



Adult Teaching Suggestions

We hope you find these Pre-Key Stage Standard suggestions useful. Please be aware that the suggestions and resources mentioned are potential ways to check understanding relating to the relevant strands. Other resources may be needed in addition to those suggested.

Strand B

The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. Note: Pupils should be secure with the concept of partitioning using structured resources from Standard 5.

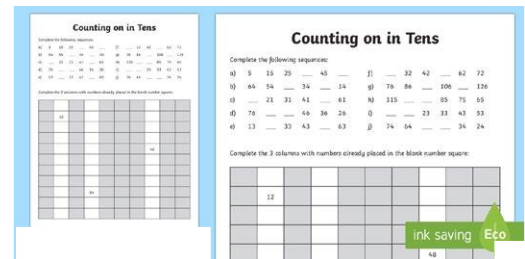
Task

Activity One – Partitioning into Tens

Warm up by counting in tens forwards and backwards between given numbers, e.g. between 30 and 90.


Offer pupils a range of apparatus, such as number plates, manipulatives, objects and real-life materials for pupils to practise partitioning tens numbers into two or three groups, e.g. partitioning 80 into 40 and 40, or into 40, 20 and 20.

Use the **Partitioning into Tens Resource Pack** to support revision of counting in tens and partitioning tens numbers.

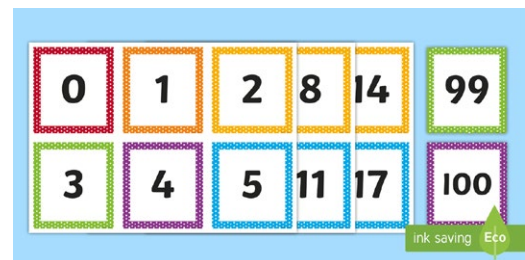


Activity Two – Exploring Partitioning

Explore partitioning by finding a variety of ways to partition two-digit numbers into different combinations using apparatus, e.g. partition 45 into 30 and 15, or into 20, 20 and 5.

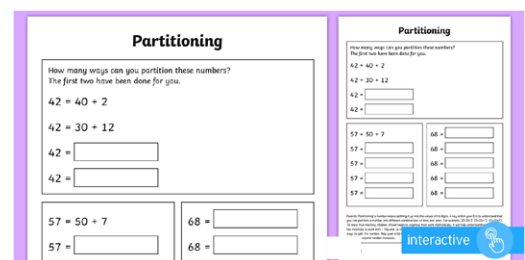
Use two-digit number cards from the  for pupils to randomly select a 2-digit number and demonstrate partitioning that number in a variety of different ways using apparatus, such as number rods.

Encourage pupils to write number sentences and to explain their thinking verbally.



Activity Three – Perfect Partitioning

Use the **Perfect Partitioning Resource Pack** to support pupils to demonstrate the skills they have learned and consolidated by separating two-digit numbers in a variety of ways, explaining their thinking and writing number sentences.



Counting in 10s

Cut out the numbers in the dashed boxes and stick them in the correct order.

	20							90	
--	-----------	--	--	--	--	--	--	-----------	--

10

80

30

60

70

40

100

50

Counting on in Tens

Complete the following sequences:

- a) 5 15 25 ___ 45 ___ f) ___ 32 42 ___ 62 72
b) 64 54 ___ 34 ___ 14 g) 76 86 ___ 106 ___ 126
c) ___ 21 31 41 ___ 61 h) 115 ___ ___ 85 75 65
d) 76 ___ ___ 46 36 26 i) ___ ___ 23 33 43 53
e) 13 ___ 33 43 ___ 63 j) 74 64 ___ ___ 34 24

Complete the 3 columns with numbers already placed in the blank number square:

	12								
							48		
			84						

Counting on in Tens Answers

Complete the following sequences:

- a) 5 15 25 35 45 55 f) 22 32 42 52 62 72
b) 64 54 44 34 24 14 g) 76 86 96 106 116 126
c) 11 21 31 41 51 61 h) 115 105 95 85 75 65
d) 76 66 56 46 36 26 i) 3 13 23 33 43 53
e) 13 23 33 43 53 63 j) 74 64 54 44 34 24

Complete the 3 columns with numbers already placed in the blank number square:

	2		4				8		
	12		14				18		
	22		24				28		
	32		34				38		
	42		44				48		
	52		54				58		
	62		64				68		
	72		74				78		
	82		84				88		
	92		94				98		
	102		104				108		

10

20

30

40

50

60

70

80

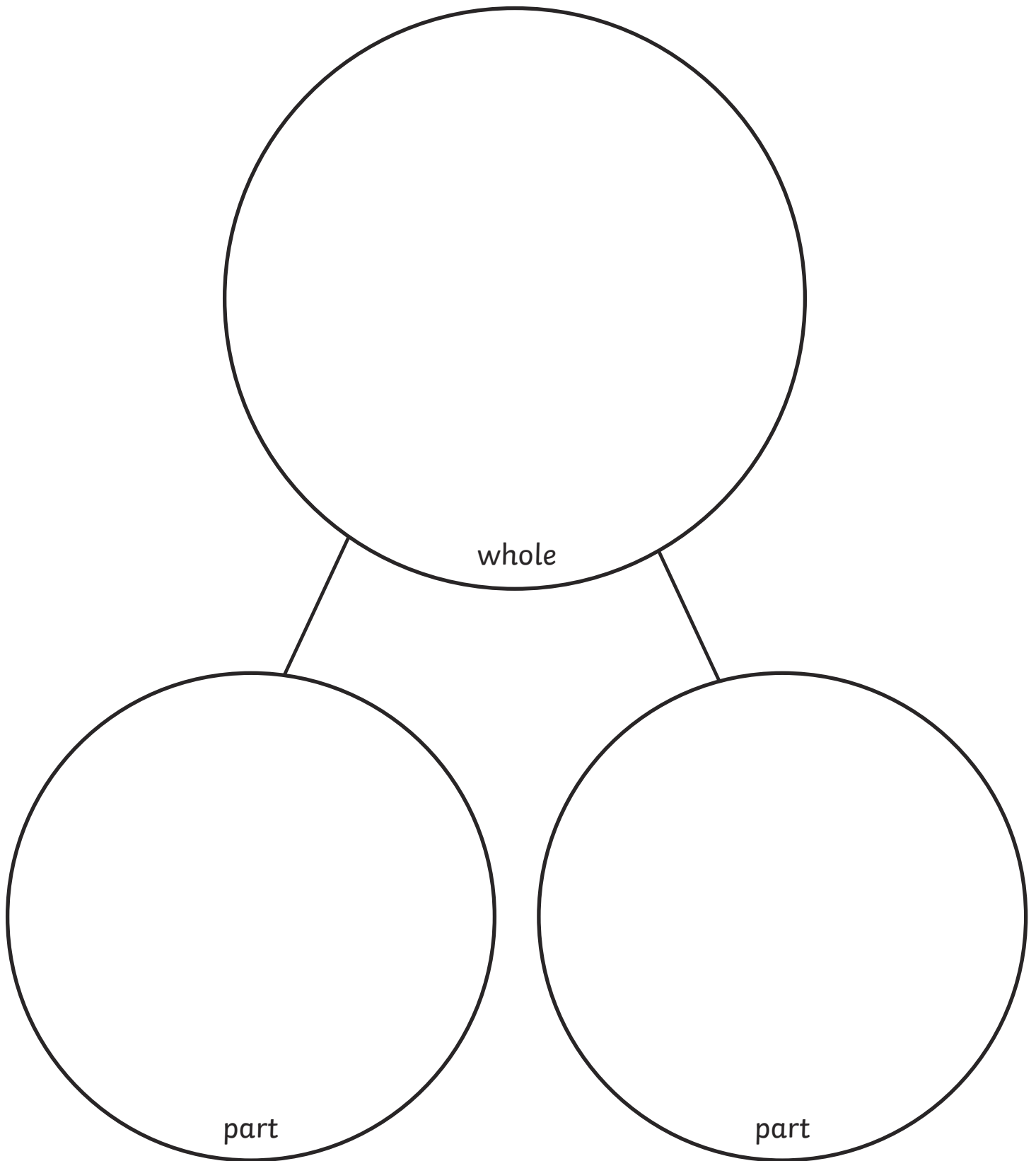
90

100

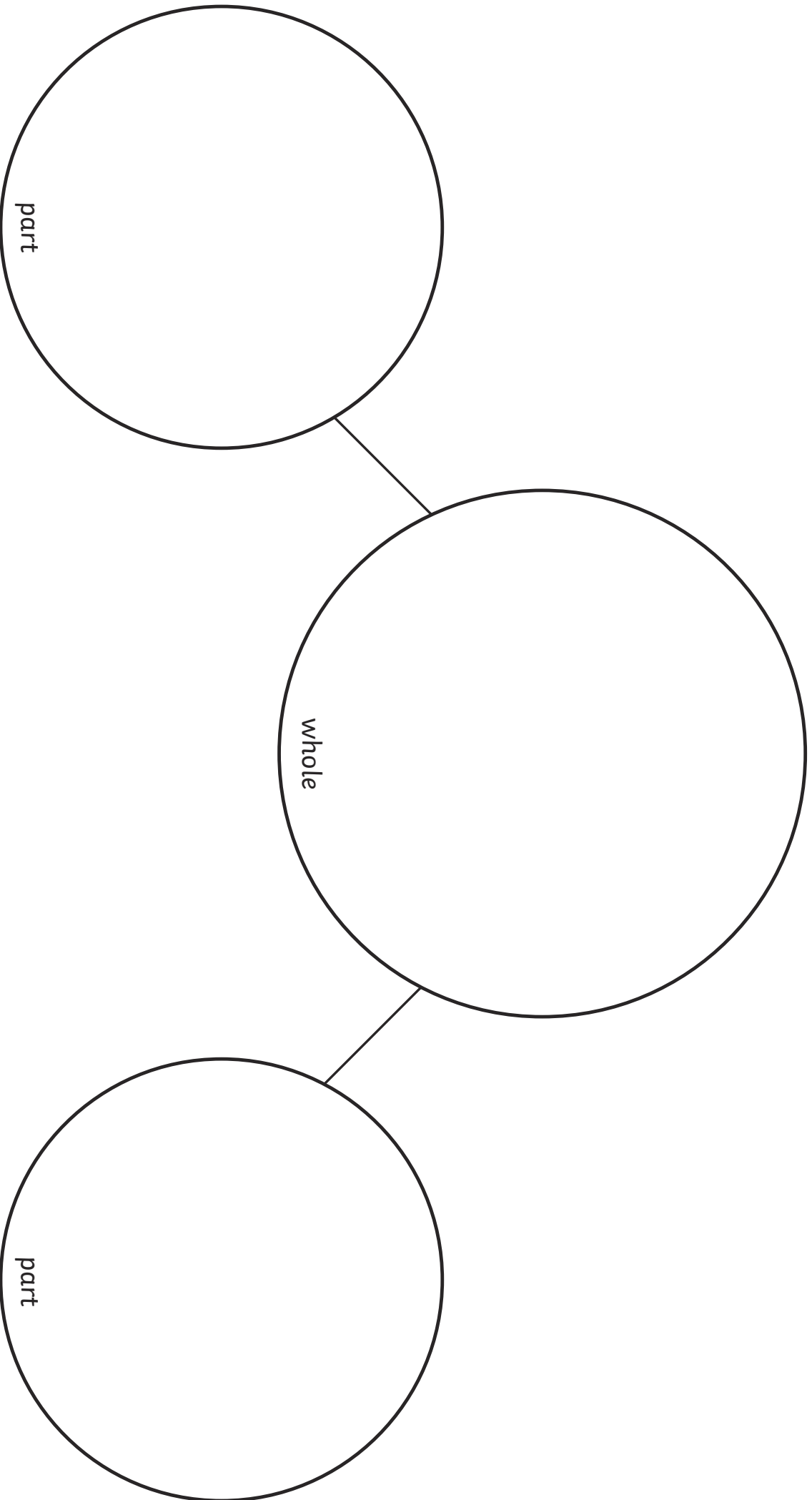
110

120

Part-Part-Whole



Part-Part-Whole



Partitioning Answers

$$42 = 20 + 22$$

$$42 = 10 + 32$$

$$57 = 40 + 17$$

$$57 = 30 + 27$$

$$57 = 20 + 37$$

$$57 = 10 + 47$$

$$68 = 60 + 8$$

$$68 = 50 + 18$$

$$68 = 40 + 28$$

$$68 = 30 + 38$$

$$68 = 20 + 48$$

$$68 = 10 + 58$$

Partitioning

How many ways can you partition these numbers?
The first two have been done for you.

$$42 = 40 + 2$$

$$42 = 30 + 12$$

$$42 = \boxed{}$$

$$42 = \boxed{}$$

$$57 = 50 + 7$$

$$57 = \boxed{}$$

$$57 = \boxed{}$$

$$57 = \boxed{}$$

$$57 = \boxed{}$$

$$68 = \boxed{}$$

$$68 = \boxed{}$$

$$68 = \boxed{}$$

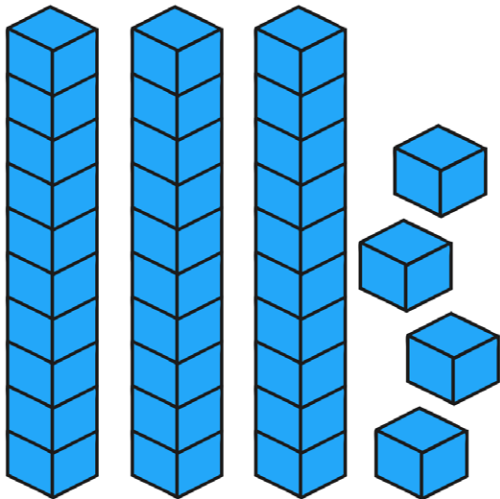
$$68 = \boxed{}$$

$$68 = \boxed{}$$

'Partitioning' a number means splitting it up into the values of its digits. A key skill in year 2 is to understand that you can partition a number into different combinations of tens and ones. For example, $37=30+7$, $37=20+17$, $37=10+27$. To show true mastery, children should begin to organise their work methodically. It will help understanding, if your child has materials to work with - 10p and 1p coins are useful as they can move them around and get an idea of the different ways to split the number. Help your child to see the patterns - the tens digit of the first number decreases as the tens digit of the second number increases.

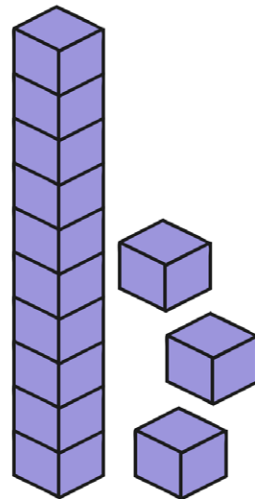
3 tens

4 ones



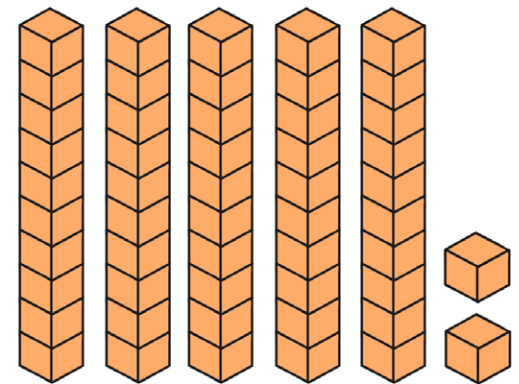
1 ten

3 ones



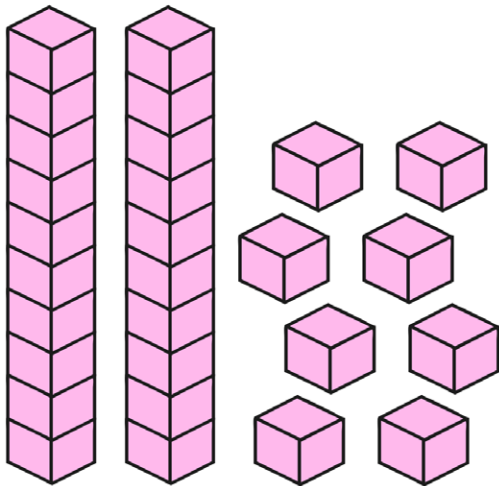
5 tens

2 ones



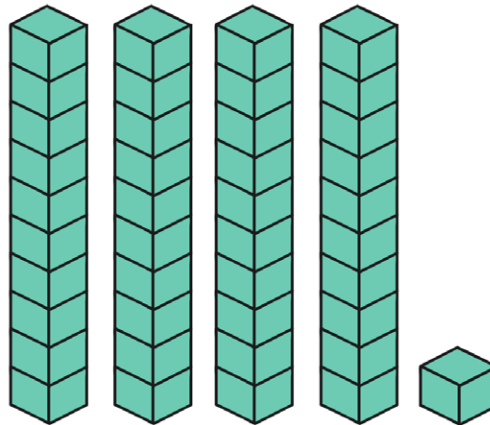
2 tens

8 ones



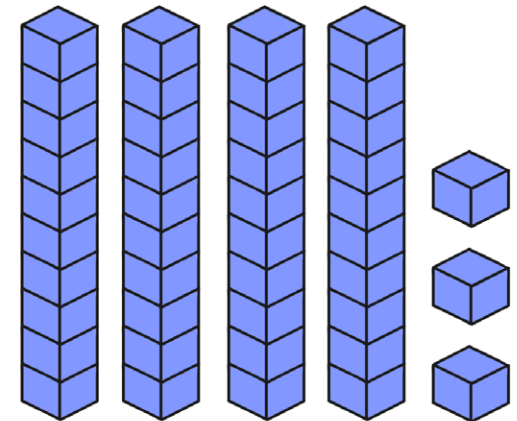
4 tens

1 one



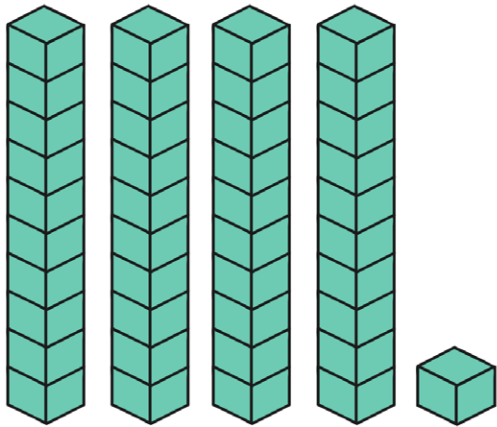
4 tens

3 ones



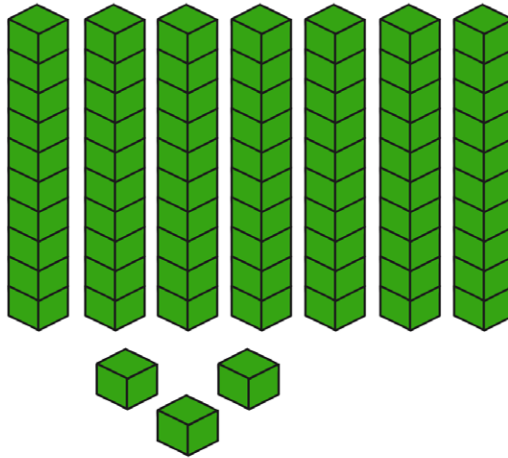
4 tens

1 one



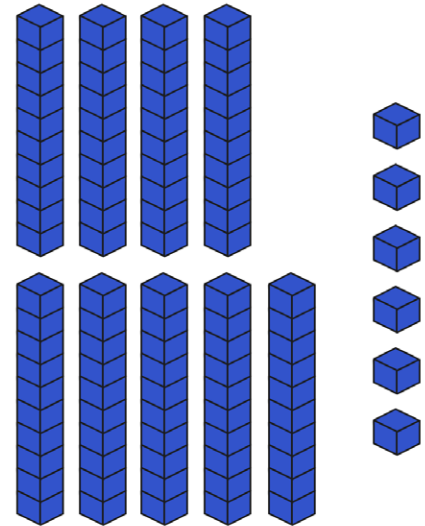
7 tens

3 ones



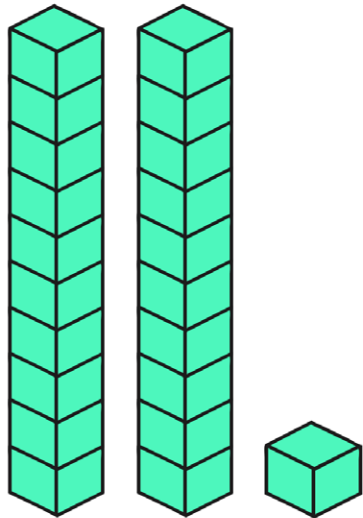
9 tens

6 ones



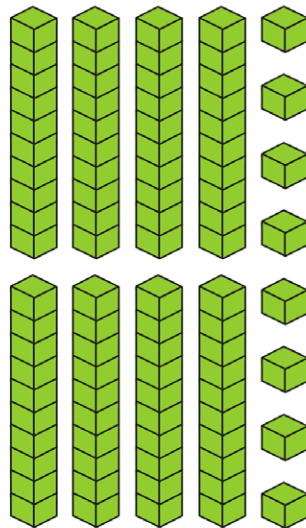
2 tens

1 one



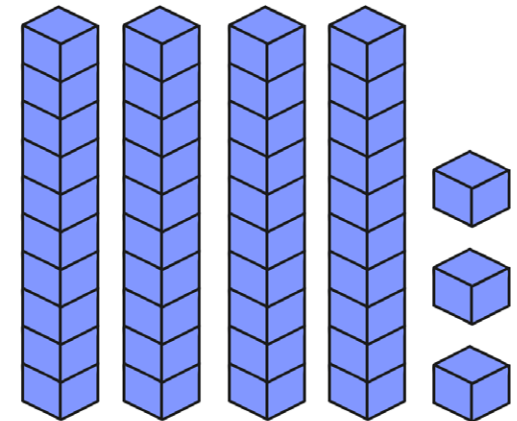
8 tens

8 ones



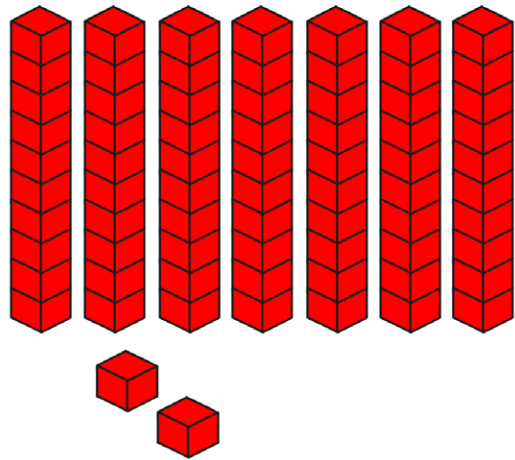
4 tens

3 ones



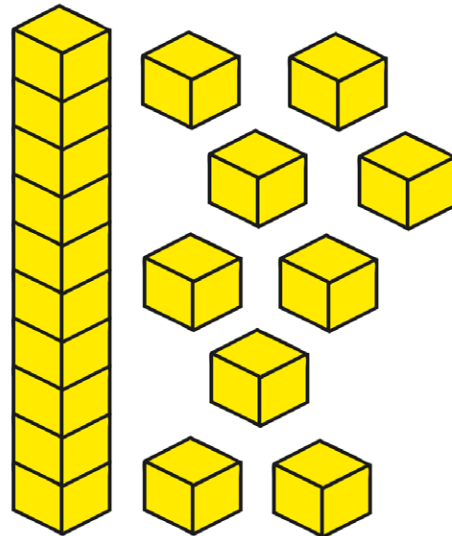
7 tens

2 ones



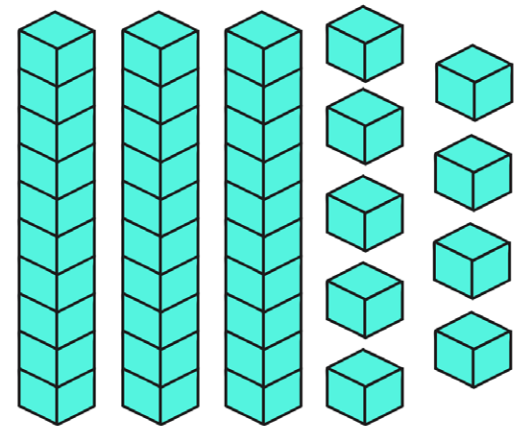
1 ten

9 ones



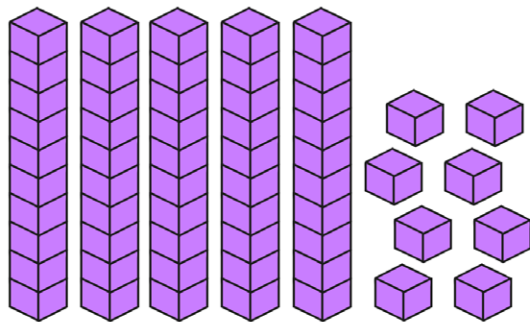
3 tens

9 ones



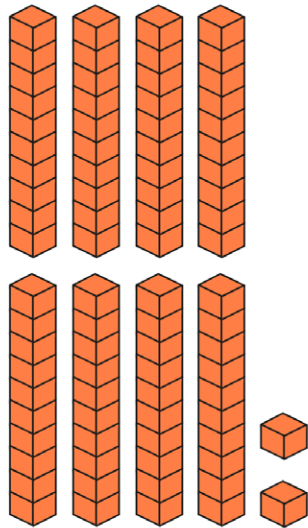
5 tens

8 ones



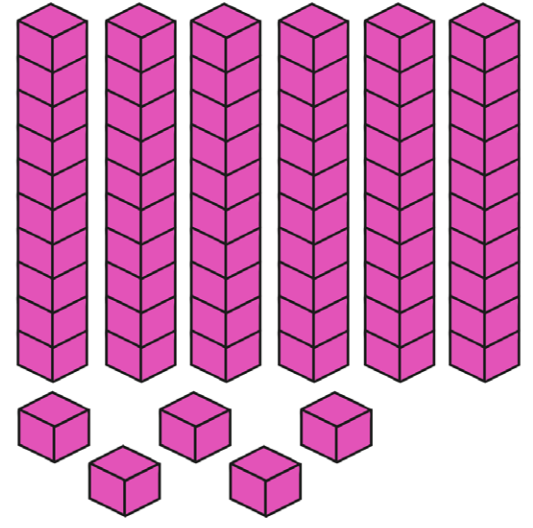
8 tens

2 ones



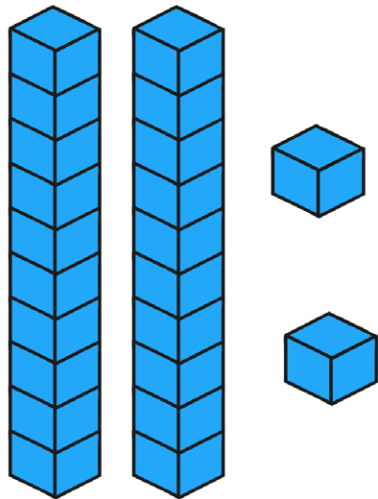
6 tens

5 ones



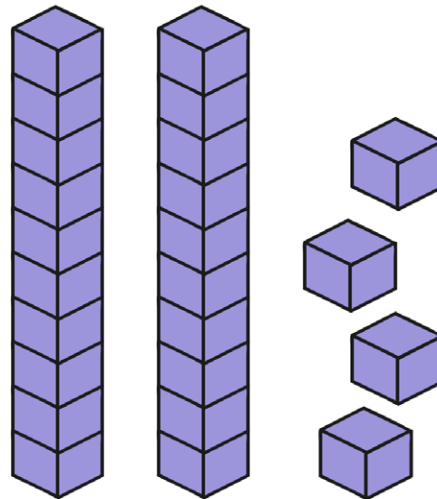
2 tens

2 ones

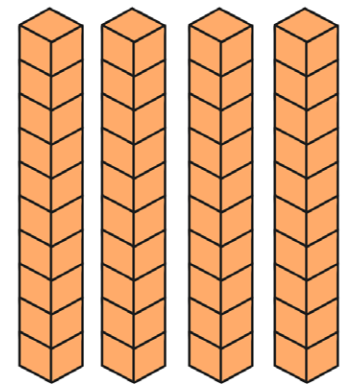


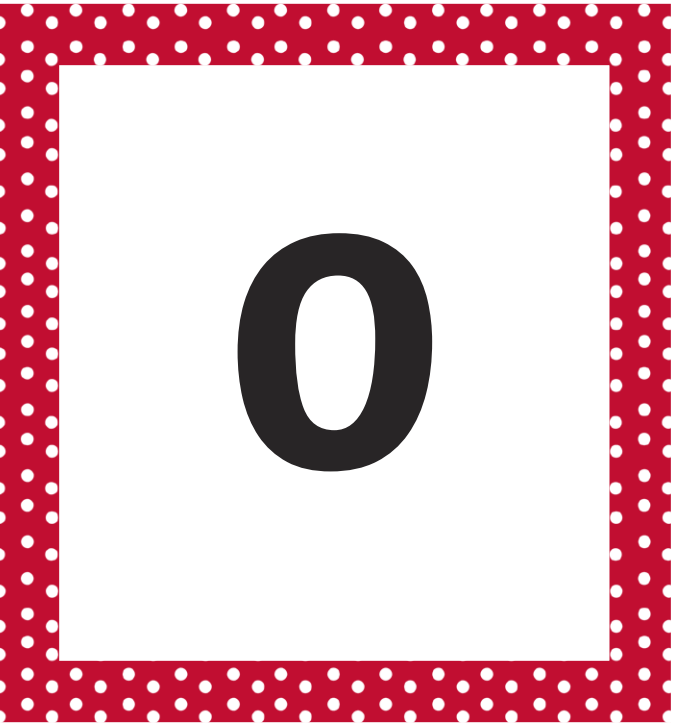
2 tens

4 ones



4 tens





0



1



2



3



4



5



6



7



8



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15



16



17



18



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