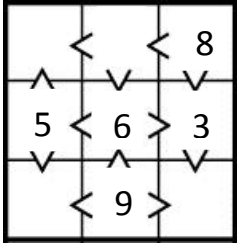


	National Curriculum Statement	All students							
		Fluency	Reasoning	Problem Solving					
Place Value	Compare and order numbers from 0 up to 100; use <, > and = signs.	<ul style="list-style-type: none"> <li>Order the numbers from smallest to largest: 23, 32, 27, 30, 19, 41</li> <li>Use &lt;, &gt; and = to make these number sentences correct. 4 tens _____ 40 ones 2 tens _____ 9 ones 4 tens _____ 44 ones</li> <li>Order the amounts below, 2 tens and 5 ones, 27, 2 lots of 10 and 8 ones, 1 ten and 14 ones.</li> </ul>	<ul style="list-style-type: none"> <li>If you ordered the numbers below, which would be fourth? Explain how you ordered them. 33, 53, 37, 29, 34, 43</li> <li>Use &lt;, &gt; and = to make these number sentences correct.  4 tens + 3 ones _____ 3 tens + 13 ones 2 tens and 7 ones _____ 1 ten and 14 ones 5 tens and 2 ones _____ 4 tens + 15 ones</li> <li><b>True or False:</b> One ten and twelve ones is bigger than two tens. Explain how you know.</li> </ul>	<ul style="list-style-type: none"> <li>Bill has written a list of 2 digit numbers. The digits of each number add up to 5. None of the digits are 0. Can you find all the numbers Bill could have written? Write the numbers in order from smallest to largest.</li> <li>Fill in the missing numbers in the grid using 1, 2, 4 and 7.    </li> <li>What numbers could go in the grid below?   <table border="1" data-bbox="1686 1075 2002 1118"> <tr> <td>52</td> <td>&lt;</td> <td></td> <td>&lt;</td> <td>56</td> </tr> </table> </li> </ul> <p>The number in the grid is even. Which number must it be?</p>	52	<		<	56
52	<		<	56					

	National Curriculum Statement	All students												
		Fluency	Reasoning	Problem Solving										
Place Value	Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.	<ul style="list-style-type: none"> <li><b>Continue the sequence:</b> 2, 4, 6, 8, 10, __, __, __ 15, 20, 25, 30, __, __ 90, 80, 70, __, __, __ 21, 18, 15, __, __, __</li> <li><b>Fill in the missing numbers</b>  <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">20</td> <td style="width: 20px; text-align: center;">25</td> <td style="width: 20px; text-align: center;">30</td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">40</td> </tr> </table> </li> <li><b>Circle the odd one out:</b> 20, 18, 17, 14, 12, 10 3, 8, 13, 18, 23, 27, 33, 12, 15, 18, 20, 24</li> </ul>	10		20	25	30		40	<ul style="list-style-type: none"> <li><b>Spot the mistake:</b> What is wrong with this sequence of numbers? 55, 50, 45, 35</li> <li><b>True or False</b> I start at 0 and count in 3's. I say the number 14.</li> <li><b>What comes next?</b> <math>21 + 5 = 26</math> <math>26 + 5 = 31</math> <math>31 + 5 = 36</math></li> </ul>	<ul style="list-style-type: none"> <li>Harry has made a sequence of numbers using six number cards. Here are three of the cards: can you think of two sequences Harry could have made?  <table style="display: inline-table; vertical-align: middle; margin: 5px;"> <tr> <td style="border: 1px solid black; background-color: #f08080; padding: 5px; margin-right: 10px;">10</td> <td style="border: 1px solid black; background-color: #9370db; padding: 5px; margin-right: 10px;">20</td> <td style="border: 1px solid black; background-color: #add8e6; padding: 5px;">30</td> </tr> </table> </li> <li>A spider is climbing a 30m building. Each day it climbs 5m and slides back down 1m. How many days will it take to reach the top?</li> <li>Sid is counting in 2's, Luke is counting in 3's. Sid says 'If we add our numbers together as we count we can make a new pattern.' What pattern do they make? What happens if Sid counts in 5's and Luke counts in 10's?</li> </ul>	10	20	30
10		20	25	30		40								
10	20	30												