



# Maths

## Number and Place Value

# Need a coherently planned sequence of lessons to complement this resource?

**Lesson Breakdown**

Below is our suggestion for the most coherent and progressive sequence to teach this area of **Planit Maths** steps on the **White Rose Maths** scheme of learning although we have not aimed to mirror the exact order in which the lessons are presented.

**Count Up and Back from 20 (1): Counting up to 20**  
This engaging holiday-themed lesson has been designed to help children learn to count forwards and backwards from 20 in numerals. The lesson provides differentiated activities where children learn to compare numbers in different representations. They also learn to count in twos, fives and tens, and write numbers up to twenty in numerals and words. These lessons include Diving into Mastery cards which include fluency, reasoning and problem-solving activities.

**NC Statement:** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  
**Lesson Aim:** To count up to 20.

**Count Up and Back from 20 (2): Counting Back from 20**  
This exciting space-themed lesson has been designed to help children learn to count forwards and backwards from 20 in numerals. The lesson includes differentiated activities where children learn to answer reasoning questions. Children also have the opportunity to develop fluency, reasoning and problem-solving into Mastery challenges. Finally, children apply their learning and work together to solve a problem.

**NC Statement:** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  
**Lesson Aim:** To count back from numbers to 20.

**Count, Read and Write Numbers in Numerals (1): Read and Write Numbers in Numerals**  
This delightful Alice in Wonderland-themed lesson teaches children to count to twenty. Children investigate different representations, including base ten blocks. Children also have the opportunity to develop fluency, reasoning and problem-solving into Mastery challenges. Finally, children apply their learning and work together to solve a problem.

**NC Statement:** Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.  
**Lesson Aim:** To count, read and write numbers to 20 in numerals.

**Introduction**

In this unit, children gain confidence in counting, reading and writing numbers up to 100. They develop fluency in identifying and representing numbers in different representations and in applying these skills in different contexts. Children practise using the language of 'less than' and 'less than or equal to' and 'more than' and 'more than or equal to' to compare numbers in different representations. They also learn to count in twos, fives and tens, and write numbers up to twenty in numerals and words. These lessons include Diving into Mastery cards which include fluency, reasoning and problem-solving activities.

**Teacher Note:** The year 1 place value objective count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens is closely linked to the year 1 multiplication and division objective solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Please head over to the [Multiplication and Division Topic Area](#) to find some more support for counting in twos, fives and tens.

**Resource:** In addition to your standard school equipment and maths resources, you will need place value counters, base ten blocks, number shapes and small manipulatives. You will also need a range of sensory material, such as foam, sand, water and fabric.

**Assessment Statement**

By the end of this unit:

- children working towards the expected level will be able to:
  - Count forwards up to 100.
  - Read and write numbers up to and beyond 50 in numerals.
  - Read and write numbers from one to twelve in words.
  - Count in twos, fives and tens up to 50 using objects.
  - Say one more or one less than a number up to 20.
  - Identify and represent numbers in different ways.
  - Provide a simple explanation of the mathematical concepts.
- children working at the expected level will be able to:
  - Count up to and beyond 100, forwards and backwards.
  - Count, read and write numbers up to 100 in numerals.
  - Read and write numbers from one to 20 in words.
  - Count in twos, fives and tens up to the tenths.
  - Say one more or one less than a given number up to 100.
  - Compare numbers using the language: 'equally as many', 'fewer', 'more', 'less than'.
  - Identify and represent numbers up to 100 in different ways.
  - Use their knowledge of place value to explain the value of numbers.
  - Use number and place value skills fluently to solve a variety of problems.

**Number and Place Value**  
Year 1: Year 1: Steps to Progression Overview

The aim of this overview is to support teachers using **Planit Maths** to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the **White Rose Maths** scheme of learning to make full use of the resources available on **Planit Maths**. Wherever possible, lesson packs have been made out of each of the annual steps on the **White Rose Maths** scheme of learning.

**Yearly Overview**

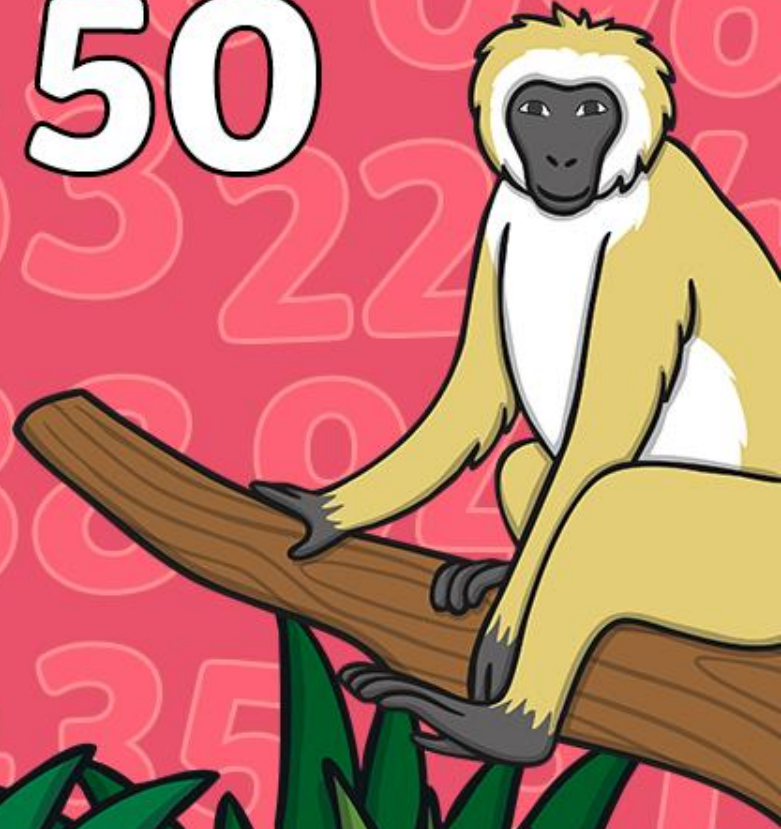
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10) We don't have Planit content for this area as it is a National Curriculum requirement. However, we do have a powerful selection of Diving into Mastery resources to help teach this area which can be found <a href="#">here</a> .			Number: Addition and Subtraction (within 10)			Geometry: Shape			Number: Place Value (within 20)		Consolidation
Spring		Number: Addition and Subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)		Measurement: Length and Height			Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money			Time	Consolidation

See our [Number and Place Value Steps to Progression document](#).

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# Counting Back from 50



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# Aim

- To count back from 50.

# Success Criteria

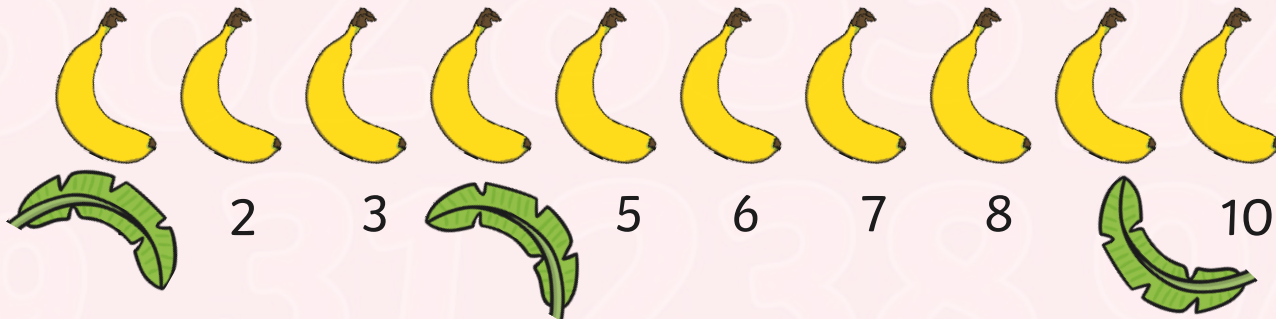
- I can count back from any numbers up to 50 using a number line.
- I can find missing numbers when counting backwards from numbers up to 50.



# Remember It



Count forward to find the hidden numbers.





# Remember It



Count forward to find the hidden numbers.

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40



# Remember It



Count forward to find the hidden numbers.





# Monkey Madness

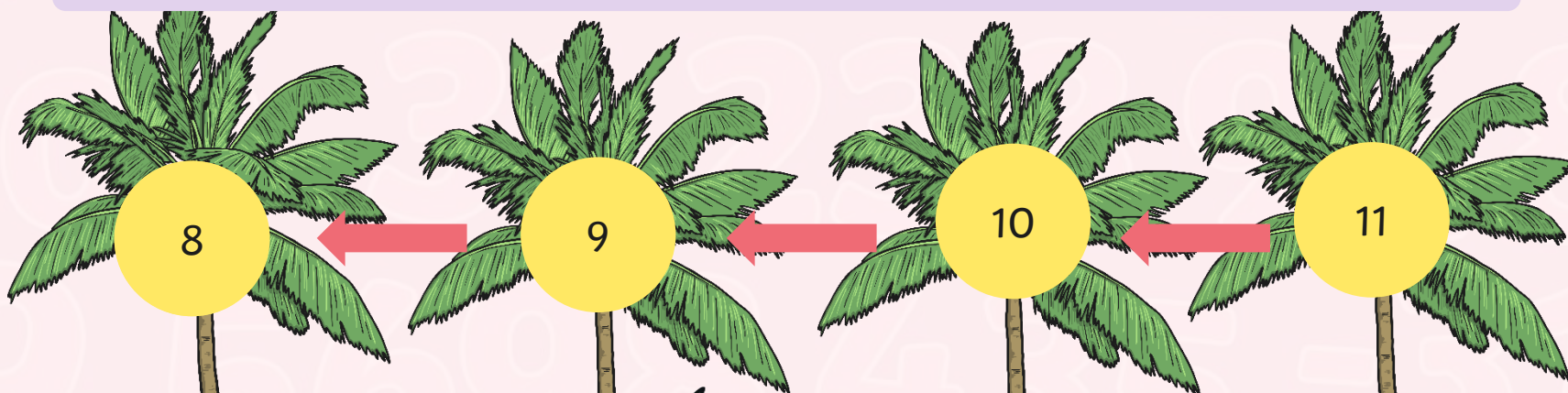


Nora swings from tree to tree, counting backwards.

Can you explain to Nora what happens to each number when we count back?

Where would we begin?

Which number do you think will be on the last tree?







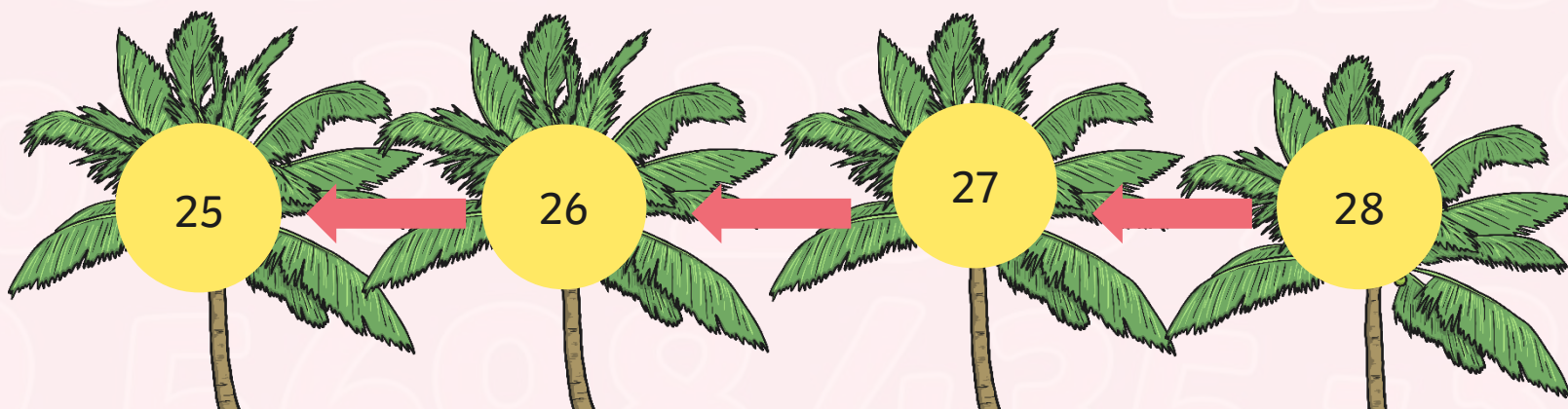
# Monkey Madness



Where should Nora start?

Which number do you think will be on the last tree?

How do you know?



# Monkey Madness



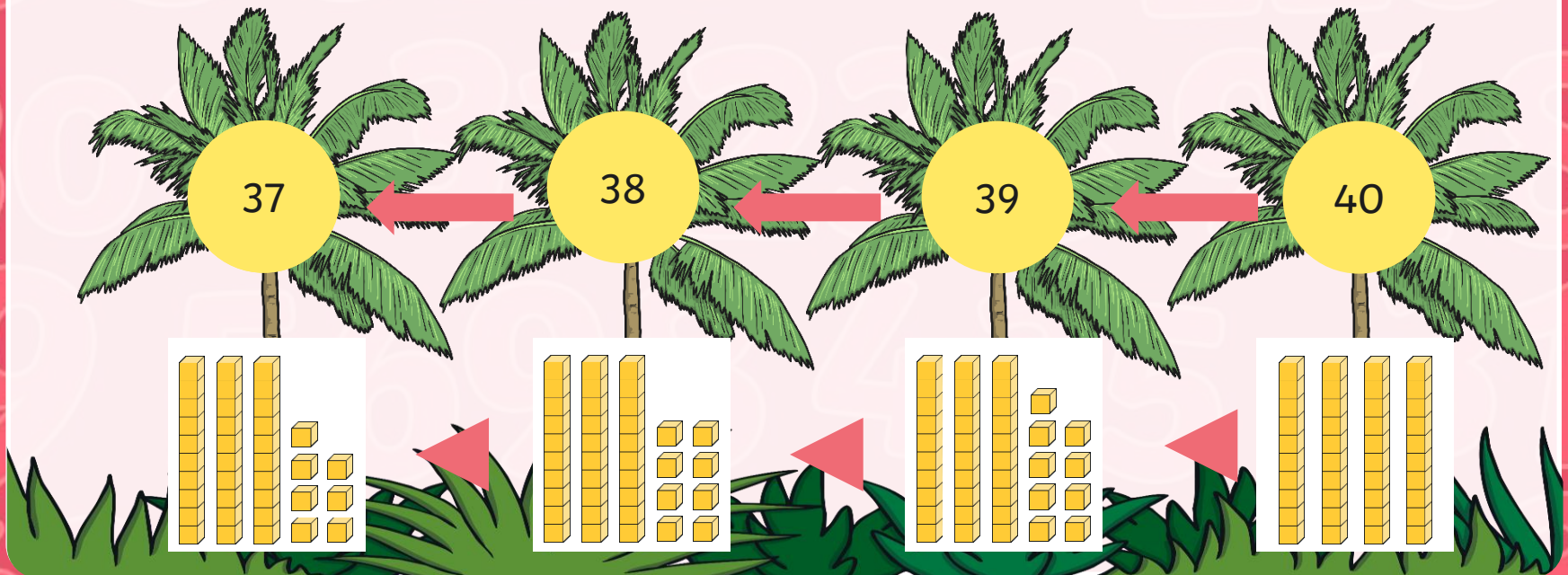
How would you finish these sentences to teach Nora how to count back?



Start on \_\_\_\_\_ because \_\_\_\_\_.

Finish on \_\_\_\_\_ because \_\_\_\_\_.

Talk to your partner about your ideas.





# Monkey Madness

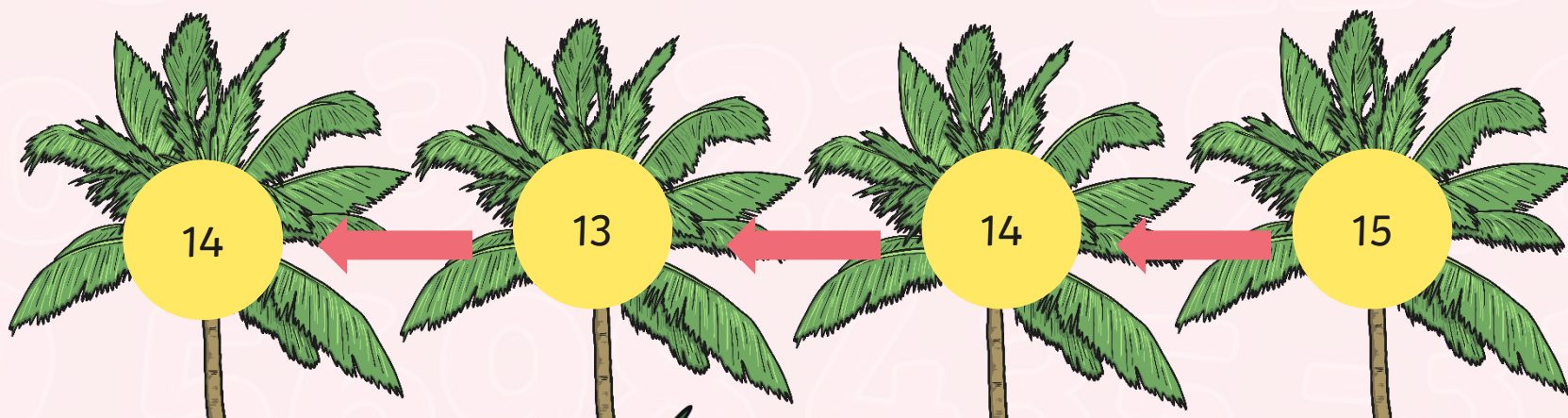


Nora has been listening to your great ideas.

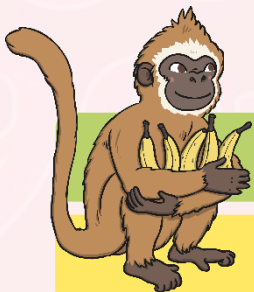
She has tried to work out the last number in this sequence.

How do you think Nora reached this answer?

What advice would you give her?



10 11 12 13 14 15 16 17 18 19 20



# Monkey Madness

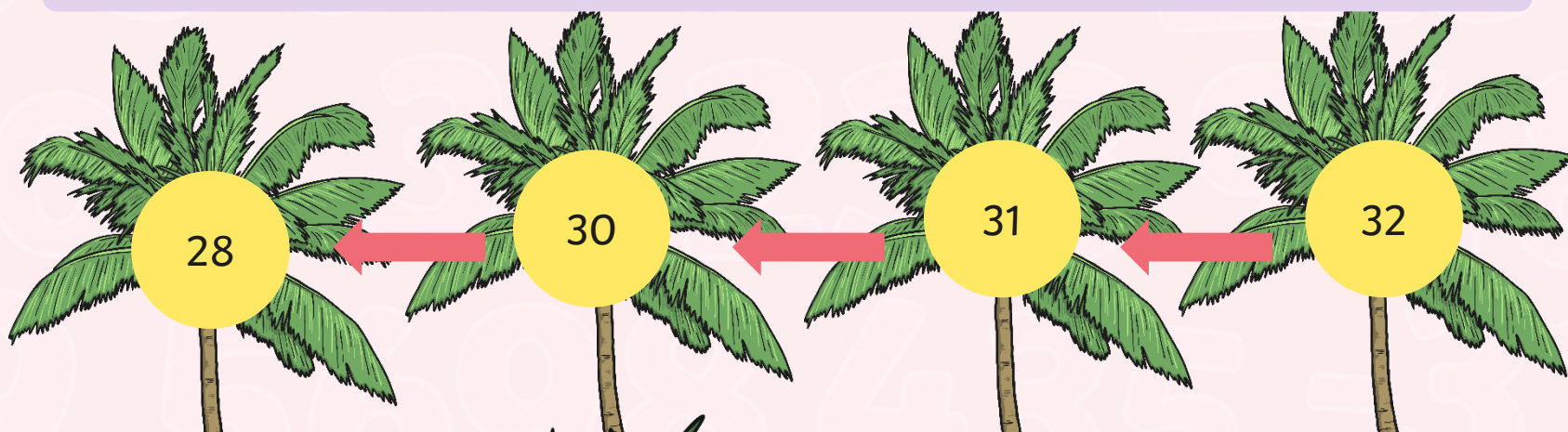


Nora has had another try.

Is she correct?

How do you know?

What does she need to remember?



25 26 27 28 29 30 31 32 33 34 35



# Monkey Madness

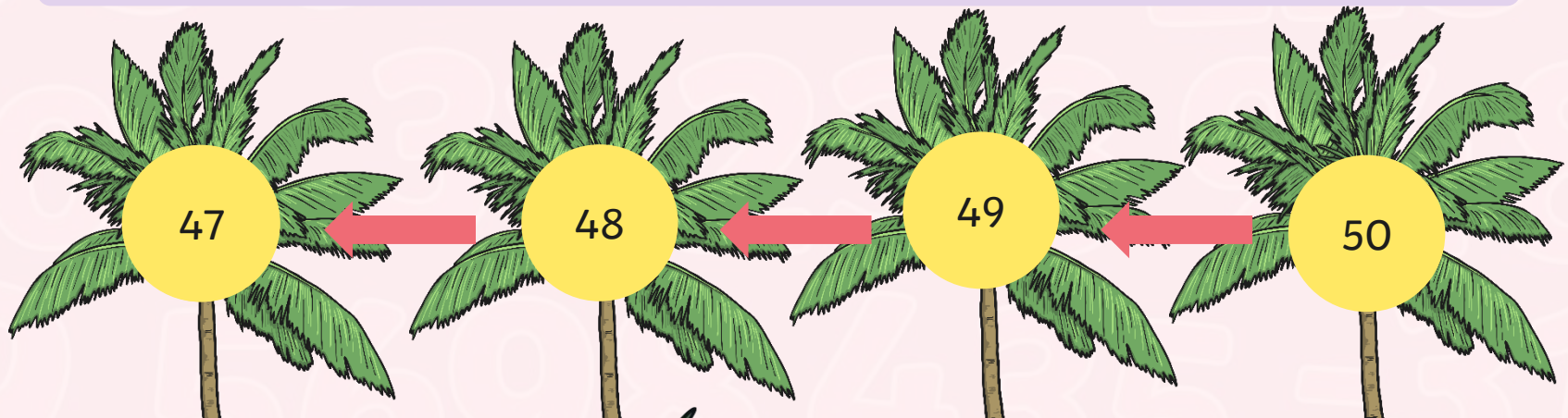


Try again Nora!

Which number will show us that Nora has learnt how to count back?

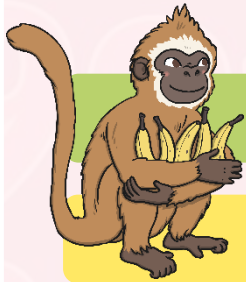
Show your partner how you reached your answer.

What does Nora's answer tell us about her learning?



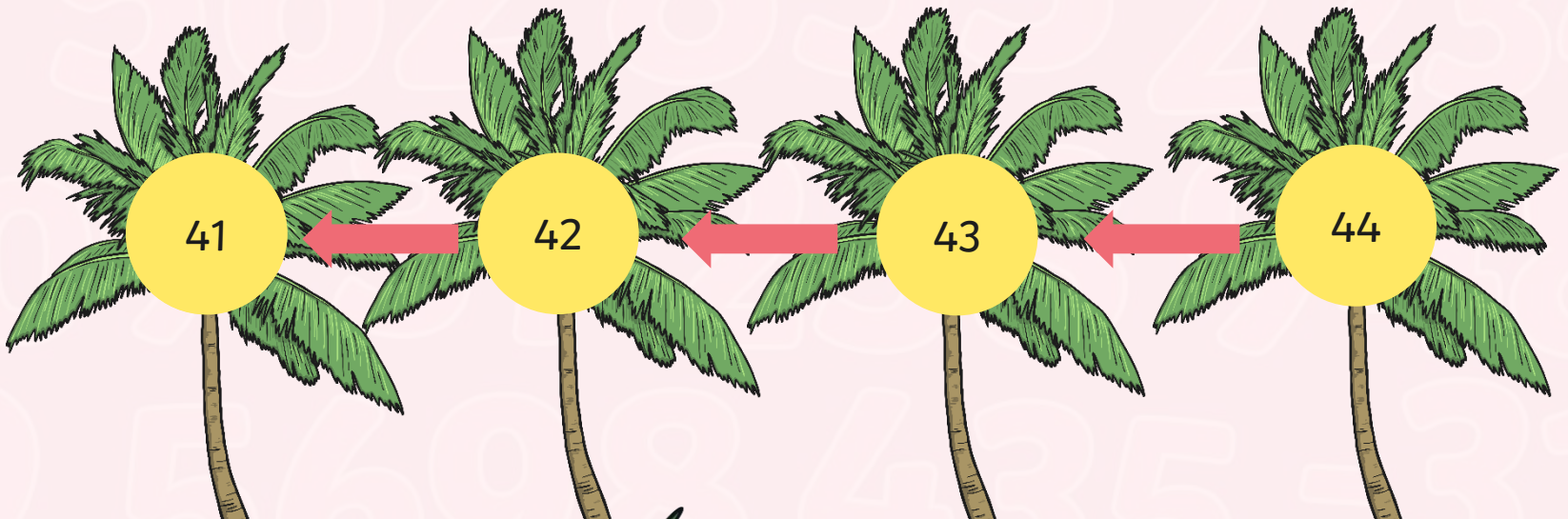
40 41 42 43 44 45 46 47 ◀ 48 ◀ 49 ◀ 50

# Monkey Madness



If Nora started at 44 and kept counting back, would she say 52?

Can you explain why?

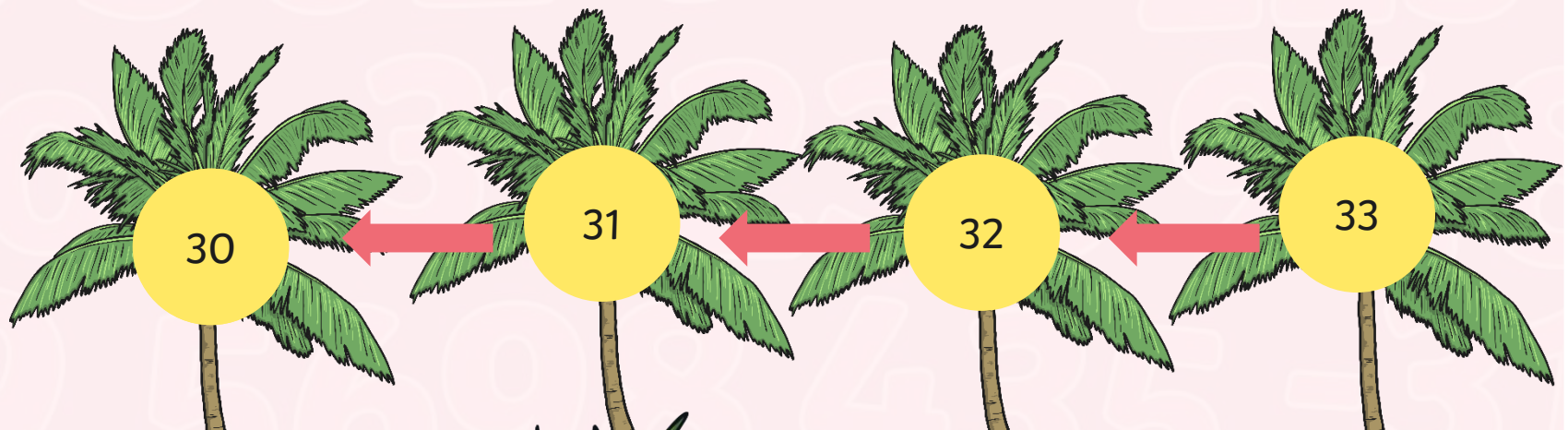


# Monkey Madness

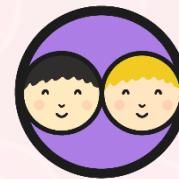


If Nora started on 33 and kept counting back, would she say 28?

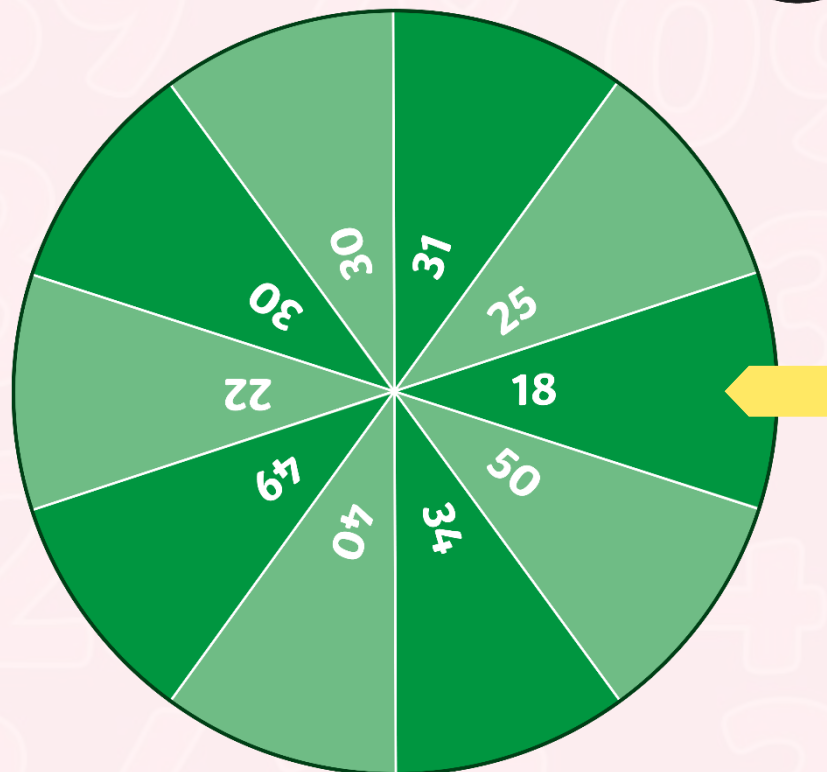
Can you prove it?



# Spinning a Sequence



Spin the wheel to choose a number. Count back from this number in ones to make a sequence.



**Spin**

Can you extend and record your sequence on a whiteboard?




# Backwards Bananas

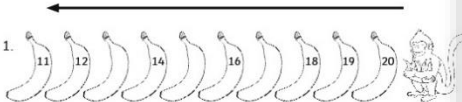


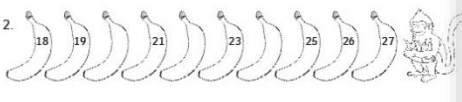
Nora and Norbert like to count backwards.  
Can you count back and fill in the missing numbers?

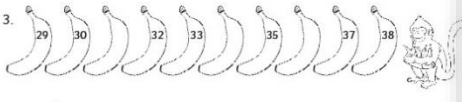
**Backwards Bananas**

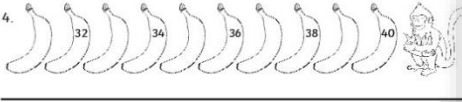
To count back from 50. 



Can you fill in the missing numbers? Start with the largest number and count back.  
Nora will show you where to begin.

1. 


2. 

3. 

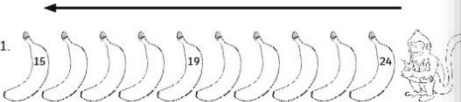
4. 

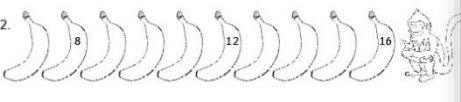
 **planit** ★ Maths (Number and Place Value) | Count to and Across 100, Forwards and Backwards from Any Number | Lesson 2 of 2: Counting Back from 50  [visit twinkl.com](http://www.twinkl.com)

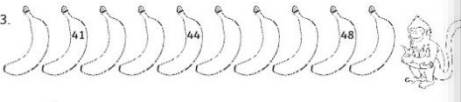
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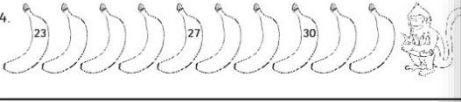
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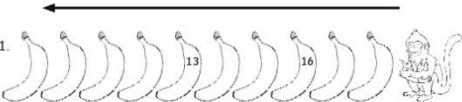
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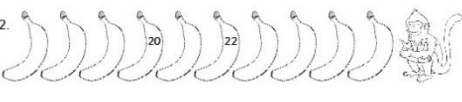
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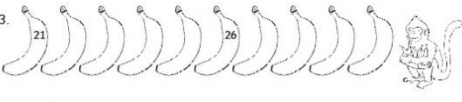
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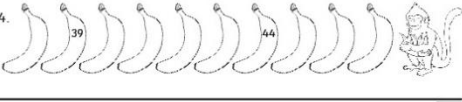
To count back from 50. 



Can you fill in the missing numbers? Start with the largest number and count back.  
Nora will show you where to begin.

1. 

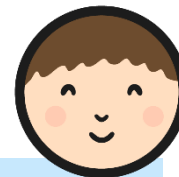
2. 

3. 

4. 

 **planit** ★★★ Maths (Number and Place Value) | Count to and Across 100, Forwards and Backwards from Any Number | Lesson 2 of 2: Counting Back from 50  [visit twinkl.com](http://www.twinkl.com)

## Counting Back from 50



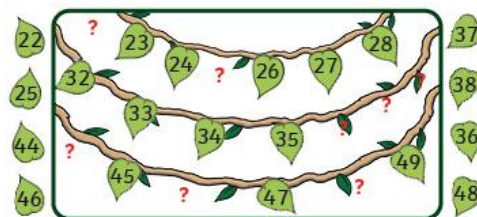
Dive in by completing your own activity!



### Counting Back from 50



Count back to match the leaves with the vines.



Which leaves don't have a space?  
Where could they go?



Start on 46 then count back 3



Start on 45 then count back 2

Start on 47 then count back 5



Which monkey will get to the bananas first?

# Norbert's Numbers



Norbert counted back in ones.  
He said 10 numbers.  
One of them was 23 and one was 18.  
What could the other numbers have been?

What is the important information?

Is the sequence counting forward or back?

How many numbers will be in each sequence?

Which 2 numbers must you include?

How many answers can you find?

# Norbert's Numbers



Make a counting back challenge for your friend.

Remember to include this information:

The sequence is counting back.

How many numbers will be in your sequence?

Which 2 numbers will you include?

How many answers can your friend find?

# Aim



- To count back from 50.

# Success Criteria

- I can count back from any numbers up to 50 using a number line.
- I can find missing numbers when counting backwards from numbers up to 50.



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