

Year 2 Unit 2 (Spring term) Support Session 1

Place value and ordering

Objectives

Count on and back in ones from any number up to 100.

Read and write whole numbers to at least 100.

Vocabulary

tens
ones
digit
teen number

Resources

Place value cards
Re-usable adhesive

Oral and mental starter

Say three consecutive numbers in the range 0-100. Ask the children to respond by saying the next three numbers.

For example:

Say 29, 30, 31.

Children say 32, 33, 34.

Say 96, 95, 94.

Children say 93, 92, 91.

Main activity

Stick the place value cards onto the board as shown:

1	2	3	4	5	6	7	8	9
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10	20	30	40	50	60	70	80	90
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Point to, then remove 60 and 7. Put the cards together and say that you have made the number 67.

Replace the cards.

Choose a child to come and point to the cards needed to make the number 24.

Check by removing the place value cards and making up the number.

Repeat asking different children to point to cards to make the numbers 32, 47, 52, 76, 99.

Explain that you are now going to quickly point to the tens card then a ones card and you want the children to call out the numbers you make.

Repeat this, avoiding making a teen number until the children are fluent. Point to 10 and 9.

Q Do we say ten-nine? What do we say?

Emphasise that we say nineteen.

Plenary

Write the numbers 13, 14, 15, 16, 17, 18, 19 on the board.

Explain that we call these numbers the 'tricky teens' because we have to say and write them carefully.

Write the multiples of 10 on the board.

Point to 90, then 19, asking the group to say the numbers clearly. Repeat for 18 and 80, 17, and 70.

Year 2 Unit 2 (Spring term) Support Session 2

Place Value and Ordering.

Objectives

Read and write whole numbers to at least 100 in figures.

Order whole numbers to at least 100.

Vocabulary

order
compare
more
less
two-digit
tens
ones

Resources

Place value cards
Re-usable adhesive
Whiteboards
A set of number cards 11, 12, 21, 13, 31, 14, 41, 15, 51, 16, 61, 17, 71, 18, 81, 19, 91 for each pair of

Oral and mental starter

Stick the place value cards on the board as in Support Session 1.

Point to different cards (e.g. 60 and 2, 70 and 4, 10 and 3) and ask the children to write the two-digit numbers made on their whiteboards.

Remind the children about the 'tricky teens'.

Main activity

Stick the number cards 12 and 21 on the board, point to each number and ask children to say the number.

Q Which number is more?

Q How do you know?

Establish that we look at the tens number to compare two-digit numbers. Use place value cards to reinforce that the 2 in 12 is worth 2 ones and the 2 in 21 is worth 2 tens.

Give pairs of children the sets of number cards. Tell them to order the numbers from smallest to largest.

As the children order the cards talk to them about the place value of the digits in the numbers to rectify any misconceptions.

Plenary

As a group, stick one of the sets of cards in order from smallest to largest on the board.

Q Which is the largest number in this set of numbers?

Q Which number has 3 ones?

Q Which number has 4 tens?

Q Which numbers have 1 ten?

Q Which number comes before 12? After 12?