

**Week 1 – Counting and properties of number; place value**

Focus + Resources	Lesson Notes
<p><b>Lesson 5</b> You do not need the OMZ Lesson plan for this session. Follow the notes opposite instead.</p> <p><b>Objective</b> To revise the value of the digits in a two-digit number.</p> <p><b>Key idea</b> Where a digit is placed determines its value.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Number square</li> <li>• Multi-link / cubes / counters</li> </ul>	<p><b>Mental</b></p> <ul style="list-style-type: none"> <li>• Choose a number between 1 – 100 and ask your child what is 10 more than that number. Take it in turns to ask 10 questions each, checking if necessary on the number square.</li> <li>• As above but asking for 10 less this time.</li> </ul> <p><b>Main Session</b></p> <ul style="list-style-type: none"> <li>• Write a two-digit number on the board e.g. 24. Ask your child to tell you what the number is.</li> <li>• Point to the tens number and ask your child if he can use the multi-link cubes to make that number. If he only makes the number in units, i.e. two, then discuss what the digits mean.</li> <li>• After your child has correctly made the tens number with multi – link ask him to divide the cubes into sets of tens putting them next to each other. Then write the letter ‘T’ above the tens number on the board or paper.</li> <li>• Ask your child if he can remember what letter should go above the other number and write in ‘U’. If your child is unsure, then explain what a unit is.</li> <li>• Tip a number of cubes onto the table and ask your child to estimate how many there are. (If necessary remind him that ‘estimate’ means ‘guess’.) Write the estimate on the board.</li> <li>• Ask your child to arrange the multi –link into groups of ten, leaving the remainder as units. Ask him what the number is and to find it on the 100 square. Then write the number next to the estimate. Discuss the number, Was it larger or smaller? How many multi –link would he have to add / subtract to make the number?</li> <li>• Repeat the above activity, letting your child tip out the multi – link.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Write 10 split number sentences on the board for your child to complete independently. Vary the numbers in them e.g. <math>20 + ? = 23</math>; <math>? + 6 = 46</math>.</li> <li>• Mark and discuss your child’s answers with him.</li> </ul>

## Mathematics Term 2

### Week 1 – Additional Teaching Points

#### Teacher Tip

Make a brief note as you go through a lesson of anything your child finds difficult, either highlight it or jot it down on the lesson notes. Although you will reinforce any concepts your child has difficulty with, these notes will provide useful information when it comes to revision at the end of term and for querying with your tutor.

#### Extension Activities

##### Scoop a cupful

- Have a bag / box filled with small countable objects e.g. counters, pasta shells, a small cup or mug. At the top of a large piece of paper write these three headings, 'More than 30 and less than 50,' 'More than 50' and 'Exact number.'  
Take it in turns to scoop a cupful of objects and decide which category they will be in. Tip the objects out onto the chosen column and group in sets of ten. When you have found out the exact number write it under that column.
- As above but vary the size of container used to scoop the objects, or vary the numbers at the top of the piece of paper.
- Place a set of shuffled number cards from 50 – 80 face down in a pile on the table. Take it in turns with your child to pick up a card, say whether it is odd or even, and then count in twos to 100.

##### Number trail

- Draw a number trail with chalk outside (as in Big Book pages 2 and 3 – you don't have to go to 100). Ask your child to stand on some odd numbers or even numbers; ask him to jump in twos from an odd number then an even number; to jump on an odd number that is more than 7; an even number that is less than 23 and so on.

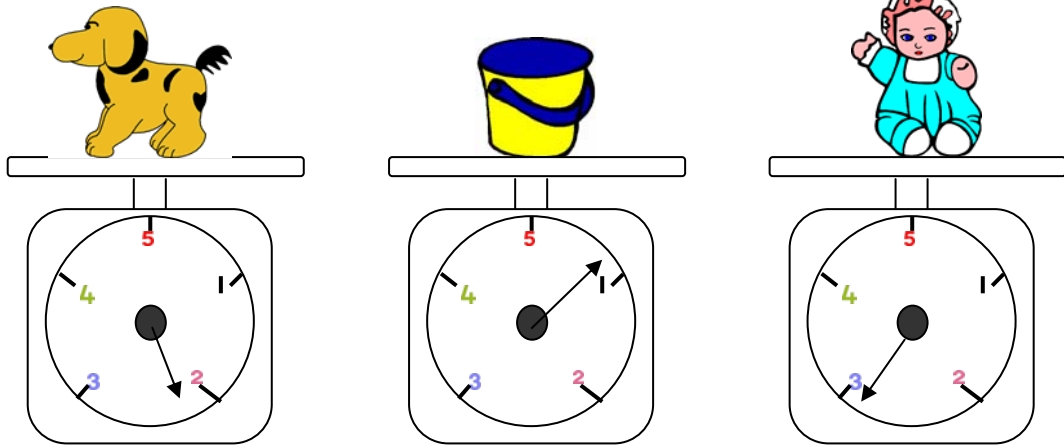
#### Support Activities

- Have a piece of paper with 'odd' and 'even' written at the top. Place a set of dominoes face down on the table. (If you do not have any dominoes then make up some with card.) Take it in turns to select a domino, count the spots on it, then write it as a sum, using both addition facts e.g.  $3 + 1 = 4$ ,  $1 + 3 = 4$ . Put the answer in the odd or even column.
- Take a 1 – 6 dice and a 100 square. Take it in turns to throw the dice, find it on the number square and count on in 10s to 100.

**CHECK – UP TEST WEEK 8**

Show your working out where appropriate

1.



What does the bucket weigh? (to the nearest kg) \_\_\_\_\_

Does the dog weigh more or less than 2 kg? \_\_\_\_\_

Which is the heaviest – the dog, the bucket or the doll? \_\_\_\_\_

2. Put these weights in the correct order, starting with number 1 for the lightest. (1 kg = 1000 g)

2 kg	150 g	75 g	125 g

3. Fill in the missing numbers.

23 24 \_\_\_\_ 26 27 \_\_\_\_ 29 \_\_\_\_ 31

54 53 \_\_\_\_ 51 50 \_\_\_\_ 48 \_\_\_\_ \_\_\_\_ 45

\_\_\_\_ 20 30 40 \_\_\_\_ 60 70 \_\_\_\_ 90 \_\_\_\_

29 \_\_\_\_ 49 \_\_\_\_ 69 79 \_\_\_\_ 99