



	Monday	Tuesday	Wednesday	Thursday	Friday
	Number word Sequences	Numerals	Number Word Sequences	Addition & Subtraction	Multiplication & Division
Numeracy and maths	<p><u>Counting forwards and backwards by 2s.</u> Worksheet on SEESAW <u>10 minutes of SUMDOG</u></p>	<p><u>Naming 3-digit numerals using arrow cards</u> Worksheet on SEESAW <u>10 minutes of SUMDOG</u></p>	<p><u>Incrementing and Decrementing off the decade, by tens</u> Worksheet on SEESAW <u>10 minutes of SUMDOG</u></p>	<p><u>Subtracting to a decade</u> Worksheet on SEESAW <u>10 minutes of SUMDOG</u></p>	<p><u>Determining the number screened equal groups</u> Worksheet on SEESAW <u>10 minutes of SUMDOG</u></p>
How to teach lesson.	<ul style="list-style-type: none"> <i>You will need 2-dot cards</i> Say "This time I am going to use the 2-dot cards. Count by twos as I move the cards. Ready, go!" Move the 2-dot cards slowly, one at a time (from 2 to 10). Say " This time, I'm going to take the dot cards away, count backwards by twos as I take the cards away. Ready, go!" Remove the 2-dot cards slowly one at a time (from 10 to 2). Say "Now count backwards by twos from ten, without the cards. Ready, go!" 	<ul style="list-style-type: none"> <i>You will need a set arrow cards for 1-9, 10-90 and 100-900</i> Place out the arrow cards for 200, 40 and 6. Say "Put the arrow cards together. What number is that?". Similarly with other sets of three arrow cards. Place out the arrow cards for 700 and 60. Say "Put the arrow cards together. What number is that?" Similarly with other sets of two arrow cards (for a hundred and a tens number). 	<ul style="list-style-type: none"> Make bundles of 10 using e.g. straws, cocktail sticks. Use single straws for sticks (ones). Place out 3 bundles and 2 sticks. Say "How many sticks altogether are there?" Place out another bundle. Say "How many sticks altogether are there now? Continue to 10 bundles and 2 sticks. Remove one bundle. Say "How many sticks altogether are there now?" Remove another ten. Say "How many sticks altogether are there now?" 	<ul style="list-style-type: none"> <i>You will need 10 frames from last week.</i> Place out 7 ten (10 dot) frames and a ten (6 dot) frame. Say "How many tens are there? How many ones are there?How many dots altogether?" Remove the ten (6 dot)frame. Say "How many dots are there now?" Briefly display and then screen 8 ten (10 dot) frames and a ten (6 dot) frame. Say "How many tens are there? How many ones are there? How many dots are there altogether?" Remove the ten (3 dot) 	<ul style="list-style-type: none"> <i>You will need a set of 2,3,4 and 5 dot cards</i> Briefly display and then screen six 2-dot cards. Say "There are six lots of 2 under here. How many are there altogether?" Similarly four 5-dot cards, five 3-dot cards, and so on. <p>NB:</p> <ul style="list-style-type: none"> ✓ Encourage children to use strategies other than counting-by ones. ✓ On the first task for example, children might count by twos from 2-12.

- Say “This time, count forwards by twos to 20. Ready, go! Now count backwards by twos from 20. Ready, go!”

- Place out the arrow cards for 500 and 2. Say “Put the arrow cards together. What number is that?” Similarly with other sets of two arrow cards (for a hundreds number and a ones(unit) number).

NB: Some children may find difficulty naming the number when the tens digit or the ones(unit) digit is a 0.

Continue to zero bundles and 2 sticks.

- Briefly display and then screen 2 bundles and 4 sticks. Say “How many sticks are there under this screen altogether? Place another bundle under the screen. Say “How many sticks altogether are now under this screen?”
- Continue to 6 bundles and 4 ones. Say “How many sticks are there under the screen? Check to see if you are correct.”
- Remove one bundle. Say “How many sticks are there now?” Remove another bundle. “How many sticks are there now?” Continue to six bundles. Say “How many now? Check to see if you are correct.”
- Remove one bundle. Say “How many sticks are there now?” Continue to zero bundles and 4 ones.
- Continue with similar examples.

NB:

frame. Say “How many dots are there now? Check to see if your answer is correct.”

- Continue with similar examples.

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| | | | <ul style="list-style-type: none">✓ An important goal of this teaching procedure is for children to be able to increment and decrement by tens in settings involving displayed or concealed collections of tens and ones.✓ Incrementing off the decade is usually more difficult than incrementing on the decade. | | |
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Resources required in red will be uploaded to SEESAW on the day they are needed.