

Unit 1
Counting and properties of number

Three daily lessons

Merseyside Consultants'
Cluster Group

Year 2
Spring Term

Unit Objectives
Year 2

- ?? Count in steps of 5 from and back to zero.
- ?? Recognise two-digit multiples of 5.
- ?? Count up to 100 objects by grouping in tens, fives and twos.
- ?? Recognise two digit multiples of 10.
- ?? Count on or back in ones or tens, starting from any two-digit number.*

Link Objectives

Year 1

Year 3

- ?? Count on and back in ones from any small number and in tens from and back to zero.
- ?? Count in steps of 5 from zero to 20 or more.

- ?? Count on and back in tens or hundreds, starting from any two-three digit number.
- ?? Count on or back in twos starting from any two-digit number, and recognise odd and even number to at least 100.
- ?? Count on in steps of 3, 4 or 5 number to at least 50, then back again.
- ?? Recognise two-digit and three digit multiples of 50 and 100.

This Unit Plan is designed to guide your teaching.

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

Resources needed to teach this unit:

- ?? Interactive Teaching Programme (ITP) – 'Ordering Number'.
- ?? ITP - 'Number Grid'.
- ?? Activity Sheet 1.
- ?? A set of large number cards with multiples of 5 to 50.
- ?? A set of small number cards with multiples of 5 to 100.
- ?? 100-Square.
- ?? Number Line to 100.
- ?? Bead String.
- ?? Coins – 10p, 5p, 2p, and 1p.
- ?? Tin.
- ?? Resource Sheet – 'Array'.

Planning Sheet	Day One	Unit 1		Term: Spring	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 in steps of 5 from and back to zero.</p> <p>Recognise two-digit multiples of 5.</p> <p>Vocabulary:</p> <p>Count on Count back Count in 5 Multiples of 5</p> <p>Resources:</p> <p>A set of large number cards with multiples of 5 to 50. A set of number cards with multiples of 5 to 50. A set of number cards with multiples of 5 to 100.</p>	<p>Whole class activity:</p> <p>Give out large number cards with multiples of 5 to 50 5, 10, 15 etc.</p> <p>Demonstrate counting to five on one hand showing one finger at a time.</p> <p>When you get to five ask the child with the number 5 card to come out to the front.</p> <p>Continue counting to 10, 15, 20.</p> <p>Demonstrating counting on with your fingers each time.</p> <p>Each time calling a child out to the front with the appropriate multiple of 5 cards.</p> <p>Ask: Q. What comes next? Q. Continue up to 50.</p> <p>Ask: Q. What do you notice about the numbers? Q. Is any number the same? Q. Can you see a pattern?</p> <p>Repeat on number line jumping in 5s. Record jumps on the board.</p> <p>_____</p> <p>Paired activity:</p> <p>Prepare a set of number cards with multiples of 5 to 50. Extend to 100 where appropriate.</p> <p>Deal the cards to each pair. Child with the number 5 card starts. The children place their cards in sequence. Children can record their sequence in their books</p> <p>Extend by asking children to count backwards.</p> <p>Again children can record in their books starting with 50 or 100.</p>	<p>Show the children a washing line with multiples of 5 to 50.</p> <p>Leave some of the numbers back to front and ask children to identify the missing number.</p> <p>Hold up a two digit number. Children show thumbs up if it is a multiple of 5. Children show thumbs down if it is not a multiple of 5.</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 in steps of 5 from and back to zero.</p> <p>?? Recognise that multiples of 5 end in 0 or 5.</p> </div>	

Planning Sheet	Day Two	Unit 1	Term: Spring	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 up to 100 objects by grouping in tens, then fives and twos.</p> <p>Count in steps of 5 from and back to zero.</p> <p>Recognise two-digit multiples of 5.</p> <p>Vocabulary: Count on Count back Tens Fives Twos Multiples of 5, 10 and 2</p> <p>Resources: Bead string Number line 100 square ITP Ordering number ITP Number grid</p>	<p>Whole class activity:</p> <p>Using bead strings and or number line from zero children to count in tens up to 100 and back again to zero.</p> <p>Now using a 100 square children to count in tens up to 100 and back again to zero.</p> <p>Ask: Q. What do you notice? Q. Can you see a pattern?</p> <p>* Encourage children to recognise that multiples of 10 end in 0.</p> <p>Remind the children of the previous days work counting in fives.</p> <p>Using the 100 square ask children to count up in fives from zero. Shade the numbers on the number square as the children count.</p> <p>Teachers could use ITP Number grid.</p> <p>Ask: Q. What do you notice? Q. What number will come next? Q. What will be the last number?</p> <p>*Reinforce the learning from the previous day. Multiples of 5 end in 0 or 5.</p> <p>Individual work:</p> <p>Children could have straws or similar to bundle into 10s or 5s to count.</p> <p>Extension: Provide children with a blank 100 square and encourage them to explore the pattern created when counting in 10s, 5s or 2s as appropriate.</p>	<p>Starting from a small number 1 – 10.</p> <p>Use the bead strings/100 square to count on 10.</p> <p>Ask: Q. What is changing? Q. What is staying the same? Q. What number will come next? Q. What will be the last number?</p> <p>Repeat using different starting points.</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 in steps of 5 and 10 from and back to zero.</p> <p>?? Recognise that multiples of 5 end in 0 or 5.</p> <p>?? Recognise that multiples of 10 end in 0.</p> </div>

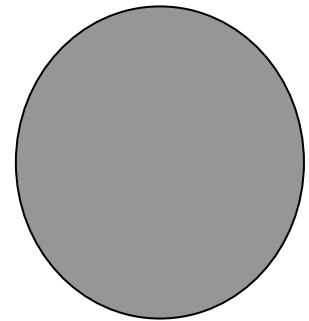
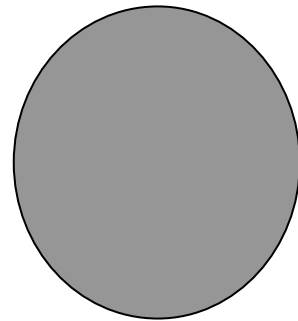
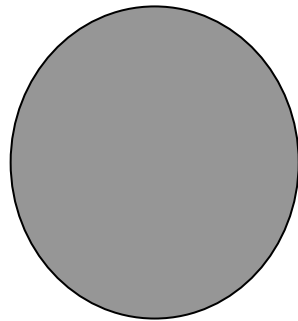
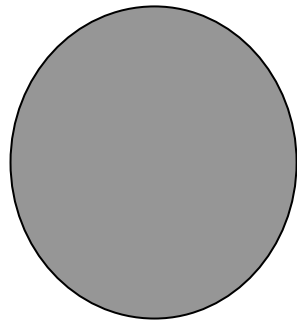
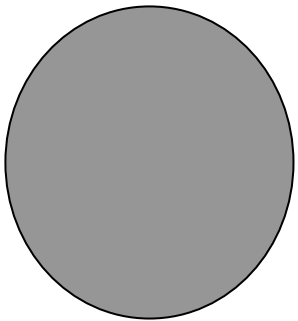
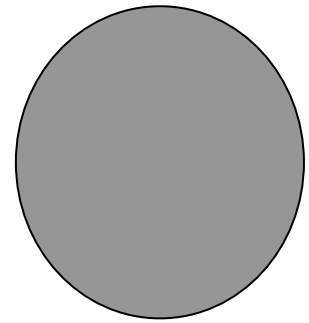
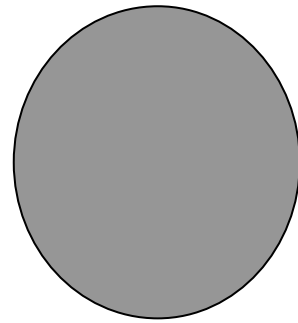
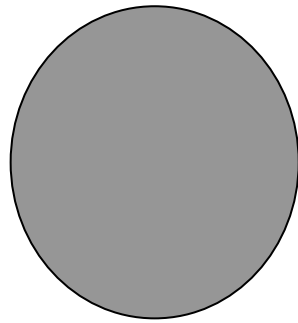
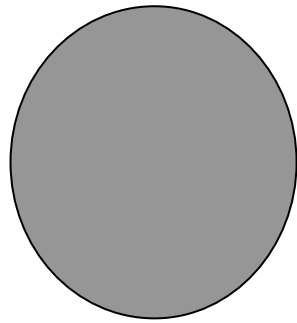
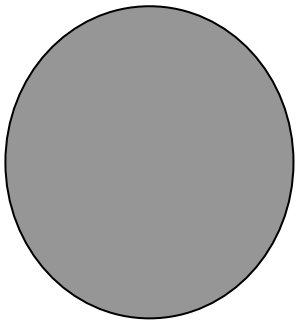
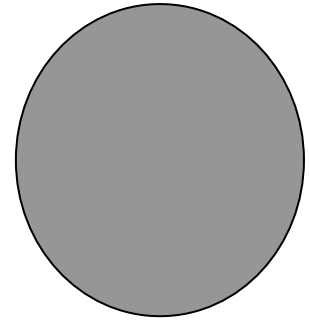
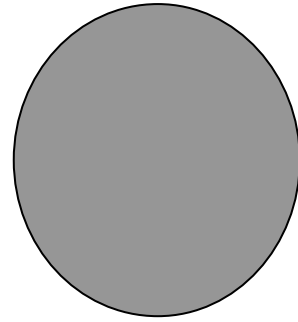
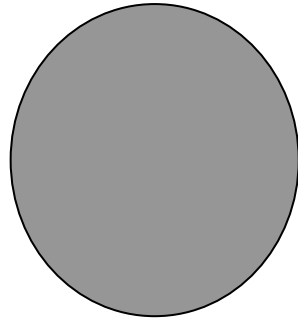
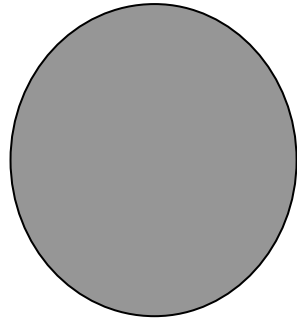
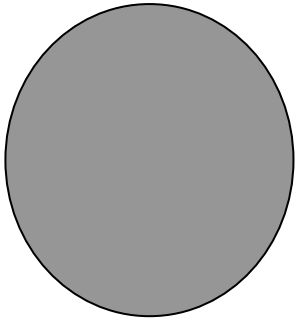
Planning Sheet	Day Three	Unit 1	Term: Spring	Year Group: 2
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
		<p>Count up to 100 objects by grouping in tens, then fives and twos.</p> <p>Count in steps of 5 from and back to zero.</p> <p>Recognise two-digit multiples of 5.</p> <p>Vocabulary: Count on Count back Tens Fives Twos Multiples of 5, 10</p> <p>Resources: Coins Tin Activity sheet 1 Resource sheet</p>	<p>Whole class activity:</p> <p>Review work done on bead string previous day.</p> <p>Around the circle count up in 10s from zero and back again. Repeat counting in 5s and 2s.</p> <p>Show 10 pence coins, discuss how 10 pence is equivalent to 10, 1 penny coins.</p> <p>Drop 10 pence coins into a tin. Ask children to count in their head as you drop the coins. Ask the children to show the answer on their whiteboards.</p> <p>Repeat with 5 pence coins. Repeat with 2 pence coins.</p> <p>Challenge and extend children by asking:</p> <p>Q. How many more coins will I need to make 50p? Q. How many more coins will I need to make £1 etc.</p> <p>Individual work:</p> <p>Children can complete the activity sheet practising recognising multiples of 10 and 5.</p>	<p>Show the children a pack of items e.g. Crayons, sweets etc.</p> <p>Ask: Q. How many will there be if I have 3 boxes?</p> <p>Take children's responses and ask them to explain their answer.</p> <p>Show the children the answer using an array. (Resource Sheet)</p> <p>Draw their attention to the 3 rows of five.</p> <p>Ask: Q. How many will there be if I have 4 boxes?</p> <p>Encourage a child to come out and annotate the array with the next row of 5.</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><i>✍</i> Count in steps of 5 and 10 from and back to zero.</p> </div>

Ring the numbers which are multiples of 10.

70	45	12	80	27
13	15	50	22	20
40	5	18	30	14
19	20	60	25	16
10	35	11	21	90

Ring the numbers which are multiples of 5.

5	6	30	9	18
7	17	10	8	35
15	11	16	40	19
45	12	15	21	20
25	14	22	13	50



5

10

15

20

25

30

35

40

45

50

5	10
15	20
25	30
35	40
45	50
55	60
65	70
75	80
85	90
95	100

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