







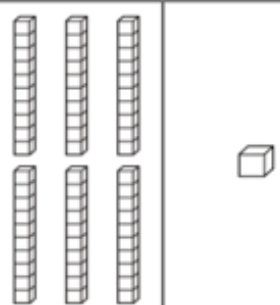
Maths
Marvellous
Maples and Jolly
Junipers

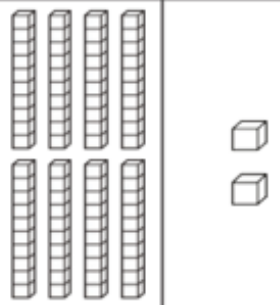
Date	
Subject/s	Maths
Learning Objective  	To identify and represent 2-digit numbers

		SA 	TA 
Success Criteria  	I can identify tens and ones from base 10		
	I can represent numbers up to 50		
	I can write number to 50 correctly		
Support	Independent Adult Support ()		

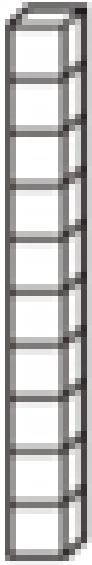
Pre-task:

What are the values of these 2-digit numbers?

	
tens	ones

	
tens	ones

Count the tens and ones, write the answer in the boxes below

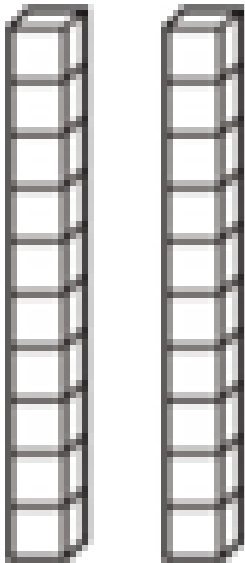


= 10



= 1



Example —


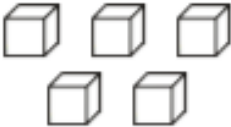


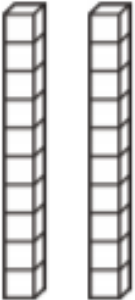

2

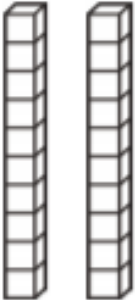
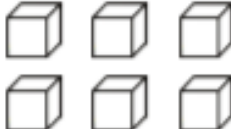


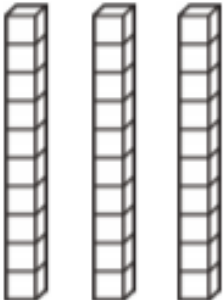

3

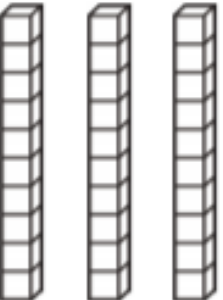
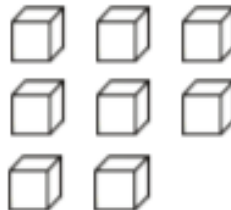
	
tens	ones


	
tens	ones




	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones

Date	
Subject/s	Maths
Learning Objective 	To identify and represent 2 digit numbers

		SA 	TA 
Success Criteria 	I can identify tens and ones from base 10.		
	I can represent numbers up to 100		
	I can write numbers to 100		
Support	Independent Adult Support ()		

Pre-task:

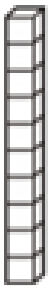
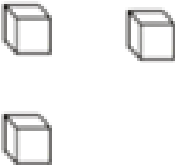
Can you draw the number in base ten?

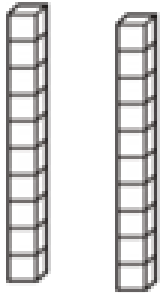

Tens	Ones
4	2

Tens	Ones
2	9

Draw the base 10 in the grids on the next page

Example—

Tens	Ones
	
1	3

Tens	Ones
	
2	1

Complete the grids below by drawing the base 10

Tens	Ones
5	3


Tens	Ones
2	4



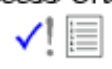
Tens	Ones
3	3

Tens	Ones
6	8

Tens	Ones
6	1

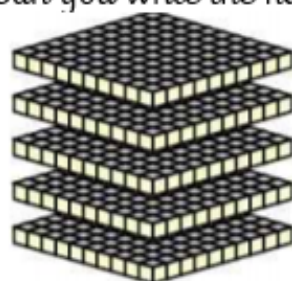
Tens	Ones
7	8

Date	
Subject/s	Maths
Learning Objective 	To identify and represent 3 digit numbers

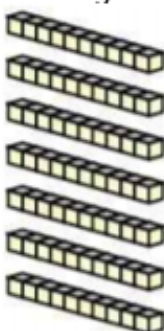
		SA 	TA 
Success Criteria 	I can identify tens and ones from base 10.		
	I can represent numbers up to 1000		
	I can write numbers to 1000		
Support	Independent	Adult Support ()	

Pre-task:

Can you write the number the base 10 is showing?



Hundreds

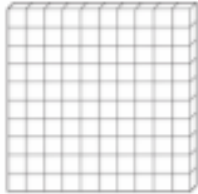



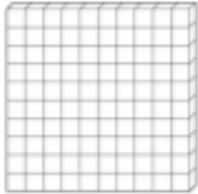
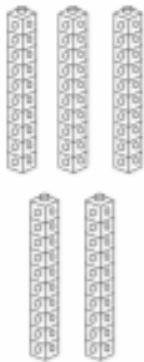

Tens


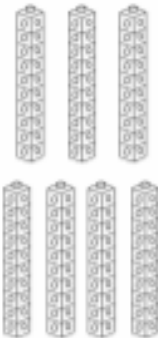




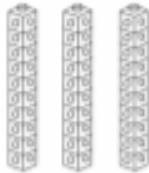

Ones


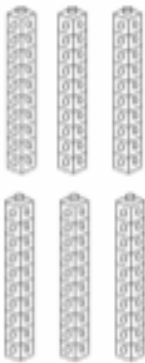

Total


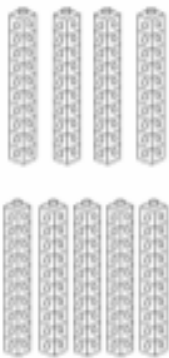

		
hundreds	tens	ones


		
hundreds	tens	ones




		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

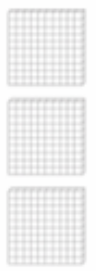


		
hundreds	tens	ones

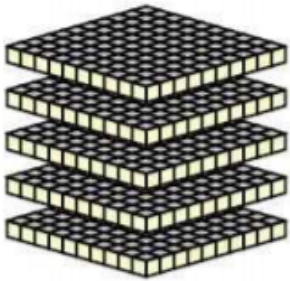
Date	
Subject/s	Maths
Learning Objective 	To identify and represent 3 digit numbers

		SA 	TA 
Success Criteria 	I can identify tens and ones from base 10.		
	I can represent numbers up to 1000		
	I can write numbers to 1000		
Support	Independent Adult Support ()		

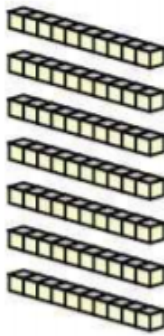
Pre-task:

Can you write the number the base 10 is showing?

		
hundreds	tens	ones



Hundreds

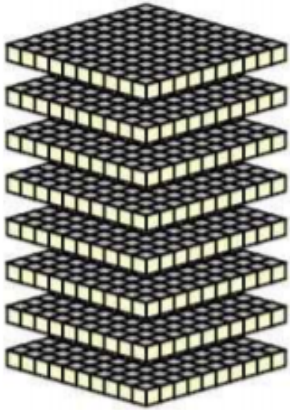


Tens

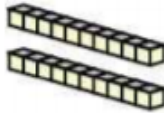


Ones

Total



Hundreds

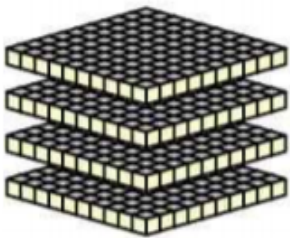


Tens

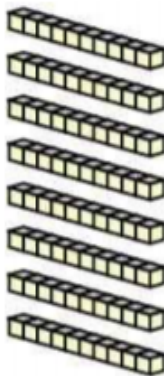


Ones

Total



Hundreds







Tens



Ones

Total

Date	
Subject/s	Maths
Learning Objective 	To use number lines to represent values up to 100

		SA 	TA 
Success Criteria 	I can count using number line		
	I can recognise sequences of numbers		
	I can estimate and represent numbers, placing them onto a number line		
Support	Independent Adult Support ()		

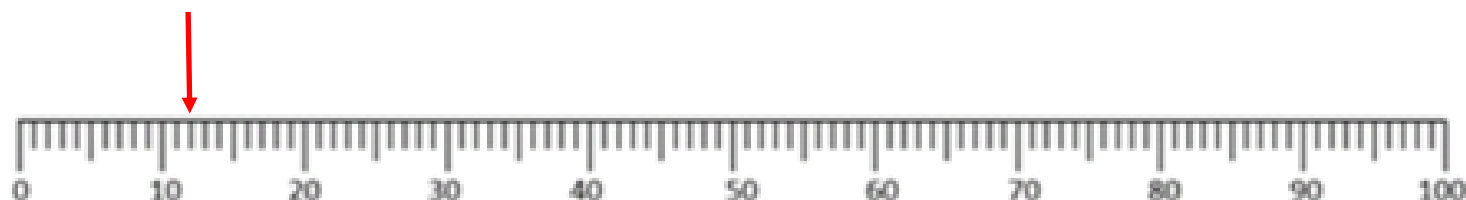
Pre-task:

Label 55 on the number line



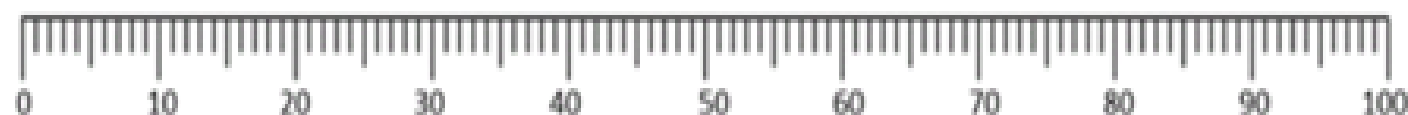
Each line is worth 1

Example - finding 12 on the number line

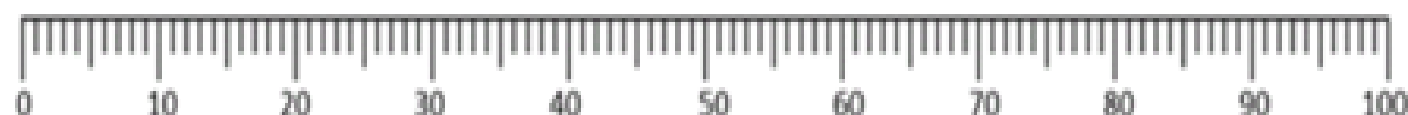


Fluency

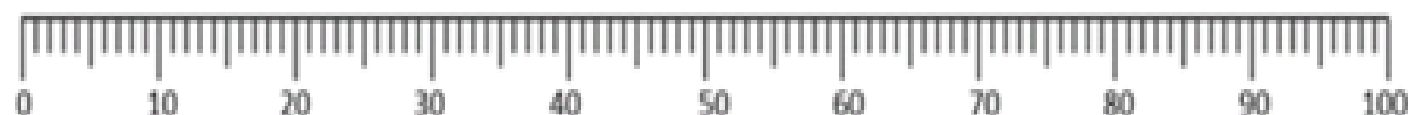
23



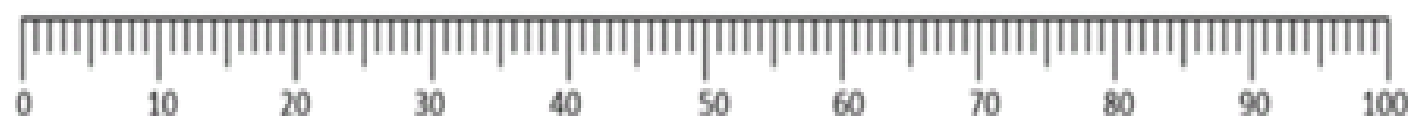
45



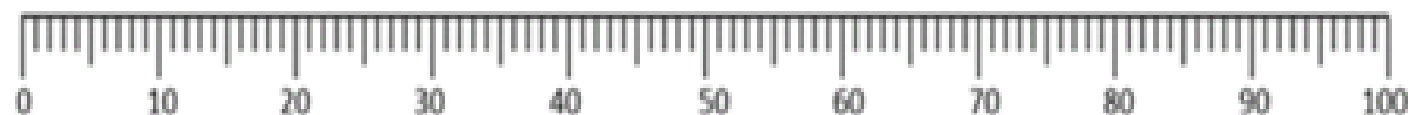
62



12

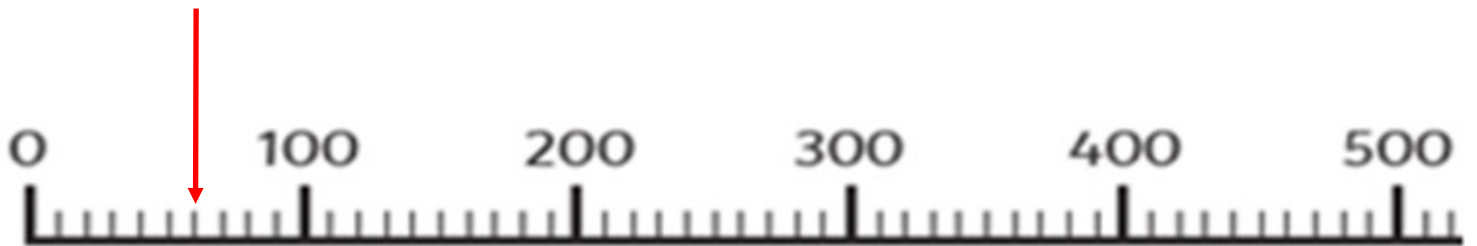



92






Each line is worth 10

Example - finding 60 on the number line would be 6 jumps.



Date	
Subject/s	Maths
Learning Objective 	To use number lines to represent values up to 1000

SA 	TA 
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Success Criteria 	I can count using number line		
	I can recognise sequences of numbers		
	I can estimate and represent numbers, placing them onto a number line		
Support	Independent	Adult Support ()	

Pre-task:

Label 120 on the number line



Fluency

120



230



80



340




450




20



Date	
Subject/s	Maths
Learning Objective 	To use number lines to represent values up to 1000



Success Criteria 	I can count using number line		
	I can recognise sequences of numbers		
	I can estimate and represent numbers, placing them onto a number line		
Support	Independent Adult Support ()		

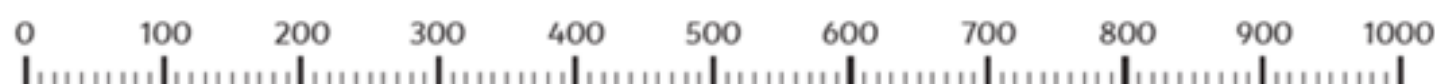
Pre-task:

Label 250 on the number line

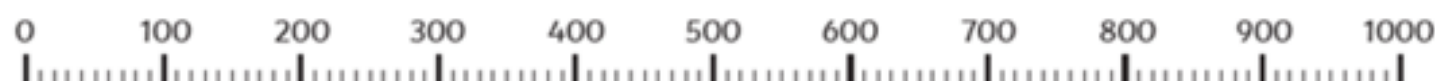


Fluency

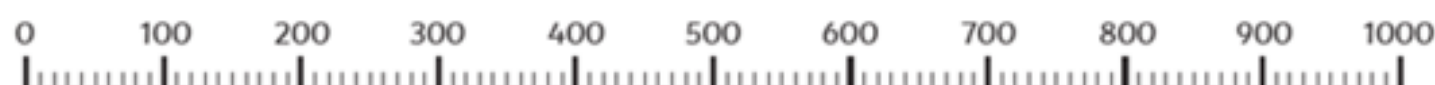
270



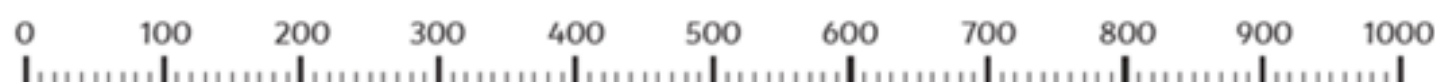
440



710



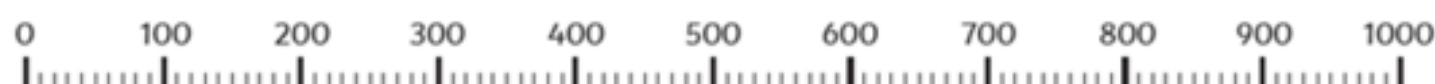
380



950



130






Each line is worth 1


Example -

Finding 1 more would be one jump on

Finding 1 less would be one jump backwards

Date	
Subject/s	Maths
Learning Objective 	To find 1,10,100 more or less

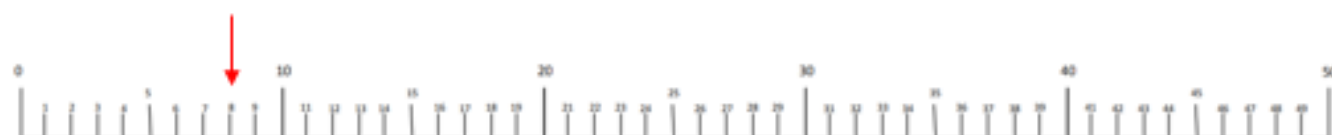
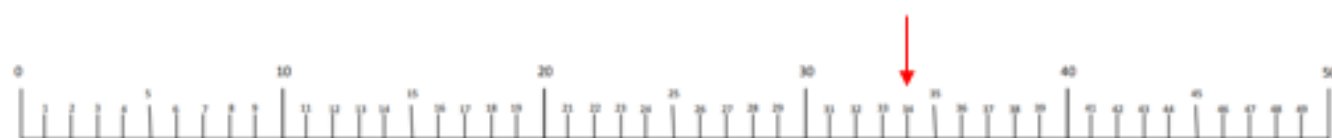
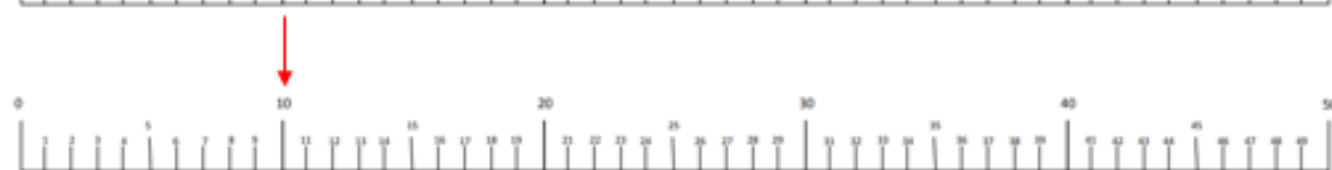
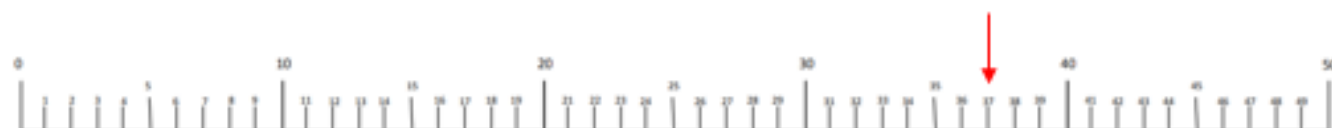
SA 	TA 
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Success Criteria 	I can use a number line		
	I can jump on a number line		
	I can draw the jumps and label the number line		


Support	Independent	Adult Support ()
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Pre-task:

Find one more and one less than **25**

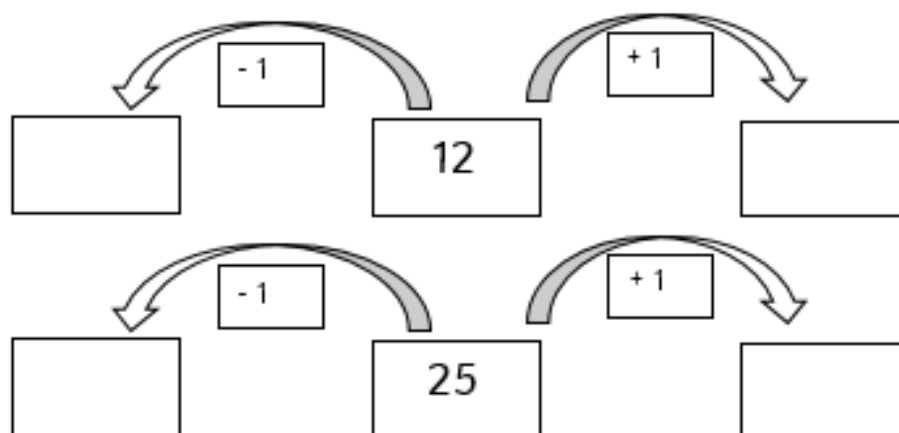


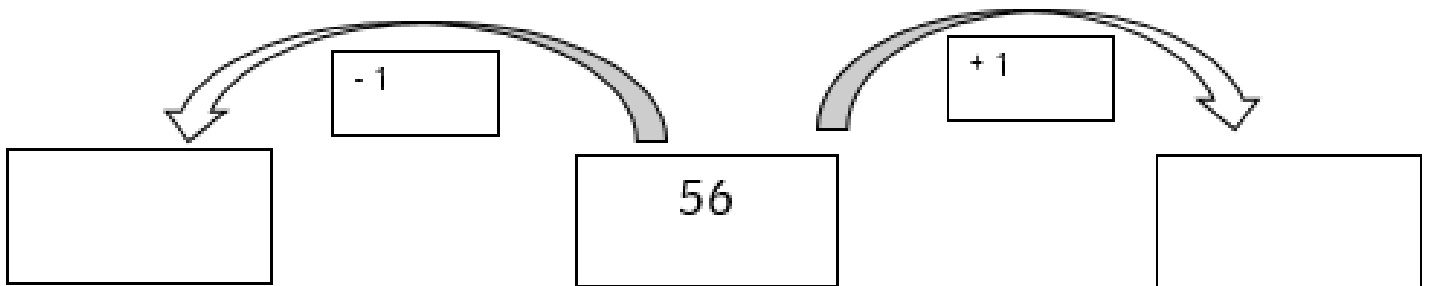
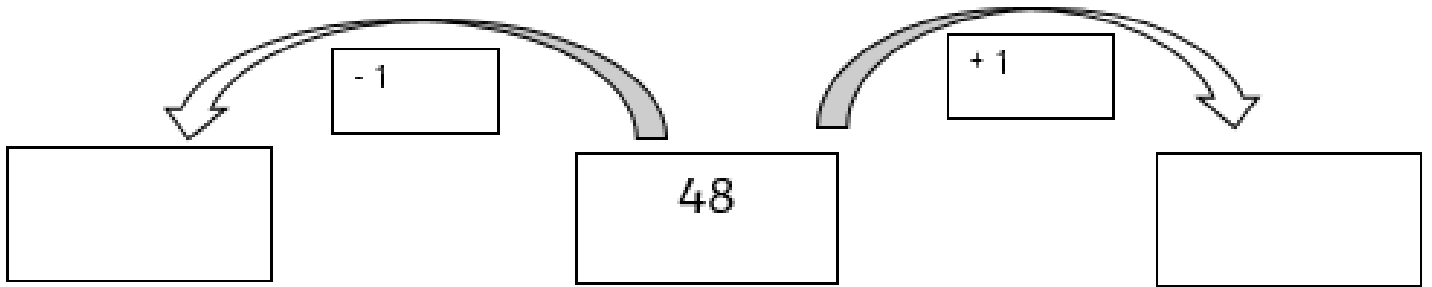
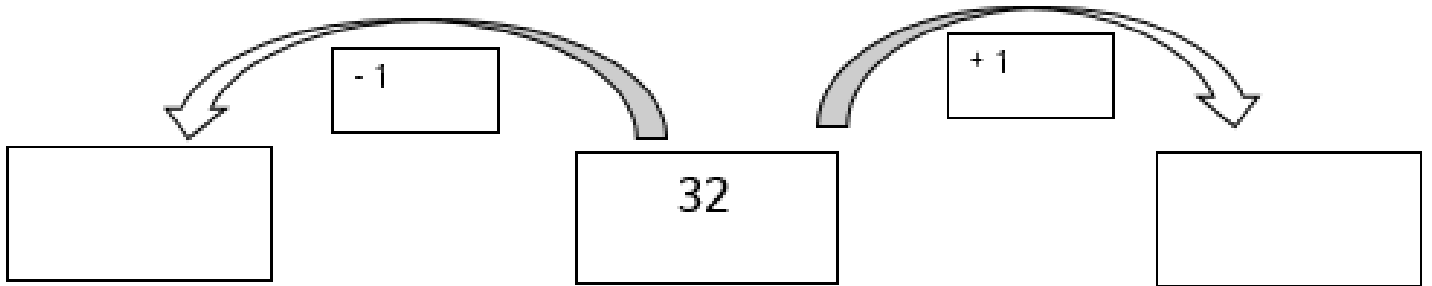
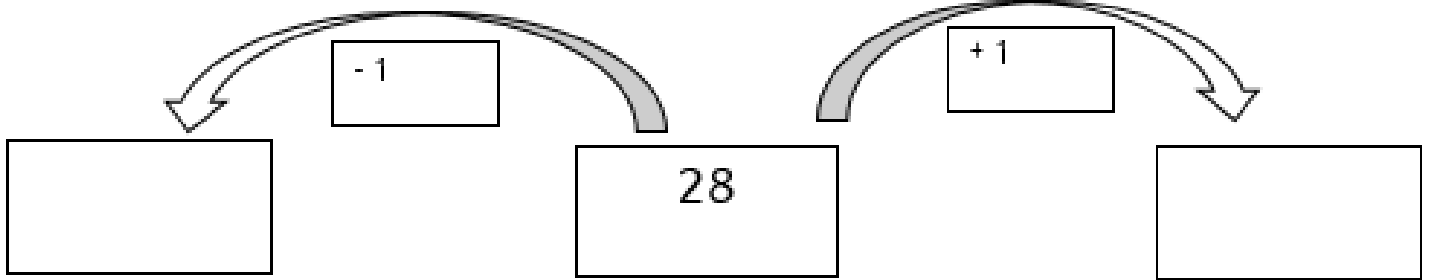
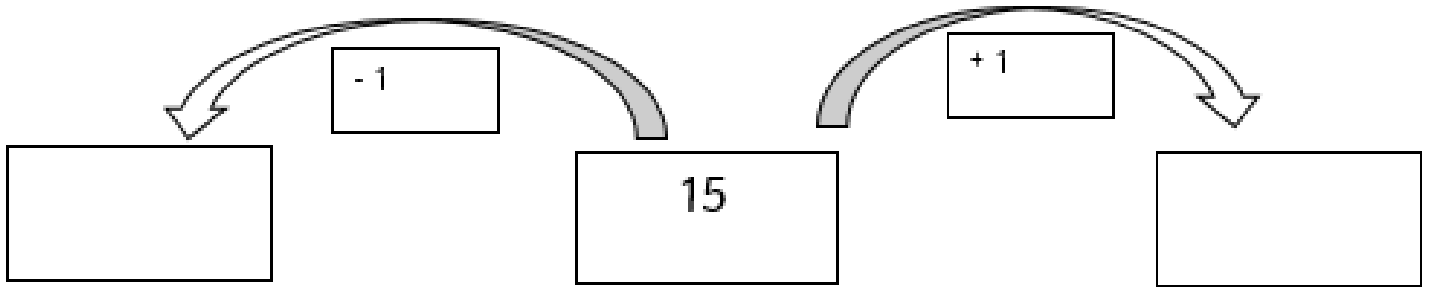
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


Date	
Subject/s	Maths
Learning Objective 	To find 1, 10, 100 more or less




		SA 	TA 
Success Criteria 	I can find 1 more		
	I can find 1 less		
	I can write a number sentence		
Support	Independent	Adult Support ()	

Find 10 more and 10 less

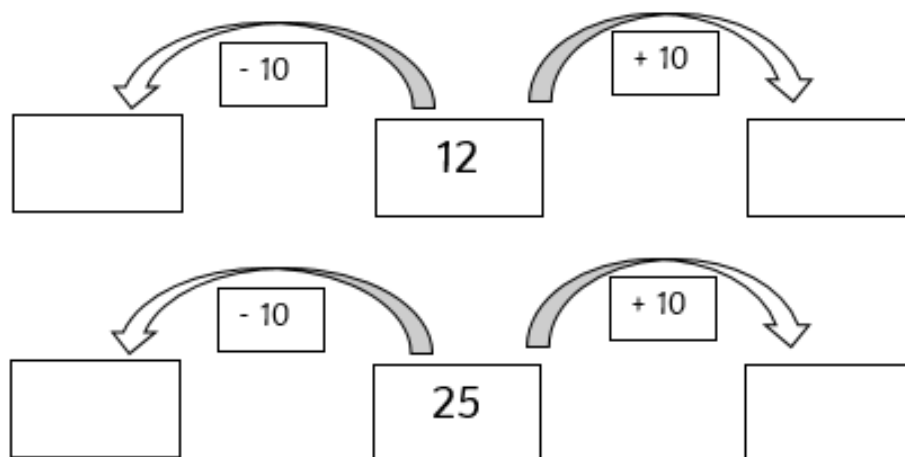


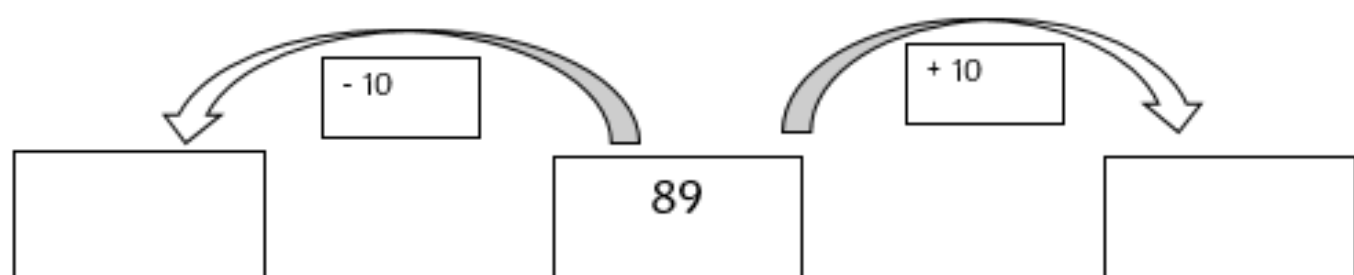
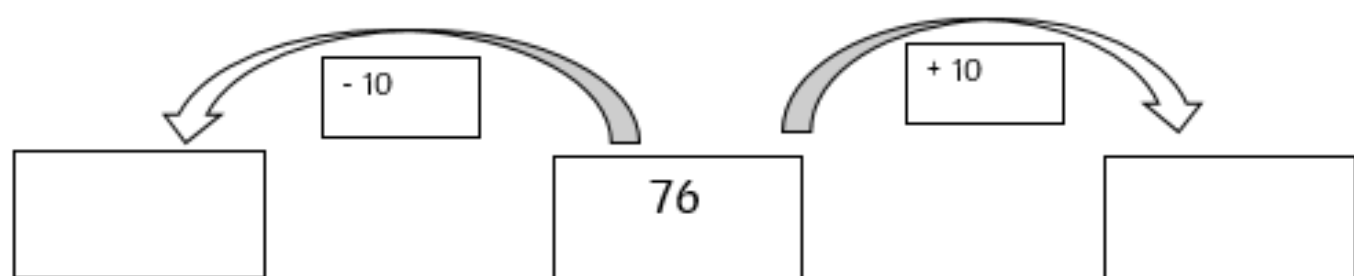
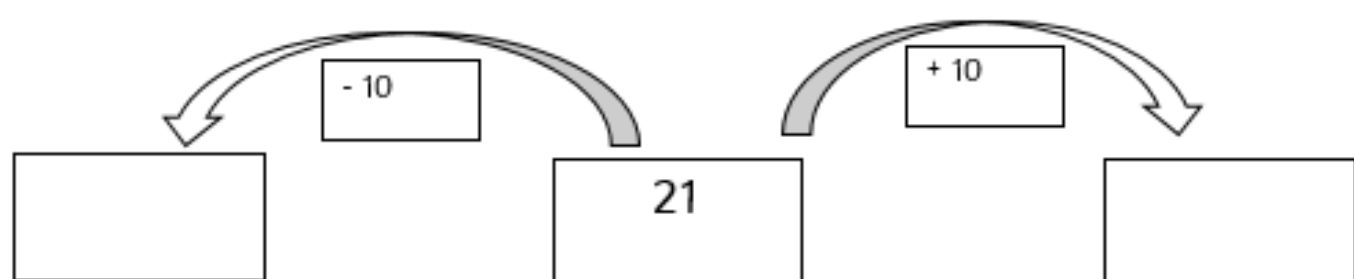
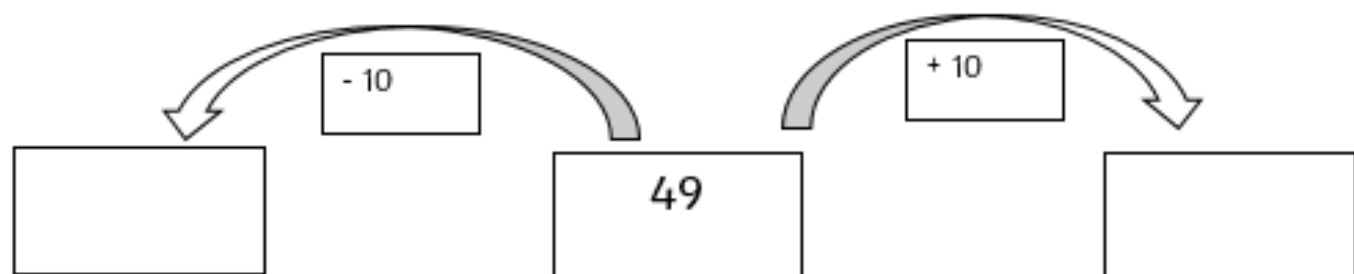
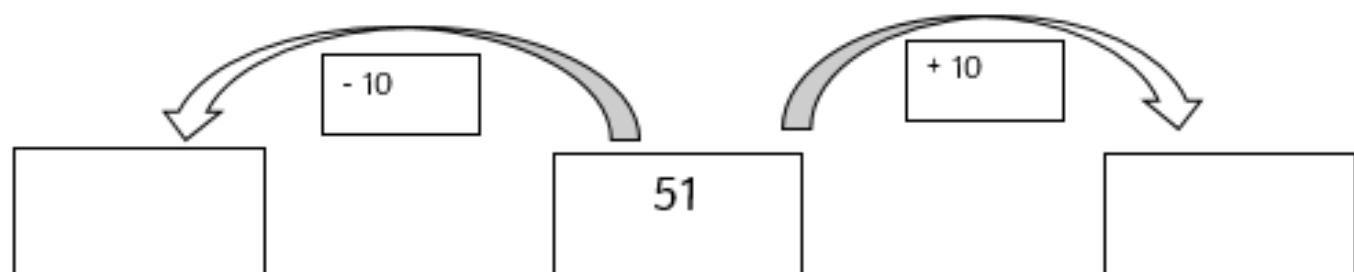
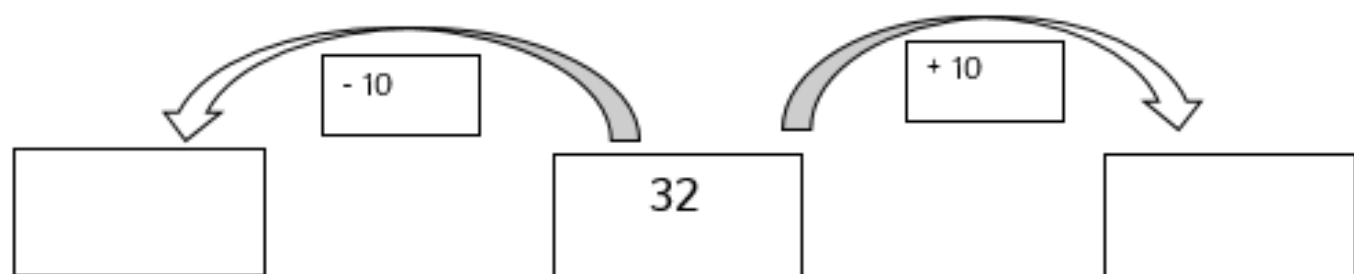



Date	
Subject/s	Maths
Learning Objective 	To find 1,10,100 more or less



		SA 	TA 
Success Criteria 	I can find 10 more		
	I can find 10 less		
	I can write a number sentence		
Support	Independent Adult Support ()		

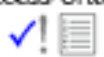
Pre-task: Find 10 more and 10 less



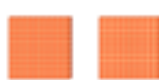




Date	
Subject/s	Maths
Learning Objective 	To find 1,10,100 more or less.

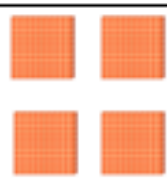
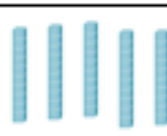

SA 	TA 
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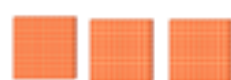


Success Criteria 	I can find 100 more		
	I can use base 10		
	I can write a number sentence		
Support	Independent Adult Support ()		


Pre-task: Can you use the place value grid to work out 100 more than 231?




Hundreds	Tens	Ones
		

$$231 - 100 =$$

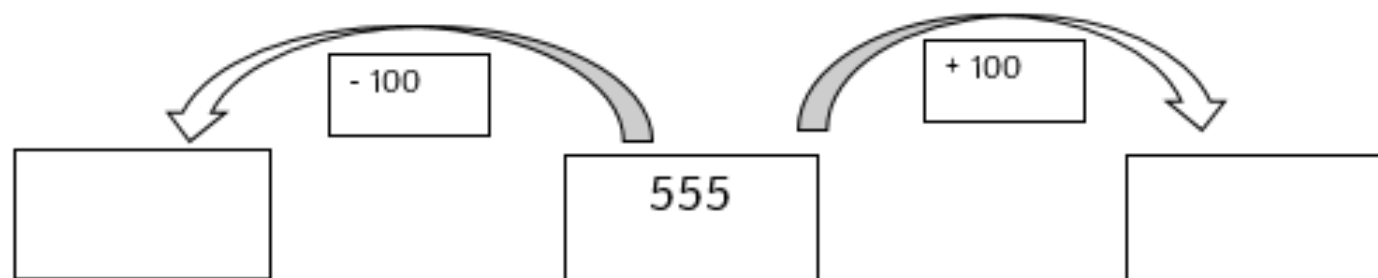
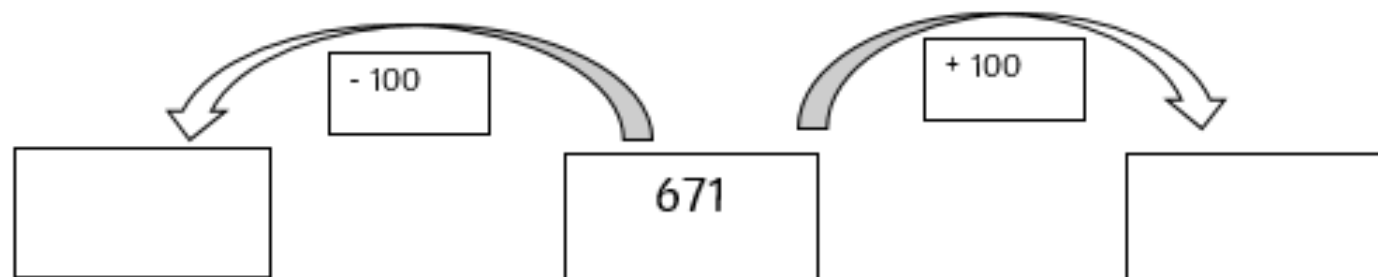
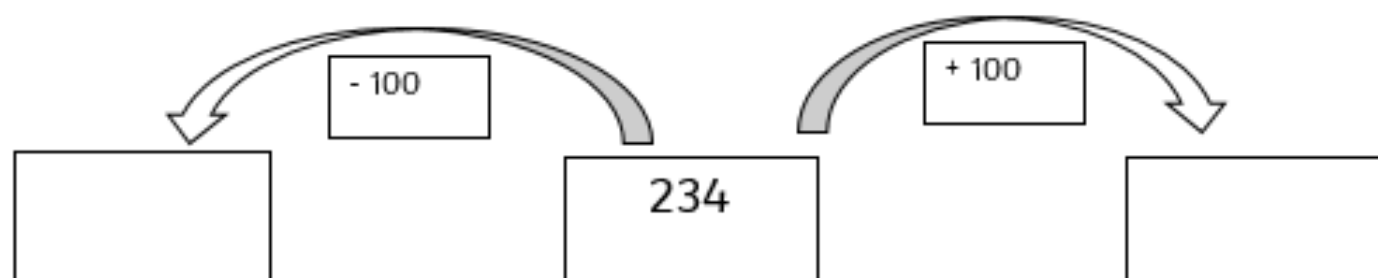
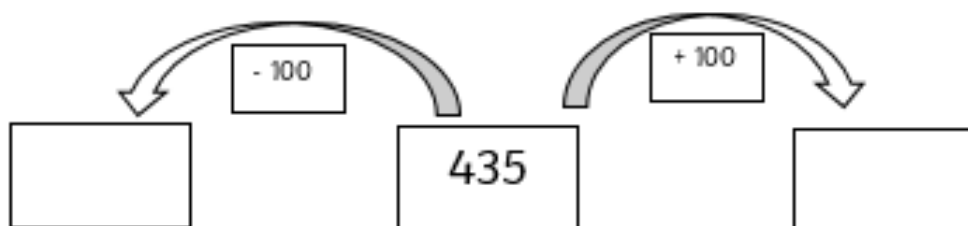
Hundreds	Tens	Ones
		


Hundreds	Tens	Ones
		



Date	
Subject/s	Maths
Learning Objective 	To find 1,10,100 more or less


		SA 	TA 
Success Criteria 	I can find 100 more		
	I can find 100 less		
	I can write a number sentence		
Support	Independent	Adult Support ()	

Pre-task: Find 100 more and 100 less

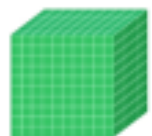





Date	
Subject/s	Maths
Learning Objective 	To find 1,10,100 more or less

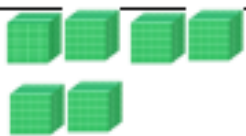
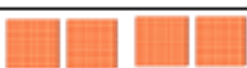
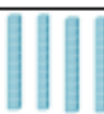

SA 	TA 
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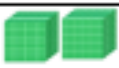
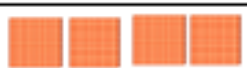



Success Criteria 	I can find 100 more		
	I can find 100 less		
	I can use base 10		
	I can write a number sentence		
Support	Independent	Adult Support ()	


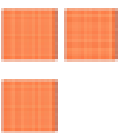
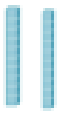
Find 100 more using the base 10

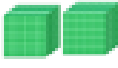

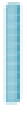

Thousands	Hundreds	Tens	Ones
			

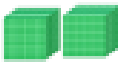
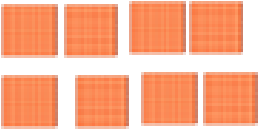
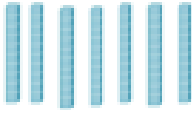

Write the number sentences for -100 and +100

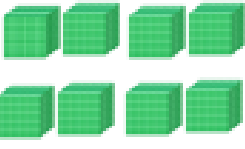
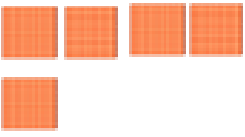
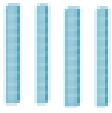

	Thousands	Hundreds	Tens	Ones
				
+ 100				
-100				

	Thousands	Hundreds	Tens	Ones
		 		
+ 100				
-100				

	Thousands	Hundreds	Tens	Ones
				
+ 100				
-100				

	Thousands	Hundreds	Tens	Ones
				
+ 100				
-100				

	Thousands	Hundreds	Tens	Ones
				
+ 100				
-100				

	Thousands	Hundreds	Tens	Ones
				
+ 100				
-100				

Can you now make your own?

	Thousands	Hundreds	Tens	Ones
+ 100				
-100				

	Thousands	Hundreds	Tens	Ones
+ 100				
-100				

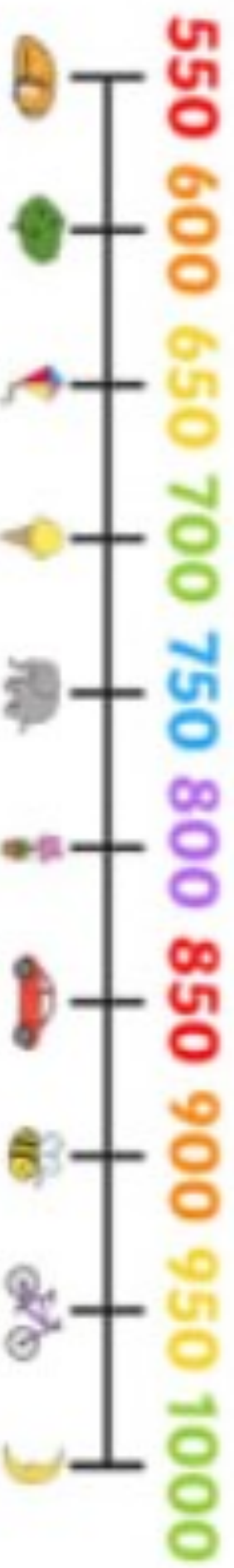
	Thousands	Hundreds	Tens	Ones
+ 100				
-100				


	Thousands	Hundreds	Tens	Ones
+ 100				
-100				




My counting in 50s - 1000 Number Line



My counting in 50s - 1000 Number Line



Date	
Subject/s	Maths
Learning Objective 	To count in 50s.


		SA 	TA 
Success Criteria 	I can count in fifties.		
	I can notice patterns when adding fifties.		
	I understand the values of digits when counting		
Support	Independent	Adult Support ()	



Pre-task:


Circle the mistakes in this sequence

50 100 150 160 210 250 300

- 1) 50 ___ 150 ___ ___ ___ 350 ___ ___ ___
- 2) 200 ___ ___ ___ 400 ___ ___ ___ ___
- 3) 350 400 ___ ___ 550 ___ ___ ___ ___
- 4) 450 ___ 550 600 ___ 700 ___ ___ ___
- 5) 100 ___ 200 ___ ___ 350 ___ ___ ___
- 6) ___ 50 ___ ___ ___ ___ ___ 350 ___ ___

Date	
Subject/s	Maths
Learning Objective 	To count in 25s.

SA 	TA 
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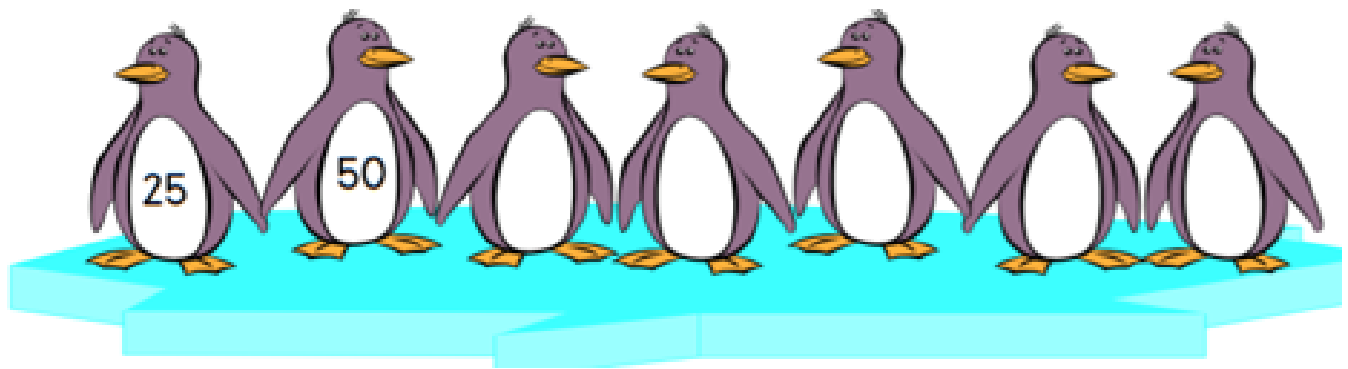
Success Criteria ✓! 	I can count in twenty-fives		
	I can notice patterns when adding 25		
	I understand the values of digits when counting		

Support	Independent	Adult Support ()
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Pre-task: Complete the 100square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24		26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74		76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

Fluency:



25 50 75 _____ 125 _____

175 150 _____ 100 _____ 50

125 150 _____ 200 _____ 250

_____ _____ 175 150 125 100



275 _____ 325 350 _____ 400




Unit 11



325 _____ 275 _____ 225 200

_____ 450 425 400 _____ 350

Date	
Subject/s	Maths
Learning Objective  	To round to the nearest 10

		SA 	TA 
Success Criteria 	I can identify which column I need when rounding.		
	I know what ten comes before and after a number.		
	I can identify if a number needs to round up or down.		

Support	Independent	Adult Support ()
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Can you round 16 to the nearest 10

	16	
--	----	--


	41	
--	----	--




	89	
--	----	--

	34	
--	----	--

	55	
--	----	--

	12	
--	----	--

Date	
Subject/s	Maths
Learning Objective 	To round to the nearest 100

		SA 	TA 
Success Criteria ✓! 	I can identify which column I need when rounding		
	I know what ten comes before and after a number		
	I can identify if a number needs to round up or down		

Support	Independent	Adult Support ()
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Can you round 635 to the nearest 100? Remember to draw the arrow to the correct 100

600	←	635		700
-----	---	-----	--	-----

		555		
--	--	-----	--	--

		802		
--	--	-----	--	--

		345		
--	--	-----	--	--

		672		
--	--	-----	--	--

		756		
--	--	-----	--	--