

Master Representing Numbers 11 to 20

Rationale

In this practical step, pupils will build on their understanding of representing numbers to 10 and counting in ones to represent and identify representations of numbers to 20. They will become familiar with using a variety of concrete apparatus to represent given numbers and will identify given representations by identifying the number of tens and ones.

Pupils will need access to concrete apparatus, such as tens frames and Numicon, to complete this practical step.



Key Stem Sentences

- There is / are ___ ten(s) and ___ one(s).
- The number is ___.



Key Vocabulary

- ones / tens
- eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
- 11, 12, 13, 14, 15, 16, 17, 18, 19, 20



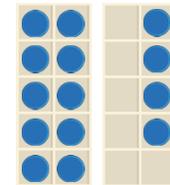
Common Errors or Misconceptions

- Pupils may not be secure recognising numbers when they cannot hear the name of the ones digit, for example 11, 12, 13 and 15

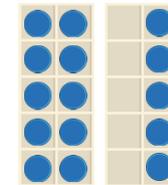


Key Representations

Tens Frames

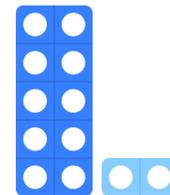


There is 1 ten and 4 ones. The number is fourteen.

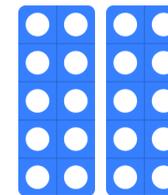


There is 1 ten and 5 ones. The number is fifteen.

Numicon



There is 1 ten and 2 ones. The number is twelve.



There are 2 tens. The number is twenty.



Pupils will FLOURISH if they can...

- accurately represent numbers up to 20 using given concrete apparatus.
- identify representations of numbers up to 20 in a variety of concrete apparatus.
- explain their understanding using verbal sentences and concrete apparatus.

