

Year 1 Unit 2 (Spring Term) Support Session 1

Place value

Objectives

Begin to know what each digit in a two-digit number represents. Partition a 'teens' number and begin to partition larger two-digit numbers into a multiple of 10 and ones (TU).

Vocabulary

ones
tens
two-digit number

Resources

Bead string
Labels showing multiples of ten (0 - 100) to place on bead string
Whiteboards
Two-digit numeral cards

Oral and Mental Starter

Count in tens from 0 to 100, asking children to flash both hands to show 10.

Use a 100-bead string to count in tens, moving 10 beads at a time.

Place labels 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 on the bead string.

Q Who can tell me a number that lies between 20 and 30?

Q Who can tell me a number that lies between 50 and 60?

For each number given count out that many beads by counting on from the multiple of 10 in ones moving one bead at a time. Encourage the children to join in.

Main Activity

Move 34 beads to one end of the bead string.

Q How many beads are at this end of the string?

Q How can we find out?

Q Do we need to count in ones or tens or both?

Count the beads with the children by counting in tens then ones, 10, 20, 30, 31, 32, 33, 34.

Q There are 34 beads. Who can write the number 34 on the board?

Remind the children that although we say thirty-four when we write the number we write how many groups of tens so 34 is written as 34 (3 groups of ten and 4 ones) rather than 304. Use the bead string to count the groups of ten in 34.

Move 56 beads to one end of the bead string.

Q How many beads are at this end of the string?

Q How can we find out?

Count the beads with the children by counting in tens then ones, 10, 20, 30, 40, 50, 51, 52, 53, 54, 55, 56

Q There are 56 beads. Who can write the number 56 on the board?

Give each child a whiteboard and repeat the above process for different numbers of beads asking children to write down how many on their boards.

Plenary

Ask each child to count out a specific number of beads on the bead string. Check each one as a group by counting in tens and ones.

Year 1 Unit 2 (Spring Term) Support Session 2

Place value

Objectives

Begin to know what each digit in a two-digit number represents. Partition a 'teens' number and begin to partition larger two-digit numbers into a multiple of 10 and ones (TU).

Vocabulary

ones

tens

two-digit number

place value

partition

Resources

Place value cards (tens and ones) including two 0 cards

Bead string

Resources sheet S2.1 (cut out for a pairs game)

10p and 1p coins

Oral and Mental Starter

Use hands to throw two-digit numbers at children (e.g. flash both hands twice for 20 and show three fingers for 3 to make 23). Ask the children to write down the number on whiteboards. Remind the children how they wrote the two-digit numbers yesterday.

Ask children to throw you the numbers 23, 67, 45 using their hands and fingers.

Main Activity

Put the tens cards 0, 10, 20, 30, 40, 50, 60, 70, 80, and 90 into a bag.

Put the single digit cards 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 into another bag.

Ask a child to select a tens card and a ones card.

Q Look at these cards 20 and 3: if I were to count out 20 beads then 3 beads how many beads would I have altogether?

Count out 20 then 3 beads on the bead string and write on the board $20 + 3 = 23$.

Ask another child to pull out a tens card and a ones card (e.g. 60 and 5)

Write on board $60 + 5 = \square$

Ask for a volunteer to write the answer. Use the bead string to assist if necessary.

Discuss what will happen if the zero cards are drawn.

Q We've pulled out 30 and 0. What do we write? We've pulled out 0 and 6. What do we write?

Play a pairs game with the whole group using Resource sheet S2.1.

Children should find the two-digit number to go with each sum of a multiple of ten and a multiple of one.

Continue to use the bead string to support.

Plenary

Show the class two 10 pence coins and 5 pennies.

Q How much money am I holding?

Q How many 10p coins? How many 1p coins?

Repeat for other amounts using 10p and 1p coins.

$30 + 2$	$60 + 1$	$40 + 5$	$50 + 1$	$10 + 7$
$20 + 3$	$70 + 3$	$80 + 7$	$90 + 0$	$20 + 4$
23	61	45	51	17
32	73	87	90	24