

Unit 2
Place value and ordering

Five daily lessons

Primary
National Strategy

Year 1
Summer term

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Unit Objectives

Year 1

- Say the number that is one or ten more or less than a given number to 30.
- Compare two familiar numbers and say which is more or less.
- Count on in 1s, 10s from any given number.
- Use known number facts and place value to add or subtract a pair of numbers mentally.
- Begin to know what each digit in a two digit number represents.
- Partition a teens number into tens and ones.

Link Objectives

Reception

- Find one more or on less than a number up to 9.
- Compare two numbers. Say a number that lies between two given numbers up to 20 then beyond.
- Count on in 1's from any given number to 10.
- Relate addition to counting on.

Year 2

- Add/subtract 9/11. (Near multiples of 10)
- Compare two, two digit numbers and say, which is more/less, and give a number that lies between them.
- Use number facts and place value to add/subtract mentally.

Resources needed to teach this unit:

- **Resource sheet 2.1**
- **Resource sheet 2.2**
- **Resource sheet 2.3 laminated (buns)**
- **Set of digit cards**
- **Number lines**
- **Number washing line**
- **Sets of digit cards 1-20**
- **Unifix cubes.**
- **ITP Place value**
- **ITP 20 coins**
- **Function machine or box**
- **100 square**
- **Brown paper bags**
- **Playdough buns**
- **Coins**
- **Plastic numerals**
- **Counting objects**

(Key objectives in bold)

Planning sheet	Day One	Unit Place Value & ordering	Term: Summer	
Oral and Mental & Main teaching		Continuous provision model of learning.		
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Independent Activities	
<p>To say the number that is one or ten more or less than a given number.</p> <p>To compare two familiar numbers and say which is more or less.</p> <p>To count on in 1's, 10's from any given number.</p> <p>VOCABULARY number names to 20 1 more 1 less 10 more 10 less greater smaller most least fewest</p> <p>RESOURCES Bead string (20 beads in two colours, arranged in fives) A set of large digit cards ITP 20 Cards Plastic numerals Base boards for sand or water. 100 square.(R.S. 2.1) Play dough buns and laminated photocopy buns Paper bags</p>	<ul style="list-style-type: none"> Using the bakery 100 square, (R.S.2.1 enlarge to A3) identify a number then blank off numbers before and after to identify one more one less. Cover numerals with a bun. (R.S. 2.3) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q: What number is under here? What is ten more? How do you know?</p> </div> <ul style="list-style-type: none"> Show brown paper bags numbered with various numbers. Ask children to count in 1 more play dough bun. How many now? Take one out, how many will there be now? Show number before on 100 square. <p>Repeat several times with various numbers.</p> <p>Order the bags from smallest number to greatest.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q. Which bag has most buns? Which has fewest? Which has least?</p> </div>	<p>To say the number that is one or ten more or less than a given number.</p> <p>To compare two familiar numbers and say which is more or less.</p> <p>To count on in 1's, 10's from any given number.</p> <p>To use known number facts and place value to add or subtract a pair of numbers mentally.</p>	<p>Role play: Bakers shop.</p> <p>With brown paper bags marked with numbers to 20, children count in appropriate number of buns. Between 11 and 15. Show teacher. Calculate how Many if there is one more or one less.</p> <p>Make play dough buns and place in array on baking tray, count and label.</p> <p>With tickets marked 1-20, give 'customers' a ticket. Who is first in the queue? Order the customers in a line according to their ticket.</p> <p>Buy buns at 1p each. Pay and give change from 10p Write out receipt. Increase price by 1p, reduce by 1p</p>	<p>Carpet area: other adult led.</p> <p>With large floor tiles numbered 1-20 and beyond, read numerals then spread out randomly.</p> <p>Adult calls out e.g. one more, one less, 10 more, 10 less Children find correct floor tile and record their number on white board.</p>
			<p>Sand/water/paper trough</p> <p>Place numerals in sand/ water Give each child a base board, with random numbers written on.1-20. Children have to find the numeral in the tank that is one less than each of these numbers. Differentiate with numbers to find 10 less.</p>	<p>ICT/ Interactive whiteboard</p> <p>With ITP.' 20 cards,' select cards 1-20, ask children to drop and drag into correct order. Challenge each other to say the number one more one less.</p>
			<p>Teacher led problem solving activity</p> <p>With laminated pictures of buns and paper bags. Pose questions.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q: 2 buns in the bag, add 2 more, how many now? Q: Have some buns in the bag, take 3 out, 2 left in how many were there to start with? How do you know? Q: I have 12 buns and want 1 less, how many will I have?</p> </div>	<p>Small world</p>

Planning sheet	Day Two	Unit 2 Place value & ordering	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
<p>To compare two familiar numbers and say which is more or less.</p> <p>To count on in 10's from any given number.</p> <p>VOCABULARY Count on number names to 20 more less pair 10 more 10 less</p> <p>RESOURCES Resource sheet 2.2 10 more 10 less partner pairs cards</p>	<ul style="list-style-type: none"> Give each child a digit card to make part of a pair to match ten more. (resource sheet 2.2) Ask the children to find their 10 more or 10 less partners. E.g 1 and 11 7 and 17 13 and 23 22 and 32 <p>Ask the child with the highest value card (most) to stay standing, lowest (least) value to sit down.</p> <p>Play PING PONG Teacher says 'Ping', children say 'Pong', teacher says a number children say the number 10 more.</p> <p>Teacher says 'ping', children say 'pong', teacher says a number, and children say the number 10 less.</p>	<p>Begin to know what each digit in a two digit number represents.</p> <p>Partition a teens number into tens and ones.</p> <p>VOCABULARY Count Groups of Sets of Tens Units 2 digit</p> <p>RESOURCES Coins Unifix or multilink loose and made into "sticks" of 10 (tens).</p>	<p>With counting objects place 13 objects on carpet. Ask children what is the best way to count them? Explore possibilities e.g. counting in 2's 5's. Draw children to counting into 1 group of ten and three left over. Put the 1 group of 10 into 1 container.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>How many groups of ten? How could we write 1 group of ten (10) We have 3 objects left over, how many altogether?</p> </div> <p>Write the number 13.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>What does the 1 stand for, what does the 3 stand for?</p> </div> <p>Repeat with other teen numbers.</p> <p>Count out ten unifix cubes, join together and establish this is one group of ten. Make various teen numbers with unifix cubes write each number.</p> <p>Using I.T.P 'Place value' make various two digit numbers, read the numbers, ask children to make corresponding representation using unifix cubes.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>What would ten more than this number be? What would ten less be?</p> </div>	<p>With 10p coins count in 10's to a total of £1.00.</p> <p>Make various 2 digit coin totals using 10p coins and 1p coins to make teens amounts.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>By the end of the lesson the children should be able to: Say the number 10 more or 10 less. Begin to say what each digit in a two digit number represents. Partition a teens number into tens and ones.</p> </div>

Planning sheet		Day Three	Unit 2 Place value and <i>Ordering</i>	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Count on in ones and tens from any small number.</p> <p>VOCABULARY count on number names to 20</p>	<ul style="list-style-type: none"> • Arrange the children in a circle. Count out loud from 1 to 20, you and the class saying alternate numbers. • Repeat starting at various points between 1 and 10. • Count round the circle, saying the number names together. As you do so each child should raise their hands when they say their number (like a 'Mexican wave'). • Stop at various points. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who will say 14, who will say 12?</div> <ul style="list-style-type: none"> • Repeat trying to gain speed and fluency so that the 'wave' moves smoothly. • Repeat counting round circle this time counting in 10 more. 	<p>Count on in ones and tens from any small number.</p> <p>VOCABULARY count on number names to 20 keeping track next</p> <p>RESOURCES Sets of number cards 1-20 (one for each pair of children) Number tracks to 20 Washing line with numbers 1-20</p>	<ul style="list-style-type: none"> • Say three consecutive numbers in the range 1 to 20 e.g. 1, 2, 3 or 6, 7, 8 or 17, 18, 19. Ask children to respond by saying the next number. • Repeat this time asking the children to respond with the next three numbers e.g. Teacher says '14, 15, 16' Children say '17, 18, 19'. <p>Support the children by using three fingers to help them keep track of the next three numbers and encourage them to do the same.</p> <ul style="list-style-type: none"> • Demonstrate the following paired activity asking a child to be your partner. Each pair has a set of number cards (1-20) face up (shuffled). One person chooses a card and places it on the table. The other person continues the sequence by placing the next three cards. Ask the children to check their sequences with a number track. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q What comes next? What will your last number be?</div> <ul style="list-style-type: none"> • Demonstrate the activity again, this time choosing 19. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q What comes next? What's the problem?</div> <p>Draw out that their cards only go up to 20 but if they feel they can write the next three numbers to do so, otherwise they should just say them.</p> <ul style="list-style-type: none"> • Ask the children to carry out the activity taking turns to choose the card. When confident, the children should copy their sequences into their books. 	<ul style="list-style-type: none"> • Use a washing line with the numbers 1-20 turned around so the children see the backs of the cards. <p>Ask a child to turn round a number.</p> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q What do you think this number is? (Point to next number.) What would be next? And after that?</div> <p>Turn round the numbers to check.</p> <ul style="list-style-type: none"> • Invite another child to count on from this number demonstrating how to use their fingers to keep track of the count. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">By the end of the lesson children should be able to:</div> <ul style="list-style-type: none"> • count on in ones from any single-digit number; • keep track of a count by using their fingers. 	

Planning sheet		Day Four	Unit 2 Place value and Ordering	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Count on and back in tens including beyond 10, from any single-digit number.</p> <p>VOCABULARY count on number names to 20 one more one less add subtract left</p> <p>RESOURCES Digit cards</p>	<p>Pick a start number</p> <p>Count on in 1's 5...18 2....15 7.....19</p> <p>count on in 10's 3...53 7...47 9....89</p> <p>Hold up card 27.</p> <p>How many 10s can we count back? Which number do you think we will stop at? If we count back from 44 how many tens do you think we will count?</p>	<ul style="list-style-type: none"> Use known number facts and place value to add or subtract a pair of numbers mentally. Partition a teens number into tens and ones. 	<p>Make or draw a train with 10 carriages. Say we are going to need enough carriages to take people on holiday. Each carriage can carry 10 people.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>How many carriages will we need for 15 people? Establish 1 carriage for 10 and 1 carriage for 5 people</p> </div> <p>Repeat with other teen numbers</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Each carriage is full, there are 5 carriages, how many people? How many people in 6 carriages?</p> </div> <p>Count in tens to count various numbers of people in carriages.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>This carriage holds 10 people, if I take 6 out how many people will be left in the carriage? Repeat with other numbers.</p> <p>Some people got off the carriage, three were left on, how many got off? Repeat with other numbers.</p> <p>One carriage was half full, how many people are in it?</p> <p>One carriage holds three people; the next carriage has double that number of people, How many people?</p> <p>How many carriages would we need for 22 people?</p> </div>	<p>In a circle deal each child with one card from a pack of numerals 1-10</p> <p>In turn go round the circle ask each child to add 10 to their number.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Who will make 12? 17? 18? Etc.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> count on in ones and tens from any one or two digit number; Use known number facts and place value to add or subtract pairs of numbers mentally </div>	

Planning sheet		Day Five	Unit 2 Place value and Ordering	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<ul style="list-style-type: none"> Begin to know what each digit in a two digit number represents <p>Vocabulary Teens Altogether Tens Ones Units 10 more 10less increase by 10</p> <p>Resources White boards Unifix cubes</p>	<p>Give each child a white board. Onto the board or OHP place a tower of ten cubes, place 3 single cubes.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">How many cubes altogether?</div> <p>Children record the numbers. Repeat with other teens numbers.</p> <p>Place two towers of ten, establish there are 20 cubes. Make various numbers to 29, children write corresponding numbers.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the 2 in 23 stand for?</div>	<ul style="list-style-type: none"> Use known number facts and place value to add or subtract a pair of numbers mentally. Partition a teens number into tens and ones. Begin to know what each digit in a two digit number represents. <p>Resources ITP Place value Unifix cubes, or tens and units equipment. Whiteboards. 100 square Function machine</p>	<p>Place a number of towers of ten on the board, practise counting in 10's from zero.</p> <p>Place two towers of ten, establish there are 20 cubes. Make various numbers to 29, children write corresponding numbers.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the 2 in 23 stand for?</div> <p>Give each pair of children towers and single unifix cubes or tens and units equipment.</p> <ul style="list-style-type: none"> Using I.T.P Place value cards make numbers e.g 11, 21, 31, 41. Ask the children to make corresponding numbers with unifix cubes. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What do you notice? Why do you think this happens?</div> <p>Establish the units stay the same and number of tens change as the number increases by 10 each time.</p> <p>Using the ITP make cards 1, 11,21,31,41 place horizontally, read the numbers.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the three in 31, four in 41 stand for?</div>	<ul style="list-style-type: none"> Use a function machine or 'magic box' (shoe box covered in wrapping paper). Say that this machine does something to numbers. Show the children a number card. Place the card in the box and exchange it for a card with 'ten more' on it e.g. exchange 7 for 17. Repeat several times, discussing the numbers going in and out but do not tell the children the rule. Put in another card. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Q What will come out this time? How do you know? What is the machine doing to the numbers?</p> </div> <ul style="list-style-type: none"> Repeat for several more numbers in the range 1-20. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Repeat for 'ten less'.</p> <p>By the end of the lesson, the children should be able to:</p> <ul style="list-style-type: none"> Partition a teens number into tens and ones. Begin to know what each digit in a two digit number represents. Use known number facts and place value to add or subtract a pair of numbers mentally. </div>	

Resource sheet 2.3 Buns



