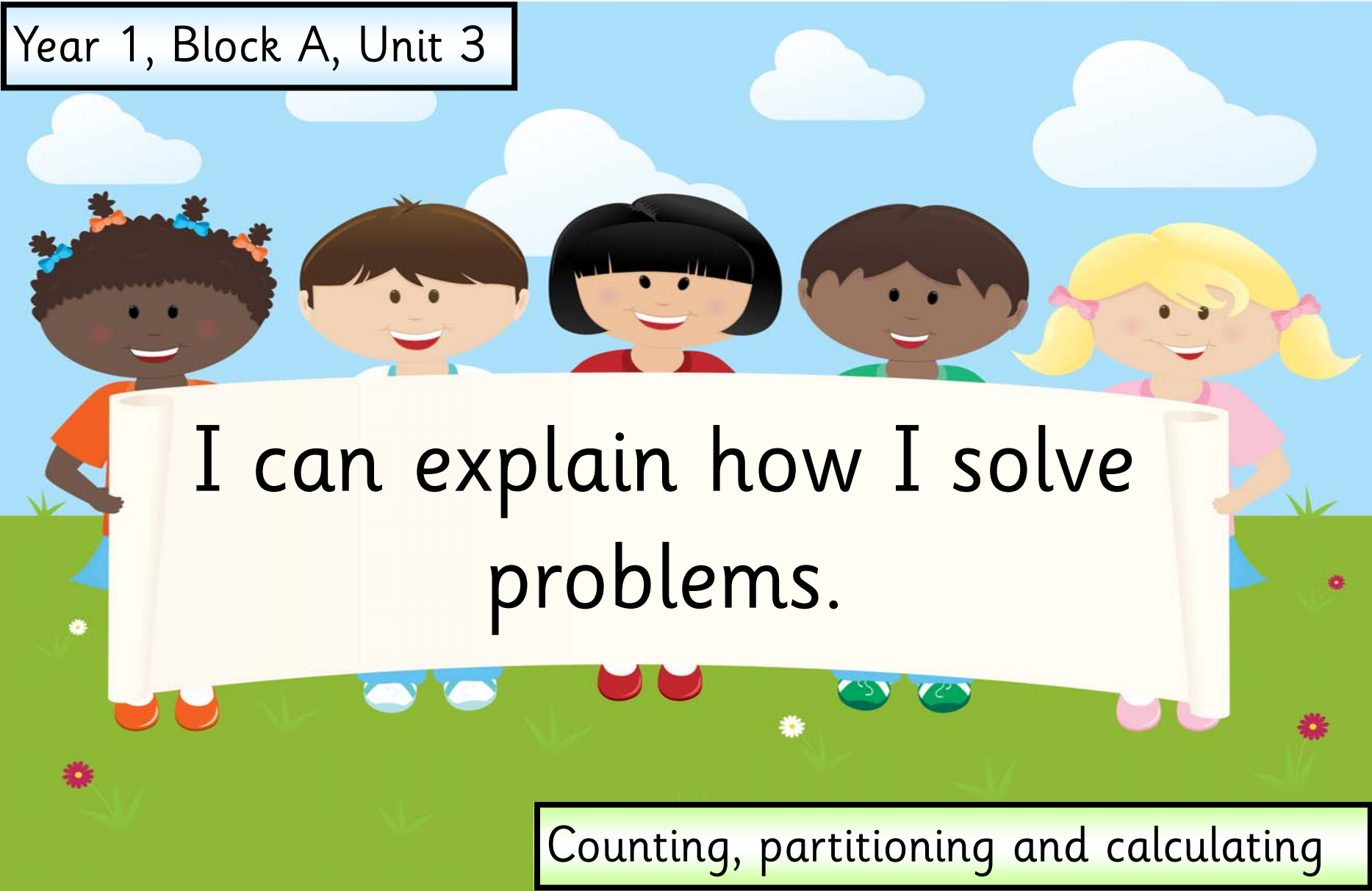


Year 1, Block A, Unit 3

I can solve a problem or puzzle  
using doubling and halving.

Counting, partitioning and calculating

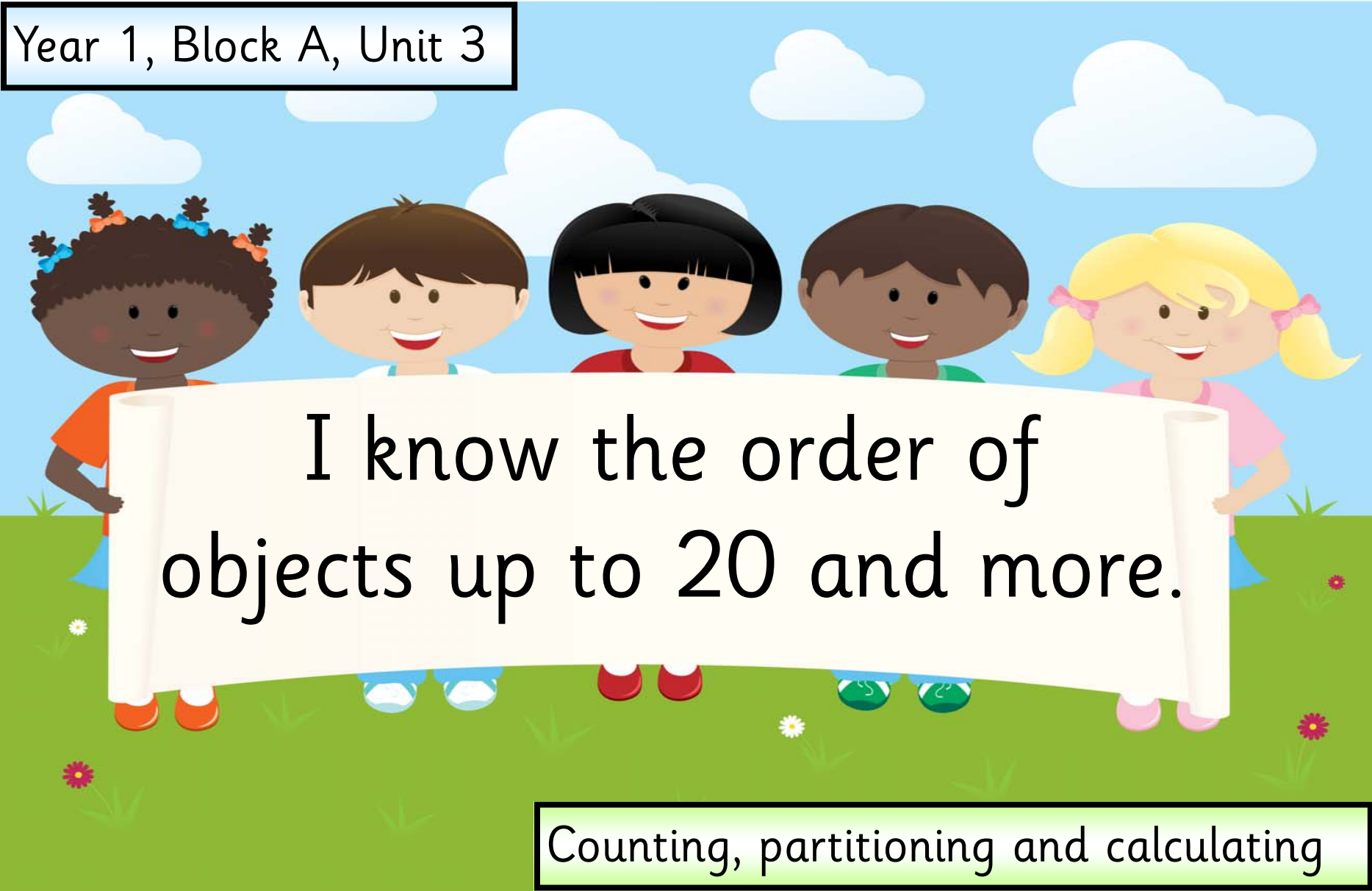
Year 1, Block A, Unit 3



I can explain how I solve problems.

Counting, partitioning and calculating

Year 1, Block A, Unit 3

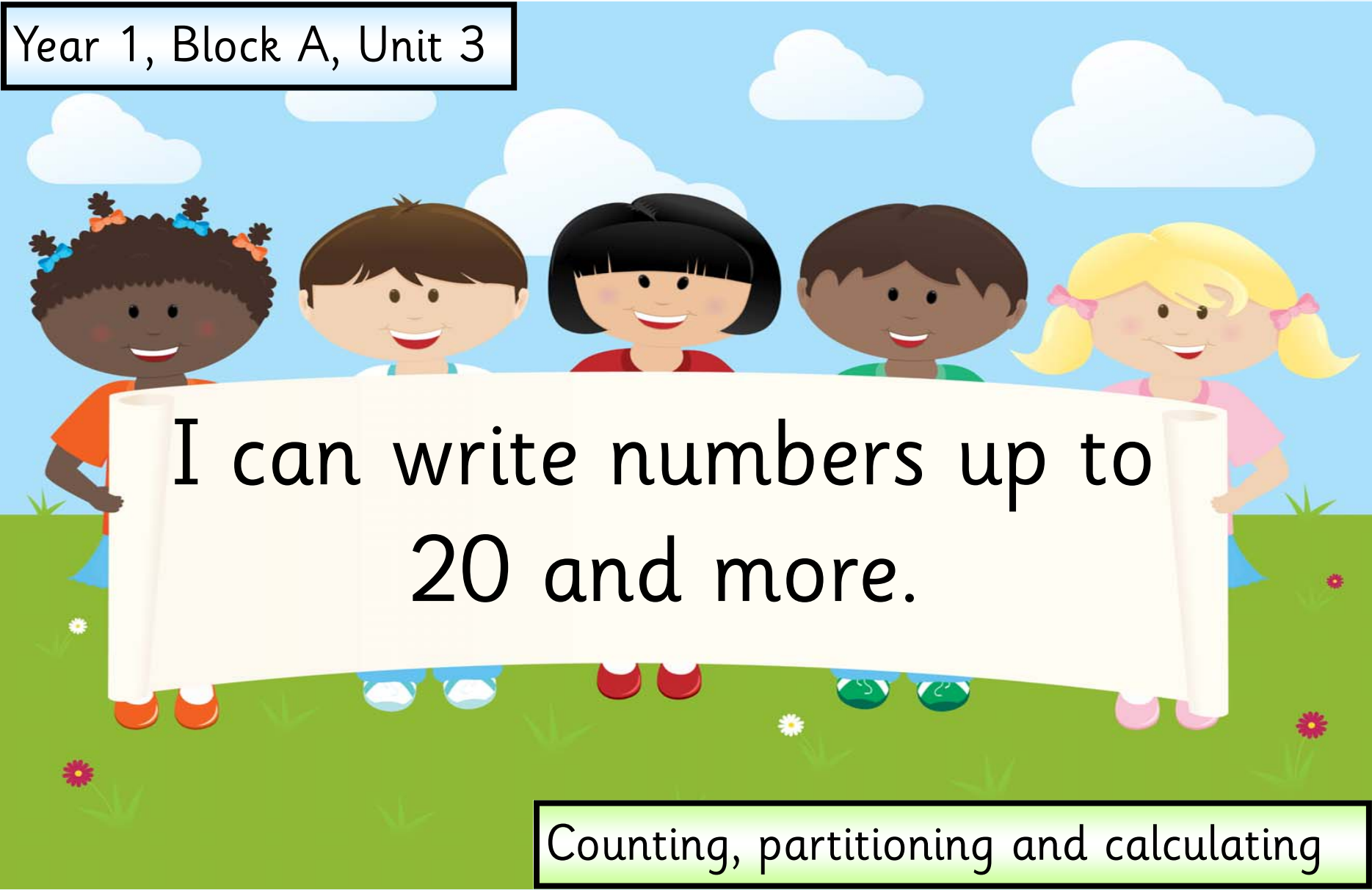


I know the order of  
objects up to 20 and more.

Counting, partitioning and calculating



Year 1, Block A, Unit 3



I can write numbers up to  
20 and more.

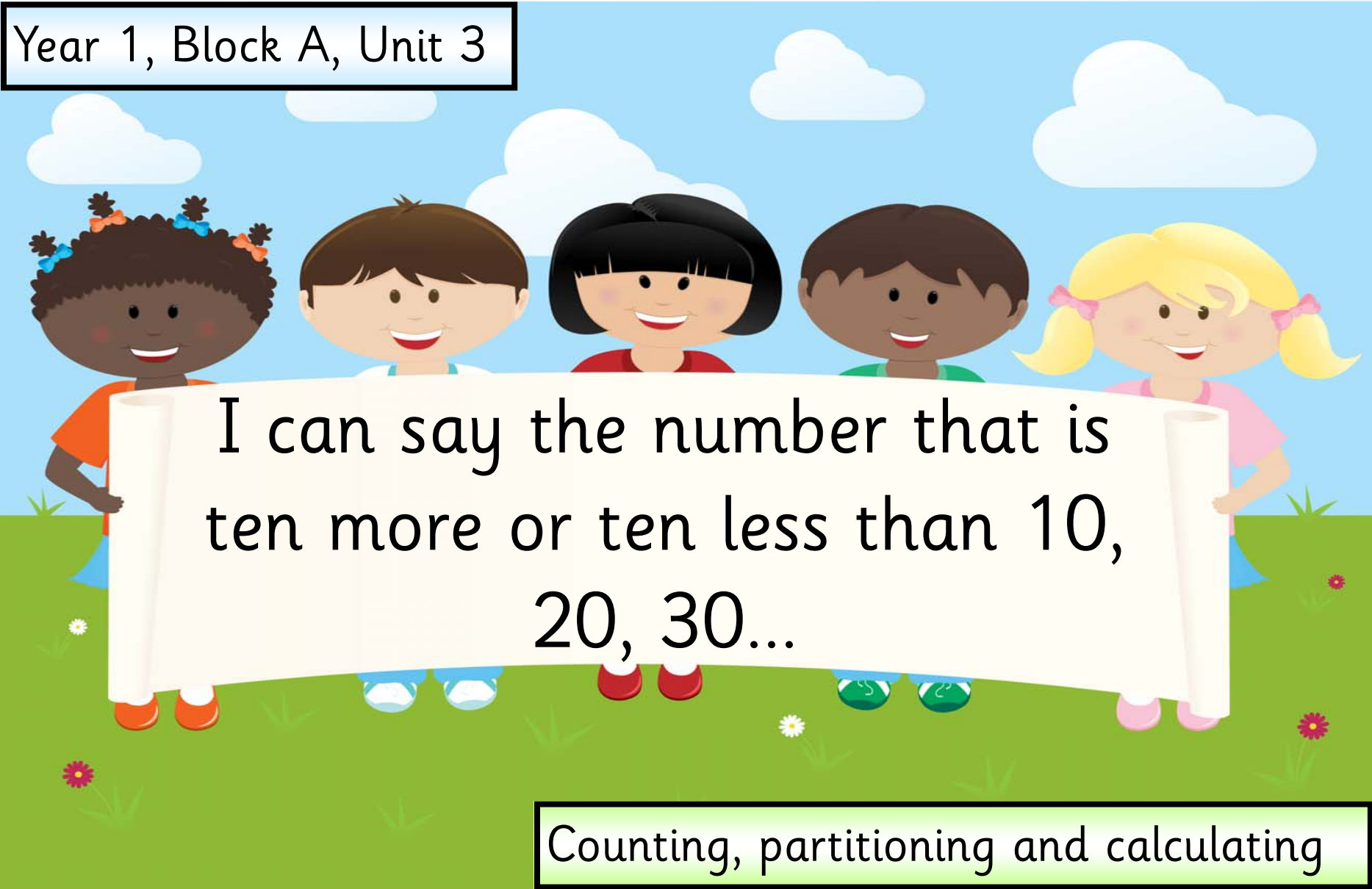
Counting, partitioning and calculating

Year 1, Block A, Unit 3

I can find numbers on a  
number line or 100 square.

Counting, partitioning and calculating

Year 1, Block A, Unit 3

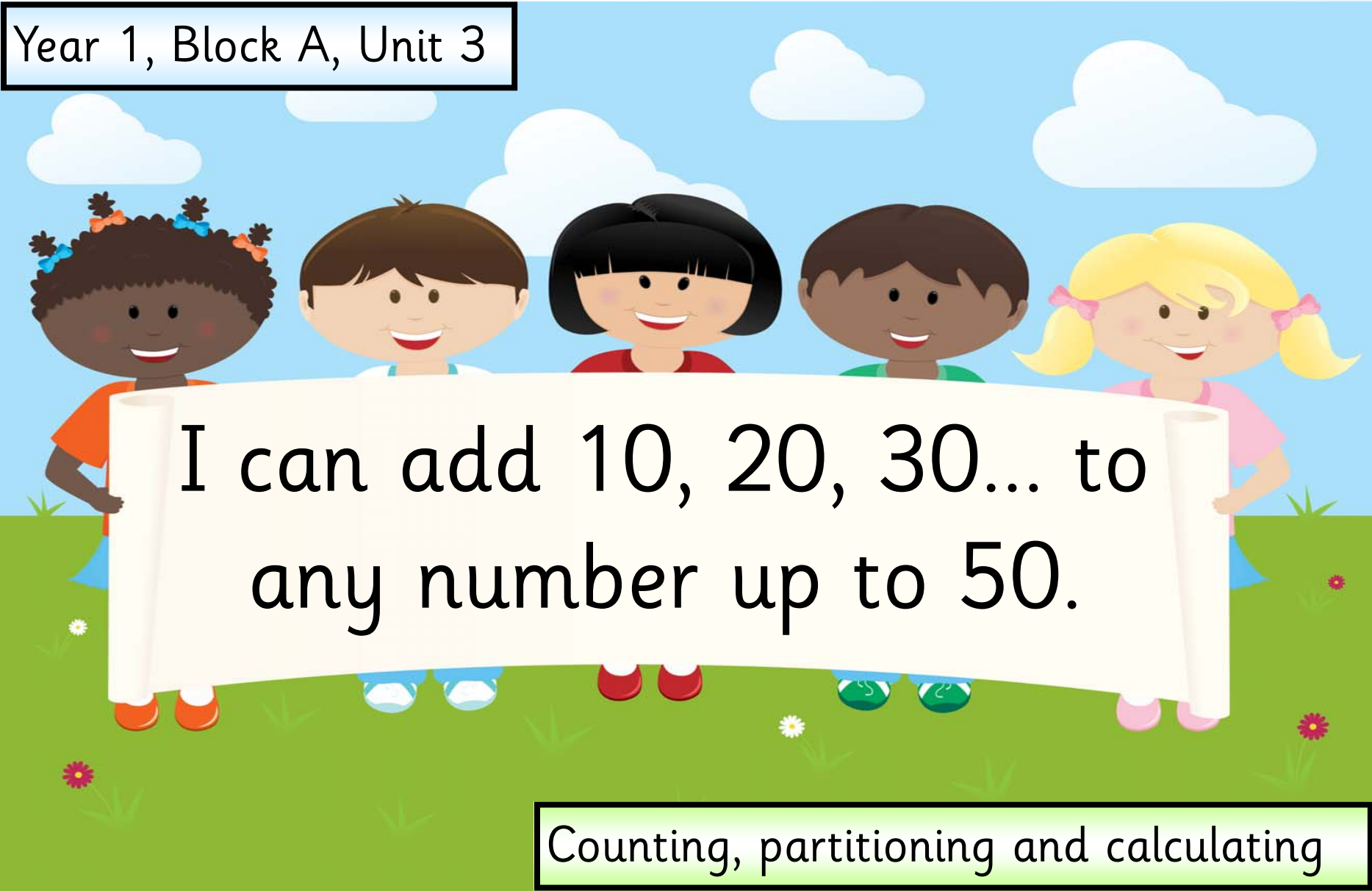


I can say the number that is  
ten more or ten less than 10,  
20, 30...

Counting, partitioning and calculating



Year 1, Block A, Unit 3



I can add 10, 20, 30... to  
any number up to 50.

Counting, partitioning and calculating

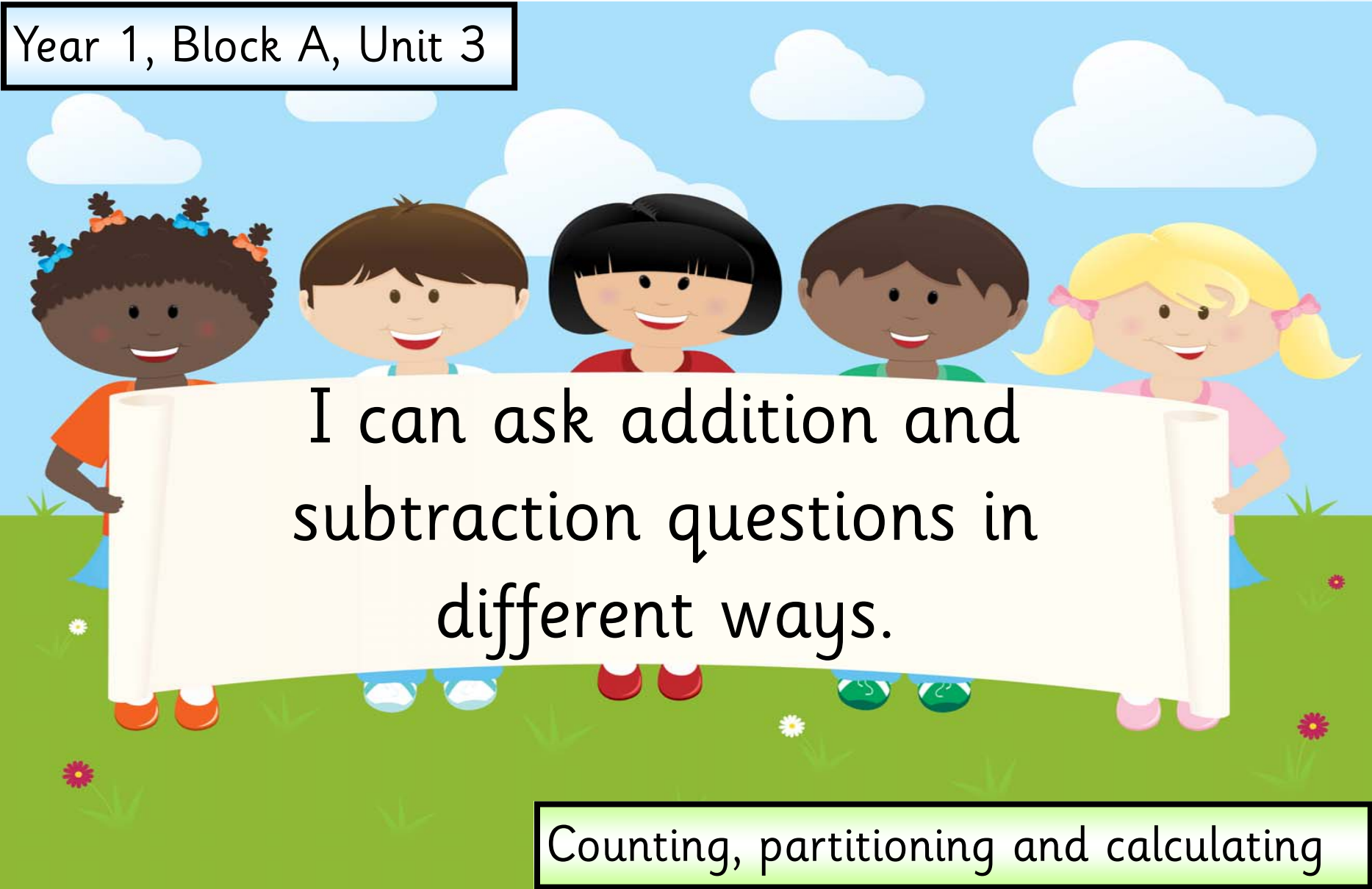
Year 1, Block A, Unit 3

I can add or subtract 20 to a  
number and tell you the  
answer.

Counting, partitioning and calculating



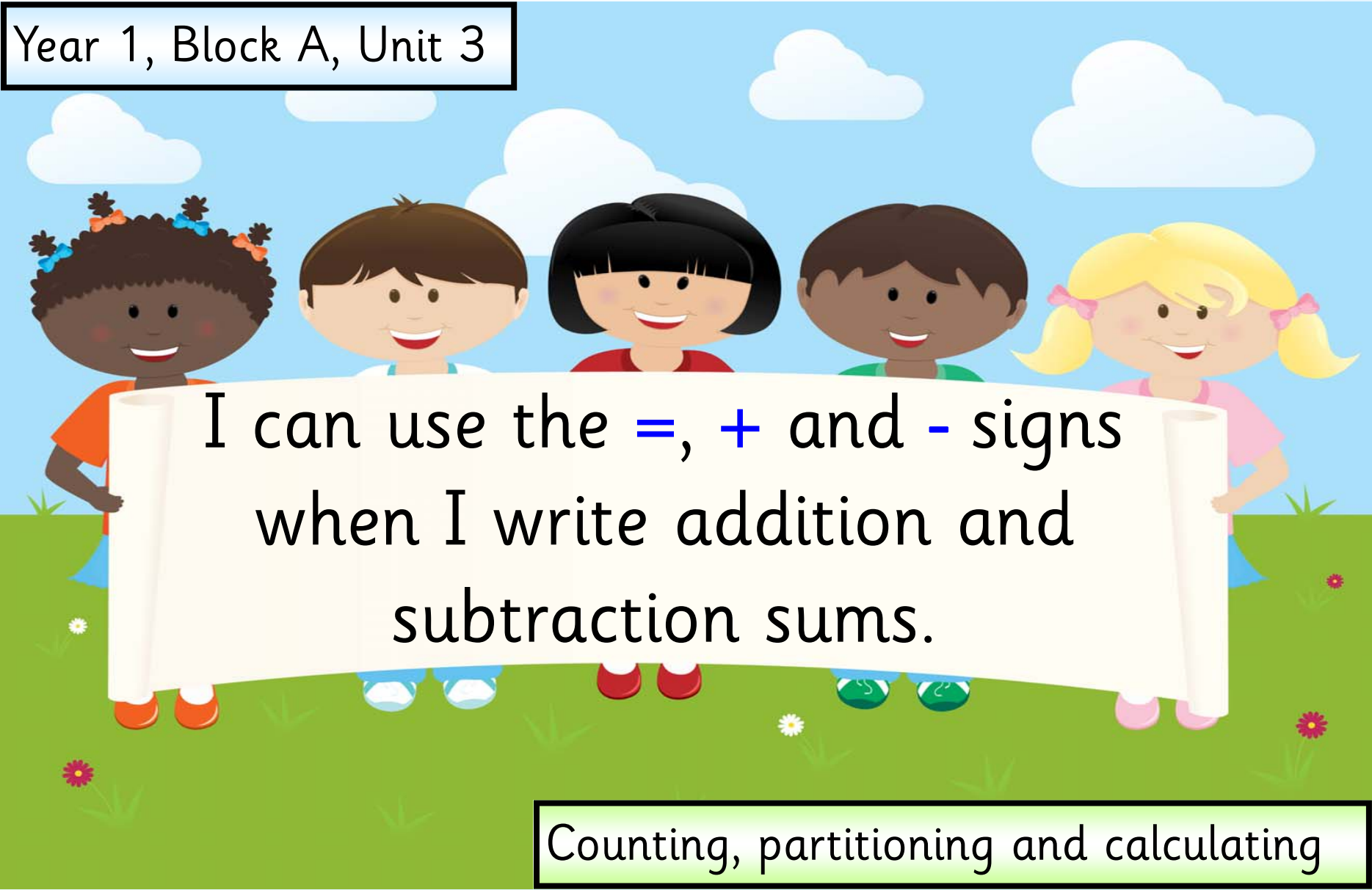
Year 1, Block A, Unit 3



I can ask addition and subtraction questions in different ways.

Counting, partitioning and calculating

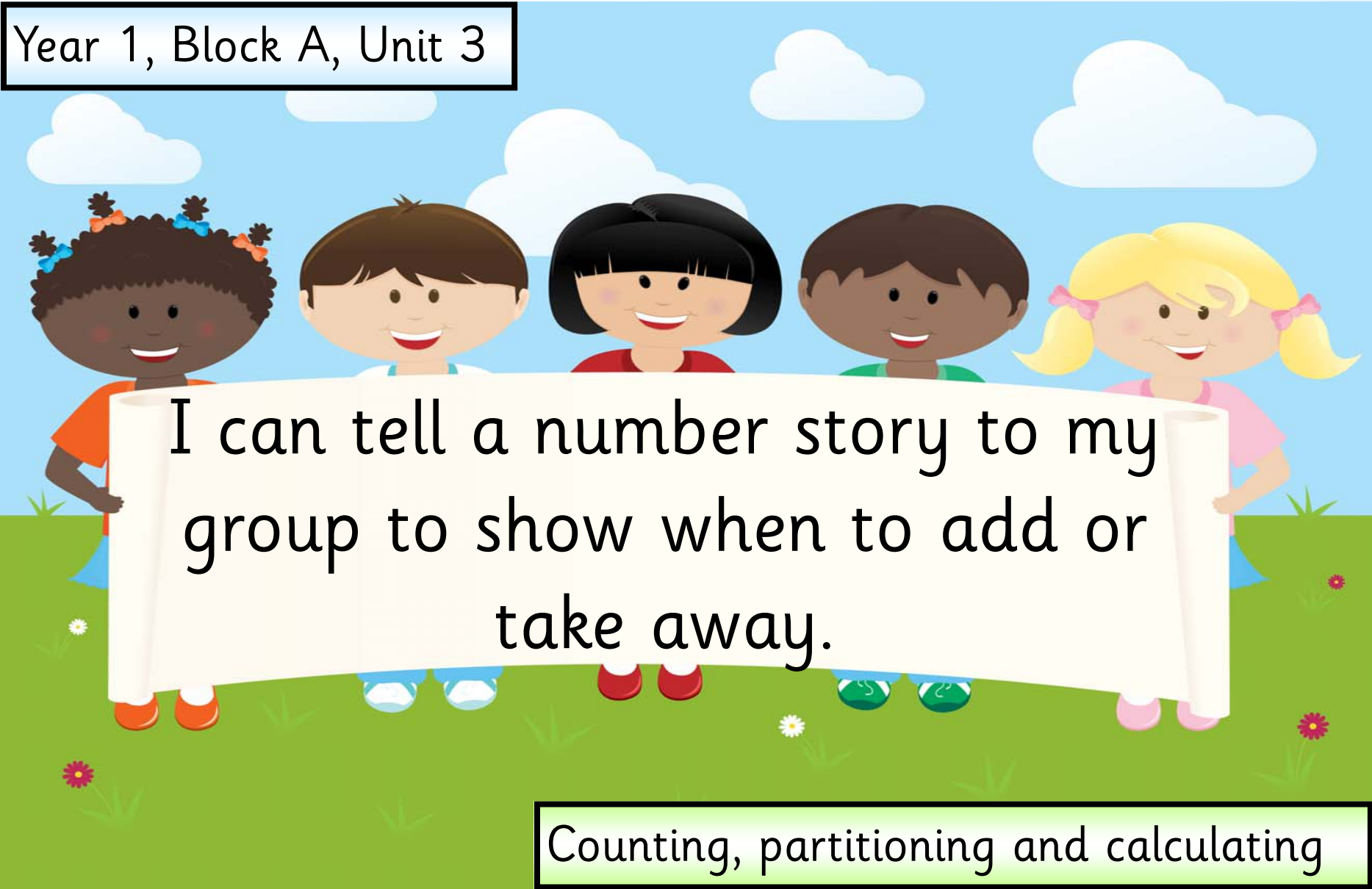
Year 1, Block A, Unit 3

Five diverse children are standing in a grassy field under a blue sky with white clouds. They are holding a large white banner that contains text. From left to right: a girl with dark skin and curly hair wearing an orange shirt, a boy with light skin and brown hair wearing a light blue shirt, a girl with dark skin and short black hair wearing a red shirt, a boy with dark skin and short brown hair wearing a green shirt, and a girl with light skin and blonde pigtails wearing a pink shirt.

I can use the  $=$ ,  $+$  and  $-$  signs  
when I write addition and  
subtraction sums.

Counting, partitioning and calculating

Year 1, Block A, Unit 3



I can tell a number story to my group to show when to add or take away.

Counting, partitioning and calculating