White Rose Maths

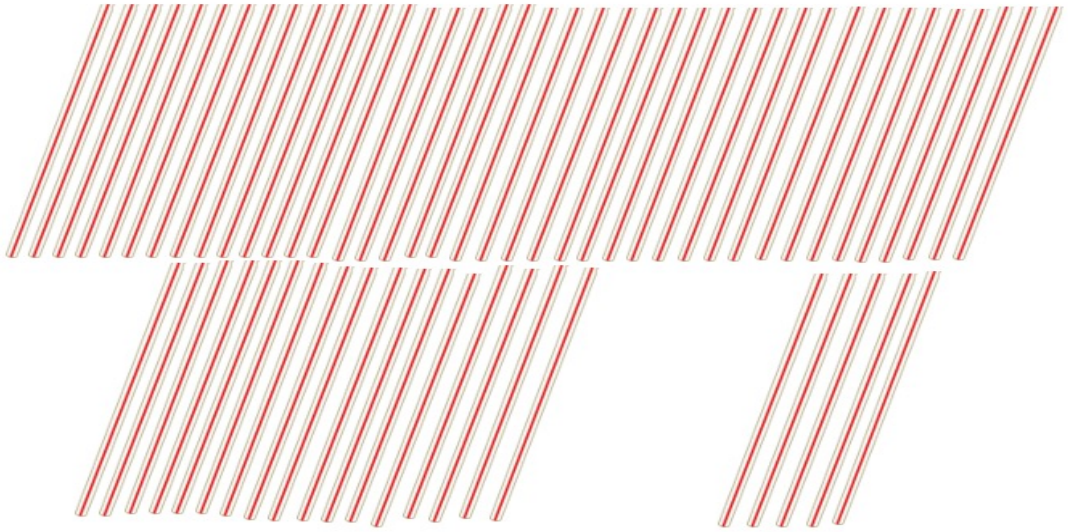
Year 1 - Summer - Block 4

Place Value (to 100)

How many flowers are there altogether?

Can you represent the flowers using ten frames and counters?

How many straws are there?



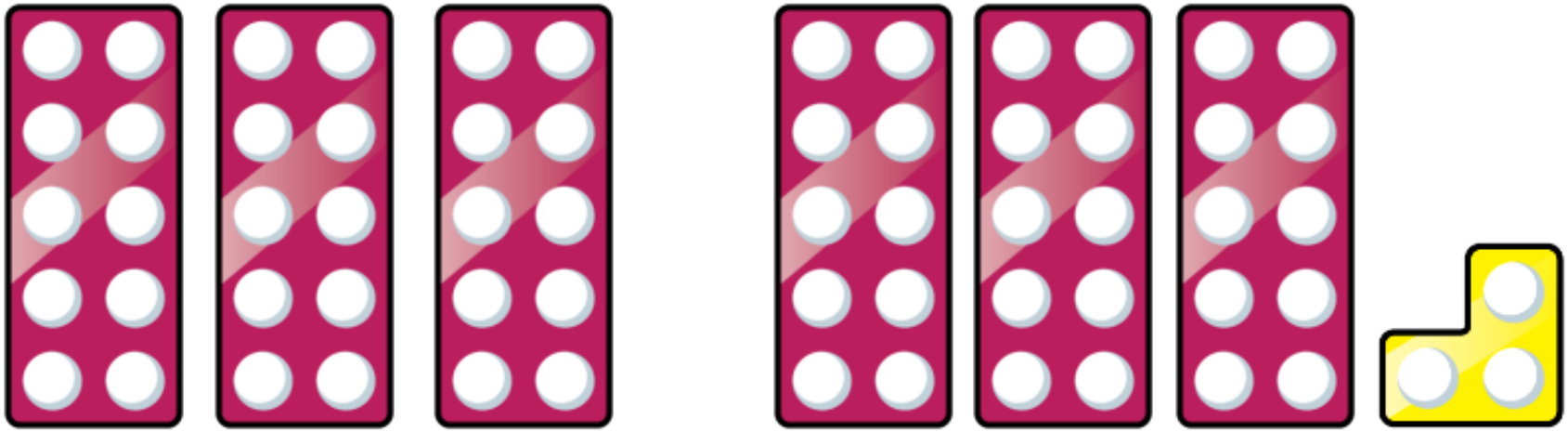
Bundle the straws into tens to make them easier to count.

Use the hundred square to:

- Count forwards from 80 to 92
- Count backwards from 73 to 65
- Write down the numbers between 75 and 81
- Find what number comes between 46 and 48

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	8	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Teddy has made a number using the number shapes.



He says

$6 + 3 = 9$

Teddy

What mistake has Teddy made?

Correct the mistake in each sequence.

- 34, 35, 36, 38, 39
- 98, 97, 96, 95, 93
- 78, 79, 18, 81, 82

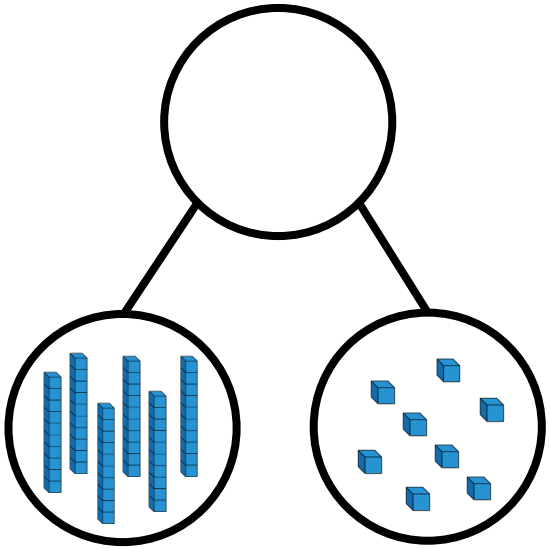
Use Base 10 to make these numbers. Complete the stem sentences.

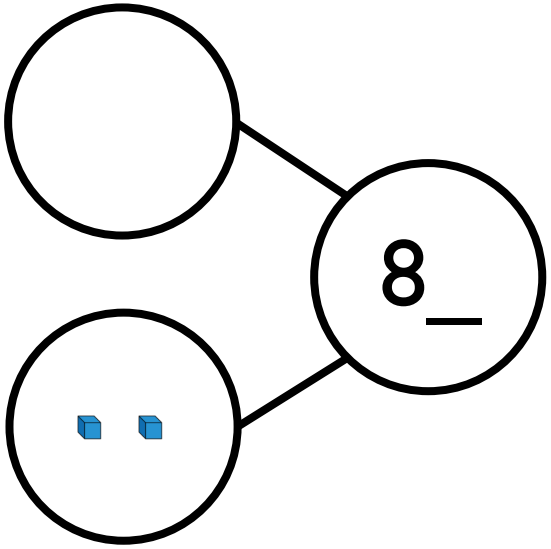
70 36 64 81 22 66 49

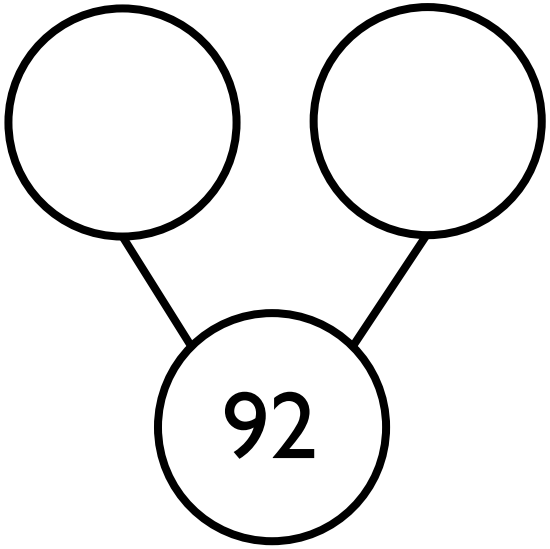
70 has 7 tens and 0 ones.

[ ] has [ ] tens and [ ] ones.

Complete the part-whole models.







Show these numbers using a place value chart, Base 10 or straws.

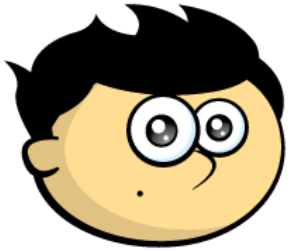
Tens	Ones

73 50 88 79

91 85 62 93

I have 9 ones.

Mo



Jack

I only have 1 ten so your number is bigger than mine.

Is Jack correct?
Prove it.

Use Base 10 to make a number:

- Greater than 84
- Less than 70
- Greater than 75 but less than 87

Use Base 10 to make a number.

The number has 5 tens and fewer than 8 ones.

How many possible numbers are there?

Use Base 10 to make these numbers on place value charts. Write how many tens and ones are in each number.

78 and 61

Tens	Ones

90 and 89

Tens	Ones

64 and 92

Tens	Ones

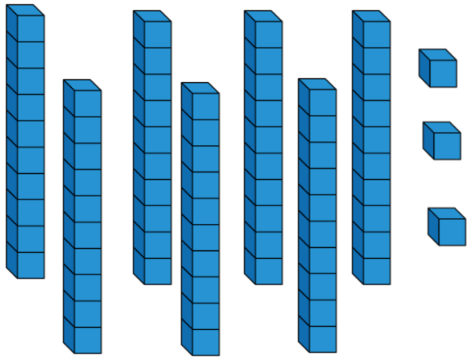
Which number from each pair is the largest? Discuss how you know.

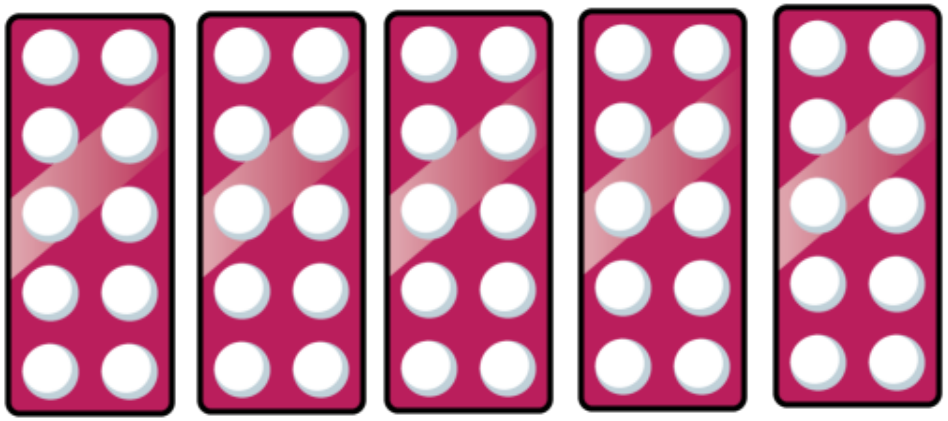
On the hundred square, find a number:

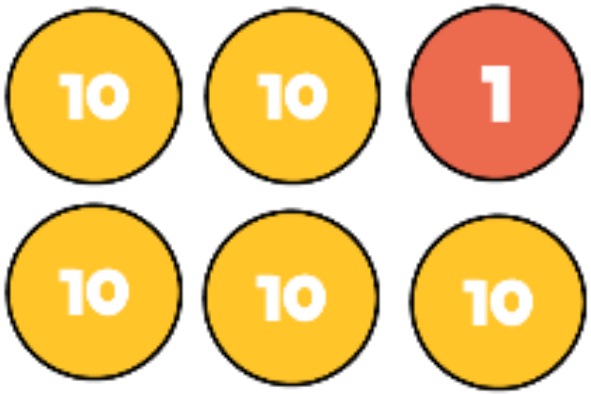
- Less than 69
- Greater than 79
- Greater than 69 but less than 79

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	8	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use equipment from your classroom to compare the amounts using $>$, $<$ or $=$





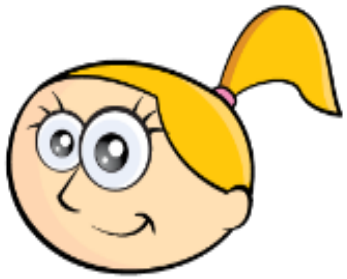


Eva and Alex have some number cards.

Alex

3 5 6

1 2 4



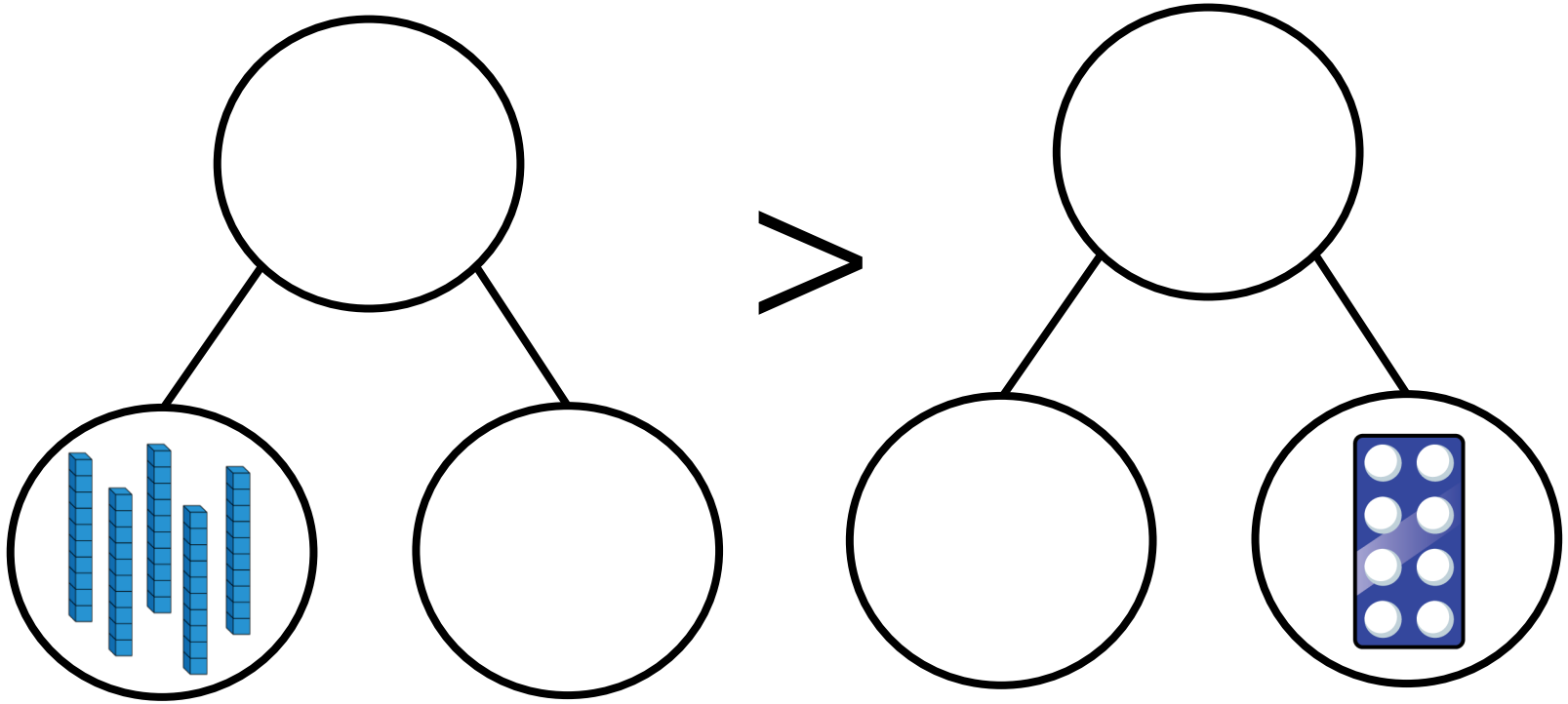
Eva

They both use two of their cards to make two-digit numbers.

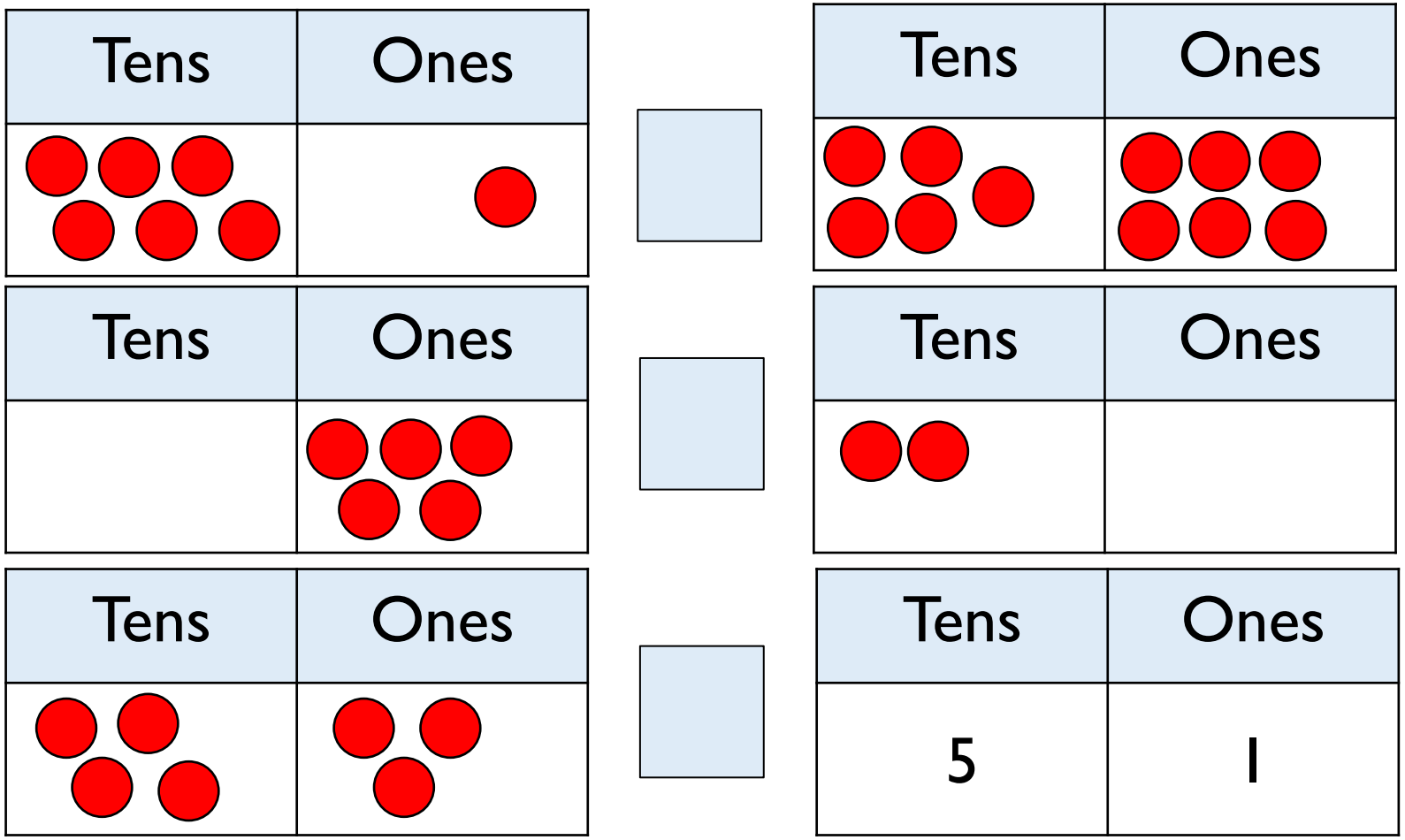
Eva's number is bigger than Alex's number.

What could their numbers be? How many answers can you find?

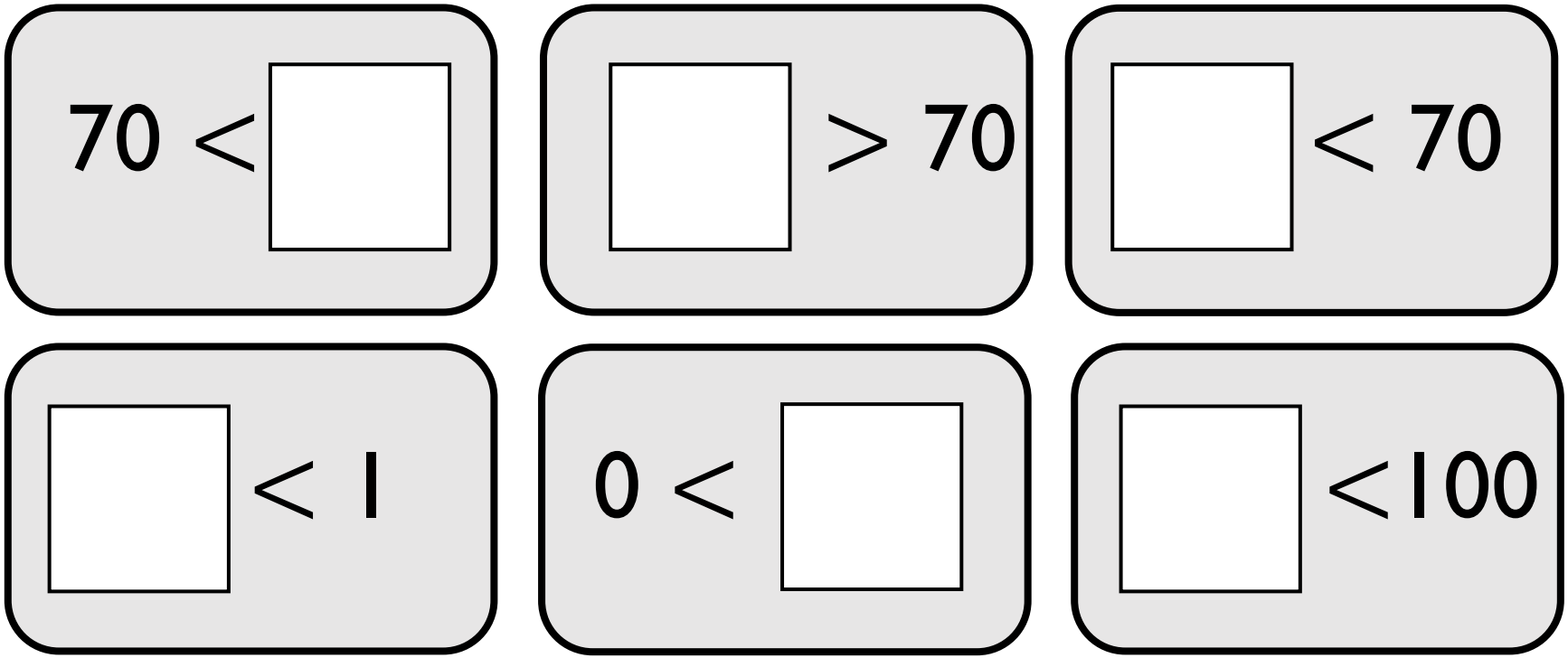
How many ways can you complete the part-whole models to make the calculation correct?



Compare the amounts using <,>or =



Complete the statements:



Complete the stem sentences and statements.

62 is _____ than 55 but _____ than 70

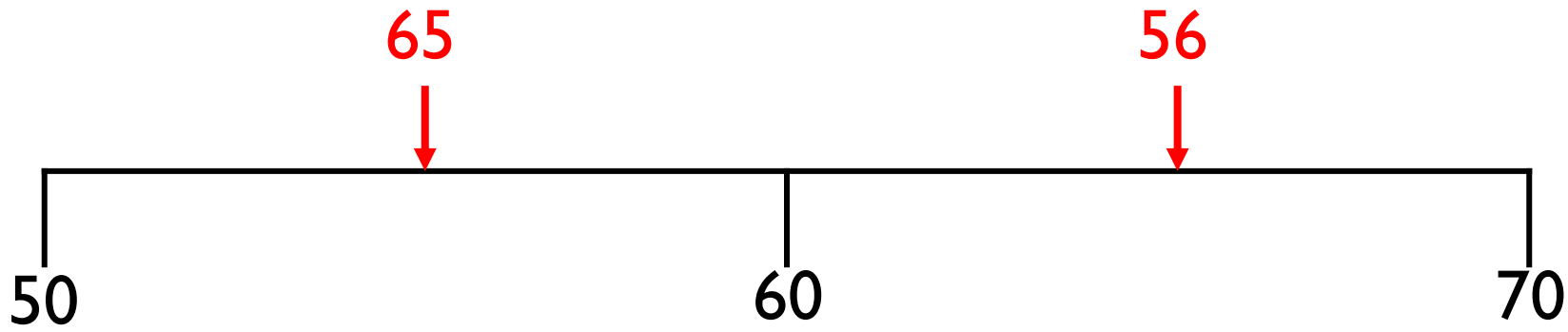
□ < □ < □

□ > □ > □

___ is greater than ____ but less than ___

the statements:

Tommy has marked numbers on his number lines.
Has he made any mistakes?



Explain to a friend the mistake you think he has made.

Show the numbers on your own number line.

- 75
- 34
- 91
- 57

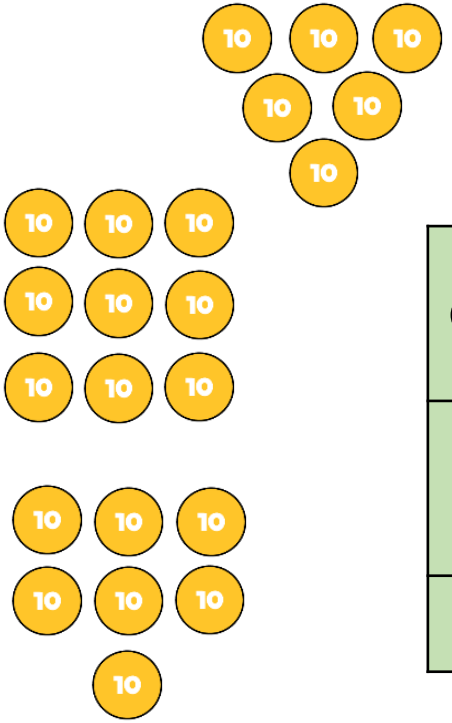
How many different ways can you complete the place value charts to make the statement correct?

Tens	Ones
5	

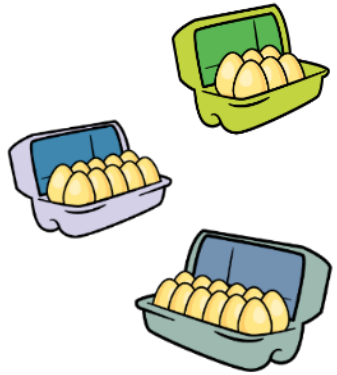
<

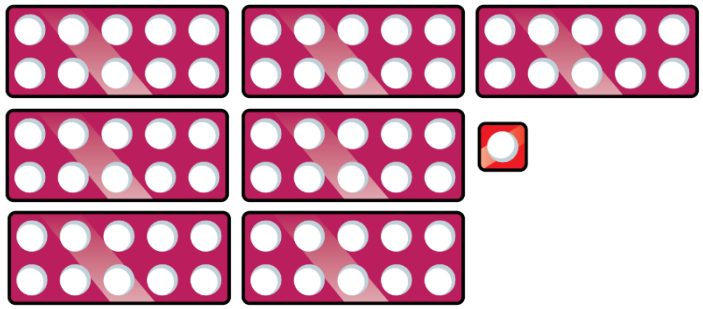
Tens	Ones
	3

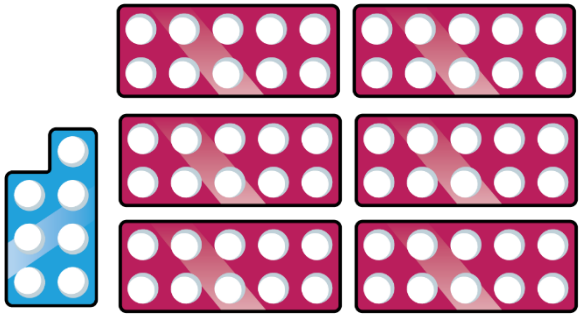
Put these objects in the correct place in the table.

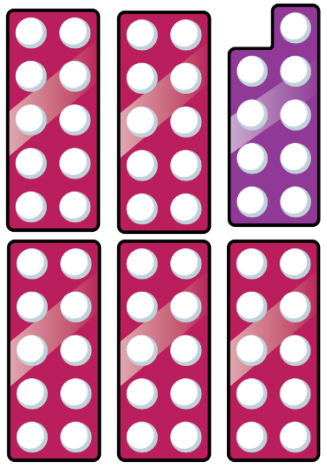


	Most		Least
Counters			
Number Pieces			
Eggs			









In groups of 4 roll some PE equipment.

The furthest roll wins.

Give a sticker and a high-five to the person who came first, second, third and fourth.

Order the numbers from smallest to largest.

57	8	21

100	93	72

Mo creates a traffic jam using some toy cars on the carpet.
The red car is 3rd from the front.
It is also the 2nd from the back.

Use some cars or manipulatives to find out how many cars are in the traffic jam.

The numbers in each list are in size order.
Complete the missing numbers.

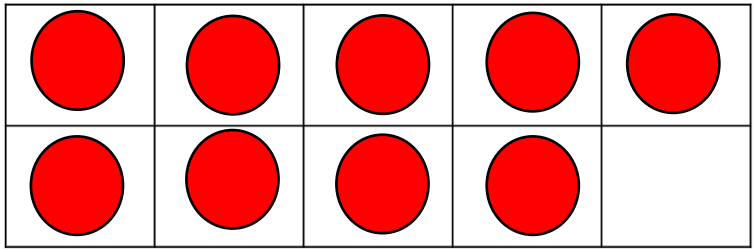
65	78		91	99

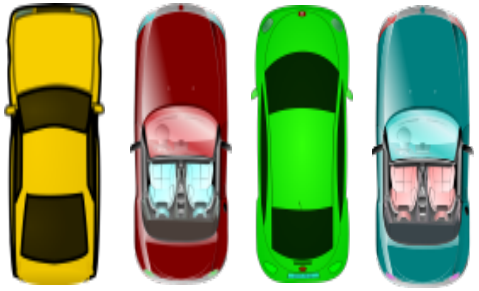
89	80	72		

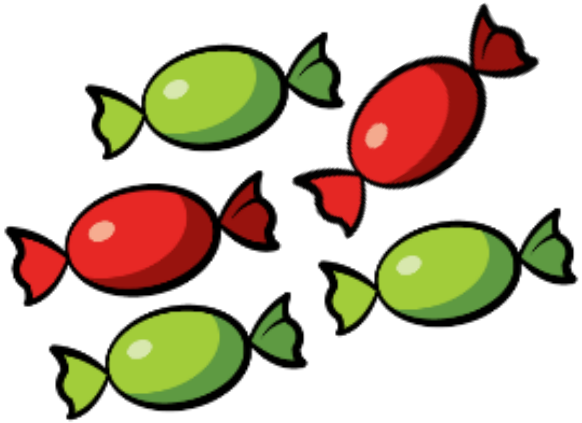
		57		

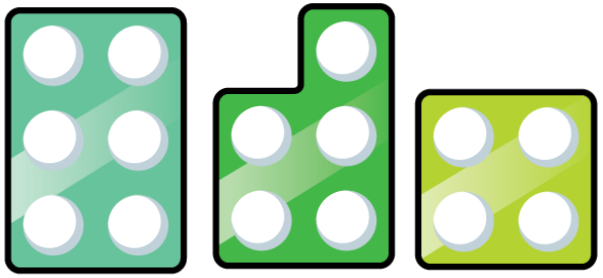
Why did you choose the numbers you did?
Are they the only numbers that could have completed the number tracks?

Use manipulatives and ask children to show one more and one less than the given amounts.

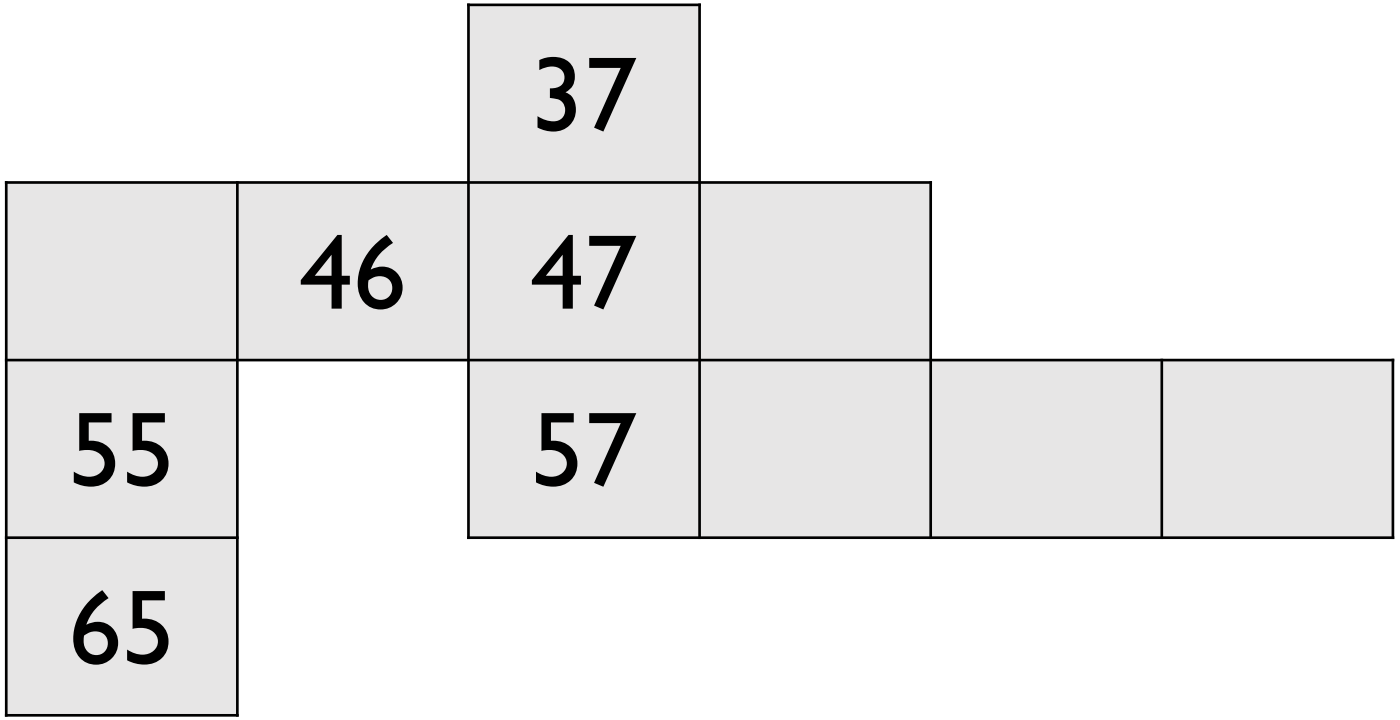




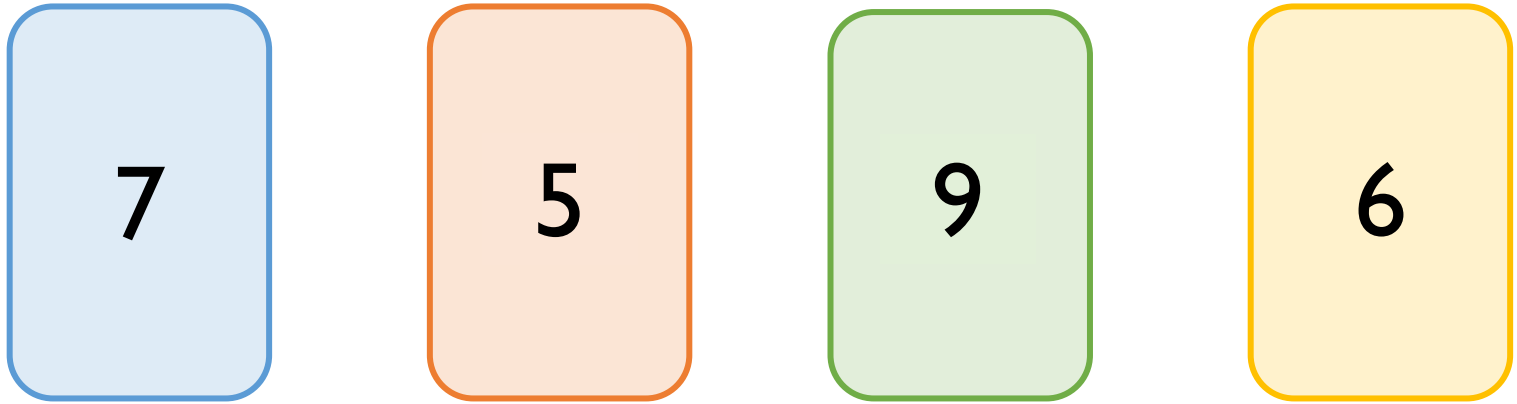




Complete the missing numbers.

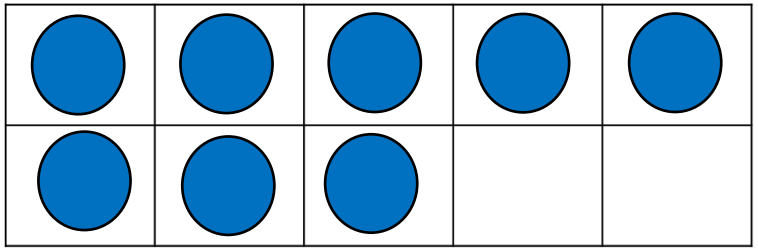


Use the number cards to make 2 digit numbers.
Now write down one more and one less than the numbers you have made.
Use equipment if needed.

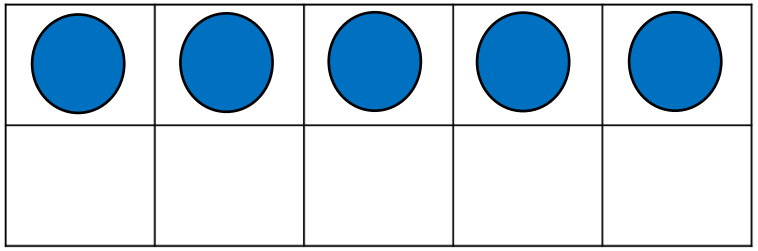


Can you move two of the counters so Rosie has 1 more than Alex and Whitney has 1 less than Alex?

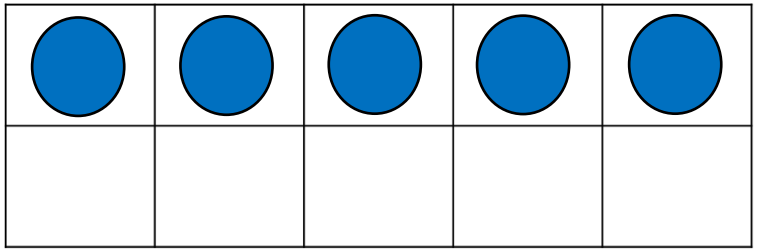
Alex



Rosie



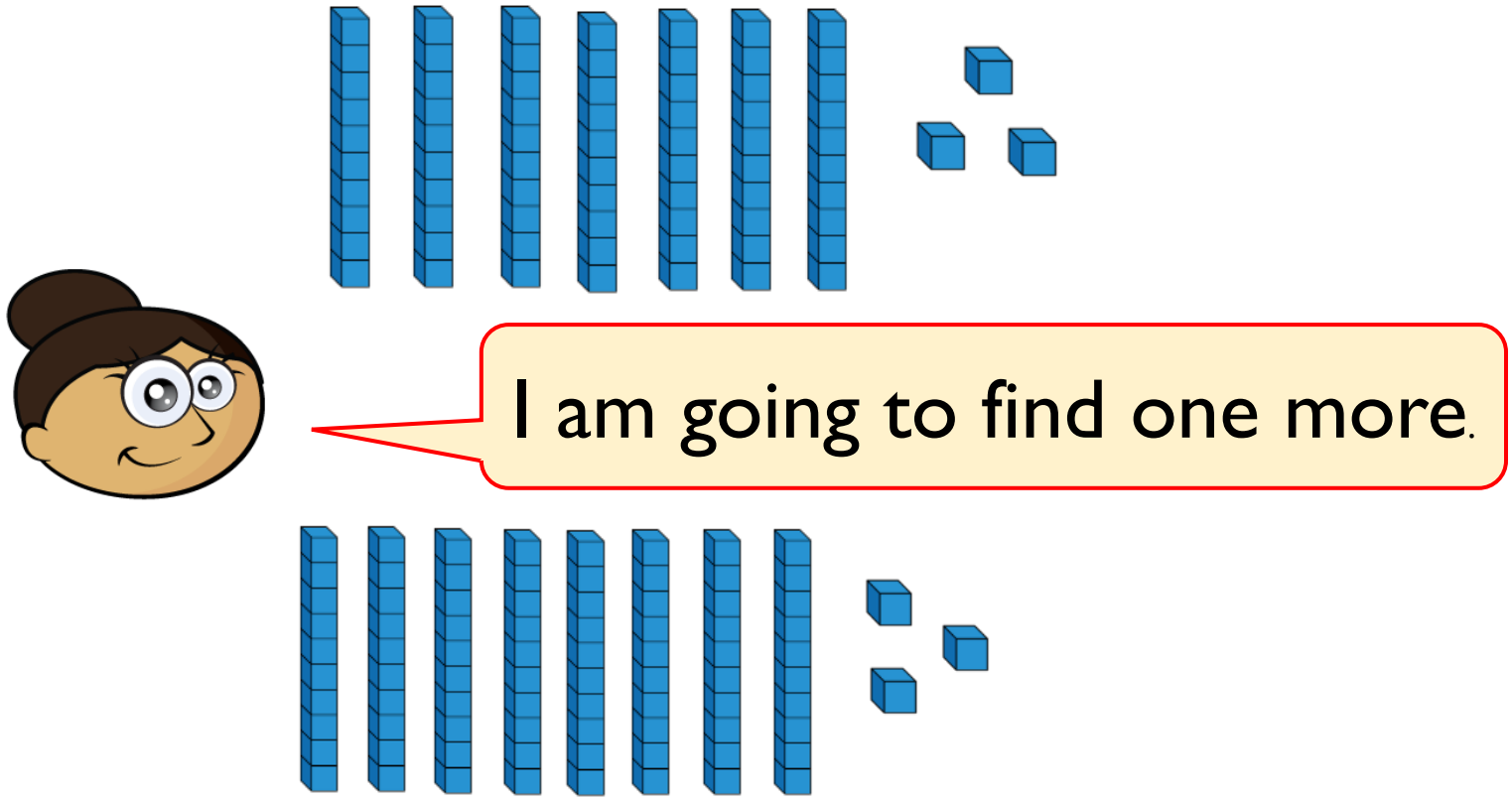
Whitney



Always, Sometimes or Never True?

When finding 1 less than a number, the tens digit of the number stays the same.

Dora started with this number.



Has Dora shown the correct amount?
Explain how you know.