Number and Place Value:
Representing Numbers up to 50 Using Objects

Aim:	Success Criteria:	Resources:
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To recognise and represent numbers up to 50.	I can read and write numbers up to 50. I can count objects up to 50 in tens and ones. I can use objects to represent numbers up to 50.	Lesson Pack Tens and ones equipment - for example, base ten blocks, number shapes or ten-frames
	Key/New Words: Say, read, object, count, forwards, backwards, tens, ones, represent.	**Preparation:** Number Cards to 50 - 1 per pair/group Diving into Mastery Activity Cards - as required

Prior Learning: It will be helpful if children can count, read and write numbers up to 50 confidently as taught in Read and Write Numerals to 50.

Learning Sequence

	Remember It: Use the Lesson Presentation to show a selection of number sequences. Ask the children to spot the missing numbers. They could record these numbers on whiteboards. Encourage the children to explain how they worked out the missing number. Can the children read and write numbers up to 50?	
	Lemur's Lunch: Introduce Lisa, a ring-tailed lemur. Discuss why the figs are difficult to count. Explain that the figs can be represented by cubes and ask children how the cubes can be arranged to make them easier to count. Work as a class to count the cubes on the Lesson Presentation. Start by counting them individually, but work towards recognising tens and ones. Repeat with the second example. Can the children count up to 50 objects by counting in tens and ones? Ask the children to reason about whether the zookeeper has counted Lisa's figs correctly. They can explain to a partner what mistake the zookeeper could have made.	
	Feeding Time: Introduce the other zoo animals shown on the Lesson Presentation. Explain that their food is represented in different ways. Children decide which food goes with each animal. Look out for children who may confuse tens and ones - for example, 42 and 24.	
	Lemur's Lunch Game: Children work in groups using the Number Cards 0-50 and tens and ones representations. They turn all the number cards over so that they are face down. One child selects a card at random and keeps this number to themselves. They make the number using their tens and ones representations and reveal it to the rest of the group. The rest of the group must then try to work out which number card the child has by looking at the number that has been represented and write their answer on a whiteboard. Can the children use objects to represent numbers up to 50?	
	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. Children count representations of numbers up to 50. Children reason about whether objects are easier to count when randomly arranged or neatly lined up. Children count base ten blocks up to 50 and solve place value true or false statements.	
	Reflect: Children show what they have learnt by recognising numbers to 50 shown with different representations on the Lesson Presentation and counting on to 50 from that point. They could do this with a partner or individually on a whiteboard.	

Exploreit

Findit: Using Number Cards 0-50, try to find objects around the room to represent numbers up to 50.

Paintit: Children use the top end of a paintbrush to create dots to show what written numbers up to 50 represent.

Bounceit: Using Number Cards 0-50 and a ball, children select a card at random and then try to bounce the ball as many times as the number the card indicates. If the child is able to bounce the ball the correct number of times, they keep the card. The player with the most cards wins.

Learnit: Children will find this visually exciting Knowledge Organiser a useful tool for recognising numbers up to 50 in different representations.

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				Delivered By:			**Support:**		
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I can read and write numbers up to 50.				**Notes/Evidence**					
I can count objects up to 50 in tens and ones.									
I can use objects to represent numbers up to 50.									
Next Steps) _____) _____									

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
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Disclaimer/s

We hope you find the information on our website and resources useful.

Animations

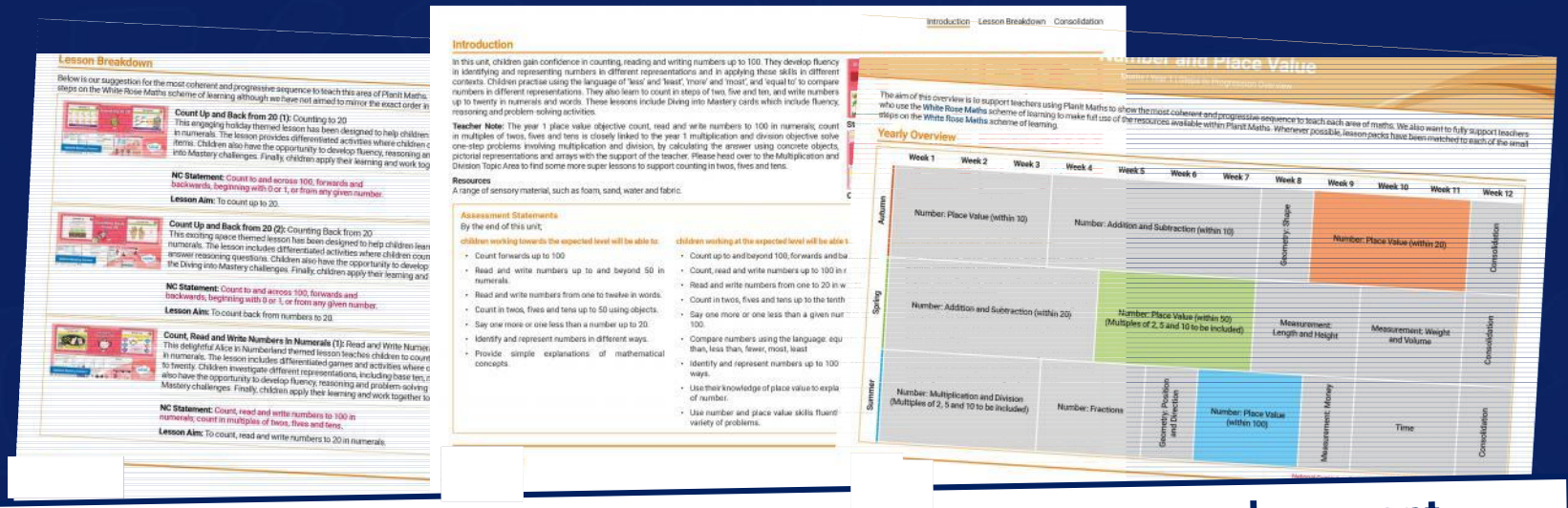
This resource has been designed with animations to make it as fun and engaging as possible. To view the content in the correct formatting, please view the PowerPoint in 'slide show mode'. This takes you from desktop to presentation mode. If you view the slides out of 'slide show mode', you may find that some of the text and images overlap each other and/or are difficult to read.

To enter slide show mode, go to the **slide show menu tab** and select either **from beginning or from current slide**.

Maths

Number and Place Value

Need a coherently planned sequence of lessons to complement this resource?



See our _____ document.

Representing Numbers up to 50 Using Objects

Aim

- To recognise and represent numbers up to 50.

Success Criteria

- I can read and write numbers up to 50.
- I can count numbers up to 50 in tens and ones.
- I can use objects to represent numbers up to 50.

Remember It

Look at these counting sequences.

50, 49, 48, 46, 45, 44, 43

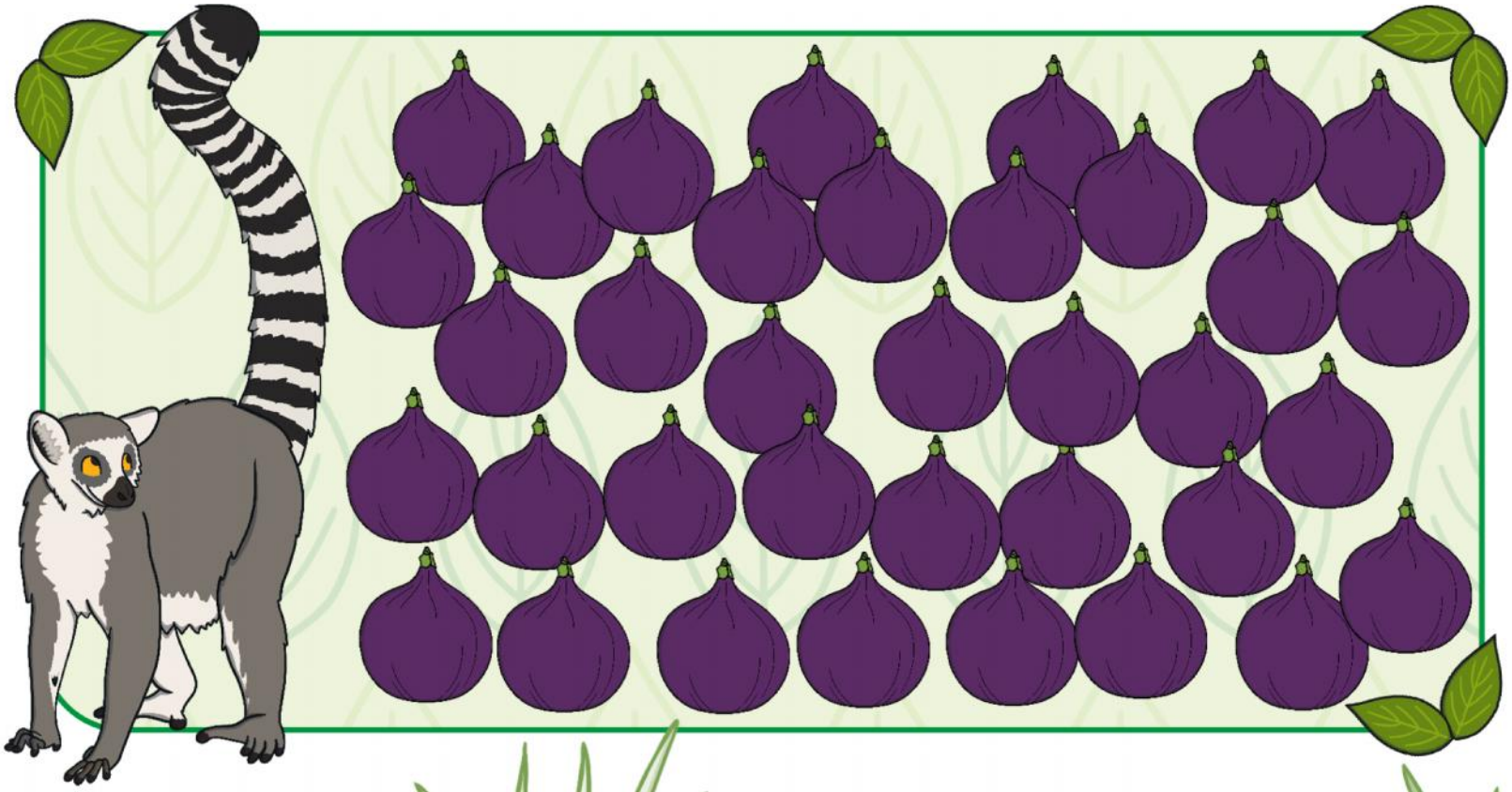
23, 24, 25, 26, 28, 29, 30

40, 38, 37, 35, 34, 33, 32

What's missing? How do you know?

Lemur's Lunch

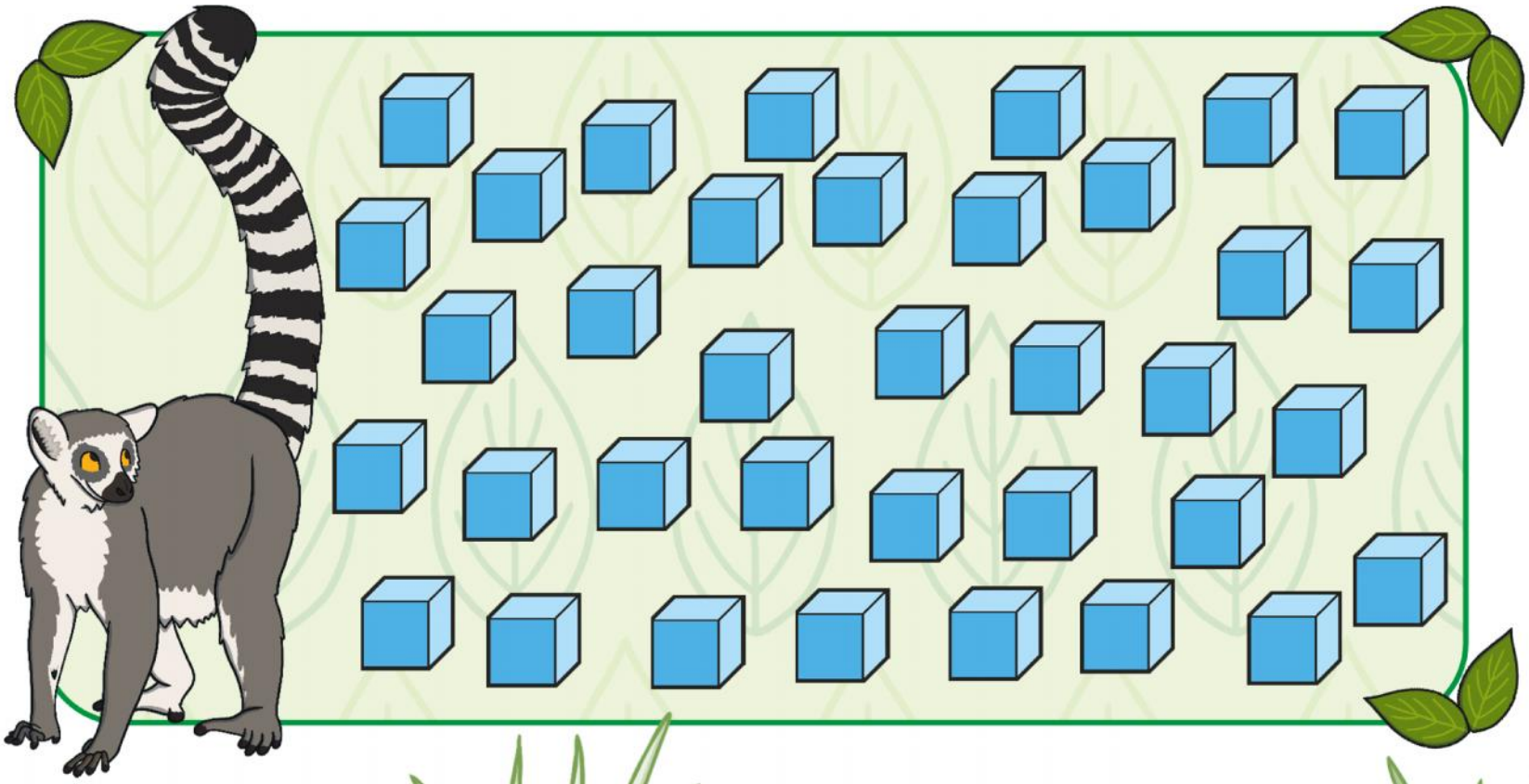
Meet Lisa, a ring-tailed lemur. Her favourite food is figs.
On Monday, she ate this many figs.



What makes the figs difficult to count?

Lemur's Lunch

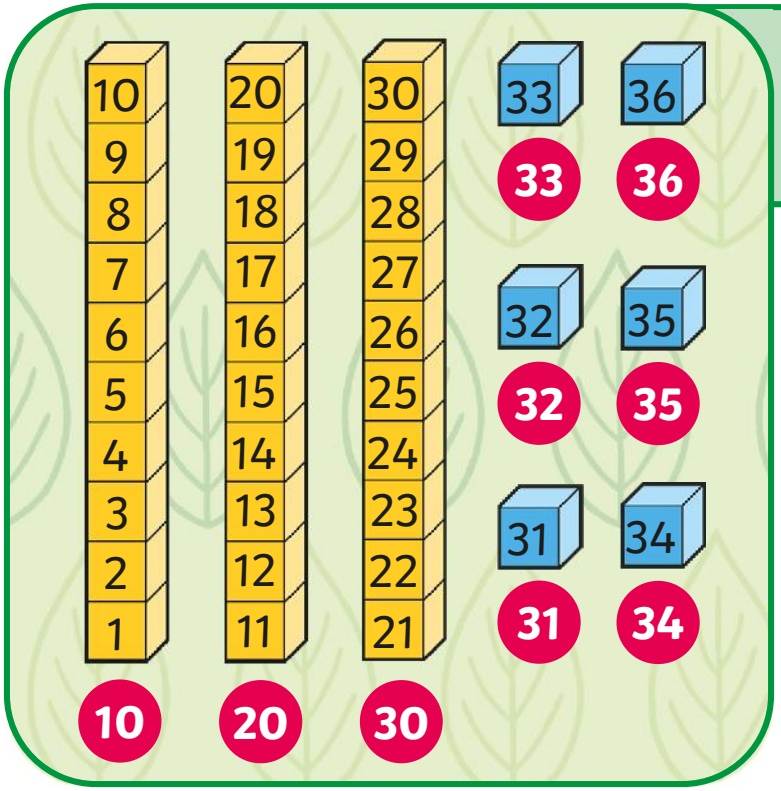
We could use a cube to represent each fig.



How could we arrange the blocks to make them easier to count?

Lemur's Lunch

We could make groups of 10 cubes.



We could count every cube to find out the number of figs.

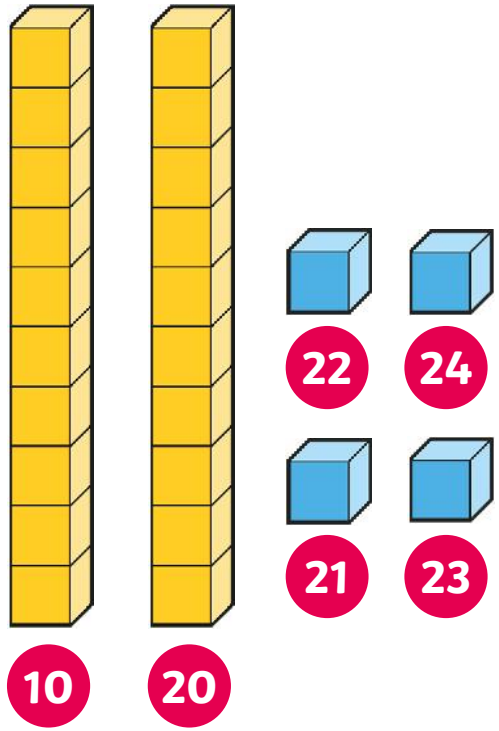
Lisa ate 36 figs.

How could we make our counting more efficient?

We could count in tens and then ones. Why is this more efficient?

Lemur's Lunch

Each cube represents a fig.
How many figs did Lisa eat on Tuesday?

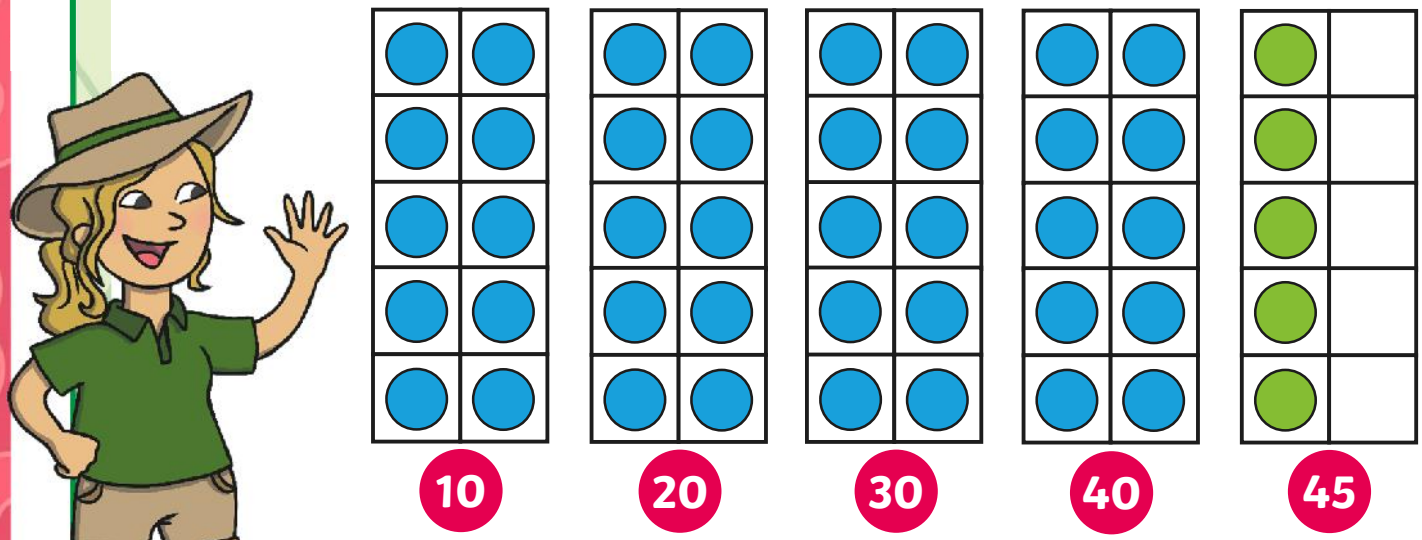


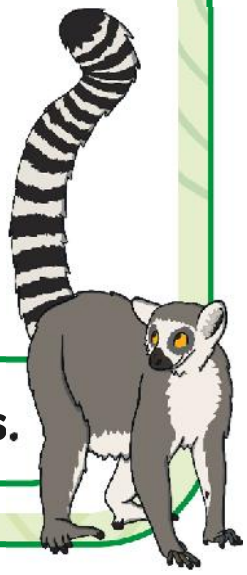
Lisa ate 24 figs.

Lemur's Lunch

On Wednesday, the zookeeper counted the figs Lisa ate.
Do you agree with her? Explain to a partner.

Lisa ate 34 figs.



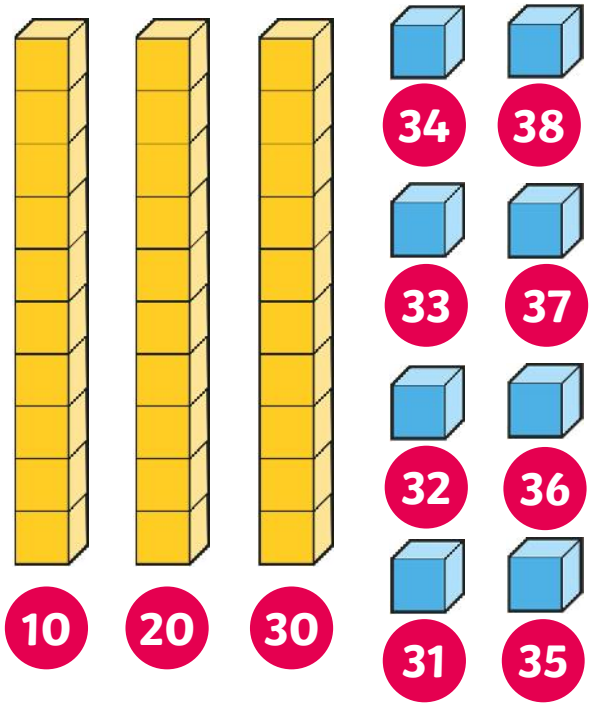


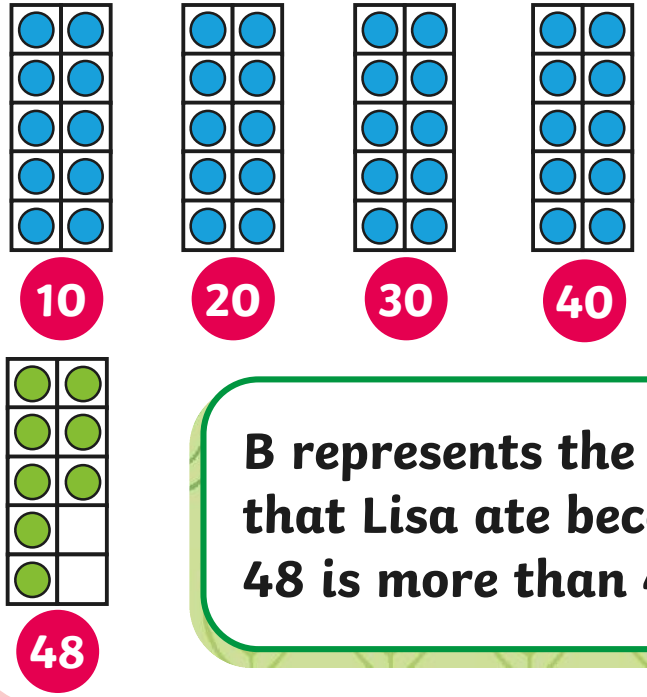
The zoo keeper is incorrect because she ate 45 figs.

Lemur's Lunch

Lisa ate more than 40 figs.

Which picture represents the figs that Lisa ate?
Convince me!

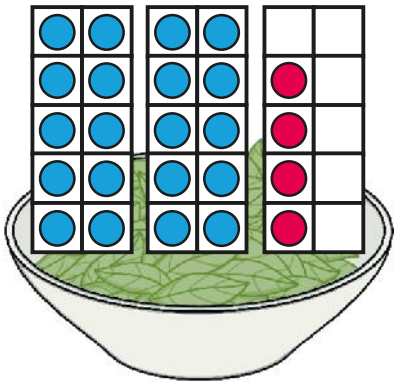


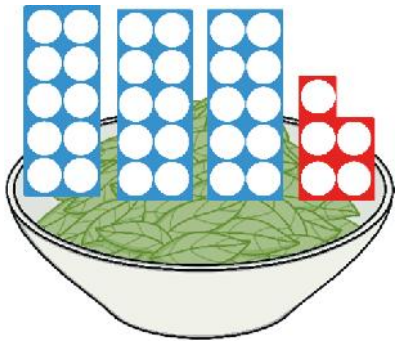


B represents the figs that Lisa ate because 48 is more than 40.

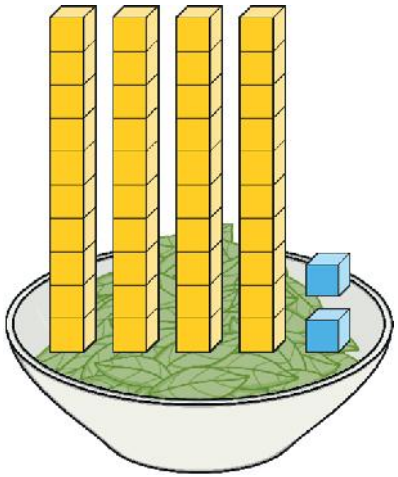
Feeding Time

Match the animals with their food.



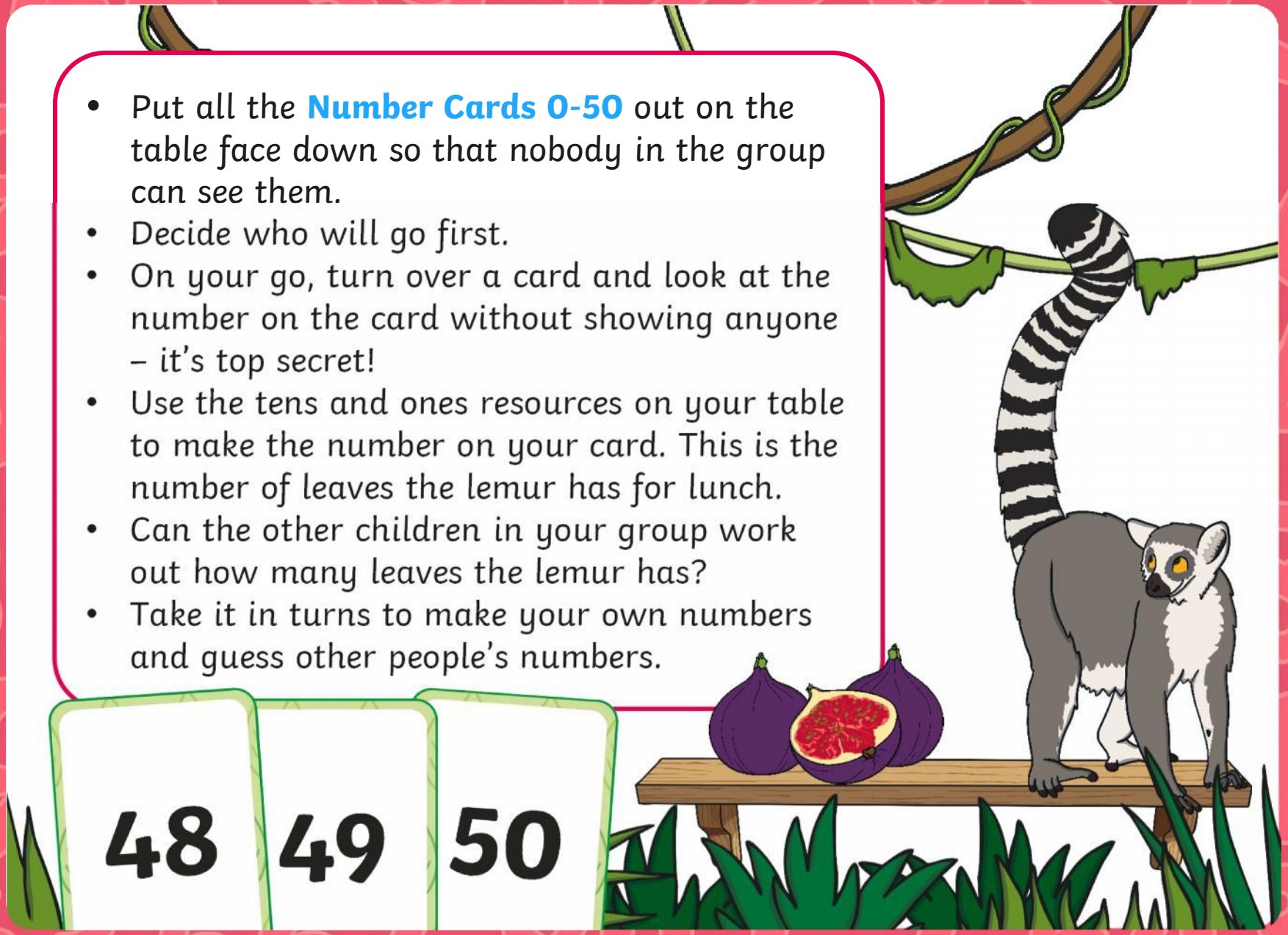


thirty-six



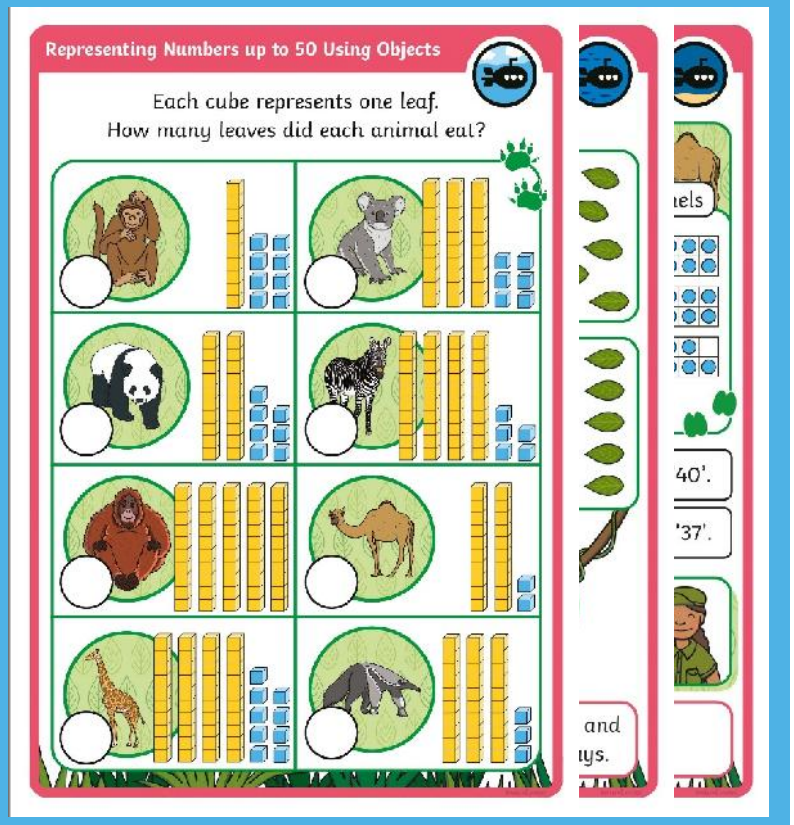
Lemur's Lunch Game

- Put all the **Number Cards 0-50** out on the table face down so that nobody in the group can see them.
- Decide who will go first.
- On your go, turn over a card and look at the number on the card without showing anyone – it's top secret!
- Use the tens and ones resources on your table to make the number on your card. This is the number of leaves the lemur has for lunch.
- Can the other children in your group work out how many leaves the lemur has?
- Take it in turns to make your own numbers and guess other people's numbers.



Diving into Mastery

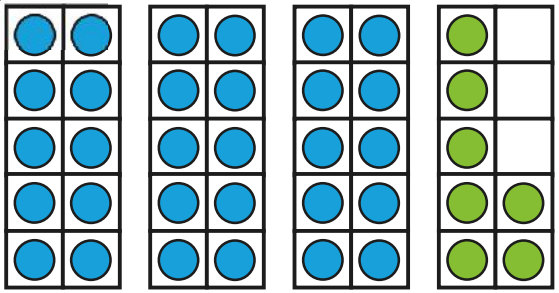
Dive in by completing your own activity!



Reflect

What number does each picture represent?
Click on each picture to reveal the total.

Can you count on to 50 from each number?



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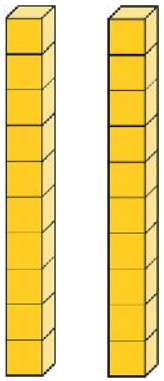

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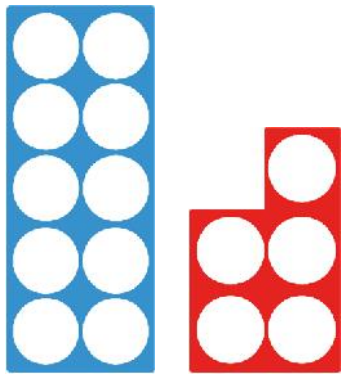

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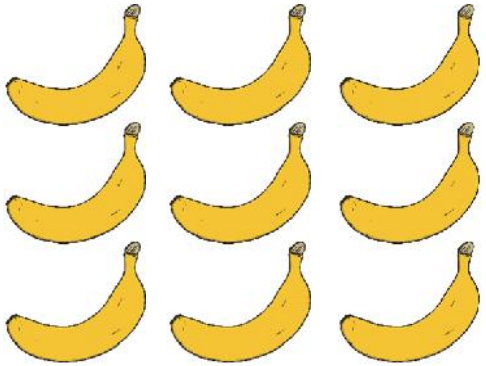

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765.395289873
991 6789 78 096
8 562 853 2234
309 31 238 948
9 5698 435 -31
567 892 2.54

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Number and Place Value | Representing Numbers up to 50 Using Objects

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