

Eleven and twelve: a ten and some more

CURRICULUM ALIGNMENT

NUM.PVT.2a

understand that digits have different values depending on their place or position in a number.

INTERACTIVES **Ten Frame** · challenge, display, explore

WHAT THIS LESSON TEACHES

Eleven is a full ten and one more. Twelve is a full ten and two more.

→ One full ten-frame plus one counter beside it is eleven.

→ One full ten-frame plus two counters beside it is twelve.

MODEL THIS ON THE BOARD

BUILD TWELVE FROM A FULL TEN

- 1 Start with one full ten-frame. That shows **10**.
- 2 Place two extra counters beside the full ten.
- 3 Say ten and two. The total is **12**.

LESSON ARC

Open with the egg-box photo on the IWB and three hands-up answers on whether 12 is more than ten fingers. Reveal static ten-frames for ten, eleven and twelve in turn, holding each as ten and the extras before the name lands. Pupils take short board turns building eleven then twelve on the ten-frame interactive, saying ten and ____ first. Copybook writes 11 and 12 three times each. Class Challenge checks 10, 11, 12 and a locked-ten build of 12. Close on what stayed the same and what changed.

TEACHING MOVES

1. **Getting Started.** Show the egg-box photo as pupils settle. Give five seconds of quiet think-time, then take three hands-up answers only — no open call-outs. Prompt: 'Is 12 more than ten fingers? How do you know?' An empty carton in hand is optional; the photo is enough.
2. **Watch and Notice.** Reveal each static frame in turn. Point to the full ten first every time, then the yellow extras. Hold eleven as ten and one and twelve as ten and two before the number name lands. If a pupil counts every counter from one, revoice: 'we already know the ten — we only need the extras.'
3. **Try It Together.** Call eleven, twelve, eleven, twelve so the class feels the ten stay still. Before each build, wait for the whole class to say ten and one or ten and two out loud. Watch for anyone who clears the full ten — stop, rebuild the ten first, then add the extras.
4. **Write 11 and 12 in your copy.** Pupils write 11 and 12 three times each, saying ten and one, ten and two as they write. Walk the rows glancing at digit order: the 1 for the ten comes first. Allow time for careful two-digit formation — this is practice, not marking.
5. **Class Challenge.** Keep board turns brisk. On 10 ask only whether it is a full ten with nothing left over. On 11 and 12 ask how many more than ten before each Check. On the last target the ten is locked — if a pupil rebuilds from zero, point to the locked ten: 'the ten is already there — only the extras are missing.'
6. **What Did We Notice?.** Ask what stayed the same and what changed. Listen for the full ten as already known. Revoice: 'so we keep the ten and only count what is new.' Follow up: why say eleven is ten and one more instead of counting all eleven again? Celebrate one-by-one counting as a check, not the first move.

COMMON MISCONCEPTIONS

⚠ Pupils count every counter from one on eleven and twelve instead of using the full ten they can already see.

Stop and cover the extras with your hand so only the full ten-frame shows. 'We already know this ten.' Uncover the extras and count only those — then name ten and one or ten and two.

⚠ When building on the interactive, a pupil clears the full ten by mistake and starts again from zero.

Freeze the board. Rebuild the ten together first and lock it: 'the ten stays put.' Only then add the one or two extras.

⚠ Pupils write 11 with the digits swapped or form the second digit before the tens digit.

Point at the full ten on the frame, then the extras. 'The ten is written first — that is this 1 — then the extras.' Have them rewrite once saying ten and one as the pencil moves.

DIFFERENTIATION

EMERGING

- On board turns, pre-fill the full ten on the interactive so the pupil only places the one or two extras and names them.
- Stay on ten and eleven only during Try It Together; bring twelve in when the ten-stays-put idea is secure.

DEVELOPING

- After a correct build, ask: 'If I hide the extras, what number is left? If I add one more extra, what happens?'
- On the copybook write, have them sketch a quick ten-frame dot picture beside one 11 and one 12.

PROFICIENT

- During Class Challenge, after 12 is built from the locked ten, ask: 'what would ten and three look like — where do the extras go if the frame is full?' Keep it oral at the IWB; no new notation.

✓ **Cross-curricular:** Link back to the shop egg box — a full carton is twelve eggs, ten in the box and two more to fill it.

ANSWER KEY

Your turn · Write ten and how many more. 10 and 2 make 12

Your turn · Draw the counters. A) draw 11 B) draw 12

Is it right? · That is 10. tick · That is 11. cross

Star challenge · Write the missing numbers. 11

EXTENSION SHEET · STRETCH ANSWERS

S1: 13

S3: 14

S2: 14

S4: 13