

# Homework/Extension

## Step 1: Numbers to 50

### National Curriculum Objectives:

Mathematics Year 1: (1N1a) [Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number](#)

Mathematics Year 1: (1N2a) [Count, read and write numbers to 100 in numerals](#)

### Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

**Developing** Count the number that each representation is showing, using numbers up to 50. Ten frames used to show grouping.

**Expected** Count the number that each representation is showing, using numbers up to 50. Images with 1:1 correspondence used to show grouping.

**Greater Depth** Count the number that each representation is showing, using numbers up to 50. Images used to show grouping.

Questions 2, 5 and 8 (Varied Fluency)

**Developing** Match each representation to the number track, using numbers up to 50. Completed number tracks that do not cross 10 and tens frames used to show grouping.

**Expected** Match each representation to the number track, using numbers up to 50. Completed number tracks and images with 1:1 correspondence used to show grouping.

**Greater Depth** Match each representation to the number track and complete, using numbers up to 50. Partially completed number track and images used to show grouping.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

**Developing** Use the given clues to identify a number up to 50. Completed number track which does not cross 10 given as support.

**Expected** Use the given clues to identify a number up to 50. Completed number track given as support.

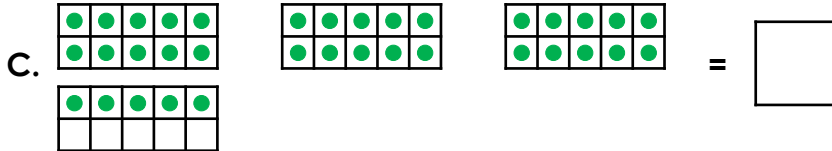
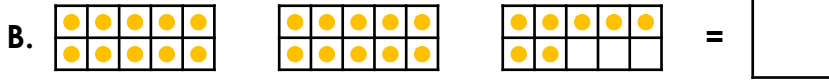
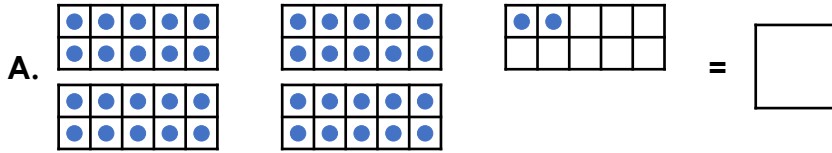
**Greater Depth** Use the given clues to identify a number up to 50. No number track given.

More [Year 1 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

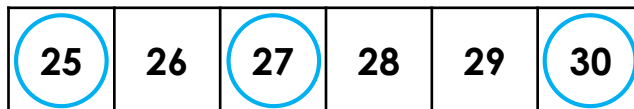
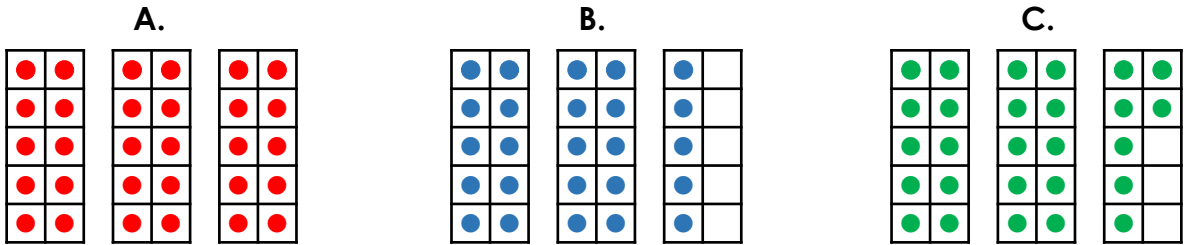
# Numbers to 50

1. Which numbers are represented below?



VF  
HW/Ext

2. Draw a line from each representation to its number on the track.



VF  
HW/Ext

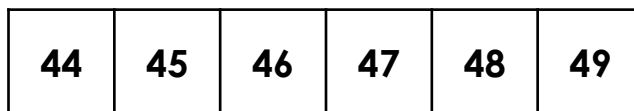
3. Zack is thinking of a number.

He has written 3 clues.

There are 4 groups of 10.

It is more than 45.

It is less than 48.



What number might Zack be thinking of? List all possibilities.



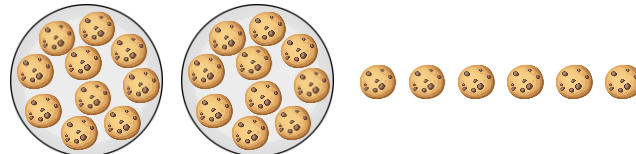
RPS  
HW/Ext

# Numbers to 50

4. Which numbers are represented below?

A.  =

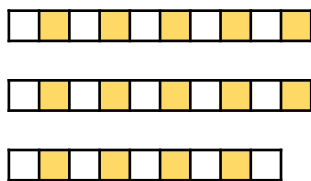
B.  =

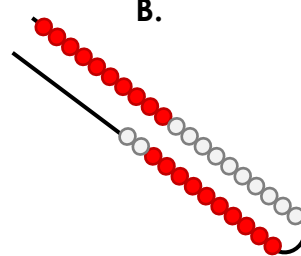
C.  =

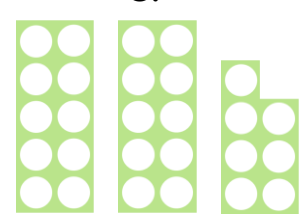


VF  
HW/Ext

5. Draw a line from each representation to its number on the track.

A. 

B. 

C. 

25	26	27	28	29	30	31	32	33
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VF  
HW/Ext

6. Freddie is thinking of a number.

He has written 3 clues.

If I count from 26 to 34, I will say the number.

There are 3 groups of 10.

It is less than 33.

26	27	28	29	30	31	32	33	34
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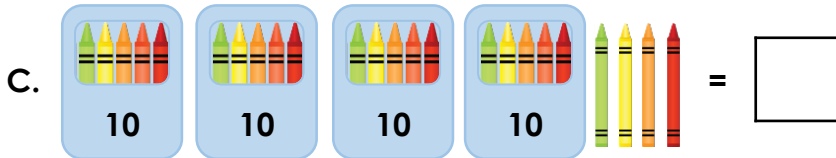
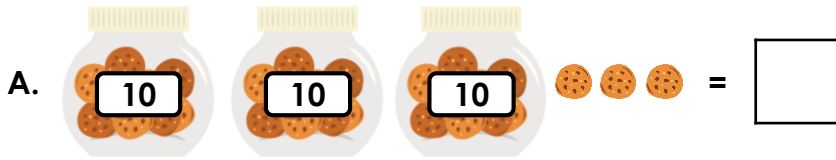
What number might Freddie be thinking of? List all possibilities.



RPS  
HW/Ext

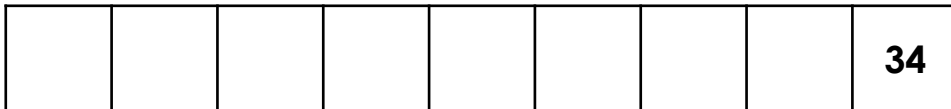
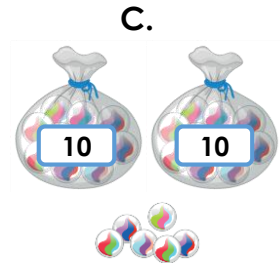
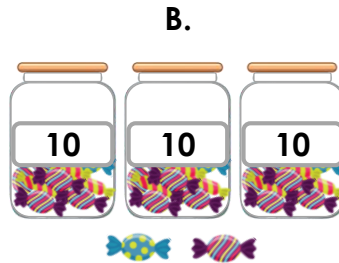
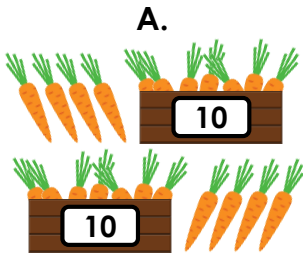
# Numbers to 50

7. Which numbers are represented below?



VF  
HW/Ext

8. Complete the number track and draw a line from each representation to the correct numeral.



VF  
HW/Ext

9. Hannah is thinking of a number.

She has written 3 clues.

If I count from 37 to 48, I will say the number.

There are 4 groups of 10.

The second digit is higher than the first digit.

What number might Hannah be thinking of? List all possibilities.



RPS  
HW/Ext

# Homework/Extension

## Numbers to 50

### Developing

1. A. 42; B. 27; C. 35
2. A. 30; B. 25; C. 27
3. Zack could be thinking of numbers 46 or 47.

### Expected

4. A. 43; B. 31; C. 26
5. A. 29; B. 32; C. 27
6. Freddie could be thinking of the numbers 30, 31 or 32.

### Greater Depth

7. A. 33; B. 21; C. 44
8. A. 28; B. 32; C. 26

26	27	28	29	30	31	32	33	34
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9. Hannah could be thinking of the numbers 45, 46, 47 or 48.