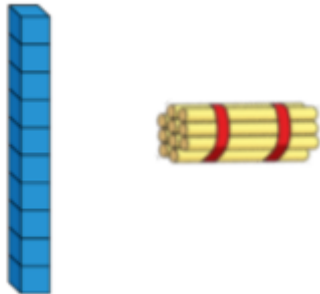


Tuesday There are blank tens frames and part part whole models at the end of the questions. Use any small objects you have coins/lego bricks/buttons.

Pictures like these represent 10 each time.



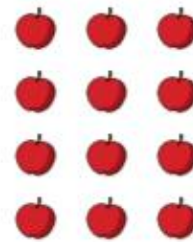
Match the representations to the correct numeral.



12

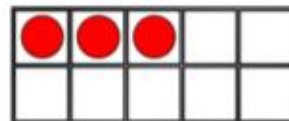


7



10

Write the number shown on the ten frames in numerals and words.



Use your own ten frames to show me the number:

Fourteen

18

Nine


16

Fill in the missing numbers.

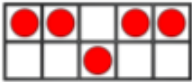

	15		17	
--	----	--	----	--

16					11
----	--	--	--	--	----

Wednesday

 Draw a picture to show me 13
Compare yours with a partner.
What's the same? What's different?

 Complete the table.

Numeral	Representation
17	
	
13	
	

 Using two ten frames, show me a number:

More than 12

Less than 20

Equal to $10 + 10$

Thursday

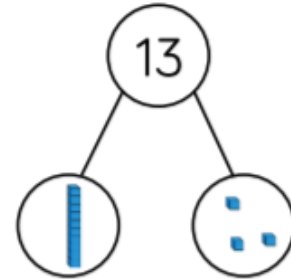


Use the part-whole model to complete the sentences.

My number is _____

One part is _____, the other part is _____

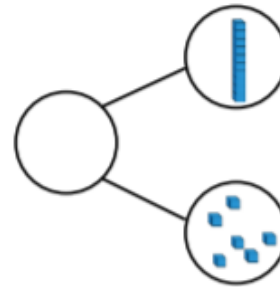
The whole is _____



My number is _____

It has _____ tens and _____ ones.

The whole is _____




Fill in the ten frames with counters to show 14 and complete the sentence.




14 has _____ ten and _____ ones.

Friday

 Make one more and one less than these numbers.



 Draw to complete.


One less



13

One more



 Draw to complete.

One less



One more

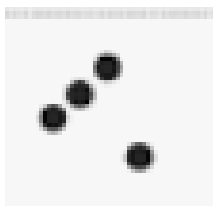


Extra resources

It is important that children in year 1 are able to show numbers in the different ways and be able to say what a number is from different representations. They also need to be able to count a set group of numbers represented in a familiar way. For example, on a tens frame if all the spaces are filled then a child should be able say how many there are without needing to count. You will see this in the videos when counting numbers above 10 to 20.

The dots on dice are set out in a specific pattern, this is another way to help children to be able to say how many there are without the need to count. They then begin to use this when counting groups of larger numbers.

This leads children on to being able to 'see' numbers that are not in specific patterns but a certain number can be seen easily without the need to count.

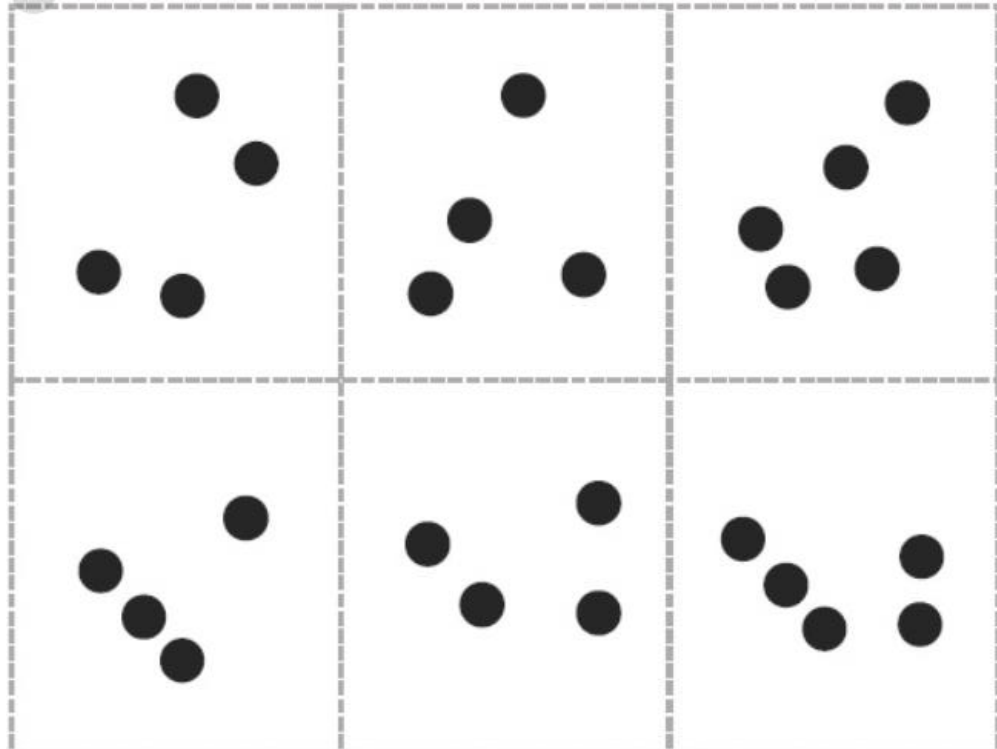


























For this example, a child should be able to see 3 quickly without counting and then count one more, and be able to say there are 4 dots. Some children will see 3 dots and 1 dot and use their number bond knowledge to know there are 4 dots there.

You can practise this skill of 'seeing' the number without counting with everyday objects. Put down some lego bricks/spoons, how many are they, try to spot a set number and then count from that number for the rest.

Generally spotting groups up to 5 works well and then counting on for the rest. As children develop their number bond knowledge they begin to spot 2 groups of numbers, so the 3 and the 1 in the above example and then use number bond knowledge to know how many there are instead of needing to count on. Year 1 children develop this skill with numbers up to 10.

Cover these up, reveal one at a time how quickly can you say how many dots there are? Can you beat your adult? You could make them into cards, shuffle them, turn them over and try to beat your adult to say how many there are. There are some more of these at the end of the questions. You could make your own.




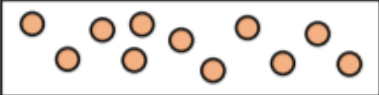
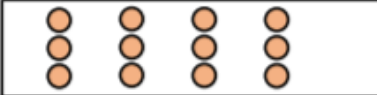

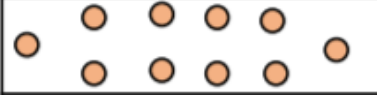

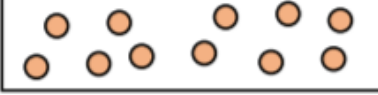
			
			
			
			
			
			


 Which is greater?




By how many?


 Use 'less than', 'greater than', or 'equal to' to complete the sentences.

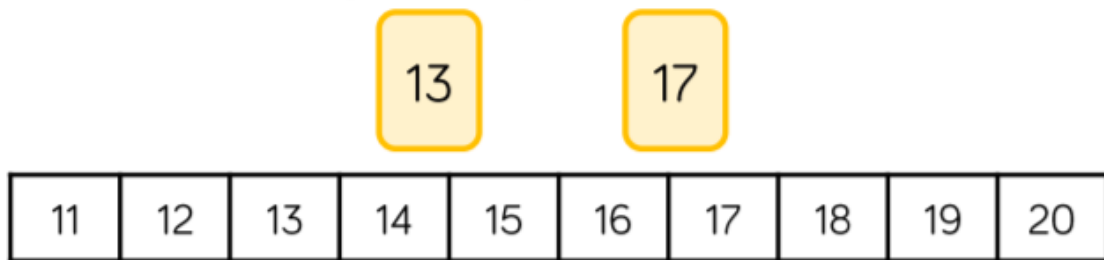
	is _____	
	is _____	
	is _____	


 In pairs, both make a number on a bead string (only use up to 20 beads). Compare bead strings in a sentence and using the inequality symbols.

 Circle the greatest number.

- Twelve Twenty
- 8 17


 Here are two number cards. Use a number track to explain which one is smaller, and by how many.




 Complete the statements.

14	\bigcirc	9
19	\bigcirc	20
13	<	_____

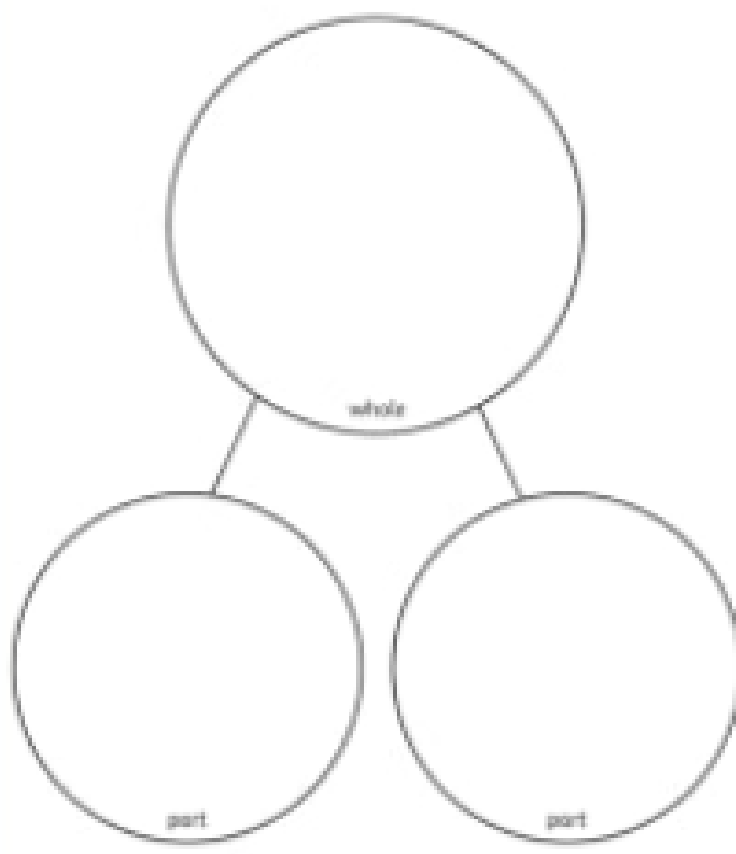
13

 Order the numbers of crayons from smallest to greatest.



 Use cubes to make these numbers and then order them from greatest to smallest.

19 3 14



Extra ideas

Can you create your own questions similar to ones you have been doing? Can you create a number track that has missing numbers-test your adult, did they get it correct?

Can you create a greater than less than question- test your adult, did they get the symbol the correct way round? $3 < 5$ (3 is less than 5) $5 > 3$ (5 is greater than 3)

Show numbers in different ways. Here is an example of ways to show 9. Can you show numbers up to 10 in different ways? Can you find more ways than the example below?

WAYS TO SHOW A NUMBER



<p>Pictures</p>	<p>Tally Marks</p>
<p>Ten Frame</p>	<p>Number Sentence</p> $8 + 1 = 9$
<p>Money</p>	<p>Fingers</p>
<p>Word Form</p> <p>nine</p>	<p>Dice</p>
<p>Number Line</p>	