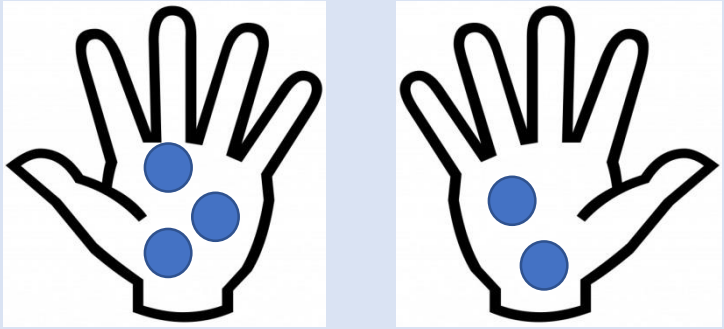
- ❑ I can partition a number into 2 or more parts
- ❑ I can use a part-whole model to show what I know
- ❑ I know what 'part, part, whole' means

Starter:

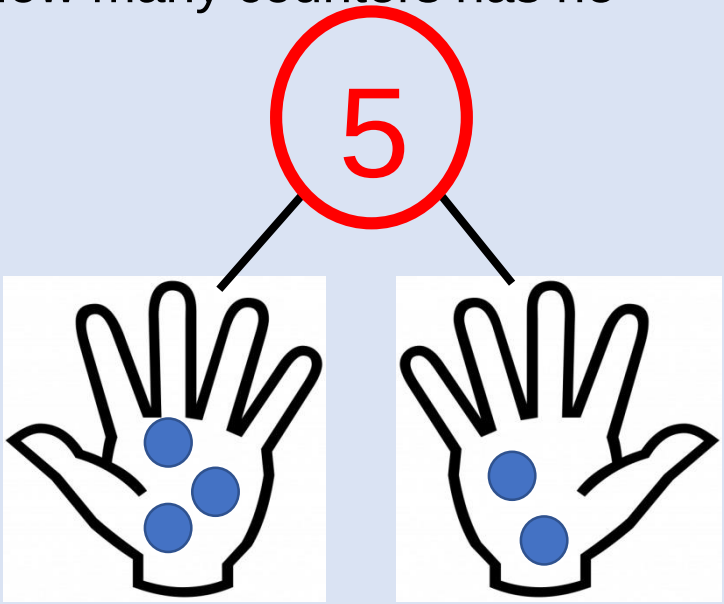
Simon has three counters in one hand and two in the other. How many counters has he altogether?



- ❑ I can partition a number into 2 or more parts
- ❑ I can use a part-whole model to show what I know
- ❑ I know what 'part, part, whole' means

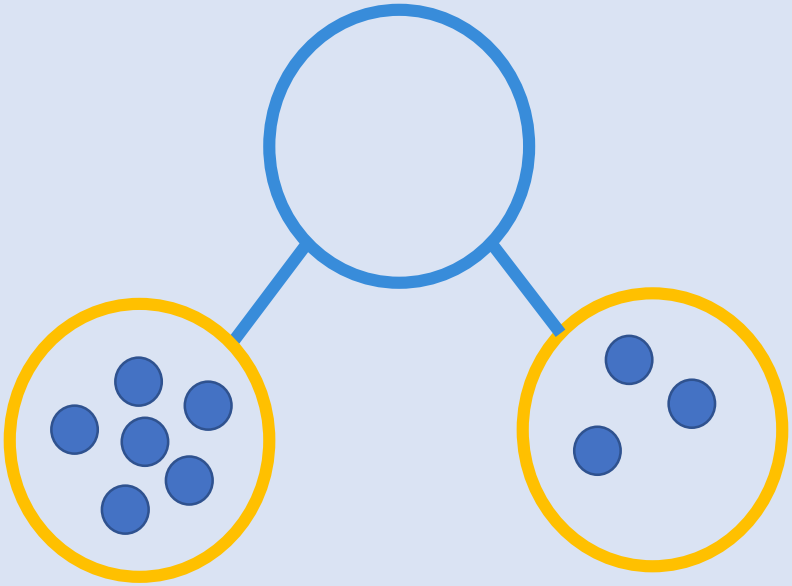
Starter:

Simon has three counters in one hand and two in the other. How many counters has he altogether?



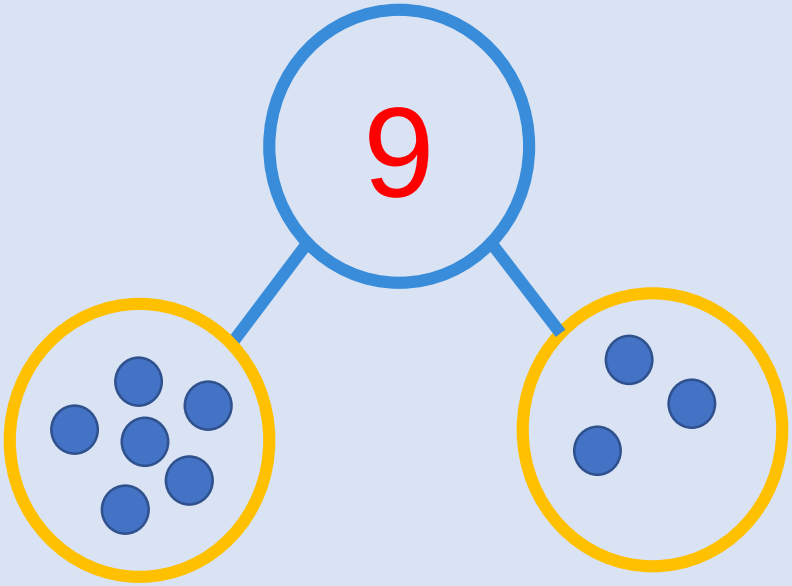
Talking Time:

Complete the part-whole model by adding together the counters in the orange circles.



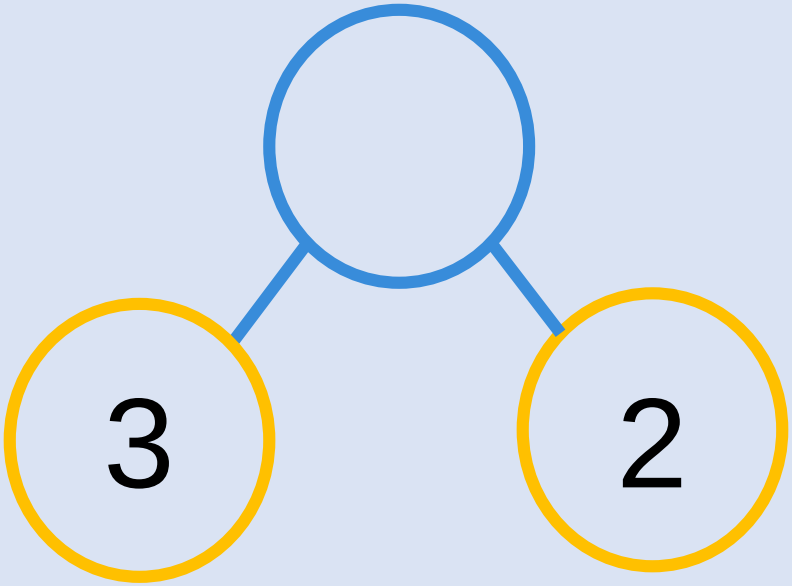
Talking Time:

Complete the part-whole model by adding together the counters in the orange circles.



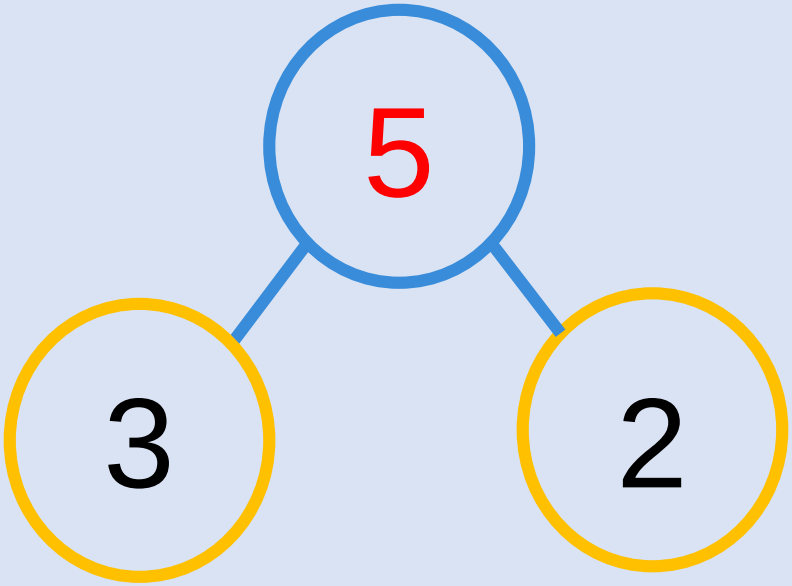
Talking Time:

Complete the part-whole model by adding together the counters in the orange circles.



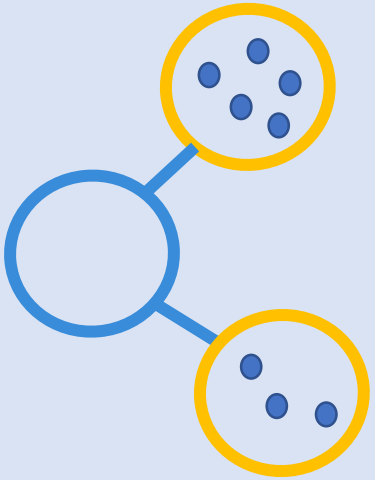
Talking Time:

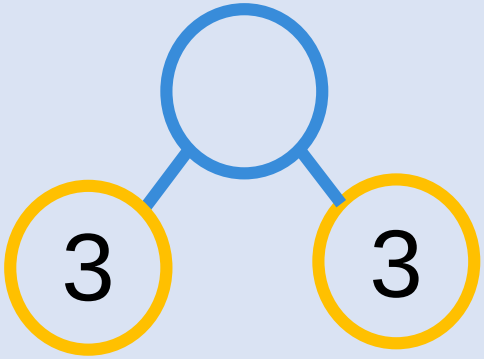
Complete the part-whole model by adding together the counters in the orange circles.

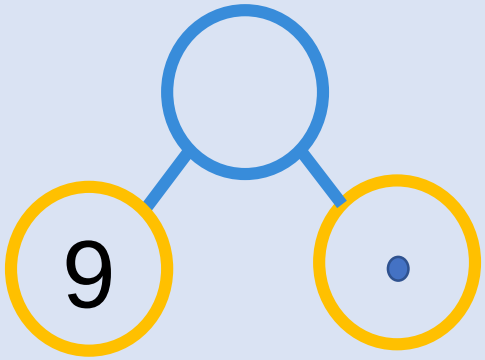


Activity 1:

Complete the part-whole models.



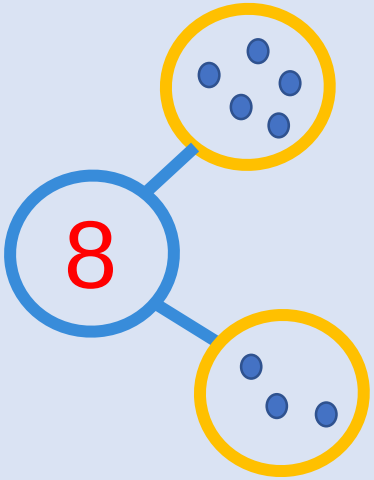


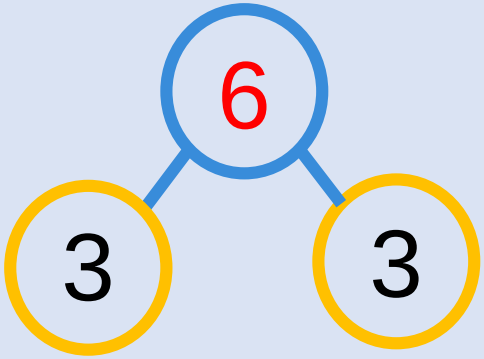


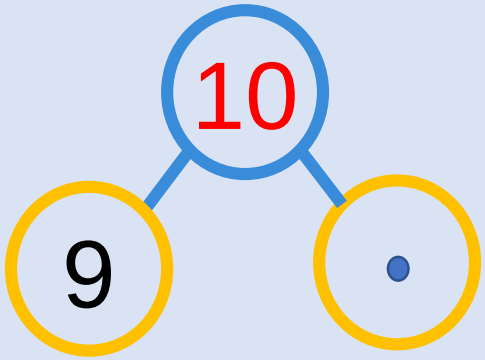
Extension:
Create your own part-whole model.

Activity 1:

Complete the part-whole models.



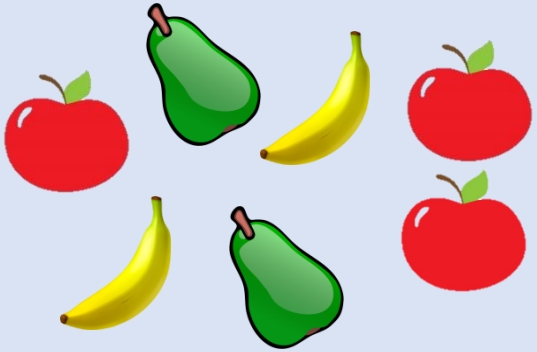


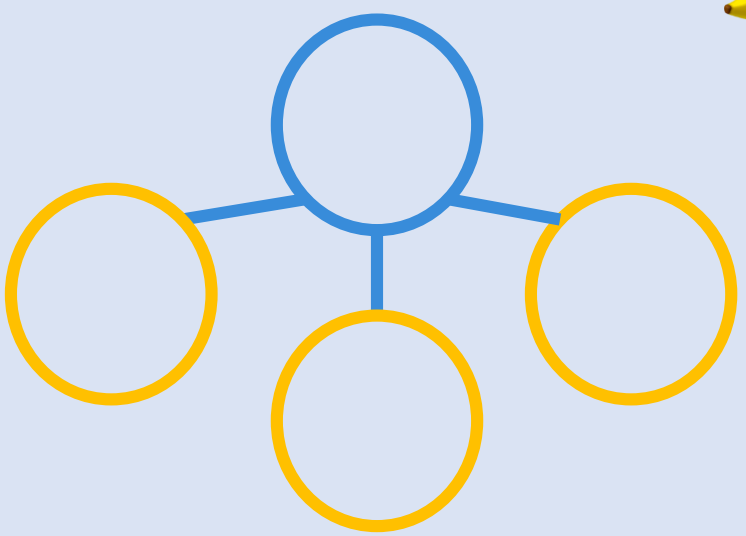


Extension:
Create your own part-whole model.

Talking Time:

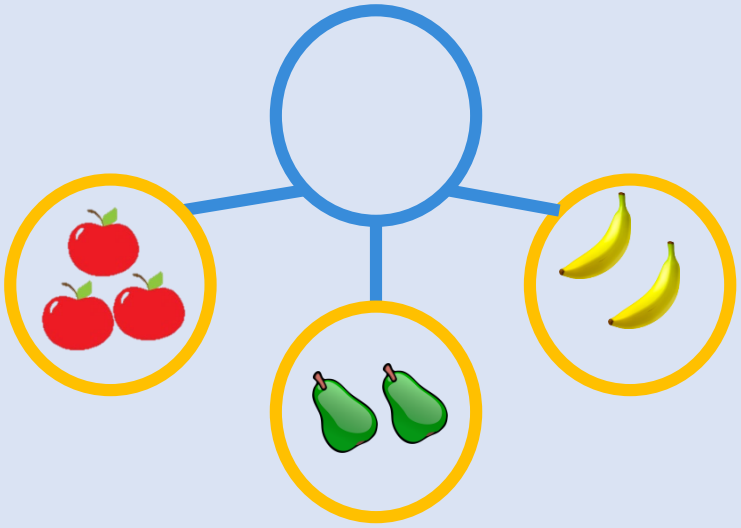
How could you use the part-whole model to group this fruit?





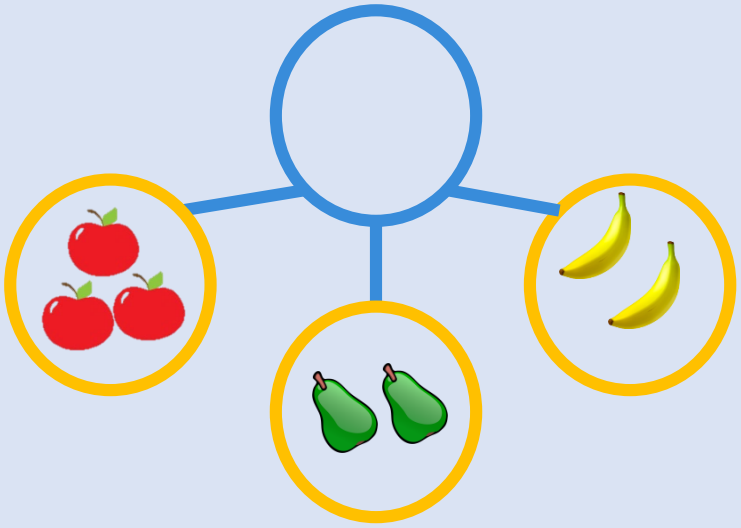
Talking Time:

How could you use the part-whole model to group this fruit?



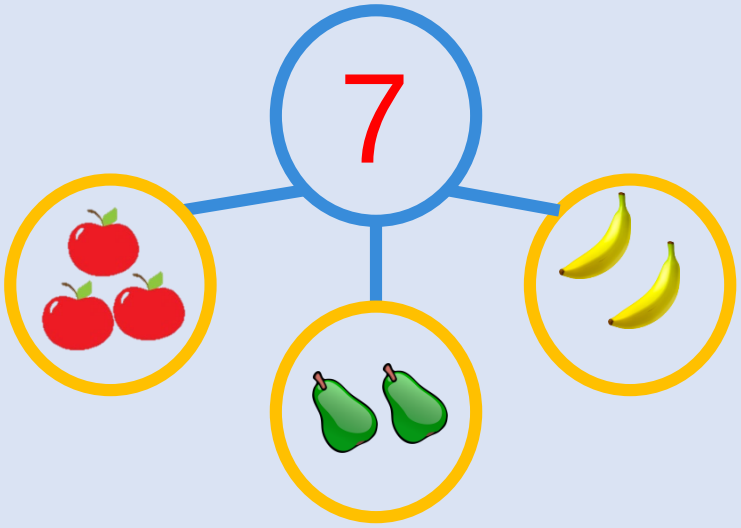
Talking Time:

Can you complete the part-whole model?



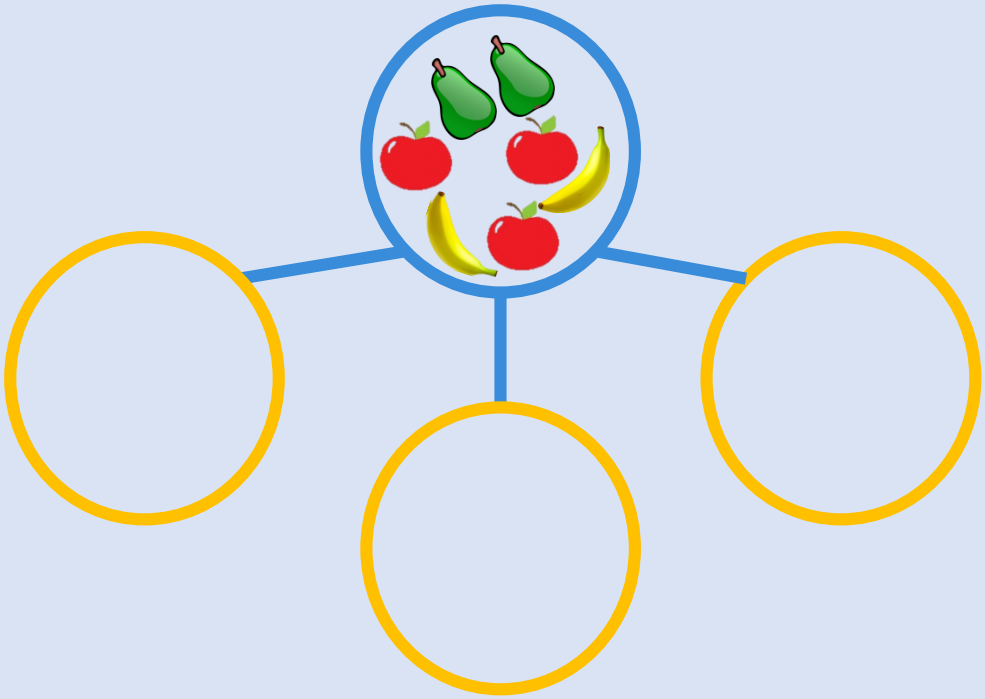
Talking Time:

Can you complete the part-whole model?



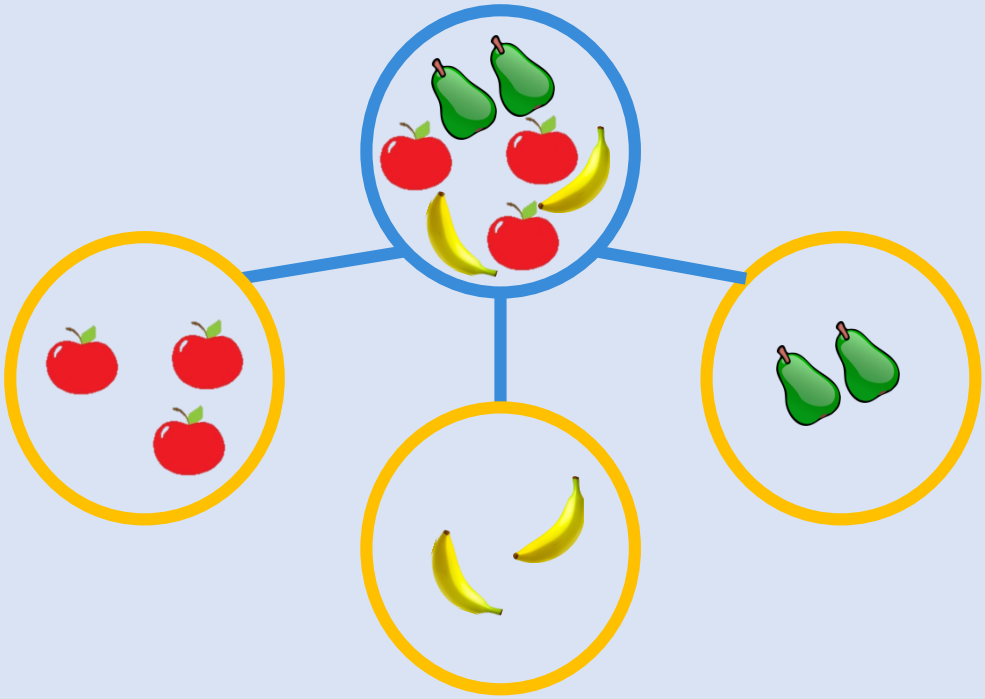
Talking Time:

Can you complete the part-whole model?



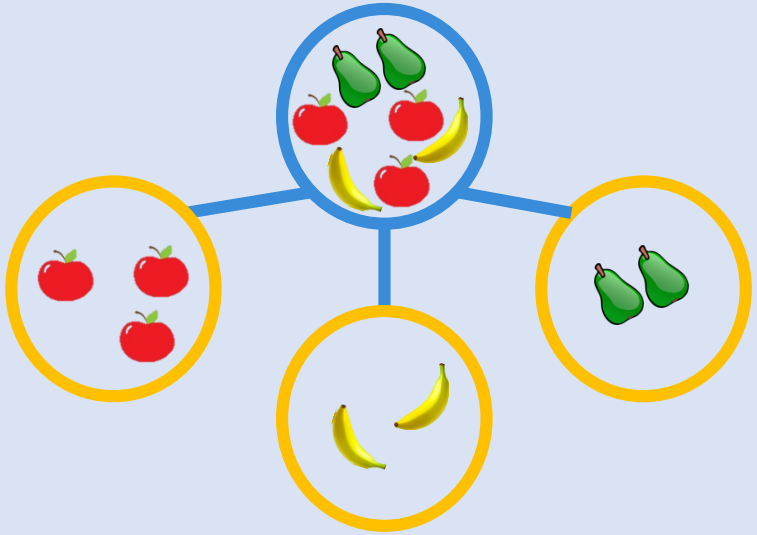
Talking Time:

Can you complete the part-whole model?



Talking Time:

Complete the sentences below:

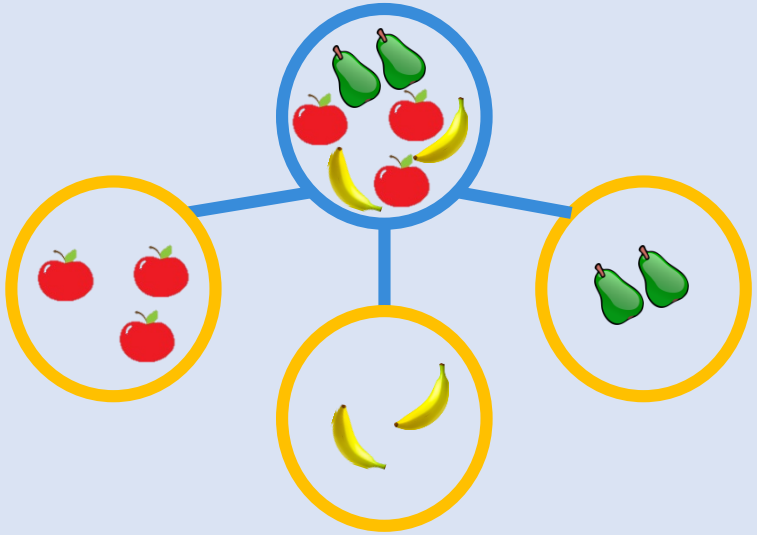


….. is the whole.

….. is a part, …. is a part and ….. is a part.

Talking Time:

Complete the sentences below:

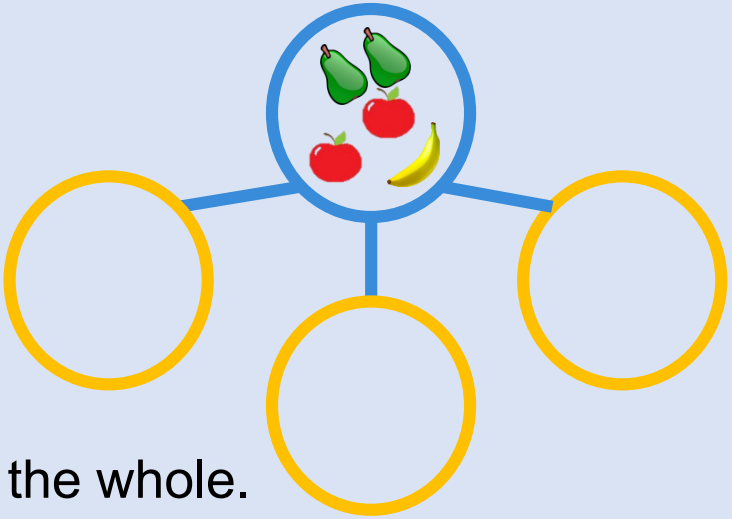


7 is the whole.

3 is a part, 2 is a part and 2 is a part.

Activity 2:

Complete the sentences below using numbers to describe the part-whole model:



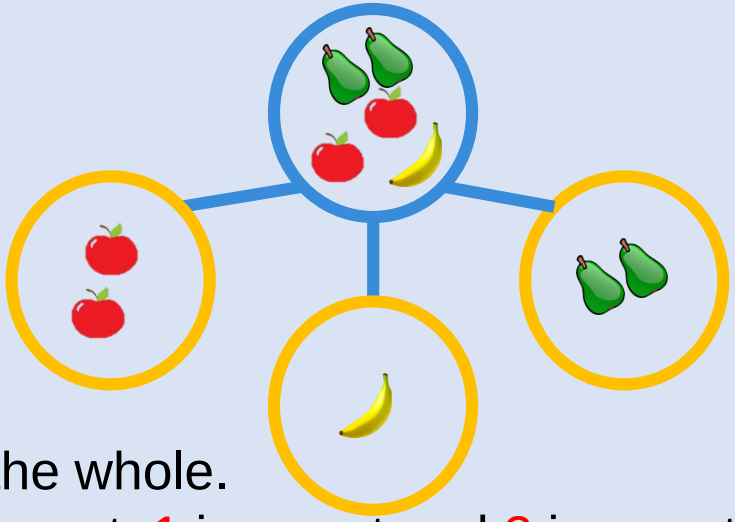
… is the whole.

… is a part, … is a part and … is a part.

Extension:
Add one more apple, pear and banana and complete a new sentence.

Activity 2:

Complete the sentences below using numbers to describe the part-whole model:



5 is the whole.

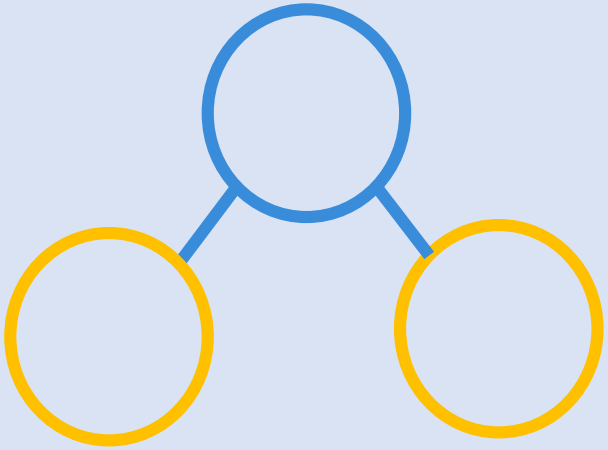
2 is a part, 1 is a part and 2 is a part.

Extension:
Add one more apple, pear and banana and complete a new sentence.

Talking Time:

Draw a part-whole model to represent the stem sentence.

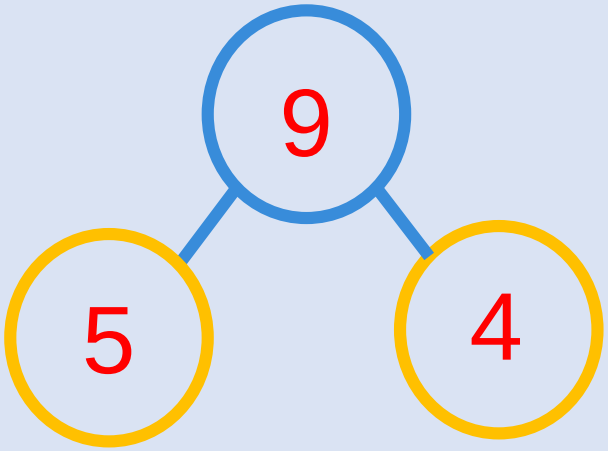
4 is a part.
5 is a part.
9 is the whole.



Talking Time:

Draw a part-whole model to represent the stem sentence.

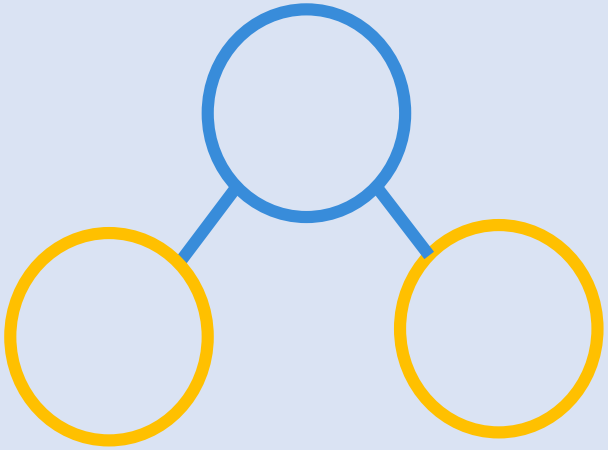
4 is a part.
5 is a part.
9 is the whole.



Activity 3:

Draw a part-whole model to represent the stem sentence.

6 is a part.
4 is a part.
10 is the whole.

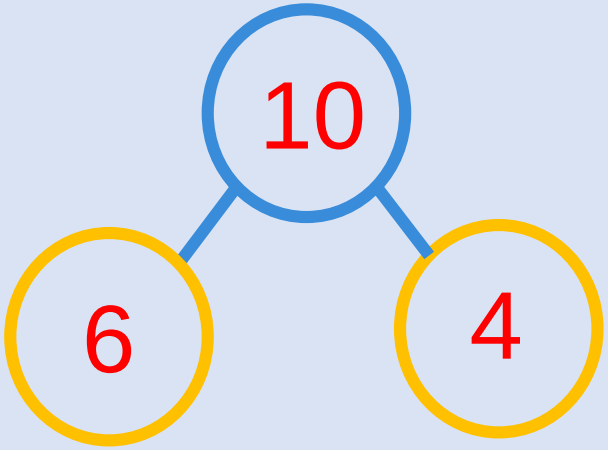


Extension:
Create a different part-whole model that has a whole of 10.

Activity 3:

Draw a part-whole model to represent the stem sentence.

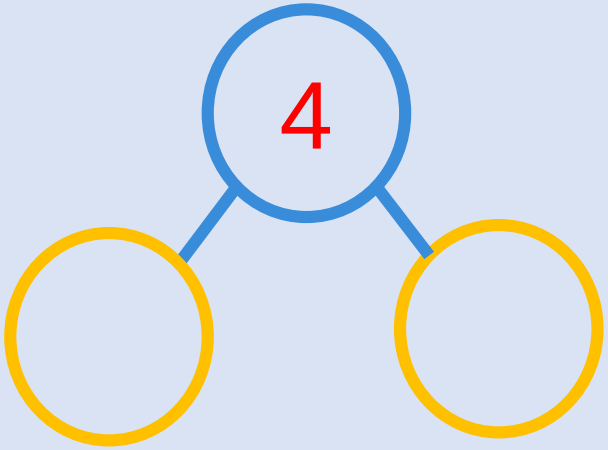
6 is a part.
4 is a part.
10 is the whole.



Extension:
Create a different part-whole model that has a whole of 10.

Activity 4:

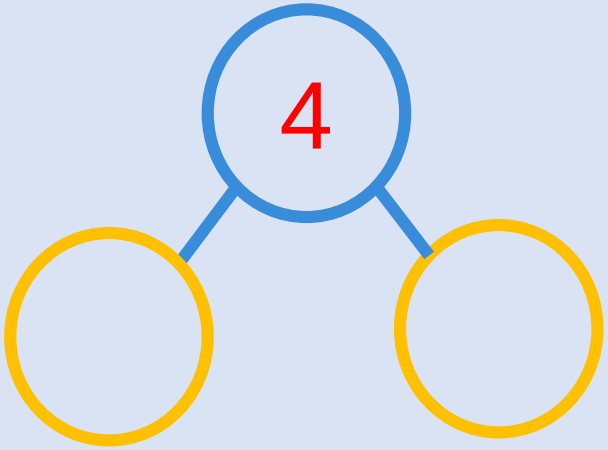
4 is the whole. What could the parts be?
How many different ones can you think of?



Extension:
Create a part-whole model where 5 is the whole.

Activity 4:

4 is the whole. What could the parts be?
How many different ones can you think of?



4,0
3,1
2,2

Extension:
Create a part-whole model where 5 is the whole.

Activity 5:

Working in groups of 8, think of ways of splitting the group. For example:

- eye colour
- clothing
- shoe size

Create a part-whole model for each grouping.

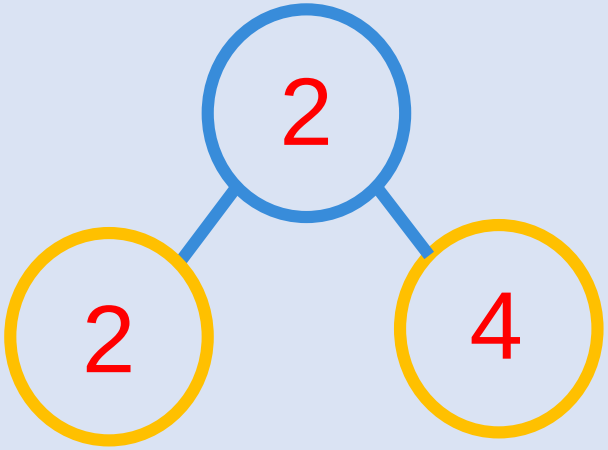
Can you create one for more than two groups?

Extension:
What is the maximum amount of groups you can have?

- ❑ I can partition a number into 2 or more parts
- ❑ I can use a part-whole model to show what I know
- ❑ I know what 'part, part, whole' means

Evaluation:

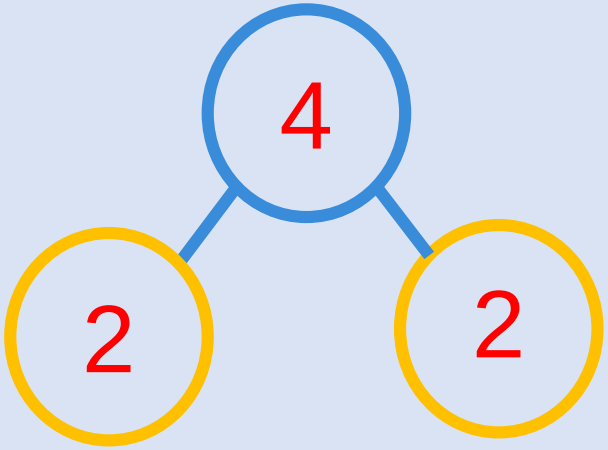
What is wrong with this part-whole model?



- ❑ I can partition a number into 2 or more parts
- ❑ I can use a part-whole model to show what I know
- ❑ I know what 'part, part, whole' means

Evaluation:

What is wrong with this part-whole model?



Correct answer shown.