

Unit 1
Counting to 100

Three daily lessons

Merseyside Consultants'
Cluster Group

This Unit Plan is designed to guide your teaching.

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

Year 2
Autumn term

Unit Objectives
Year 2

Say number names in order to at least 100, from and back to zero.
Count on and back in ones from any two-digit numbers.
Count reliably up to 1000 objects by grouping them in tens.

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Link Objectives

Year 1

Year 3

Say number names in order to at least 20 objects.
Count reliably at least 20 objects.
Count on and back on ones from any small number.

Count on or back in tens or hundreds starting from any 2 or 3-digit number.
Count larger collections by grouping them in tens then any numbers.

Resources needed to teach this unit:

Objects to group and count in tens.

Money box, collection of 1p coins.

100 square.

Ten frames/strips.
Resource Sheets 1 & 2.

2 – 9 spinner
Resource Sheet 3.

Place value chart.
Resource Sheet 4.

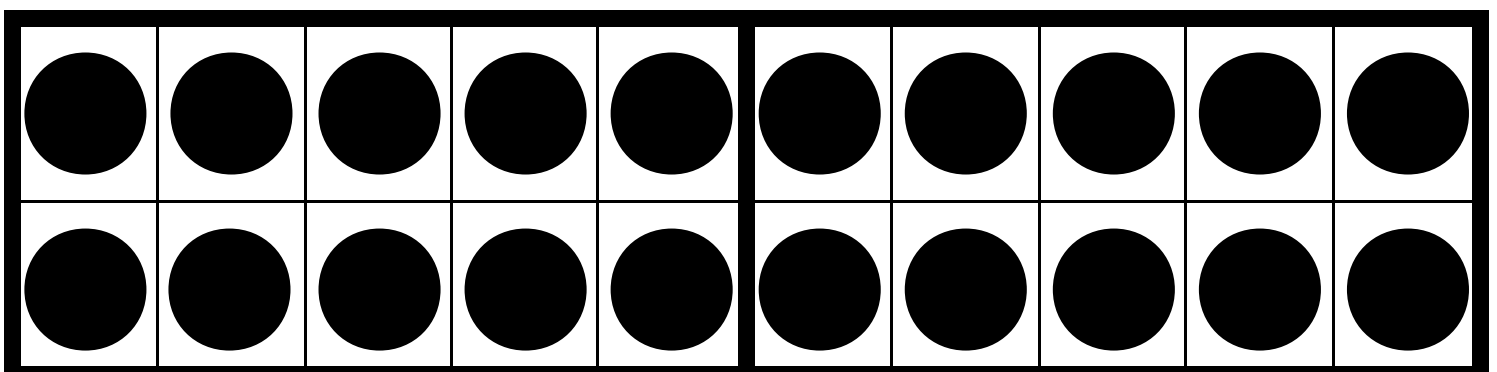
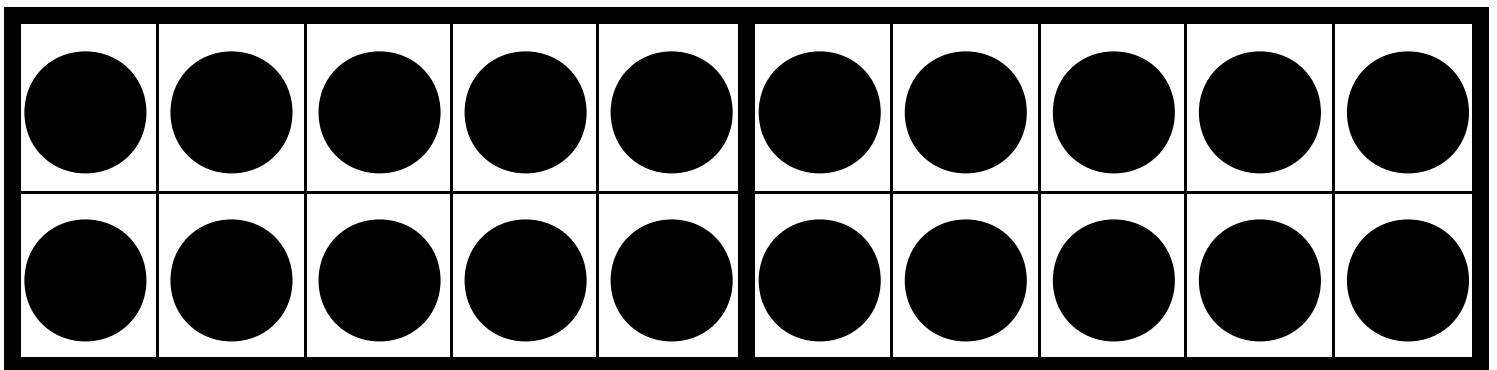
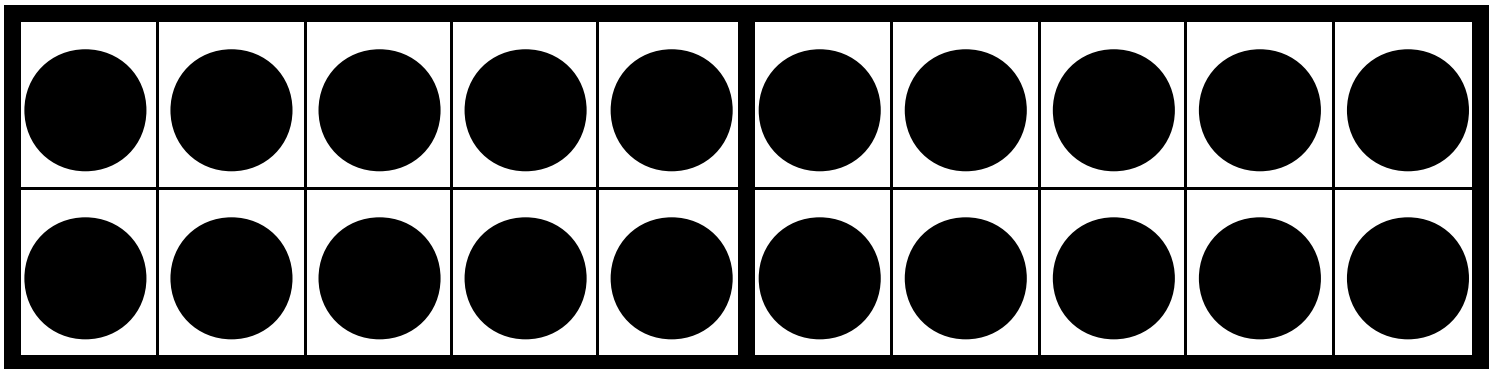
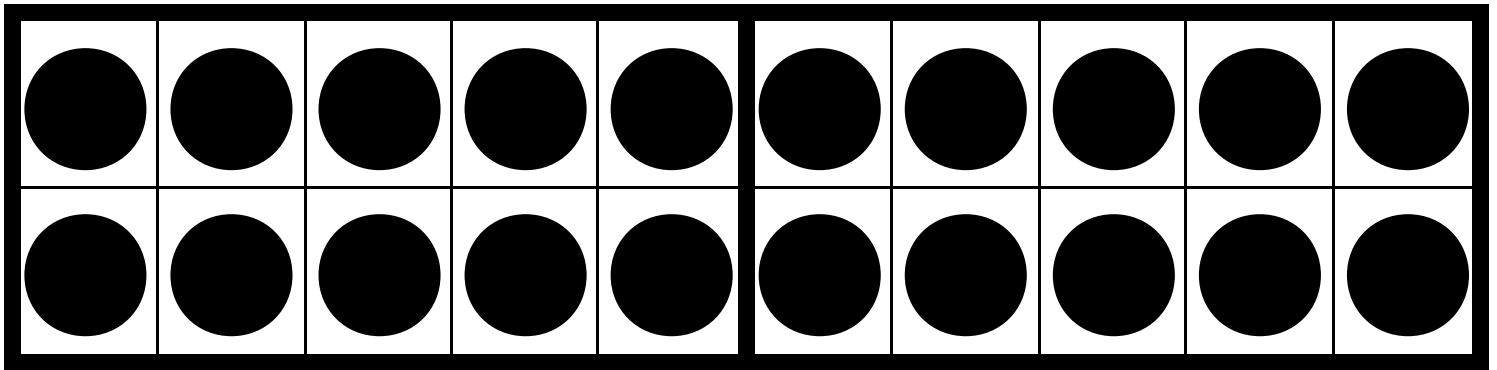
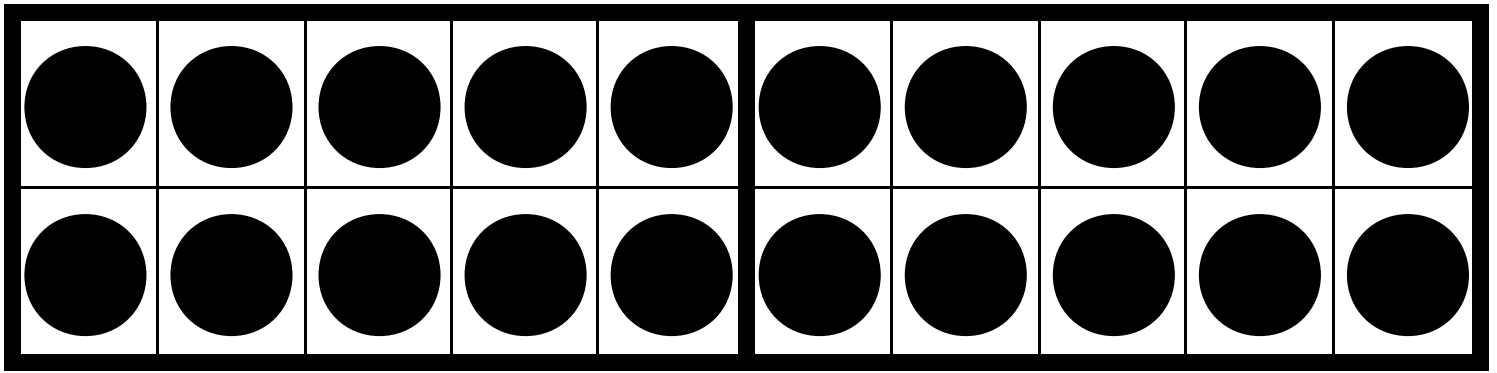
100 square cut into vertical strips.
Resource Sheet 5.

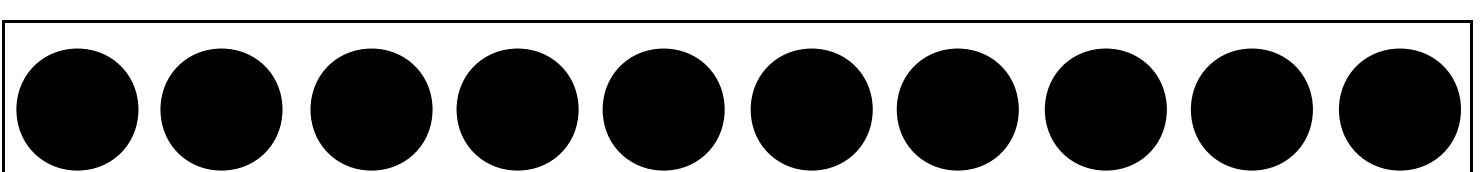
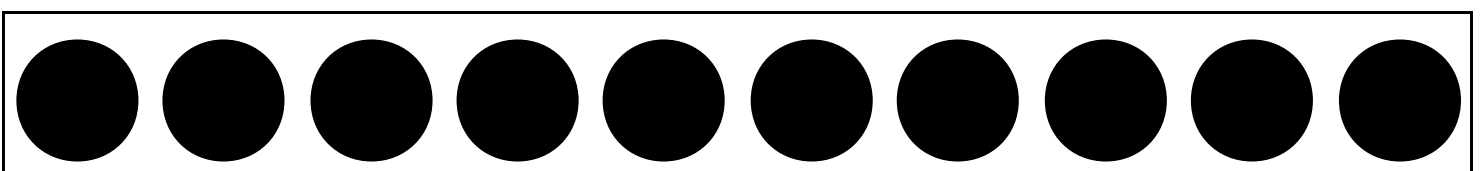
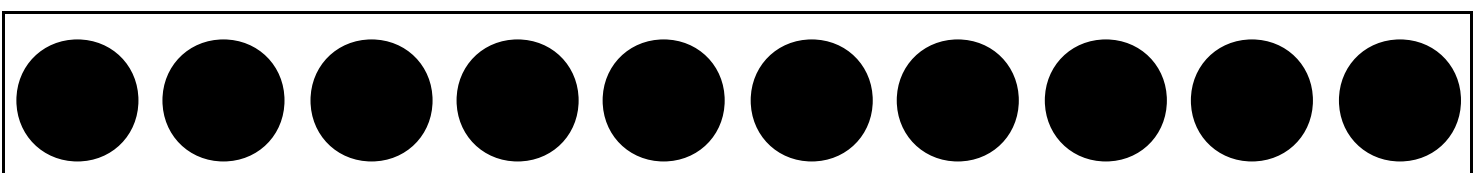
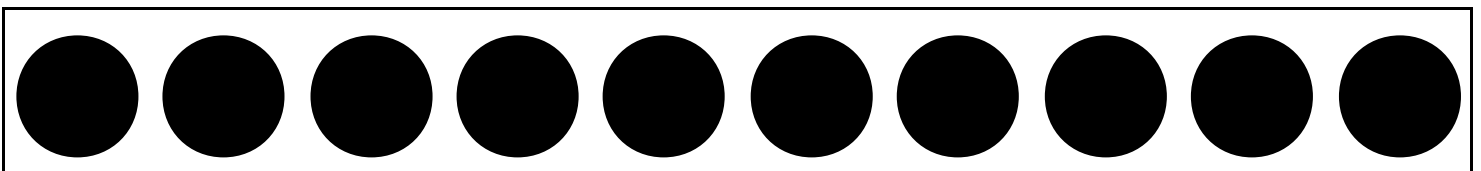
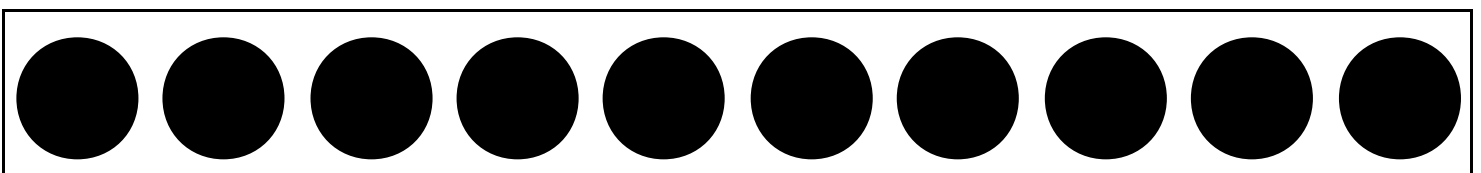
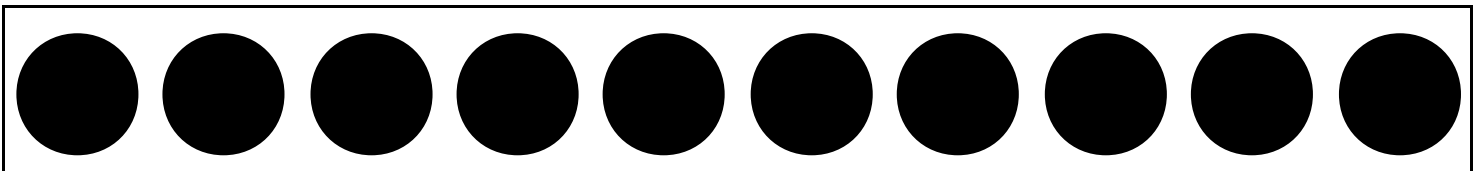
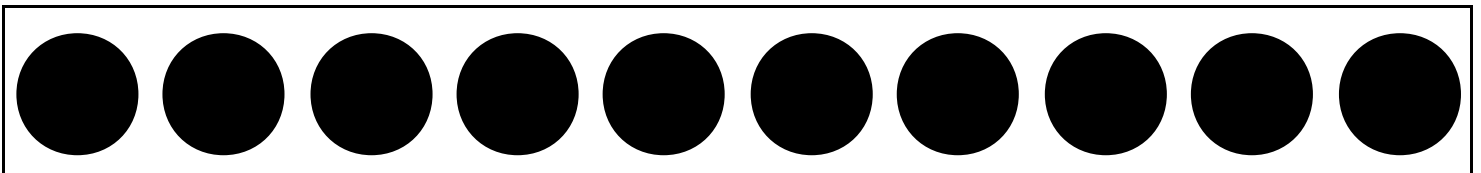
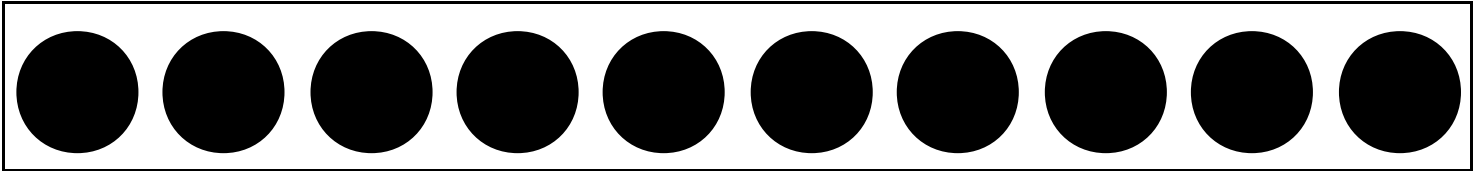
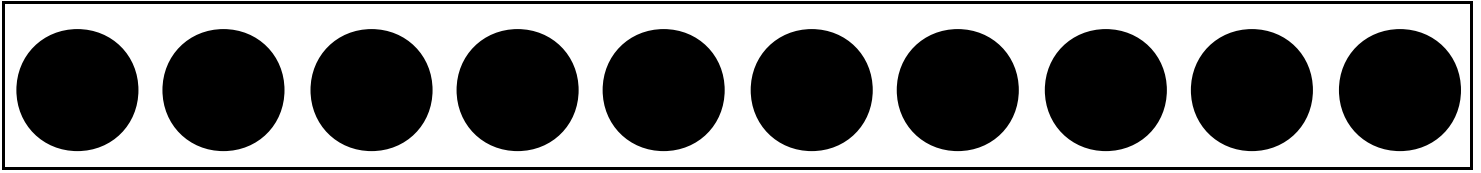
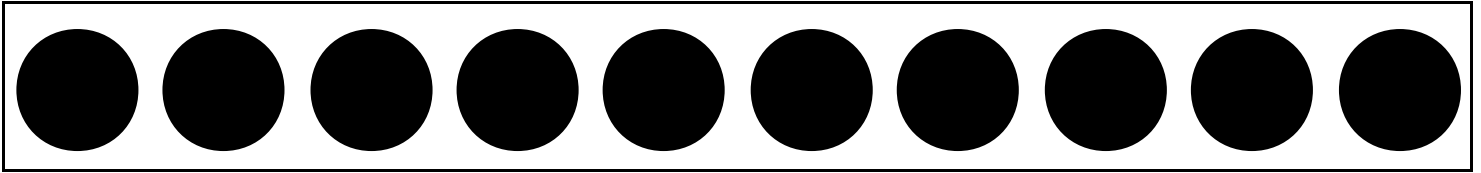
2 large 1 – 6 dice.

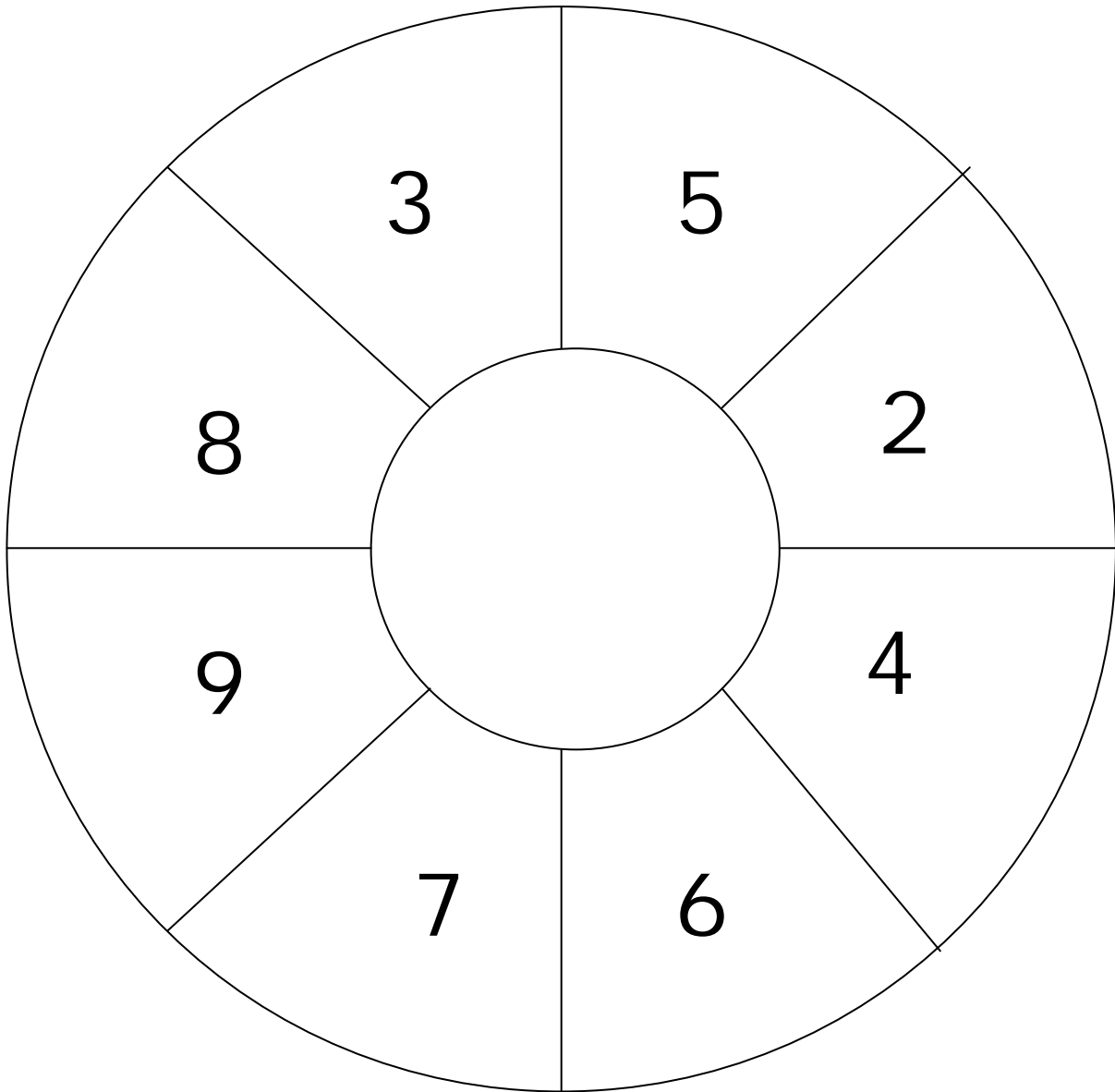
Planning Sheet	Day 1	Unit 1: Counting to 100		Term: Autumn	Year Group: 2
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
		<p>Say number names in order to at least 100, from and back to zero.</p> <p>Count on and back in ones from any two-digit number.</p> <p>Count reliably up to 100 objects by grouping them in tens.</p> <p>Vocabulary:</p> <p>count on/back</p> <p>count on in tens</p> <p>Resources:</p> <p>objects to group and count in 10s</p> <p>money box collection of 1p coins</p>	<p>Whole class activity:</p> <p>Tell the class that they are going to do 'Counting Aerobics'.</p> <p>Count in unison from 1 to 50 initially changing the body movements after multiples of 10. (e.g. clap and tap, shoulders and head etc.) Repeat from 50 to 100.</p> <p>Puppet/teacher says three consecutive numbers (e.g. 21, 22, 23). Children respond with the next three numbers. Repeat, keeping within decades, and extend to counting backwards. Challenge groups and individuals to respond.</p> <p>Introduce a large bag/box/jar of objects such as balloon, paper cups, plastic toys, sweets. Empty them onto the carpet and ask:</p> <p>Q How many are there? Q How can we find out?</p> <p>Take suggestions and ask:</p> <p>Q Is there a quicker way of counting (other than in ones)?</p> <p>Offer the idea (if no-one does) of counting in tens.</p> <p>Choose volunteers to help to collect the objects in groups of ten and ask the class to count in tens altogether.</p> <p>Group activities:</p> <p>Children, in groups or pairs, count a variety of objects by putting them in groups of ten (e.g. lollipop sticks, pennies, balloons, multi-link etc.) ask them to write the total on a 'Post-It'.</p> <p>Check by changing places with another pair.</p>	<p>Discuss their results briefly and ask what was easy/difficult about it.</p> <p>Show children a money box of pennies. Ask:</p> <p>Q How can we find out how much money we have got?</p> <p>Complete the count using volunteers, putting 1p coins in piles of 10.</p> <p>Once all the coins have been counted, finish by counting on to 100 and ask:</p> <p>Q How much more would we need to make £1?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>By the end of the lesson children should be able to:</p> <p>count to 100 (and back to 0)</p> <p>group objects in 10s to count them</p> </div>	

Planning Sheet	Day 2	Unit 1: Counting to 100		Term: Autumn	Year Group: 2
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
		<p>Count reliably up to 100 objects by grouping them in tens.</p> <p>Recognise two-digit multiples of 10.</p> <p>Count on and back in tens from any two-digit number.</p> <p>Vocabulary:</p> <p>count in tens</p> <p>count on in 10s</p> <p>Resources:</p> <p>100 square</p> <p>ten frames/strips (resource sheet 1 & 2)</p> <p>2 - 9 spinners (resource sheet 3)</p>	<p>Whole class activity:</p> <p>Using class number line or 100-square, count from 10 to 100 and back again in multiples of 10 (use counting aerobics).</p> <p>Ask a volunteer to select a number on the 100-square (single digit initially) and place the 'counting spider' or similar on the chosen number.</p> <p>Ask a volunteer to count on in tens moving the spider to keep up with the count. Repeat, counting together.</p> <p>Repeat from various starting numbers.</p> <p>Encourage children to count with their eyes closed.</p> <p>—————</p> <p>Introduce either Tenstrips or Tenframes (Resource sheets 1 & 2).</p> <p>Hold up one set of ten and ask:</p> <p>Q How many dots can you see?"</p> <p>Add a second strip and ask:</p> <p>Q Now how many?</p> <p>Continue until ten strips have been held up.</p> <p>Extend to removing the strips and counting backwards.</p> <p>Paired activity:</p> <p>Demonstrate the paired activity.</p> <p>Spin a spinner (2 - 9) – call out the number and collect that number of Tenstrips/Tenframes. Ask:</p> <p>Q How many dots?</p> <p>Q How do you know?</p> <p>Count in tens to find out how many dots altogether.</p> <p>Children work in pairs collecting strips or frames and counting in 10s to find the number of dots. Partners check.</p>	<p>Teacher holds up a card showing a multiple of ten. Ask:</p> <p>Q How many Tenframes / Tenstrips will we need for this number of dots?</p> <p>Collect the strips and count in tens to check the answer.</p> <p>Repeat several times.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>By the end of the lesson children should be able to:</p> <p>count on in 10s from any one/two digit number</p> <p>count objects grouped in tens</p> </div>	

Planning Sheet	Day 3	Unit 1: Counting to 100		Term: Autumn	Year Group: 2
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 from any two-digit number.</p> <p>Count on in 100s from and back to zero.</p> <p>Vocabulary:</p> <p>tens</p> <p>hundreds</p> <p>ones/units</p> <p>Resources:</p> <p>place value chart (Resource Sheet 4)</p> <p>100 square</p> <p>100 square cut into vertical strips (Resource Sheet 5)</p> <p>2 large 1 – 6 dice</p>	<p>Whole class activity:</p> <p>Display class Place Value Chart (Resource Sheet 4).</p> <p>Count in ones, tens and then hundreds forwards and backwards from zero and then extend by counting on from different starting numbers. Ask:</p> <p>Q What comes after 50?</p> <p>Q What comes before 600? etc.</p> <p>Display 100-square, (children close their eyes while a volunteer covers up one of the numbers). Ask:</p> <p>Q What number is covered?</p> <p>Q How do you know?</p> <p>Count on in tens from the covered number.</p> <p>Draw the children's attention to the tens digit changing and the units (ones) digit staying the same.</p> <p>Repeat counting back from various numbers.</p> <p>Paired activity:</p> <p>Introduce the paired activity.</p> <p>Each table has a 100-square cut into vertical strips (Resource Sheet 5). Children take turns in choosing a strip and giving their partner the first three numbers (e.g. 7, 17, 27) and challenging them to continue the count.</p> <p>Extend to reading any number from the strip and challenging their partner to count on or back in tens.</p>	<p>Children sit in a circle.</p> <p>Teacher rolls a dice to create a starting number.</p> <p>A child is chosen to begin counting on round the circle in tens.</p> <p>Stop the count and ask:</p> <p>Q Who will say 96?</p> <p>Q What will Ann say?</p> <p>Repeat several times and then extend to rolling two dice to create a two-digit number.</p> <p>Count on and back in 10s. (Ensure children can see a 100-square as support).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>By the end of the lesson the children should be able to:</p> <p>count on and back in 10s from any 2-digit number</p> <p>count on/back in 100s</p> </div>	







100 200 300 400 500 600 700 800 900

10 20 30 40 50 60 70 80 90

1 2 3 4 5 6 7 8 9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100