

Year 1: Representing numbers within 50

GUIDANCE FOR PARENTS

Learning objective

In this lesson, children will learn to represent larger numbers up to 50 by splitting them into tens and ones.

Key mathematical language

Ten – a group of ten, for example 20 is made up of 2 tens.

One – an individual number that does not make a full ten, e.g. 34 is made up of 3 tens and 4 ones.

Ten frame – a 2×5 grid that allows children to group together objects into tens to help with efficient counting.

LEARN

Video 1: *Representing numbers within 50 – Part A*

This video sets children a question to discover for themselves a more efficient method of counting a large number of objects, and then asks them to pause the video to work out the answer. Play the rest of the video to find out the method.

- This video sets the question: *How many eggs are there in total?* The aim of this question is to help children realise that counting large numbers of objects is much easier when you group them together in tens. Pause the video when it suggests discussing the points below with your child.
- To help your child with this, if you can, provide 35 items for them to count to represent the eggs in the picture. You can use anything you have to hand, for example buttons, pebbles or plastic bricks. Encourage your child to have a go at counting them all. Ask, *how could you make it easier to count them? Could you put them in groups of 10?*
- Watch the rest of the video. Ask, *how did the characters count the eggs? Did they do the same as you did?*

Video 2: *Representing numbers within 50 – Part B*

This video sets children a second question to help them understand the concept of tens and ones more deeply, and then asks them to pause the video to work out the answer. Play the rest of the video to find out the method.

- This video sets the question: *A box holds 10 eggs. How many full boxes can you make?* The aim of this question is to help children to deepen their understanding of tens and ones by using grouping to help them. Pause the video when it suggests discussing the points below with your child.
- To help your child with this, put the 35 items back together as one large group. If you have an egg box of 10 to hand (or a box of 12 where you could cut 2 off), encourage your child to use this to help him or her count the eggs into tens. Otherwise, count ten into bowls. Each time your child completes a group of ten, check that he or she has recognised that the ten is now complete and move on to the next ten.
- When your child has sorted all the objects into tens and ones, ask, *How many tens are there? How many ones are there? What number does this represent?*
- Watch the rest of the video. Ask, *how did the characters sort the eggs? Did they get the same answer as you did?*

PRACTISE

Activity 1

At the end of video 2, there are some suggestions for further practice. Encourage your child to practise the skill of counting by sorting objects into groups of ten using different numbers of objects up to 50. Look out for your child miscounting the objects going into each ten, and remind them to count how many are in the group to check they have ten.

Activity 2

This page allows your child to practise their new skills. If possible, print the page to enable your child to use the ten frames to support them. Encourage your child to use real objects to represent the numbers.

For **question 1**, ask your child to count the eggs carefully and draw a representation of each of them in the ten frames provided (if you are able to print the page). Use the ten frames to count in tens and ones. The answer is that there are **26 eggs in total. 26 is 2 tens and 6 ones.**

For **question 2**, encourage your child to count each filled ten frame as one ten, rather than counting the counters individually. Ask, *how many tens are there? How many ones are there? How do we write this as a 2-digit number?*

For **question 3**, provide small objects for your child to group into tens and ones if possible.

Answers for questions 2 and 3:

2 a): **2 tens and 3 ones is 23**

2 b): **3 tens and 7 ones is 37**

2 c): **3 tens and 4 ones is 34**

3: **Your child could show three groups of ten and four ones using small objects, write 3 tens and 4 ones and the 2-digit number 34.**