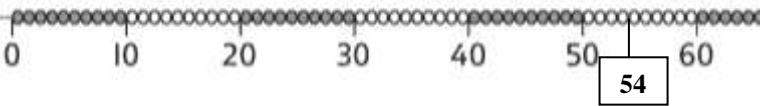


Week 1

Focus + Resources	Lesson Notes
<p>Lesson 1</p> <p>Main Focus Estimate and count a number of objects up to 100</p> <p>Objectives Estimate a set of objects (\leq 100) and count in 5s or 10s to check</p> <p>Key Vocabulary estimate; count; more; less</p> <p>Prior Learning Recite / read numbers to 100 and count, matching one to one</p> <p>Resources</p> <ul style="list-style-type: none"> • Resource Sheets 1, 2 and 3 from Term 1 Appendix • Container of about 40 pebbles • Container of about 100 pennies or other coins • Jar of up to 100 marbles or objects that are similar • Y2 Abacus Workbook 1 • 20 coins of the same denomination and 20 multilink cubes (for Support) • 6 bowls, each with a number of objects that are similar (for Extension) • Y2 WES Activity Book 1 (for Extension) 	<p>Starter - Chant numbers in 1s on and back to 100</p> <p>Use the 100 square on Resource Sheet 1 in Y2 T1 Appx to support counting from 1 to 100 and back again, emphasising the multiples of 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11... Ask your child to hold up one hand for numbers ending in 5 and both hands for multiples of 10. Make sure that he says numbers such as 15 and 50, 19 and 90 clearly.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> • <i>Drogo is a dragon. He is very messy and likes to collect pebbles. Show the first picture on Resource Sheet 2 in Y2 T1 Appx. His friend Katrina the caterpillar is very tidy and likes to arrange things in lines. Point to the second picture. She has tidiced up some of Drogo's pebbles and put them into lines to help him count them. Which of Katrina's lines has more pebbles? Discuss how the top line is longer but has fewer pebbles as they are very well spaced. Do you think there might be about 10, 20, 50 or 100 pebbles in the first line? Ask your child to count to check. Repeat with the second line. It's hard to keep track with so many pebbles. Circle each 10 and then count them in 10s.</i> • Tip out a container of about 40 pebbles. Here are some of Drogo's pebbles! Point to the third picture on Resource Sheet 2 with ranges: 'between 0 and 10'; 'between 11 and 20'; 'between 21 and 50'; and 'between 51 and 100'. Ask your child to estimate the number of pebbles, choosing one of the ranges. Then ask him to help you to count them by putting them in groups of 10, counting 10s and then the remaining 1s. Discuss which range the number belongs in, using the 100 square to check if necessary. • Give your child a container of coins of the same denomination (perhaps currency from where you are living). Provide a set of 10s cards made from Resource Sheet 3 in Y2 T1 Appx. Ask your child to pick a card to represent his estimate of the number of coins. He should then count them, putting them into piles of 10s to help. Repeat several times by changing the number of coins in the pot. Do your child's estimates get better? Help your child understand what a good estimate would be. <i>If there are 23 pennies and I guess 20, would that be a good estimate or not? Emphasise that it is not 'wrong' as estimates are rarely spot on; some are close and some are not. A guess of 20 is very close so a good estimate. What would be a bad estimate? Discuss how 30 would not be too bad, but 90 would be way out.</i> • Ask your child to complete Y2 WB1 page 2. Note that pebbles or other objects may be used instead of cubes for the 'action' activity. The THINK activity refers back to the sets of pebbles, shells and feathers. Encourage your child to work on this. <p>Plenary</p> <p>Use marbles, or objects that are similar, and a jar. Put a number of marbles in the jar. Ask your child to write an estimate on his whiteboard of how many there are. Count the marbles together, grouping them in 10s. Find the total on the 100 square. Now ask your child to put some marbles in the jar for you to estimate. Whose estimate was closer?</p>

<p>Week 1 Lesson 2</p> <p>Main Focus Locate numbers on 0–100 beaded lines and 100 squares</p> <p>Objectives Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions</p> <p>Key Vocabulary beaded number line; number square; between; digit</p> <p>Prior Learning Recite/read numbers to 100; count, matching one-to-one; begin to understand conservation of number</p> <p>Resources</p> <ul style="list-style-type: none"> • 100 square • Counters (from WES Maths Kit) • Multilink cubes (from WES Maths Kit) • 1-100 bead string (from WES Maths Kit) • 0-9 dice (from WES Maths Kit) • Y2 WES Activity Book 1 • Y2 Abacus Workbook 1 • Y2 Textbook (for Extension) • A3 paper and coloured pens or pencils (for Extension) • 0-100 number line (from WES Maths Kit) (for Extension) 	<p>Starter - Count in 10s from 10 to 100</p> <p>Place a counter on number 10 on the 100 square. Count in 10s from 10 to 100 as you move the counter down the grid, then back to 10 again. Give 10 sticks of 10 multilink cubes to your child and ask him to count them in 10s. Hold up 3 sticks of 10 cubes. <i>How many cubes?</i> Count in 10s to answer. Repeat for different multiples of 10.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> • Show the 100 square with numbers 23, 45, 67, 96, 40 and 71 covered by counters. Point to one hidden number. Ask your child to write the missing number on his whiteboard. Uncover the number. Is he correct? • Give your child a 1–100 bead string and ask him to show you 31 beads. <i>You did not have time to count in ones, so how did you do that so quickly?</i> Model how to count in 10s to 30, then add one more. • Call out other 2-digit numbers, eg 42, 57, 69, 25. Ask your child to show each one on the bead string. • Show your child the 0-100 beaded number lines on Activity Sheet 2 in Y2 WES Actbk 1. Write 51 on your child's whiteboard and ask him to tell you where the number goes on the first beaded line. Ask him not to point, but to tell you in words! Repeat with 39, 25, 67, 33 and 43. Your child should not write anything for this activity but can use a beaded number line for reference. • Ask your child to roll a 0-9 dice twice to form a 2-digit number, eg 54, and then mark it on the first 1-100 beaded number line. Note that it is important to place the label after the bead rather than on the bead.  <ul style="list-style-type: none"> • Model saying: <i>54 is between 50 and 60.</i> Repeat for four more numbers. • Ask your child to complete Y2 WB1 page 4. Provide a 100 square for reference if your child needs it. Be his partner for the ACTION question and encourage him to complete the THINK question if he is able to. <p>Plenary</p> <p>Give your child the 1–100 bead string. <i>I am thinking of a number. It is between 40 and 50. It is half way between them. What do you think it is? Show me on your bead string. I am thinking of the number just before 50. What is it? Show me. I am thinking of the number two after 30. What is it? Show me.</i></p>
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<p>Week 1 Lesson 3</p> <p>Main Focus Compare pairs of numbers and find a number in between</p> <p>Objectives</p> <ul style="list-style-type: none"> • Order and compare 2-digit numbers and say a number between • Use language: equal to, more than, less/fewer than, most, least <p>Key Vocabulary compare; between; more; less; greater; fewer; bead string; number square</p> <p>Prior Learning Count to 100; locate numbers on a 0-100 beaded line and 100 square</p> <p>Resources</p> <ul style="list-style-type: none"> • Number cards 10-100 made from blank cards (from WES Maths Kit) • 100 square • Counters (from WES Maths Kit) • Y2 WES Activity Book 1 • Y2 Abacus Workbook 1 • Resource Sheet 4 from Term 1 Appendix (for Support) • Y2 Textbook (for Extension) • UK coins (from WES Maths Kit; for Extension) 	<p>Starter - Count to 100 in 1s and 10s</p> <p>Be your child's partner to count back and forth from 1 to 100. Make sure your child has the even numbers. When he says 'ten', give him a '10' card to place in front of him. At 'twenty' give a '20' card, and so on until you reach 100. Finally ask your child to count along the multiples of 10 pointing to the relevant card as he says each number.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> • On your child's whiteboard draw two circles labelled 'more than 50' and 'less than 50'. Ask your child to say a number between 0 and 100 then write it in the correct circle. Now ask him to choose a number that will go in the other circle. Repeat. <i>What if the number is 50?</i> • Show your child the 100 square. Ask him to show you which numbers are greater than 50 and which are less. • Point to 31 and 40 on the partially completed 100 square on Activity Sheet 3 in Y2 WES Actbk 1. Ask your child to write down a number between 31 and 40 in the correct place on the 100 square. Refer back to the complete 100 square when needed. Repeat with other similar pairs of numbers, eg between 61 and 70, and between 11 and 20, then ask him to find numbers between 35 and 45, and finally between 85 and 100. If your child needs help to remember the two numbers you have indicated, invite him to place a counter on each of them. • Shuffle a pack of 10–100 number cards made from your blank cards. Ask your child to turn over two. <i>Point to the larger number. Point to the smaller number.</i> Ask your child to place counters on the 100 square to confirm which is smaller and which is larger. Repeat with a different pair of cards. • Ask your child to choose two more cards from the shuffled 10–100 pack. He should place the smaller one on the left and the larger one on the right in front of him. Ask him to turn over a third card from the pack. If it is between his two numbers he should keep it. If it is not, you win the card. Repeat until your child has turned over ten cards. Use the 100 square to check if needed. • Ask your child to work on Activity Sheet 4 in Y2 WES Actbk 1. Invite him to answer the first 8 questions orally then to write his answers for the next 8. Act as his partner for the final question. • Now ask your child to complete Y2 WB1 page 5 independently, encouraging him to circle the bigger number in each pair. <p>Plenary</p> <p>Choose an activity from one of the additional workbooks provided, to reinforce or extend the focus of the first three lessons this week.</p>
<p>Week 1 Lesson 4</p> <p>Main Focus Find a number in between and order three numbers</p>	<p>Starter - Count on/back in 1s from any number</p> <p>Ask your child to count on in 1s from 30. When he gets to 45, shout <i>Change!</i> He should then count back in 1s to 20. Point to numbers on the 100 square to help if necessary. Repeat, this time starting at 45 and counting on to 71 and back, then 65 to 100 and back, asking your child to choose the stopping number for the final time</p>

<p>Lesson 4 cont</p> <p>Objectives</p> <ul style="list-style-type: none"> • Order and compare 2-digit numbers and say a number between • Use language: equal to, more than, less/fewer than, most, least <p>Key Vocabulary between; order; more; less; number square; smallest; largest; digit; bead string; beaded number line</p> <p>Prior Learning Count to 100; locate numbers on a 0-100 beaded line and 100 square</p> <p>Resources</p> <ul style="list-style-type: none"> • 100 square • Resource Sheet 5 from Term 1 Appendix • Counters (from WES Maths Kit) • Number cards 10-100 Y2 Abacus Workbook 1 	<p>Main Teaching</p> <ul style="list-style-type: none"> • Show Resource Sheet 5 in Y2 T1 Appx and talk about the toys in the shop. Read a few prices, explaining that the £ sign stands for pounds. Point to two toys. <i>Which one costs more? How do you know? Put them in order.</i> • Ask your child to find a toy with a price that is between the two, if there is one. Locate the three numbers on the 100 square to check. • Repeat with other pairs of toys, asking for a price in between the two. • <i>Drogo has been messing up numbers again. Katrina wants to put them in a neat tidy line from the smallest to the largest. Let's help her.</i> Show your child a 'jumble' of five 2-digit number cards. Ask him to put them in order from smallest to largest. • Put counters on the five numbers on the 100 square to check, starting with the smallest number. • Repeat with five new cards. • Ask your child to complete Y2 WB1 page 6. He may use the 100 square and place counters for the two given prices if he needs this to work out an in between price. Challenge your child with the THINK question for Extension if he is able to tackle it. <p>Plenary Play 'Higher, lower'. Shuffle a pack of 10-100 cards. Turn over one card and ask your child to say whether he thinks the next number will be higher or lower. <i>Was he right?</i> You can choose to make this more competitive by allowing him to keep the card when he is correct. If he is incorrect the card goes to you. You can decide how many times to play then add up the cards at the end. If time allows, change roles for a second game.</p>
<p>Week 1 Lesson 5</p> <p>Main Focus Order 2-digit numbers</p> <p>Objectives</p> <ul style="list-style-type: none"> • Order and compare 2-digit numbers and say a number between • Use language: equal to, more than, less/fewer than, most, least • Begin to work systematically to find all possibilities <p>Key Vocabulary order; digit; smallest; largest; number square; between; consecutive; beaded number line; difference</p>	<p>Starter - Chant on and back in 10s from any single digit number Place a counter on 3 on the 100 square. Ask your child to count in 10s from 3 to 93 as you move the counter down the column, then back to 3 again. Repeat, counting in 10s from 5 to 95 and back.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> • Ask your child to write two 2-digit numbers on his whiteboard. You do the same on a separate board or piece of paper. Now ask your child to put the four numbers in order from the smallest to largest. Show the 100 square as a tool for checking if necessary. • Ask your child to choose a number from the 100 square, eg 37, and to write it on his whiteboard, keeping it secret from you. Ask questions such as: <i>Is it bigger than 50? Is it between 40 and 50?</i> Keep asking if it is bigger/smaller than or between numbers to narrow down the ranges. Guess the number then change roles. • Point to 43 on the 100 square. <i>What can we say about this number? Agree statements such as: It is between 40 and 50, between 42 and 44, less than 50, more than 40.</i> Also say that it has the digits 4 and 3 in it. <i>What other number could we make with digits 4 and 3?</i>

<p>Lesson 5 cont</p> <p>Prior Learning Count to 100; compare 2-digit numbers</p> <p>Resources</p> <ul style="list-style-type: none"> • 100 square • Counters (from WES Maths Kit) • Y2 Abacus Workbook 1 • Y2 WES Activity Book 1 	<ul style="list-style-type: none"> • Ask your child to find which numbers up to 100 have consecutive digits, where the second digit is one more than the first, eg 34. There are eight. Ask him to write them all in order then cover them on the 100 square using counters. Discuss what he notices about the numbers he has found. <i>How far apart are they? What is the difference between the pairs of numbers? Is it always the same difference? Can you explain why?</i> • Ask your child to go back to Y2 WB1 page 3. Completing all the activities on the page, including the THINK question, will show you how well your child has understood the objectives of this week's lessons. <p>Plenary Play 'Make a two digit number', Game 1 in Y2 WES Actbk 1 or choose a game or other activity from one of the additional workbooks.</p>
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Week 1

Additional Teaching Points

Preparation

- You will be using a 100 square for a number of lessons throughout this term. As well as Resource Sheet 1 in the *Term 1 Appendix* there are also six extra copies of this Resource Sheet in the Introduction Appendix. In preparation for Lesson 1 you may wish to cut one of these out and back it onto card or, if you are able to, laminate it.
- Cut out the cards from Resource Sheet 3 in *Term 1 Appendix* in preparation for Lesson 1.
- For Lesson 1 you will need to gather a number of small objects that can be used for estimation activities. This includes a container of pebbles or small stones, a jar of marbles and a container of 100 small coins. The main thing is that for each activity you use objects that are the same. If you do not have the items suggested, any objects that are identical may be used eg beads, buttons or pieces of macaroni.
- Your WES Maths Kit contains a pack of blank cards. Use these to make number cards 0 to 100. These will be used for a number of lessons during the year so store them in an envelope or container for re-use. You will need cards 10-100 for Lessons 3 and 4 this week.

Teaching Tips

If you have space and suitable storage facilities, organise your Maths equipment in a way that makes it easy for your child to get out what he needs for himself and put it away afterwards. This will encourage him to be an independent learner and not dependent on you to access the resources he needs. Encourage your child to get out just what is needed for each activity to keep the workspace free of clutter and avoid distractions.

Lesson 1

Support

As a support activity, ask your child to count 20 pebbles. Rearrange them and repeat. Does he realise that there is still the same number? Make a row of 20 coins of the same denomination. Then make a row of 20 multilink cubes, keeping the spacing the same. *Are there 20 pieces in each line? Why is one line still longer?*

Extension

If your child has worked confidently with the concept of estimation in the main lesson, use this extension activity. Give him 6 bowls. Each should have a different number of objects with all objects being the same across the 6 bowls. Ask him to estimate the number of objects in each bowl by

circling his chosen option from the chart on Activity Sheet 1 in *Y2 WES Activity Book 1*. He should then check by counting and record his answer.

Lesson 2

Support

For further practice in finding numbers on a beaded line use a 0-9 dice and ask your child to throw it twice to make a 2-digit number. *Where should this number go on the beaded line?* Encourage him to describe rather than point. Ask him to write each number in the correct place on the 100 square on Activity Sheet 3 from *Year 2 WES Activity Book 1* (only beginnings and ends of lines marked). Repeat.

Extension

Year 2 Abacus Textbook page 4 may be used for extension. Make sure you challenge your child with the THINK activity on this page.

Lesson 3

Support

- Shuffle a pack of 10-100 number cards. Take a card each. Who has the bigger card? The one with the bigger card wins a counter. Repeat several times.
- Put counters on two numbers on the number track on Resource Sheet 4 in *Term 1 Appendix*. Ask your child to tell you a number in between. Repeat several times.

Extension

- Be your child's partner for this game. Shuffle a pack of 10-100 number cards, turn the pack upside down and take one card each. Each place a counter on the matching numbers on a 100 square. Invite your child to take a new card. If the number lies between the two numbers covered by counters, he wins a point. Take turns until you have each had ten turns. Who wins?
- Give your child 3 cards from the shuffled pack and ask him to put them in order from smallest to largest. Can he do that quickly? Can he do it with 4 cards? 5 cards?
- *Year 2 Abacus Textbook* page 5 may be used as an additional extension activity.

Lesson 4

Support

- Ask your child to shuffle a pack of 10-100 cards and take three numbers, putting them in order and checking using the 100 square.
- Help your child to practise counting between two numbers less than 10 apart, identifying the numbers in between: 16, **17, 18, 19, 20**, 21. On his whiteboard he should then write the start number, the end number and one of the numbers between, for example 16, 19, 21. As confidence grows, increase the difference and find the numbers on the 100 square.

Extension

Year 2 Abacus Workbook 1 page 7 may be used as an extension activity. Challenge your child to try the THINK activity.

Lesson 5

Support

Practise counting between two quite near numbers with your child. Using the set of 10-100 cards, lay down the start and finish number cards with a space for two cards in between. Give your child a number to listen out for and give him that number card. Begin counting from the start number and when he hears the number, he should lay it down in the correct place.