



	Monday	Tuesday	Wednesday	Thursday	Friday
	Number word Sequences	Numerals	Addition & Subtraction	Number Structures	Multiplication & Division
Numeracy and maths	<p><u>Counting the Number of Jumps Forwards from a to b.</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Ordering 2-Digit Numerals</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Remove Items Task</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Using 5 to Partition Numbers in the Range 6 to 10</u></p> <p>Flash 10 frames game: https://www.youtube.com/watch?v=t8U_zZ-rW1E</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Describing Visible Arrays</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>
How to teach lesson.	<ul style="list-style-type: none"> Say "I'm going to count the numbers of jumps from one number to another. How many jumps from 6 to 8?". Point to each number in turn. Say "Six- seven, eight – two jumps. Now you count the number of jumps from 4 to 6." Similarly, from 10 to 12, from 16 to 19, from 22 to 25, from 59 to 63, from 87 to 92, and so on. 	<ul style="list-style-type: none"> <i>You will need a set of number cards from 1 to 100 from last week.</i> Place out four cards in the range 1 to 30 (for example 12, 20, 18, 25), randomly arranged. Say "Put these cards in order." Direct your child to arrange the cards left to right in increasing order. Say "Now say the numbers as you point to them." Similarly, with four or more cards in the 	<ul style="list-style-type: none"> <i>You will need a set of counters</i> Briefly display and then screen 11 counters. Ask your child to look away while removing 2 counters. Briefly display and then screen the 2 counters. Say "There were 11 counters and I removed 2 counters. How many counters are left?" Similarly, with 7 remove 3, 15 remove 4, and so on. 	<ul style="list-style-type: none"> <i>You need a set of 10 frames and set of counters</i> Place out an empty ten frame. Place 5 red counters in the upper row, and 2 red counters in the lower row. Say "How many counters altogether? How many counters in the upper row? How many counters in the lower row?" Similarly, with other combinations involving 5 (5 and 1, 5 and 3, 5 and 4, 5 and 5). 	<ul style="list-style-type: none"> <i>You need a selection of arrays</i> Place out a 4 x 6 array. Say "Here is an array. What do you notice? These are called rows. How many rows are there? What can you say about each row? These are called columns. How many columns are there? What can you say about each column?" Similarly, with the following arrays: 3 x 5, 3 x 2, 6 x 3 and so on.

range 1 to 40, 40 to 100, 1 to 100, and so on.

NB:

- *When removing the counters remove between 1 and 6 counters.*
- *An important strategy for children to develop is to count back and keep track of the number of counts*

- **Flash** an empty ten frame with 5 red counters in the upper row, and 4 red counters in the lower row. Say “How many counters altogether? How many counters in the upper row? How many counters in the lower row?”
- Similarly with other combinations involving (5 and 1, 5 and 2, 5 and 3, 5 and 5).

NB: It is important that children visualise the partitions and be able to say the number rather than counting each counter individually.

NB:

- *Ensure that children have a clear knowledge of the terms “row” and “column”.*
- *Encourage children to realise that in an array each row has the same number of items and each column has the same number of items.*

Resources require in **red** will be uploaded to SEESAW on the day they are needed.