Maths Marvellous Maples and Jolly Junipers

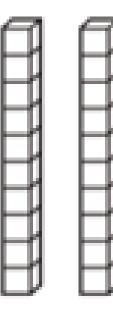
Date	
Subject/s	Maths
Learning Objective	Tσ identify and represent 2-digit numbers
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						SA O ISO	TA
Success Criteria	Ιc	an identify tens and ones from	n base 10				
✓! 🔳	Ιc	can represent numbers up to 50					
	Ιc	an write number to 50 correct	ly				
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 —

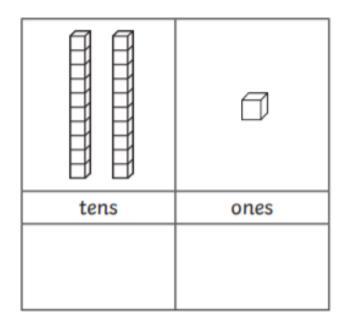




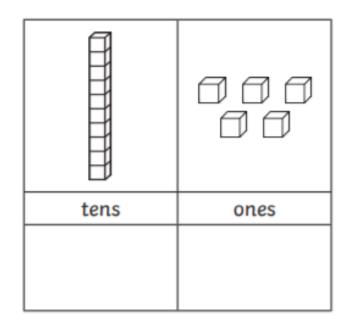
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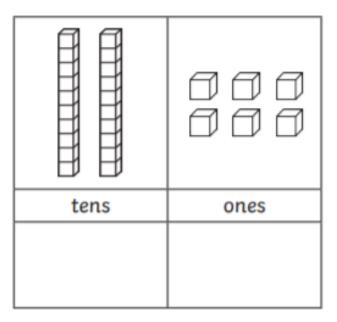
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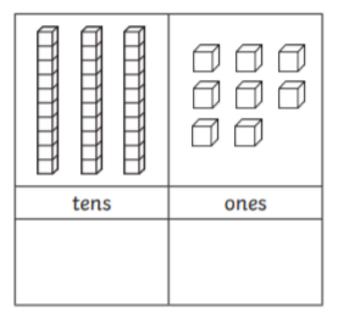
	000
tens	ones



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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		SA O 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 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

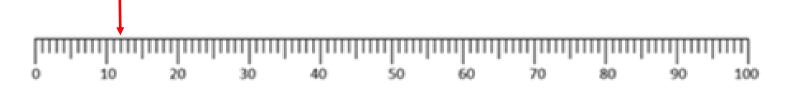
					SA O	TA
	I can ider	can identify tens and ones from base 10.				
√! 🗐	I can represent numbers up to 1000					
1	I can writ	te numbers to 1	000			
Support	Inc	lependent	Adult Support ()		
			Pre-task:			
Can you write the nur	nber the	base 10 is show	ring?			
	0					
hundreds tens	ones					

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

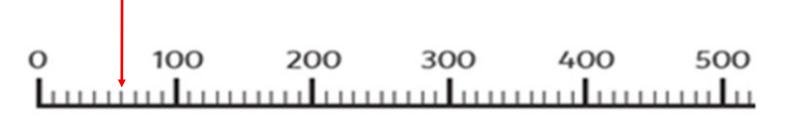
Example - finding 12 on the number line



<u>Fluency</u>										
23 111 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
45 1111 11 0 62	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 -	

						SA	TA
						Å.	Å ^{®®}
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 	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

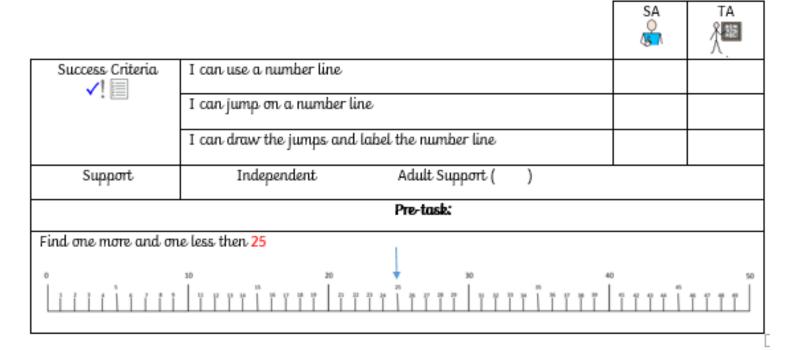
Each line is worth 1

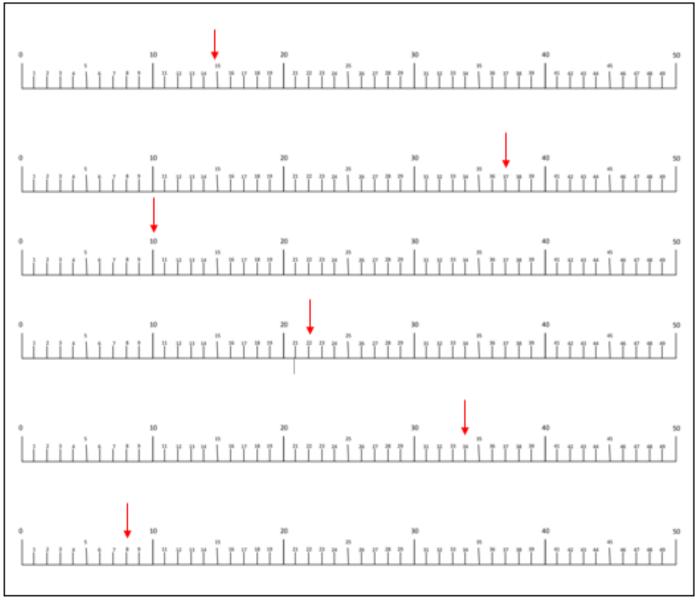
Example -

Finding 1 more would be one jump on

Finding 1 less would be one jump backwards

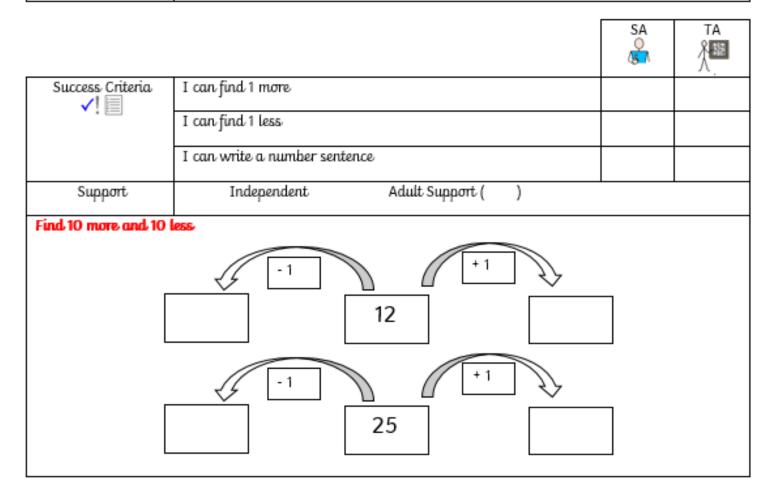
Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
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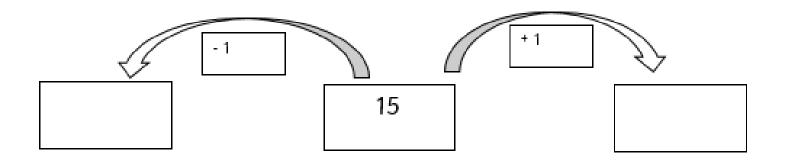


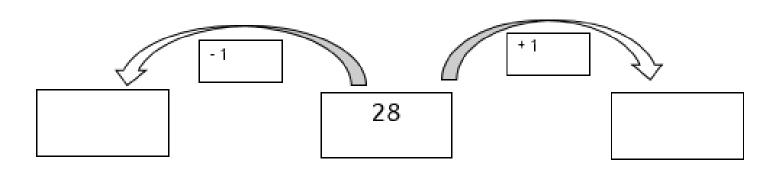


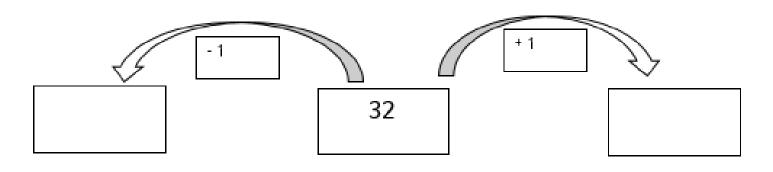
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

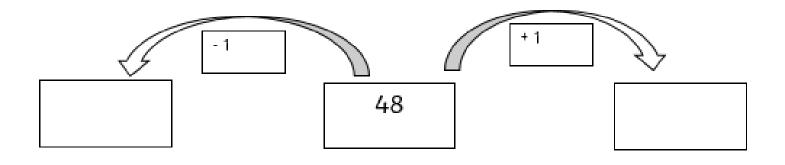
Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
😽 -	

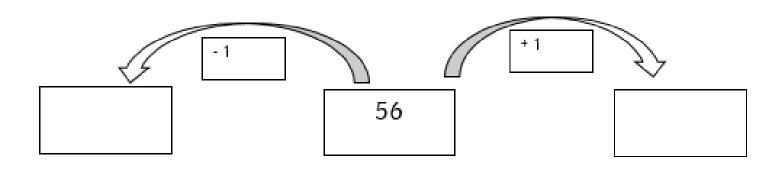




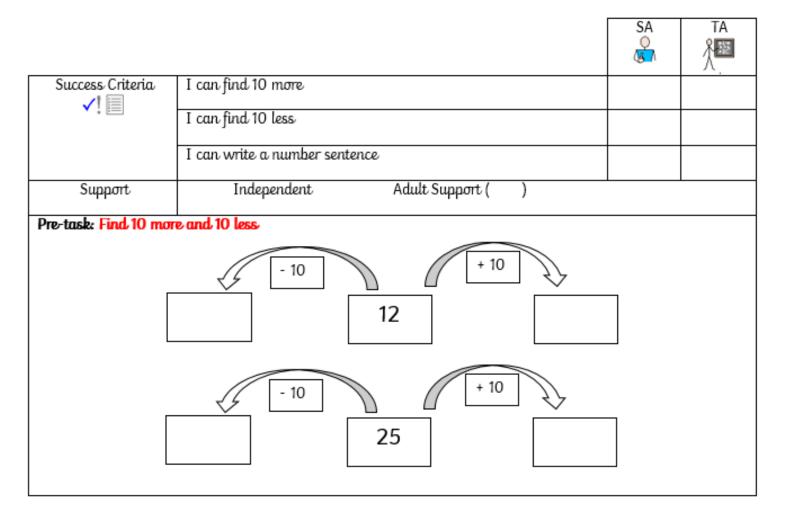


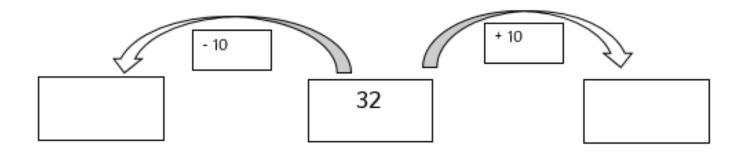


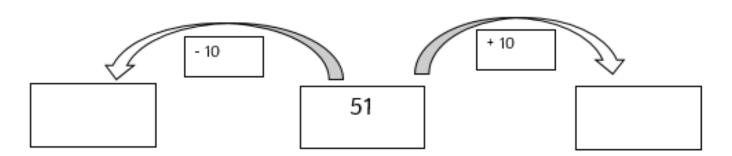


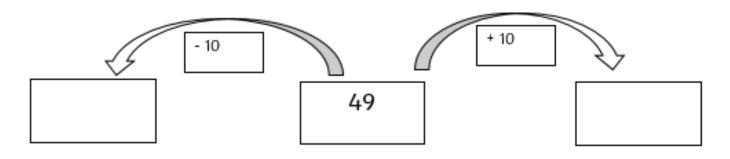


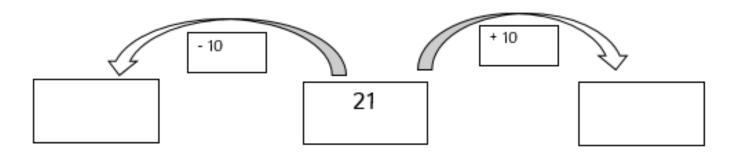
Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
10 -	

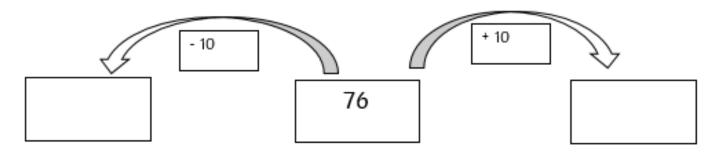


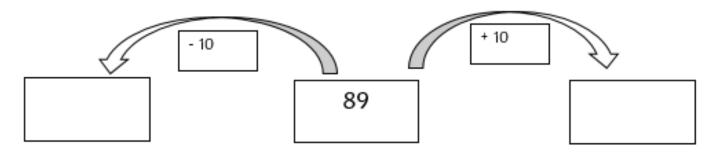












Date	
Subject/s	Maths
Learning Objective	To find 1,10,100 more or less
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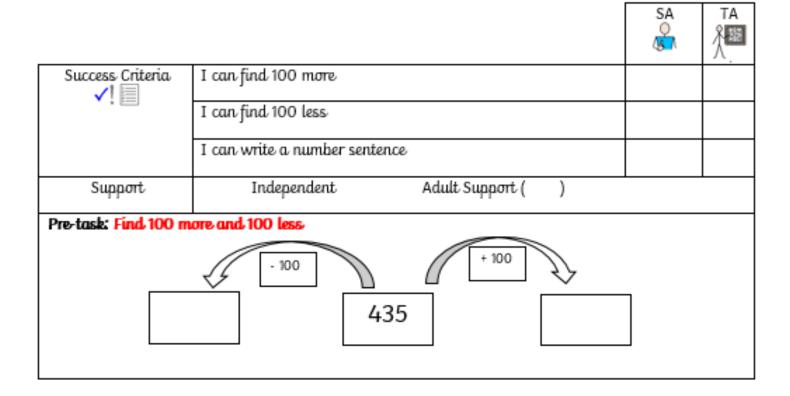
				SA O	TA ∦∰ ∧
Success Crite	ria I can find 10	10 more			
√! 📃	I can use bo				
	I can write	a number sentence			
Support	Support Independent Adult Support ()				
Pre-task: Can y	jou use the place v	alue grid to work out 10	0 more than 231?		
	Hundreds	Tens	Ones		
				_	

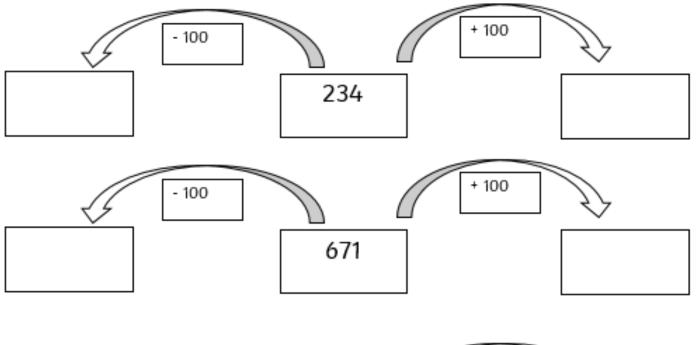
231 - 100 =

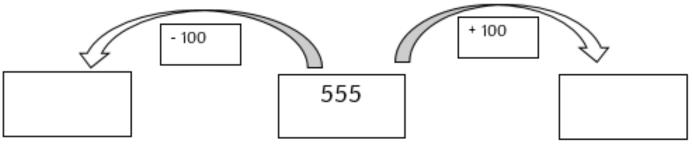
Hundreds	Tens	Ones
		•••

Hundreds	Tens	Ones
		•

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

							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				

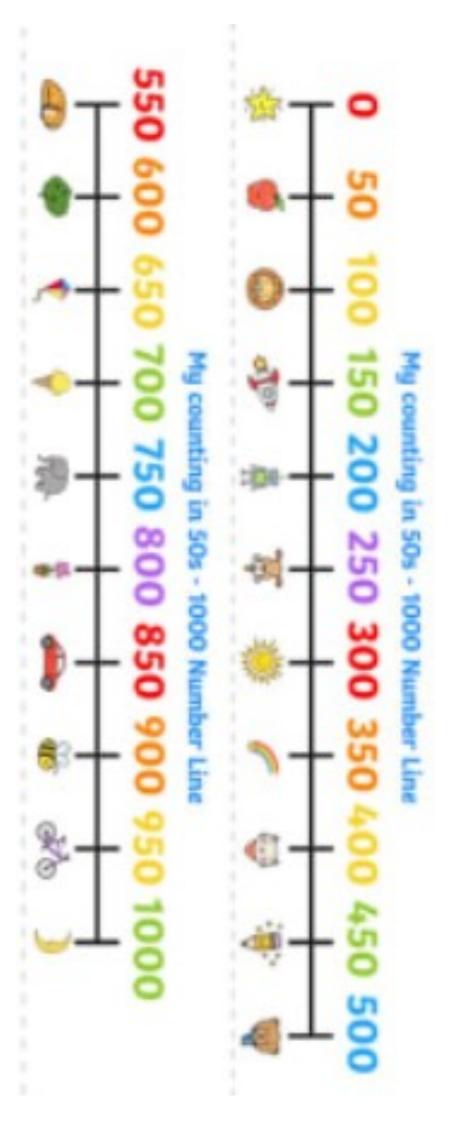
Can you now make your own?

	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				



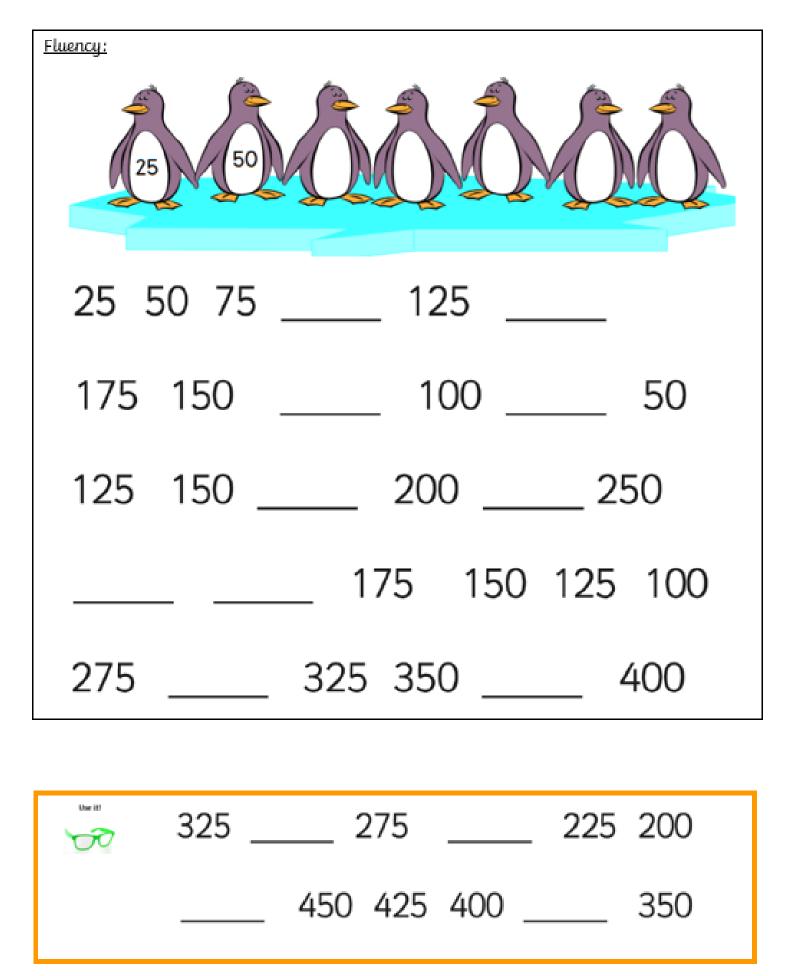
Date	
Subject/s	Maths
Learning Objective	To count in 50s.
🐨 - 🗟	

					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 _		
2) 200			400				
3) 350 400							
4) 450	550	600		700			
5) 100	200			350			
6) 50						350	

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

											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
🐨 ~ 🗟	

				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
🐨 ~ 🗟	

		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		