# Counting to 100 (Year 1)
Counting to 20 (EYFS)

- This week we are working on accurate counting, methods of counting and number recognition.

- These are important skills for our children to learn. We need to be able to make amounts accurately and count and recognize the numerals. In our school we use the process of see it, say it, make it and write it with amounts to help reinforce and deepen our understanding of numbers and number patterns.

Day 1

White Rose Maths

1 **How many cherries are there?**
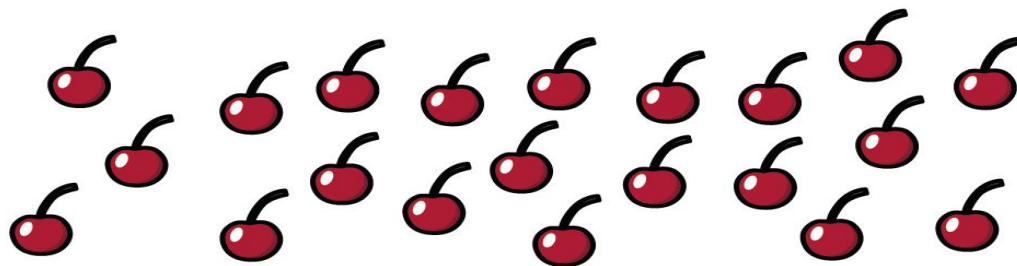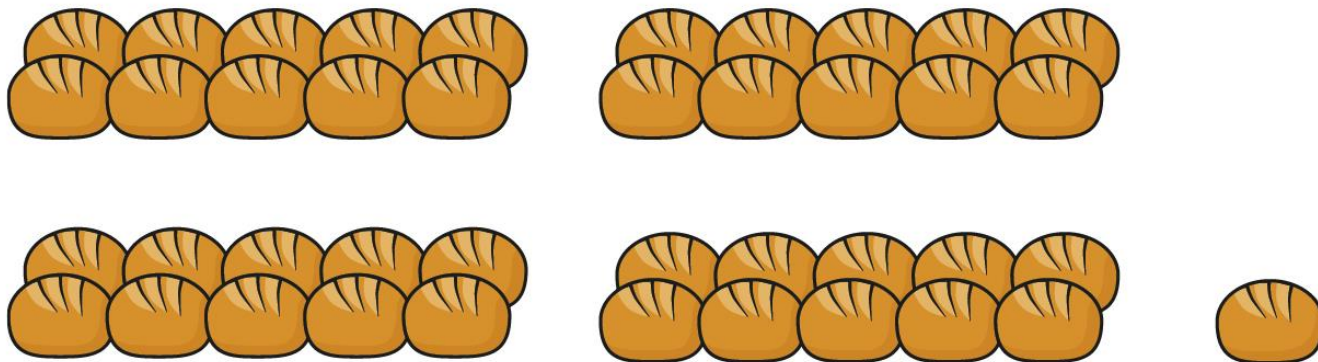

There are ☐ cherries.

How did you count them?

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EYFS children put out a teens amount of toys to count. Encourage your child to move each item, touch each item or count them into a pot to check the amount. Make sure they say their numbers aloud as they count to help with their accuracy.

2 How many bread rolls are there?

There are ☐ bread rolls.

How did you count them?

3 How many sweets are there?

There are ☐ sweets.

How did you count them?

4 Complete the number tracks.

a)

67	68			71			

b)

89			92				

c)

			97	96		94	

Partitioning numbers

I Here are some sweets.

Complete the sentences.

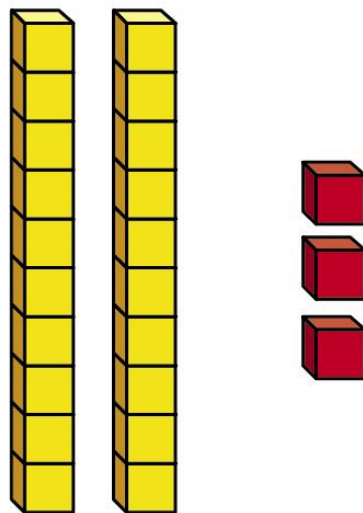There are ☐ bags of 10 sweets.

There are ☐ individual sweets.

There are ☐ sweets altogether.

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EYFS children – give your child a teens number and ask them to recognize it and count the amount accurately. Once you have done all of the teens amounts get them to order their teens amounts.

2 The base 10 show the number 23

Complete the sentence.

23 has ⬜ tens and ⬜ ones.

How do you know?

3 Complete the sentences.
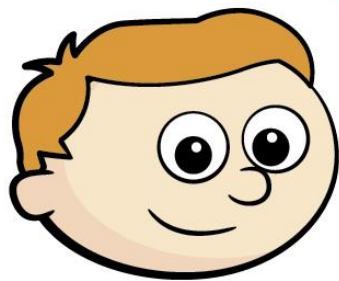
a) 49 has ☐ tens and ☐ ones.

b) 92 has ☐ tens and ☐ ones.

c) 60 has ☐ tens and ☐ ones.

4 Ron is thinking of a number.

My number has 4 ones and 7 tens.

What number is Ron thinking of?

5 Fill in the missing numbers.

a) [ ] is greater than 57
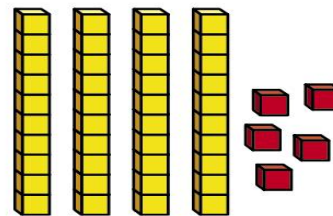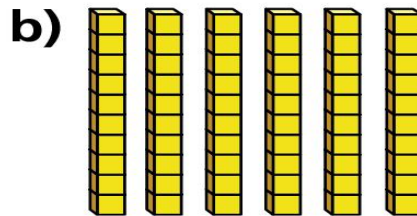
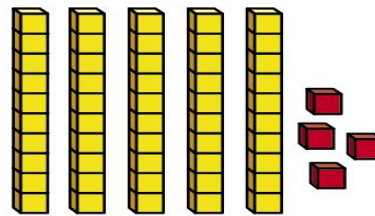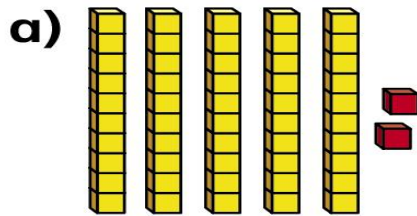b) [ ] is less than 41

c) [ ] is greater than 28 but less than 36

d) 65 is greater than [ ]

How many tens and ones does each of your numbers have?

Day 3

I Which is the greater number in each pair?
Tick your answers.

a)
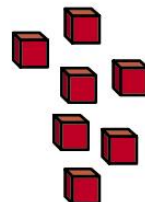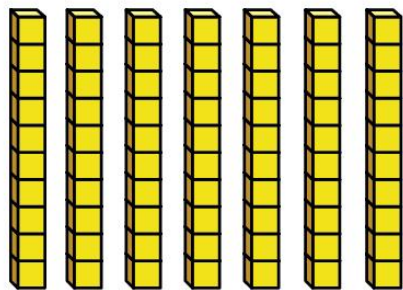
b)

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EYFS children – give your child 2 pots with different teens amounts in - it can be anything for them to count from pasta pieces to lego... Ask them to count the amounts and then ask them about the numbers to compare them – more and less.
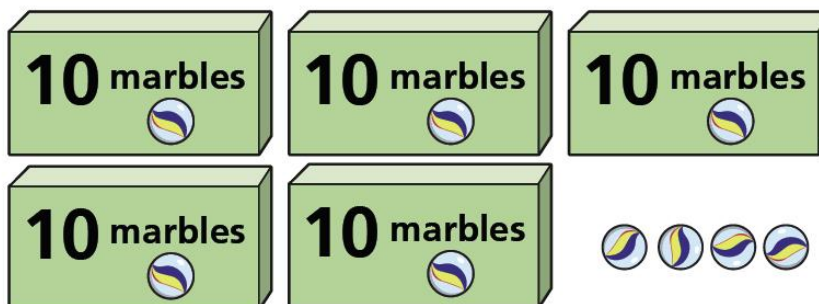
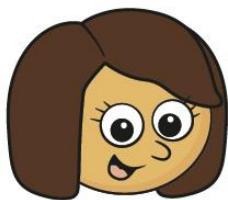**1** **c)**

How do you know?

2 Mo and Kim each have some marbles.

Mo

10 marbles
10 marbles
10 marbles
10 marbles
10 marbles

a) How many marbles does Mo have?

2

Kim

10 marbles

10 marbles

b) How many marbles does Kim have?

c) Who has more marbles? _____

How do you know?

3 Use base 10

a) Make a number greater than 50

What number did you make?

b) Make a number less than 90

What number did you make?

c) Make a number greater than 80 but less than 100

What number did you make?

Talk about your answers.

4 Write **greater than** or **less than** to complete the sentences.

a) 72 is _____ 83

b) 100 is _____ 99

c) 65 is _____ 56

Day 4

1 Which is the smallest number in each pair?
Tick your answer.

a)

Tens	Ones
4	6

Tens	Ones
5	1

b)

Tens	Ones
7	2

Tens	Ones
7	1

How did you know which number to tick?

EYFS - Give your child 3 teens cards and ask them to order them from the largest to the smallest. Check they know their names.
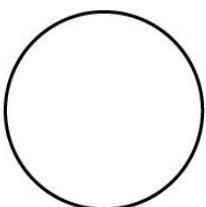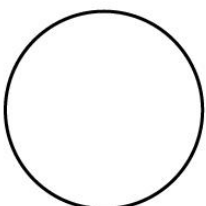
2 Circle the greater number in each pair.
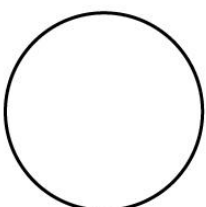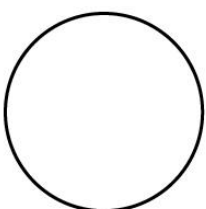
a)

37   81

b)

90   9

c)

16   72

3 Write <, > or = to compare the numbers.

a) 19 ◯ 41

b) 51 ◯ 24

c) 79 ◯ 80

d) 100 ◯ 93

4 Use the digit cards.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
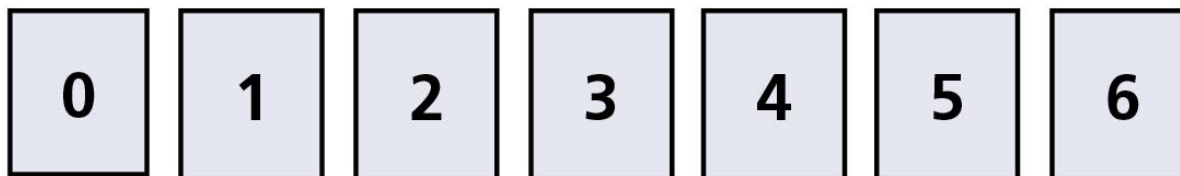
Make a number greater than 25

Make a number less than 72

Make a number greater than 59

Talk about your answers.

5 Ron, Sam and Kim have each made a number.

My number has 7 tens and some ones.

Ron

My number has 8 tens and some ones.

Sam

My number has 6 tens and some ones.
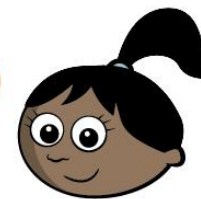
Kim

a) Who has made the smallest number?

_____

5

Ron: My number has 7 tens and some ones.

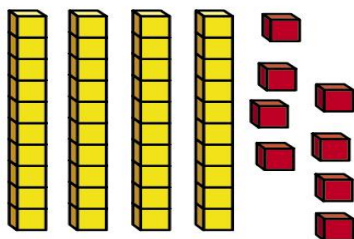Sam: My number has 8 tens and some ones.

Kim: My number has 6 tens and some ones.
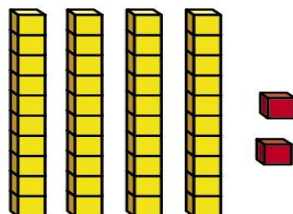
b) Who has made the greatest number?

_____

Talk about it with a partner.

Day 5

Ordering numbers

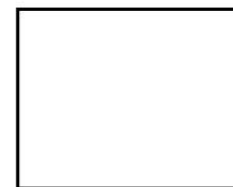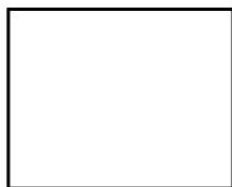**1** **a) What numbers are shown?**
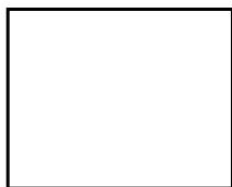

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EYFS – Muddle up the numbers to 20 and ask you child to order them. Then hide one for them to work out. You could also use them as flash cards to check that they know their number to 20. You could hide some numbers around your house for your child to find as a game of hide and seek.
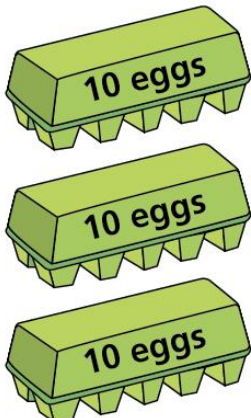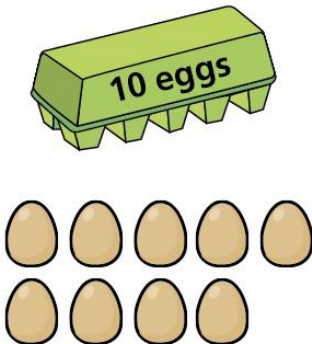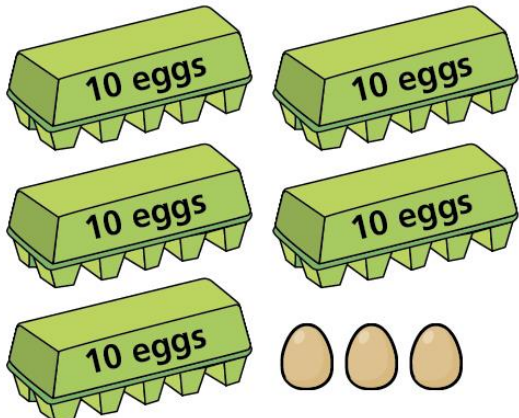
1
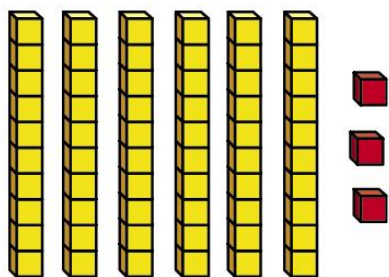
b) Write the numbers in order.
Start with the smallest.
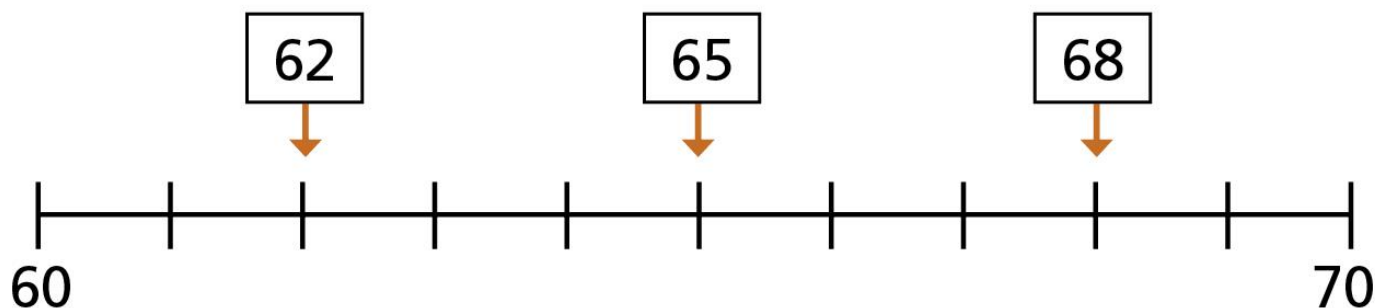
smallest

greatest

2 Three hens lay these eggs.

Hen 1	Hen 2	Hen 3
10 eggs 10 eggs 10 eggs	10 eggs (9 eggs)	10 eggs 10 eggs 10 eggs 10 eggs 10 eggs (3 eggs)

Put the number of eggs in order.
Start with the greatest number.

☐ ☐ ☐

greatest   smallest

3 Three numbers are labelled on a number line.

| 62 | | 65 | | 68 |

60   70

Write the numbers in order.
Start with the smallest number.

smallest   greatest

4 Put the numbers in order.
Start with the smallest number.

a) 53, 58, 47   ☐ , ☐ , ☐

b) 19, 83, 7   ☐ , ☐ , ☐

5 Tick all the numbers between 80 and 100

72   95   11   85   9