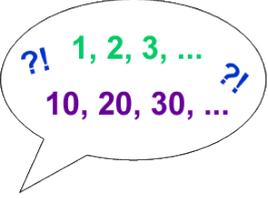


Year 2 - Mathematics - Learn from home timetable

Big Idea Concept: NUMBERS TO 1000

Australian Curriculum Connection: NA2.2 Recognise, model, represent and order numbers to at least 1000

Monday	Tuesday	Wednesday	Thursday	Friday										
<p align="center">Launch and Tune In</p> <ul style="list-style-type: none"> Where have you seen 1000 of something? Can you draw 3 things that there are 100 off? (Head outside to have a look?) 	<p align="center">Launch and Tune In</p>  <p>Estimate how many pencils/pens you can see in each one. What is your method? How else could you do it? Is there one way that is particularly useful? Why?</p>	<p align="center">Launch and Tune In</p> <p>You have a set of the digits from 0 - 9.</p> <table border="1" data-bbox="945 343 1299 379"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> </table> <p>Can you arrange these digits in the five boxes below to make two-digit numbers as close to the targets as possible? You may use each digit once only.</p> <p>largest even number <input type="text"/> <input type="text"/></p> <p>largest odd number <input type="text"/> <input type="text"/></p> <p>smallest odd number <input type="text"/> <input type="text"/></p> <p>largest multiple of 5 <input type="text"/> <input type="text"/></p> <p>number closest to 50 <input type="text"/> <input type="text"/></p> <p>How will you know that your solution is as close to the targets as possible?</p>	0	1	2	3	4	5	6	7	8	9	<p align="center">Launch and Tune In</p>  <p>Which is quicker, counting up to 30 in ones or counting up to 300 in tens? Why? Which is quicker, counting up to 40 in ones or counting up to 4,000 in hundreds? Which is quicker, counting up to 20 in ones or counting up to 140 in sevens? Maybe you could work on this with a partner! When you have timed yourselves and decided the reasons for your results, you could invent some other examples for yourselves. You could predict which was going to be quicker and then try them out to test your prediction.</p>	<p align="center">Launch and Tune In</p>  <p>Look at these two spinners. The first spinner shows 10s and the second spinner shows 1s.</p> <p>When you spin the two spinners, the numbers can be combined. For example, if the spinners land on 20 and 4, I can combine these numbers to make 24.</p> <p>What two-digit numbers can you make? What numbers can't you make?</p>
0	1	2	3	4	5	6	7	8	9					
<p>Vocabulary in Mathematics</p> <ul style="list-style-type: none"> If I am working with Place Value- What things might I need to know? e.g- Ones, tens, hundreds <p>Brainstorm responses</p>	<p>Vocabulary in Mathematics</p> <p align="center">Write some of the key vocabulary on some cards/post it notes for references. Make a word wall for Maths.</p> <p><i>Vocab for this concept includes:</i></p>	<p>Vocabulary in Mathematics</p> <p>Look at your word wall. Which words do you find easy to explain? Tell someone what you know about these words.</p> <p><i>Vocab for this concept includes:</i></p>	<p>Vocabulary in Mathematics</p> <p>Look at your word wall. Which words do you find hardest to explain? Can a care giver support you with further understanding of these words?</p>	<p>Vocabulary in Mathematics</p> <ul style="list-style-type: none"> If you had to describe to a friend what it is like to be a mathematician working on numbers up to 1000, what would you tell them? <p>e.g- I would need to know number names</p>										

<p>Learning Journal</p> <ul style="list-style-type: none"> • Can you draw 3 things that there are 100 of? (Head outside to have a look?) 	<p>Learning Journal</p> <ul style="list-style-type: none"> • Draw what comes to mind when you see the number 634 	<p>Learning Journal</p> <ul style="list-style-type: none"> • Using these 3 numbers make the smallest 3 digit number possible. • How do you know? <p>3 , 6, 0</p>	<p>Learning Journal</p> <ul style="list-style-type: none"> • Using these 3 numbers make the largest 3 digit number possible. • How do you know? <p>3 , 6, 0</p>	<p>Learning Journal</p> <ul style="list-style-type: none"> • Read these 4 numbers: <ul style="list-style-type: none"> - 365, 872, 213, 333 - Write them in order from smallest to largest. - Write down how did you know. 								
<p>Fluency</p> <ul style="list-style-type: none"> • Your student plays a 'My Number is' game. • Place a pile of digits on the table. • Can you create the highest number? • Select a digit and decide whether it will represent the hundreds, tens or ones. Students will need to think strategically, for example: If the object of the game is to have the highest number, and the student draws a 9, they would be wise to place this number in the hundreds column. Conversely, if they draw a 2, they would be wise to place this in the ones column. • Ask students to share their strategies, discussing reasons for their use. 	<p>Fluency</p> <p>Counting in Tens-Calculator Game</p> <ul style="list-style-type: none"> • Resources: Calculator/ paper • Ask students to use constant addition on their calculator to count in 10's. To begin, students enter '10+' and then press '=' each time to which they add 10: they no longer need to press '+10' each time. • Have students predict which number will come next (writing the prediction on the piece of paper), then press '=' to verify. 	<p>Fluency</p> <ul style="list-style-type: none"> • Your student plays a 'My Number is' game. • Place a pile of digits on the table. • Can you create the highest number? • Select a digit and decide whether it will represent the hundreds, Tens or ones. Students will need to think strategically, for example: If the object of the game is to have the highest number, and the student draws a 9, they would be wise to place this number in the hundreds column. Conversely, if they draw a 2, they would be wise to place this in the ones column. • Ask students to share their strategies, discussing reasons for their use. 	<p>Fluency</p> <p>Counting in Tens-Calculator Game</p> <ul style="list-style-type: none"> • Resources: Calculator/ paper • Ask students to use constant addition on their calculator to count in 10's. To begin, students enter '10+' and then press '=' each time to which they add 10: they no longer need to press '+10' each time. • Have students predict which number will come next (writing the prediction on the piece of paper), then press '=' to verify. • To vary the activity, nominate a starting number, for example 34, and ask students to predict counting up in 10's. 	<p>Fluency</p> <ul style="list-style-type: none"> • Your student plays a 'My Number is' game. • Place a pile of digits on the table. <table border="1" data-bbox="1780 502 2049 678"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> </table> <ul style="list-style-type: none"> • Can you create the highest number? • Select a digit and decide whether it will represent the hundreds, tens or ones. Students will need to think strategically, for example: If the object of the game is to have the highest number, and the student draws a 9, they would be wise to place this number in the hundreds column. Conversely, if they draw a 2, they would be wise to place this in the ones column. <p>Ask students to share their strategies, discussing reasons for their use.</p>	0	1	2	3	4	5	6	7
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