















Number and Place Value: Tens and Ones

<p>Aim: Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>DFE Ready-to-Progress Criteria: Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. (2NVP-1)</p> <p>To say what each digit in a two-digit number represents.</p>	<p>Success Criteria: I can identify the place value of each digit in a two-digit number. I can say what each digit represents in a two-digit number. I can read two-digit numbers.</p>	<p>Resources: Lesson Pack</p> <p>Base ten blocks Whiteboards and pens - class set Place value counters and coins (10p and 1p)</p>
	<p>Key/New Words: Numbers 0-100, up, back, zero, teen, two-digit, represent, partition, tens, ones, groups of ten.</p>	<p>Preparation: Tens and Ones Activity Sheet - 1 per child Number Cards 0-10 – as required Diving into Mastery Activity Sheets - as required</p>

Prior Learning: Year 1 conceptual prerequisite: It will be helpful if children know that multiples of 10 are made up from a number of tens, for example, 50 is 5 Tens. Use the lesson [Counting in Steps of Ten](#) to support this.

Learning Sequence

	<p>Remember It: Show the ten frames representations on the Lesson Presentation. Ask the children to discuss what number is represented using the understanding that 10 ones equal 1 ten.</p>	
	<p>Place Value: Read through the slides on the Lesson Presentation to revisit the concepts of 'place' and 'value'. Can the children identify the place value of each digit in a number? Explain that when you have 10 ones, you exchange them for 1 ten. Work as a class to identify the 'place' and the 'value' of each digit in the numbers shown (starting with one-digit numbers and moving onto two-digit). Each number will also be shown alongside a picture representation. Can the children say what a digit represents in a two-digit number?</p>	
	<p>Tens and Ones Activities: Children complete the differentiated Tens and Ones Activity Sheets, identifying the value of each digit in a two-digit number.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="231 1310 550 1512">  <p>Children complete the Tens and Ones Activity Sheet, drawing the representation to show the value of each digit.</p> </div> <div data-bbox="614 1310 949 1556">  <p>Children complete the Tens and Ones Activity Sheet, they write the value of the tens digit and the ones digit as well as representing the number in a part-whole model.</p> </div> <div data-bbox="997 1310 1348 1556">  <p>Children complete the Tens and Ones Activity Sheet, they write the value of the tens digit and the ones digit as well as representing the number in a part-whole model.</p> </div> </div>	
	<p>Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.</p> <ul style="list-style-type: none"> <li data-bbox="231 1724 1356 1803">  <p>Children work out which numbers are represented on the place value charts and make numbers using equipment.</p> <li data-bbox="231 1825 1356 1904">  <p>Children use their understanding of place value to explain whether representations are correct or incorrect.</p> <li data-bbox="231 1926 1356 2004">  <p>Children use their understanding of place value and odd and even numbers to find all the possibilities of what a number could have been.</p> 	



Show Me: Children use their knowledge of place value vocabulary to show numbers that fit the description on the **Lesson Presentation**, writing their responses on whiteboards. Ask children to explain their reasoning.



Exploreit

Thinkit: The children work in pairs to play a game of 'I'm thinking of a number...'. Each child takes it in turns to choose a two-digit number. The other child must then ask questions to guess what number their partner is thinking of. Children should ask questions about how many tens and ones this number has. Their partner can only answer 'yes' or 'no'.

Makeit: Using base ten equipment, children work in pairs to select tens and ones randomly. They then show these to their partner and their partner must write down the two-digit number that has been selected.

Learnit: Children will find this visually exciting [interactive](#) useful tool for supporting their understanding of number and place value.