

# Master Representing Numbers to 10

## Rationale

In this practical step, pupils will build on their understanding of ones and one-to-one counting to represent and identify representations of numbers to 10. They will practise and become familiar with representing 1-digit numbers using a variety of concrete apparatus in order to fully access the subsequent small steps. *Pupils will need access to concrete apparatus, such as Dienes and Numicon, to complete this practical step.*



## Key Stem Sentences

- There is / are \_\_\_ one(s).
- The number is \_\_\_



## Key Vocabulary

- ones
- zero, one, two, three, four, five, six, seven, eight, nine, ten
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10



## Common Errors or Misconceptions

- Pupils may not be secure with one-to-one counting, leading to an incorrect representation.
- Pupils may count shapes of Numicon as ones, rather than the individual holes.



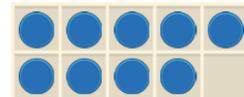
## Key Representations

### Dienes



There are 4 ones. The number is four.

### Tens Frame



There are 9 ones. The number is nine.

### Counting Bears



There are 7 ones. The number is seven.

### Numicon



There are 5 ones. The number is five.



## Pupils will FLOURISH if they can...

- accurately represent numbers up to 10 using given concrete apparatus.
- identify representations of numbers up to 10 in a variety of concrete apparatus.
- explain their understanding using verbal sentences and concrete apparatus.

