



Strengthen Activities

MISCONCEPTION

Children may not exchange and group when counting through the next ten, for example saying sixty-nine, sixty-ten, sixty-eleven.

STRENGTHENING UNDERSTANDING

1. Begin by exploring Base 10 equipment. Ask: *How many one blocks make a ten stick?* Establish that there are 10 ones in 1 ten. Ask children to make 28 out of Base 10 on a place value grid and check that they are able to accurately represent this number and understand place value. Repeat with 58.
2. Ask children to count on in 1s from 58, adding a one block each time. If they say 'fifty-ten' when they get to 60, ask: *What can we exchange 10 one blocks for?* Ask them to carry out the exchange and to use the place value grid (which now contains 6 tens) to read the number.
3. Repeat with different starting numbers. Ask children to track the numbers on a number line as they count, to make the connection between Base 10, exchange and the number line.

ASSESSMENT CHECKPOINT

Can children to count in 1s from 78?

RESOURCES

Base 10 equipment, place value grids, number line

MISCONCEPTION

Children may be unsure about how to compare three or more numbers at once.

STRENGTHENING UNDERSTANDING

1. Ask children to make 29, 56 and 63 out of Base 10 equipment, arranging each number horizontally from the same starting point. Ask: *Which number is greatest? How do we know?*
2. Ask children to move their numbers into place value grids. Ask: *What's the same/different about this way of representing numbers? How can we compare the numbers? Do we look at the tens or the ones first?* Establish that 10 is worth ten 1s. Explain that it is larger than a 1, so we compare the tens first.
3. Provide two > cards. Ask which number is greatest. Move the grid that represents 63 to the left. Ask which direction you would place the > symbol to indicate that the next number is smaller. Place the grid with 56 on next and continue until all three numbers are ordered.

ASSESSMENT CHECKPOINT

Can children use the equipment to compare 34, 56 and 62?

RESOURCES

Base 10 equipment, place value grids, > cards

MISCONCEPTION

Children may struggle to identify number bonds to 100, as they do not relate them to number bonds to 10.

STRENGTHENING UNDERSTANDING

1. Ask children to make all bonds to 10 using Base 10 ones blocks, replacing the blocks in a part-whole model, with a ten block as the 'whole'. Rehearse, and check understanding of, bonds to 10.
2. Model replacing each one block in a bond with a ten in both parts of a part-whole model. Ask: *What number sentence have we made? What is our whole?* Replace the ten block with a one hundred as the whole in the part-whole model, linking the hundred to 10 tens.
3. Play Pairs using cards with multiples of 10 to 100, including 0 and two 50s. Can children find the card to complete each bond to 100? Encourage them to use the part-whole model and Base 10 to help.

ASSESSMENT CHECKPOINT

Can children list all numbers bonds to 10?

RESOURCES

Base 10 equipment, part-whole models, multiples of 10 cards