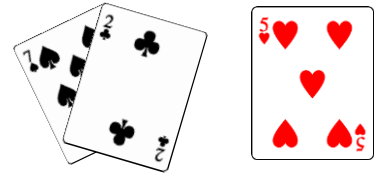


# Subtract a Single-digit Number Bridging Any Decade

(Addition and Subtraction 9)

RESOURCES: playing cards, pencil, paper / Maths book

Select a two-digit number and a single-digit number that subtract to less than the tens number below.



Record your number sentence.  $72 - 5 =$

Place the two-digit number on a number line.



Place the tens number below on the number line.



Record a jump backwards and how many you subtracted to make the tens number.



Show how you partitioned the number you are subtracting.

$$72 - 5 =$$

$$\begin{array}{c} \diagdown \quad \diagup \\ 2 + 3 \end{array}$$

Subtract the remaining part using friends of any decade.



Reflection: How can we subtract single-digit numbers bridging to any decade?

# Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

**ASSESSMENT FOR LEARNING (FORMATIVE)** – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

**ASSESSMENT AS LEARNING (FORMATIVE)** – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									