

**National curriculum objectives:**

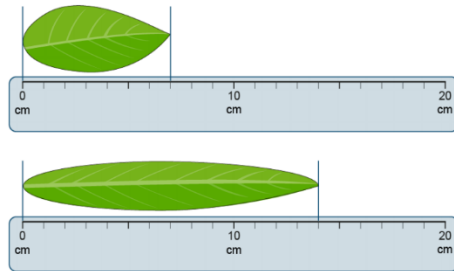
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

**Key Vocabulary**

**number** - numeral  
**count-** count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens  
**equal to-** equivalent to, is the same as  
**more**  
**less** – fewer, least, smaller  
**most** – more, most, greater, greatest, larger, bigger  
**odd**  
**even**  
**multiple of**  
**pair**  
**ones** – one more than, one less than  
**tens** – ten more than, ten less than  
**compare**  
**order**  
**half-way between**  
**first-** second, third, fourth, fifth...

**Possible assessment questions:**

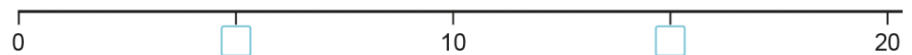
4. Mia measures 2 different leaves with a ruler. How long is each leaf?



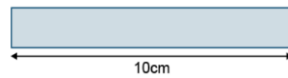
|  |   |   |  |    |    |
|--|---|---|--|----|----|
|  | 8 | 9 |  | 11 | 12 |
|--|---|---|--|----|----|

|    |    |  |    |  |    |    |
|----|----|--|----|--|----|----|
| 37 | 38 |  | 40 |  | 42 | 43 |
|----|----|--|----|--|----|----|

|    |    |  |    |  |    |    |
|----|----|--|----|--|----|----|
| 63 | 62 |  | 60 |  | 58 | 57 |
|----|----|--|----|--|----|----|



Mahmood is using 10cm paper strips to measure things in the classroom.



a. How long do you think the eraser is?



b. How long do you think the pencil is?



Mary has 5 . Seb has 4 .

Which statement is correct?

- A** Seb has more than Mary.
- B** Mary has fewer than Seb.
- C** They both have the same amount of .
- D** Seb has fewer than Mary.

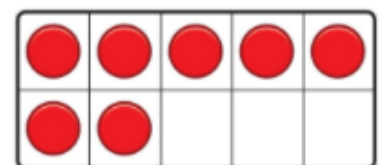
**Key representations:**

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

Hundred square

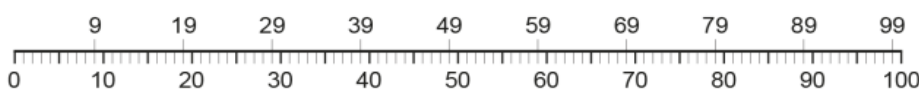
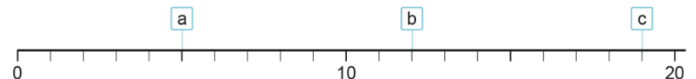
|       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 8,000 | 9,000 |
| 100   | 200   | 300   | 400   | 500   | 600   | 700   | 800   | 900   |
| 10    | 20    | 30    | 40    | 50    | 60    | 70    | 80    | 90    |
| 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |

Gattegno chart



Tens frame

Landmarked number line



Number line to support counting back