

Numbers to 100 – numerals and words

National Curriculum attainment target

- Read and write numbers to at least 100 in numerals and in words

Lesson objective

- Read and write numbers to 100 in numerals and words

Previous related lesson

Unit 1, Week 1, Lesson 3

Prerequisites for learning

Pupils need to:

- read and write numbers to 50 in numerals and words
- apply their knowledge of place value to support their recognition of two-digit numbers

Vocabulary

number, zero, one, two, three ... one hundred, digit, figure, word

Future related lessons

None

Success criteria

Pupils can:

- accurately recognise and write numbers to 100 in numerals read, and write numbers to 100 in words with increasing accuracy



Getting Started

- Choose an activity from Number – Number and place value.
- Choose an activity from *Fluency in Number Facts: Y1/Y2 – Number and place value.*

Collins
Connect

Year 2, Unit 5,
Week 1

i If necessary, revisit number names 0–50 before progressing to numbers up to 100.

Teach

Resources

mini whiteboard, pen and eraser (per pair)



- Display: Slide 1 showing the number names for all numbers 0–20, arranged in order.
- Say: **Here are the number names for numbers 0–20.**



- Together with the class, say the number names as you point to each card in turn in order from 0–20.
- Click to hide the cards so that they appear as blanks. Ask: **Can you remember the number names from zero to 20?**



- Click to reveal random, individual cards and ask children to say the number name together as a class. Repeat several times – include 'teens' numbers.



- Display: Slide 2 showing the number names for multiples of ten. Point and say: **Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.**
- Together with the class, say these number names again as you point to each card in turn in order from ten to 100.



- Click to hide these cards so that they appear as blanks. Ask: **Can you tell me the number names as I turn them over?**



- Point to each card in turn, saying each number shown with the class.
- Display: Slide 3 showing multiples of ten and 0–9 number digits cards.
- Point and say: **I am going to say a number between zero and 100. I want you to write that number name on your whiteboard.**
- Repeat several times, choosing numbers between zero and 100.
- Display: Slide 4 showing multiples of ten and 0–9 number name cards.



- Point and say: **This time I am going to point to a tens number written as a word and then a ones number written as a word. I want you to write that number on your whiteboard using digits.**
- Demonstrate this by pointing to 'seventy' and then 'three'; the children write: 73.
- Repeat several times, choosing other numbers between zero and 100.



You may choose to focus on numbers 50–100, as children should, by now, be familiar with numbers 0–50.

Individualised Learning

Refer to Activity 1 from the Learning activities on page 226.

Activity Book 2B: – Page 3: House numbers

Progress Guide 2: – Extension, Year 2, Unit 5, Week 1, Lesson 2:
Dastardly digits

Resources: scissors and glue (per child)

Plenary

Resources

mini whiteboard, pen and eraser (per pair)



- Display: Slide 5 showing a row of number cards, arranged in ascending order, showing two-digit numbers between zero and 100.
- Pointing to each number in turn, say the number name aloud with the class.
- Point to one number, e.g. 58, and ask children to say the name together.
- Repeat for the remaining numbers, in random order.
- Ask children, in pairs, to choose four numbers and to write them on their whiteboard.
- Now click to show the corresponding name cards, arranged face down.
- Click to reveal a card e.g. eighty-seven, and say: **If you have this number, cross it out.**
- Children with 87 on their whiteboard cross it out.
- Repeat until one pair of children, or several, have crossed out all four of their numbers.
- Reveal all the number names and ask children to say the numbers as you point to each card in turn.



Homework Guide 2

Year 2, Unit 5, Week 1, Lesson 2:
Bus numbers