**Year 2 Wellbeing: Maths Unit 1**

**Day 1 Teaching**

**Expressive arts focus**: Movement

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| **Objective(s)** | Recall and use addition and subtraction facts to 10 and 20. |
| **Resources** | Movement number cards (*resources*), Pairs to 10 colouring (*resources*)**PowerPoint Day 1 - Move to the numbers** |
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| **Teaching** | * Show children 0-9 digit cards on screen.
* Agree which pairs of numbers add to ten, asking children to show these on their fingers as you go through them, e.g. 4 fingers standing up and 6 folded down.
* Rehearse all the bonds to 10.
* Each number is going to suggest a movement. Show the Movement number cards (*resources*).
* Ask three children to come out front and stand in their own space, where the class can see them.
* When you say a number, they must perform the matching movement, e.g. you say ‘three’ and they ‘flick a leg’!
* Now make it tricky. You say a number, e.g. ‘three’ and they must perform the movement *for the number that goes with it to make a total of 10*, e.g. they do ‘tumbling hands’ (7).
* Extend by saying a number such as thirteen. Children have to do the movement for the number that adds to 13 to make 20, so they do ‘tumbling hands’ (7).
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**Day 1 Activity**

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| **Activity: Use movements to practise number bonds** |
| **You will need:** the hall or playground,Movement number cards (*resources*), Pairs to 10 colouring (*resources*), colouring pencils/pens |
| **All children in the hall or playground*** Children find their own space in the hall. If possible, make sure they can see the Movement number cards (*resources*) on a large screen.
* You shout out a number, e.g. 4. Children do the movement that matches 4. Repeat with another number, e.g. 6. Practise getting children to do the correct movement to *match* each number.
* Now start practising number bonds... Say a number, e.g. 3. Children have to do the action for the number that adds to 3 make 10, i.e. 7. Give children a hint if they need it! Once children have done the movement, say the numbers in unison: *‘Three and seven.’*
* After children get good at this, start using numbers 10 to 19, e.g. saying 13. Children have to do the movement for the bond to make 20, i.e. 7. Say the numbers in unison: *‘Thirteen and seven.’*
* Keep saying numbers. Children produce the movement for the bond to 10 or 20.

**Extension:** You could try any bond to the next multiple of ten, e.g. saying forty-six. Children do the movement for 4. |
| **Plenary:**Play some quiet ‘colouring music’. Provide the Pairs to 10 colouring sheets, and ask children to colour each of the pairs which make 10 in the same colour, e.g. 4 and 6 are both coloured in green, 2 and 8 are both coloured in pink, etc. Look at the different animals they reveal. |
| **Outcomes:** * Given a 1-digit number, I can identify the number to add to make a total of 10.
* Given a 2-digit number, I can say the number to add to make the next multiple of 10.
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**Day 2 Teaching**

**Expressive arts focus**: Painting

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| **Objective(s)** | Recognise the place value of each digit in a 2-digit number (tens, ones).Add two 2-digit numbers using pictorial representations, and mentally. |
| **Resources** | Kandinsky paintings 1, 2 & 3 (*resources*), Sample painting (*resources*), Kandinsky circles colouring sheet (*resources*)**PowerPoint Day 2 – Hidden numbers painting** |
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| **Teaching** | * Show children the first two Kandinsky paintings (*resources)* and ask them to describe the shapes they can see.
* Explain that we can hide messages in paintings – like secret codes.
* Say: *If large circles represent tens and small circles represent ones, what number can you see?* Conclude that the hidden number is 12 in painting 1 and 22 in painting 2.
* Now look at Painting 3 (*resources*) and ask children to find a ‘red’ number and a ‘green’ number. Decide which of the red circles to count as large (tens) and which to count as small (ones), e.g. *Two big red circles (tens) and eight little red circles (ones) is 28*. *The painting also contains one big green circle and three little green circles… that is 13!* *How many is 28 and 13 altogether?*
* Display the number 34. *How could you represent/hide this in a painting using the code you have identified?Let’s hide a second number in our painting…* *What number could we paint that when added to 34 would make 99?*Show sample painting (*resources*).
* Explain that children will each create a painting with two numbers hidden in it, painted in circle code. The two numbers must add to 99 - the magic total!
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**Day 2 Activity**

Maybe illustrate with sample paintings

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| **Activity: Use painting to represent place value and to add two 2-digit numbers.** |
| **You will need:** Paints, paintbrushes, plenty of paper, Kandinsky circles colouring sheet (*resources*) |
| **Children work side by side with a partner*** Children paint hidden numbers using different coloured large and small circles. Large circles represent 10s; small circles represent 1s. Display the Sample painting (*resources*) for reference.
* They create two ‘hidden’ coded numbers in their painting that must add to 99.
* Encourage children to ‘hide’ their number in the painting by adding lines and other shapes, similar to the way Kandinsky painted.
* They swap paintings with their neighbour and work out the two hidden numbers, adding them to check that they make a total of 99.

**Extension:** You could challenge children to create a painting with three hidden 2-digit numbers that add to 99. *Can you do this so that all of the ones digits are greater than 5?* |
| **Plenary**Display some of the paintings and ask children to identify the 2-digit numbers they can see. *How many tens can you see altogether? How many ones can you see together?* Have a go at adding some of the examples with three hidden numbers (see extension). Play some quiet ‘colouring music’. Provide the Kandinsky circles colouring sheets, and ask children to colour them. |
| **Outcomes:** * I can identify the tens digit and the ones digit in a 2-digit number.
* I can represent a 2-digit number using a painting code.
* I can add two 2-digit numbers.
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**Day 3 Teaching**

**Expressive arts focus**: Painting & Papercraft

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| **Objective(s)** | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. |
| **Resources** | Snake spiral template (*resources*), How to make a spiral number snake (*resources*), Mindfulness snake colouring (*resources*)**PowerPoint Day 3 – Spiral number snakes** |
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| **Teaching** | * Place a pre-made ‘sleeping’, spiral number snake all curled up tacked to the whiteboard so that children can see it.
* Ask them to read the numbers on its back.
* *Can you see a pattern?* What does this snake like counting in? 2s! it has 2, 4, 6, 8 etc on its back.
* *Watch what happens when the snake wakes up*. Untack the snake and hold its tail. Show how your sleeping spiral number snake becomes a springy, spiral number snake.
* Explain that all spiral number snakes like to have a counting pattern on their backs – it is their camouflage!
* *What other patterns could we do?* Practise counting in 5s and 10s… how far can you go?
* Demonstrate How to make a spiral number snake (*resources*) using the Spiral number snake template (*resources*), explaining that children will need to paint/decorate their snake and add their number pattern before cutting it out.
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**Day 3 Activity**

Maybe illustrate with sample paintings

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| **Activity: Make a springy number pattern snake for 2s, 3s, 5s and 10s** |
| **You will need:** Pre-made spiral number snake with a counting in 2s pattern (*you will need to make this prior to the lesson*), Sheets of A4 paper, Watercolour paints, Paintbrushes, Colouring pens, Plenty of copied Spiral number snake templates (*resources*), Mindfulness snake colouring sheets (*resources*) |
| **Children work individually*** Children take 2 or 3 snake templates and decide which patterns they will make (all should make at least 2s, 5s and 10s)
* They decorate/paint their number snakes before writing their number pattern. Children can use number lines to help if appropriate.
* Once cut out, ask children to ‘read’ their snakes out loud.
* Challenge children to try making a counting in 3s snake.
* Can they read their snakes backwards – this really tickles the snakes!

**Extension:** Children try making a number snake that counts on in tens from a given number (e.g. 6, 16, 26, 36, 46…) |
| **Plenary**Explore the snakes that count in 3s. Practice counting forwards and backwards. Then practice counting on in 10s from any given number. Display the snakes where children can read them. Play some quiet ‘colouring music’, e.g. ambient jungle/ rainforest/ animal sounds, while children colour the Mindfulness snake colouring sheet (*resources*). |
| **Outcomes:** * I can count in 2s, 5s and 10s.
* I can count in 3s.
* Given any start number, I can count on in tens.
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**Day 4 Teaching**

**Expressive arts focus**: Music

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| **Objective(s)** | Recognise the place value of each digit in a 2-digit number (tens, ones).Add two 2-digit numbers mentally and using concrete representations. |
| **Resources** | **PowerPoint Day 4 – Percussion numbers** |
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| **Teaching** | * Pairs of children each have a percussion instrument: one has a triangle and one has a tambourine.
* The triangle represents ‘ones’ and the tambourine represents ‘tens’.
* Hold up a number and children make it, e.g. 24 is two tambourine beats and four triangle pings. Repeat several times with a range of 2-digit numbers.
* Then, beat out a number for children to listen to. Each child writes it down. Repeat then ask: *How many tens altogether?* Children write down the total number of tens.
* Ask *How many ones altogether?* Children write the total number of ones.
* *Can you add the tens and the ones? Do you agree with your partner?* Repeat if necessary, allowing children to self-correct.*Show me your answer!*
* Repeat. Then choose pairs of children to come out and stand in a space. They beat out a number. *You* can now play by writing the two numbers in the same way that the rest of the class are (10s, then 1s, then combining).
* Finally, beat out two different 2-digit numbers. Children write them, then add together by combining 10s, then 1s, then recombining.e.g. 36 + 23 = 30 + 6 + 20 + 3

 = 30 + 20 + 6 + 3 = 50 + 9 = 59 **Initially, don’t exceed a total of 9 for either the 10s or 1s digit.*** Finally, beat out two 2-digit numbers where the 1s bridge 10,e.g. 36 + 27 = 30 + 6 + 20 + 7

 = 30 + 20 + 6 + 7 = 50 + 13 = 63 |

**Day 4 Activity**

Maybe illustrate with sample paintings

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| **Activity: Use percussion instruments to represent place value. Add two 2-digit numbers.** |
| **You will need:** Percussion instruments (preferably a set of 15 triangles and 15 tambourines). |
| **Children work side by side in two sets of pairs*** In pairs children perform two, 2-digit numbers with their instruments for another pair.
* The other pair write down and add the numbers.
* Children swap roles.
* Can children ‘perform’ two numbers that make a target number such as 75?

**Extension:** Children make three numbers to add to a given target. |
| **Plenary**Ask children to perform some of their numbers. Have a go at adding three performances! |
| **Outcomes:** * I can identify the tens digit and the ones digit in a 2-digit number.
* I can represent and identify a 2-digit number using percussion instruments.
* I can add two (or more) 2-digit numbers.
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**Day 5 Teaching**

**Expressive arts focus**: Movement

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| **Objective(s)** | Add numbers mentally, including: a 2-digit number and ones, two 2-digit numbers. |
| **Resources** | Rainbow addition (*resources*)**PowerPoint Day 5 – Hop to 100**  |
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| **Teaching** | * Draw a hopscotch track on the playground for numbers 1 to 12 (see below).
* Throw a dice and make that many jumps/hops along the track.
* Notice, for example, that six leaps lakes you to 8 and 9.
* Explain that you are going to choose either 8 or 9, or make them into a 2-digit number: 89, and write it on your whiteboard. *Your aim is to make a total of 100, so it might be wise to make 89….* Stay on that number.
* Throw the dice again and hop/jump on from your previous number. Explain that if you roll a number that takes you beyond the track, you return to the beginning to continue counting, e.g. if you are on 8 and 9 and you roll a 5, you move to 10, then 11 and 12, then 1, then 2 and 3, then 4. You add the number you land on (4) to your 89.
* Keep taking turns until the first person reaches 100 or more - they win!
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**Day 5 Activity**

Maybe illustrate with sample paintings

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| **Activity: Use movements to practise adding numbers** |
| **You will need:** Dice, chalk (to draw the tracks), whiteboards and pens; Rainbow addition (*resources*) |
| **All children in the hall or playground*** Children play the hopscotch game previously learned (throw a die - make that number of hops/jumps - write their score – repeat – add scores aiming to make 100).
* If they land on a hop, i.e. 1 or 4 or 7, they just score that number.

If they land on a jump (2,3 or 5,6, or 8,9 or 11,12) then they can choose to score either number or the two numbers combined as a 2-digit number, e.g. they could score 5 or 6 or 56. It’s their choice. * They each keep a rolling total of their scores. The first person to reach 100 or go over 100 wins!

**Extension:** You could change the numbers on the hopscotch track so that they start at a higher number or have a mix of random possible 2-digit numbers on them. |
| **Plenary**Explore some of the different ways that children could have reached 100 exactly, e.g. 89 + 11; 23 + 56 + 12 + 9; 4 + 56 + 12 + 23 + 5 etc. Children complete a Rainbow addition colouring sheet (*resources*) where they practise adding other 1- and 2-digit numbers. |
| **Outcomes:** * I can add a 2-digit number and ones.
* I can add two 2-digit numbers.
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