

# Maths - Week Commencing 20/4/20

## Activity 2

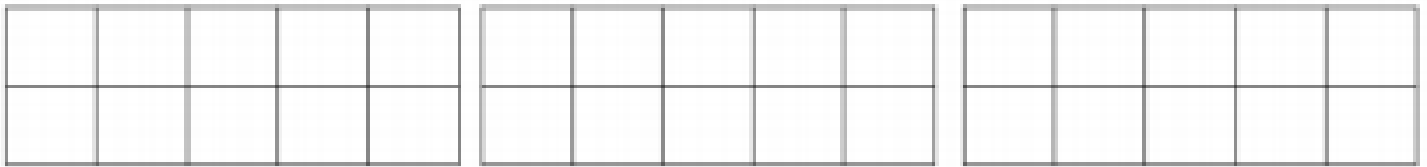
LO: To understand that numbers can be broken down into tens and ones.

### Recap

What numbers does the following picture represent?



Draw on counters to the tens frame to represent this number.



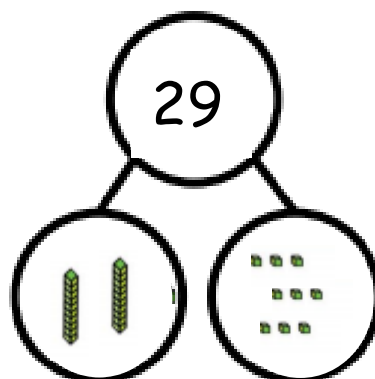
All numbers can be broken down into tens and ones. We can use a place value grid to understand how many tens and how many ones a number is made up of.

E.g. The number 29 can be written in a grid like this:

Tens	Ones
2	9

This shows, in 29 there are 2 tens and 9 ones.

We could also use our part-whole method to show this.



Again, this shows my number is 29 (the whole) and I have 2 tens (part) and 9 ones (part).

Complete the sentences to show how many tens and how many ones are in each number.

a)

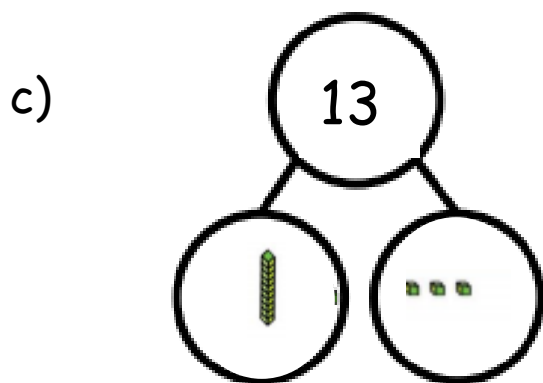
Tens	Ones
3	2

My number is \_\_\_\_  
there are \_\_\_\_ tens  
there are \_\_\_\_ ones

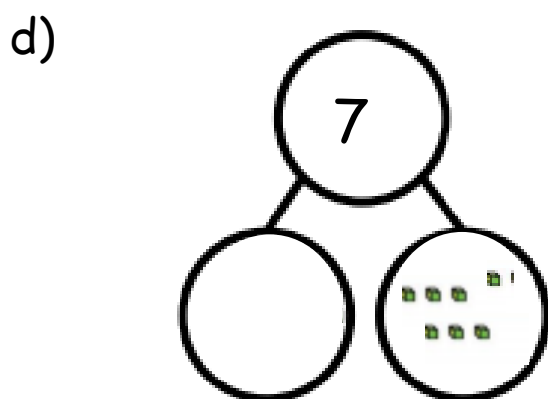
b)

Tens	Ones
4	0

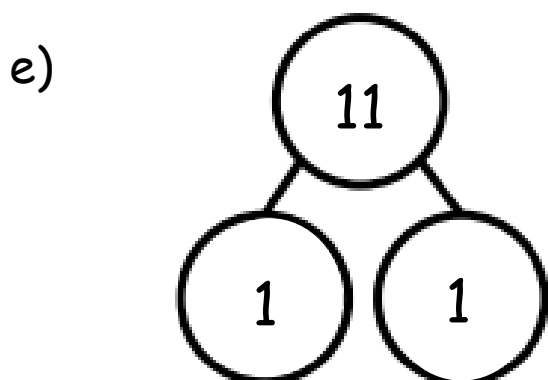
My number is \_\_\_\_  
there are \_\_\_\_ tens  
there are \_\_\_\_ ones



My number is \_\_\_\_  
there are \_\_\_\_ tens  
there are \_\_\_\_ ones



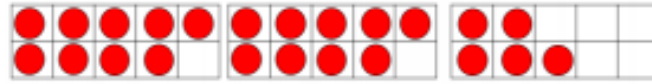
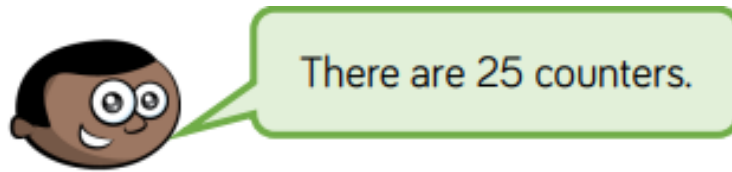
My number is \_\_\_\_  
there are \_\_\_\_ tens  
there are \_\_\_\_ ones



My number is \_\_\_\_  
there are \_\_\_\_ tens  
there are \_\_\_\_ ones

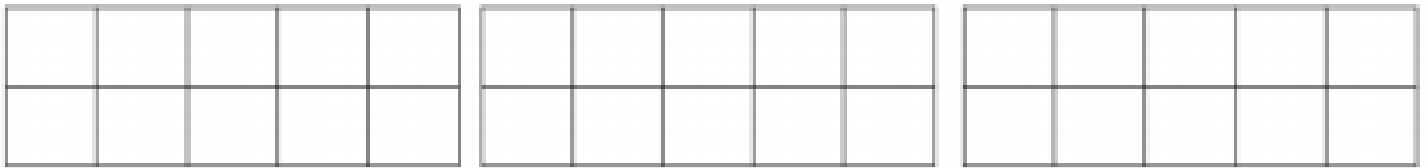
## Challenge

Mo says,



Do you agree with Mo? Why/why not? \_\_\_\_\_

Can you correct his answer using the blank tens frame to represent the number 25 showing tens and ones?



Alice and Billy both attempt to build the same number.



Who is correct and what mistake has been made?

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