Discussion Problems
Step 1: Count in 10s

National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens
Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

About this resource:

As this resource is aimed at Year 1, we recommend that an adult reads the problem to children who cannot yet access it for themselves.

This resource has been designed for pupils who understand the concepts within this step. It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More Year 1 Multiplication and Division resources.

Did you like this resource? Don't forget to review it on our website.

Count in 10s

1. How many ways can you order the numbers below?

zero

90   70

one hundred

forty

30   sixty

10

twenty

eighty

50

DP

2. Count on in in tens from…

0									100

1									

2									

3									

What could you use to help you work out the answers?
What is the same in each set of numbers?
What is different in each set of numbers?

DP

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Discussion Problems – Count in 10s – Year 1

Count in 10s

1. How many ways can you order the numbers below?

Various answers, for example:

zero, 10, twenty, 30, forty, 50, sixty, 70, eighty, 90, one hundred (numbers in ascending order)

one hundred, 90, eighty, 70, sixty, 50, forty, 30, twenty, 10, zero (numbers in descending order)

twenty, forty, sixty, eighty, one hundred (numbers with an even tens digit in ascending order)

90, 80, 70, 50, 30, 10 (numbers with an odd tens digit in ascending order)

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2. Count on in in tens from…

0	10	20	30	40	50	60	70	80	90	100
1	11	21	31	41	51	61	71	81	91	101
2	12	22	32	42	52	62	72	82	92	102
3	13	23	33	43	53	63	73	83	93	103

What could you use to help you work out the answers?
Various answers, for example: Numicon, 100 square, cubes.

What is the same in each set of numbers?
Various answers, for example: The ones digit stays remains the same for each set of numbers and the numbers are always getting bigger.

What is different in each set of numbers?
Various answers, for example: Each set starts with a different number and no number has the same tens digit within each set of numbers.

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Discussion Problems – Count in 10s ANSWERS