

Year 1 - Mathematics - Learn from home timetable

Big Idea Concept: Skip Counting

Australian Curriculum Connection:

M-NA1.1 Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero.
 M-NP1.7 Investigate and describe number patterns formed by skip counting and patterns with objects.

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency Practice Activity – Rhythmic Counting 1.Students practice rhythmic counting by using body percussions. Students count 1, 2 , 3, 4 , 5, 6 , 7, 8 , 9 The bold numbers are emphasised as students tap their knee and then clap their hands.  2.Repeat with the counting pattern 5 and 10.	Fluency Practice Activity – Skip Counting 1.Students sit with at least one other person and skip count turn. Ensure student both follows the count from another person starting and leads the count by starting. Begin counting by twos by putting both arms forward as each person says their number in sequence (2, 4, 6, 8, 10, 12 ... 20). 2. Then count in 5's, student counts in fives by holding up their hands and wiggling their fingers as each person says their number in sequence around the circle (5, 10, 15, 20 ... 50). 3. Then count in tens by holding up both their hands and wiggling their fingers as each person says their number in sequence around the circle (10, 20, 30, 40 ... 100).	Fluency Practice Activity – Number Trail 1.On the driveway or similar long piece ground. Draw or place the numbers 1 – 20 in a line to form a number track.  2.As the student to step forwards and backwards along the number track, saying the numbers as they step/jump on them. Note: for safety the numbers may need spaces between them so that the student does not slip. 3.Give the student a bucket of counters/pebbles/buttons and ask them to skip count in 2's and put a counter on every second number. 4.Read aloud the counting pattern create (2,4,6,8,10.....) 5.Student hops along the number track, landing beside only the numbers with counters and counting out loud as they go. 6.Ask student to hop backwards and count down in two's from 20. 7.Ask student to hop along the number track landing beside the numbers without a counter and read the counting pattern out loud (1,3,5,7,9,11). 8.Repeat with the 5 and 10's counting pattern.	Fluency Practice Activity – Skip counting around the clock. 1. Familiarise student with an analogue clock. Discuss the face of the clock. The short hand counts the hours in ones – demonstrate by moving the short hand and counting 1 o'clock, 2 o'clock , etc all the way to 12 o'clock.  2. Ask the student if they know the job of the long hand. The long hand counts the minutes, but does it count the minutes in ones? Minutes are counted in 5's, so when the long hand is on the one it's five past the hour, when it's on the two its 10 past the hour all the way round to when it's on the 12 it's 60 minutes past the hour and that means, the short hand moves onto the next hour. 3. Ask the student to start at the 12 (the new hour) and skip count the minutes around the clock in fives. The focus for this activity is to count in 5's, not telling the time. If you don't have an analogue clock, one can be made using a paper plate, two strips of cardboard and a pin of some	Fluency Practice Activity – Counting in 10's forwards and backwards. Choose any three of the previous activities and count forwards and backwards in 10's. How might you do this on the clock? (Move the long hand in 10 minute increments rather than 5 minute increments)

description to allow the strips to rotate around the clock.

Vocabulary in Mathematics

Counting forwards, counting backwards, skip count in 2's. skip count in 5's, skip count in 10's, the number before, the number after, number pattern, number names to 120, counting sequence to 120

Conceptual Development

1. Extend skip counting in 2's beyond 20 using the rhythmic counting.
2. Skip count in 2's starting at larger numbers and odd numbers e.g. 32, 34, 36, 38 52 and 53, 55, 57,75
And 112, 114, 116 ...132.

Take note how the student counts across from 118 – 120. Some students find it hard to make this transition from the teen numbers to the twenty's

Note: a hundreds board (see below) may need to be used to assist the student to identify the beginning numbers and to skip count by identifying the numbers.

3. With the assistance of a hundreds board, ask the child to skip count backwards using the larger numbers.

Learning Journal

Please record how your child went transitioning from the teens to the twenty's both at 19 – 20 and 119 – 120.

Conceptual Development

1. Using the hundreds board ask the student to colour in the numbers 5, 10, 15, 20 in one colour. Ask them can they identify the skip counting pattern – Count the pattern through all the way to 200 using the numbers board. (They can fill in the blank numbers for counting on past 150)

2. Using a different colour ask the student to colour in skip counting in 5's from 42, e.g. 42, 47, 52, 57 all the way to 97. Ask them to count through the numbers. Ask them what do they notice about the pattern of numbers?

3. Using the numbers board count these sequences backwards.

Learning Journal

Glue your hundreds board with your coloured patterns into your learning journal.

Conceptual Development

1. Ask student to skip count in 10's, starting from 0 through to 150 without the hundreds board.
2. Looking at the hundreds board ask the student if they can identify the 10's pattern. Ask them to look at the board again and see if they can see any other 10's counting pattern. (This would be any of the rows going down.)

2. Using the hundred board, ask students to skip count in 10s forwards and backwards starting from any number.

Learning Journal

Paste your hundreds board into your learning journal and write a

Conceptual Development

Investigation: Picture Puzzles: Ask students to draw a picture to solve a problem these problems.

1. Five cats sitting on the fence. How many ears?
2. Six children running up the hill. How many legs?
3. Two cows eating grass. How many legs?

Learning Journal

Can you make a puzzle of your own for 5's and 10's? Write about your puzzle in your journal.

Conceptual Development Challenge: Which is quicker?



1. Which is quicker, counting up to 30 in ones or counting up to 300 in tens? Why?

2. Which is quicker, counting up to 20 in ones or counting up to 140 in sevens? Why?

Maybe you could work on this with a partner! When you have timed yourselves and decided about the reasons for your results, can you invent some other examples for yourselves. You could predict which was going to be quicker and then try them out to test your prediction. Record your thinking, working or reasons in your learning journal.

Learning Journal

See challenge above.

		sentence about skip 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

