

Cambridge Primary Mathematics 0096 · Stage 1

CM1-B10

Teddy Bear, Teddy Bear, School Day Math

Nc Counting and sequences · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

We are learning to count on in ones, twos or tens and back in ones or tens, from any number to 20.

Success criteria

- I can show counting in twos with objects.
- I can draw or diagram the same maths.
- I can record my answer and explain how the story supports it.
- I can use TWM.02 while I work.

Learning objectives

1Nc.04

Count on in ones, twos or tens and back in ones or tens, from any number to 20.

TWM.02

Generalising: spot a pattern that holds across many examples.

30-minute lesson

Governed source lesson: Eight Bears, Four Pairs · Fluency · Counting by twos to eight with paired counters

1

Find the maths in the story

4 min**1Nc.04**

Read-along: Listen with highlighting and pause at the passage used by “Eight Bears, Four Pairs”.

Teacher: Each pair pours out bears and sets exactly eight in a line on the mat. Touch each bear once and say its number, one through eight, one touch to one number word. Push the line back into the tub and rebuild it twice more, so the count starts from an empty mat each time.

Learners: Notice the story evidence and say the maths question in their own words.

2

Model it with objects

5 min**1Nc.04**

Read-along: Replay the source passage while building the quantities, shapes or measures it supplies.

Teacher: Slide the eight bears into four pairs, two bears touching in each pair, with a gap of a finger's width between pairs. Say how many pairs you made. Check a partner's mat and say whether their gaps show four pairs or three.

Learners: Build a concrete model and check that each part matches the read-along.

3

Try the concrete task

6 min

1Nc.04

Read-along: Keep the relevant story page visible as the class tests the model.

Teacher: Touch each pair once and count two, four, six, eight, one touch to one number word. Say the last number you land on. Do it again with your eyes on your partner's hand instead of your own, and stop them if a touch and a number word come apart.

Learners: Change or compare the objects, then explain what stayed the same and what changed.

4

Draw the maths

5 min

1Nc.04

Read-along: Return to the same story evidence before learners make a pictorial record.

Teacher: Model a clear drawing, diagram or mark for the concrete work without adding a quantity the story does not supply.

Learners: Draw the model and label the important parts with maths language.

5

Record and solve

6 min

1Nc.04

Read-along: Use the read-along once more as the evidence check for the abstract record.

Teacher: Count the same eight bears one at a time, then count them again by twos. Tell your partner both last numbers out loud. Say which count used fewer number words and point at the mat to show why.

Learners: Record the result with suitable numbers, words or symbols and link it back to the picture.

6

Reflect and convince

4 min

TWM.02

Read-along: Show the source passage and invite a final evidence-based check.

Teacher: Name the Thinking and Working Mathematically focus: Generalising: spot a pattern that holds across many examples.

Learners: Use the concrete model, drawing and record together to justify the answer.

Read-along routes

Shared maths question

How does Teddy Bear, Teddy Bear, School Day Math help us explore counting in twos?

Evidence required

Show the story evidence, a concrete model, a pictorial record and a matching abstract record.

Solo

Read independently, pause at the named source passage and complete the shared maths model.

Supported

Read with the audio and use the teacher's pause points, objects and response frame.

Listening

Listen with the text highlighted, build the same model and give the explanation orally.

Assessment check

The learner meets 1Nc.04 by showing and explaining the objective through the story model. Evidence for TWM.02 is visible when the learner demonstrates this Thinking and Working Mathematically focus: Generalising: spot a pattern that holds across many examples.

15-minute short version

1

Story question

4 min**1Nc.04**

Read-along: Listen to the passage used by “Eight Bears, Four Pairs”.

Teacher: Each pair pours out bears and sets exactly eight in a line on the mat. Touch each bear once and say its number, one through eight, one touch to one number word. Push the line back into the tub and rebuild it twice more, so the count starts from an empty mat each time.

Learners: Name the maths question and the story evidence.

2

Build, draw and record

7 min**1Nc.04**

Read-along: Replay the evidence while learners move from objects to a drawing and a record.

Teacher: Slide the eight bears into four pairs, two bears touching in each pair, with a gap of a finger's width between pairs. Say how many pairs you made. Check a partner's mat and say whether their gaps show four pairs or three.

Learners: Make one concrete model, draw it and add numbers, words or symbols.

3

Check and explain

4 min

TWM.02

Read-along: Return to the source page for the final check.

Teacher: Ask learners to demonstrate: Generalising: spot a pattern that holds across many examples.

Learners: Explain why the model answers the story question.

Learner activity

Concrete, pictorial, abstract: Counting in twos

Use the read-along evidence for every part. Do not add a number or measure that the story does not give.

1. Build the story maths with objects.

2. Draw the same model and label its important parts.

3. Record the result with suitable numbers, words or symbols.

4. Explain how your evidence uses TWM.02.
