

**National curriculum objectives:**

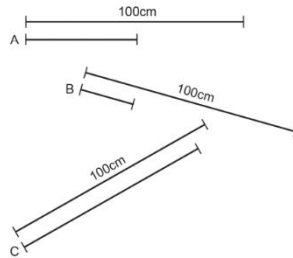
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify and represent numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
  - compare and order lengths, mass, volume/capacity and record the results using  $<$   $>$   $=$
- read and write numbers to at least 100 in numerals and in words
- to identify odd and even numbers

**Key Vocabulary**

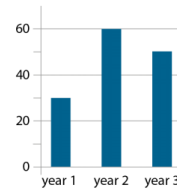
**number** – numeral, digit  
**count-** count (up) to, count on (from, to), count back (from, to) forwards backwards count in 1s, 2s, 5s, 10s, 3s, 4s  
**equal to-** equivalent to, the same as, the same number as, as many as  
**more-** most, larger, bigger, greater, largest, one more, ten more  
**less-** least, fewer, smaller, smallest, one less, ten less  
 tally  
 odd, even  
 multiple of  
**sequence-** pattern  
**continue-** predict  
 pair  
 rule  
**Place value-** stands for, represents ones, tens, hundreds  
 one-, two- or three-digit number  
 exchange  
**compare-** greater than  $>$ , less than  $<$ , equal to  $=$   
**order,** size  
**first,** second, third ... twentieth, twenty-first, twenty-second ...  
**last-** last but one  
**before-**after, next  
**between-** half-way between

**Possible assessment questions:**

Look at lines A, B and C. Estimate how long they are by comparing them to the 100cm lines?



The bar chart shows the number of pupils in each year-group in a school. How many pupils are in year 1?

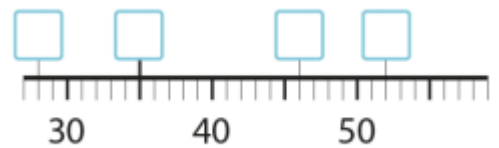


What is the total value of these coins?



The table shows the results of a survey which asked pupils to choose their favourite sport. Which sports were chosen by between 20 and 30 pupils?

Favourite sport	Number of pupils
netball	24
basketball	19
tennis	12
football	32
hockey	6
swimming	28
gymnastics	15

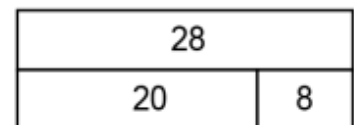
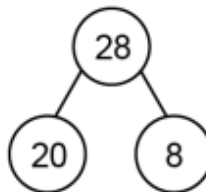
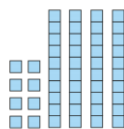
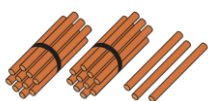


Which diagram shows a different number?

Prove it.

**A**  $93$  **B**  $93$  **C** **D**

**Key representations:**



Varied concrete representations: straw bundles, dienes, classroom objects

Part-whole models



Unmarked number line