



1. Making 10s to count objects to 100

· Read and write numbers to at least 100 in numerals and in words

Fluency:

How many straws are there?



How many straws are there?



Which were easier to count?

How many counters are there?



How do you know?

Make each number in three different ways.

35	41	22	50
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Problem solving:

Here are 27 straws.



What does the 2 in 27 show?

What does the 7 in 27 show?

Reasoning:



There are 43 straws.

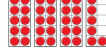
What mistake has Tiny made?

2. Recognising 10s and 1s

· Read and write numbers to at least 100 in numerals and in words

Fluency:

What number is shown?



There are ____ tens and ____ ones.

The number is ____

What number is shown?



What is the same? What is different?

How many crayons are there?



How did you count them?

How many sweets are there?



How did you count them?

Reasoning and Problem solving:

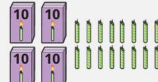
There are 32 sweets in total.



How many sweets are covered up?

Will all the sweets be in a bag?

How many candles are there?



How did you count them?

3. Place Value Charts

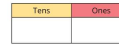
· Recognise the place value of each digit in a 2-digit number (tens, ones)

Fluency:

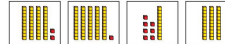
What number is shown?



Draw the base 10 in the place value chart.



Sam has made some numbers using base 10



Draw the base 10 in a place value chart to show each number.

How does the place value chart match the base 10?

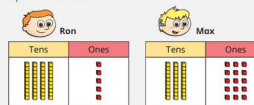


Write digits in a place value chart to show each number.



Problem solving:

Ron and Max have each made a number in a place value chart.

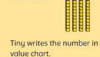


Is the statement true or false?

Ron and Max have made the same number.

Reasoning:

Tiny uses base 10 to make a number.



Tiny writes the number in a place value chart.



Explain the mistake that Tiny has made.



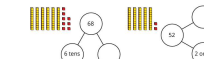
4. Partitioning numbers to 100

· Recognise the place value of each digit in a 2-digit number (tens, ones)

Draw base 10 to complete the part-whole models.



Complete the part-whole models to match the base 10



How does the part-whole model match the base 10?



Use a part-whole model to partition each number into tens and ones.



Problem solving:



The whole is 47

What mistake has Tiny made?

Reasoning:



What is the missing part? How do you know?

· Recognise the place value of each digit in 2-digit numbers, compose and decompose 2-digit numbers using standard and nonstandard partitioning

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5. Writing numbers to 100 in words

· Read and write numbers to at least 100 in numerals and in words

Fluency:

Complete the table.

Base 10	Numerals	Words
		ten
	20	

What would come next?

Continue the pattern to 100

Complete the part-whole models and write the numbers in words.

The first one has been done for you.



6. Flexible partitioning

· Recognise the place value of each digit in a 2-digit number (tens, ones)

Fluency:

Draw base 10 to complete the part-whole models.



What is the same about the part-whole models? What is different?

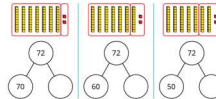
Complete the sentences to describe 45

45 can be partitioned into 40 and ____

45 can also be partitioned into ____ and 15

Can you partition 45 in any other ways?

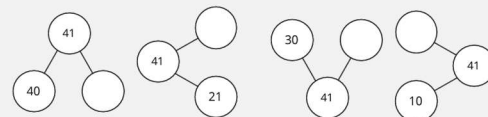
Complete the part-whole models to match the base 10



Reasoning and Problem solving:

Complete the part-whole models to partition 41 in four different ways.

What patterns can you see?



Problem solving:



In words, this is ten-seven.

Do you agree with Mo?

Reasoning:

Kim is counting.



Explain the mistake that Kim has made.

· Recognise the place value of each digit in 2-digit numbers, compose and decompose 2-digit numbers using standard and nonstandard partitioning

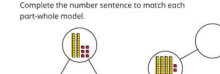
· Recognise the place value of each digit in 2-digit numbers, compose and decompose 2-digit numbers using standard and nonstandard partitioning

7. Expanded form – numbers to 100

· Recognise the place value of each digit in a 2-digit number (tens, ones)

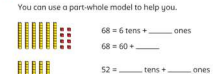
Fluency:

Draw base 10 to complete the part-whole models.

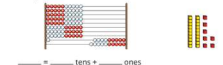


Complete the number sentences to partition each number. You can use a part-whole model to help you.

Complete the number sentences to partition each number.

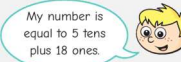


Complete the number sentences to describe each number.



Problem solving:

Max is thinking of a number.



What is Max's number?

Reasoning:



Explain the mistake that Jo has made.

What is the missing number?

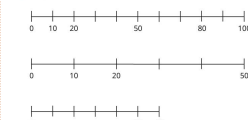
· Recognise the place value of each digit in 2-digit numbers, compose and decompose 2-digit numbers using standard and nonstandard partitioning

8. 10s on the number line

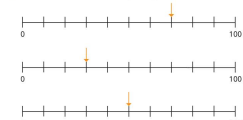
· Identify, represent and estimate numbers using different representations, including the number line

Fluency:

Complete the number lines.

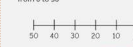


What numbers are the arrows pointing to?



Problem solving:

Tiny has drawn a number line from 0 to 50



I can use this number line to count backwards!



Explain the mistake that Tiny has made.

Draw a number line from 0 to 50

How can you use the number line to count backwards?

Reasoning:



The arrows are pointing to the same number.

That can't be true – they are in different places.

Who is correct?

Talk about it with a partner.

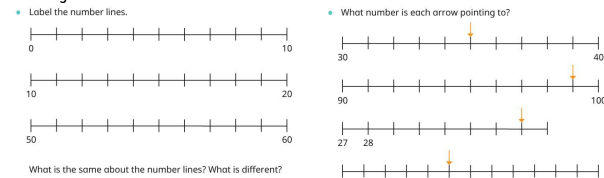
· Reason about the location of any 2-digit number in the linear number system, including identifying the previous and next multiple of 10.



9. 10s and 1s on the number line

Identify, represent and estimate numbers using different representations, including the number line

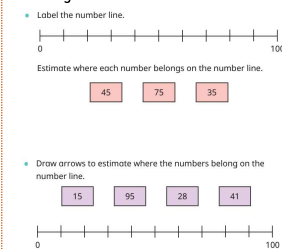
Fluency:



10. Estimating numbers

Identify, represent and estimate numbers using different representations, including the number line

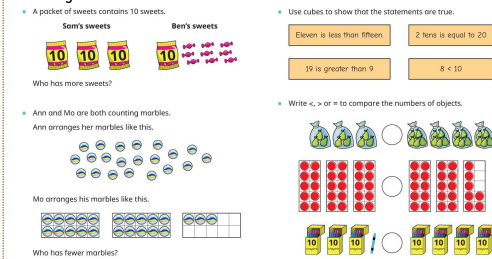
Fluency:



11. Comparing objects

Compare and order numbers from 0 up to 100; use <, > and = signs

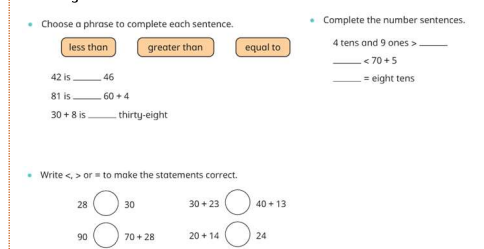
Fluency:



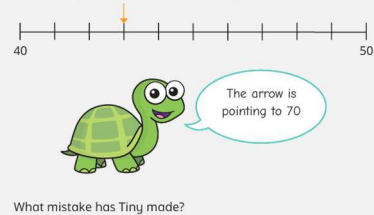
12. Comparing numbers

Compare and order numbers from 0 up to 100; use <, > and = signs

Fluency:

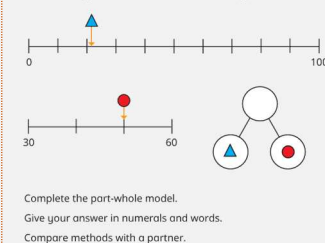


Reasoning and Problem solving:



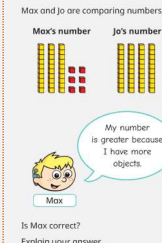
Reason about the location of any 2-digit number in the linear number system, including identifying the previous and next multiple of 10

Reasoning and Problem solving:

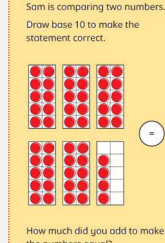


Reason about the location of any 2-digit number in the number system, including identifying next multiple of 10

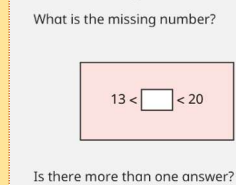
Problem solving:



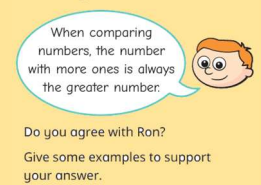
Reasoning:



Problem solving:



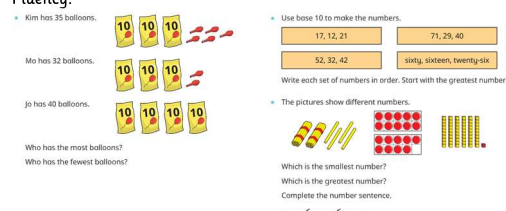
Reasoning:



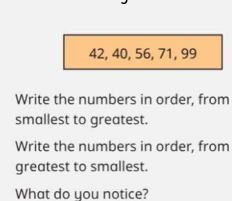
13. Ordering objects and numbers

Compare and order numbers from 0 up to 100; use <, > and = signs

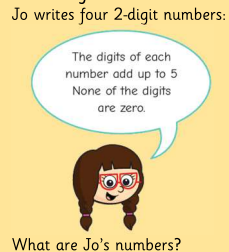
Fluency:



Problem solving:



Reasoning:

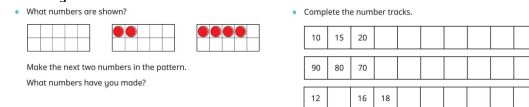


Reason about the location of any 2-digit number in the linear number system, including identifying the previous and next multiple of 10

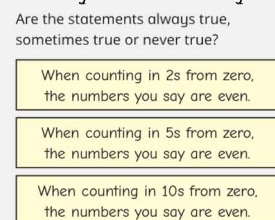
14. Counting in 2s, 5s and 10s

Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward

Fluency:



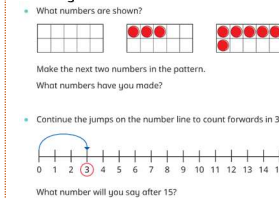
Reasoning and Problem solving:



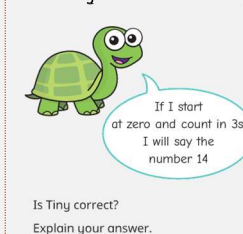
15. Counting in 3s

Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward

Fluency:



Reasoning and Problem solving:



Vocabulary

tens	compare
ones	greater than
digit	less than
place value	more
partition	fewer
part-whole	equal
Dienes cubes	most
ten frame	least