Year 1 maths – Summer 2 Week beginning: 08.06.20

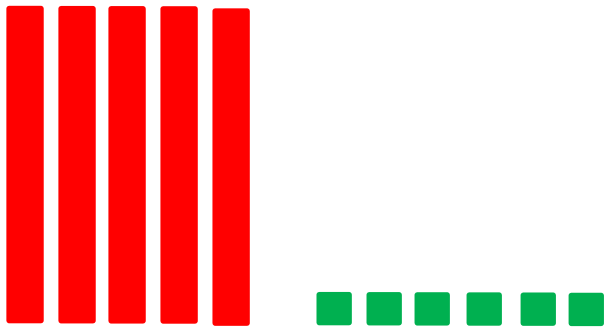
Theme	Lesson 1 (of 5) Finding ones and tens	Lesson 2 (of 5) Finding ones and tens	Lesson 3 (of 5) Comparing numbers	Lesson 4 (of 5) Comparing numbers	Lesson 5 (of 5) Comparing numbers
Factual fluency (to aid fluency)	Count forwards in tens from 0 – 100	Count backwards in tens from 100 – 0	Count in tens starting from chosen numbers e.g. 30: 30, 40, 50, 60, 70, 80, 90, 100	Count backwards in tens starting from chosen numbers e.g. 80: 80, 70, 60, 50, 40, 30, 20, 10, 0	Count in tens and ones to given numbers e.g. 34: 10, 20, 30, 31, 32, 33, 34
Problem/ activity of the day **Remember, just like in class, you can still show the depth of your knowledge** LINK	**(Lesson 1 resources below)** **MAKING LINKS:** Last week we were looking at counting numbers to 100. **THINK: (support below)** Can you help me with this problem? My friend has made the number 56. What does the digit 5 in 56 stand for? What does the digit 6 in 56 stand for? Finished? Explain how you know that you are correct. **SEE: (model below)** See model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday we started to recognise the value of each digit in a two-digit number. **THINK: (support below)** Can you help me with this problem? My friend has made a number using dienes. What digit do I write in the ones column if I have no ones? Finished? What would 1 less than this number be? What has changed? **SEE: (model below)** See model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 3 resources below)** **MAKING LINKS:** We have learnt about the value of tens and ones. A ten is made up of 10 ones. **THINK: (support below)** Can you help me solve this problem? My friends are having a cookie baking competition. Who baked the most cookies? Who is the winner? They have piled their cookies into groups of 10. Finished? How many would another child have had to bake in order to have the most cookies? **SEE: (model below)** See model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 4 resources below)** **MAKING LINKS** Yesterday we compared numbers by looking at the amount of tens and ones. A number with more tens is a greater number. **THINK: (support below)** Can you help me with this problem? My 3 friends all have different amounts of coins. Who has the most coins? Who has the least coins? How do you know? Our problem is on page 74 of your textbook. Look at it now. Finished? Explain the value of the tens and ones. **SEE: (model below)** Our problem and the solution is shown on pages 74-75 of your textbook or see model below. **DO:** Use what you have learnt today to complete the questions on pages 84-86 of your workbook or answer the questions below.	**(Lesson 5 resources below)** **MAKING LINKS:** We have been comparing numbers by looking at the tens and ones. When the amount of tens are the same you need to compare the value of the ones. **THINK: (support below)** Can you help me with this problem? My 2 friends have made numbers using tens and ones. Which number is the greatest? Which number is the smallest? Our problem is on page 76 of your textbook. Look at it now. Finished? Write an addition equation for each number. **SEE: (model below)** See model below **DO:** Use what you have learnt today to complete the questions on pages 87-89 of your workbook or answer the questions below.
Methods, tips, clues & checks	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.

See below for resources to support you to THINK-SEE-DO

Quality First Education Trust

DAY 1 resources:

THINK:



56

DO:

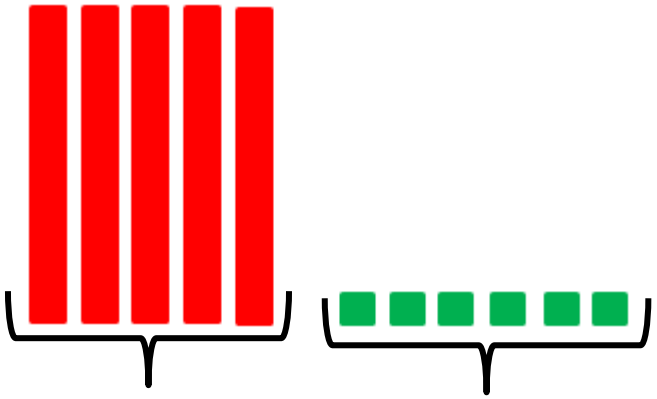
1. Make 9 tens and 9 ones out of paper. Like these:

2. Draw a place value chart like this:

Tens	Ones

3. Think of a number between 40 and 100, like 67
4. Make the number with tens and ones
5. Write the digits in your place value chart

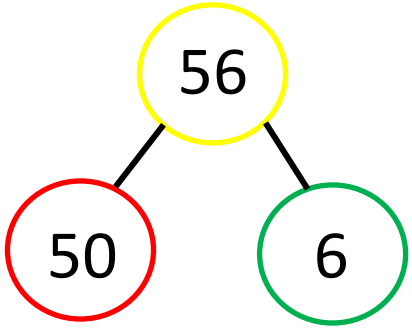
SEE:



56

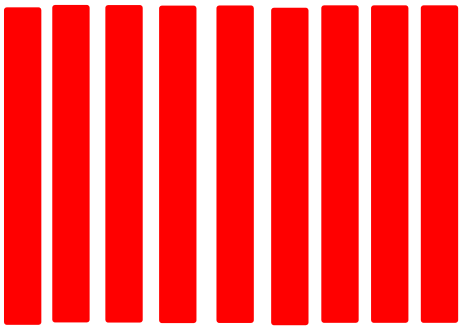
50 6

Tens	Ones
5	6



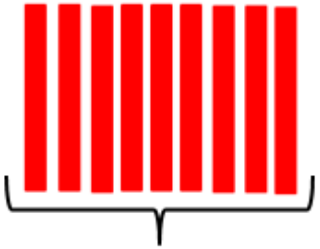
DAY 2 RESOURCES:

THINK:



Tens	Ones

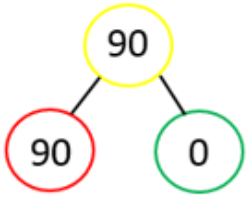
SEE:



90

90

Tens	Ones
9	0

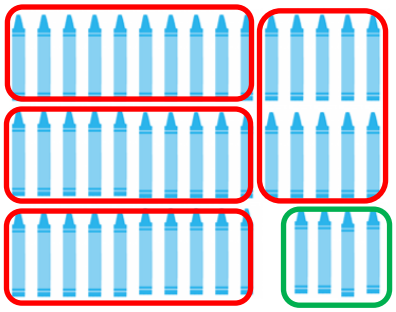


90 = 9 tens and 0 ones

If there are no ones to count then you write a 0 in the ones place.

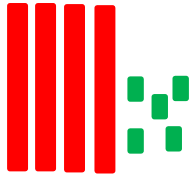
DO:

1. Group tens and ones. Draw to solve the problem.

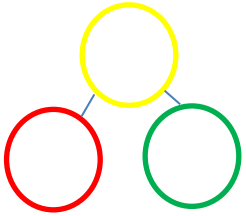


There are ☐ crayons.

2. Count in tens and ones.

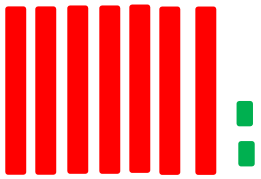


Tens	Ones

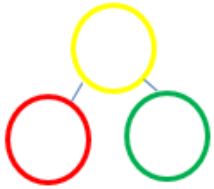


☐ = ☐ tens and ☐ ones

3. Count in tens and ones.



Tens	Ones

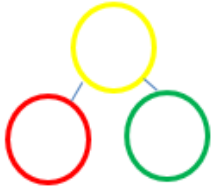


☐ = ☐ tens and ☐ ones

4. Write the missing numbers.

85

Tens	Ones



☐ = ☐ tens and ☐ ones

DAY 3 RESOURCES:

THINK:

Cat

Tom

DO:

1. Cut out squares of paper to make number cards.
2. You will need 2 sets showing numbers 1 to 9.

1	2	3	4	5	6	7	8	9

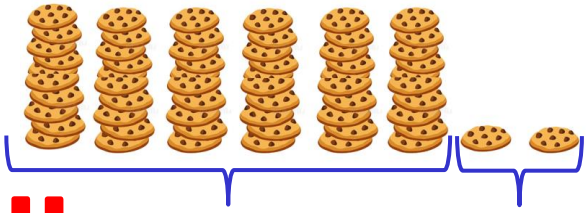
3. Use your number cards to make 2 numbers from 40 to 99.

Example: 5 6 6 6

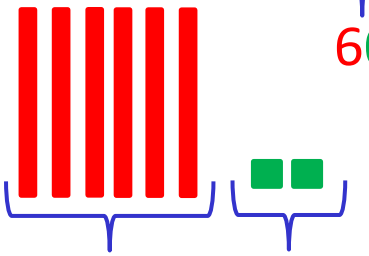
4. Say which number is greater.
5. Say which number is smaller.

SEE:

Cat



60 2

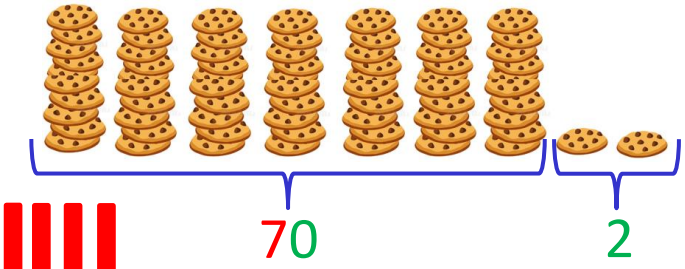


60 2

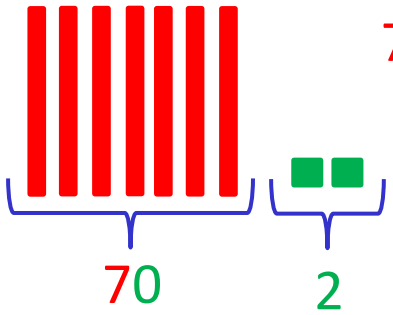
Tens	Ones
6	2

Cat has baked 62 cookies.
62 is 6 tens and 2 ones.

Tom



70 2



70 2

Tens	Ones
7	2

Cat has baked 72 cookies.
72 is 7 tens and 2 ones.

Tom has baked more cookies than Cat. 72 is more than 62.
7 tens is greater than 6 tens.

DAY 4 resources:

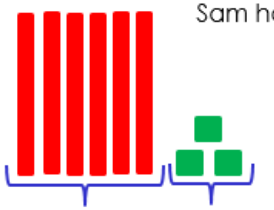
THINK: Our problem is on page 74 of your textbook.

Sam **Ruby** **Charles**

SEE:

First look at the amount of **tens** each child has. If they have the same amount of tens then look at the amount of **ones**.

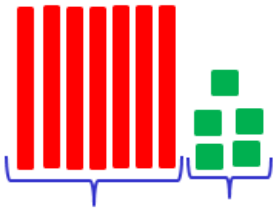
Sam



Sam has the least coins.

Tens	Ones
6	3

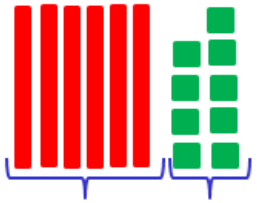
Ruby



Ruby has the most coins.

Tens	Ones
7	5

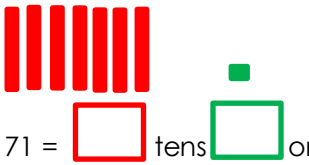
Charles



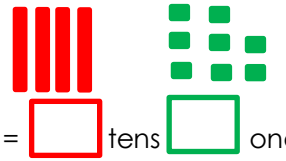
Tens	Ones
6	9

DO: Complete the questions below or complete workbook pages 84-86 questions 1a, 1b, 2a and 3a.

1.



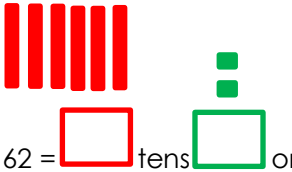
a) 71 = ☐ tens ☐ ones



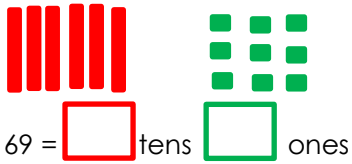
48 = ☐ tens ☐ ones

____ is more than ____

____ is less than ____



b) 62 = ☐ tens ☐ ones



69 = ☐ tens ☐ ones

____ is more than ____

____ is less than ____

2. Circle the greatest number.

a) 74  54 

3. Circle the smallest number.

a) 69  56 

Day 5 Resources

THINK: Our problem is on page 76 of your textbook.

SEE:

Tens	Ones
4	6

46 = 4 tens and 6 ones

Tens	Ones
7	3

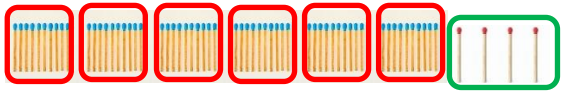
73 = 7 tens and 3 ones

73 is more than 46

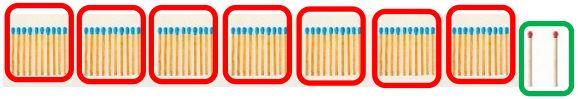
46 is less than 73

DO: Complete the questions below or complete workbook pages 87-88 questions 4, 4a, 4b, 5a and 6a. Try 7a and 8 on page 89 as a challenge.

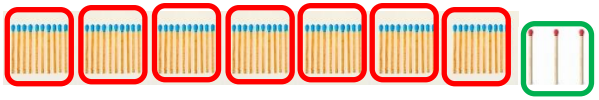
4. Count. Write the missing numbers or letters.

Group A: 

☐ tens and ☐ ones

Group B: 

☐ tens and ☐ ones

Group C: 

☐ tens and ☐ ones

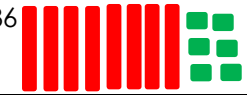
a) Group ____ has the greatest number of matchsticks.

b) Group ____ has the smallest number of matchsticks.

5. Circle the greatest number.

a) 45  54  49 

6. Circle the smallest number.

a) 63  86  36 

ANSWERS:

Day 1	Day 2	Day 3	Day 4	Day 5
Answers may vary depending on number chosen.	1. 44 crayons 2. 45= 4 tens and 5 ones 3. 62= 6 tens and 2 ones 4. 85= 8 tens and 5 ones	Answers may vary depending on numbers created.	**1a.** 71= 7 tens and 1 ones 48=4 tens and 8 ones 71 is more than 48 48 is less than 71 **1b.** 62= 6 tens and 2 ones 69= 6 tens and 9 ones 69 is more than 62 62 is less than 69 **2a**. 74 **3a**. 56	**4.** Group a: 6 tens and 4 ones Group b: 7 tens and 2 ones Group c: 7 tens and 3 ones **a**. C **b**. A **5**. 54 **6.** 36