

Date:

<i>Insert Subject</i>	<i>Place Value</i>
<i>Insert NCL/KSL</i>	<i>Numbers to 100</i>

By the end of these activities:	Most Pupils Will... Understand that there is a difference in quantity between 1 and 100 and be able to order numbers according to value, understanding that some numbers can be larger/smaller than others.
	Some Pupils Will...be able to recognize numbers 1-100 and understand what each number represents (quantity and place value).
	A Few Pupils Will... Be able to *read/write/Recognize numbers 1-100 and understand what each number represents - Quantity and place value) (delete as appropriate)

Cross- Curricular Links



English

Reading/Writing, fine motor development and pen control (if appropriate).



Maths

Numbers to 100, arrays, compare quantities and numbers, number formation.



Science

Materials- Links made to plastic, wood, metal or fabric materials when choosing objects, plastic counters, wooden pegs, metal coins etc.



Geography



Art



PSHE



PE

Running, jumping, balancing.

Activity	Step by Step	Resources	Sensory Input	✓		
				A c h i e v e d	R e v i s i t	R e d o
<p>Activity 1- <i>Number 1 - 20</i></p> <p><i>To develop understanding of numbers 1-20.</i></p> <p><i>I can recognize and use numbers 1-20 in the correct context</i></p>	<ul style="list-style-type: none"> Show children number line/number track with missing numbers to ascertain current understanding (can be verbally discussed or completed using magnetic numbers/written format). Show/create number line on the floor for children to walk along listing numbers 1-20 using resources to hand (see resources). Cover specific numbers on number line and ask children to count on from previous number to say what is missing. This helps children to not only understand how numbers are sequences, but also how to count on from any given step) <p>Straight forward? Remove multiple numbers in sequence. Ask children to match numbers to quantity using familiar object (marbles, Numicon, counters). Still tricky? Physically walk through the numbers with child, covering individual numbers as a new number approaches.</p>	<p>Masking tape/chalk/felt tips/roll of wallpaper.</p>	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Taste ✓ Smell 			
<p>Activity 2- <i>Count to 100</i></p> <p><i>To develop understanding that numbers increase in value and larger numbers represent larger quantities.</i></p> <p><i>I can count to 100</i></p>	<ul style="list-style-type: none"> Gather a range of resources that will help children to understand numbers 0-100 (number square/number line/ abacus/ Numicon/base-tens/ boxes of pencils- grouped in tens). Explain that today you are going to be looking at numbers to 100 and show the difference between 1 counter and 100 counters, using language such as more than/less than. Ask children to circle two numbers on the number line and state which one is larger using sentence stem; 'I can see that this number is larger as it is closer to 100 'I can see that this number is larger because it has 5 tens in the tens column and the other number only has 1 ten in the tens column 	<p>-Number square/Number line/ - Numicon/ Base ten/ - Images of objects grouped in tens (pencils, cakes, eggs, bundles of straws etc.)</p> <p>Blank tens frames.</p>	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Taste ✓ Smell 			

	<ul style="list-style-type: none"> Option to include chimes on a triangle, bangs of a drum. Children to count as noise is made, assigning the correct number to each chime/beat. To involve taste, children could taste 1 or two pieces of the fruit, understanding that to eat all 100 would be quite filling as 100 is a much larger quantity than 1 (check for allergies). 				
<p>Activity 3 - Compare objects</p> <p><i>To discover that varying quantities look different and can be represented using different numbers</i></p> <p><i>I can compare objects</i></p>	<ul style="list-style-type: none"> Relate back to the fruit in the previous days learning, link to a favourite food of the learner, or favourite toys. Place two bowls/hoops so that they are visible and fill with varying numbers of food items/toys. Always accompany number of objects with numeral, i.e. 7 marbles, with the number 7 written beneath it, 57 marbles with the number 57 written beneath it. Using the sentence stem 'I can jump to the number that is smaller', encourage child to jump left or right to land in front of corresponding group of objects. Straight forward- Organise objects in arrays and make the numbers less obviously different 13 & 17 for example. More help needed- Focus solely on comparing obviously different quantities, verbally stating that 'this group is larger/smaller' as the child jumps to each group. 	<ul style="list-style-type: none"> -Hoops/bowls -Small food items/small toys -Whiteboards (to write numerals) -Whiteboard pens. 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Smell 		
<p>Activity 4- Compare numbers</p> <p><i>To develop understanding of place value and recognize that numbers represent different quantities.</i></p> <p><i>I can compare numbers</i></p>	<ul style="list-style-type: none"> Children to choose two comparable numbers on the number line, i.e. 3 & 21. Once chosen, children will add objects above each number, to visually make links to what each numeral represents in terms of quantity (3 counters above the number 3, 21 counters above the number 21 etc.). Highlight 0 being the lowest point on the number line and 100 being the highest Children to compare numbers, using visual quantities to help, but focusing on where the numbers are in the number line, encourage children to 'walk the line' and note that numbers are increasing in value/decreasing in value, dependent on the direction of travel. Ask children to stand on one leg/jump up and down at the larger/smaller of the two numbers. 	<ul style="list-style-type: none"> -Large number line to 100 -Number cards with varying numbers 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Smell 		
<p>Activity 5 Count in 2's</p>	<ul style="list-style-type: none"> Show children physical objects where possible, pairs of socks, two bananas, photos of eyes etc. 	<ul style="list-style-type: none"> -Pairs of objects, socks, bananas, images of eyes 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual 		

<p><i>To discover different modes of counting and link counting in 2's to practical activities to create life skills.</i></p> <p><i>I can count in 2's</i></p>	<ul style="list-style-type: none"> ○ Explain that counting in two takes half the time and helps us to count objects by 'skip counting'. ○ Where possible, present children with large number track (can be shown in chalk outside or alternatively, could be a number line). ○ Children to circle each multiple of two- Model counting in twos to children by holding up pairs of each object. ○ Children to organise objects and count to any given number in multiples of two. 	<p>-chalk or whiteboard pens -Number line or opportunity to create number track -</p>	<ul style="list-style-type: none"> ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Taste ✓ Smell 			
<p>Activity 6 Count in 5's</p> <p><i>To discover different modes of counting and link counting in 2's to practical activities to create life skills.</i></p> <p><i>I can count in 5's</i></p>	<ul style="list-style-type: none"> ○ Children to be shown images of five gold fish in a bowl (alternatively link this to the child's interests). Link this to hand and fingers if appropriate. ○ Represent multiples of five on a number line and ask children to physically highlight/mark the multiples of five. ○ Ask children what they notice, i.e. the numbers end in 0, 5 each time, the numbers are getting bigger/increasing in value. ○ Ask children to list all the multiples of five using felt tips and going across the page to mimic the number line/number track. ○ Children to record by writing numbers with felt tips (over tracing templates if required). ○ Add the image of the gold fish/selected image above each multiple of five on the number line/ number track. ○ Children can physically 'jump the line' if a more physical movement is required or could use a favourite toy/teddy to 'jump the track'. ○ Children to mark make numbers in glitter/paint, sand on tray. 	<p>-Images of groups of five things linked to children's interests -Number line/Number track -Felt tips -Familiar toy to use for 'jumping the line' Shallow tray. -Glitter/sand/paint Wipe able word mat of numbers).</p>	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Smell 			
<p>Activity 7 Count in 10's</p> <p><i>To discover different modes of counting and link counting in 2's to practical activities to create life skills.</i></p> <p><i>I can count in 10's</i></p>	<ul style="list-style-type: none"> ○ Children to 'splat' the multiples of ten on a number square/interactive number square ○ Children to then discuss what they notice about the pattern (each multiple of 10 ends with a zero) ○ Children to practice counting to 100 in a range of silly voices until they are familiar with the sequence, (mouse voice, robot voice, giant voice etc.). ○ Show children bundles of straws and hold them up each time a child adds another multiple of ten. ○ Link back to previous learning and use a number line to link the physical objects to the corresponding numbers. ○ Have a set of cards available (facedown) with multiples of 10 (up to 100) available. 	<p>-Image of ten objects/bundles of straws -Interactive number square (www.topmarksmaths) Number cards.</p>	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile ✓ Taste ✓ Smell 			

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| | <ul style="list-style-type: none">○ Allow the child to choose a card and the adult models how to count out the objects by counting in tens, 10, 20, 30, 40 etc.○ Then choose a multiple of ten card for the child and the child repeats this process (silly voices optional)○ Encourage children to record the numbers counted to on whiteboards to enable them to practice writing numerals. | | | | | |
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