

03.09.25

Wow day

# Our maths Learning Journey

Key vocabulary:

Numbers

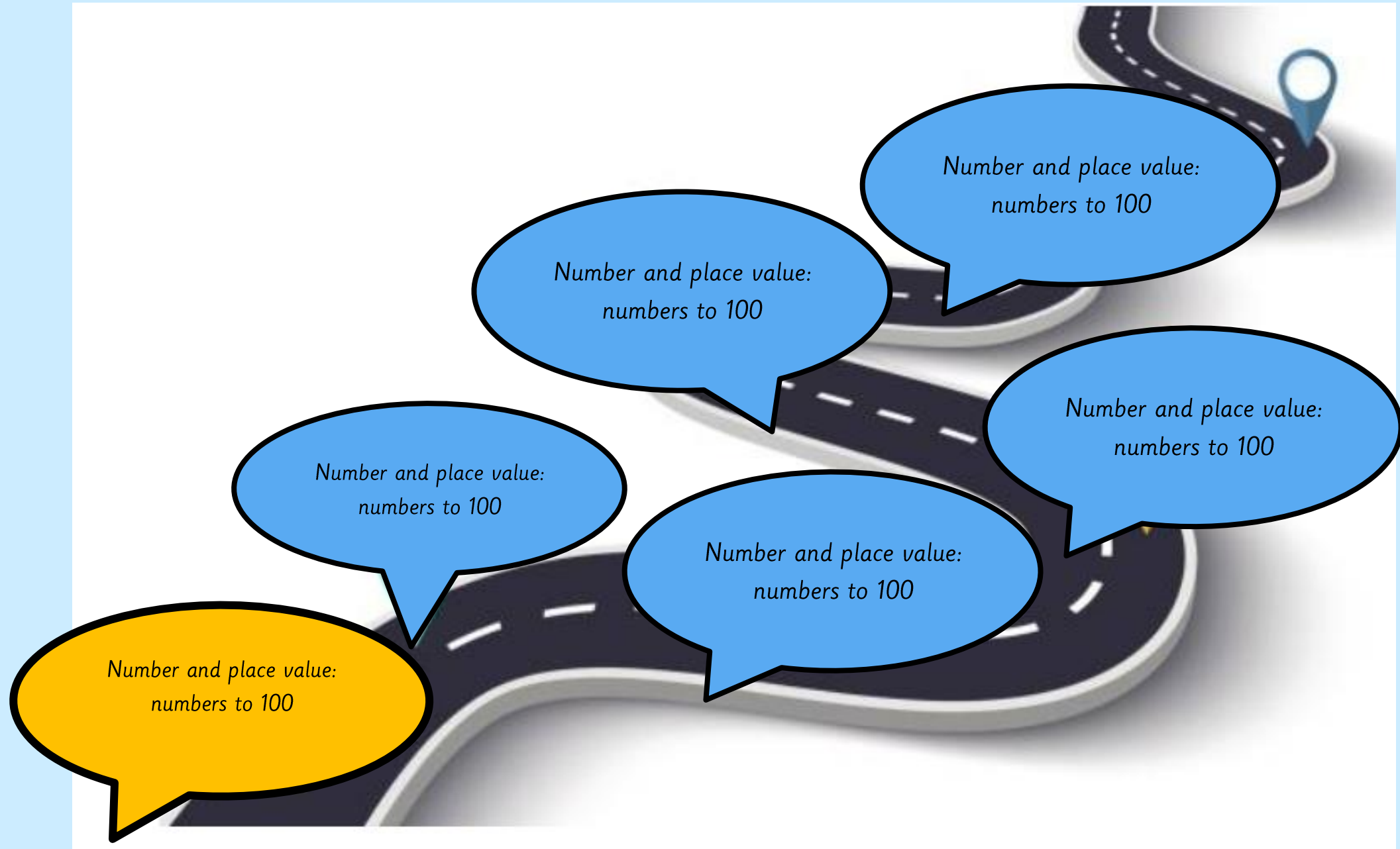
1-digit

2-digit

Tens ones

Counting on

Partition



Number and place value:  
numbers to 100

Number and place value:  
numbers to 100

Number and place value:  
numbers to 100

Number and place value:  
numbers to 100


Number and place value:  
numbers to 100

Number and place value:  
numbers to 100

Thursday 4<sup>th</sup> September 2025

# Challenge of the week



3 Emma and Jim have some .

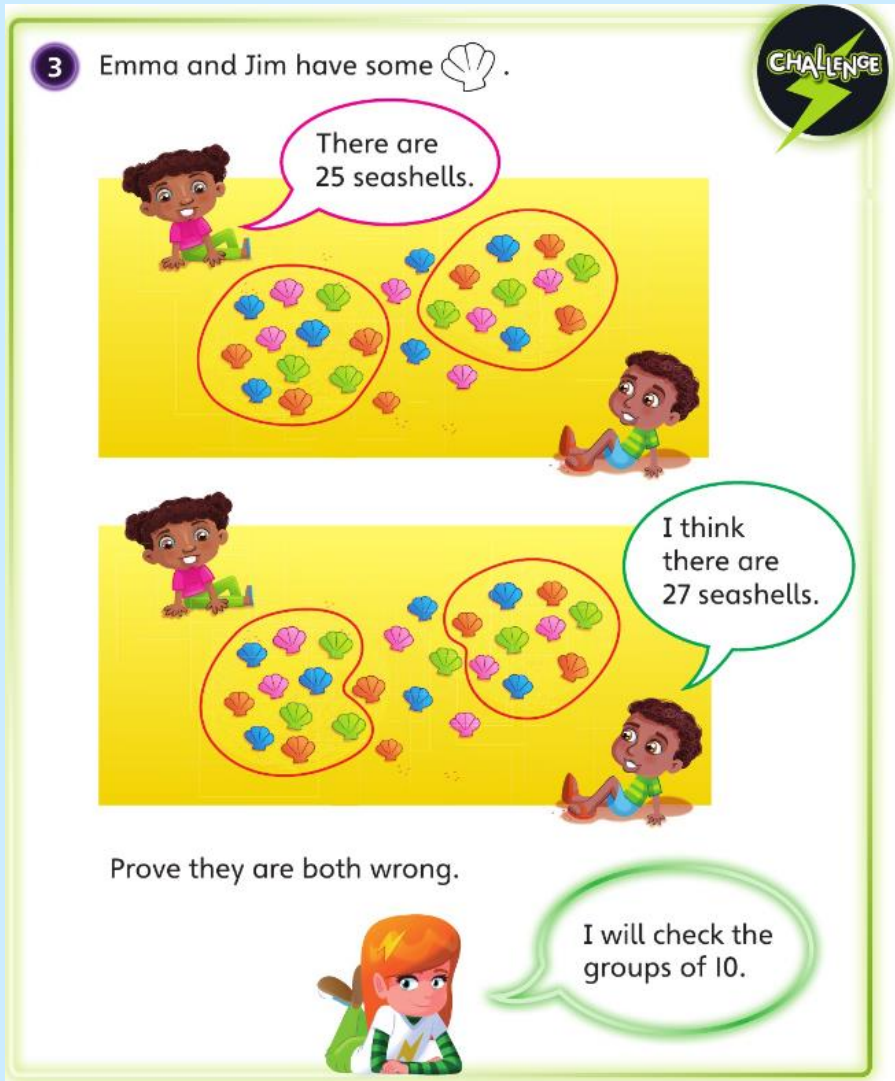
**CHALLENGE**

There are 25 seashells.

I think there are 27 seashells.

Prove they are both wrong.

I will check the groups of 10.



If you finish all three tasks, complete the challenge of the week.

04.09.25

## Mental Maths

*You will need your board/paper to write on.*

*We are going to recall our bonds to 10.*

*I will call out a number and you will write the matching partner on your white board.*

*We need to do this quickly.*





LQ: Can I count objects up to 50?

### Steps to Success:

*I can carefully count forwards.*

*I can group objects into groups of tens to help.*

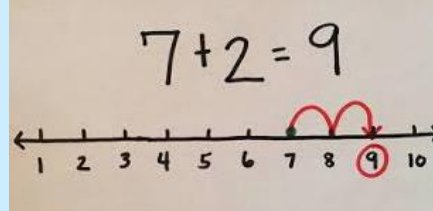
*I can record the digits correctly.*



# Star words



Numbers



counting on

Tens	Ones
2	3

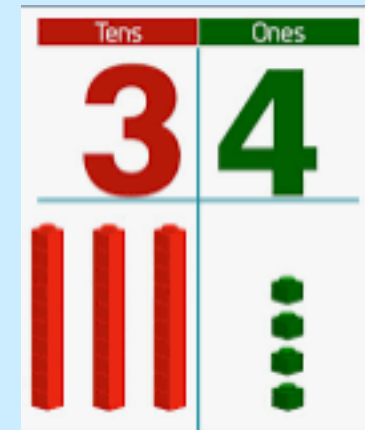
partition



1-digit



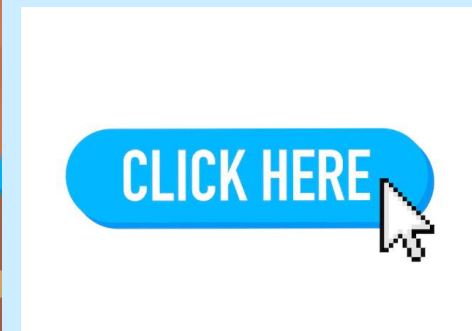
2-digit



tens ones

04.09.25

LQ: Can I count objects up to 50?



Today we are going to practise counting up to 50 by grouping the objects into tens and ones.

TP- What is the same and what is different about the blocks the girl dropped.

How could we group and sort the blocks?

How could the boy help her count them?

What will make counting the blocks more difficult?



*Would sorting them by colour help?*

*How many would be left if the boy hid 3 of them?*



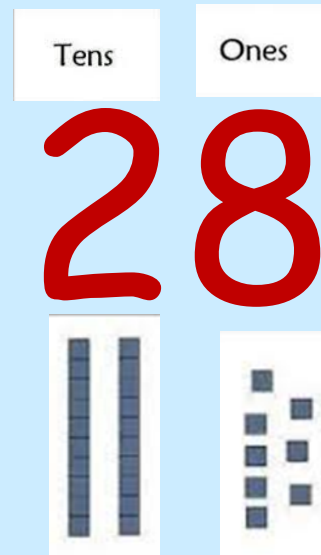
*TPs: How many blocks are there?*

*We can count the blocks in ones by colour.*

*Let's count all the red counting all the red blocks whilst crossing them off, then the blue blocks etc.*



*“There are 28 blocks.”*



*There are 2 tens*

*There are 8 ones*

*Emma finds two more blocks. How many are there now?*



*There are 28 block.*

*Emma found 2 more.*

*Let's put number 28 in our head and count on 2 more.*

*Touch her head and say 28 and then count on 2 more using your fingers.*

This is Dexter and Astrid.

TP: Who do you think will finish counting the blocks first, Dexter or Astrid?  
How do you know?

**Share**

I will count the blocks one by one.

I will find groups of 10.

**Dexter**

**Astrid**

a)

10 10

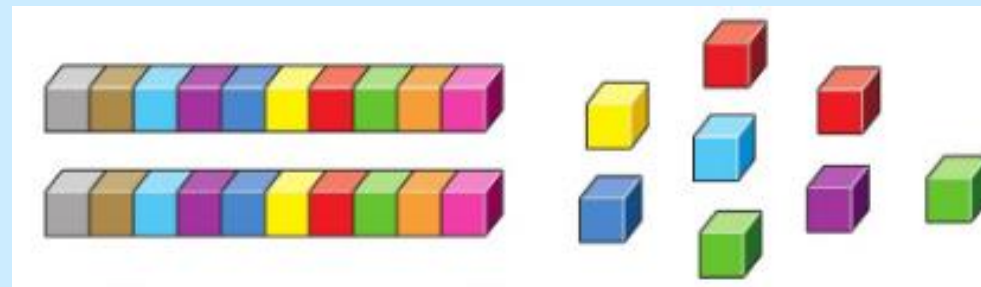
0 10 20 21 22 23 24 25 26 27 28

The image shows a math activity page. At the top, a purple banner says 'Share'. Below it, two cartoon characters are shown: Dexter, a boy with blonde hair, and Astrid, a girl with red hair. Dexter says, 'I will count the blocks one by one.' Astrid says, 'I will find groups of 10.' In the center, there is a blue icon of a person counting blocks. Below the characters, there are two rows of blocks. The first row has 10 blocks, and the second row has 10 blocks. To the right of these rows, there are 8 individual blocks: a yellow one, a blue one, a red one, a purple one, a green one, a red one, a blue one, and a green one. Below the blocks, there is a number line starting at 0 and ending at 28. The number line has tick marks every 1 unit. Two red arrows labeled '10' point from 0 to 10 and from 10 to 20. From 20 to 28, there are eight red arrows, each labeled with a number from 21 to 28. At the bottom, there is a long row of 28 blocks, with the first 10 blocks grouped together and the next 18 blocks grouped together.

*I have 28 blocks. I'm going to count them one by one.*



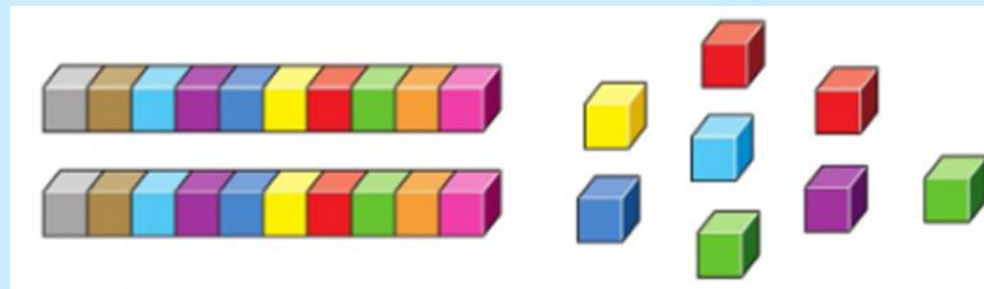
*Now I'm going to group them in groups of 10s and the rest in 1s.*



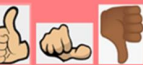
*What way was more efficient?*

*Counting them individually or in groups?*

*Counting them in groups of ten is the most efficient way (quickest way) to count the blocks as counting them one at a time will take much longer.*



*Self assessment  
Do you understand how to count  
by grouping the objects?*



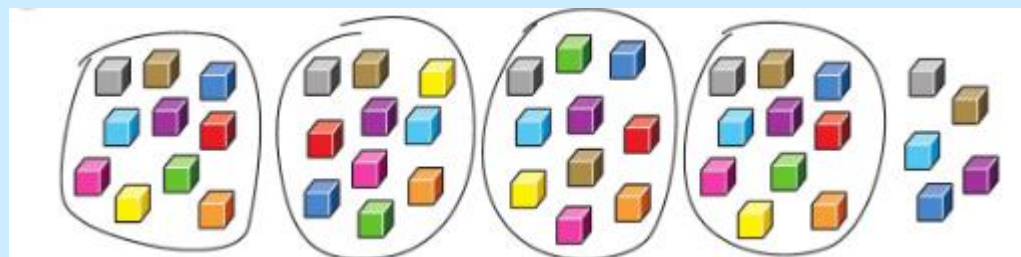
Now lets count these amounts using blocks by grouping them in tens

and ones:      45

14

PT: How many tens and how many ones are there for each amount?

“There are \_\_\_\_ tens and \_\_\_\_ ones for number...”



## Task

Practise grouping the objects into tens and ones and counting them for the following numbers:

18   22   27   32   36   41   49

Sentence starter:

“There are \_\_\_\_ tens and \_\_\_\_ ones for number...”

Self assessment

Do you understand what to do?



Friday 5<sup>th</sup> September 2025

05.09.24

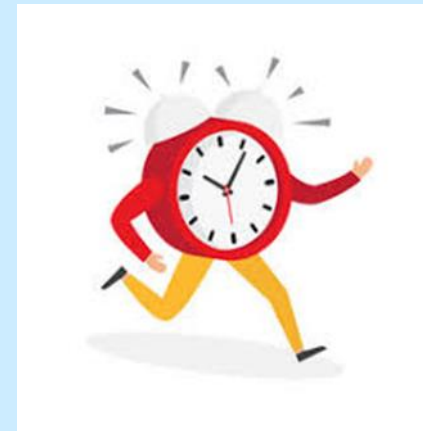
## Mental Maths

*You will need your board/paper to write on.*

*We are going to recall our bonds to 20.*

*I will call out a number and you will write the matching partner on your white board.*

*We need to do this quickly.*





LQ: Can I count objects up to 50?

### Steps to Success:

*I can carefully count forwards.*

*I can group objects into groups of tens to help.*

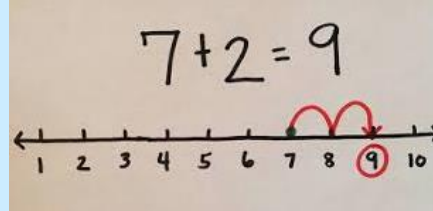
*I can record the digits correctly.*



# Star words



Numbers



counting on

Tens	Ones
2	3

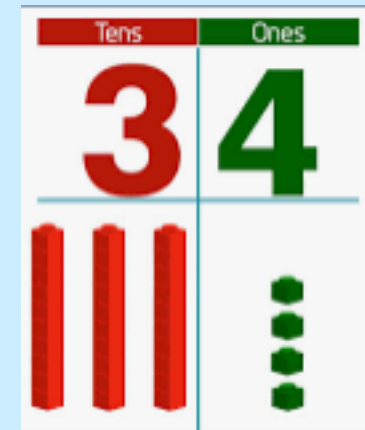
partition



1-digit



2-digit



tens ones

*Today we are going to count up to 50 by grouping.*

*What is the most efficient way to count the objects? Why?*

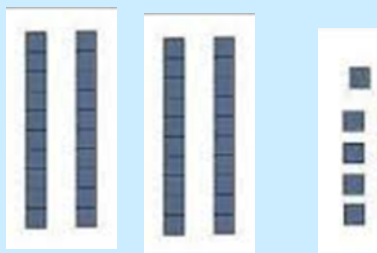
*How can the boy help her count the blocks?*



“There are 45 blocks.”

We need to partition  
the number into tens  
and ones.

Tens    Ones  
**45**

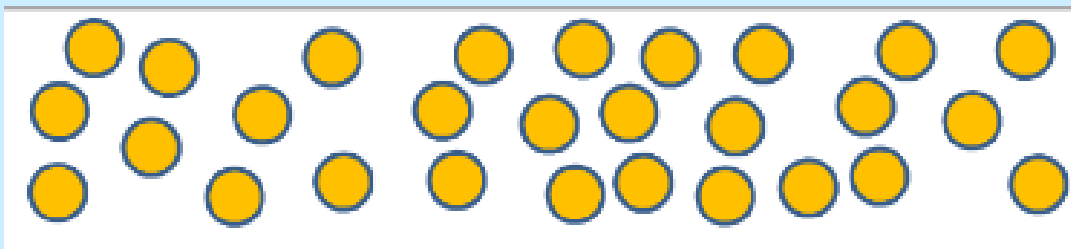
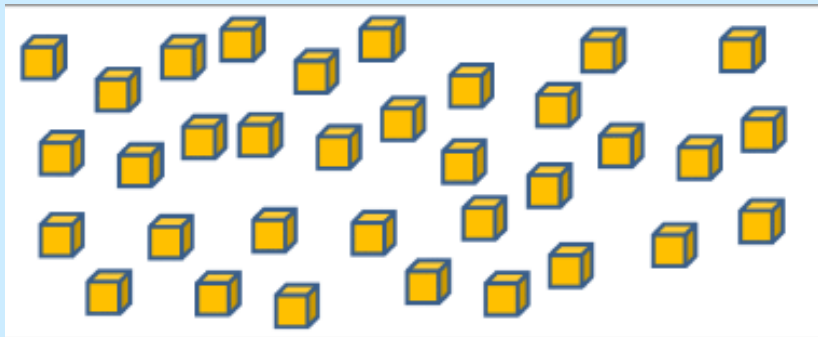


There are **4** tens

There are **5** ones

# Let's recap

We will count these numbers by grouping them in tens and ones.



*Self assessment*

*Do you understand how to count  
by grouping the objects?*





05.09.25

# Task

## LQ: Can I count objects up to 50?

Use the star words to help you explain your answers:

★ counted, tens, ones, before, after ★

<p>1. Choose a number card and write the number in your book. Now count the corresponding number of objects to match the numeral. Explain how you counted them using the stem sentence below.</p> <p><u>Sentence starter:</u> <i>I counted them by...</i></p> <p>Repeat with 4 numbers.</p>	<p>2. Annie counts how many muffins she has.</p>  <p>Do you agree with Annie?</p> <p>Explain your answer.</p> <p><u>Sentence Starter:</u> <i>I agree because....</i> <i>I disagree because...</i></p>	<p>3. Eva is counting from 38 to 24 </p> <p>Will she say the number 39? Will she say the number 29? Will she say the number 19?</p> <p>Explain how you know.</p> <p><u>Sentence Stem:</u> <i>Yes, she will say the number ___ because....</i> <i>No, she will not say the number ___ because...</i></p>
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*I will show you how to lay out each tasks in your book.*

Write number 1 in your book and circle it. Then complete the task and explain how you counted the amounts using the stem sentence.

When you finish task 1, you can move onto task 2.

Then write 2 and circle it to complete the second task. When you finish task 2, you can move onto the task 3. Follow steps for task 1 and 2.

*Today I practiced counting concrete objects up to 50. I grouped the objects into groups of ten and I used my prior knowledge of counting in 10s to count more efficiently.*

*SEN - To group objects into groups of 10 and use prior skills of counting in 10 to count up to 50. (Take photo of chn).*

Self assessment

Do you understand what to do?   