Homework
Partition into Tens and Ones within 100

National Curriculum Objectives:

Mathematics Year 1: (1N4) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most and least

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Circle all the images showing a given number of tens, using numbers up to 50.
Expected Circle all the images showing a given number of tens, using numbers up to 100.
Greater Depth Circle all the images showing a given number of tens, using numbers up to 100.

Questions 2, 5 and 8 (Varied Fluency)
Developing Match numbers to images representing tens and ones using numbers up to 50.
Expected Match numbers to images representing tens and ones using numbers up to 100.
Greater Depth Identify numbers from images representing tens and ones using numbers up to 100 with some unconventional partitioning such as 4 tens and 11 ones is 51.

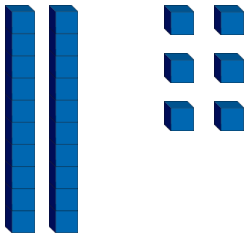
Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Give two possible numbers that could be made by adding one counter to a partially completed place value grid, using numbers up to 50.
Expected Give three possible numbers that could be made by adding two counters to a partially completed place value grid, using numbers up to 100.
Greater Depth Give five possible numbers that could be made when using six counters in a place value grid, using numbers up to 100.

Partition into Tens and Ones within 100

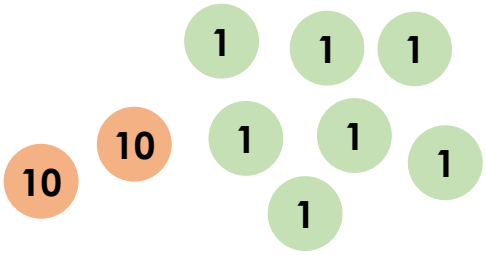
1. Circle all the images that have 2 tens.

A.

C.



B.



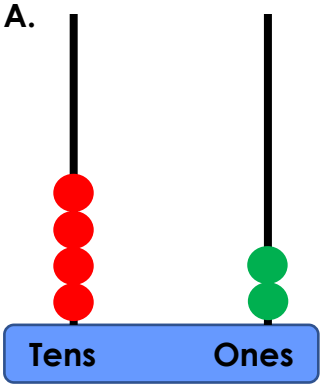
D.

D

VF
HW/Ext

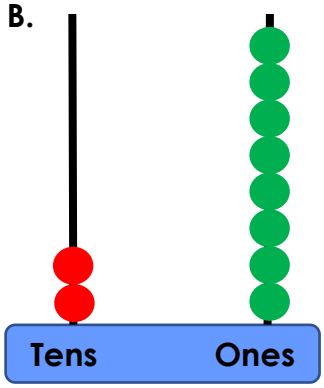
2. Josh has used beads to represent numbers.
Match the images to the correct numbers.

A.



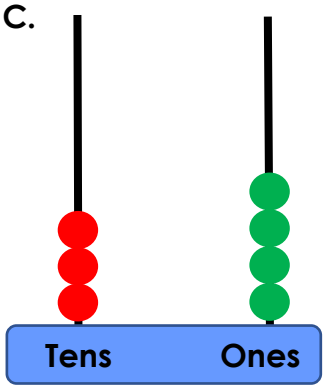
34

B.



42

C.

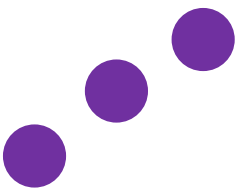
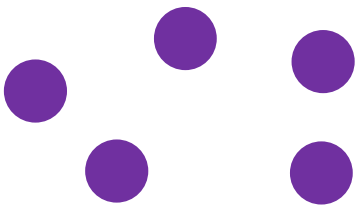


28

D

VF
HW/Ext

3. Tia has made a number by putting counters on a place value chart. One of her counters has fallen off.

Tens	Ones
	

Which numbers could she have made? Write two possibilities.

D

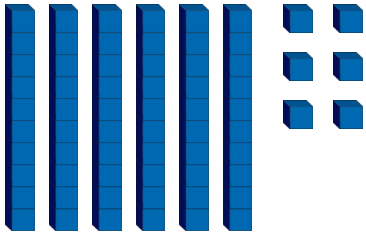
RPS
HW/Ext

Partition into Tens and Ones within 100

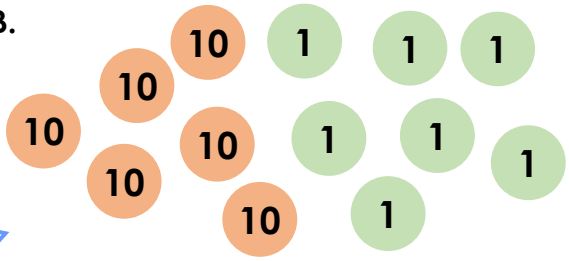
4. Circle all the images that have 6 tens.

A.

C.



B.



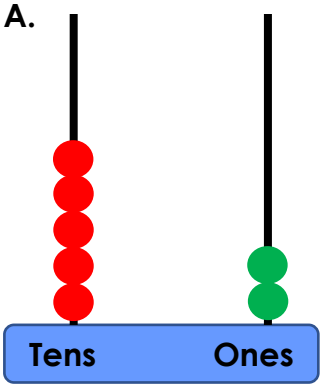
D.

E

VF
HW/Ext

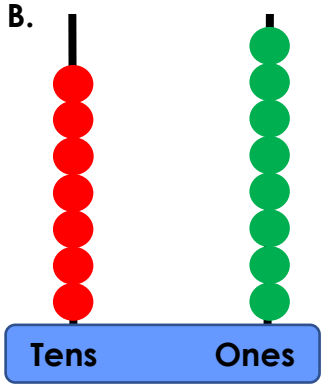
5. Jack has used beads to represent numbers.
Match the images to the correct numbers.

A.



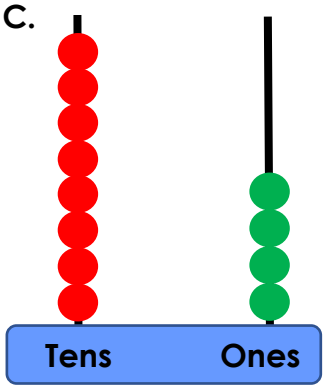
78

B.



84

C.

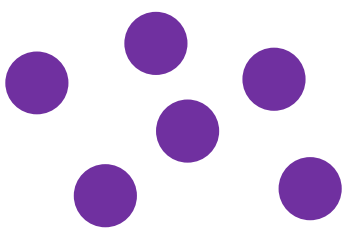
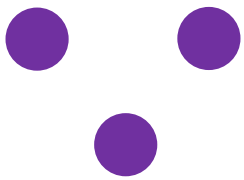


52

E

VF
HW/Ext

6. Jasmine has made a number by putting counters on a place value chart. Two of her counters have fallen off.

Tens	Ones
	

Which numbers could she have made? Write three possibilities.

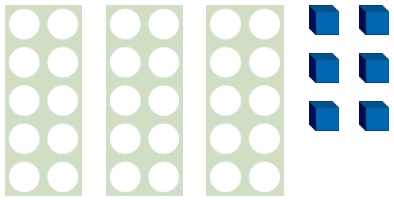
E

RPS
HW/Ext

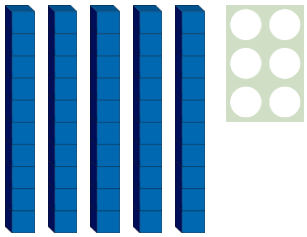
Partition into Tens and Ones within 100

7. Circle all the images that have 5 tens.

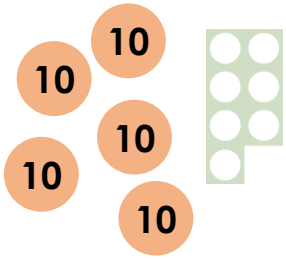
A.



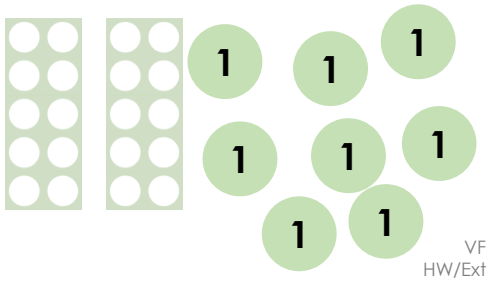
C.



B.



D.

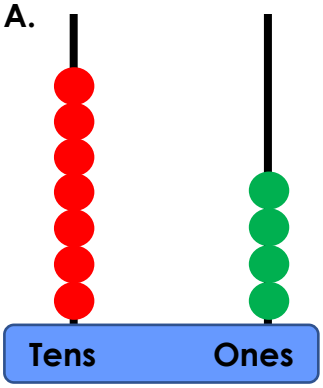


GD

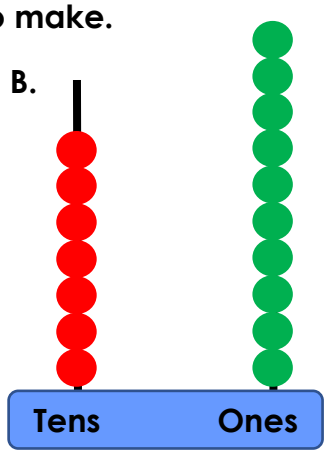
VF
HW/Ext

8. Peter has used beads to try and represent numbers. Write the numbers he has tried to make.

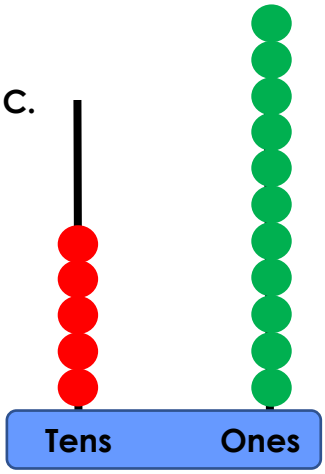
A.



B.



C.



GD

VF
HW/Ext

9. Sally has made a number by putting counters on a place value chart. She had 6 counters, some could have been tens and could have been ones.

Tens	Ones

Which numbers could she have made? Write five possibilities.

GD

RPS
HW/Ext

Homework
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Developing

1. B, C and D
2. A. 42; B. 28; C. 34
3. 45 and 36

Expected

4. A, B and C
5. A. 52; B. 78; C. 84
6. 65, 74 and 83

Greater Depth

7. B and C
8. A. 74; B. 80; C. 61
9. Various possible answers, for example: 60, 51, 42, 33, 24,15