

Preparation

Lesson 1: copy and laminate number cards to 50 enough for small group use; prepare groups of these cards for use with pairs of children ensuring that there is a mix of numbers in each, e.g. five of each 10, 20, 30, 40 and 50 number cards

Lesson 2: copy and laminate partitioning cards for tens and ones, enough for pairs of children; place up to 150 straws into a container, one container for each group

Lesson 3: make bundles of 46 and 72 straws tied with elastic bands

Lesson 5: prepare some additional simple problems to ask the class

Copy and laminate digit cards so that there are enough for one set per child and number cards to 50 enough for small group use

You will need**Photocopiable sheets**

'Signs and symbols (1)'

General resources

'Number words'; 'Arrow cards'; '0–100 number cards'; 'Hundred square'; interactive teaching resource 'Number line'

Equipment

Interlocking cubes; straws; elastic bands; partitioning cards; individual whiteboards

Further practice**Photocopiable sheets**

'Signs and symbols (2)'

Oral and mental starters suggested for week 1

See bank of starters on page 44. Oral and mental starters are also on the CD-ROM.

1 Ordering and writing two-digit numbers

2 Counting in tens

3 Partitioning

4 What's my value?

Overview of progression

During this week the children will extend their knowledge of counting from counting in ones to steps of two, five and ten. They will partition numbers into tens and ones and explain the place value of each number. They will extend their knowledge of reading and writing numbers to 100 in numerals and consolidate writing the numbers from 1 to 20 in words. Fluency in counting and understanding place value are pre-requisites for the work covered in the next few weeks on addition, subtraction, multiplication and division.

Watch out for

Some children may still be at the stage of counting in ones. Provide them with a numbered number line 0–20 so that they can use their finger to physically count in jumps of two. If they need help counting in fives, provide clock faces with 5-minute intervals written to 60 and for counting in tens, a 100 square.

Creative context

Encourage the children to say and make up number rhymes for counting in two, five and ten. Ask the children to spot numbers in the environment and make lists of these to share in class, such as house numbers, bus numbers, numbers on birthday cards.

Vocabulary

continue, count in fives, count in tens, count in twos, **multiple of**, one-digit number, partitioning, place, **place value**, predict, represents, sequence, stands for, 'teens' number, tens digit, two-digit number