

**Skill - I can count objects to
100 and read and write
numbers in numerals and
words.**

Rapid Recall

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Today's Big Question.....

**How are the numbers 13
and 30 different?**

Can you show me?

Learning Partners

Introduction

Identify the missing numbers in each row.

1	2		4		6			9	
---	---	--	---	--	---	--	--	---	--

eleven	twelve				fourteen	
--------	--------	--	--	--	----------	--

21	22			25		27			30
----	----	--	--	----	--	----	--	--	----

thirty-one	thirty-two					thirty-five
------------	------------	--	--	--	--	-------------

	42	43			46		48	49	
--	----	----	--	--	----	--	----	----	--

Introduction

Identify the missing numbers in each row.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

eleven	twelve	thirteen	fourteen	fifteen
--------	--------	----------	----------	---------

21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----	----

thirty-one	thirty-two	thirty-three	thirty-four	thirty-five
------------	------------	--------------	-------------	-------------

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----

Use the base 10 to build these numbers.
Can you write the numeral and the word?



73
seventy three



92
ninety two



51
fifty one



77
seventy seven

Can you now write one more than these numbers?



73
seventy three

→

74
seventy four

92
ninety two

→

93
ninety three



51
fifty one

→

52
fifty two

77
seventy seven

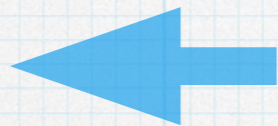
→

78
seventy eight

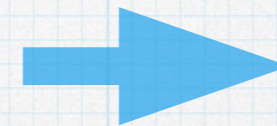
Can you now write one less than these numbers?



72
seventy two



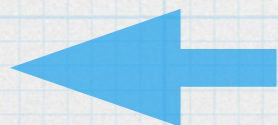
73
seventy three



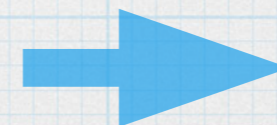
74
seventy four



76
seventy six



77
seventy seven



78
seventy eight

**Skill - I can represent
numbers to 100**

Rapid Recall

Counting in 10's

<https://www.youtube.com/watch?v=uYRTtwZGwj8>

Counting in 2's

<https://www.youtube.com/watch?v=8wwydguSKOU>

Counting in 5's

https://www.youtube.com/watch?v=_awKlEMyleA

Today's Big Question

True or false?

The number sixty is written as 16.

Prove it.

Learning Partners

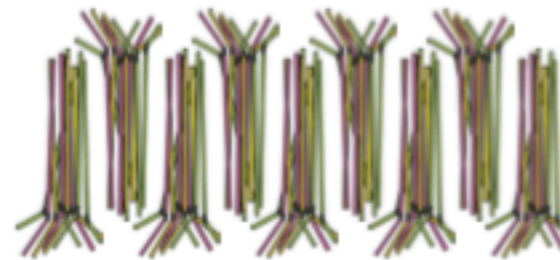
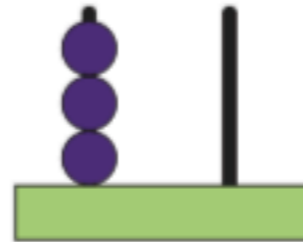
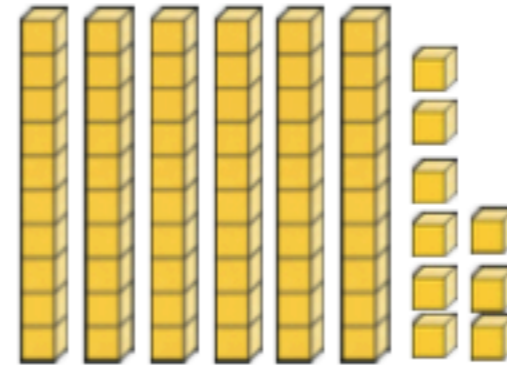
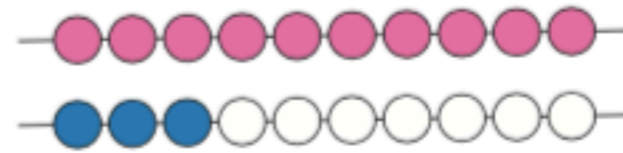
Match the numbers to the correct representation.

ninety-six

30

thirteen

69



Using the concrete materials, can you make these numbers with your partner?

21

forty two

67

13

thirty three

**Skill - I can represent
numbers on a number line.**

Rapid Recall

- a) 5 10 15 ___ 25 ___
- b) 35 30 ___ 20 ___ 10
- c) ___ 25 30 35 ___ 45
- d) 45 ___ ___ 30 25 20
- e) 15 ___ 25 30 ___ 40

- f) ___ 50 45 ___ 35 30
- g) 35 40 ___ 50 ___ 60
- h) 65 ___ ___ 50 45 40
- i) ___ ___ 35 40 45 50
- j) 75 70 ___ ___ 55 50

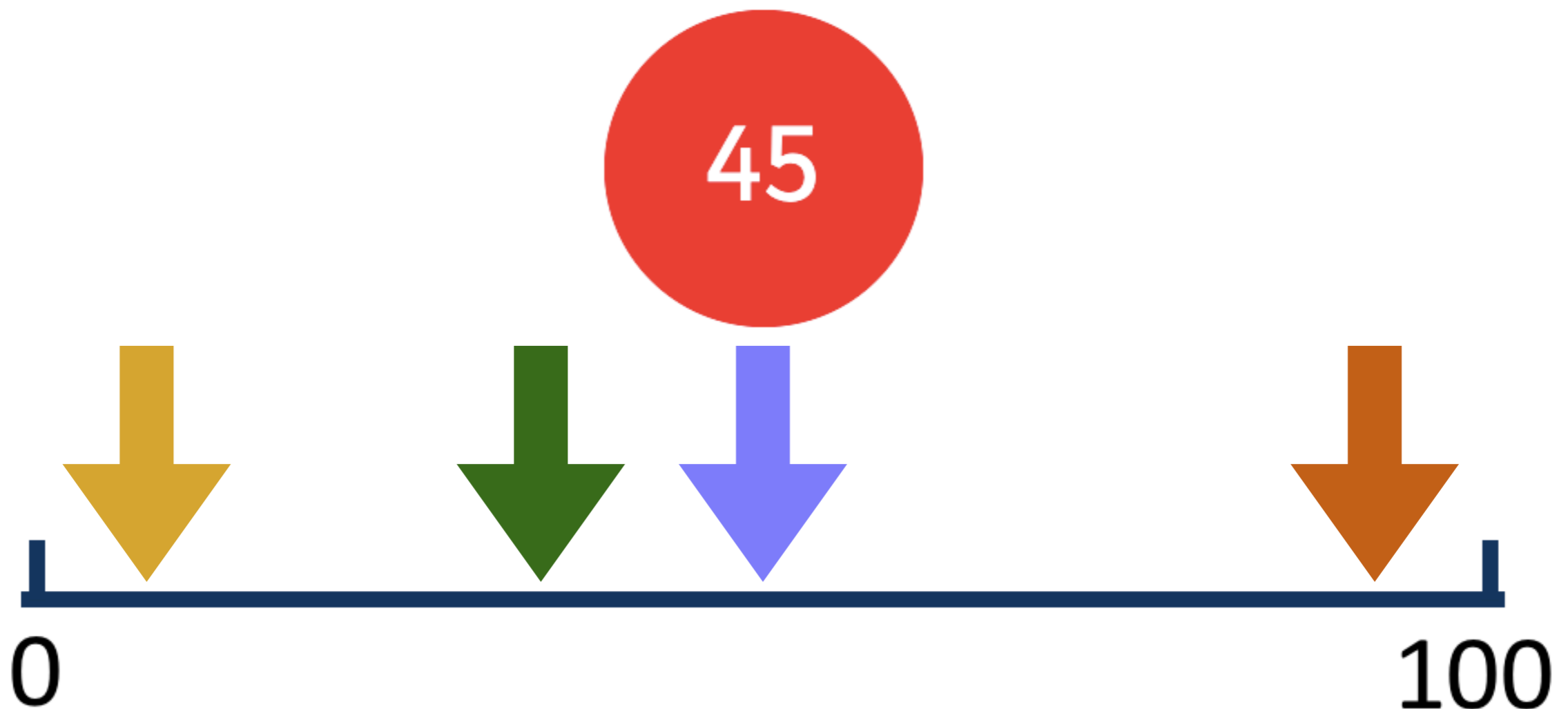
Complete the number square below:

1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	
51	52	53	54		56	57	58	59	
61	62	63	64		66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84		86	87	88	89	
91	92	93	94		96	97	98	99	

Today's Big Question

Which arrow represents the correct the number 45?

How do you know this?



Learning Partners

How many different ways can you represent this number?



How many different ways can you represent this number?



Skill - I can represent tens and ones in a whole-part diagram.

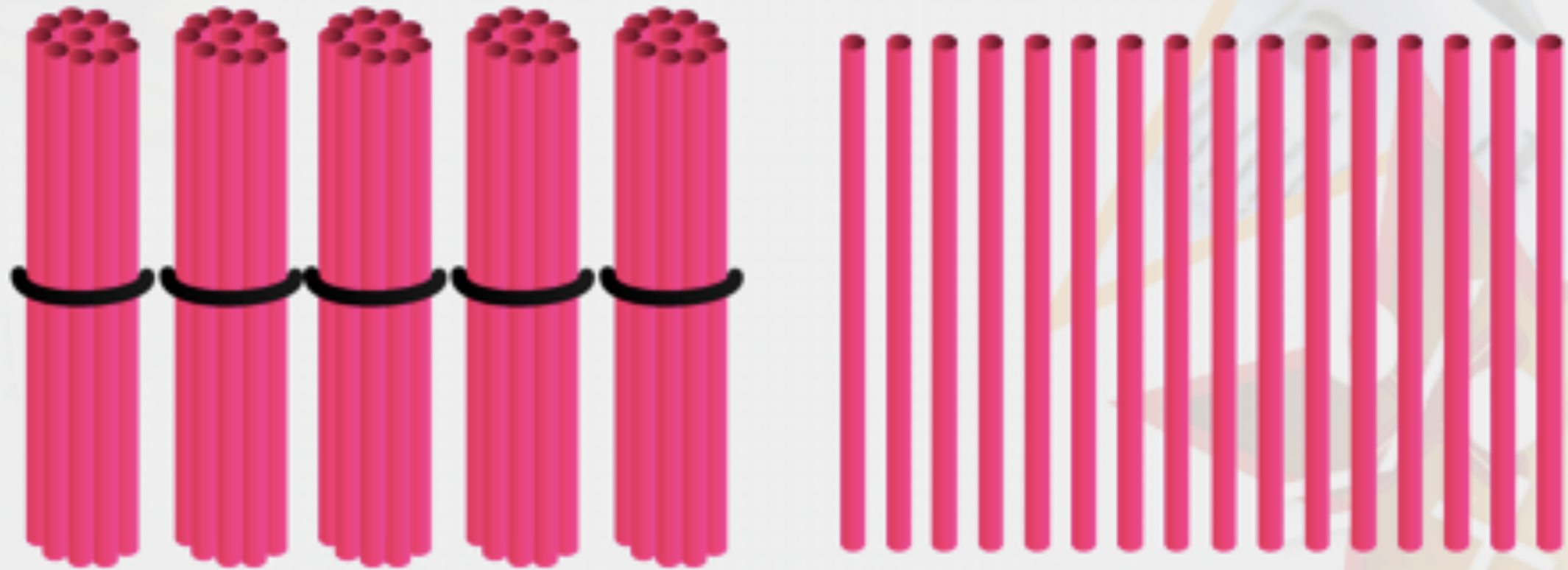
Rapid Recall

<https://classroomsecrets.co.uk/year-2-count-in-2s-5s-10s-iwb-place-value-activity/>

Today's Big Question

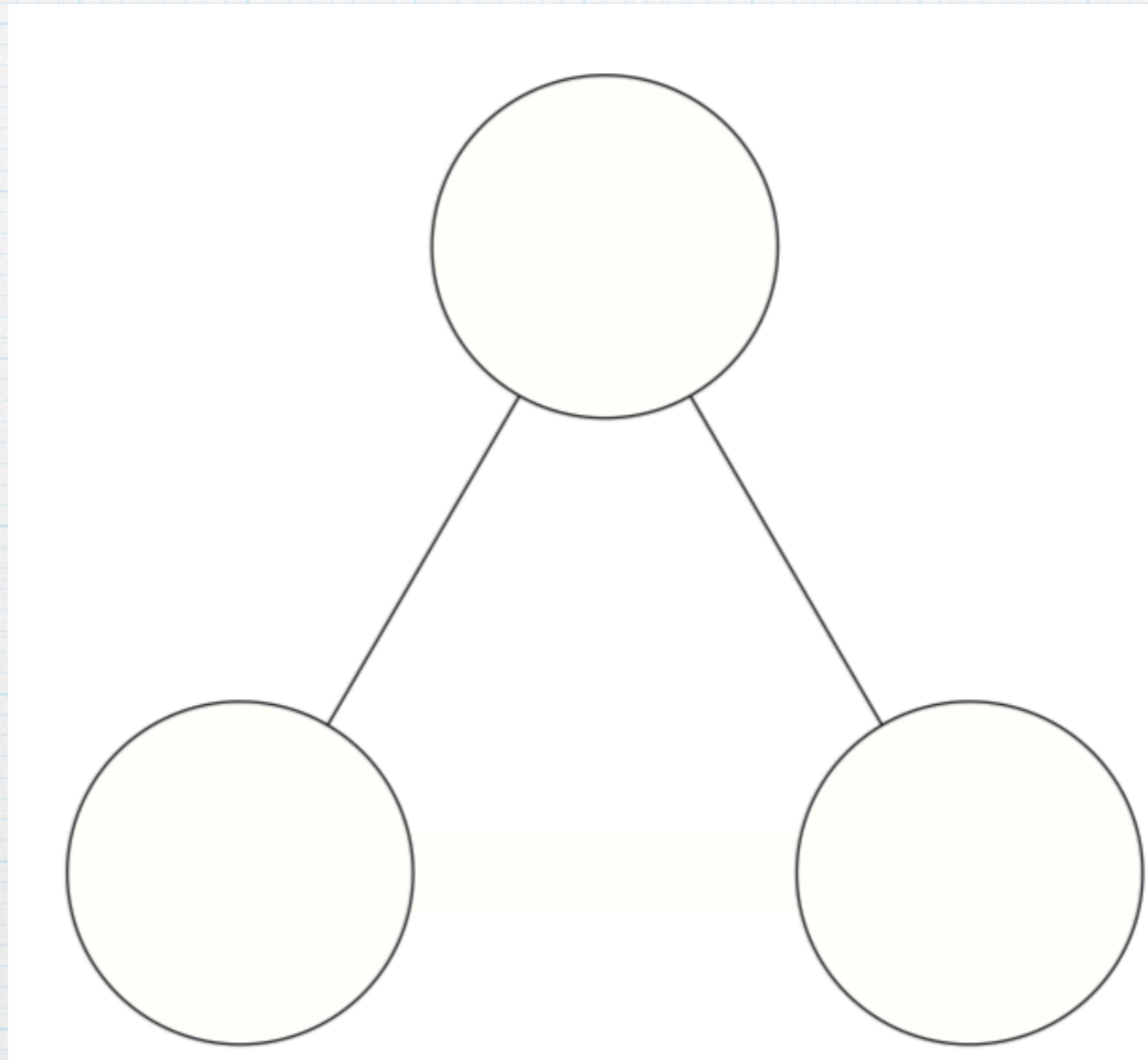
Varied Fluency 2

True or false? The number 56 can be partitioned into 5 tens and 16 ones.



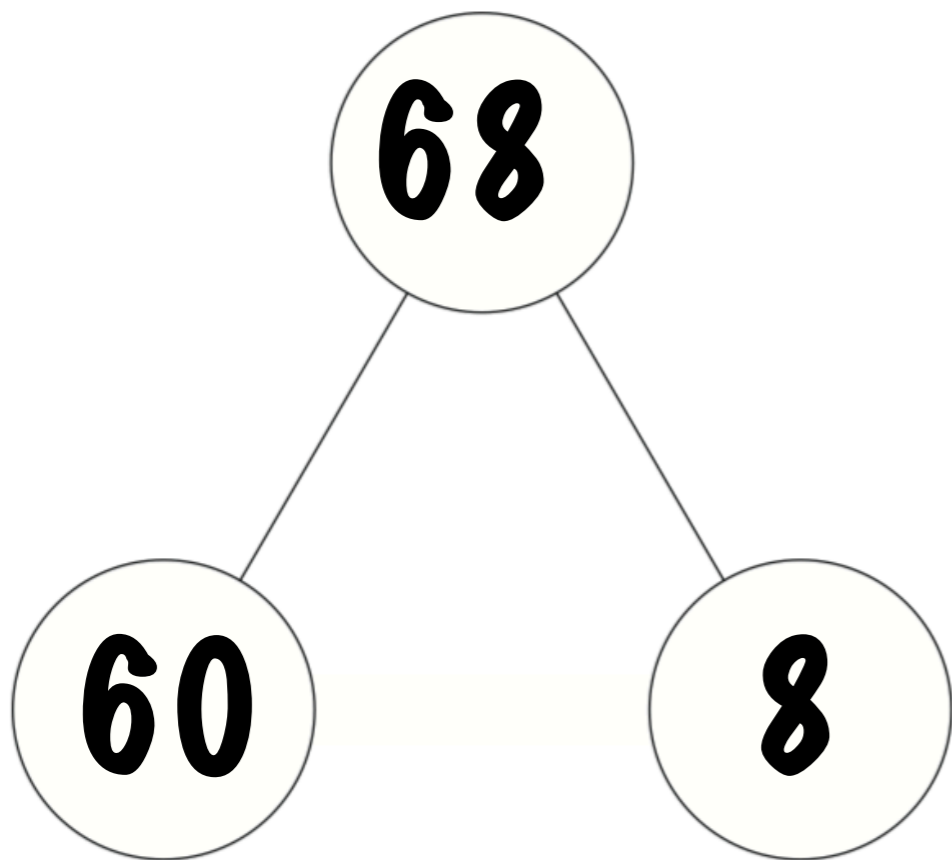
Learning Partners

How many ways can you make the number 47 using the whole-part model?



Learning Partners

How many ways can you make the number 68 using the whole-part model?
Can you record these in number sentences.



$$60 + 8 = 68$$

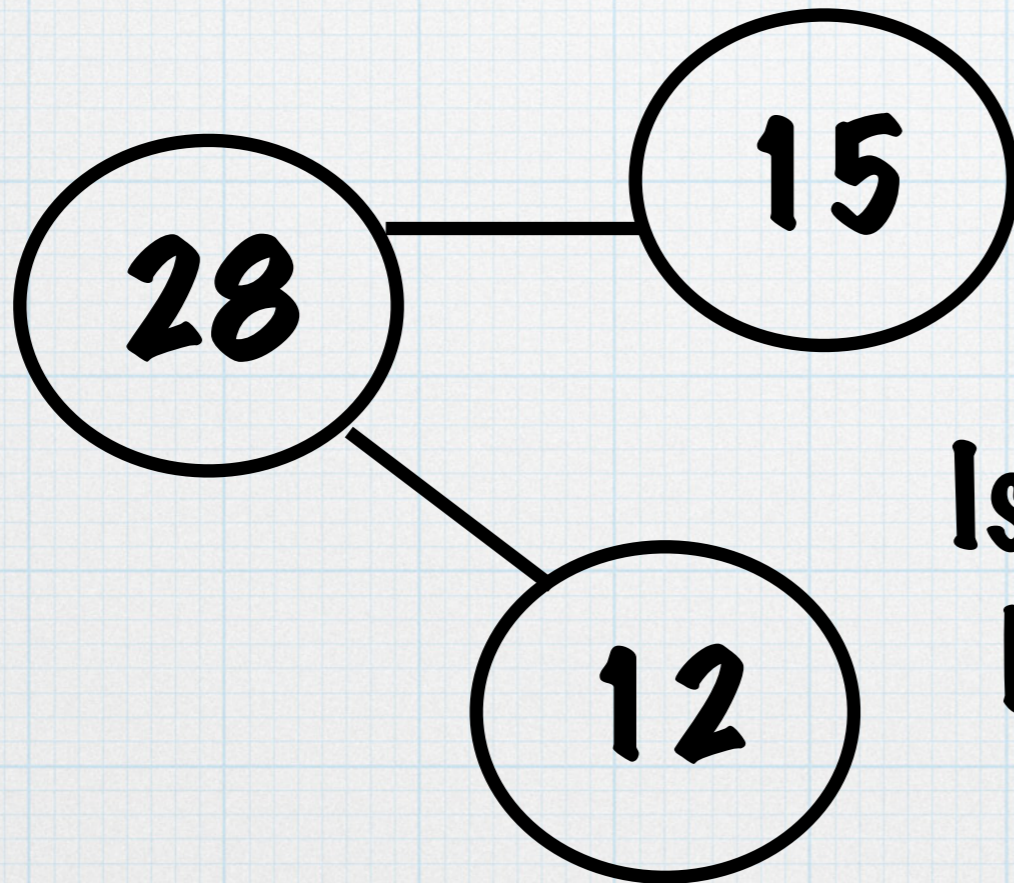
**Skill - I can show tens
and ones using
addition.**

Rapid Recall

Count on and back

[https://www.topmarks.co.uk/
learning-to-count/helicopter-
rescue](https://www.topmarks.co.uk/learning-to-count/helicopter-rescue)

Today's Big Question.....



**Is this model correct?
Explain your answer.**

Learning Partners

Match the number sentence to the correct number.

$20 + 19$

$10 + 4$

$40 + 0$

$80 + 1$

40

14

81

39

Learning Partners

Match the number sentence to the correct number.

$20 + 19$

$10 + 4$

$40 + 0$

$80 + 1$

40

14

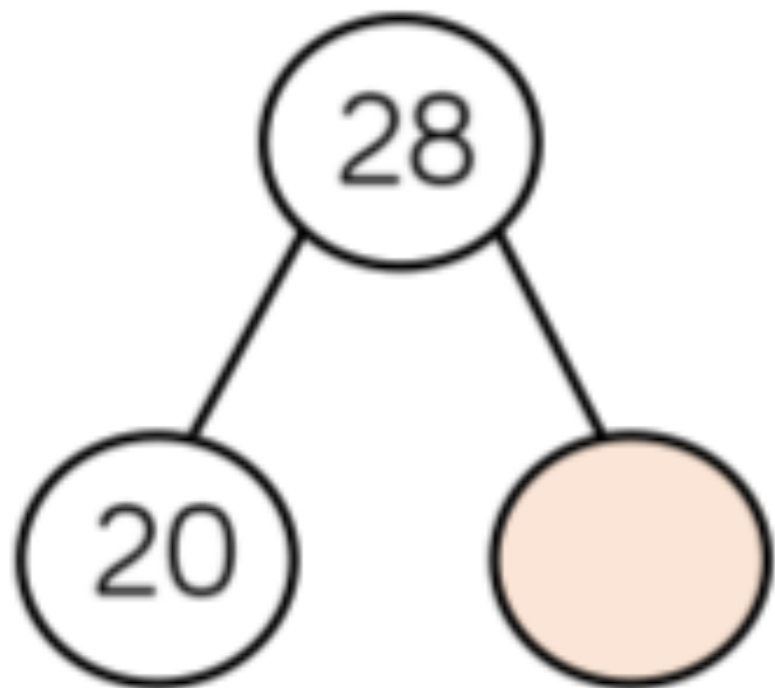
81

39



Learning Partners

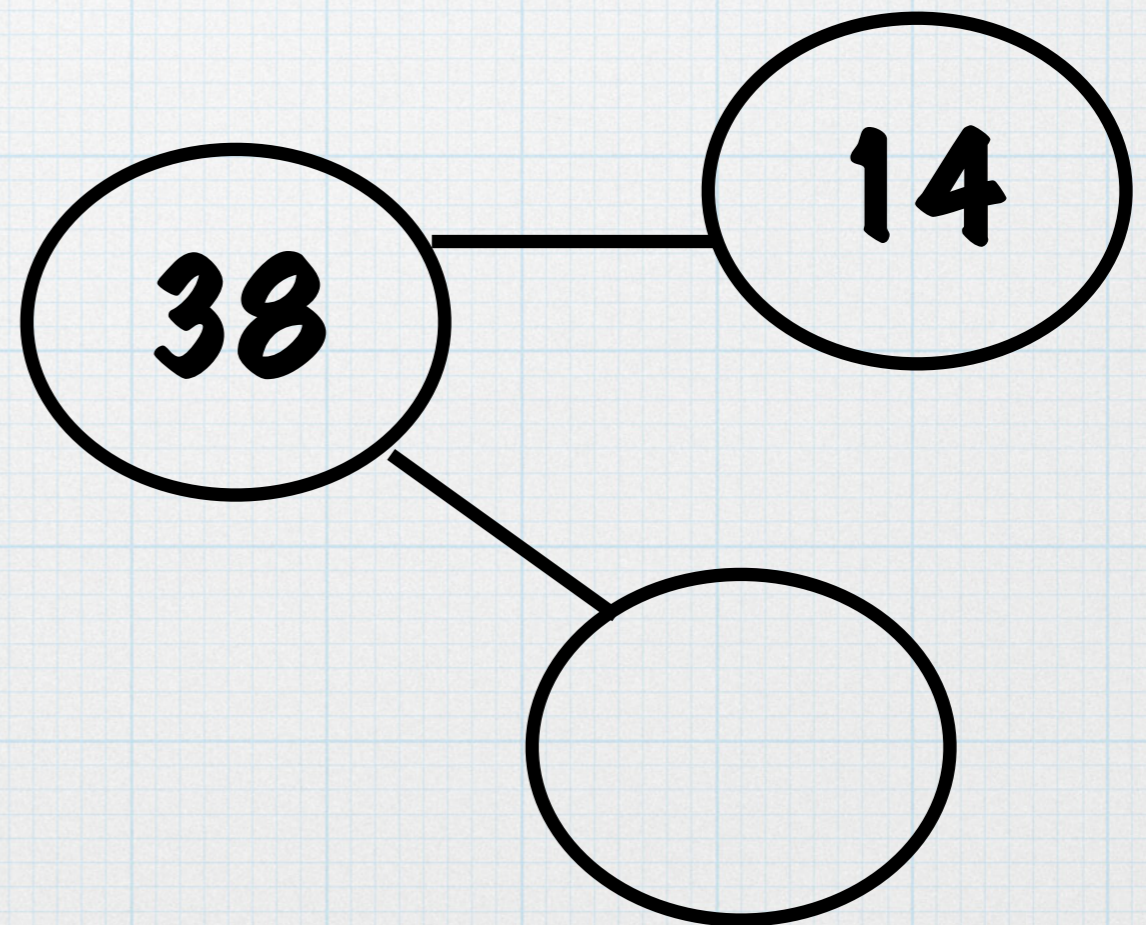
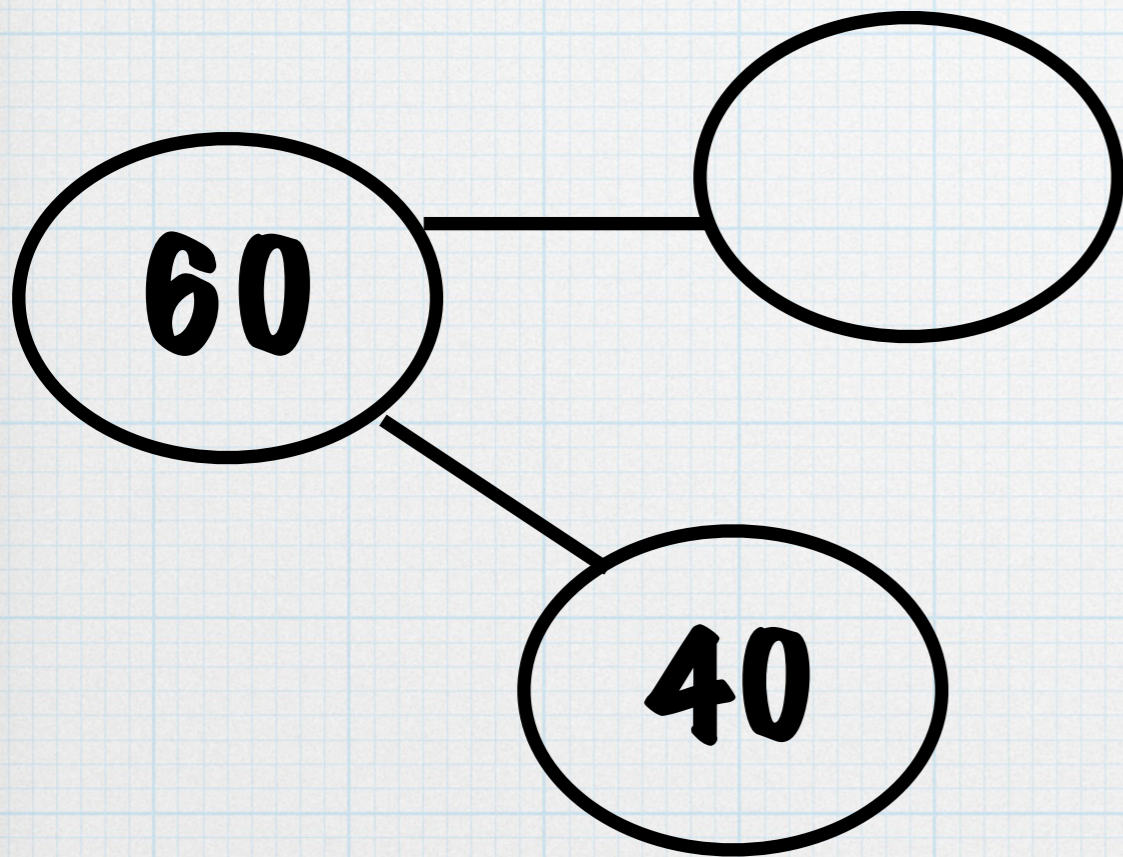
Complete the part-whole model and write four number sentences to match.



$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} = \underline{\quad} + \underline{\quad} \\ \underline{\quad} = \underline{\quad} + \underline{\quad} \end{array}$$

Independent group activity

Complete these part-whole models and write 4 number sentences for each.



Skill - I can use a
place value chart

Rapid Recall

Problem solving using number bonds to 10
(Main session part 2)

[http://resources.hw.b.wales.gov.uk/VTC/count_on_me/eng/
Introduction/default.htm](http://resources.hw.b.wales.gov.uk/VTC/count_on_me/eng/Introduction/default.htm)

Today's Big Question

Teddy thinks that,



$$40 + 2 = 402$$



$40 + 2 = 42$
Teddy has just combined the numbers to make 402 without thinking about their place value.

Explain the mistake he has made.

Can you show the correct answer using concrete resources?

Learning Partners

Complete the place value chart using Base 10 and place value counters to represent the number 56

Tens	Ones
	

Tens	Ones
	

Learning Partners

Varied Fluency 3

James is representing numbers on a place value chart.



My chart shows 65.

Tens	Ones
5	6

Is he correct?

Learning Partners

Varied Fluency 3

James is representing numbers on a place value chart.



My chart shows 65.

Tens	Ones
5	6

Is he correct?

He is incorrect. The chart shows 56.

**Skill - I can compare
objects**

Rapid Recall

<https://www.primarygames.co.uk/pg2/splat/splatsql00.html>

Counting in 2s, 5s and 10s (forwards and backwards)

Today's Big Question

Always, sometimes, never

Multiples of 5 end in a 5

Learning Partners

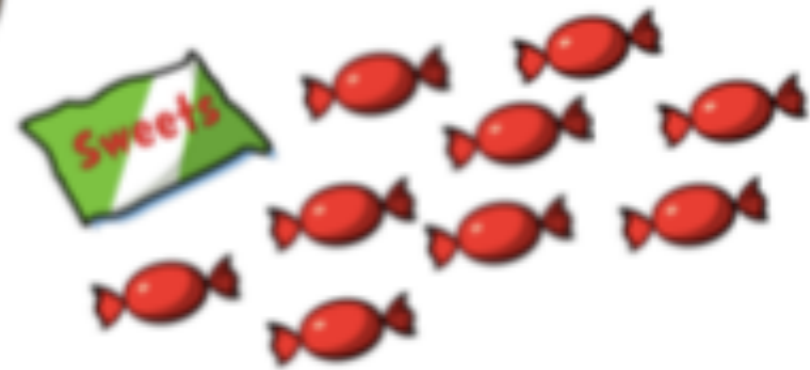
A packet of sweets contain 10 sweets.



Rosie's sweets



Amir's sweets



Who has the most sweets?

Learning Partners

Use $<$, $>$ or $=$ to complete.



Learning Partners

Use cubes to show that:

- Eleven is less than fifteen
- 19 is greater than 9
- 2 tens is equal to 20

**Skill - I can compare
numbers**

Rapid Recall

<https://www.youtube.com/watch?v=4EsPtTkwnIo>

Today's Big Question

Always, sometimes, never

If you add 1 to an odd number
you get an even number

Learning Partners

Complete the statements using more than, less than or equal to.

42 is _____ 46

81 is _____ $60 + 4$

$30 + 8$ is _____ thirty-eight

Learning Partners

Put $<$, $>$ or $=$ in each circle to make the statements correct.

$$28 \quad \bigcirc \quad 30$$

$$90 \quad \bigcirc \quad 70 + 28$$

$$30 + 23 \quad \bigcirc \quad 40 + 13$$

$$20 + 14 \quad \bigcirc \quad 24$$

Learning Partners

Complete the number sentences.

4 tens and 9 ones $>$ _____

_____ $<$ $70 + 5$

_____ $=$ eight tens

**Skill - I can order
objects and numbers**

Rapid Recall

[http://www.sheppardsoftware.com/mathgames/earlymath/
BPGreatLessEqualWords2.htm](http://www.sheppardsoftware.com/mathgames/earlymath/BPGreatLessEqualWords2.htm)

Today's Big Question

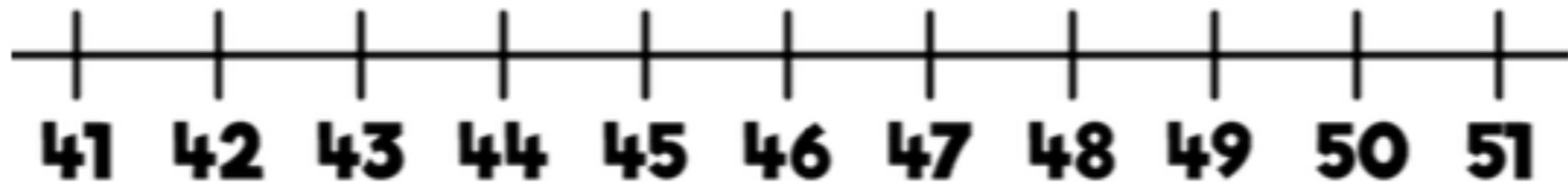


Sam thinks that any number with 9 units is larger than any number with 1 unit. Is he right? How do you know?

Write 3 examples on your whiteboard, to prove that you are right.

Learning Partners

Circle the numbers 48, 43 and 50 on the number line.



Put the numbers 48, 43 and 50 in order starting with the smallest.

How does the number line help you order the numbers?

Learning Partners

Use Base 10 to make the numbers sixty, sixteen and twenty-six.
Write the numbers in order starting with the greatest number.

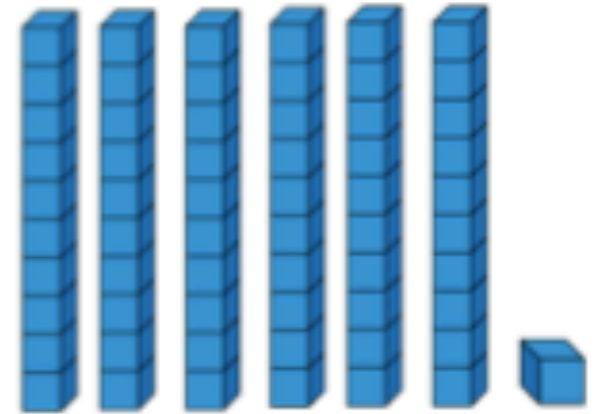
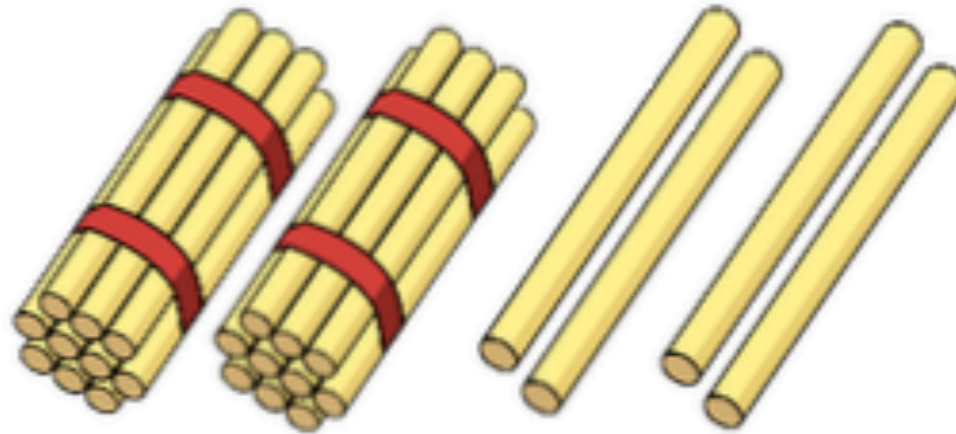
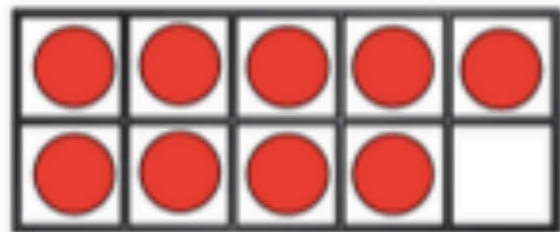
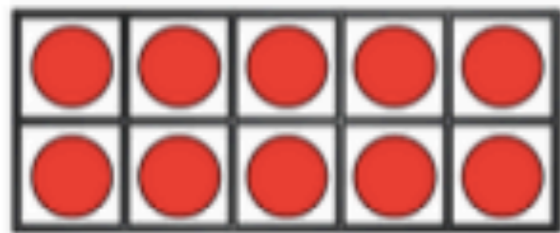


How did you know which of the diagrams represented the smallest/greatest number?

Did you look at the tens or ones?

How does Base 10 prove that your order is correct?

Independent Task



- A. What number is represented in each picture?**
- B. Circle the smallest and largest numbers.**
- C. Complete these number sentences:**

$$\underline{\quad} > \underline{\quad}$$

$$\underline{\quad} < \underline{\quad}$$

Skill - I can count in
2s, 5s, 10s and 3s

Rapid Recall

Stomp forwards around the classroom as you count in steps of 2. How fast can you go? Can you start from different points in the x table?

Can you reverse, and count backwards?

Repeat with 5s and 10s

Today's Big Question

The number 20 (twenty) is in the 2x table, the 5x table and the 10x table.

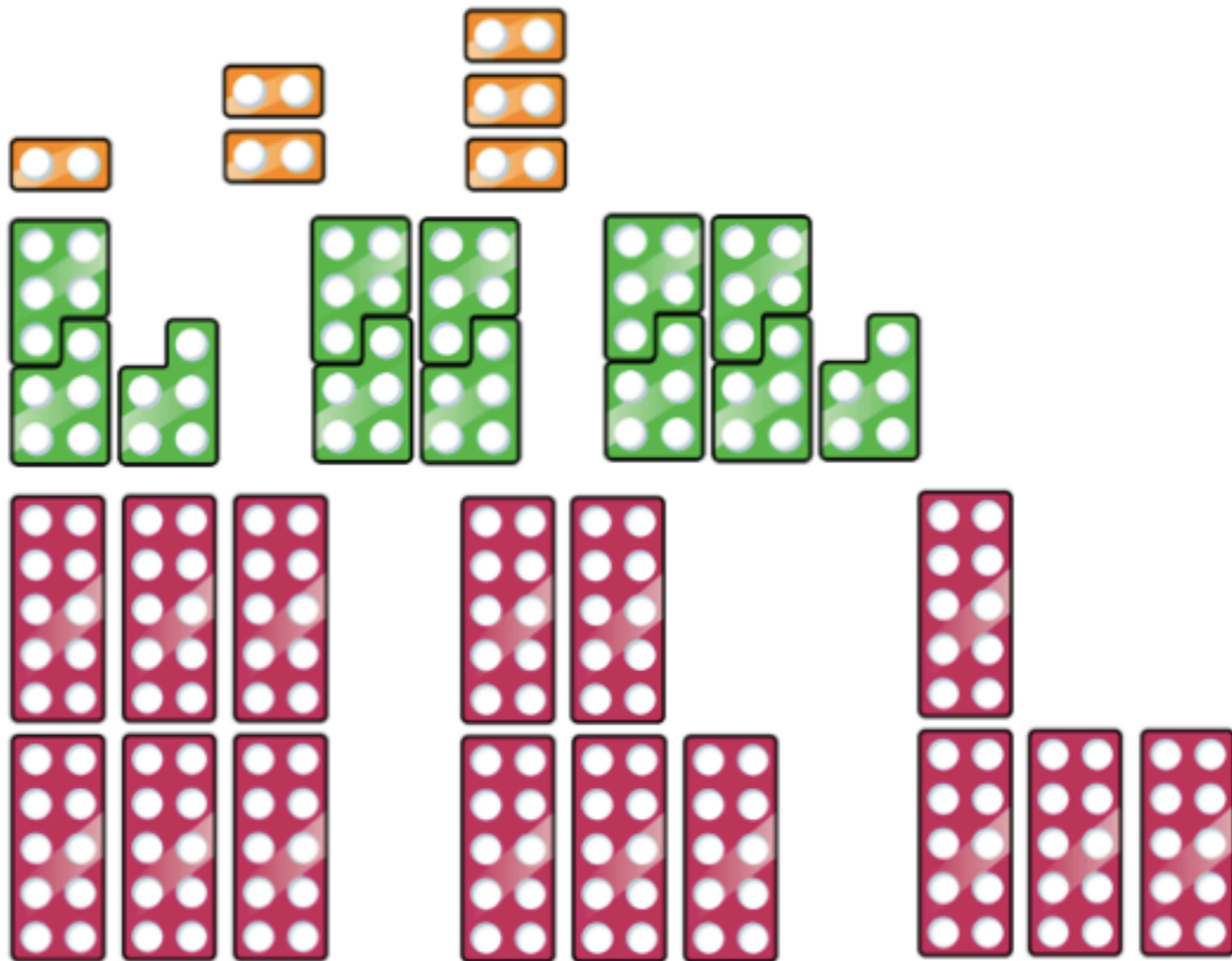
Is this right? How do you know?

Can you think of another number which is in all three times tables?

What do these numbers have in common?

Learning Partners

Continue each number sequence.



What do you notice?

What does each image represent?

Learning Partners

Circle the odd one out in each number sequence.

- 2, 4, 6, 8, 9, 10, 12.....
- 0, 5, 10, 20, 30, 40.....
- 35, 30, 25, 20, 12, 10.....

Why is it the odd one out?

How did you know?

Can you spot a pattern in the x table, and describe it to your friend?

Do one for the 3s too.

Learning Partners

Count forwards and backwards in jumps of 10 from fifty-seven.

**What happens to the number? Which digit changes?
Can you describe the pattern to your partner?**

Repeat with a variety of different numbers.

**Complete the end of block
assessment for place value.**

**Use any extra time for problem
solving/reasoning activities.**