Homework/Extension
Step 3: Represent Numbers to 50

National Curriculum Objectives:

Mathematics Year 1: (1N2a) Count, read and write numbers to 100 in numerals
Mathematics Year 1: (1N4) 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
Mathematics Year 1: (1N2c) Read and write numbers from 1 to 20 in numerals and words

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Identify all representations of a given number. Using number pieces, bead strings, ten frames and numerals.
Expected Identify all representations of a given number. Using Base 10, straws, number pieces and numbers written as words.
Greater Depth Identify all representations of a given number. Using Base 10 and place value counters in mixed arrangements, part-whole models, partitioning and numbers written as words.

Questions 2, 5 and 8 (Varied Fluency)
Developing Complete each representation to show a given number within 50. Using number pieces, bead strings, ten frames and numerals.
Expected Complete each representation to show a given number within 50. Using Base 10, straws, number pieces and numbers written as words.
Greater Depth Complete each representation to show a given number within 50. Using Base 10 in mixed arrangements, part-whole models, partitioning and numbers written as words.

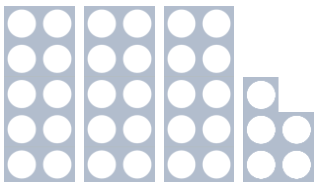
Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Explain which statement is correct. Using bead strings and number pieces to represent numbers to 50.
Expected Explain which statement is correct. Using Base 10 and number pieces to represent numbers to 50.
Greater Depth Explain which statement is correct. Using place value counters with mixed arrangements and a part-whole model to represent numbers to 50.

More Year 1 Place Value resources.

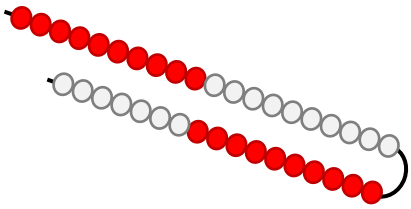
Did you like this resource? Don't forget to review it on our website.

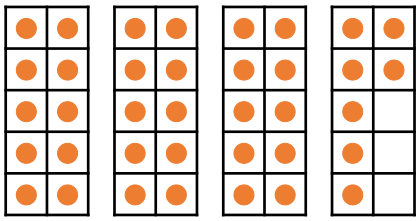
Represent Numbers to 50

1. Circle all the representations that show the number 37.

A. 

B. 37

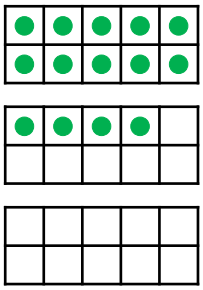
C. 

D. 

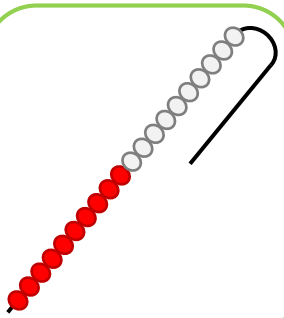
D

VF
HW/Ext

2. Complete each box below to show different ways of representing the number 24.



____4



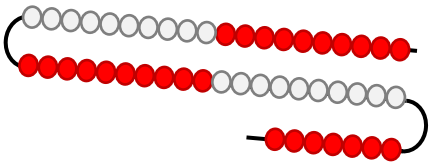
2 tens

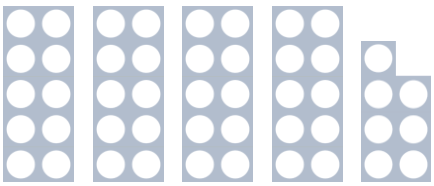
____ones

D

VF
HW/Ext

3. Ava and Max are representing a 2-digit number.





Ava says,

Both representations show 29.

Max says,

Both representations show 47.

Who is correct? Explain why.

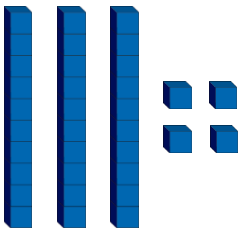
D

RPS
HW/Ext

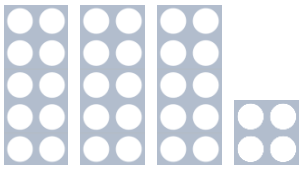
Represent Numbers to 50

4. Circle all the representations that show the number 34.

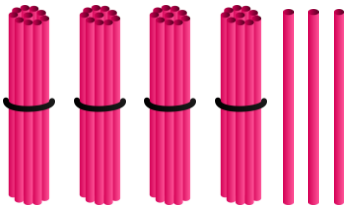
A. forty-three

B. 

C. 3 tens and 4 ones

D. 

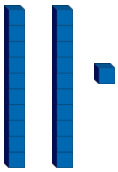
E. thirty-four

F. 

E

VF
HW/Ext

5. Complete each box below to show different ways of representing the number 27.



2 tens

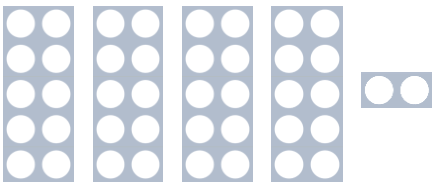
____ones

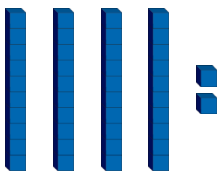
_____-seven

E

VF
HW/Ext

6. Jonah and Bella are representing a 2-digit number.





Jonah says,

Both representations show 42.

Bella says,

Both representations show 24.

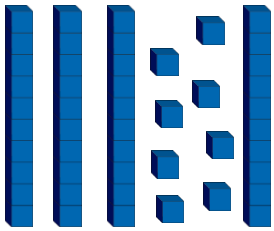
Who is correct? Explain why.

E

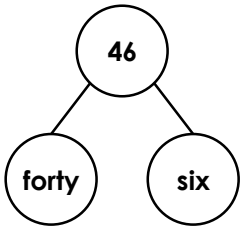
RPS
HW/Ext

Represent Numbers to 50

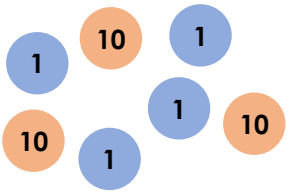
7. Circle all the representations that show the number 46.

A. 

B. 40 + 6

C. 

D. forty-six

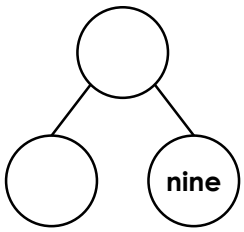
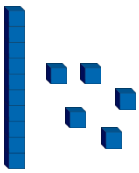
E. 

F. 4 tens and 6 ones

GD

VF
HW/Ext

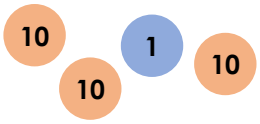
8. Complete each box below to show different ways of representing the number 29.

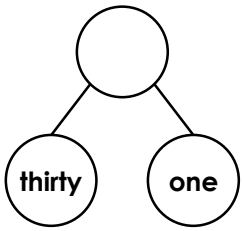
____tens ____ones		_____-nine	

GD

VF
HW/Ext

9. Ryan and Anita are representing a 2-digit number.





Ryan says,

Both representations show 13.

Both representations show 31.

Anita says,

Who is correct? Explain why.

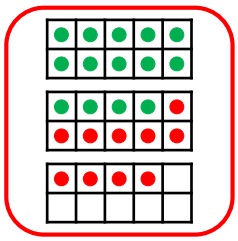
GD

RPS
HW/Ext

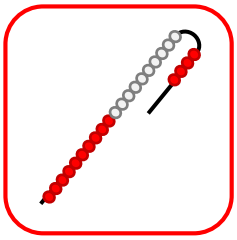
Homework/Extension
Represent Numbers to 50

Developing

1. B; C; D
2.



2 4



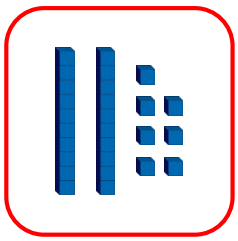
2 tens

4 ones

3. Max is correct because both representations show 4 tens and 7 ones, which makes 47.

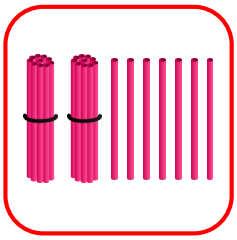
Expected

4. B; C; D; E
5.



2 tens

7 ones



twenty-seven

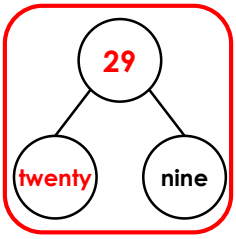
6. Jonah is correct because both representations show 4 tens and 2 ones, which makes 42.

Greater Depth

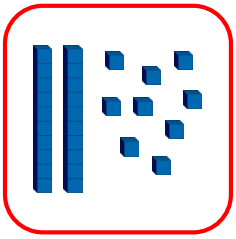
7. B; C; D; F
8.

2 tens

9 ones



twenty-nine



9. Anita is correct because the place value counters show 3 tens and 1 one, and the part-whole model shows thirty and one. Both represent 31.