



1. Count and write numbers to 20

· read and write numbers from 1 to 20 in numerals and words.

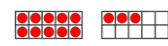
Fluency:

What numbers are represented?



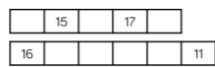
Can you represent the number....?

What number is shown here?



Use ten frames to show... twelve / 17 / nine / 15

What number is shown here?



2. Numbers from 11 to 20

· count, read & write numbers to 100 in numerals; count in multiples of twos, fives and tens

Fluency:

Complete the table:

Natural	Representation
17	
13	

Problem solving

Use two sets of number cards.

1 set with numerals 1 – 20

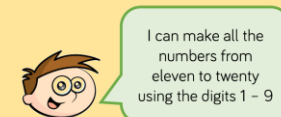
1 set with words 1 – 20

Play in groups of 3 or 4

Take it in turns to pick a numeral card and a word card. Say the number on each card out loud. If they match you win the pair, if they don't you put them back.

Reasoning:

Teddy says,

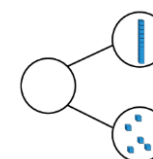
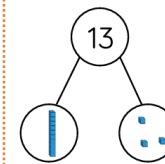


Do you agree?
Explain your answer.

3. Tens and Ones

· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:



Use counters to fill in the ten frames to show 14:



14 has ___ tens and ___ ones

Problem solving:



I am going to count to 20
I will start at 8

Will Mr Smith say 11?

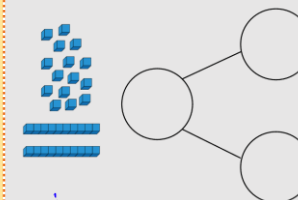
Reasoning:

11 12 13 14
15 16 17 18

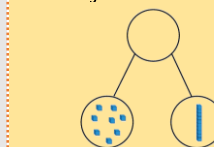
Circle the odd one out.
Explain why.

Problem solving

How many ways can you use the part-whole model to show numbers up to 20?



Reasoning:



There are 8 tens and 1 one.

Explain her mistake.
What is her number?



· Count within 100, forwards and backwards, starting with any number



· Compose numbers to 10 from 2 parts and partition numbers to 10 into parts

4. Count one more and one less

· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Draw one more and one less than these:



Draw one more and one less than these:



Draw one more and one less than these:



Problem solving

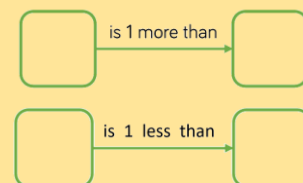
How old is Mo? How old is his sister?



I am one year older than my sister.
My sister is one year older than my brother.
My brother is 13

Reasoning:

Use the number cards 11 to 20.
How many different ways can you fill the boxes?



5. Compare groups of objects

· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Which is greater?



By how much?

Use 'less than', 'greater than', or 'equal to' to complete the sentences.



Problem solving

Which is the odd one out?



Reasoning:

How many books can go in the empty box?



Least Most

How many possibilities can you find?



· Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =



6. Compare numbers

· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Circle the greatest number.

- Twelve Twenty
- 8 17

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

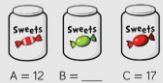


Complete the statements.

14 9
19 20
13 < _____

Problem solving:

Dora has three jars of sweets.



She says:

A has the least sweets.
C has the most sweets.

How many sweets could be in B?

Reasoning:

Fill in the gaps.

_____ is more than 15 but less than 20.
_____ is less than eighteen but more than twelve.

What numbers could go in the gaps. Explain your answer.

7. Order groups of objects

· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Order the numbers of crayons from smallest to greatest.



Use cubes to make these numbers and then order them from greatest to smallest.

19 3 14

Draw counters in each box to make the increasing pattern correct.



Problem solving:

All of the eggs are placed into baskets.

How many different ways can you make it correct?



Reasoning:

Alex orders the groups of objects from smallest to greatest.



Teddy says,

This is the incorrect order because there are more apples than chew bars.

Do you agree with Teddy?

Has Alex done anything else wrong?

8. Order numbers

· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Order the numbers from greatest to smallest.

13 18 15

Three children were playing basketball. The scoreboard shows how many hoops they scores each. The winner is the child who scores the most hoops.

Eva: 9
Jack: 16
Tommy: 13

Place the children in 1st, 2nd and 3rd

Place the children in 1st, 2nd and 3rd

Order the numbers from greatest to smallest:

- 12, 5, 7
- 20, 17, 11

Problem solving:

Complete the image and match the numerals to the correct picture.



Order the numbers in each group from smallest to largest.

Reasoning:

Mr Monaghan says,



My number is greater than 8 but less than 15

What could his number be?

Vocabulary

compare	to look at the difference between quantities or numbers
equal	the same as
greater than	bigger, adding on
least	the smallest amount
less than	smaller, subtracting
more	bigger, adding on
most	the greatest amount
part -whole	a way of representing the relationship between a 'whole' and its component parts.