

In this unit, I will:

- Count and write numbers to 20
- Know 10's and 1's
- Count one more and one less
- Compare number of objects
- Compare numbers
- Ordering objects and numbers

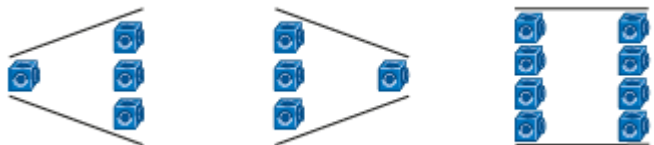
How does this unit build on prior learning?

This unit builds on children's work on numbers to 10 in Units 1-2, extending their ability to count, compare and order numbers to 20.

Children begin to recognise the place value of each digit in a 2-digit number. This is an important skill that children will develop when they add and subtract and begin to work with larger numbers. Then Children will count in tens and ones, learning that they can partition a 2-digit numbers into tens and ones. They will find the number that is one more or one less than a given number, noticing when the tens digit changes and when only the ones digit number changes.

Before they start this unit, it is expected that children:

- recognise numbers bonds within 10
- understand how to partition a number within 10
- can compare and order numbers within 10.

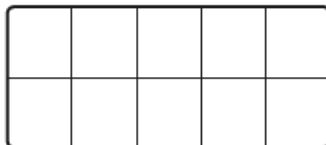


Year 1 – Place Value Numbers to 20

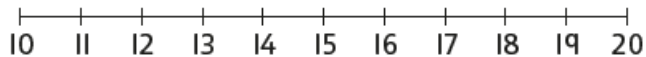
National Curriculum Link – Year 1

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- 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, least.
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Given a number, identify one more and one less.

Ten frame: Ten frames play a key role in helping children to recognise the structure of 2-digit numbers.



Number line: Number lines can be used to support children in counting on or back and in comparing numbers.



Bead string: Bead strings can be used to help children partition numbers into tens and ones, and to support them in finding one more or one less than a number.



Straws: Straws help children see the importance of ten: it is much easier to count in tens when counting large numbers and using straws emphasises this.

tens	10's
ones	1's
more	a number that is larger than or bigger than another
less	a number that is smaller than or less than another
greatest	The biggest or largest number
fewer	A amount that has some less
most	The person who has the biggest amount
least	The person who has the smallest amount
smallest	The person who has the least
order	The way you put the numbers; 1,2,3,4
compare	Two numbers that might be smaller, bigger or the same
equal to	The amount that is the same
more than	An amount that is more
less than	An amount that is less

Part-whole model:



Maths at Alice Ingham

