



## Unit 1

## • SESSION 1 •

## TOTAL TIME

20  
MINUTES

## OBJECTIVES

- Read and write whole numbers to at least 100
- Know what each digit in a two-digit number represents, including 0 as a place holder
- Order whole numbers to at least 100

## VOCABULARY

order, bigger, biggest, larger, largest amount, smaller, smallest amount, tens, ones, zero, place holder

## RESOURCES

set of 0–9 digit cards per pupil; 0–99 number grid; sticky labels; 1p and 10p coins; number cards 0–99; 0–9 dice, or 0–9 spinner (resource sheet 1)

## HOMEWORK

Play the *Tens and Ones* game using 0–9 spinner, (resource sheet 1)

## STARTER

5  
MINUTES

Ask different children to come to the front and place sticky labels on a large 0–99 number grid, covering the numbers you call out. Choose five or six numbers in no particular order. Try to inject pace. Ask all the children to show you the numbers covered on the grid, one at a time, by holding up their digit cards.

Which is the largest number covered? Which is the smallest? Order several other numbers in terms of size. Stress the need to look at the tens digit first when comparing numbers.

## KEY QUESTIONS

- How do you know which is the largest number? And the smallest number?

## MAIN ACTIVITY

20  
MINUTES

Remove the 0–99 grid. Shuffle a pack of 0–99 number cards and give each child three cards. The children have to put their cards in order, starting with the smallest number, and hold them up for you to see. Then group the children into pairs and ask them to put their six cards in order smallest first. Check that each pair's sequence is correct. Now ask them to represent at least three of their numbers with 10p and 1p coins.

*How do we know which is the biggest or smallest amount?*

*Have you made any amounts for which you have not used any 1p coins?*

*Why is this?*

Stress that zero is a place holder.



Introduce the *Tens and Ones* game. Each pair needs two sets of 0–9 digit cards. Shuffle both packs and place each pile face down. Each player takes it in turn to make a two-digit number from the cards; one pile represents the tens and the other ones. Players write down the numbers. The winner is the player who, after three turns, has written the largest number. Tell the children that they will play a version of this game for homework.

Briefly explain activity sheet 1.1, which the children will have to complete before the next session.

**KEY QUESTIONS**

- When you sort a set of numbers how do you know that the numbers are in the right order?
- How do you know which is the largest and which is the smallest number?

**PLENARY****5**  
MINUTES

How do you order numbers? How do you know that 42 is bigger than 24? That 27 is smaller than 29? What number is 1 more than 29? 1 less than 60?

Write the following numbers on the board: 31, 13, 3, 103, 30. Ask the children to put them in order.

## Unit 1

## SESSION 2

## TOTAL TIME

20  
MINUTES

## OBJECTIVES

- Read and write whole numbers to at least 100
- Know what each digit in a two-digit number represents, including 0 as a place holder
- Order whole numbers to at least 100

## VOCABULARY

order, larger, largest, smaller, smallest, tens, ones, multiple of ten

## RESOURCES

0–99 number grid; sticky labels; 0–9 digit cards; 1p and 10p coins; number cards 0–99; OHT or photocopies of a till receipt (resource sheet 2)

## STARTER

7  
MINUTES

Repeat the activity from session 1, but with different numbers. Ask different children to come to the front and place sticky labels on a large 0–99 number grid, covering the numbers you call out. Choose five or six numbers in no particular order. Try to inject pace. Ask all the children to show you the numbers covered on the grid, one at a time, by holding up their digit cards. Which is the biggest number covered? Which is the smallest? Get the children to represent these numbers with 10p and 1p coins.

They should now do the same for a multiple of ten (such as 80). Have you used any 1p coins? Why not? Remind children that when we multiply a whole number by ten the answer is known as a multiple of ten. What is another multiple of ten?

## KEY QUESTIONS

- How do you know which is the largest/smallest number?
- What do we write to show that there is nothing in the ones place in a number which is a multiple of ten?

## MAIN ACTIVITY

18  
MINUTES

Show children the OHT of the till receipt with £.p notation (or distribute photocopies, one between two). Ask them to read out all the prices below a pound. Write these on the board.

In pairs, ask the children to order these prices, starting with the lowest, and write them down. Check that pairs are doing this correctly.

*What is the smallest amount on the till receipt? What is the largest? How do we know?*

If there is time, pairs of children should make up these amounts with the 10p and 1p coins.

Explain activity sheet 1.2, which children should complete before the next session.

  
KEY QUESTIONS

- Is there an item that costs between 50p and 75p? Is there a price smaller than 32p? Greater than 78p?

## PLENARY

  
5  
MINUTES

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Consider the key questions.

Explain how you find the largest number and the smallest number. Count together back from 100. Ask the children to clap each time they reach a multiple of ten, starting with 100.

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Name .....

Date .....

Dear Parents/Carers,

In our mathematics lessons, we have been working with numbers to 100. Here is a game you can play with your child to help them.

Thank you for your help.

Your child's teacher

### Tens and Ones

- Decide who is player 1 and who is player 2. Player 1 spins the paperclip on the spinner twice to make a two-digit number.
- Write the first number in the tens space and the second number in the ones space on your side of the grid.
- Player 2 then does the same.
- Read out your numbers. Decide who has the larger number. That player scores a point.
- Repeat this until all the rows are filled.
- Play again until one of you gets an agreed number of points.
- If there is time, you can play a variation in which the player with the number closest to zero gets the point.

	Player 1		Player 2	
	Tens	Ones	Tens	Ones
1st				
2nd				
3rd				
4th				
5th				

Name .....

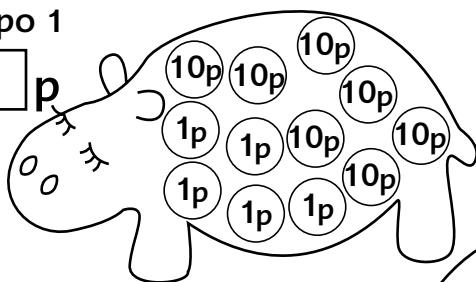
Date .....

**Activity sheet 1.1**

1. How much is in each hippo money box?

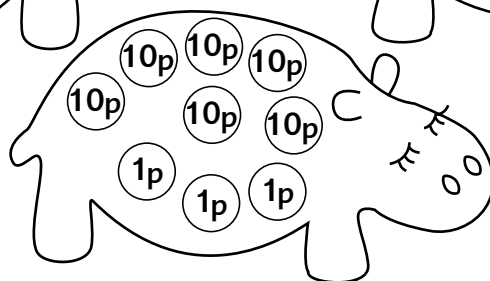
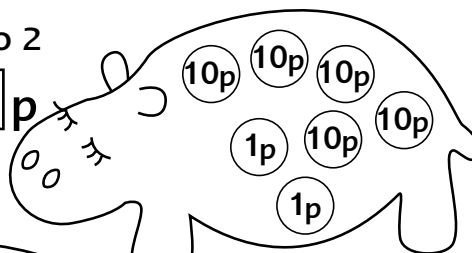
Hippo 1

p



Hippo 2

p



Hippo 3

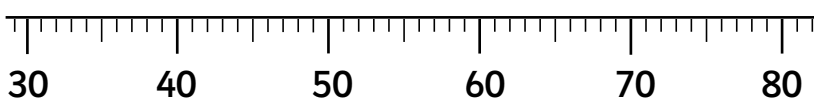
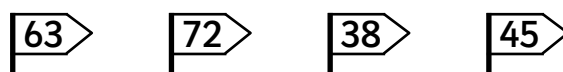
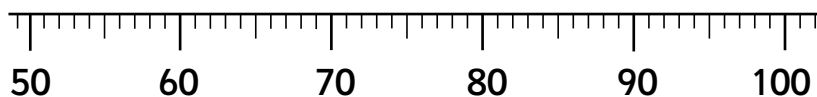
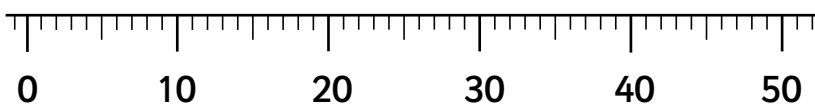
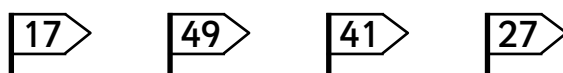
p

Which Hippo has the least money? .....

Which Hippo has the most money? .....

Which Hippo has five 10p coins? .....

2. Draw a line from each flag to its place on the number line



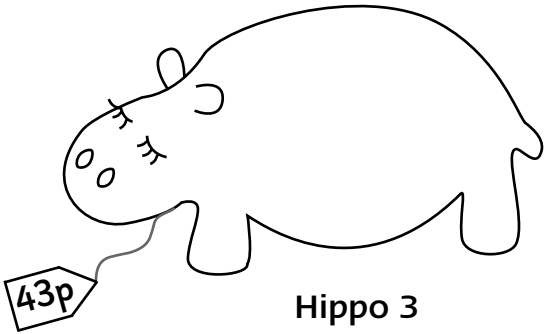
Name .....

Date .....

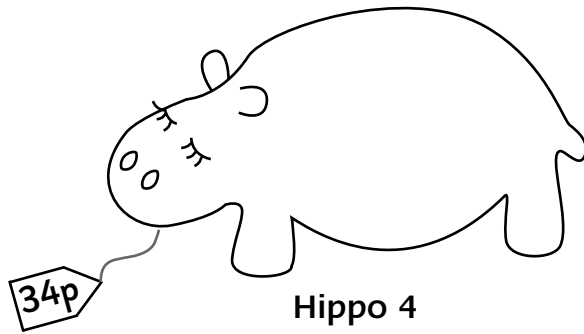
Activity sheet 1.2

1. Draw 10p and 1p coins in these hippo money boxes to make the totals on the labels.

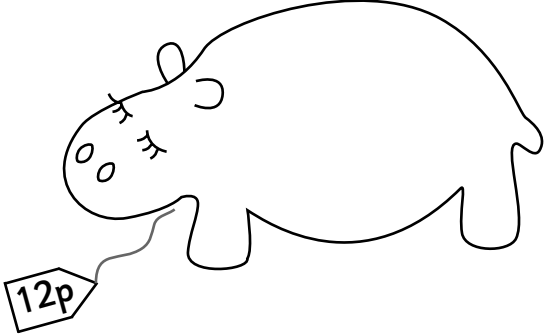
Hippo 1



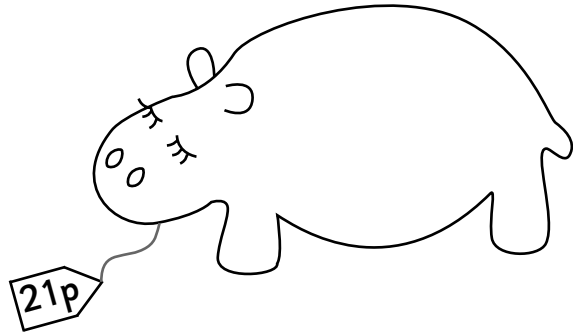
Hippo 2



Hippo 3



Hippo 4



- 2. Which hippo has the most money? .....
- Which hippo has the least money? .....
- Which hippo has four 1p coins? .....
- Which hippo has the most 10p coins? .....
- Which hippo has the most 1p coins? .....

3. Write these numbers in order, from the smallest to the largest.

71      27      37      42      7      8      13      61

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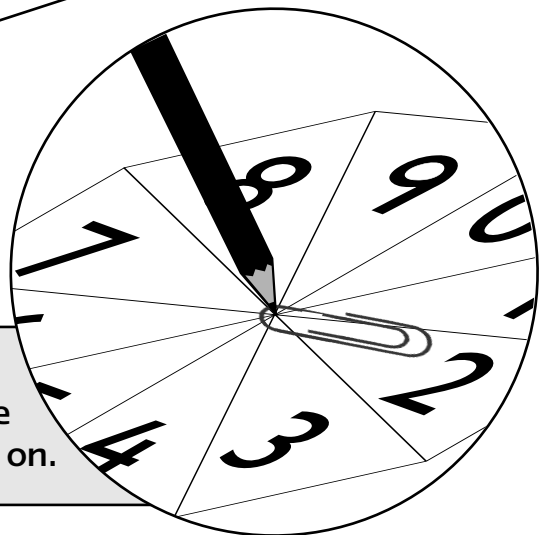
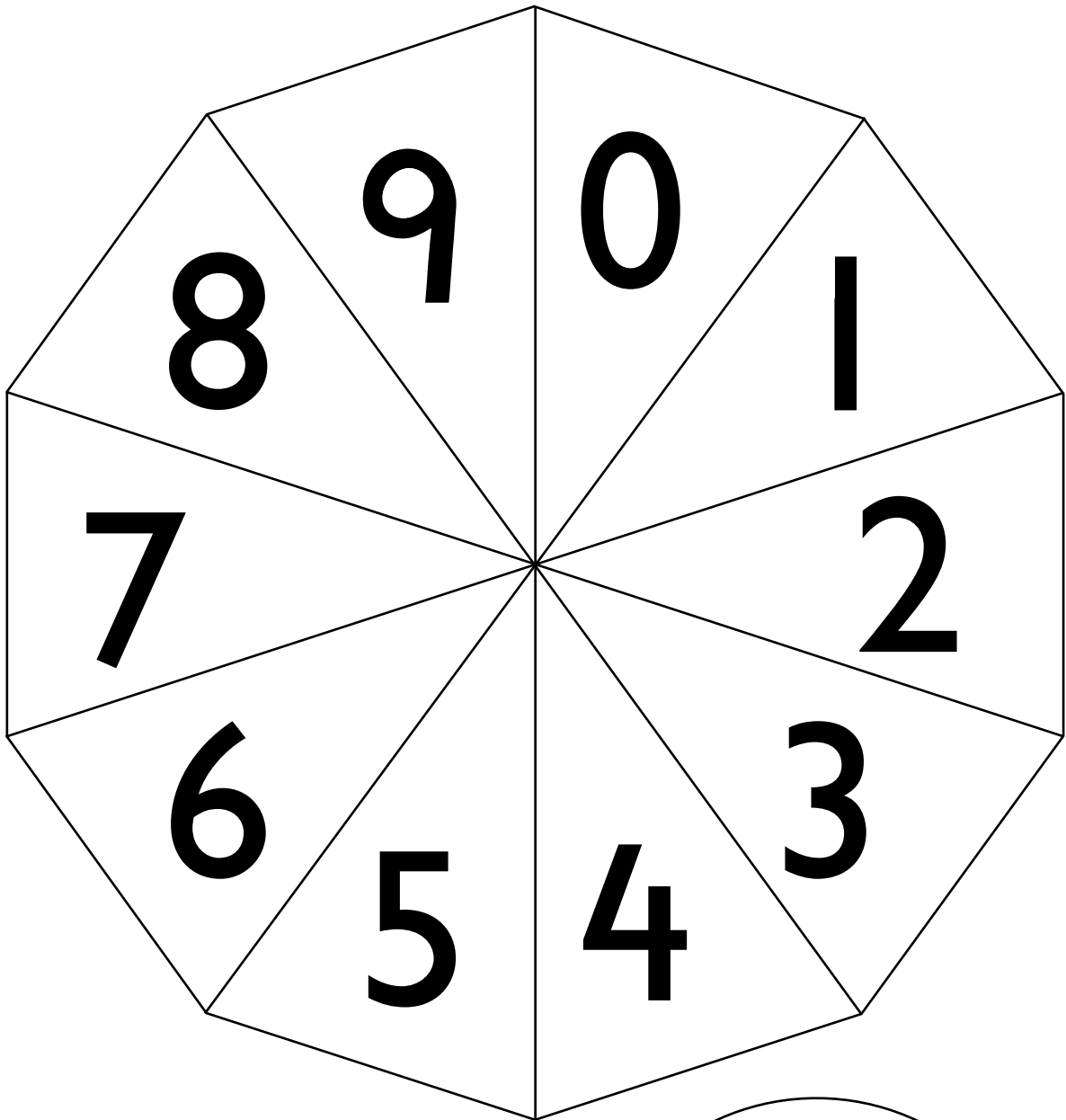


## Unit 1

## RESOURCE SHEET 1

UNIT

1



Hold the pencil fixed and flick the paper clip around. Read the number that the paper clip stops on.

## Unit 1

## RESOURCE SHEET 2

## Sandy's Stores

	£
Crisps	0.45
Peach	0.36
Orange Juice	0.58
Tissues 150	0.99
Chocolate Bar	0.32
Lettuce	0.27
Coffee	1.10
Cucumber Half	0.31
Butter	0.95
Mushrooms 150g	0.43
Soy Sauce	1.36
Mini Cheeses	0.48
Lamps 60W	0.77
Batteries	1.66