Varied Fluency
Step 2: Tens and Ones

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: (1N1b) Count in multiples of twos, fives and tens
Mathematics Year 1: (1N2a) Count, read and write numbers to 50 in numerals
Mathematics Year 1: (1N2b) Given a number, identify one more and one less
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

Differentiation:

Developing Questions to support finding tens and ones using numbers up to and including 50. Using ten frames, number pieces and bead strings. Numerals only.
Expected Questions to support finding tens and ones using numbers up to and including 50. Using Base 10, straws and number pieces. Numerals and words.
Greater Depth Questions to support finding tens and ones using numbers up to and including 50. Using Base 10 and place value counters, presented in a mixed arrangement where tens and ones are not grouped. Numerals and words.
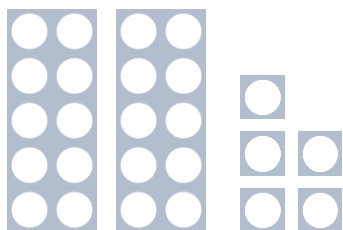
More Year 1 Place Value resources.

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

Tens and Ones

Tens and Ones
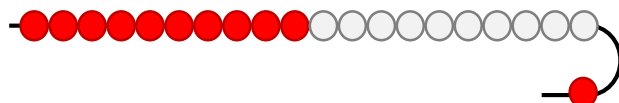
1a. Complete the sentence below.

There are ☐ tens and ☐ ones.
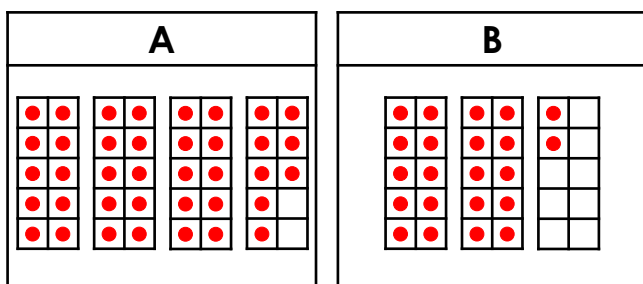
VF

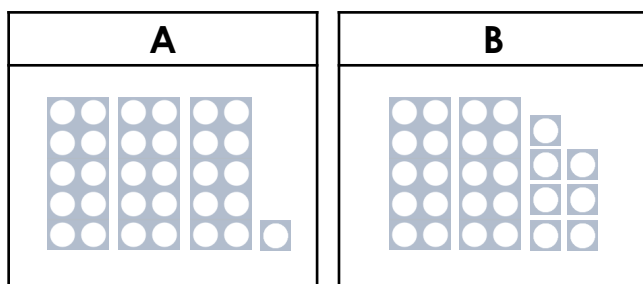**1b.** Complete the sentence below.

There are ☐ tens and ☐ one.

VF

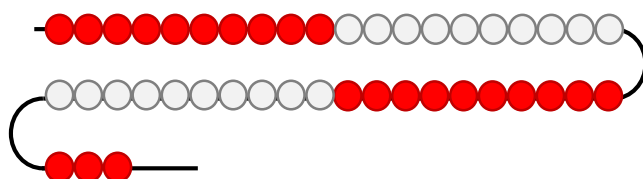**2a.** Which representation below shows the number 38?

A	B

VF

2b. Which representation below shows the number 27?

A	B

VF

3a. Circle the number shown below.

26   **18**   **43**

VF

3b. Circle the number shown below.
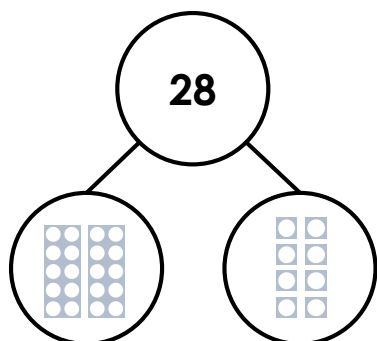
50   **23**   **39**

VF

4a. Use the part-whole model to complete the sentence.

28

28 = ☐ tens + ☐ ones

VF

4b. Use the part-whole model to complete the sentence.

35

35 = ☐ tens + ☐ ones

VF

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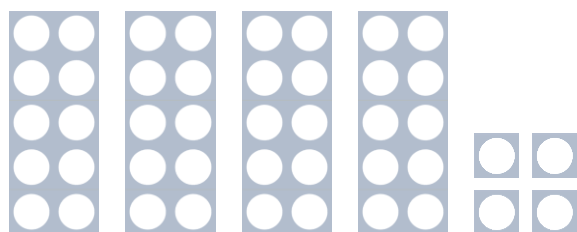**Varied Fluency – Tens and Ones – Year 1 Developing**

Tens and Ones
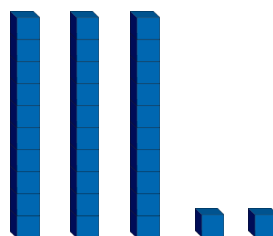
5a. Complete the sentence below.

There are ⬜ tens and ⬜ ones.

E   VF

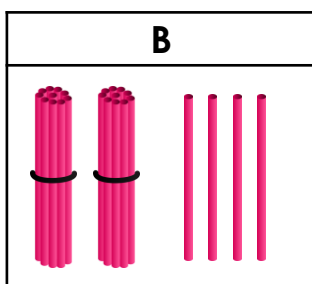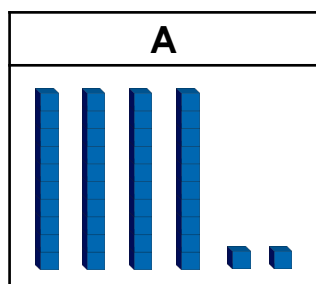**5b.** Complete the sentence below.
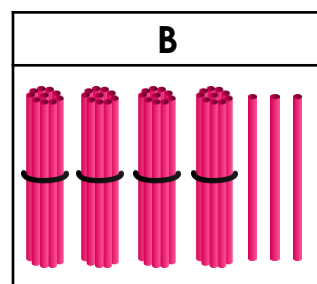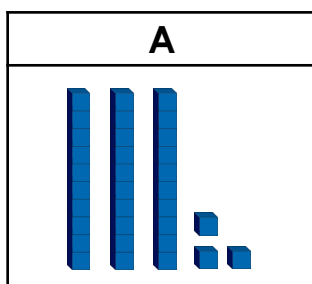
There are ⬜ tens and ⬜ ones.

E   VF

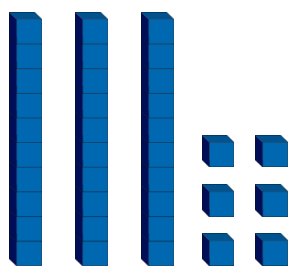**6a.** Which representation below shows the number twenty-four?

A	B

E   VF

6b. Which representation below shows the number forty-three?
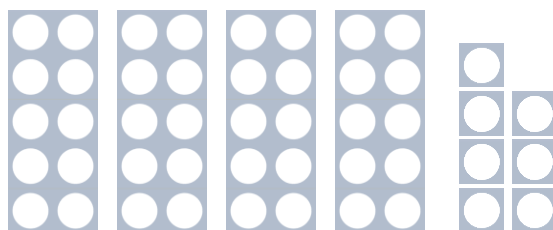
A	B

E   VF

7a. What number is shown below?
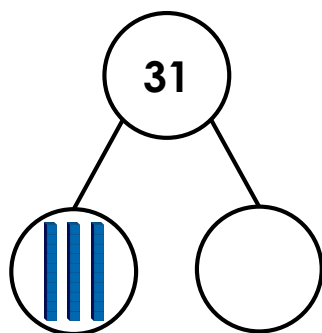
E   VF

7b. What number is shown below?

E   VF

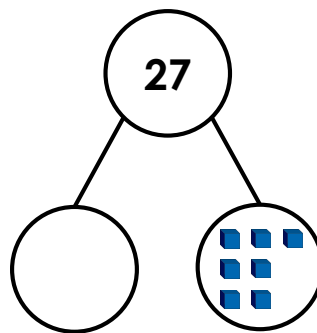**8a.** Complete the part-whole model and finish the sentence.

31

⬜ = ⬜ tens + ⬜ one

E   VF

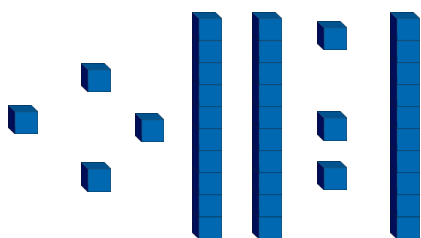**8b.** Complete the part-whole model and finish the sentence.

27

⬜ = ⬜ tens + ⬜ ones

E   VF

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Varied Fluency – Tens and Ones – Year 1 Expected

Tens and Ones

9a. Complete the sentence below.

There are ☐ tens and ☐ ones.

GD   VF

Tens and Ones

9b. Complete the sentence below.

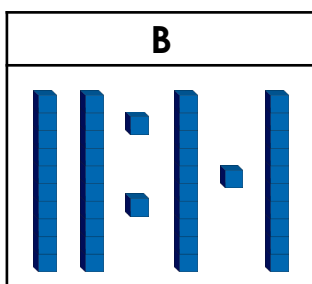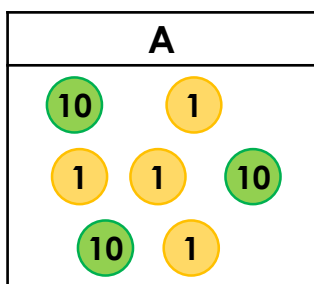10   1   1   1   1   1   1   1   1   10

There are ☐ tens and ☐ ones.

GD   VF

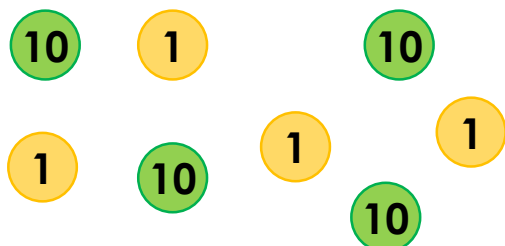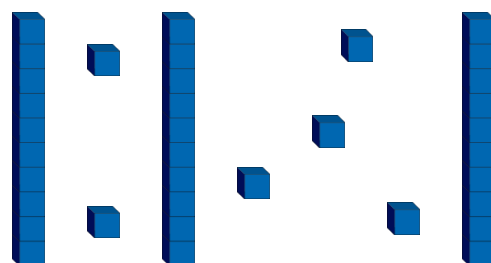**10a.** Which representation below shows the number forty-three?

A	B
10 1 1 1 10 10 1	

GD   VF

10b. Which representation below shows the number twenty-seven?

A	B
1 1 1 1 1 10 1 10 1	

GD   VF

11a. What number is shown below?

10   1   10   1   10   1   1   10

GD   VF

11b. What number is shown below?

GD   VF

12a. Complete the part-whole model and finish the sentence.

(40)

( )   ( )

☐ = ☐ tens + ☐ ones

GD   VF

12b. Complete the part-whole model and finish the sentence.

(32)

( )   ( )

☐ = ☐ tens + ☐ ones

GD   VF

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Varied Fluency – Tens and Ones – Year 1 Greater Depth
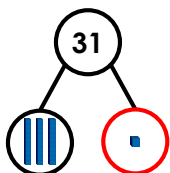
Varied Fluency
Tens and Ones

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Tens and Ones

Developing

1a. **There are 2 tens and 5 ones.**

2a. **A**
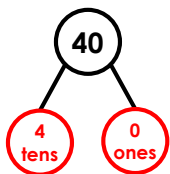
3a. **43**

4a. **28 = 2 tens + 8 ones**

Expected

5a. **There are 4 tens and 4 ones.**

6a. **B**

7a. **36**

8a. **31 = 3 tens + 1 one**

Greater Depth

9a. **There are 3 tens and 7 ones.**

10a. **B**
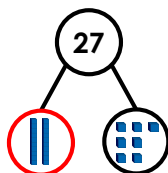
11a. **44**

12a. **40 = 4 tens + 0 ones**

Developing

1b. **There are 2 tens and 1 one.**

2b. **B**

3b. **23**

4b. **35 = 3 tens and 5 ones**

Expected

5b. **There are 3 tens and 2 ones.**

6b. **B**

7b. **47**

8b. **27 = 2 tens + 7 ones**

Greater Depth

9b. **There are 2 tens and 9 ones.**

10b. **A**

11b. **36**

12b. **32 = 3 tens + 2 ones**

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Varied Fluency – Tens and Ones ANSWERS