

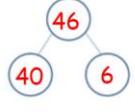
Maths: Number and Place Value within 100

Teach		Activities
<p>Lesson 1</p>	<p>Outcome: To be able to count in sequences of 10 followed by counting ones</p> <p>Starter: Look at 100 square. Start at 27. Count backwards 4. What do you notice about the number? It gets smaller. Now count forwards 13 from 23. What number did you land on? 36. What do you notice? The number gets bigger.</p> <p>Teach: Today the chn will be counting to 100 in tens and ones. Look through the powerpoint slides and answer the questions on the slides.</p>	<p>Activity 1 - counting in ones forwards and backwards.</p> <p>Activity 2 - Bundles worksheet.</p> <p><u>Challenge</u> Look at the challenge question on the power point. Which way is easier to count the straws; in ones or tens and then ones?</p>
<p>Lesson 2</p>	<p>Outcome: To be able count to 100.</p> <p>Starter: use the 100 square to work out which numbers come before 47, 25 and 80. Next use the 100 square to: count from 80 to 92, count backwards from 73 to 65, write down the numbers between 75 and 81 and find what number comes between 46 and 48.</p> <p>Teach: Look at the 100 square. Explain that when we count backwards on the 100 square we go up the square and the numbers get smaller. If you get to the end of the line you have to go to the next line above starting at the right. If you count forwards you go down the 100 square and the numbers get bigger. If you get to the end of the line you have to go to the next line down and start on the left. You may want to do the example together before letting them have a go independently.</p>	<p>Children will use the 100 square and start on the given numbers. They need to find the answer by counting forward and backwards with the numbers given.</p> <p><u>Challenge</u> Correct the mistake in each sequence.</p>

	<p>Start on 24. Count backwards 4. You now land on 20. From 20 count forwards 11. You now land on 31. Count backwards 6 from 31. The answer is 25.</p>	<ul style="list-style-type: none"> • 4, 5, 6, 7, 8, 10 • 34, 35, 36, 38, 39 • 98, 97, 96, 95, 93 • 78, 79, 18, 81, 82
<p>Lesson 3</p>	<p>Outcome: To be able to partition 2 digit numbers.</p> <p>Starter: https://primarygames.co.uk/pg2/splat/splatsq100.html Use the splat square to add 10 to these numbers 23, 45, 89, 40. What do you notice? The tens change but the ones stay the same.</p> <p>Teach:</p> <p>Today the children will be partitioning 2 digit numbers into tens and ones. They will first recap how to count lots of objects by helping Francis Drake count his golden treasure. Will this be easier counting it one at a time or in tens and then ones?</p>	<p>Children to pick a 2 digit number from the 100 square and record the number in tens and ones.</p>
<p>Lesson 4</p>	<p>Outcome: To be able to partition 2 digit numbers.</p> <p>Starter: Look at the number square. How many tens and ones are there in: 36, 42, 88, 11, 10</p>	<p>Choose 5 two digit numbers and fill in the grid on the partitioning worksheet.</p>

Teach: Today the children will be learning how to use a part whole model to partition a number and how to draw out a number in tens and ones.

Choose a 2 digit number from 100 square. Write the number down in numerals and words. Try use your phonics to sound out the letters. In the next column tell me how many tens and ones there are in the number. In the third column you are going to draw the tens on one part and the ones in the other part to make up the whole number. In the final column children will draw the tens and ones using dienes (lines and dots).

Write it	Describe it	Partition it	Draw it
As a digit: <u>46</u>	<u>46</u> is made of		
As a word: <u>forty six</u>	<u>4</u> tens and <u>6</u> extra ones		

There are some extension worksheets on tens and ones using the dienes.

Lesson 5

Outcome: Problem Solving and reasoning tasks.

Teach: This week the children have practiced counting forward and backwards to numbers within 100, partitioning 2 digit numbers and learning how to represent numbers in different ways: writing in words, numerals, describing the tens and ones and drawing them out using dienes. Today the children will come across some problem solving activities and reasoning activities going over all that they have learnt this week.

Children to work through powerpoint and if you can print out the sheets which will have the same questions on. Answers will be on the next slides so your child can have a go at one and then move to next question.