

# Maths – Number and Place Value

This week the children will begin to look closely at the composition of numbers 11-19.

They will learn how to 'make 10', grouping 10 individual objects into a set of 10, to begin seeing how the tens column is formed. Finally, they will begin seeing the 'tens' and 'ones' columns, seeing that 2-digit numbers are made up of 'tens' and 'extra ones' and how these numbers come to sit in their 'place' within our number system.

	Teach	Activities
<p><b>Day One Monday</b></p>	<p><b>Outcome:</b> To practise counting on from 10 to recognise 'teen' numbers 11-19.</p> <p>Today the children will complete <b>page 7</b> in their CGP books as well as doing some practical counting with objects.</p> <p>Children should watch today's 'Teacher Video' where a teacher will walk through the following. Pause video as necessary.</p> <p><u>Mental Maths Warm Up:</u> Count to 20 – forwards and backwards:  <a href="https://www.youtube.com/watch?v=ShqXL-zfLxY">https://www.youtube.com/watch?v=ShqXL-zfLxY</a></p> <p>Today they will be shown how to count on from 10 and begin to see the patterns within teen numbers. They will then be shown how to group objects into 10 to show how this can support speed of counting and identifying numbers 11-19.</p> <p>Have some counting objects ready for them to join in with the counting in the video. We will be using these lots this week!</p> <p><i>Raisins, buttons, straws, paper clips, pegs, dried beans, lego bricks...</i> there are endless things around the home which provide counting opportunities!</p>	<ul style="list-style-type: none"> <li>- <b>Page 6-7 to be read and completed in CGP Maths book.</b></li> <li>- <b>Practical Task:</b>            Pause the video on the number track showing 11 to 19. Have your child choose a number to count out with their objects, putting some together into a 'group of 10' to find how many are 'left'.</li> </ul> <p><u>How you can question your child in today's lesson...</u></p> <p>Q) Can you <b>group</b> 10 of your objects together?</p> <p>Q) Can you <b>count on</b> from 10 to find how many 'extra ones' there are in this number?</p> <p>Q) Can you <b>find</b> this number in digits and words using page 6 of the CGP book?</p> <ul style="list-style-type: none"> <li>- <u>Extension:</u> For an extra activity, if you wish to extend the lesson, children can draw pictures of amounts in a neat 'array', as shown in the video:</li> </ul> <div style="text-align: center;">  </div> <p>Can they circle or draw a box around 10 objects, to begin to 'make 10'? Can they write some sentences to show the composition of their teen numbers...            "10 and 4 more is 14."            Can they write the number in words? "Fourteen"</p>

## Day Two Tuesday

**Outcome:** To 'make 10' and find how many 'extra ones' there are in numbers 11-19.

Children should watch today's 'Teacher Video' where a teacher will walk through the following. Pause video as necessary.

Mental Maths Warm Up: 'Skip Counting' in 10's.

Today, children will work practically with everyday objects they have available to them for counting to 'make 10'.

Have your child watch the 'Teacher Video' for today. This will recap yesterday's introduction to teen numbers and further demonstrate to the children how 'making 10' can support them with counting larger (2-digit) numbers.

Children will be reminded of a 'ten frame' which they have used in class plenty of times. For today's lesson, this can be printed or simply drawn out to support children with 'making 10' and counting on.

Examples will be on the video for the children to work through.

Similarly to yesterday's lesson, children will begin to group objects to 'make 10', to enable them to find the 'tens' and 'extra ones' in 2-digit numbers 11-19.

They can use the 'ten frame' provided, printing or drawing this out.



Or they can simply line their objects into a neat array, like so:



...to show 10 and 2 more, for example.

**Note:** We always begin learning new concepts practically, using objects. So the focus today is for children to count out objects to make numbers 11-19, finding how many 'groups of 10' are in the number and how many 'extra ones' are left.

Do not worry about recording too much at this stage. However, the PowerPoint and teacher video shows ways in which you could extend your child through written recording, if you would like to.

## Day Three Wednesday

**Outcome:** To understand that 2-digit numbers are made up of 'tens' and 'ones'.

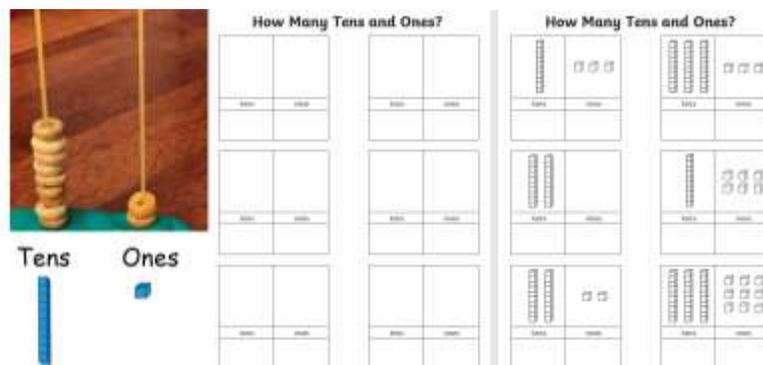
Children should watch today's 'Teacher Video' where a teacher will walk through the following. Pause video as necessary.

Mental Maths Warm Up: 'Skip Counting' in 10's.

Children will be taught about the 'big idea' of 'unitizing' in today's lesson. Unitizing is when children learn to count a set of 10 as ***one unit***. The idea of unitizing has to be practiced many times through lots of opportunities to count. The children will begin learning this idea today and continue grasping this idea on Thursday and Friday.

**Note:** It is so vital for children to learn about place value practically, through lots of counting, using physical objects. The CGP books and worksheets do not support children at this important stage.

Today's activity is designed to enable children to grasp the core concept of place value in a fun way. If you can find some resources for them to have a go at the suggested activity, it should provide a fun way of grasping place value!



- Children to practise seeing 2-digit numbers in 'Tens' and 'Ones' Columns, to grasp their 'place' in the number system.

Just like yesterday, we will choose 2-digit numbers from 100 square grid: <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

Can they identify the 'tens' in the number? Can they identify the 'ones' in the number? Let them find out practically with the following activity...

Have them make a 'Place Value Tower' to 'build' 2-digit numbers.

First, children will need to make their place value towers, using resources you will hopefully be able to source easily...

1. First, they will need to make 'tens' and 'ones' labels for their towers using their paper and pencil.
2. Then, using playdough, Bluetack or marshmallows can they create a 'base' for their place value towers to stand on?
3. Next, can they use spaghetti or straws to create the 'tens' and 'ones' towers? Carefully stick these into the base!
4. Finally, can they thread on cheerios, beads, paperclips...anything which will thread onto the straw or spaghetti to build 2-digit numbers?!

← There will also be recording sheets available on the website for today. Children can draw pictures and write the digits for the numbers they make or use the 'base 10 rods' worksheet.

## Day Four Thursday

**Outcome:** To understand that the two digits of a 2-digit number represent 'tens' and 'ones'.

Children should watch today's 'Teacher Video' where a teacher will walk through the following. Pause video as necessary.

Mental Maths Warm Up: Skip Counting in 10's.

Children will be continue learning the 'big idea' of 'unitizing' today, in the Teacher Video - To count a set of 10 as ***one unit***.

Unitizing is when children learn to count a set of 10 as ***one unit***. "I have 10 ones, I can bundle these together to make one group of 10". The word 'bundle' is used as child appropriate language for the concept of 'unitizing' and is appropriate when moving into larger 2-digit numbers.

- 'Counting Collections'. Children are to collect a pile of objects. Choosing a 2-digit number from 100 square grid: <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

can they count out this amount using their objects?  
Each time they 'make 10' they must ***bundle*** this amount – placing them into a group, perhaps a pot or a sandwich bag. Once they have finished counting their number, can they identify the tens and ones?  
How many have they 'grouped' or 'bundled'? These are the 'tens'.  
How many are left out of their pots/sandwich bags?  
These are the 'extra ones'.

**Note:** Today's lesson is another **practical lesson**. The focus is for children to count out the objects and make lots of 2-digit numbers! Don't worry about recording today, take photos of numbers made!

If you do need something for your child to 'complete', they can draw their objects as 'base 10 rods' into the blank 'tens' and 'ones' columns on the same sheet as yesterday.

How Many Tens and Ones?


Need more?! Children could complete:  
**Page 8-9 in CGP Maths book.**

## Day Five Friday

**Outcome: To show an understanding of 'tens' and 'ones'.**

Children should watch today's 'Teacher Video' where a teacher will walk through the following. Pause video as necessary.

Mental Maths Warm Up: Skip Counting in 10's.

Teacher will re-cap this week's vocabulary and learning in the PowerPoint.

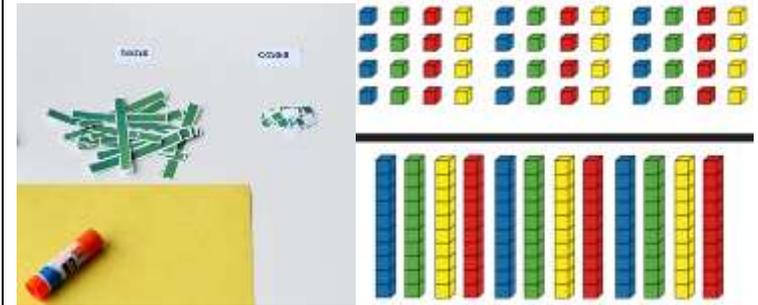
Children will show their understanding of 'tens' and 'ones' in 2-digit numbers today, by making a tens and ones creation, such as a robot made out of tens and ones or perhaps a London landmark made out of tens and ones!

Can they show their understanding of place value by writing how many 'tens' and how many 'ones' their creation has in the writing frame or just onto paper?

Children will create a 'place value' picture of their choice, getting as creative as they like! But most importantly, can they identify how many 'sticks of ten' and how many ones they have used to make their picture? These can be printed out or simply cut free-hand by your child. (See below)

Can they write down the tens and ones in their picture and record their number as the template shows.

This will be on the website, but can easily be recorded onto paper.



My Place Value creation is called \_\_\_\_\_.

It is made up of \_\_\_\_\_ tens 

and \_\_\_\_\_ ones 

See website for 'End of week Place Value Challenge sheets', if your child needs more!