






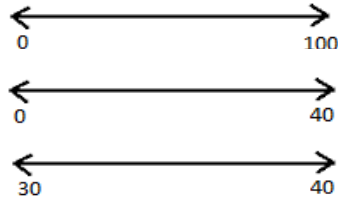
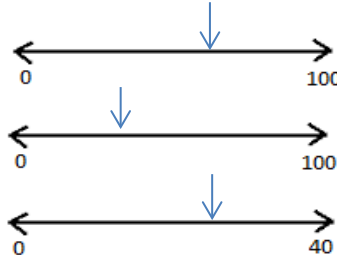
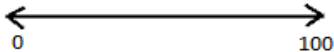
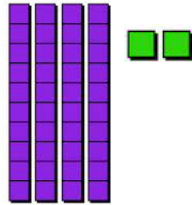




	National Curriculum Statement	All students																					
		Fluency	Reasoning	Problem Solving																			
Place Value	Recognise the place value of each digit in a 2 digit number (tens, ones)	<ul style="list-style-type: none"> <li>In the number 36 there are ___ groups of ten and ___ ones.</li> <li>The number ____ is made up of seven groups of ten and eight ones.</li> <li>The number 89 shows ___ in the tens place and ___ in the ones place.</li> </ul>	<ul style="list-style-type: none"> <li>Use manipulatives to show and then explain the value of 5 in the following numbers: 35, 56, 75</li> <li>Use manipulatives to make 2 digit numbers where the ones digit is two less than the tens digit. What is the largest number you can make? What is the smallest number?</li> <li>Sally says 'My number has 5 tens. The ones digit is less than the tens.' What could Sally's number be?</li> </ul>	<ul style="list-style-type: none"> <li>Work in a pair. Partner A writes down a 2 digit number. Partner B guesses the number. Partner A ticks one of the columns in the table below and Partner B keeps guessing until they guess the correct number.</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Clue</th> <th>Guess 1</th> <th>Guess 2</th> </tr> </thead> <tbody> <tr> <td>Both digits correct</td> <td></td> <td></td> </tr> <tr> <td>Tens digit correct</td> <td></td> <td></td> </tr> <tr> <td>Ones digit correct</td> <td></td> <td></td> </tr> <tr> <td>Neither digit correct</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>You have 0-9 number cards Using each card once, make:               <ul style="list-style-type: none"> <li>-Largest even number</li> <li>-Largest odd number</li> <li>- Smallest odd number</li> <li>-Largest multiple of 5</li> <li>- Number closest to 50.</li> </ul> </li> <li>How many 2 digit numbers can you make using 3 counters and the number grid below?</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>● ● ●</td> <td></td> </tr> </tbody> </table>	Clue	Guess 1	Guess 2	Both digits correct			Tens digit correct			Ones digit correct			Neither digit correct			Tens	Ones	● ● ●	
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Place Value	Read and write numbers to at least 100 in numerals and words.	<ul style="list-style-type: none"> <li><b>Match the numerals to words.</b>  <table border="0"> <tr> <td>43</td> <td>thirty four</td> </tr> <tr> <td>62</td> <td>thirty nine</td> </tr> <tr> <td>39</td> <td>forty three</td> </tr> <tr> <td>34</td> <td>sixty two</td> </tr> </table> </li> <li><b>Write the following numbers in words:</b> 32, 75, 52, 41.</li> <li><b>Write the following numbers in numerals:</b> seventy four, thirty six, fifty five.</li> </ul>	43	thirty four	62	thirty nine	39	forty three	34	sixty two	<ul style="list-style-type: none"> <li>Dan has written the number 404. Is he correct? Explain how you know.</li> <li><b>True or False?</b> The number fourteen is written as 40 in numerals. Prove it.</li> <li>What number is represented in the place value grid?  <table border="1" style="margin: 10px auto;"> <tr> <td style="width: 50px; text-align: center;">10s</td> <td style="width: 50px; text-align: center;">1s</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table> </li> </ul> <p>How many different numbers can you make with four counters? Write them in numerals and words.</p>	10s	1s			<ul style="list-style-type: none"> <li>Match the words to the numerals. Fill in the missing digits.  <table border="1" style="margin: 10px auto;"> <tr> <td>Forty four</td> <td>3</td> <td></td> </tr> <tr> <td>Forty six</td> <td></td> <td>4</td> </tr> <tr> <td>Sixty four</td> <td>4</td> <td></td> </tr> <tr> <td>Thirty four</td> <td></td> <td>6</td> </tr> </table> </li> <li>Complete the wordsearch (see resources) to find the numbers written in words.</li> <li>Work out the answers to the clues in order to complete the number-word crossword (see resources)</li> </ul>	Forty four	3		Forty six		4	Sixty four	4		Thirty four		6
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Place Value	Identify, represent and estimate numbers to 100 using different representations including the number line.	<ul style="list-style-type: none"> <li>Place these numbers on the number line. 12, 22, 5, 19</li> </ul> 	<ul style="list-style-type: none"> <li>Place 36 on each of the number lines below.</li> </ul> 	<ul style="list-style-type: none"> <li>Match each number line to the clue that describes it.</li> </ul> 				
		<ul style="list-style-type: none"> <li>Use manipulatives to represent the following numbers 23, 35, 53, 42</li> <li>Place the following numbers on the number line. 50, 23, 78</li> </ul> 	<ul style="list-style-type: none"> <li>reg has made the number 24 using Base 10. Is he correct? Explain your answer.</li> </ul> 	<ul style="list-style-type: none"> <li>The number is over half way along the number line.</li> <li>The number is bigger than 50.</li> <li>The number is between 20 and 40.</li> </ul>				
			<ul style="list-style-type: none"> <li><b>True or False?</b> The arrow on the line below is pointing to 70.</li> </ul> 	<ul style="list-style-type: none"> <li>Play a game of snap with cards that match 2 digit numbers with Base 10 blocks. (See resources)</li> <li>How many different numbers can you make using 4 counters and the place value grid below?</li> </ul>				
			Convince me	 <table border="1" data-bbox="1686 1350 2063 1418"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Tens	Ones		
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