

YR1 Knowledge Organiser - Place Value within 100

Key Concepts

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiple of twos, fives and tens.
- Given a number, identify one more and one less
- 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

Key Vocabulary

- number line / number track
- part-whole model
- tens frame
- more / less than
- fewer
- equal to
- most / least
- count
- numeral
- multiple



Read and Write Numbers to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



“What number patterns can you see?”

“The yellow and green numbers go up in 2s, the blue and green numbers go up in 5s and the green numbers go up in 10s.”



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Count Forwards and Backwards



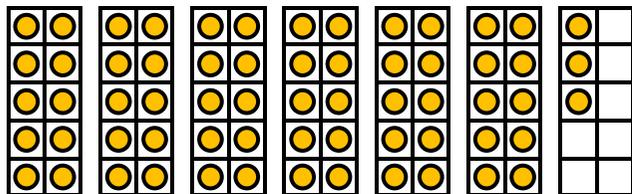
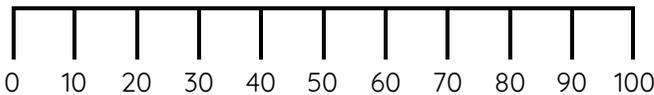
"We can count on and back to find the missing numbers."



Representing Numbers

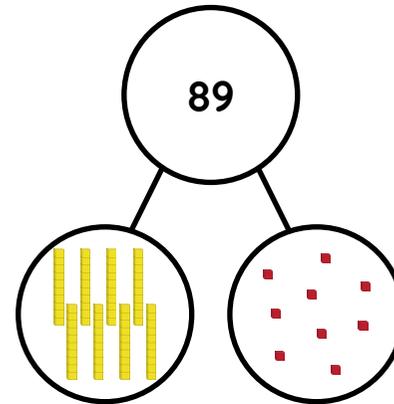
"How can we represent the number 63?"

Here are two examples.



Tens and Ones

We can also represent two-digit numbers using part-whole models.



"The whole is 89. One part is 80. The other part is 9. 80 has 8 tens and 9 ones."



Compare and Order Numbers

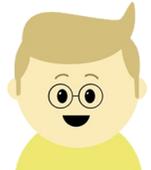
$$93 > 92 \quad 93 < 94$$

"93 is one more than 92 but it is one less than 94"



"93 is greater than 92 because it has more ones."

"92 is less than 93 because it has fewer ones."



We can order numbers from smallest to largest:



We can order numbers from largest to smallest:



One More and One Less

One Less		One More
59	60	61

