

## Skill Level Entry 2

Scheme of work covering curriculum references

# **N1 E2.1, E2.2, E2.4**

Worksheets and task sheets

Name:				
Task:		Resources	Assessment	Student can do this: C = Confidently E = With encouragement H = Needs help.
<b>COUNTING</b>				
<b>A</b>	Fill in missing numbers in a hundred square ( <a href="http://www.firstschoolyears.co.uk">www.firstschoolyears.co.uk</a> )	100 square worksheet	Written task	
<b>B</b>	Using a blank 100 square, learners to race to be the first to colour in appropriate squares when teacher calls numbers at random.	100 square worksheet	Written task	
<b>C</b>	Count number of cars travelling past in three minutes as part of a traffic survey. Write as a tally chart and convert to a frequency table.	Flashcards.	Written task	
<b>D</b>	Reinforce number bonds to ten and twenty with flashcard memory games, dominoes, internet games: <a href="http://www.primarygames.co.uk/ghostb2/gb2res.html">http://www.primarygames.co.uk/ghostb2/gb2res.html</a>	Dominoes, flashcards.	Practical	
<b>E</b>	Play card game – similar to 'Fish' but learners have to pair numbers that add to twenty to get rid of cards.	Card deck	Practical	
<b>F</b>	Find five different ways of making a pound from small change. ( <a href="http://www.teachingmoney.co.uk">www.teachingmoney.co.uk</a> )	Coins, record answers on paper.	Practical & written task	
<b>G</b>	Calculate the cheapest items for the cafe and change from one pound for a variety of objects (field trip to Kwik Save).	Shopping list	Practical & written task	
<b>H</b>	Play Pontoon (winner is person to get closest to 21). Record cards used and total.	Card deck	Practical	
<b>I</b>	<b>Additional Tasks:</b>			
<b>COUNTING (TWOS)</b>				
<b>J</b>	Mark off increments of two on a sheet or using the paint option on a computer displayed number square. Identify the pattern that is evident from these numbers. Use to answer whether numbers called at random are multiples of two. Record which numbers the two times table ends on.	Worksheets	Written task, Q&A	
<b>K</b>	Divide up objects, coins, etc into equal piles. Record whether amounts are even or odd.	Coins, sweets.	Practical demo, written task	
<b>L</b>	Removing the picture cards, shuffle a deck of cards and throw them down shouting out odd and even as they fall. Increase speed with practise.	Card deck	Oral	
<b>M</b>	Practise shooting even numbered ghosts with <a href="http://www.primarygames.co.uk/pg2/ghost2/ghosteven.html">http://www.primarygames.co.uk/pg2/ghost2/ghosteven.html</a>			
<b>N</b>	Separate 2p coins into 50p intervals for money bags for till.	2p coins. Moneybags	Practical	
<b>O</b>	<b>Additional Tasks:</b>			

*\* Please note that not all the tasks listed above are included in this resource pack. Some links (to children's games) may not be suitable for your adult learners.*

Name:				
Task:	Resources	Assessment	Student can do this: C = Confidently E = With encouragement H = Needs help.	
<b>COUNTING (TENS)</b>				
<b>P</b>	Mark off increments of ten on a 100 square.	100 square worksheet	Written task	
<b>Q</b>	Work through worksheet, adding ten to numbers and writing new numbers. Identify and record pattern.	100 square worksheet	Written task	
<b>R</b>	Complete function machine worksheet, adding ones and tens to numbers up to 1000.	Flashcards.	Written task	
<b>S</b>	Separate 10p pieces into £2 moneybags for a till.	Coins, moneybags	Practical. Written.	
<b>T</b>	<b>Additional Tasks:</b>			
<b>SIMPLE ADDITION PRACTICE</b>				
<b>U</b>	Identify mistaken till receipts and amount till is down by.	Faulty cafe receipts.	Written task.	
<b>V</b>	Order items using café receipts and add up bill.	Café receipts	Written task.	
<b>W</b>	Practise column addition using worksheets.	Worksheet	Written task.	
<b>X</b>	<b>Additional Tasks:</b>			

*\* Please note that not all the tasks listed above are included in this resource pack  
Some links (to children's games) may not be suitable for your adult learners.*

## A - Counting

Some of the numbers in these squares are missing.

**Fill in the gaps.**

1		3	4	5		7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26		28	29	30
31	32	33		35	36	37	38	39	40
41	42	43	44	45	46		48	49	50
51	52		54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76		78	79	80
	82	83	84	85	86	87	88	89	90
91	92	93		95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13		15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	
	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46		48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77		79	80
81	82		84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15		17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38		40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61		63	64	65	66	67	68	69	70
71	72	73	74	75	76		78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

1	2	3	4	5		7	8	9	10
11		13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28		30
31	32	33	34	35	36	37	38	39	40
	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56		58	59	60
61	62	63	64	65	66	67	68	69	70
71		73	74	75	76	77	78		80
81	82	83	84	85	86	87	88	89	90
91	92	93		95	96	97	98	99	100





## C –Traffic tally

Now fill in the following tally chart to count how many vehicles go past \_\_\_\_\_ (*insert your street name / building here*) in five minutes.

The tally could be used to persuade a local council to put in pedestrian bridges or more railings to help keep children and animals safe from traffic.

Name:		Date:	
Tally		Total no. sighted:	
Vehicles			
Cycles			
People			
Total number of vehicles			

## D – Number bonds

Sometimes adding and subtracting can take a long time to do. Some people can just do this in their heads. They don't even seem to have had to add the numbers, they just know the answers.

You can be this quick too. The truth is that the people who add quickly **don't** add the numbers but they **do** know the answers quickly.

To do this you need to memorise **number bonds** to ten and twenty. These are all the pairs of numbers that add up to ten and twenty.

Cut out the **BLUE** cards on the next page, and fold them along the dotted lines. (This will make sure that as the cards have another layer of paper, the number won't show through underneath.)

Ask your teacher to laminate them (give them a plastic coating to make them hard and waterproof), and practise matching the cards that add up to ten as quickly as you can.

When you get really fast and don't have to think about your answers, turn the cards upside down and shuffle them. See if you can memorise which card was where and match them.

When you think you're ready, cut out the **GREEN** cards too and make bonds to 20 in the same way.

### More games...

#### Pontoon

Have you ever played Pontoon? Have your teacher show you how to play with a deck of cards. You can play against another learner, or against the teacher if you like. Best of ten games wins.

#### Fish

Play fish, but instead of finding groups of four, you have to find pairs that add to twenty to lose your cards.

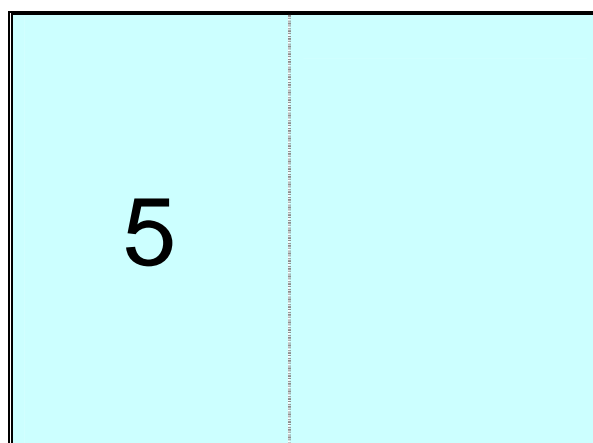
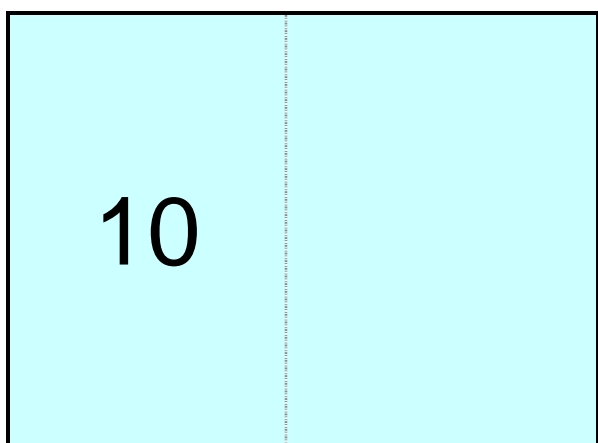
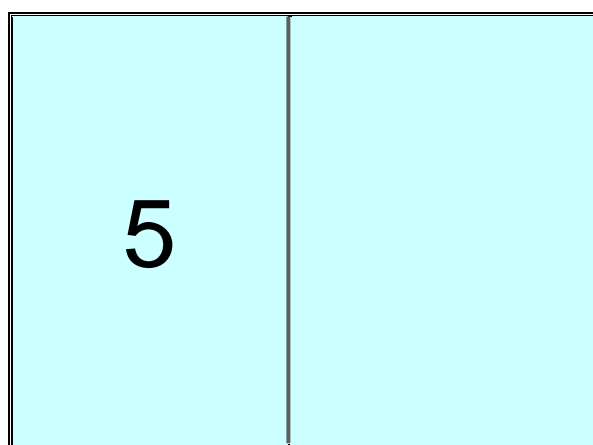
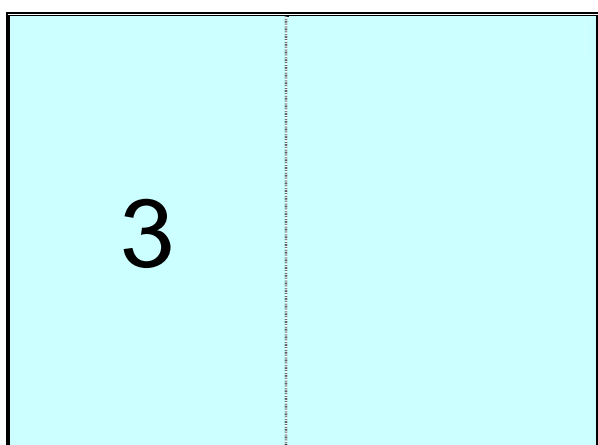
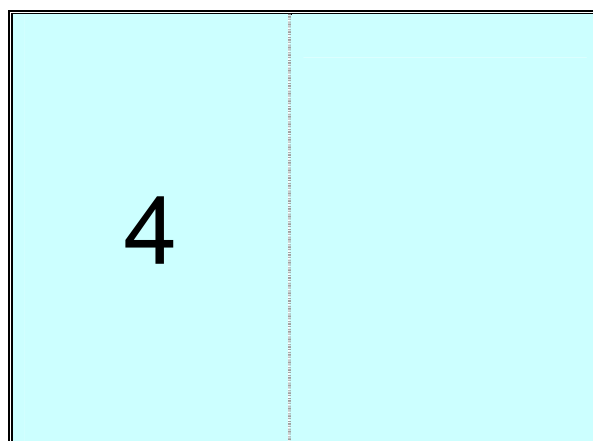
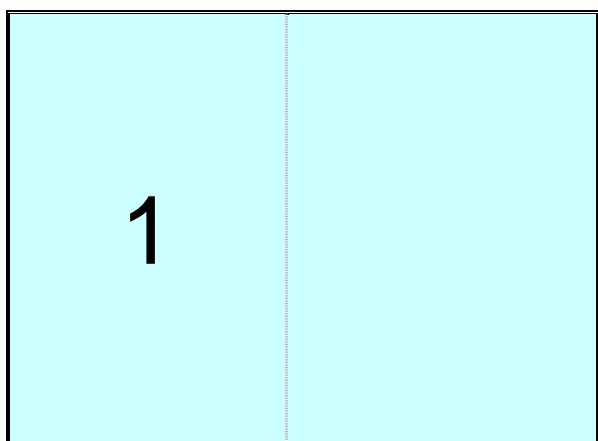
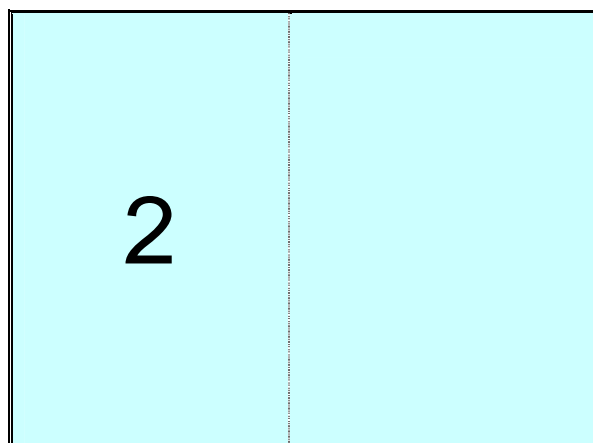
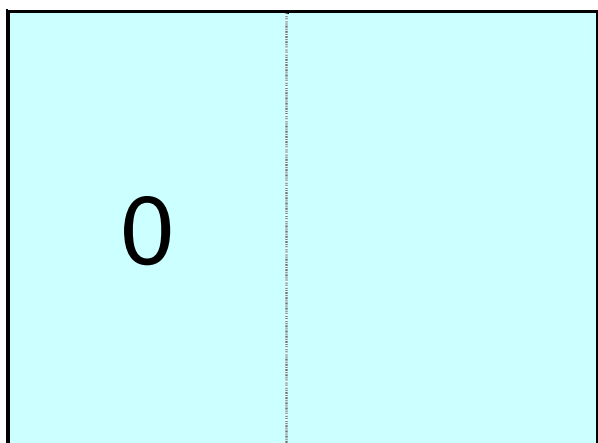
#### Dominoes

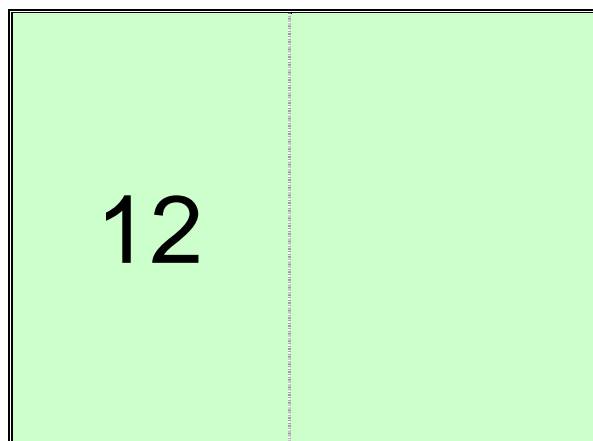
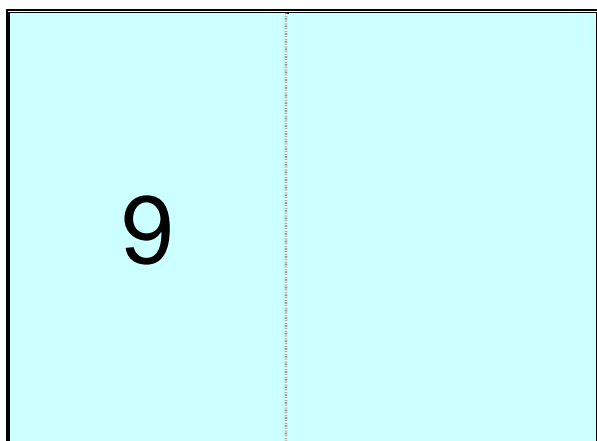
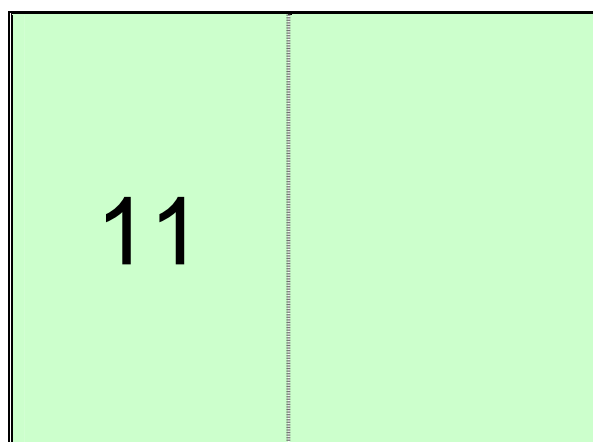
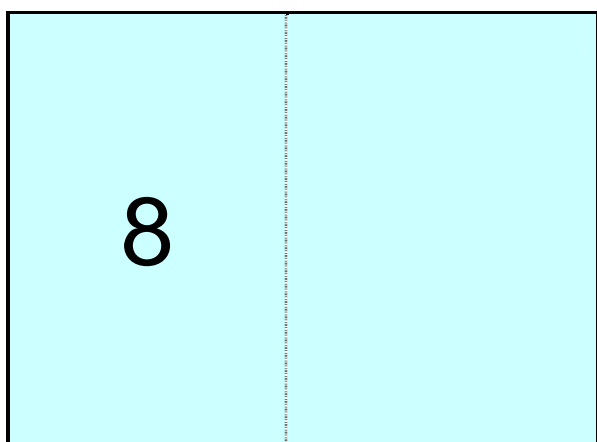
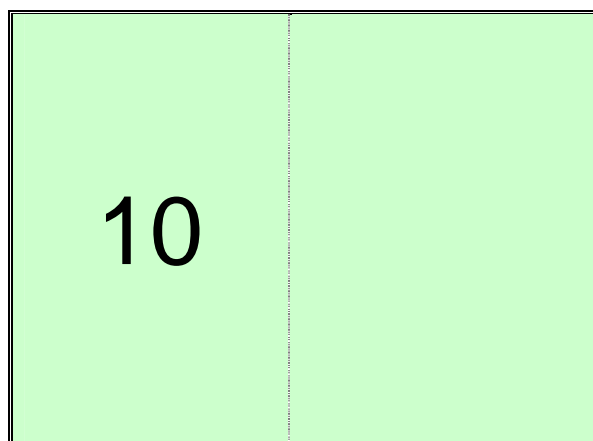
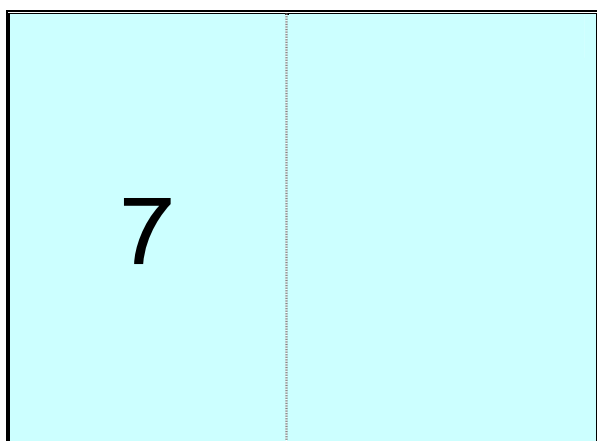
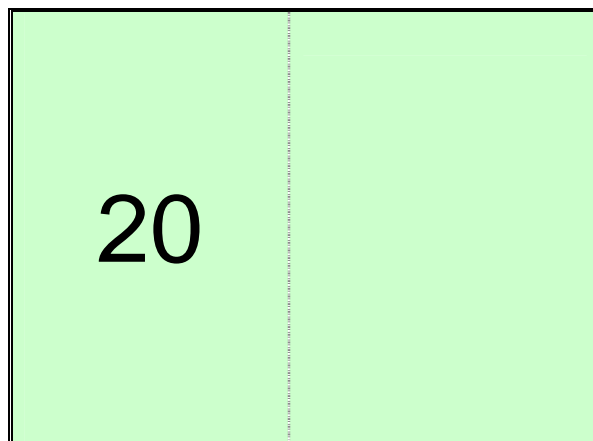
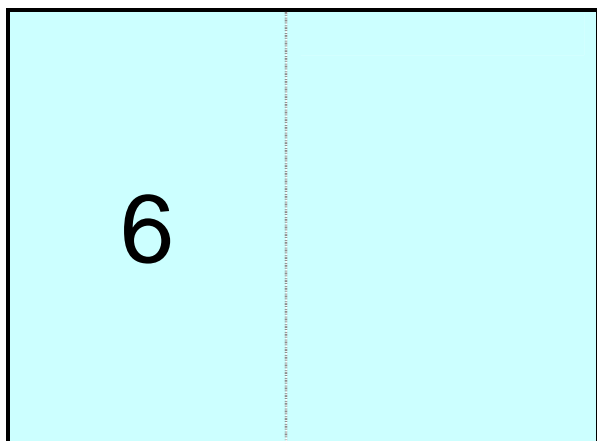
Ask your teacher for her Number Bonds 20 dominoes.

#### Internet

Log onto the following site:

<http://www.primarygames.co.uk/ghostb2/gb2res.html>





13

17

14

18

15

19

16

## F – Field trip

You will visit \_\_\_\_\_ (insert supermarket) for this exercise. Find the cheapest and most expensive products for each of these everyday items.

**Fill in the table below with your results.**

Item:	Lowest price:			Highest price:				
	Brand name:	Cost: £ p		Change from £1	Brand name:	Cost: £ p		Change from £1
<i>Eg: bread loaf</i>	<i>Malty Shovel</i>	<i>0</i>	<i>79</i>		<i>Atkinsons</i>	<i>0</i>	<i>98</i>	
Bread loaf								
Pack tomatoes								
Milk (4 litres)								
Butter / Margarine								
Tin of Tuna								
Large block of cheese								
Baked potatoes x 4								

## J – Even numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start at the number 2, and colour each number that is two more than this until the grid is finished.

Can you see any pattern?

.....  
.....

Each number that is coloured in should end in one of five numbers. What are they?

.....  
.....

## Recognising odd and even numbers

Odd and even numbers keep to a pattern when they are added together.

**even number + even number = even number**

**odd number + odd number = even number**

**odd number + even number = odd number**

**even number + odd number = odd number**

Using the information above, guess at whether these sums will be odd or even, and then solve them to check:

<i>Example:</i> $1+3=4$  <i>EVEN</i>	a) $4+7=$	b) $3+6=$	c) $4+11=$
d) $3+2=$	e) $5+9=$	f) $8+7=$	g) $7+5=$
h) $5+13=$	i) $7+2=$	j) $15+8=$	k) $3+6=$
l) $15+7=$	m) $4+8=$	n) $5+2=$	o) $4+3=$
p) $5+6=$	q) $7+9=$	r) $9+4=$	s) $7+3=$

## L, M - Extra practice

### Cards

Take a deck of cards. Remove picture cards and shuffle well. Throw the cards down, shouting ODD and EVEN as they fall. Time yourself and record the score.

Try to repeat this, so that you get faster and faster at recognising odd and even numbers.

### Speed Speak

Play against another learner or the teacher. The other person shouts out any random number up to 100, and you have to answer ODD or EVEN as quickly as you can.

### Computer

Enter the following address into the address bar of Internet Explorer, and press the (ENTER) key:

<http://www.primarygames.co.uk/pg2/ghost2/ghosteven.html>

Shoot as many evenly numbered ghosts as you can to get 50 points in as little time as possible. Each evenly numbered ghost will give you one point for each time you shoot it. Try to shoot as quickly as you can, so that you can make more points from one ghost.

Shoot carefully - each oddly numbered ghost that you hit will knock you back ten points!

## P – Counting in tens

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start at the number 10, and colour each number that is ten more than this until the grid is finished.

Can you see any pattern?

.....  
.....

Each number that is coloured in should end in the same digit. What is it?

.....  
.....

## Complete the following addition sums

$1+10=$	$2+10=$	$3+10=$	$4+10=$	$5+10=$
---------	---------	---------	---------	---------

$13+10=$	$14+10=$	$15+10=$	$16+10=$	$17+10=$
----------	----------	----------	----------	----------

$62+10=$	$63+10=$	$64+10=$	$65+10=$	$66+10=$
----------	----------	----------	----------	----------

$32+10=$	$42+10=$	$52+10=$	$62+10=$	$72+10=$
----------	----------	----------	----------	----------

For each number that you add ten to, there's a simple rule.

You have already learnt that:

	<b>TENS</b>		<b>UNITS</b>
63 means	60	+	3
55 means	50	+	5
42 means	40	+	2

So each time you have to add ten, find the tens column and add one more ten.

Practise and discuss this with your teacher.