## Maths Marvellous Maples and Jolly Junipers

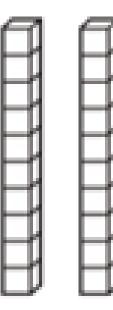
Date	
Subject/s	Maths
Learning Objective	Tσ identify and represent 2-digit numbers
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						SA O ISO	TA
Success Criteria	Ιc	an identify tens and ones from	n base 10				
✓! 🔳	Ιc	can represent numbers up to 50					
	Ιc	an write number to 50 correct	ly				
Support		Independent Adult Support ( )					
	Pre-task:						
What are the value	c of th	vese 2-digit numbers?					
	þ			0			
tens on	s		tens	ones			

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



Example —

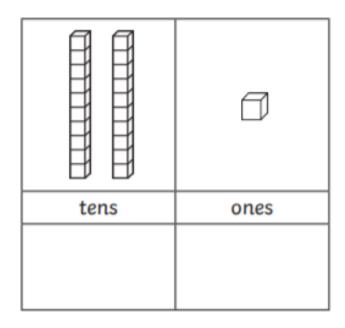




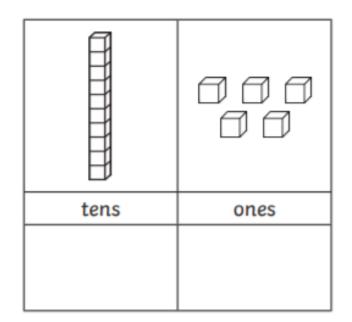
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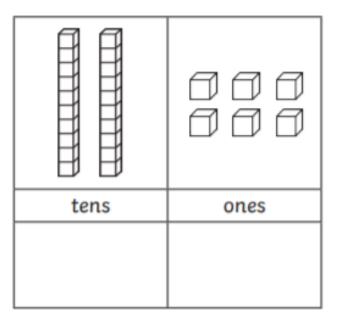
3

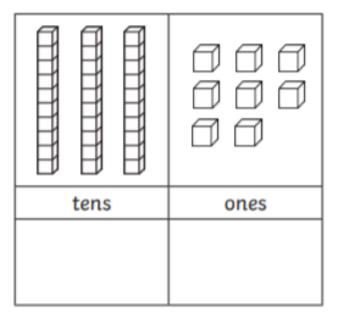
	000
tens	ones



tens	ones







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

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Success Crit ✓!	teria	I can identi	fy ten	s and ones from bas	e 10.			
* *		I can repres	sent ni	umbers up to 100				
		I can write	numb	ers to 100				
Support	r	Inde	Independent Adult Support ( )					
	Pre-task:							
Can you draw	v the n	umber in bas	se ten?	?				
Tens	On	25/		Tens	Ones			
4		2		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
3	3

Tens	Ones
6	1

Tens	Ones
2	4

Tens	Ones
6	8

Tens	Ones
7	8

Date	
Subject/s	Maths
Learning Objective	To identify and represent 3 digit numbers
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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 num	Hundreds Tens		es Total

hundreds	tens	ones
	11111111111111111111111111111111111111	69 69 69 69

tens

ones

hundreds

		€ O O
hundreds	tens	ones

	13333320 13333320 13333320	6
		9 69 69 69
hundreds	tens	ones

		<u></u>
hundreds	tens	ones

tens

ones

hundreds

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

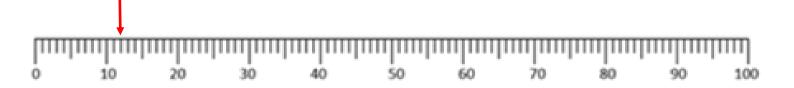
					SA O	TA
	I can ider	can identify tens and ones from base 10.				
√! 🗐	I can represent numbers up to 1000					
1	I can writ	te numbers to 1	000			
Support	Inc	lependent	Adult Support (	)		
			Pre-task:			
Can you write the nur	nber the	base 10 is show	ring?			
	0					
hundreds tens	ones					

Hundreds	Tens	00000	Ones Total
Hundreds	Tens	00000000000	Ones Total
Hundreds	Tens	Đ	Ones Total

Date			
Subject/s	Maths		
Learning Objective	To use number lines to represent values up to 100		
		SA ©	TA Å
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:		
abel 55 on the numb	er line		

Each line is worth 1

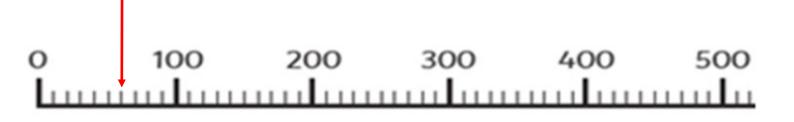
Example - finding 12 on the number line



<u>Fluency</u>										
<b>23</b>   111  11 0	10	111 111  20	1111 30	1111 1111  40	1111 1111  50	60	1111 1111  70	1111 1111  80	1111 1111 90	100
<b>45</b>   1111 11 0 <b>62</b>	10	111[111] 20	1111 30	1111 1111  40	1111 1111 1 50	60 60	1111 1111  70	1111 1111  80	1111 1111 90	ППП 100
02 	10	111[111] 20	1111 1111  30	1111 1111  40	1111 111 1 50	60	1111 1111  70	1111 1111  80	1111 1111 90	ППП 100
о ШШШ	10	1111111 20	1111 1111  30	11111111 40	11111111 50	60 111111	1111 1111  70	1111 1111  80	1111 1111 90	100 IIII
92  1111 11 0	10	1111111 20	1111 1111  30	1111 1111  40	1111 111 1 50	60 60	1111 1111  70	1111 1111  80	1111 1111 90	ППП 100

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
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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		
0 100 200 300 400 500		
<u>Fluency</u> 120		
0 100 200 300 400 500		
230		
0 100 200 300 400 500		
L		
0 100 200 300 400 500		
340		
0 100 200 300 400 500		
450		
0 100 200 300 400 500		
L		
0 100 200 300 400 500		

Date	
Subject/s	Maths
Learning Objective	To use number lines to represent values up to 1000
10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -	

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						Å.	Å <sup>®®</sup>
Success Criteria	I can count using	number lin	2				
••=	I can recognise se	equences of	numbers				
	I can estimate an number line	id represent	numbers, j	olacing the	m onto a		
Support	Independe	ent	Adult S	Support (	)		
	·	Pre-ta	ısk:				
Label 250 on the number li	ne						
0 100 200	300 400	500	600	700			000
							-
Fluency 270							
0 100 200	300 400	500	600	700	800	900	1000
L							
440	200 (00	500	(00	700	000	000	1000
0 100 200	300 400	500	600	700 	800	900 <b></b>	1000
710							
0 100 200	300 400	500	600	700	800	900	1000
L					1111		
380							
0 100 200	300 400			700	800	900	
L							
950 0 100 200	300 400	500	600	700	800	900	1000
130							
0 100 200		500		700	800	900	
							1111

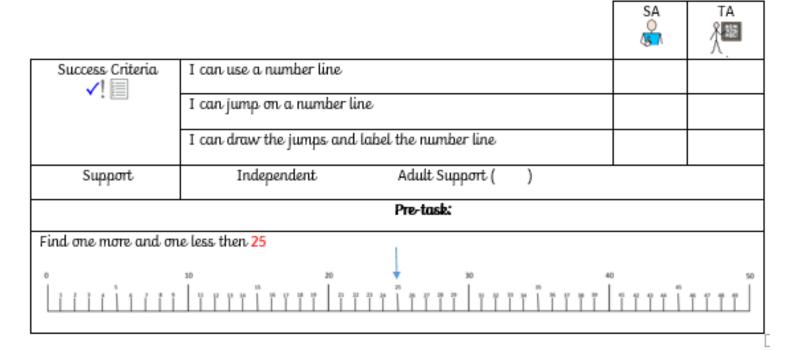
Each line is worth 1

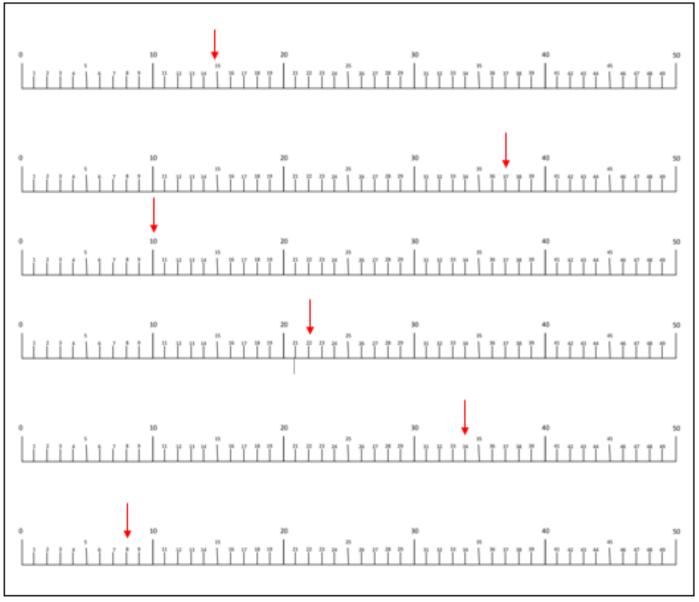
Example -

Finding 1 more would be one jump on

Finding 1 less would be one jump backwards

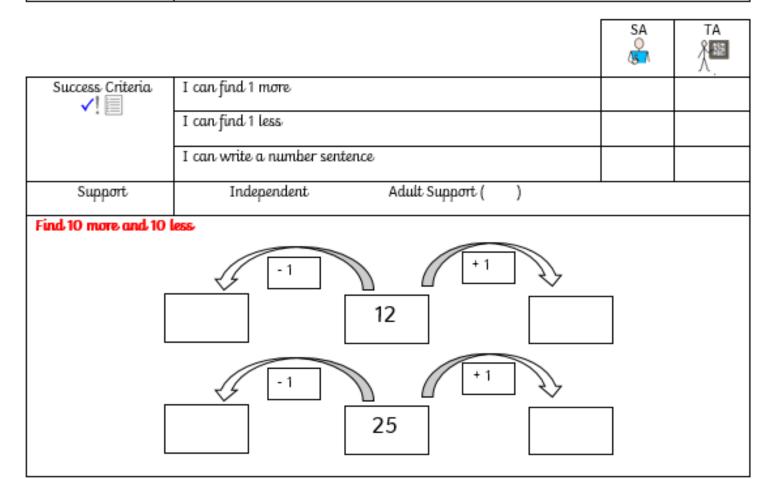
Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
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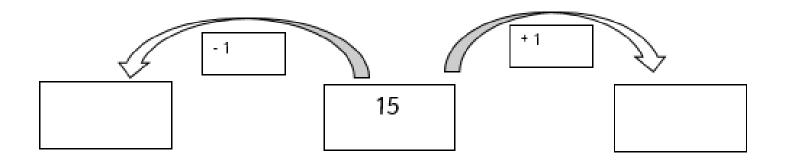


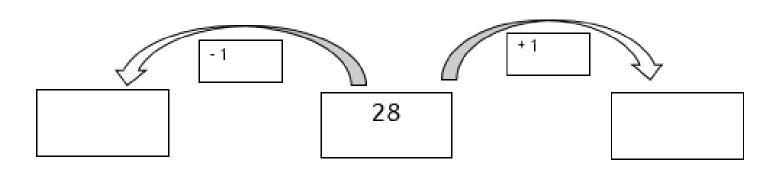


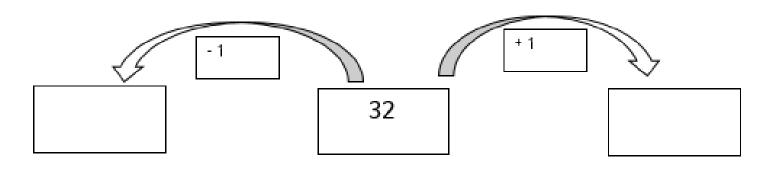
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

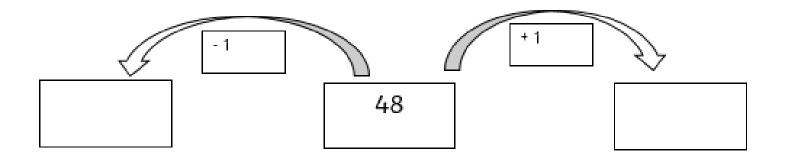
Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
😽 <b>-</b>	

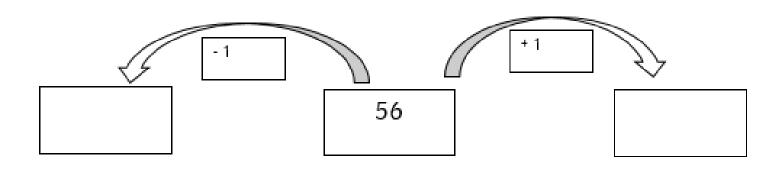




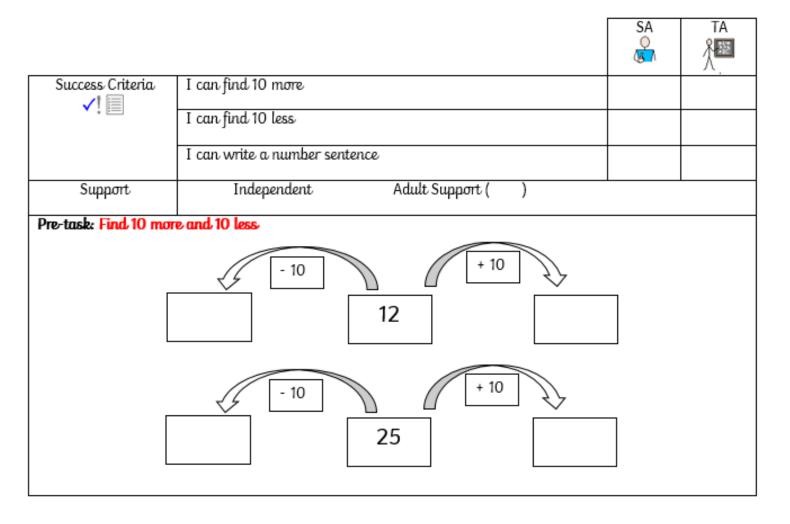


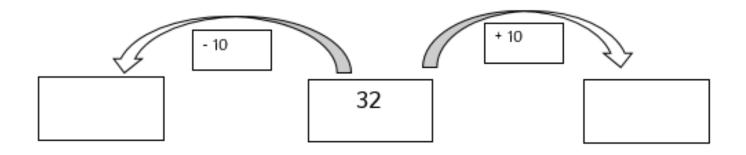


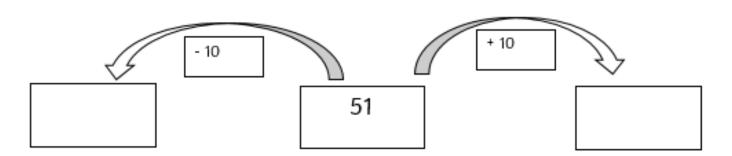


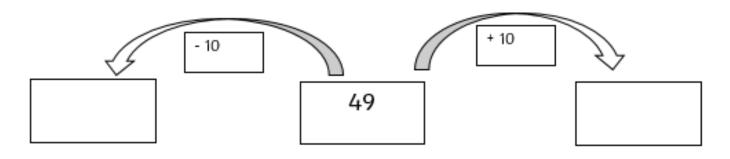


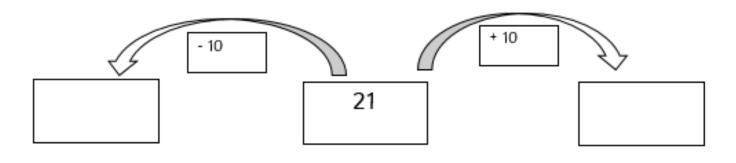
Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
10 <b>-</b>	

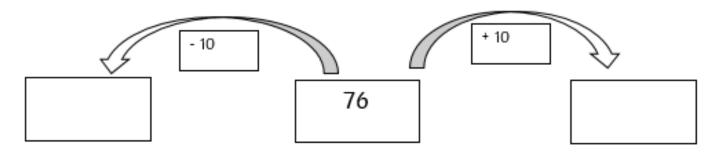


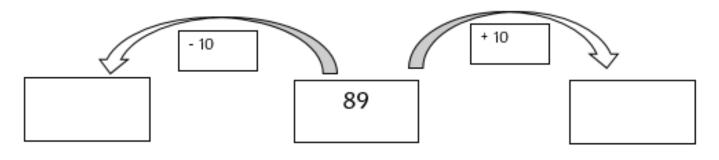












Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
🐮 🗝	

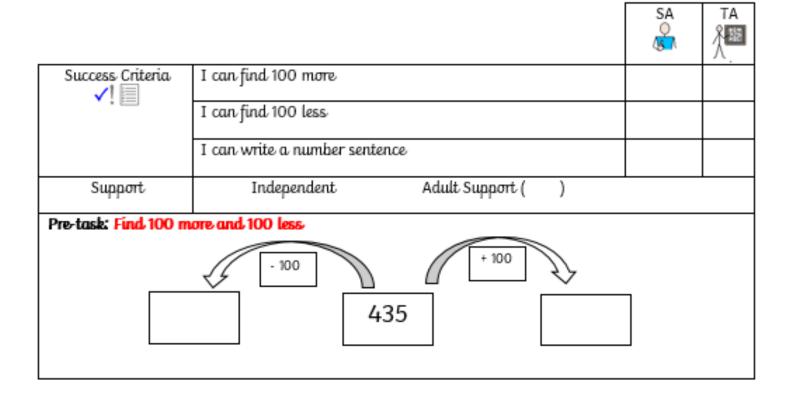
				SA O	TA ∦∰ ∧
Success Crite	ria I can find 10	10 more			
√! 📃	I can use bo				
	I can write	a number sentence			
Support	Support Independent Adult Support ( )				
Pre-task: Can y	jou use the place v	alue grid to work out 10	0 more than 231?		
	Hundreds	Tens	Ones		
				_	

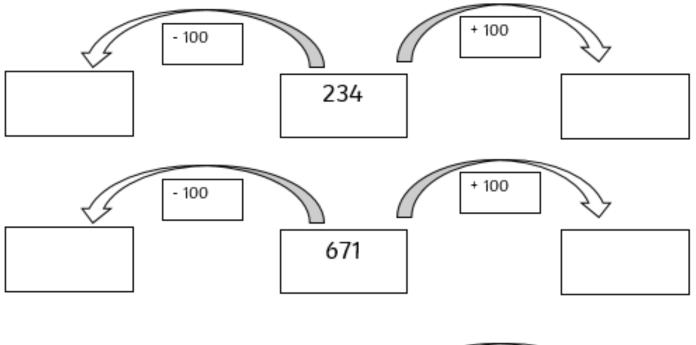
## 231 - 100 =

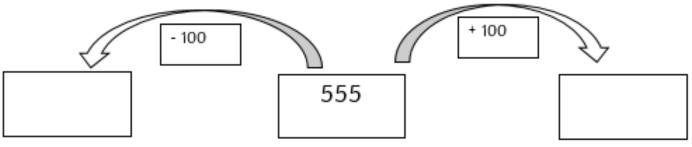
Hundreds	Tens	Ones
		•••

Hundreds	Tens	Ones
		•

Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
🔊 <b>-</b> 🐻	







Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
🔊 <b>~</b>	

							SA O M	TA
Success Criteria	I can fin	d 100 more						
✓! 📃	I can fin	I can find 100 less						
	I can use	I can use base 10						
	I can wr	ite a numbe	r sentence					
Support	1	Independent	t	Adult Sup	port ( )			
Find 100 more using	the base 10							
Thousands-		Hundro	zds.		Tens		Ones-	
						•		
Write the number s	entnces for	-100 and	+100					
ſ	Thous	ands.	Hund	ireds.	Tens		Ones-	
Ī							•	
+ 100		1			1			
-100								
ſ	Thous	ands,	Hund	lreds-	Tens		Ones-	
							•	
+ 100		I			·			
-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				

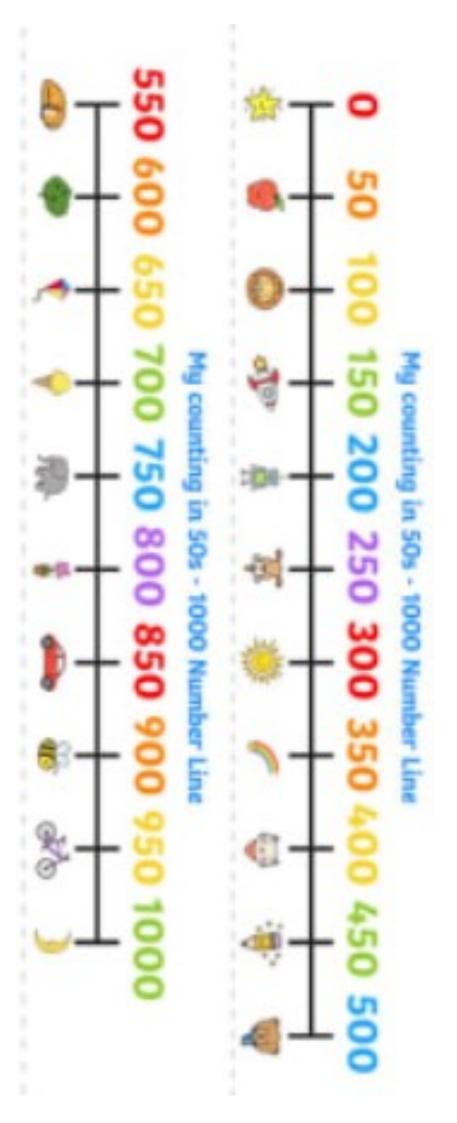
## Can you now make your own?

	Thousands.	Hundreds-	Tens	Ones-
+ 100		I	I	<u> </u>
-100				

	Thousands	Hundreds	Tens	Ones-
+ 100				
-100				

	Thousands.	Hundreds-	Tens	Ones-
1 100				
+ 100				
-100				
100				

	Thousands-	Hundreds-	Tens	Ones-
+ 100				<u> </u>
-100				



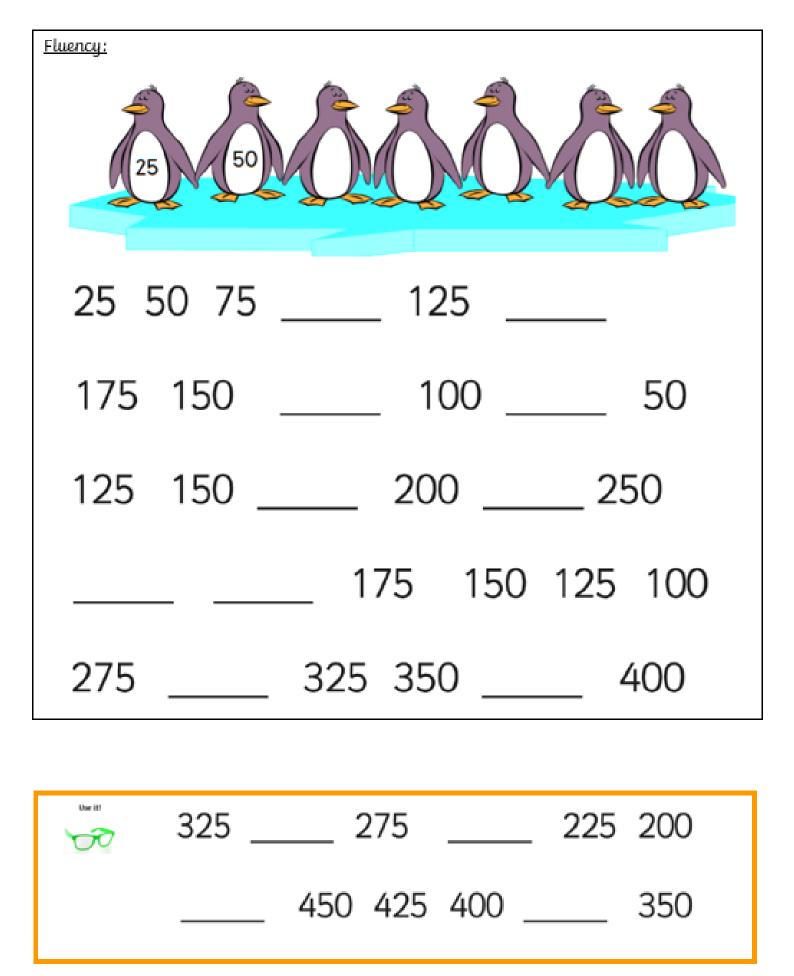
Date	
Subject/s	Maths
Learning Objective	To count in 50s.
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					SA S	TA ∦∰≣
Success Criteria	I can count in	fifties				
√! ■	I can notice po	itterns when	adding fifties.			
	I understand t	he values of	digits when counti	ng		
Support	Independe	nt	Adult Support (	)		
<u>Pre- task:</u> Circle the mistakes in thi	s sequence					
<u>50 100</u>	150	160	210	250	3	<u>00</u>

1) 50	150			3	50 _		 
<b>2)</b> 200			400				 
<b>3)</b> 350 400							
<b>4)</b> 450	550	600		700			 
<b>5)</b> 100	200			350			 
<b>6)</b> 50						350	 

Date	
Subject/s	Maths
Leaming Objective	To count in 25s.
🐨 <b>-</b> 🗑	

											SA	TA ∦
Success			I can co	unt in tv	wenty-fi	ives,						
√!			I can no	tice pat	terns wi	ien add	ing 25					
		-	I unders	tand the	e values	of digit	s when	countin	g			
Տաք				ependen	t	Adu	lt Suppo	mt (	)			
<u>Pre-task:</u> Ca	mplete	the 10	Osquare							-	_	
	1	2	3	4	5	6	7	8	٩	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			



Date	
Subject/s	Maths
Learning Objective	To round to the nearest 10
🐨 <b>~</b> 🗟	

				SA SA	TA	
Success Criteria	I can identify which colum	nn I need when roi	ınding.			
√! 🗐	I know what ten comes be	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 (	)			
Can you round 16 to the	arest 10					
	16					
		I				
	41					
	89	)				
	34	÷				
	55	;				
	12					

Date	
Subject/s	Maths
Learning Objective	To round to the nearest 100
🐨 <b>~</b> 🗟	

		SA (SA)	TA A
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 ( ) nearest 100? Remember to draw the arrow to the correct 100		
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		