

Master The Number Line to 100 A

Rationale

In this practical step, pupils will build upon their understanding of the number line to 20 by extending it to 100

Pupils will connect their prior knowledge of finding 1 more and 1 less, as well as counting on and back, to support them in identifying hidden numbers on number lines with different intervals, start and end points. Pupils will determine whether to count forwards from the start of the number line, or backwards from the end, depending on the location of the hidden number.



Key Stem Sentences

- ___ is here on the number line.
- ___ is here on the number line because the 10s number before / after ___ is ___
- ___ is here on the number line because 1 more / less than ___ is ___



Key Vocabulary

- number line
- interval
- more than / less than
- 10s / 1s



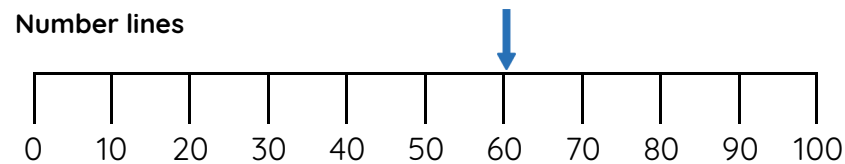
Common Errors or Misconceptions

- Pupils may not be secure with counting forwards and backwards in 10s from different start points.
- Pupils may find it difficult to connect number lines in 1s with the equivalent part of a number line in 10s.

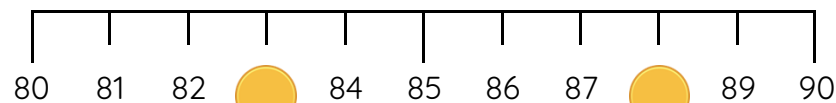


Key Representations

Number lines



60 is here on the number line.



83 is here on the number line
because 1 more than 82 is 83

88 is here on the number line
because 1 less than 89 is 88



Pupils will FLOURISH if they can...

- count in 1s and 10s on number lines with different intervals, start and end points.
- accurately identify hidden numbers on number lines to 100 with different intervals, start and end points.
- explain their understanding using verbal sentences and concrete apparatus.

