## **2nd Class *Maths and Me* Maths Equipment Overview**

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| **Unit 1:****Numbers to 100**  | Manipulatives for counting, such as bears, links, cubes, counters and lollipop sticks 1. Counting aids, such as 100 squares or number lines

Large container per group 1. Place value counters
2. Place value arrow cards

0–9 spinner Open number line 1. The children’s own books
2. A variety of print materials, such as newspapers, magazines and brochures

Unit 1 Maths Language Cards |
| **Unit 2:****Addition and Subtraction 1** | Manipulatives for counting, such as bears, links, cubes, counters and lollipop sticks 1. Counting aids, such as 100 squares or number lines
2. Open number line
3. 0−9 spinner, playing cards, or digital/online random number picker
4. Sticky notes of two different colours

Ten frames and counters Interlocking cubes Number shapes Place value materials such as place value counters and base ten blocks 1. Unit 2 Maths Language Cards
2. PCMs 5, 6
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| **Unit 3:****Fractions** | Squares (e.g. pre-cut paper squares, squares made from modelling materials) or PCM 7: Squares 1. Scissors (for cutting out shapes)
2. Classroom resources suitable for demonstrating fractions
3. Selection of 2-D or 3-D shapes that can be traced around (e.g. attribute blocks or tangrams) or shape templates/stencils
4. Drinking/construction straws
5. Paper squares, rectangles and circles (e.g. coffee filter papers)
6. Pieces of ribbon, string and wool
7. Clothes pegs
8. Play dough
9. Interlocking cubes, or links for making a chain
10. Small mirrors
11. Tracing paper or baking parchment

CountersTwo or four small containers (e.g. fast-food cartons) per pair Lollipop sticks or matchsticks PCMs 7, 8, 9, 10 |
| **Unit 4:****Data 1** | 1–6 spinner or dice ScissorsGlue PCM 13  |
| **Unit 5:****Time 1** | Scissors 1. Glue
2. Variety of timers (digital stopwatch or watch with timer, mobile phone, tablet, laptop, internet)
3. Analogue watch/clock with a second hand
4. Sand timer
5. Variety of calendar types
6. Teaching clocks (preferably geared, i.e. the hour hand moves when the minute hand moves)
7. Online clocks
8. PCMs 15, 18, 20
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| **Unit 6:****Shape** | 2-D and 3-D equipment, including wooden building blocks, magnetic blocks, polydrons, tangrams, pattern blocks, geostrips, K’NEX, found materials from classroom/home, etc. 1. Commercial equipment (if available): interlocking strips (e.g. AngLegs or geostrips); geoboards with elastic bands, construction straws, etc.
2. Non-commercial equipment, e.g. art straws, drinking straws, wool/thread, pieces of uncooked spaghetti, of various lengths; poster tack, plasticine or play dough
3. Scissors
4. Squared paper

2-D shapes Boxes, trays or hoops for sorting1. Paper squares (five or six per pair)
2. Resources for combining and partitioning as part of shape stations
3. 3-D shapes

Straws, matchsticks and/or pieces of uncooked spaghetti Modelling material, such as clay, play dough or plasticine Blank cards (optional)PCMs 24, 25 |
| **Unit 7:****Numbers to 200** | Any available countable resources, such as jigsaw puzzle pieces, uninflated balloons, marbles, buttons, elastic bands, drinking straws, lollipop sticks, disposable cutlery, metal washers, craft supplies (e.g. pipe cleaners, small pompoms, beads, art sequins, googly eyes), pieces of pasta, pegs, counters, links, paper clips, paper fasteners, etc. 1. Counting aids, such as 100 squares, 200 squares, number lines, numeral rolls, measuring tapes or metre sticks
2. Large empty container per group
3. Base ten blocks (or Base Ten Blocks manipulative printable)
4. Base ten money (i.e. €1, €10 and €100 denominations)
5. Place value counters
6. Place value arrow cards

0–9 spinner 1. Selection of toy catalogues, brochures and flyers
2. Children’s own books
3. Various print materials, such as newspapers, magazines and brochures
4. PCM 26
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| **Unit 8:**  **Addition and Subtraction 2** | Countable resources such as interlocking cubes, place value grids, base ten blocksCounting aids such as 100 squares and number linesOpen number line |
| **Unit 9:**  **Location and Transformation** | Lots of cubes and cuboids, both connecting (interlocking cubes, magnetic blocks, polydrons, megablocks, etc.) and not connecting (base ten blocks, wooden building blocks and number rods)3-D shapes and 2-D shapes (both symmetrical and non-symmetrical)CountersProgrammable bot toys (e.g. Bee-Bots) and bot matsTeaching clocksGeoboards and elastic bandsGeometric solidsPentominoes, tangrams, pattern blocks, and any other available 2-D shapes (both tessellating and non-tessellating)Pegboards and pegsScissorsRulersSticky tapeMarkersPaint and paintbrushesPlastic mirrors (one per pair)PCMs 29, 30, 31, 33, 34 |
| **Unit 10:**  **Measuring 1** | Resources whose lengths are multiples of whole centimetres, such as interlocking cubes, links, ten rod from base ten blocks or number rods, tangram triangles, trapezium and hexagon from pattern blocksChildren’s own lunchboxes Classroom items that can be measuredMetre rulers, metre-long measuring tapes, other items that are exactly 1 metre in length Centimetre rulersA4 sheets of paperSticky tapeScissorsPCM 35 |
| **Unit 11:**  **Patterns** | Interlocking cubes, counters any other available classroom resources that could be used to create patterns, such as pegs and pegboards, beads, dominoes, links, attribute bears, pattern blocks, 2-D and 3-D shapes, buttons, and objects from natureScissorsTracing paper100 SquaresNumber shapesTen framesPCM 37 |
| **Unit 12:**  **Addition and Subtraction 3** | Countable resources such as interlocking cubes, place value grids, place value counters, and base ten blocksCounting aids such as 100 squares, ten frames and open number linesNumber shapesPlace value arrow cards |
| **Unit 13:**  **Measuring 2** | Clothes hanger balance (i.e. wooden clothes hanger and two identical bags with handles), per groupVarious objects to weigh and to use as uniform non-standard units Bucket/pan balances Weights and/or supermarket items that are 1 kilogram, a half kilogram and a quarter kilogram in weight, labelledMultiple identical maths books and maths copiesA selection of different booksWater tray/tough trayVarious types of containers of different sizes and capacities, including containers of different shapes, but the same capacity, (e.g. plastic cups, bottles, bowls, jugs, small measuring cups)Multiple cups of uniform size and shapeContainers that have a capacity of 1 litre, a half litre and a quarter litreScoopsFunnels Paper strawsAny available resources for modeling, such as cubes, number lines, 100 squares, base ten blocks and place value gridsPCMs 38, 39, 40 |
| **Unit 14:**  **Time 2** | Teaching clocks, preferably geared (i.e. the hour hand moves when the minute hand moves)Online clocksOpen number lines on the MWB’s to create ‘time number lines’Selection of timetablesPCM 41 |
| **Unit 15:**  **Money** | Counting aids such as 100 square, number line, cubes, base ten blocks, etc.Play money (coins and notes)Materials for class market stallsCloth bagPCMs 44, 45, 46 |
| **Unit 16: Data 2** | Any available block-like resources, such as interlocking cubes, wooden blocks, building blocks.Any required equipment for chosen gamesSchool’s own digital devices (optional)  |
| **Unit 17:**  **Measuring 3** | Any available resources of uniform shape and size, such as index cards, books, readers, dominoes, sticky notes, envelopes, pages, sheets of paper and paper platesResources to make a square metre (e.g. chalk, non-permanent markers, masking/insulating tape, large pieces of chart paper/wallpaper/newspaper/cardboard, sticky tape, fabric)CopiesBase ten blocks (hundreds/flats)Playing cardsSquares, such as square tiles\*, squares from pattern blocks, tangram pieces, interlocking cubes, base ten blocks (ones and hundreds) (cubes), square sticky notesA copy of the same book (for each child)Metre rulers Measuring tapes *\* Square foam/plastic tiles from an educational supplier are ideal for measuring area in square units.*  |
| **Unit 18:**  **Numbers Sentences** | Interlocking cubes or any other available classroom resources of which there are multiples of the same object (same shape and mass, but different colours) that could be used on the balance (e.g. spools, marbles, etc.) Commercial balance scales\*Cloakroom tickets or numbers written on pieces of paper (duplicated at least twice)Classroom materials for modeling word problemsOpen number linesSmall sticky notesPCMs 50, 51*\*A pan or bucket balance is ideal for this. While a number balance can also be quite useful for addition, is not as useful to demonstrate subtraction. The number balance is also more abstract and less visual than cubes on a pan/bucket balance.* |
| **Unit 19:**  **Addition and Subtraction 4** | Countable resources, such as base tens blocks and place value counters Groupable base ten materials that can be physically composed and decomposed (e.g. interlocking cubes and bundles of lollipop sticks)Counting aids, such as 100 squares, number lines and place value gridsA sheet of card or paper |