

Place value – 2 digit numbers

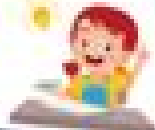


Place value – 2 digit numbers

Example

32
30 2

49
40 9



Fluency

56
□ □

78
□ □

21
□ □

11
□ □

45
□ □

94
□ □

Mastery

Which number is the odd one out?

25 28 21
26 29 13

Explain why.

Problem solving

Fill in the ten frames to show the number 25

Challenge

Using the numbers below, what is the largest and smallest 2 digit number you can make?

7 8 1 9 3

Explain your answers.



Numbers Key Stage 2

Pamela Cowan



Numbers Key Stage 2:

Mental Arithmetic Key Stage 2 Liz Hopkins, 1998 This photocopiable resource for Key Stage 2 is divided into two main parts The first covers the important areas of mental maths such as the four rules fractions decimals money and time and the second part presents associated topics to enable pupils to employ mental skills in contexts such as shape and measures The work is at two levels of difficulty National Curriculum Level 3 and Levels 4 5 **Using and Applying Mathematics at Key Stage 2** Elaine Sellars, Sue Lowndes, 2013-07-04 All pupils able children included need to be taught strategies to enable their thinking skills to progress They also need help with developing different approaches to problem solving A sustained piece of work that requires perseverance logical strategies and refinement of method and extension of the original task is not the same as a straightforward quick fix type problem Both types of problem solving need to be taught This book presents a series of activities that can be used with whole classes to provide a curriculum for the teaching of problem solving and the development of thinking skills Each tried and tested investigation is clearly explained with ideas on how to introduce the task to a class full solutions and resource sheets Activities include prisoners a fun way of generating square numbers handshakes exploring arithmetic progressions T shape an activity to lead pupils from numerical calculations to algebraic generalizations frogs encouraging systematic working and listing and opposite corners an advanced piece of work for independent learners

Number at Key Stage 1 Mike Askew, 1995 This book offers a set of core activities covering all areas of number and is ideal for planning your daily mathematics lesson Sections in the book broadly correspond to the programmes of study for number at Key Stage 1 A section on differentiation helps you assess children s progress and set extension work *Number Connections* Rose Griffiths, 2005 Library of Congress Subject Headings Library of Congress, 2004 Library of Congress Subject Headings Library of Congress. Cataloging Policy and Support Office, 2009 **Lessons in Teaching Number and Place Value in Primary Schools** Kathleen Morgan, Stephanie Suter, 2014-09-23 Lesson planning in line with the new Primary National Curriculum Structured around the number and place value sections of the programmes of study within the National Curriculum DfE 2013 this book provides practical examples and lesson ideas on how number and place value can be taught within the primary classroom Children need an in depth understanding of our number system in order to access effectively other elements of the number curriculum this is an area of maths that is a high focus throughout the primary curriculum The accompanying commentary before and after each lesson plan informs some of the decisions that you will make as part of the planning process Potential challenges associated with the lesson including common errors and misconceptions children encounter are also discussed The authors recognise that each class is unique and so you will find suggestions after each lesson on how it can be adapted and developed to suit your teaching needs Did you know that this book is part of the Lessons in Teaching series Table of Contents Teaching the national curriculum for mathematics Teaching number and place value Planning telling the story of the lesson Year 1 One more than one less than year 2 Place value Year 2

Using and signs Year 3 Patterns when counting in multiples Year 4 Negative numbers Year 4 Roman Numerals Year 5 Big numbers Year 6 Understanding decimals Year 6 Reading scales Moving on Glossary of terms Models images and practical resources WHAT IS THE LESSONS IN TEACHING SERIES Suitable for any teacher at any stage of their career the books in this series are packed with great ideas for teaching engaging outstanding lessons in your primary classroom The Companion Website accompanying the series includes extra resources including tips lesson starters videos and Pinterest boards Books in this series Lessons in Teaching Grammar in Primary Schools Lessons in Teaching Computing in Primary Schools Lessons in Teaching Number and Place Value in Primary Schools Lessons in Teaching Reading Comprehension in Primary Schools Lesson in Teaching Phonics in Primary Schools *Primary Languages: Effective Learning and Teaching* Cynthia Martin, 2008-10-16 Primary languages are to be an entitlement for all pupils in KS2 from 2010 There is therefore a need to ensure that trainee primary teachers are equipped with the required skills knowledge and understanding to contribute to this process This book supports specialists and also non specialist trainees with an interest in MFL who may need to deliver languages across the curriculum providing them with a clear understanding of the methodology and helping them to develop linguistic competence and confidence **Teaching Mathematics** Pamela Cowan, 2006-02-13 Practical advice for teachers of Mathematics at the beginning of their careers in primary or secondary schools with guidance on effective teaching classroom practice and career development **How Big is a Big Number?** Paul Killen, Sarah Hindhaugh, 2018-01-15 This book examines what is meant by mastery of mathematics and reviews what we can learn from Asian maths teaching methods It helps readers to see how areas of mathematics fit together and how they can support children to build their own understanding of the subject **Totally Mental Maths**, 2014-11 These versatile easy to organise mathematical games are perfect for class or homework They motivate children and build up their confidence while developing their mathematical thinking Clear learning objectives will help you select homework activities that reinforce the work you have been doing in the classroom Children's Errors in Mathematics Alice Hansen, Doreen Drews, John Dudgeon, Fiona Lawton, Liz Surtees, 2017-07-29 This practical and popular guide to children's common errors and misconceptions in primary mathematics is an essential tool for teachers and trainees It supports them in planning for and tackling potential errors and enhances their understanding of the difficulties encountered in mathematical development This fourth edition explores how a Growth Mindset approach works alongside an awareness of children's errors and how mistakes themselves are powerful learning tools This edition includes 50 new identifiable misconceptions children have of mathematics The text also considers the role of the teacher in understanding and addressing children's common mathematical misconceptions Key features Linked to the new National Curriculum and covers every objective Provides an essential tool for planning primary mathematics lessons Explores how common misconceptions can be anticipated and addressed **All About Dyscalculia: A Practical Guide for Primary Teachers** Judy Hornigold, 2023-07-18 All About Dyscalculia is an accessible and informative

guide for primary school teachers designed to increase their knowledge and understanding of dyscalculia and provide practical strategies and advice to build the self esteem and motivation of learners in their care The book explores the indicators of dyscalculia before detailing a range of teaching strategies that will support dyscalculic children and help them to develop their mathematical understanding and resilience Throughout the book there is an emphasis on creating an empathetic learning ethos in the classroom and school that will minimise maths anxiety and lead to a more positive outcome for all learners All About Dyscalculia includes A comprehensive introduction to dyscalculia and steps to help teachers identify children with dyscalculia in their classrooms Practical strategies for building specific maths abilities as well as broader problem solving skills Advice for teachers and parents on how to reduce maths anxiety and support the development of maths proficiency in learners Easy to dip in and out of chapters with worked examples make this book accessible to all teachers and parents With suggestions for immediate impact as well as ideas for more detailed interventions this practical book will be essential reading for all mainstream primary teachers and SENCOs as well as a helpful guide to supporting children with dyscalculia at home

Learning and Teaching in a Metropolis ,2010-01-01 This book provides a valuable contribution to our thinking about education in a modern metropolis One of the strengths of this book is its diversity of topics which range from research with young children to adult learners and compulsory schooling to higher education The contributors are concerned with the particular demands of teaching and learning in a diverse educational context such as East London and offer perceptive insights into the complex issues that arise from this experience This is a thought provoking and highly informative publication of the research ideas and professional experiences of our current educators The authors illustrate the rich experience of the ever evolving field of education by bringing together research and observations from their professional practice Their aim is to support learning and teaching through stimulating readers thinking about education pedagogy ways of learning and the subjects that they teach Edited by three authors who have substantial experience in a wide range of educational settings both nationally and internationally this book is for students academics teacher educators and all those who are involved in leading and delivering education in one way or another [Symposium Proceedings Innovative Teaching Practices](#)

Janina Morska,Alan Rogerson,2023-06-14 This volume contains the papers presented at the International Symposium Innovative Teaching Practices held on August 14 18 2023 in The Queen s College Oxford University The Symposium was organized by The Mathematics Education for the Future Project an international philanthropic project founded in 1986 and dedicated to innovation in mathematics science computer and statistics education **Assessing**

Learning in the Primary Classroom Sandra Johnson,2012-03-12 Why is assessment so important in the teaching learning process How should we assess pupils in the primary classroom Assessing Learning in the Primary Classroom is an accessible introduction to the concepts critical to a professional understanding of this vital aspect of a teacher s role It comprehensively considers the principles underpinning effective assessment the different forms it can take and the different purposes it serves

both within and beyond the classroom Linking the latest research and theory with examples of assessment in the classroom it considers key issues such as Why we assess How we assess How we ensure quality in assessment validity and reliability Assessment internal and external to the school Statutory assessment throughout the primary school Local national and international assessment Using assessment results in pupil teacher school and system evaluation Assessing Learning in the Primary Classroom is for all students undertaking their PGCE those working at masters level and experienced teachers who wish to broaden their understanding of both the value and pitfalls of educational assessment

Abstract Mathematical Cognition Wolfgang Grodd,Philippe Chassy,2016-08-09 Despite the importance of mathematics in our educational systems little is known about how abstract mathematical thinking emerges Under the uniting thread of mathematical development we hope to connect researchers from various backgrounds to provide an integrated view of abstract mathematical cognition Much progress has been made in the last 20 years on how numeracy is acquired Experimental psychology has brought to light the fact that numerical cognition stems from spatial cognition The findings from neuroimaging and single cell recording experiments converge to show that numerical representations take place in the intraparietal sulcus Further research has demonstrated that supplementary neural networks might be recruited to carry out subtasks for example the retrieval of arithmetic facts is done by the angular gyrus Now that the neural networks in charge of basic mathematical cognition are identified we can move onto the stage where we seek to understand how these basics skills are used to support the acquisition and use of abstract mathematical concepts

Number Connections Yellow: Teacher's Guide Rose Griffiths,2005 *Improving Poorly Performing Schools in England* Great Britain: National Audit Office,2006-01-11 In 2004 05 approximately 837 million was spent in England on a range of national programmes to help address problems in schools that were failing or at risk of failing to provide an acceptable standard of education for their pupils and five new academies were opened with an estimated total development cost of around 160 million This NAO report focuses on two key issues whether enough is being done to identify and support schools that show signs of deteriorating performance and whether the measures being taken to address poor performance are effective to ensure continued improvement in recovered schools The effectiveness of national initiatives and local actions are assessed and examples of good practice from schools that have been successfully turned around are highlighted Recommendations made include the need for the DfES and local authorities to combine efforts to identify schools at risk and intervene before schools fail schools to prioritise school leadership and to establish a positive culture centred on teaching and learning and Ofsted to carry out more frequent inspections of vulnerable or poorly performing schools

The Sutherland Inquiry Stewart R. Sutherland,Great Britain. Department for Children, Schools and Families,2008 The Sutherland Inquiry HCP 62 session 2008 09 ISBN 9780102958393 is an independent inquiry remitted by the Office of the Qualifications and Examinations Regulator Ofqual and the Secretary of State for Children Schools and Families into the delivery of the National Curriculum tests in 2008 In July 2008 1 2 million pupils heard that

their National Curriculum test results would be delayed The test delivery service represented a failure in customer delivery service to the pupils schools and also the markers upon whom the National Curriculum testing regime relies The primary responsibility must therefore rest with the American organisation ETS Global BV ETS which won the public contract to deliver the tests and failed its customers This report examines how this organisation secured the contract what its plans were and why its systems and process as a whole were not properly tested The report will also describe how ETS s systems failed during the test delivery process There was also a failure on the part of the Government s Non Departmental Public Body the Qualifications and Curriculum Authority to deliver its remit The report also sets out the procurement process that QCA used to select its delivery supplier ETS and how it managed the contract The report sets out a number of recommendations on how test delivery can improve in future years and has set out a number of key priorities including that the delivery process of the National Curriculum tests should be modernised and improved in consultation with the marking community including piloting online marking that whatever process is used should be thoroughly piloted and project managed to ensure schools and pupils get their results on time that the customer service provided to markers must be vastly improved to ensure that they are properly supported and are able to access up to date information

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