

# Master Representing Numbers 21 to 100

## Rationale

In this practical step, pupils will build on their understanding of representing numbers to 20 and counting in ones to represent and identify representations of numbers to 100. 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 hundreds, tens and ones.

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



## Key Stem Sentences

- There are \_\_\_ tens / ones.
- The number is \_\_\_



## Key Vocabulary

- ones
- tens
- one hundred
- 21 / 22 / 23 / 24 / 25 / 26 / 27 / 28 / 29 / 30 / 40 / 50 / 60 / 70 / 80 / 90 / 100



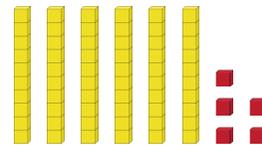
## Misconceptions and Common Errors

- Pupils may not be secure with place value and may, for example, identify a Dienes representation of 100 as 1

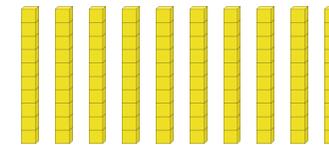


## Key Representations

### Dienes

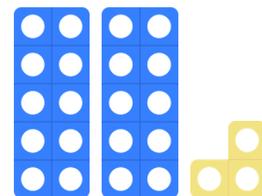


There are 6 tens and 5 ones.  
The number is 65

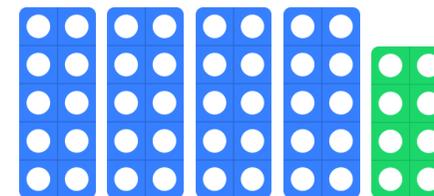


There are 10 tens.  
The number is 100

### Numicon



There are 2 tens and 3 ones.  
The number is 23



There are 4 tens and 8 ones.  
The number is 48



## Pupils will FLOURISH if they can...

- accurately represent numbers up to 100 using given concrete apparatus.
- identify representations of numbers up to 100 in a variety of concrete apparatus.
- explain their understanding using verbal sentences and concrete apparatus.

