

Oral and mental starters

Number and place value

1 Ordering and writing two-digit numbers

Using a set of number cards 1–9, invite three children to pick one each. Stick or write them on the board. Ask the children to write all the two-digit numbers they can find from the cards. For example, 2, 6 and 9: 26, 29, 62, 69, 92, 96. Ask them to read each one to a partner. Take feedback, writing the numbers they say on the board. Next ask them to write the numbers in order from smallest to greatest on their whiteboards and then to circle the even numbers and underline the odd numbers. Recap the place value of each number.

Extension

You could ask the children to write the numbers as words.

2 Counting in tens

Tell the children that they will rehearse counting in tens. Provide 'Hundred square' from the CD-ROM for the children to use initially. Call out a number e.g. four. Ask them to count in tens to 94. Repeat with other numbers. Call out a number, for example 97. Ask the children to count back in tens to seven.

Extension

Encourage the children to think about the pattern as they count, for example tens increase or decrease, ones stay the same.

3 Partitioning

Ask the children to give you a two-digit number. Pick five and write them on the board. Give the children two minutes to partition each number in as many different ways as possible. Take feedback, ensuring you have all possible ways that have a multiple of ten and another number, for example 67: $60 + 7$, $50 + 17$. Repeat a few times.

4 What's my value?

Write 54 on the board. Ask the children what each digit is worth. Ask them to write some number sentences on their whiteboards to show how the number is made. Take feedback and write the number sentences they suggest on the board. Aim for: $50 + 4 = 54$, $40 + 14 = 54$, $30 + 24 = 54$, $20 + 34 = 54$, $10 + 44 = 54$. Repeat for other numbers such as 27, 68 and 33. Write a two-digit multiple of ten on the board and ask the children what the zero represents: (place holder for the units/ones number). Ask the children to write down what the number would be without the place holder. Repeat with a few more of these numbers.

Extension

Over time, repeat this for three-digit numbers. For example, 104. Each time ask what the number would be without the place holder: 14.

5 One more, one less

Explain that when you say a number, you would like the children to write the number that is one more on their whiteboards. When you say *Show me*, the children should hold up their whiteboards to show you their written number. Begin with numbers to 20. Repeat, but ask the children to show you the number that is one less.

Extension

Over time extend this to numbers to 100.

6 Counting in tens and ones

Tell the children that they will practise counting in tens and ones. Give them a 'Hundred square' to use and then a starting number, for example ten. Hold up one finger then ten fingers. When you hold up one finger the