

COVER DAY & SUPPLY · GRADE 1–2 / YEAR 1–2

KS1 Maths Cover Lesson

Number bonds and addition

For the cover teacher — overview

This lesson runs for about 50-60 minutes. It needs no specific resources beyond paper and pencils. The children may already know some of this — that's fine; it consolidates. **STRUCTURE:**

- Mental warm-up (10 mins) — counting and bonds
- Main teaching (15 mins) — addition through bonds
- Independent work (25 mins) — three differentiated tasks
- Plenary (10 mins) — share and review

Key vocabulary: bond, number bond, total, altogether, more, less, equal.

Mental warm-up (10 mins)

WHOLE-CLASS COUNTING (3 mins):

- Count together to 20, then to 30, then to 50.
- Count back from 20 to 0.
- Count in 2s to 20.

BONDS TO 10 SHOW-ME (5 mins): Children show numbers on fingers. You say a number, they show how many MORE to make 10.

- 'I say 7. You show me how many more to make 10.' (Children show 3 fingers)
- Repeat with: 4, 9, 6, 2, 8, 5, 1, 3.

FLASH-BOND (2 mins): Write a number on the board (e.g. 6). Children say its bond to 10 in unison ('FOUR!'). Repeat fast with: 8, 3, 7, 5, 9, 1.

Main teaching (15 mins)

WRITE ON THE BOARD: 'Today we're using number bonds to help us add.'
DEMONSTRATE: $7 + 5 = ?$ • 'I know 7 needs 3 more to make 10.' • 'So I split 5 into 3 and 2.' • 'I add the 3 to make 10. Then I add the 2. That's 12.' • 'So $7 + 5 = 12$.'
DRAW THE WORKING: $7 + 5 \wedge 3 \quad 2 \quad 7 + 3 = 10 \quad 10 + 2 = 12$
DO TWO MORE EXAMPLES TOGETHER:

- $8 + 4$ (children come up with 'split 4 into 2 and 2')
- $6 + 7$ (children come up with 'split 7 into 4 and 3')

CHECK UNDERSTANDING — children turn and tell their partner one fact they've learned.

Independent work (25 mins) — Lower-attaining group



#	Question
1	Find the missing number: $7 + \underline{\quad} = 10$
2	Find the missing number: $4 + \underline{\quad} = 10$
3	Find the missing number: $9 + \underline{\quad} = 10$
4	Find the missing number: $6 + \underline{\quad} = 10$
5	Find the missing number: $3 + \underline{\quad} = 10$
6	What is $8 + 2$?
7	What is $5 + 5$?
8	What is $9 + 1$?
9	What is $4 + 6$?
10	What is $7 + 3$?

Independent work (25 mins) — Middle-attaining group

#	Question
1	What is $7 + 4$?
2	What is $8 + 5$?
3	What is $6 + 7$?
4	What is $9 + 4$?
5	What is $5 + 8$?
6	What is $7 + 6$?
7	I have 9 sweets. My friend gives me 4 more. How many do I have?
8	There are 8 birds in a tree. 5 more arrive. How many altogether?
9	Ben has 6 cars. Sam has 5 cars. How many cars in total?
10	What is $7 + 8$?



Independent work — Higher-attaining group (extension)

#	Question
1	What is $14 + 7$?
2	What is $16 + 5$?
3	What is $8 + 9$?
4	Write three different number sentences that equal 13
5	Write three different number sentences that equal 17
6	What is $18 + 6$?
7	Sara had 12 stickers. She got 9 more for her birthday. How many altogether?
8	There are 15 children in the playground. 8 more come outside. How many now?
9	Spot the pattern — what comes next? $6+4$, $7+5$, $8+6$, $9+7$, ____+____
10	Make up your own number-bond addition. Solve it.

Answer key

Group	Answers
Lower	1) 3 2) 6 3) 1 4) 4 5) 7 6) 10 7) 10 8) 10 9) 10 10) 10
Middle	1) 11 2) 13 3) 13 4) 13 5) 13 6) 13 7) 13 8) 13 9) 11 10) 15
Higher	1) 21 2) 21 3) 17 4) e.g. $6+7$, $5+8$, $4+9$ 5) e.g. $8+9$, $7+10$, $9+8$ 6) 24 7) 21 8) 23 9) $10+8$ 10) varies

Plenary (10 mins)

1. CHECK ANSWERS together. Children mark their own work in pencil. Don't make this stressful — celebrate effort. 2. SHARE: 'Who found a question particularly tricky? What did you do to work it out?' Children explain strategies. 3. ONE QUESTION TOGETHER. Pose: 'What is $8 + 7$?' Take suggestions. Walk through it as a class using the bond method. 4. REFLECT: 'Tell me one thing you've learned today.' 3-4 children share. 5. PACK AWAY. Books to the table monitor. Pencils



away. Ready for next lesson.

